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ON
QUALITY CONCERNS IN EDUCATION

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ABSTRACTS

A1

CONSTRUCTIVIST APPROACH AS A NEW PARADIGM IN EDUCATION

1. A. K. Kulshrestha 2. Amit Gautam

Faculty of Education, Dayalbagh Educational Institute Dayalbagh Agra

In traditional methods of teaching –learning in our secondary school teachers in provider of knowledge and students are required to memories this knowledge generally in the form of laws, formulate or theory and reproduce the same in examinations. Constructivism is a relatively new paradigm which takes in to account the subjective ,contextual and pluralistic nature of knowledge .according to constructivists, learners constructs knowledge in the social and cultural context in which they are embedded in a number of language and symbol forms.The National Curriculum Framework (NCF-2005) also recommends that curriculum should help learners to become constructors of knowledge and emphasizes the active role of teachers in relation to the process of knowledge construction.

A2

QUALITY CONCERNS IN TEACHER EDUCATION

Abha Sharma. Department of Education, University of Lucknow, Lucknow

The essence of a programme of teacher education is ‘Quality’ and in its absence, teacher education becomes not only a financial waste but a source of over-all deterioration in educational standards.The norms regarding infrastructure, teaching and supporting faculty, curriculum, instructional facilities, methods of teaching, evaluation, management and administration, etc. are to be strictly observed for the achievement of the goals of teacher education. But when the norms are deviated by the functionaries of the institutions, the quality of the programme of teacher education is undoubtedly deteriorated.

A3

EMPOWERING TEACHER EDUCATION FOR ENHANCING QUALITY OF EDUCATION

1. Abhilasha, 2. K. C. Vashistha, 3. Radhika Agarwal

Faculty of Education, Dayalbagh Educational Institute, Dayalbagh, Agra

Teacher have to be empowered, emancipated, and enlightened individual to attain excellence in competencies and skills identified as essential for professional growth. Improving teacher quality is now a global concern. Research studies have shown positive association between students' achievement and teachers' academic skills, level of content knowledge, year of experience, and participation in content-related professional development opportunities. While everybody agrees that teacher education and teacher training are very important, the question of how much formal teacher preparation is needed and how it should be delivered . The answer depends on several factors, such as level of financial resources, the number of teachers to be trained, the present structure of training, the knowledge level of graduate who choose to become teachers, and the attraction of the teaching profession.

A4

CURRICULUM OF TEACHER EDUCATION IN PRESENT SCENARIO

Aftab Ahmad Ansari, Department of Education, Aligarh Muslim University, Aligarh

Without a sound and goal oriented system of education, the dream of reconstructing nations economic and political life cannot be realized in order to fulfill the ideals, the quality of education imparted to the children, has to be improved. The training of teachers assumes great significance in the educational system. Teacher education system is an important vehicle to improve the quality of school education. The National Council for Teacher Education (NCTE) was established as a statutory body in 1995. The curriculum framework developed by the NCTE was released in 1998 as a publication. This full length paper describes the meaning of curriculum, teacher education and highlights the teacher education curriculum in present days.

A5

SHOULD TEACHING BE TERMED AS PROFESSION?

1. Ajay Pandey, B.Ed Department, Sri Mahavir Prasad Mahila Mahavidyalay, Lucknow

2. Akhilesh, Dept. of Education, University of Lucknow

The human quest for excellence has given birth to different vocations and professions. There is competition among different vocations to get the status of profession. Today if you want to be in teaching profession people ask –why hell you want to be a teacher, isn't there anything else to do?. Whatever the condition today, it is certainly not pleasant to ears to hear this about most respectable and divine profession at the land which boast of its long legacy of teaching-learning tradition. The attitude towards teaching is under fast change in today's fast changing world. This paper concerns whether teaching is a profession or not? If not why and how it should be made a profession?

A6

QUALITATIVE IMPROVEMENT THROUGH INTERNAL MARKETING IN PROFESSIONAL EDUCATIONAL INSTITUTES

Akanksha Singh, Heeralal Yadav Balika Degree College, Lucknow

In present highly competitive global environment quality is buzzword. The link between knowledge and quality in professional education is very much important. As per AICTE norms more and more people are coming forward for opening up of Management and Engineering colleges. But mere opening up of these institutes does not justify the spread of professional education. but need of the hour is qualitative improvement and to provide real atmosphere of professional institutes. Various measures need to be taken for the transformation of these professional institutes. Professional education should be more participative as well as collaborative process. Internal marketing can also help for more energetic and participative atmosphere. By the use of internal marketing practices professional educational institutes can work for the betterment of their status .Present paper will discuss in detail that how by applying internal marketing practices professional educational institute can attain qualitatively improved teaching learning atmosphere.

A7

TECHNICAL EDUCATION: NEEDS RADICAL CHANGE IN INDIA

1. Akhilesh Shukla, 2.Mansi Pokhriyal, BGMDR, Lucknow

Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. In India, technical education is imparted at various levels such as: craftsmanship, diploma, degree, post-graduate and research in specialized fields, catering to various aspects of technological development and economic progress. The number of AICTE approved institutes that offer engineering degree courses in India is - 4,39,689. There are around 1244 institutes that offer diploma courses in engineering, 415 institutes offer diploma courses in Pharmacy, 63 institutes offer diploma courses in Hotel Management and Catering Technology Courses and 25 institutes that offer diploma courses in Architecture and 1012 offer master of Computer Application courses in India. Given the importance of technical education in the further development of the nation, the Government of India is keen on developing some more institutes in the line of IITs, IIMs and IISCs. The Prime Minister of India has unleashed a plan to establish 8 IITs, 7 IIMs and 5 IISCs to improve the spread and quality of technical education in the country.

A8

ACHIEVING QUALITY IN SCIENCE TEACHING AT SCHOOL LEVEL:

HOW AND WHY?

Alka Muddgal, Amity University, Noida, UP

Both in content and approach, the science curriculum in India has undergone several changes in the last two decades. These changes are visible in the textbooks too. In Science teaching both formal and informal ways of teaching and learning is being emphasized by academics and scientists. . This has been projected in position paper National Focus Group on Teaching of Science 2005, "Field level experience shows that Science teaching in schools cannot be improved significant without informal activities to back it up." In the Edgar Dale's Cone of experiences a connection between concrete and abstract ideas has been made and emphasis has been given to visual, experiential and diverse sensory experiences. In order to find out the implementation of such activities a research study was undertaken with the help of a self developed tool.

A9

QUALITY SCHOOLS FOR PROVIDING EFFECTIVE CITIZENSHIP EDUCATION

1. Alok Gardia, 2. Pushpesh Pathak, Faculty of Education Banaras Hindu University, Varanasi, UP

Citizenship education has been considered, one of the constant educational goals since the founding of the republic, and it is the concomitant need to educate youth for their democratic responsibilities. Since the schools are the primary institution for youth to develop and practice citizenship competencies necessary for personal and social development, the role of schools is very crucial. In the context of above, present paper examine the role of schools as agents of citizenship education. Further, the paper attempts to strategies to integrate and measures of sustaining quality citizenship education in schools. The paper also describes the factors for improving the quality of schools and presents some suggestions for the development of citizenship education in the schools, in terms both of learning and teaching process as well as improving the quality of schools.

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QUALITY CONCERNS IN TEACHER EDUCATION

Alpaana Verma, Bhopal, Madhya Pradesh

All teachers should have a solid foundation in their subject area and training in learning theory and effective practices .But, that training may not produce the results we seek. Unless the “mindset” of the teacher supports the behaviors demonstrated by outstanding teachers, the present approach may yield highly knowledgeable, but largely ineffective teachers. A success of educational system depends upon quality of teachers and it depends upon quality of teacher education. The quality concern led to research, investigation and experimentation for improving the effectiveness of pre-service and in-service teacher education. The present state of teacher education in India is encountered with number of problems like types of courses, quality control, examination pattern, teacher education curriculum and commercialization of teacher education.

A11

TEACHER EDUCATION: NEW HORIZONS AND VISION

Amit Ahuja, Dept. of Education, Guru Gobind Singh Indraprastha University, Delhi

A modern society must give due importance to the education sector but today the pupil –teachers are not exposed to the realities of school and community. Internship, teaching practice, practical activities and supplementary educational activities are not paid proper attention. Despite the commendable improvement in- service conditions and perks, the profession is yet to attract best brains. The curriculum, pedagogy and evaluation of teacher education need improvement and radical transformation, which suggests a paradigm shift in teacher education. For this it has to prepare teachers for a dual role of encouraging, supportive and human facilitator in teaching – learning situations who enables learners to discover their talents and fullest development of their physical and intellectual potentialities. Thus, an overhauling of teacher education is necessary to cope with the exponential growth and advancements in the modern world.

A12

Quality Concerns in Higher Education in India

Amit Kumar Verma, Faculty of Education, B.H.U., Varanasi

We are now transiting to a knowledge society, where the quality and relevance of education would play a vital role at various levels of education. The status of higher education is assumed one of the major and sharp indicators of the future of a country. University Grants Commission has its objective (under UGC Act 1956) to take “all such steps as it may think fit for the promotion and co-ordination of university education and for determination of standards in teaching ,examination and research in universities”. Present paper discusses various quality issues of higher education and gives some suggestions for quality improvement in higher education.

A13
COMMUNITY BASED REHABILITATION AS PART OF
INCLUSIVE EDUCATION
Amita Bajpai, University of Lucknow

Inclusive education is a concept that is gaining attention all over the world. Inclusion is a term which expresses commitment to educate each child, to the maximum extent possible. No student is excluded from or discriminated within education on the ground of race, color, sex, language and disability. It is assumed that individual differences between students are a source of richness and diversity and not a problem. Education empowers and strengthens all people in the community. It equips people with knowledge and skills that are crucial to the development and their capacity to access their rights. But one should understand that inclusion is a continuous process not a one time note. Hence there is a need that society must adapt to the needs and rights of disabled people. Also combined efforts of persons with disability and other social services, for e.g. Education, Health etc. are need of the hour. Community Based Rehabilitation (CBR) is a strategy with general community development for rehabilitation, equalization of opportunities, and social inclusion of all children and adults with disabilities. Present paper will focus on the role and different strategies of CBR which not only promote the rights of person with disabilities, but also seek to create an environment where they can have equal rights and equal opportunities with their “able-bodied” counterparts, and are allowed to participate fully in all activities of the community.

A14
HIGHER FEMALE EDUCATION IN INDIA—CHOICES AND CHALLENGES
Amita Kashyap, Kalra college of Education, Patnitop, Jammu

Education of girls is vital not only on grounds of social justice but also because it accelerates social transformation. Promotion of gender equality in education is essential for human resource development. By educating a woman you educate the whole family. Education has a direct impact on women empowerment as it creates in them awareness about their rights, their capabilities and the choices and opportunities available to them. India represents a picture of contrasts when it comes to education and employment opportunities for girls in the rural and the urban areas. Cultural, social and economic factors still prevent girls from getting education opportunities and so the question of equality is still a mirage. Informal discussions with key persons reveal that computer applications and software computer engineering as compared to other specializations are popular among women. It will, therefore, have to be seen if women are getting professional training which leads to jobs and careers? Current framework of National Development recognizes women as a unique power unit and a potential resource and has played crucial role in social reforms, economic development and also in the political process. Though school enrolment ratios have been rising, high rate of drop outs, particularly of girls, still continues to be a major problem. Continuing education centres should be strengths to provide training and for retention of literacy skills. However, the recent changes and developments are kindling hopes for better and promising future.

A15

**GOING TO THE HEART OF THE ‘QUALITY’ QUESTION
HOW ADEQUATE IS OUR EDUCATIONAL THEORY?**

Andrew Seaton, RMIT University, Melbourne, Australia

Questions of educational quality beg deeper questions about assumptions underlying our educational efforts. We might have a good quality delivery of a poorly conceived program of education. Indeed, this paper argues that this is currently the case, particularly with our education of the young. The paper briefly outlines an extended vision of human functioning that we must embrace to truly achieve quality education.

A16

CURRENT ISSUES AND CONCERNS REGARDING SECONDARY EDUCATION

1. Anis Jahan 2. Afsana Parveen

Department of Education, Aligarh Muslim University, Aligarh

The concern for quality in education stems from the concern for improving the efficiency of the educational system. Quantity without quality is likely to defeat the very purpose of education. It is, however, unfortunate that there exists a lot of confusion in so far as the precise meaning and connotation of the quality of education is concerned. In general, quality of education is an umbrella concept which includes all those aspects of education which make it efficient and good. It includes availability of infrastructure such as buildings, trained and competent teachers, and the quality of instruction, syllabi, etc. This paper highlights the attributes which are responsible for the “quality of education” and some challenges facing secondary education system.

A17

REFLECTIVE TEACHING – THE INDEX OF QUALITY EDUCATION

Anisha Tamang, Department of Education, Visva-Bharati, Santiniketan.

The quality of a nation depends most of all on the quality of a teacher. The challenge is to increase both the quality and quantity of teachers to meet the demands of the workplace, to find ways to support teachers, and to keep the in the classroom.

Teacher quality encompasses a range of skills, competencies and motivation. High quality teaching and thus pupil learning is dependent on the existence of such professional expertise. The process of reflective teaching supports the development and the maintenance of professional expertise. Reflective teaching is a process of self-observation and self- evaluation which helps to make changes and improvement in our teaching. It not only helps in personally fulfilling for teachers but also lead to a steady increase in the quality of the education provided for children.

A18

STATUS OF TRIBAL EDUCATION

Anitha Raj K, IGNOU Centre, Hyderabad, Andhra Pradesh

The existing gap between scheduled tribes and rest of population and the education backwardness of them pays special attention towards tribal education. After adoption of the constitution the education of scheduled tribes is considered as responsibility to the government. As education plays a vital role in change and social mobility by making available to the people the means to improve social and economic conditions. Literacy rate is an important indicator of development. So for the tribal education development the government is considering so many programmes in central and in state levels. After implementing all this also why the tribal education is still at minimum level only. This paper discusses some of the reasons on this issue.

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A19

STATUS OF PEACE EDUCATION IN PRIMARY CLASSES WITH REFERENCE TO UNICEF

Anshu Mathur, Dept. of Continuing Education, Bhopal

This paper addresses the issue of peace education, which requires all of us to understand, to experience and feel the seriousness of the issue, and work with hope for the world peace. Because education is the only way for elimination of conflict and violence from the society and Peace education is not only a subject on the curriculum but a continuous process for the resolution of the issues of conflict and preparing the young minds for the mutual dialogue and understanding in intellectual arena. UNICEF has defined a peace education program with aims of knowledge, skills and attitude we are not bound to adopt it but it has to be in practice some how. Because ours is a multicultural, multiethnic, and multi religious society and we need to be a tolerant, prejudice free and peaceful society.

A20

**ENSURING QUALITY CONCERN IN CITIZENSHIP EDUCATION
Anshuman Singh, Faculty of Education, Banaras Hindu University, Varanasi**

Citizenship education is method by which citizens are enabled to understand and contribute to the effective working of the society to which they belong. It is the use of education for training people to become good citizens. It focuses on the knowledge, skills and dispositions a citizen requires for living in a liberal democratic society. Schools are the primary institution for youth to develop and practice citizenship competencies necessary for personal and social development. Schools need to be held accountable for their civic mission and organized according to democratic principles to ensure equitable access to quality citizenship education for all students. Citizenship competencies need to be expressed along three connected outcomes: knowledge, skills and dispositions – with appropriate assessment and accountability systems. There are five strategies to successfully integrate quality citizenship education: vision and leadership, curriculum and assessment, professional development, partnerships and community and continuous improvement. For the successful promotion of citizenship education in schools, an infrastructure is necessary that helps to increase the quality of citizenship education and thus the quality of democracy. Elements of such infrastructure may be: citizenship education organizations; publishers that produce adequate teaching materials and specialized magazines for teachers and learners; a curriculum development unit (preferably independent); committees that evaluate and assess the educational process for citizenship; institutions for citizenship education that produce services and activities and offer advice on citizenship issues; government funding for curriculum materials and professional development, supported by syllabus revision and mandatory testing, etc.

A21

A STUDY VIEWS OF HEADS OF SCHOOLS, TEACHERS AND PARENTS WITH RESPECT TO THEIR ROLE IN MAINTAINING QUALITY IN SCHOOL EDUCATION.

Anupama Rahalkar, Vidya Pratishthan’s College of Education, Baramati, Maharashtra.

The Government, The Teachers and the parents are the three entities who play a vital role in the education of an individual. The Government adopts education policies and curriculum with a focus on the National Objectives. Heads of schools are expected to follow the government laid rules, stipulations and likewise conduct the curriculum. The Teachers are entrusted with the syllabus to be completed in an academic year. The Parents objectives for educating their child might or might not coincide with the national objectives. The parents believe the school will provide a means of livelihood, will equip their child to be better persons or better citizens.

A22

TEACHER PREPARATION PROGRAMMES FOR 21ST CENTURY

Aratee V. Patel, Shikshan Mahavidyalaya, Gujarat Vidyapith, Ahmedabad

Knowledge is emerging as a super- power in the world of 21st century. This reality is universally accepted.. The societies world over are marching towards becoming learning societies. India, no more, can afford remaining a country of massive illiteracy. According to Alvin Tofler, ”The illiterates of 21st century will not be those who can not read or write, but those who can not unlearn and relearn.” There for teachers should shift from teaching to learning mode and from passive class-rooms to participatory learning centers. The teacher should be ever growing. Now we should think about the different roles of a teacher educator. Let us see what are they? (1) Facilitator of learning (2)ICT based teaching learning (3)Multiple role of a teacher (4)Teacher as a Lifelong learner (5) Teacher as a professional (6) Teacher committed to basic values (7) Teachers with multiple intelligence approach (8) Teacher competence to work with parent and community (9) Professional and committed teacher (10) Teacher preparedness for Global Competition.

A23

PROFESSIONALISING TEACHER EDUCATION

1. Archana Agrawal, 2.Arpana Godbole, Department of Education, University of Lucknow, Lucknow

The progress of a country depends upon the quality of the teachers. Teaching is undoubtedly a complex task because teachers work with human beings having different abilities, intelligence, values, emotions etc. Teaching is not like inducing a chemical reaction it is much more than that like a gardener to nurture variety of plants differently according to requirement. To accomplish this complex task, we need well trained and professional hands. Pre – service and in - service teacher education programs for primary and secondary school teachers are in existence in our country. These institutes provide training and trying to develop competencies necessary for teachers..

**CRITIQUING GENDER AND PEDAGOGY IN GIRLS' EDUCATION:
MOVING BEYOND NUMBERS AND STEREOTYPES**

Archana Kapoor, Isabella Thouburn College, Lucknow

Gender is the most pervasive form of inequality as it operates across all classes, castes and communities. Though policy documents have always laid emphasis on gender equality since the past three decades, yet it has always had a laid back approach in implementation. In actual terms, the dropout rates of girls, specially from the marginalized sections of society and the rural areas continues to be grim- 9 out of every 10 girls ever enrolled in school do not complete schooling and only 1 out of every 100 girls enrolled in class I reaches class XII in rural areas. Despite the education systems' focussed efforts to include girls, it continues to push out those who are already within. Therefore issues of curriculum and pedagogy require equal and critical attention, in addition to enrolment. Structurally, pedagogically and philosophically, educational institution need to play a far more active role in the development of a new cultural ethos that can contribute to the realization of the goals of comprehensive development of human material and this also requires that they internalize the concern for the equality of women. If adequate measures are not taken for the spread of education, the chasm of economic disabilities, regional imbalances and social injustice will widen further, resulting in the building up of disintegrative tensions. Through proper education, the achievement of economic and social development can be facilitated and expediated. Education is the only instrument of peaceful social changes.

SCHOOL MEALS IN THE GARHWAL HIMALAYAS

1. Archana Shah, HNB Garhwal University, Uttarakhand

2. Nisha Shukla, ML & JNK College, Saharanpur

The cooked Mid-day Meal Scheme (MDMS) in Uttarakhand was launched more than half a decade ago. Mid-day Meals are linked with the well-being, health and nutrition of a large number of children. Therefore it is imperative to understand, recognize and acknowledge the impact the scheme is having on its chief stakeholders – the beneficiaries and the implementers i.e. the children, the teachers and the cooks. The present study is focused on data obtained from a survey of a total of twenty five government run primary/basic schools located in Chamba block of Tehri district of the Garhwal Himalayas of Uttarakhand. Interviews, field observations and field-visits were made to document the ground reality of Mid-day Meals.

CREATIVE STUDENTS AND TECHNIQUES FOR A BETTER METHOD OF TEACHING CLASSROOM

Armin Mahmoudi, University of Ysaouj, Iran

This paper tries to deal with the 19 ways of having a better and effective method of teaching. These ways consist of 1. Know the learners better, 2. Provide a natural and secure atmosphere 3. Transfer enthusiasm and goal directedness, 4. Assign the learners what to do, 5. Present the materials clearly, 6. Practice the vulnerability, 7. Teach enthusiastically, 8. Repeat the main points, 9. Do not present the information yourself, 10. Ask good questions, 11. Stop speaking and start listening, 12. Teach them what they should listen to, 13. Let the learners teach one another, 14. Do not use the same method for all, 15. Never stop teaching, 16. Observe the balance in teaching, 17. Show sensitivity, 18. Keep the learners learning , 19. Pay attention to students' behavior. This paper also studies how to have creative learners in educational setting and different dimensions of creativity, the characteristics of creative learners, and the factors for developing and ruining creativity in learners.

INFLUENCE ACADEMIC ACHIEVEMENT ON ADJUSTMENT AMONG ADOLESCENCE

Armin Mahmoudi & Ardawan Arjang, Iran

In the present study an attempt is made to assess the relationship between adjustment and academic achievement among adolescents studying in class 9 in Mysore city. A total of 100 adolescent students studying in Mysore city were randomly selected. They were administered Bell's Adjustment Inventory (1968) which measured adjustment of an individual in 4 areas (Home, health, social and emotional). Academic achievement scores were collected from the respective schools. One-way ANOVA was employed to find out the significance of difference between students with different levels of adjustment in various areas and their academic achievement scores. Results revealed that only home adjustment had significant influence over academic achievement. Emotional, social and health adjustments did not have significant influence over academic achievement of the sample studied.

AN EVALUATION OF THE CURRICULUM OF M.ED. PROGRAMME FOR PREPARING EFFECTIVE TEACHER EDUCATORS FOR SECONDARY AND ELEMENTARY TEACHER EDUCATION

Arti, Rama Mahavidyalaya, Lucknow

This paper has arisen from the concern that typical M.Ed programme is very poorly focused with respect to training of teacher educators, primary or secondary. The M.Ed has come under severe criticism on several counts. First, as a professional education programme, it lacks specificity, focus and rigor. The wide range of academic and professional needs in education like training of teachers, educational administration, educational research and extension, development of curriculum and teaching-learning materials and so on need more focused interventions; the present M.Ed curriculum cannot fulfill these expectations. It is also indistinguishable from the 2 year M.A in Education because in actual course design and content the two do not differ on any sound academic rationale. The paper concludes by suggesting strategies through which teacher educators might be oriented towards new content of teacher education as well as towards new pedagogical techniques.

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SPECIFIC LEARNING DIFFICULTY (SLD/ SPLD) AND INCLUSIVE EDUCATION

Arundhati Sarkar, Department of Education, Visva Bharati, Santiniketan, West Bengal

This paper proposes to explore the area of : Specific Learning Difficulty (SLD/SpLD) from the perspective of Inclusive education and it’s current scenario in Kolkata , West Bengal . Many children in our mainstream schools do not meet up to the expected standard of performance inspite of having average to above average I.Q. These children may have learning difficulties, which may not have any physical manifestation. Lack of awareness at school level can lead to negation of any kind of intervention and often total neglect of this group , who are quite capable of learning the taught matter but in an individualized way .. In this day and age of : Inclusive Education , it is of utmost importance that all children are able to realize their fullest potential in mainstream schools . A failure to provide adequate support to our educable population may lead to a scenario of frustration resulting in `At- Risk Drop –Outs`.

A30

A STUDY OF INNOVATIVE PROGRAMMES FOR QUALITY IMPROVEMENT IN SSA FOR CHILDREN WITH SPECIAL NEEDS

1. Arvind Sharma, 2.Adya Shakti Rai,

Dept. of Visual Impairment, Dr .S.M. Rehabilitation University, Lucknow

Sarva Shiksha Abhiyan is a flagship programme of government of India for the promotion of universalization of elementary education. The SSA’s understanding of “inclusive” is depicted as a multi-option model of inclusion which includes, depending on the needs of the children, mainstreaming in regular schools, or provision of home based education. Different states have instituted systems for large scale independent assessment of CWSN and are using the result for systemic improvement like focused teachers training in specific disability area, developing remedial teaching programmes etc. therefore, this paper analyses the different innovational programmes run by central and states government, NGOs,etc under SSA for education of CWSN.

A31

QUALITY LEGAL EDUCATION THROUGH FREE LEGAL AID

Ashok R Patil, National Law School of India University, Bangalore

The preamble to the Constitution of India speaks of justice, social, economic and political and of equality of status and opportunity. Equality in the administration of justice thus forms the basis of our Constitution. Such equality is the basis of all modern systems of jurisprudence and administration of justice. In so far as a person is unable to obtain access to a court of law for having his wrongs redressed or for defending himself against a criminal charge, justice becomes unequal and laws which are meant for his protection have no meaning and to that extend fail in their purpose. Unless some provision is made for assisting the poor man for the payment of court-fees and lawyer’s fees and other incidental costs of litigation, he is denied equality in the opportunity to seek justice.¹ The rendering of legal aid to the poor litigant is, therefore, not a minor problem of procedural law but a question of a fundamental character.

A32

SUBORDINATION OF WOMEN IN TEXT BOOKS: ITS EFFECTS

Ashvini Mansukhlal Kapadia Smt. V. R. Bhakta College of Education, Surat

The researcher wanted to know empirically whether the text books prescribed by Gujarat State Secondary School Certificate Examination Board (G S S C E B) have included the description of subordinate status of women or not. Researcher selected Gujarati language text books of Std. VIII, IX, and X. Researcher found that, that type of description has been included. Researcher further inquired with 125 students whether they have been affected by this type of description.

So this paper is divided into two parts (1) Regarding the inclusion of subordinate status of women in text books, their meaning and message given to students. (2) Regarding the assimilation of these messages by the students. This has been done by undertaking the pre and post tests of 125 student samples. This paper insists on not including the reference of women as subordinate to anybody especially to men.

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A33

PROBLEMS OF SPECIAL EDUCATION AND QUALITY OF MANAGEMENT

Azibur Rahman, Doom Dooma College, Doom dooma, assam

Disability is an age old problem of world Community. In the developing nations like India, the persons with disabilities suffered where poverty, illiteracy and superstition prevailed through out the country. The latest example was found through Television Channel on the 15th day of August 2009 in the state of Karnataka that disabled children and adults were pushed in to deep hole up to their neck for long hours in the pond and thousand people witnessed it. This is enough to understand how much deeper the level of ignorance and superstition in the minds of our people. One leading authority of NIMH (Shivakumar, T.C. 2008), indicating United Nation's estimation , reported that in majority countries of the globe approximately one person in ten lives with a disability of one kind or another , be it vision hearing, intellectual, physical impairment or mental disorder. Unexpectedly the huge number of such a kind of population is marginalized and their human rights are openly violated more or less in all societies.

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