

EDUCATION

UNIT 2

(SUMMARY)

SECTION	In this UNIT you will develop your			
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS
Introduction		- Taking active part in a group discussion - Narrating incidents and events and expressing opinions.		Completing a web chart.
(A) My struggle for an Education		- Taking active part in a group discussion - Expressing personal feelings, opinions and attitudes. - Making a short speech clearly and confidently - Participating in a debate, expressing and arguing a point of view clearly and effectively - Role play involving conversation.	- Identifying the main points of a text - Deducing the meaning of unfamiliar lexical items	- Writing a conversation - Words to describe a person's character - Words and phrases used in a debate

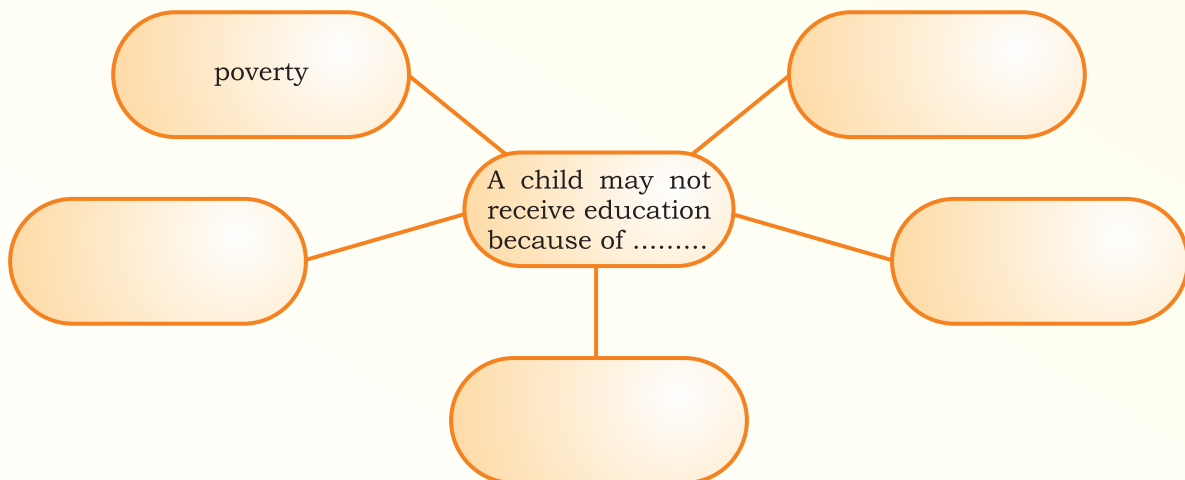
SECTION	In this UNIT you will develop your				
	LISTENING SKILLS	SPEAKING SKILLS	READING SKILLS	WRITING SKILLS	VOCABULARY
(B) Educating the Girl Child.		- Taking active part in a group/class discussion - Expressing opinions and giving reasons - Adopting different strategies to convey ideas effectively according to purpose, topic and audience.	- Analysing, interpreting and inferring the ideas in a text. - Retrieving and synthesising information from a range of material using study skills.	- Transcoding information from one text type to another - Writing a letter to the editor.	Words and phrases related to education.
(C) Inclusive Education	- Listening to a talk and understanding the topic and main points - Understanding and interpreting message in a talk.	- Taking active part in a group discussion - Expressing and arguing a point of view clearly and effectively.	- Identifying the main points of a text - Analysing, interpreting and inferring the ideas in the text - Local and global comprehension of a poem. - Deducing the meaning of unfamiliar lexical items.	- Making an oral presentation, expressing opinions and feelings - Illustrating a poem - Writing a formal letter. - Writing a bio-sketch. - Writing an article.	Words and phrases occurring in news reports of human interest.
(D) Vocational Education		- Participating in a debate and expressing and arguing a point of view clearly and effectively. - Role playing and participating in spontaneous spoken discourse.	- Identifying the main points and supporting details and making notes. - Reading a story and appreciating the main idea conveyed by the story	- Writing an article - Writing a narrative piece.	- Names of professional courses - Names of vocations

Introduction

Discuss the following questions in groups of four. Then share your views with the whole class.

- * Why do you come to school?
- * Why is it essential to receive education?
 - a)
 - b)
 - c)
 - d)
- * Do you know of anyone who is not educated?
- * Why did he/ she not receive education?
- * Does he/ she want to receive education now?
- * Why/ why not?
- * What are the reasons that may prevent a child from receiving education?

Complete the web-chart given below on the basis of your discussion.



A. My Struggle for an Education**A1. Read about a boy, Booker T. Washington and his struggle to receive an education.**

One day, while at work in the coal-mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town.

I heard one tell the other that not only was the school established for the members of my race, but that opportunities were provided by which poor but worthy students could work out all or a part of the cost of board, and at the same time be taught some trade or industry.

I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I remembered only that I was on fire constantly with one ambition, and that was to go to Hampton.

While at work here, I heard of a vacant position in the household of General Lewis Ruffner, the owner of the salt-furnace and coal-mine. Mother applied to her for the vacant position. I was hired at a salary of \$5 per month. I soon began to learn that first of all, she wanted everything kept clean about her, that she wanted things done promptly and systematically, and that at the bottom of everything she wanted absolute honesty and frankness. Nothing must be slipshod and every door, every fence, must be kept in repair.

The lessons that I learned in the home of Mrs. Ruffner were as valuable to me as any education I have ever gotten anywhere since. In the fall of 1872 I determined to make an effort to go. The small amount of money that I had earned had been consumed by my stepfather and the remainder of the family, with the exception of a very few dollars, and so I had very little with which to buy clothes and pay my traveling expenses.

Finally the great day came, and I started for Hampton. The distance from Malden to Hampton is about five hundred miles. I had not been away from home many hours before it became painfully clear that I did not have enough money to pay my fare to Hampton.

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By walking, begging rides both in wagons and in cars, in some way, after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. When I reached there, tired, hungry and dirty, it was late in the night. I had never been in a large city, and this rather added to my misery. When I reached Richmond I was completely out of money. I had not a single acquaintance in the place, and being unused to city ways, I did not know where to go.

Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where the broad sidewalk was considerably elevated. I waited for a few minutes till I was sure that no passers-by could see me, and then crept under the sidewalk and lay for the night upon the ground, with my satchel of clothing for a pillow. Nearly all night I could hear the tramp of feet over my head. The next morning I noticed that I was near a large ship.

I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast, and it seems to me, as I remember it now, to have been about the best breakfast that I have ever eaten. My work pleased the captain so well that he told me if I

desired I could continue working for a small amount per day. This I was very glad to do.

I continued to sleep under the same sidewalk that gave me shelter the first night I was in Richmond. Many years after that, the coloured citizens of Richmond very kindly tendered me a reception which was not far from the spot where I had slept the first night I spent in that city. I thanked the captain of the vessel for his kindness, and started again. Without any unusual occurrence I reached Hampton with a surplus of exactly fifty cents with which to begin my education.

I presented myself before the head teacher for assignment to a class. Having been so long without proper food, a bath and change of clothing, I did not, of course, make a very favourable impression upon her.

For some time she neither refused to admit me nor did she decide in my favour, and I continued to linger about her. After some hours had passed, the head teacher said to me: "The adjoining recitation-room needs sweeping. Take the broom and sweep it."

I swept the recitation room three times, then I got a dusting cloth, and I dusted it four times. All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in a large measure my future depended upon the impression I made upon the teacher in the cleaning of that room. When I was through I reported to the head teacher. She was a "Yankee" woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls and over the table and benches. When she was unable to find one bit of dirt on the floor or a particle of dust on any of the furniture, she quietly remarked, "I guess you will do to enter this institution."

I was one of the happiest-souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I always felt that this was the best one I had ever passed

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A.2. Answer the following based on your reading of the passage above:

1. The boy was inspired to go to Hampton because of
2. After working in the coal mine, where did the boy work next and what did he learn?
3. What happened to the money he had earned at Mrs Ruffner's house?
4. How far was Hampton from Malden? Was he able to hire a coach? What did he do and where did he reach?
5. What did he do in Richmond in order to earn for his journey to Hampton?
6. Why did the writer not make a favourable impression on the head teacher?
7. What did he have to go through in order to get admission to the Hampton Institute?
8. The names of some places are given below. Think of the main event that took place there and write them in the order given in the story.
 - a) Hampton
 - b) General Lewis Ruffner's house
 - c) coal mine
 - d) city of Richmond in Virginia.

A.3. Which of the following qualities best describe the boy's character? Give evidence from the story to support your answer.

kind	polite	hard-working
careful	friendly	respectful
generous	honest	frank
		eager to learn

Quality	Evidence from the story
* * * *	

A.4. Match the following phrases with their meanings:

Phrases	Meanings
at work	pay off the cost by doing some work in lieu
work out	a day one has been waiting for
to be on fire	to be working
the great day	excited
to be out of money	not at all
not one bit of	not having any money

A.5. Read the story given below:

Just a chance meeting - Thripura Krishnan



Mrs. Mini was caught in a downpour. It was difficult for her to even drive. She had just finished her lecture and was on her way home. Just then, she saw a boy

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standing on the pavement in the rain. He was in his school uniform and was carrying a heavy school bag. She pulled up close to him and rolled down the window.

"Get in," she said. He was hesitant.

"Come on," she said impatiently.

"I'm drenched and I might spoil your car," the boy said.

"Doesn't matter," she said. "Just get in."

A sad story

The boy got into the car and sat awkwardly, holding his bag tight on his lap.

"Where do you live? I will drop you home."

"Drop me anywhere... I don't want to go home yet."

She didn't want to be nosy. So she didn't ask any questions. Instead, she drove him to her house. She invited him in.

"Let's have lunch," she said. "What's your name?"

"Rahul."

She noticed he looked very sad. Later, when he had relaxed and was enjoying the lunch, she gently asked him, "Why don't you want to go home?"

Rahul looked at her. "She does seem to be kind," he thought. "May be she will understand."

"My mother is a housemaid and works very hard to make ends meet. My father is a wastrel and a drunk. All he does is get drunk and harass my mother and me. School is worse. My classmates taunt me because my uniform is shabby and smelly. They laugh at me because I do not speak English as well as them. And at lunchtime they turn their faces away from sour-smelling curd rice. I am the ideal target for a bully. I haven't been to school for a week now."

She was quiet for awhile. Then she said, "Come let's go out. The rain has stopped."

She bought him new uniforms, shoes, a bag, pencils and pens.

"Every morning you come here and collect your lunch. In the evening also come here and finish your homework."

Very soon, Rahul was doing well in school.

Years passed and he completed his degree in Engineering. At the convocation, there were two proud people. One was Mrs. Mini and the other was his mother. Both had played such an important part in Rahul's life.

A.6. Based on your understanding of the story respond to the following statements. You could get into groups of six and each student could respond to one statement.

- a) Rahul is a victim of circumstances
- b) His classmates' reaction is normal
- c) Rahul should take admission in another school
- d) Rahul's teacher is at fault
- e) Children require individual attention
- f) We need more people like Mrs. Mini

A.7. After the convocation, Mrs. Mini, Rahul's mother and Rahul have a conversation. Write the conversation and present it to the class in groups of three.

A.8. Read the following news clipping about Right to Education.



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Right to Education is a Reality

When on 1st April 2010, the Right of Children to Free and Compulsory Education Act became a reality, this historic step became the first Fundamental Right that has been added to the constitution since India attained independence. The Act makes it obligatory on the State to guarantee Right to Education and "ensure compulsory admission, attendance and completion of elementary education by every child of 6 to 14 years." According to the Act, financial constraints should not prevent a child from completing elementary education, which means, even if a child lives in a remote area, providing free transportation will be part of the child's entitlement to education. Some of the salient features of the Act include: providing for school teachers at 1:30 teacher - pupil ratio at the primary school and 1:35 ratio at the upper primary level within six months, with these schools having only trained schoolteachers in five years. The norms for the schools in the Act include one room for every teacher, subject-wise teachers, toilets and drinking water, a library and a playground within three years. The Right to Education (RTE) Act has three basic goals: a) bringing children of marginalized sections into the ambit of school education; b) ensuring that all schools and their teachers meet some specified norms; and c) ensuring that all children receive quality schooling free from any kind of discrimination.

The RTE Act says that private schools should reserve a fourth of their seats for the poor and other categories of children. The RTE Act says that all schools should now be 'recognized.' Given the shortage of trained teachers in the country, there is a need to do some rethink on this stipulation and explore the possibility of hiring para- teachers to run these schools until sufficient number of trained teachers are available. Studies in Uttar Pradesh and Bihar by Kingdon and Banerji show that children taught by para-teachers are as good if not better than those taught by regular trained teachers. If the RTE Act is implemented successfully, India can emerge as a global leader in achieving the Millennium Development Goal of ensuring that all children complete their elementary education by 2015.

A.9. On the basis of your reading of the passage given above and your own research on the Right to Education, find out and discuss in your groups:

- * What is the Right to Education?
- * What are the challenges of RTE?

- * What is the implication of 'free education' in the Act?
- * What action will be taken if some parents don't send children to schools?
- * Is the Act targeted only at weaker sections?
- * Have the disabled children been adequately addressed in the Act?
- * What about children not in schools right now?
- * What if children admitted after age 6 attain the age of 14 before completing class 8?
- * Do you think the government has the funds to set up adequate number of schools?
- * If not, then how will the government meet the challenges of access, equity and quality in education?

A10. After you have discussed, give a one minute presentation on any one of the above topics in your class.

A.11. Now, hold a class debate on the following motion:

The Right to Education Act is a realistic and achievable goal that will change the face of education in India.

Given below are certain expressions that might be used by debaters to emphasize/negate certain points:

1. I'd like to raise a/the question / argue...
2. In my opinion...
3. Nothing could be more illogical than...
4. I feel very strongly that ...
5. I would like to draw attention to ...
6. I fail to understand ...
7. I think you are being unreasonable in suggesting ...

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8. I submit that ...
9. My first / next / final argument against / in favour of ...
10. I support the motion that ...
11. My knowledgeable opponent has submitted that ..
12. May I ask ...
13. I strongly oppose / support the view that ...
14. On the contrary ...
15. It is unrealistic to say that ...
16. I disagree ...
17. I firmly reject ...
18. I wholeheartedly oppose / support ..

B. Educating the Girl Child

STUDY THE DETAILS GIVEN BELOW:

In Census 2001, only one State has reported literacy rate below fifty per cent and had a share of eight per cent of the country's total population and 5.55 per cent of country's total literates. It is really satisfying to note that in Census 2011 none of the State/Union Territory has reported literacy rate below sixty per cent. The number of the State and Union Territories having more than eighty per cent literacy rate in Census 2001 was eight. This has increased to 15 at the Census 2011.

There were seven States/ Union Territories having female literacy rate in the range of fifty per cent and below and had a share of thirty three per cent of the country's total female population whereas in Census 2011, the corresponding number stands at zero. Census 2011 marks the decade when the country achieved more than fifty per cent literacy for females in all States. The number of States and Union Territories having female literacy of seventy per cent and above was only eight in Census 2001 covering around five per cent of population. The corresponding number for Census 2011 is as high as twenty one covering more than thirty seven per cent female population.

(Source:http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf,p.no.126)

Now refer to the data of Census 2011 at the link:

http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf

for the activities that follow.

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B.2. Working in pairs , answer the following questions:

- * Name two states with the lowest female literacy.
- * Name two states with the highest female literacy.
- * Name two states that rank second in female literacy.

B.3. What do you think are the causes for female illiteracy in India?

- *
- *
- *
- *

B.4. Read the following short story**The whole world came together**

A young mother was ready for a few minutes of relaxation after a long and tiring day. However, her young daughter had other plans for her mother's time.

'Read me a story, Mom,' the little girl requested.

'Give Mommy a few minutes to relax and unwind. Then I'll be happy to read you a story,' pleaded the mother.

The little girl was insistent that Mommy read to her now. With a stroke of genius, the mother tore off the back page of the magazine she was reading. It contained a full-page picture of the world.

As she tore it into several pieces, Mom asked her daughter to put the picture together and then she would read her a story. Surely this would buy her some relaxing moments.

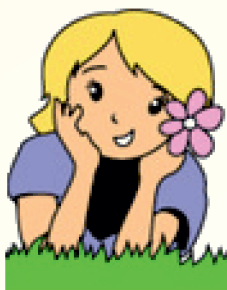
A short time later, the little girl announced the completion of her puzzle project. To her mother's astonishment, the world picture was completely assembled.

When she asked her daughter how she managed to do it so quickly, the little girl explained that on the reverse side of the page was the picture of a little girl.

'You see, Mommy!' she said, 'When I got the little girl together, the whole world came together!'



B.5. On the basis of your reading of the story and the discussion between the girls in the following picture, have a whole class discussion on-The Need to Recognize and Empower the Girl Child



Save us.
We have a dream
too.

The
hardest profession to
take in life is being a girl
child!

A whole
range of discriminatory
practices including female foeticide,
female infanticide, son idolization, early
marriage and dowry have buried the
future of the girl child

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A little amount of care, a handful of warmth and a heart full of love for a girl child can make a big difference.

Why do people discriminate against us for nutrition and even education?

Did you know that every year 12 million girls are born in the country but unfortunately only 1/3 of those survive? Some are killed in the womb, some at the time of birth, some die due to ill health and some due to poor nutritional status.

B.6. Read the following extract on Girl Child Education

Education of girls has been a high priority with the Government of India. The National commitment to provide free and compulsory education to all children in the 6-14 years age group is now a Fundamental Right of every child in India.

Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan, or 'Education for All' programme, recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has, therefore, been adopted to make the education system responsive to the needs of girls through targeted interventions, it serves as a pull factor to enhance access and retention of girls in schools, on one hand, and, on the other, to generate a community demand for girls' education through training and mobilisation.

The targeted provision for girls under 'Sarva Shiksha Abhiyan' includes:

- * Free textbooks to all girls upto class VIII
- * Separate toilets for girls
- * Back to school camps for out-of-school girls
- * Bridge courses for older girls
- * Recruitment of 50% women teachers
- * Early childhood care and Education centres
- * Teachers' sensitisation programmes to promote equitable learning opportunities
- * Gender-sensitive teaching-learning materials including textbooks
- * Intensive community mobilisation efforts
- * 'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.

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B. 7. On the occasion of Women's Day, your school Literary Club is organizing a Speech Competition on the topic - "Empowering the Girl Child is the Best Way to Empower the Nation". On the basis of the input given above and your own ideas, draft the speech.

When giving your speech:

- * Stand
- * Make sure you look at every member of your audience while speaking
- * Use questions, so as to involve your audience e.g. "Did you know that.....?" "I wonder how many of you are aware.....?"
- * Speak up so that everyone can hear you
- * Pause occasionally
- * Don't talk too fast

B.8. Girls' Enrolment:

One of the most important attributes to achieve UEE is to ensure gender parity. To measure this, girls' enrolment as a proportion of the total enrolment has been calculated since 1999-2000; 47% of the students enrolled in primary classes in 2004-05 have been girls compared to only 43.6% in 1999-2000. For upper primary, 44% children enrolled in 2004-05 have been girls as compared to 40.4% in the base year (1999- 2000). Study the following data:

% Girls to Total Enrolment by Stages

Year	Primary	Upper Primary
1999-2000*	43.6	40.4
2000-2001*	43.8	40.9
2001-2002*	44.2	41.7
2002-2003*	46.8	43.9
2003-2004*	46.7	43.9
2004-2005*	46.7	44.43

- B.9. Did you note that in spite of the Government's initiatives and provisions made for the girl child, the statistics shown in the enrolment position of girls in primary and upper primary are not very encouraging. Write a letter to the editor of a national daily, expressing your concern about the issue and the need to work on a war footing to counter the problem of poor enrolment of girls.**

C. Inclusive Education

- C.1. Read the following story.**

Fox was very happy that there were more than 50 admissions in his new school. He was determined to make it, the best school in the jungle. He introduced everything in his curriculum: reading, writing, arithmetic, swimming, dancing, running, climbing trees etc. and insisted that teachers should take classes regularly and test the students regularly. The teachers however were very unsatisfied with the results. However much they tried, they couldn't teach the lion to swim, the tiger always failed in climbing trees and the crow refused to sing. The teachers tried all the methods and regularly conducted classes. The students had to attend special classes. The peacock would help the teacher conduct dancing classes but the pig could not get a single step correct. Likewise, the owl did not want to learn to read and the monkey could not swim. All the students failed in the exams and Fox was very worried. Then the wise bat told him to let the students take up the courses they wanted to and then conduct the exams. The monkey did not have to learn swimming anymore but the crocodile could practise swimming and diving, the crow could fly and learn to do somersaults in the air and the squirrel could continue learning arithmetic. When the exams were conducted, all the animals passed with flying colours and the Fox was very proud of his school.

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Discuss in groups of four, the following questions:

- * What was wrong with Fox's school initially?
- * What were the reasons for improvement in the results?
- * Do you think the schools in the present day resemble Fox's school? If yes/no say how?
- * Can the Bat's advice be extended to present day schools? If yes, how. If no, why?

C.2. Discuss within your group in what way is the story of the Fox's school applicable to your classroom. How can the issue of inclusion of students with different abilities be addressed in the best possible way?

C.3. What does the term "inclusive education" mean to you?

To me the term "inclusive education" means

.....

.....

C.4. Read the poem given below:

I am SPECIAL, and so are YOU.

Imagine just how boring the world would be

If Mother Nature believed in UNIFORMITY?!

All living beings of same colour and shape

The ant and the ape!

A leopard and a bear!

A watermelon and a pear!!!

The birds soaring high;

The clouds floating by

The leaves on every tree.....

The fish in every sea...

And as a further blow to individuality

Hey, may be even you... and me!!!

Eeeeeeks!!! Wouldn't life be a tragic shame!

If everything looked

Felt

Smelt

Exactly... the SAME!!

Thank God that we all have our own shapes and sizes

With different looks, talents and surprises

Each with a special strength and may be, a weakness

And you know... that's what gives us our uniqueness!

I've got friends who are fat and friends who are tall

Friends who are skinny and some who are small

Friends who are gawky, friends who have grace

Some who are slow... and some with the pace

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Friends who wear glasses or use a wheelchair
 Friends who wear braces or funny things in their hair!!!
 Friends whom I help... and friends who help me
 But friends forever... as we were meant to be...

Some are really brainy, ahead of the rest,
 Scoring superbly in every class test
 Some are winners in many other ways
 In music... dancing... painting... or on sports days...

Then, there are others who might not win any prizes
 But watch out, they too are full of surprises
 That's because each of us is one of a kind
 Specially created... specially designed...

We each have a purpose, each have a role
 Each with a dream, each with a goal
 We each are different, special.. rare
 Each an answer to a special prayer...

So love who your are, in life have an aim
 Be happy to be special not boringly same
 Be who you are... do what you do
 We are all really special... coz I am. I... And you are YOU!!!

Contributed by TRINAYANI towards creating awareness in diversities and disabilities. Written by Vanessa Ohri. Visit www.trinayani.org

- C.5. Based on your understanding of the poem, conduct a group discussion on the topic: 'Inclusion means acceptance of diversity in a classroom.' After having the discussion, a member of each group will make a brief presentation to the class, giving the views and opinions of the group.**
- C.6. Working in groups, illustrate the poem. Put up your illustrations on the class notice board under catchy titles.**

C.7. Now read the news story given below.**West Bengal Boy is World's Youngest Headmaster**

1. *Around the world millions of children are not getting a proper education because their families are too poor to afford to send them to school. In India, one schoolboy is trying to change that. Babar Ali's remarkable education project is transforming the lives of hundreds of poor children.*
2. At 16 years of age, Babar Ali must be the youngest headmaster in the world. He is a teenager who is in charge of teaching hundreds of students in his family's backyard, where he runs classes for poor children from his village.
3. The story of this young man from Murshidabad in West Bengal is a remarkable tale of the desire to learn amid the direst poverty.
4. Babar Ali's day starts early. He wakes, pitches in with the household chores, then jumps onto an auto-rickshaw which covers only a part of the 10 km journey to the Raj Govinda school. The last couple of kilometers he has to walk.
5. The school is considered to be the best in this part of West Bengal. There are hundreds of students, boys and girls. The classrooms are neat, if bare. But there are desks, chairs, a blackboard, and the teachers are all dedicated and well-qualified.
6. As the class 12 roll-call is taken, Babar Ali is seated in the middle of the front row. He's a tall, slim, teenager, studious and smart in his blue and white uniform. He takes his notes carefully. He is the model student.
7. Babar Ali is the first member of his family ever to get a proper education.

“Everything I have and everything I am today is because of my education”

8. "It's not easy for me to come to school because I live so far away," he says, "but the teachers are good and I love learning. And my parents believe I must get the best education possible, that's why I am here."
9. Raj Govinda school is government-run, so it is free. All Babar Ali has to pay for is his uniform, his books and the rickshaw ride to get there. But still that means his family has to spend around 1,800 rupees a year to send him to school. In this part of West Bengal that is a lot of money. Many poor families simply can't afford to send their children to school, even when it is free.

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10. Chumki Hajra is one who has never been to school. She is 14 years old and lives in a tiny shack with her grandmother. Their home is simple - A frame supporting a thatched roof next to the rice paddies and coconut palms at the edge of the village. Inside the hut there is just a room for a bed and a few possessions.
11. Every morning, instead of going to school, she scrubs the dishes and cleans the houses of her neighbours. She has done this ever since she was five. For her work she earns just ₹ 200 a month. It's not much, but it's the money her family desperately needs. And it means that she has to work as a servant everyday in the village.
12. "My father is handicapped and can't work," Chumki tells me as she scrubs a pot. "We need the money. If I don't work, we can't survive as a family. So I have no choice but to do this job."
13. But Chumki is now getting an education, thanks to Babar Ali. The 16-year-old has made it his mission to help Chumki and hundreds of other poor children in his village. The minute his lessons are over at Raj Govinda school, Babar Ali doesn't stop to play; he heads off to share what he's learnt with other children from his village.
14. At four o'clock every afternoon after Babar Ali gets back to his family home, a bell summons children to his house. They flood through the gate into the yard behind his house, where Babar Ali now acts as headmaster of his own, unofficial school.



15. Lined up in his backyard the children sing the national anthem. Standing on a podium, Babar Ali lectures them about discipline, then the study begins.
16. Babar Ali gives lessons just the way he has heard them from his teachers. Some children are seated in the mud, others on rickety benches under a rough, homemade shelter. The family chickens scratch around nearby. In every corner of the yard are groups of children studying hard.
17. Babar Ali was just nine when he began teaching a few friends as a game. They were all eager to know what he learnt in school every morning and he liked playing at being their teacher.
18. Now his afternoon school has 800 students, all from poor families, all taught for free. Most of the girls come here after working, like Chumki, who work as domestic help in the village, and the boys who come after they have finished their day's work in the fields.
19. "In the beginning I was just play-acting, teaching my friends," Babar Ali says, "but then I realised these children will never learn to read and write if they don't have proper lessons. It's my duty to educate them, to help our country build a better future."
20. Including Babar Ali there are now 10 teachers at the school, all, like him, are students at school or college, who give their time voluntarily. Babar Ali doesn't charge for anything, even books and food are given free, funded by donations. It means even the poorest can come here.
21. "Our area is economically deprived," he says. "Without this school many kids wouldn't get an education, they'd never even be literate."
22. Seated on a rough bench squeezed in with about a dozen other girls, Chumki Hajra is busy scribbling notes.
23. Her dedication to learning is incredible to see. Every day she works in homes in the village from six in the morning until half past two in the afternoon, then she heads to Babar Ali's school. At seven every evening she heads back to do more cleaning work.
24. Chumki's dream is to become a nurse one day, and Babar Ali's classes might just make it possible.
25. The school has been recognized by the local authorities as it has helped increase

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literacy rates in the area, and Babar Ali has won awards for his work.

26. The youngest children are just four or five, and they are all squeezed in to a tiny veranda. There are just a couple of bare electric bulbs to give light as lessons stretch into the evening, and only if there is electricity.
27. And then the monsoon rain begins. Huge drops fall as the children scurry for cover, slipping in the mud. They crowd under a piece of plastic sheeting. Babar Ali shouts an order. Lessons are cancelled for the afternoon, otherwise everyone will be soaked. Having no classrooms means lessons are at the mercy of the nature.
28. The children climb onto the porch of a nearby shop as the rain pours down. Then they hurry home through the downpour. Tomorrow they'll be back though. Eight hundred poor children, unable to afford an education, but are hungry for anything that they can learn at Babar Ali's school.

C.8. On the basis of your reading of the above text complete the following sentences:

1. What makes Babar Ali's tale extraordinary is _____.
2. That Babar Ali values his education is evident _____.
3. In spite of the fact that he studies in a government school, receiving an education is not easy because:
 - a) _____
 - b) _____
4. Chumki is likely to achieve her dream of becoming a nurse because she has the qualities of:
 - a) _____
 - b) _____
5. The poor infrastructure that the students of Babar Ali's school study in is obvious from _____.
6. It is ironical that though the poor children are hungry for knowledge _____.

C.9. Find one word or phrase from the passage that means the same as the following:

- a) extremely serious, bad or terrible (para 1-3)
- b) to give enthusiastic support (para 4-5)
- c) lanky (para 6-8)
- d) to leave for another place (para 13-14)
- e) wobbly (para 16-17)
- f) to write something hastily or untidily (para 22-23)
- g) very difficult to believe (para 23-25)
- h) scamper (para 27-28)
- i) heavy shower (para 28)

C.10. Smt. Anju Kar, Minister (Mass Education), West Bengal comes across BBC's story of Babar Ali's remarkable achievements transforming the lives of hundreds of poor children. She writes a letter to him lauding his extraordinary efforts and undeterred spirit of reform in the face of adversity. She also promises support, both financial and academic to him. As Anju Kar, write the letter to Babar Ali.

C.11. Writing a Biosketch

BIOSKETCH

Biographical sketch means an account of the life and activities of an individual or family. It would include information about the person's **name, place of residence, education, occupation, life and activities and other important details**. A biographical sketch is always written by someone else except the person on whom it is written.

A bio-sketch presents the facts about the person's life including what the person did and how he/she influenced the world. It should describe the person's personality and provide an explanation for why he or she acted in certain ways. Most bio-sketches not only present the facts but also tell what those facts mean.

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SAMPLE BIO-SKETCH

With the help of the given clues, write a bio sketch of Subhash Chandra Bose in not more than 80-100 words :

- Name :** Subash Chandra Bose ; Netaji
- Contribution :** immense, Freedom Fighter
- Born :** January 23, 1897 in Cuttack, Orissa.
- Career :** Civil Services
- Achievements :** Joined struggle; established Indian National Army
- Motto :** Gain independence for India "Give me blood and I will give you freedom"
- Setback :** Retreat after the defeat of Japan and Germany.
- Death :** Air crash over Taipei, Taiwan (Formosa) on August 18, 1945

Subhash Chandra Bose, affectionately called Netaji, was born on January 23, 1897 in Cuttack, Orissa. He was one of the most prominent leaders of Indian freedom struggle. Deeply moved by the Jallianwala Bagh massacre, he gave up a promising career in the Civil Service to join the Freedom Movement. He founded the Indian National Army to overthrow British Empire from India. His famous line was "Give me blood and will give you freedom". However, defeat of Japan and Germany in the Second World War forced INA to retreat and it could not achieve its objective. Subhash Chandra Bose was reportedly killed in an air crash over Taipei, Taiwan (Formosa) on August 18, 1945.

Read the biographical details of famous Tamil writer -Bama and write a bio-sketch on the basis of these details.

- * Bama - Born 1958, creative Tamil, woman writer, committed teacher, social activist -popularly known as Karukku Bama.
- * Penname -- Faustina Mary Fatima Rani.
- * Novels --Karukku, Sangati and Vanman- translated into other Indian languages, English and French.
- * Wrote twenty short stories --not published in book form.
- * Honorary doctorate degree , Crossword Award for her semi-fictional autobiography Karukku.

- * Invited by universities in India and abroad --lectures at various conferences..
- * Multi-faceted personality-woman with extraordinary courage, conviction, resistance to any form of oppression
- * Keen eye for beauty in nature, profound insight into issues pertaining to caste, religion, women.
- * Clear thoughts and expression
- * Dedicated to the upliftment of the downtrodden: passion-Teaching: Mission --Building a casteless society

C.12. Your teacher will read out from page 241 Steve Jobs' speech. Complete the following statements by ticking the correct options from those given.

1. Steve dropped out of college because
 - a) He did not want to waste his parents' money
 - b) He did not see any value in college education
 - c) Both a & b
 - d) Neither a nor b
2. Steve's decision to drop out of college was the best decision because
 - a) He could save his parents' money
 - b) He could start earning
 - c) He could attend classes he was interested in
3. His calligraphy classes
 - a) helped him design different typefaces in his computer
 - b) helped him earn money during his college days
 - c) were of no practical value

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4. Connecting the dots in our life means

- a) Looking backwards to see how the choices we made affect our lives
- b) Looking forward and believing that every action has a purpose
- c) Both a&b

C.13. Steve Jobs believes that we cannot really predict as to how, what we learn now will become useful to us in future. Do you believe in this? In small groups discuss how some of the things you learn in school will be useful to you in future. Make a list and present it to the class in the form of a poster.

C.14. In life we face many choices and we are required to make decisions. For instance, you will soon be faced with the choices of different subjects and careers. Like what Steve Jobs has explained, the decisions we make in life, if based on conviction, interest and gut feeling, help us achieve our dreams. When we choose a path based on our instinct and interest, we will realize in future how important that decision was in shaping our life. This is what Jobs refers to as 'connecting the dots':

Here is a poem on the same theme. Read it and have a class discussion on the central idea of the poem. Do not forget to bring out the parallels between the poem and the speech of Jobs.

The Two Roads

By Whitney Welch

There was a path

Deep in the woods.

Once it forked—

The bad, the good.

I chose to take

The left-hand path,

I did not know,

I had no map.

Now this road that I travel
Is dirty and battered.
It's littered with dreams
That are broken and tattered.

Paved with wrong doings
And dotted with hearts,
That were taken from people
And just torn apart.

Pain and regret
Are common here.
Wherever you turn,
They're always near.

I want to cross
To the other path,
And leave behind
This painful wrath.

I thought I was forever
Doomed to walk.
And all the gates
Were tightly locked.

But as I continued,
A footbridge I could see.
A Bridge of Hope
Called out to me.

Slowly I crossed
To the path of good.
Finally I was on the path
Of which I thought I should.

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Now hidden deep
Within the woods.
The one that forked,
Paths bad and good.

I once was wrong,
But now I'm right.
And before me
Glow a guiding light.

Altered by
A little step.
So close to falling
In darkened depths.

But I was finally
Pulled to hope.
I found that footbridge,
And learned to cope.

My simple mistake,
Following the crowd.
Ignoring the heart
That speaks so loud.

The choices you make
Can change your life.
One will bring happiness,
The other brings strife.

Following the crowd,
Won't lead you to right.
If you follow your heart,
You'll be guided by light.

There was a path,
Deep in the woods.
Once it forked—
The bad, the good.

Heed my warning,
Because I know.
Follow your heart—
You know where to go.

C.15. Based on your understanding of Inclusive Education from this section , write an article on the topic-- 'Inclusive Education is not an alternative but an inevitability' ,for publication in your school magazine. You may keep the following factors affecting Inclusive Education in mind:

- * Attitude of parents, teachers, classmates and the society
- * Physical support
- * Curriculum support
- * Teacher support
- * Policy support
- * Infrastructure

D. Vocational Education



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D.1. This is Rohan. He is not interested in the usual set of professional courses like the ones mentioned above. Do you think he can try his hand at something else? Work in pairs and try to find some courses that he may like from the word maze given below.

E	A	R	P	L	U	M	B	I	N	G	A	W	P
L	C	E	F	I	T	T	E	R	Q	T	S	E	O
E	W	Q	O	B	A	S	A	E	E	F	D	R	I
C	M	S	U	R	Z	D	U	T	Y	P	I	S	T
T	A	D	N	A	X	F	T	A	E	I	N	D	A
R	C	F	D	R	C	G	I	I	D	Y	S	E	I
I	H	W	R	Y	V	H	C	L	X	U	U	S	L
C	I	E	Y	I	B	J	I	I	C	T	R	I	O
I	N	L	M	A	N	K	A	N	V	J	A	G	R
A	I	D	A	N	M	U	N	G	F	H	N	N	I
N	S	E	N	K	D	E	S	I	G	L	C	E	N
D	T	R	U	P	U	B	L	I	S	H	E	R	G

D.2. Now that you have identified a few of the courses that Rohan can do, can you guess what would be their job profile and what category they can be placed under? Given below is a table with jobs in column A and the job profile in column B (Jumbled up). Work in pairs to match the column A with column B and column C

S.N	Jobs A	Profile B	Category C
1	Fitter	A tradesperson who specializes in installing and maintaining systems used for potable (drinking) water, sewage, and drainage.	Agriculture
2	Machinist	A person who types, esp for a living	Technology
3	Foundry man	The science of plant cultivation including the process of preparing soil for the planting of seeds, tubers, or cuttings	Home Science
4	Electrician	A person who joins two or more pieces of metal together	Humanities
5	Welder	A person who provides coverage for life and property	Commerce
6	Typist	An information professional trained in the organization and management of information services or materials for those with information needs.	Agriculture
7	Retailer	A tradesman specializing in electrical wiring of buildings, stationary machines and related equipment.	Commerce

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8	Publisher	A person who manufactures various types of articles out of sheet metal	Humanities
9	Insurance Service Provider	A person who works in a factory that produces metal castings.	Technology
10	Plumber	A person who is in the business of production and dissemination of literature or information	Humanities
11	Designer	A person who makes, repairs, or alters clothing professionally, especially suits and men's clothing.	Commerce
12	Beautician	A person who uses machine tools to make or modify parts, primarily metalparts	Technology
13	Librarian	A person who crafts clothes, furniture, crockery ect	Commerce
14	Tailor	A person who is in the business of rearing of silkworms for the production of raw silk.	Technology
15	Sheet metal worker	A person who is skilled in adornment of body	Technology
16	Sericulturist	A person who sells goods directly to the consumer.	Technology
17	Horticulturist	A person who uses machine tools to make or modify parts	Technology

D3 Vocational Education

Read the following article on vocational education.

Vocational Education prepares learners for jobs that are based on manual or practical activities. It has traditionally been considered non-academic and totally related to a specific trade, occupation or vocation. Hence, it is sometimes referred

to as technical education. It is generally given at the secondary or post-secondary level. It focuses on development of skills that are needed for specific trades and hence practical work is given greater importance than bookish learning.

There is an urgent need to respond to the growing skill requirement so that the momentum of the economy can be sustained. By focusing on employability, our education system can fulfill the requirements of skilled manpower. Further, vocational education also creates more employment opportunities by equipping learners with entrepreneurial skills. It also addresses the changing face of technology through diversified courses.

However, there are many concerns, foremost among them being low motivation amongst students to pursue vocational education. It is compounded by the rigid mindset of parents and educators in accepting vocational courses. It is also a painful fact that many vocational courses that are being offered have become obsolete. Since there is poor linkage between institutions offering vocational courses and the private sector, students often find it difficult to secure proper employment immediately after completing their courses.

As a result of globalization, new sectors in both manufacturing and service industries have opened up. Hospitality, fashion technology, film and television, information technology, retail, health care etc are some of the emerging areas that require skilled man power.

D.4. After reading the above passage, complete the notes given below:

VOCATIONAL EDUCATION

1.0 What is VE

1.1 Prepares

1.2 Related to

1.3 Generally at the level.

1.4 Focus on and

2.0 Need of VE:

2.1 To sustain.....

2.2 To provide

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- 2.3 Creates by
- 2.4 Addresses through
- 3.0 Concerns:
 - 3.1 Low
 - 3.2 Rigid
 - 3.3 Obsolete
 - 3.4 Poor linkage
- 4.0 Emerging Fields:
 - 4.1 Globalization has resulted in
 - 4.2 New fields of employment:
 - Hospitality
 -
 -
 -
 -
 -
 -

D.5. Based on the information provided in this section along with the input given below write an article on "The growing need for Vocational Education"/ "Education Curriculum requires fresh perspective"

"In India every year 6,50,000 Engineering graduates and approximately two million graduates pass out of colleges. Nearly two thirds of the 6,50,000 engineering graduates need to be re skilled, so that they can get jobs in the industry. The developed world requires knowledge workers and skilled professionals. By 2020, the developed world will have a shortage of 40 million working people, says a report.

According to a survey, 72 per cent of our population is under the age of 35 and it is estimated that 300 million people between the ages of 18 and 50 seek employment of some or the other form. While 57 per cent are unemployable, 46 per cent are registered with employment exchanges with little hope of finding work as there lies a mismatch between the skilled manpower required and skilled manpower available. A majority of the youth passing out of colleges do not have the specific skills required by various sectors in the market.

You may follow the CODER to write your article. You may arrange your information as suggested below:

Para 1- Introduction (The present education system- How is Vocational education different)

Para 2- The short comings of the system, its effect on the development of the country

Para 3- Reasons for this mismatch in the market

Para 4- Suggestions to bridge the gap

D.6. Your school is planning to close down two vocational courses at + two level as the enrolment has not been very encouraging. However, the school has decided to hold a debate concerning this issue. The team that is able to convince the students will be the deciding factor for the courses.

Based on all the inputs provided in the section, hold a class debate on the following topic:

"Education should be skill based rather than knowledge based"

Divide the class into four groups, two FOR the motion and two AGAINST the motion. In your groups choose:

Group Leader: To co ordinate the work

Group speaker: To effectively deliver the views

Group Secretary: To note down the points discussed

A Chairperson, Debate Secretary and Time keeper will be appointed to conduct the debate.

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D.7. Most children face dilemma while choosing the right stream at + two level. Most of them are unsure of what they want to do. The decision is mostly taken based on popular choice, parents' pressure or peer pressure.

Rashmi is a student of class X. Her school organized a workshop on career counseling. It proved to be an eye opener as she came to know about the varied possibilities and benefits of joining a Vocational Course and learn things that she has always been interested in. At the same time she also learnt about the requirement of the job market. She has taken a decision about pursuing Photography/ Choreography. She has decided to tell her family about her decision. Each one of them reacts differently. Her father is very much against the idea. Her mother though supportive, is very apprehensive about the future prospects. Her sister, who is a counselor, supports her decision.

In groups of four, you will discuss the choice that Rashmi has made. You will play the following roles:

1. Rashmi
2. Mr. A.K Saxena (Father)
3. Mrs. Rita Saxena (Mother)
4. Ms Rakhi (Sister)

Your teacher will distribute Role Cards, which will give you information about the roles you are to play. Each group should do a presentation in the class

Role Cards:

Rashmi- A very bright student who loves taking pictures of animals. Her Grand father's gift of a camera made her realize her passion. She has a very good eye for the aesthetics of a picture. She has no desire to study Science or Commerce. She wants to pursue her passion. She is also interested in dance and music.

Mr. A.K Saxena- An engineer by profession has high expectations from his daughter. He wants her to follow his footsteps and go to his Alma mater, IIT. He cannot think beyond B. Tech. He is of the firm opinion that such interests are appropriate for hobbies but not for a career

Mrs. Saxena- A banker by profession, is more open to the idea but is anxious whether her daughter will be able to survive in the world-whether she will get a job. She wants to support her daughter but her set outlook on what are the right choices of career for girls is getting in her way.

Ms Rita- A counsellor by profession is very happy that her sister has been able to find out so early in life what she wants. She supports her decision and tries to convince her parents that they should let Rashmi do what she wants to do.

D.8. Your school has decided to introduce Mass Media Studies as a subject under the vocational stream. This is going to help students who want to pursue a career in films , its production and other attached fields. Write a notice for your school notice board informing all students who are studying in class X regarding the course.

Writing a notice

A notice is information regarding an important event that is about to happen or that has happened. It is publicly displayed — a kind of information for others to know and follow:

- * The notice must contain complete information
- * The message with essential details includes :
 - an eye-catching caption — preferably a phrase and not a sentence
 - important details
 - the name of the body / organisation organising the event

As the Head Boy/Head Girl of your school, you are organizing a Career Counselling session for students of class IX and X of your school. Write a notice giving details to be displayed on your school notice board in about 50 words.

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JAWAHAR NAVODYA VIDYALAYA, VADODRA

NOTICE

CAREER COUNSELLING WORKSHOP

The Students' Council of the school is organizing a **Career** *Event*
Counseling Workshop for students of Classes IX and X on
Saturday, 6th January between **9 am and 1 pm** in the **School**
Date *Time*
Auditorium. Renowned counselors from MS University will
Venue *Details*
address the students. Students interested in participating should
be seated in the Auditorium by 8.45 am.
Follow-up

Nakul Purohit
Head Boy

Issuing Authority

Date

Body of notice with details:

- Purpose
- Event
- Date/time
- venue
- Details

Name and designation of person issuing the notice

The word NOTICE

Heading



D.9. Rahul - in the picture is not only your co worker but also a good friend. When you see him working with so much diligence and dedication, you feel happy at having supported him when his father was against him learning to be a Machinist. Write a narrative piece on Rahul's journey of self realization and success and how your support helped him achieve his ambition.

D.10. Read and ponder over the following story silently.

Pelican Watching — Donna Getzinger

Have a class discussion on the great lesson that human beings can learn from Papa Pelican.

One day my father took me fishing with him. I told him that I wasn't ready to use my own fishing pole yet, but he brought two fishing poles anyway. I sat in the boat and watched the sea birds as my father untied the fishing boat from the dock and started up the motor.



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"What kind of birds are those funny ones with the tiny heads and fat bodies?" I asked, pointing to the two birds not far from us.

My father looked up and said, "They are pelicans."

"The little one looks angry. It keeps flapping its wings at the big one."

"Hmmm," my father said. "Looks like the big one with the yellow feathers around his eyes is the papa. That little one with the grey and white feathers must be his baby. The baby wants to sit with him on his post."

"But he won't let her," I said, as I pointed out how the papa pelican kept pushing the baby pelican off the post.

"Oh, look," my father said. "Papa's gonna dive for a fish. There he goes."

"Go, Baby Pelican!" I laughed. "She has nabbed the post, dad!"

"Not for long," my father replied with a cool smile playing on his lips.

Sure enough, Papa Pelican came up with a fish in his mouth. He flew to his messy post, pushed off Baby Pelican and swallowed the fish.

"That's not fair!" I said. "Papa Pelican should share his post with his baby and give her some of his fish."

"I don't know about that," my father said. We watched Papa Pelican dive into the water two more times, coming each time to knock his daughter off his post.

"Come on, Dad, let's go," I said. "I've seen enough."

"No, wait," my father insisted. "Just a little longer."

The next time Papa Pelican dove, he came up with a fish, but he didn't take it back to his own post. Instead, he put it on another post. Then he flew back to his own post and knocked his daughter off.

"He wants her to go to the other post," my dad said.

Baby Pelican flew around for a moment as if she was confused, but the smell of the fish must have caught her attention because she eventually landed on the other post and swallowed the food.

Papa Pelican dove again, brought up a fish and ate it. Baby Pelican squawked loudly. Papa Pelican dove a couple more times to catch a few more fish for himself. Each time Baby Pelican squawked louder.

"Just get your own fish then, Baby," I yelled to her. "You can do it!"

The fourth time Papa Pelican dove, Baby Pelican copied him. Papa came up with a fish in his mouth. So did Baby Pelican. They both went to their own posts and swallowed their food. Baby Pelican cooed, and Papa Pelican flew close to her so he could touch her with his long beak as if he was kissing her.

"He taught her how to fish!" I gasped.

"Incredible, eh?" my father said. "Watching all that fish-eating has made me hungry".

"Let's catch some big ones for ourselves!"

"Yeah!" I agreed.

After a short while, we found a cove where the water was calm. My father put bait on a hook and handed the pole to me.

"No thanks, Dad," I said, pushing the pole back towards him.

"I thought you wanted to fish today," my father said.

"I do," I said. "I just want to do it with my own pole."

My father grinned. "It's about time!" He leaned over, hugged me and messed up my hair. "Do you want to put the worm on, too?" he asked.

I looked at the tub of worms. "Well, actually, I think I will let YOU handle that."

The two of us fished side-by-side all afternoon. Each time I caught a fish all by myself, with my own pole, I would cheer. And every time there was cause to cheer, my father would lean over and kiss me on the head.