

Development Of Special Education In India



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Preface

Education is a major determinant of the welfare of nations, since the sum of individual education experiences has important implications for society as a whole. Part of the crucial role of education is manifested in the economic arena. This is especially true today, both because an increasingly globalised economy places a higher premium on economic competitiveness, and because, due to new information and communications technology, economic growth and social development depend more on human knowledge than on the availability of natural resources.

These new and rapidly changing conditions in an evermore interdependent world economy require more flexible, easily trainable labour forces that are better able to access and interpret the mass of available information. This, in turn, requires higher-quality, more adaptable education systems that can provide young people and adults with the knowledge and life skills to function effectively in the new environment.

To prepare students to face the new challenges of life education needs to be intimately linked with the different life-skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs. It is through these skills that students can fight the challenges of drug addiction, violence, teenage pregnancy, AIDS and many other health related problems. The skills would also make students aware of issues such as consumer rights, questioning the quality of goods and

services available to them, writing to the manufactures, and civic authorities about the quality of goods and services that they expect. Besides, legal literacy and understanding of civic and administrative procedures would also be made available to the students to make their life simple, hasselfree and safe.

All school going children, whether they are disabled or not, have the right to acquire different life-skill, as they are the future citizens. Some children with special needs may not benefit from regular classroom education due to various reasons including disability. In such a case, it is only appropriate that they be provided with education in some other meaningful way. This entails changes in curricular decisions and classroom arrangements, provision of aids and appliances, arrangements for finances and above all, appropriate teacher preparation.

The special educational needs of the people in the globalised knowledge society are outlined in the present volume. The reforms needed in the existing educational system, issues of teacher preparation, challenges of educational inequalities, etc. are elaborately described. This book will be a highly informative and useful reference work for teacher, students, policy-makers and education administrators of the 21st century.

While writing this book, I have made references from various sources and have freely used the writings of outstanding scholars and researchers. I, hereby, acknowledge their contribution with sincerity and gratitude.

I am thankful to the publishers for bringing out this book within a very short period.

Dr. P. C. Patanjali

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Significance of Education For All

'Education for All' means what it says. The international community has committed itself, in the Dakar Framework for Action, to having all eligible children attending fee-free primary schooling by 2015. In addition, adult illiteracy is to be halved, early childhood education and programmes for out-of-school youth are to be increased, and the quality of education is to be much improved. 'All children' includes, of course, boys and girls. However, both the Framework and the Millennium Declaration emphasize that gender disparities in primary and secondary schooling are to be eliminated by 2005, and that equality throughout education is to be achieved within a further ten years. Gender equality, then, is given major prominence in the Dakar and Millennium Development Goals (MDGs).

In no society do women yet enjoy the same opportunities as men. They work longer hours and they are paid less, both in total and pro rata. Their choices as to how they spend their time, in both work and leisure,

are constrained than they are for men. These disparities generate substantial gaps between how much women and men can contribute to society, and how much they respectively share in its benefits. In most countries, a fundamental aspect of these disparities, which is both one of their causes and one of their continuing consequences, is inequality in access to and performance in education. These inequalities are deep-seated, and will require special attention and commitment if they are to be removed within the time-frame envisaged by the Education for All (EFA) goals.

Early Childhood Care and Education

Early childhood care and education is a diverse area of learning. It ranges, on the one hand, from formal pre-primary education, which is integrated with the national education system, via kindergartens where care, play and education are all included, to more informal and often home-based activities. Internationally comparable data are currently available for formal pre-primary enrolments in around threequarters of all countries. Although efforts are being made to collect information on more informal activities for the pre-primary age group (usually 3 to 5 years), only fifteen countries are as yet able to supply these data. A third indicator - the percentage of new entrants to primary Grade 1 who have attended some form of organized early childhood development programmes - is available for rather more (forty-three) countries. Although these broader indicators of participation are becoming increasingly available, the gross enrolment ratio (GER) in pre-primary education is still the main indicator that can be used to monitor progress towards the first Dakar goal.

Pre-primary education

Pre-primary education is defined as programmes of organized instruction which are school- or centre-based, occupying at least two hours per day and 100 days per year. By their very nature these data are difficult to collect. First, many programmes are dispensed privately - accounting for all pre-school enrolments in some countries. Private providers, including NGOs, local communities and religious institutions, are not always easy to include in the surveys, and may often not be recognized by the authorities as valid providers. Second, even in the public sector, programmes provided under the responsibility of authorities other than ministries of education - the main UNESCO counterpart with regard to annual statistical surveys - are not always reported in replies to surveys.

Thus it is possible that statistical information on pre-primary education does not give the full picture in many countries. Moreover, even within the relatively homogeneous category of programmes provided by the public sector, their duration, curriculum and teacher qualifications are so diverse as to make international comparisons difficult.

All countries in North America and Western Europe and most of those in Central and Eastern Europe have enrolments equivalent to more than half the pre-school age group. Half of the former group have GERs greater than 90%, indicating that pre-schooling in these richer nations is virtually universal.

The intensity of instruction also varies greatly between countries. Table 1 shows, for seventyseven countries, the average numbers of hours taught during

the pre-school year. The average duration of the school year varies from lows of 195 hours in Iraq and 231 hours in Tajikistan to highs of 1,260 to 1,560 hours in Colombia, Cuba and Saint Kitts and Nevis.

Table 1. Duration of schooling in pre-primary education, by country (1999)

Country	Hours per week	Days per week	Weeks per year	Days per year	Hours per year
	(1)	(2)	(3)	(4)	(5) = (1) x (3)
<i>Sub-Saharan Africa</i>					
Benin	23	4.5	34	154	782
Burkina Faso	21	6	37	222	777
Cameroon ¹	30	5	36	180	1080
Ethiopia*	23.1	5	42	210	971
Gambia	20	5	39	195	780
Ghana	27.3	5	40	200	1092
Guinea-Bissau	24	5	35	175	840
Kenya	...	5	39	195	...
Liberia	25	5	37	185	925
Mali	26	5	38	190	988
Mauritania	30	5	36	180	1080
Mauritius	25	5	40	200	1000
Namibia	...	5	39	195	...
Niger	25	5	36	180	900
Nigeria	20	5	40	200	800
Sao Tome/ Principe	25	5	36	180	900
Senegal	22.3	5	35	175	781
Seychelles	26.2	5	40	200	1046
Sierra Leone	20	5	35	175	700
South Africa	...	5	41	205	...
Togo	21.3	5	40	200	852

U. R.					
Tanzania	17.3	5	42	210	727
Zambia	17.3	5	34	170	588
<i>Arab States</i>					
Iraq*	5	6	39	234	195
Kuwait	25	5	34	170	850
Lebanon	26.3	5	32	160	840
Libyan A. J.	21	6	28	168	588
Morocco*	32.3	6	35	210	1131
Saudi Arabia	22.3	5	29	145	647
Sudan	21	6	39	234	819
Syrian A. R.	32	6	36	216	1152
United Arab Emirates	22	5	33	165	726
Yemen	20	5	28	140	560
<i>Asia and the Pacific</i>					
<i>Central Asia</i>					
Kazakhstan ¹	24	5	33	165	792
Mongolia	10 5	34	170	340	
Tajikistan	7	5	33	165	231
<i>East Asia and the Pacific</i>					
Cambodia ²	12	5	38	190	456
Cook Islands	10	5	41	205	410
Fiji	15	5	41	205	615
Lao PDR ²	10	5	36	180	360
Macao, China*	14.2	5.3	40.5	213	575
Marshall Islands	15	5	36	180	540
Myanmar ...	5	36	180	...	
Niue	12	3	40	120	480
Papua New Guinea ²	10	5 41	205	410	

Palau	17.3	5	34	170	588
Samoa	15	5	40	200	600
Tuvalu	15	5	40	200	600
Vanuatu*	15	5	39	195	585
Viet Nam	15	5	33	165	495
South and West Asia					
Bangladesh	12	6	37	222	444
Bhutan	22	5	39	195	858
Maldives	7.3	5	40	200	292
Nepal	24	6	36.7	220	881
Pakistan*	28	5.5	30	165	840
<i>Latin America and the Caribbean</i>					
Anguilla	15	5	39	195	585
Antigua and Barbuda	25	5	39	195	975
Bahamas*	25	5	38	190	950
Barbados	25	5	38	190	950
Belize	15	5	36	180	540
Bolivia*	25	5	44	220	1100
Colombia	30	5	42	210	1260
Costa Rica	14	5	44	220	616
Cuba ³	32	5	41	205	1312
Dominica	25	5	40	200	1000
Dominican Republic	20	5	44	220	880
Ecuador	20	5	40	200	800
El Salvador	30	5	40	200	1200
Guatemala	17.3	5	36	180	623
Guyana	20	5	39	195	780
Jamaica	22.3	5	38	190	847
Netherlands Antilles*					
Nicaragua	20	5	43.5	218	870

Panama	25	5	42	210	1050
Peru	20	5	36	180	720
Saint Kitts and Nevis	40	5	39	195	1560
Saint Lucia	20	5	40.4	202	808
Suriname	20	5	42	210	840
Trinidad and Tobago	22.3	5	39	195	870
Turks and Caicos Is	20	5	39	195	780

* Figures are average durations calculated from varying durations at different grades, cycles or programmes.

1. The number of weeks per year is taken from the education database of the International Bureau of Education (UNESCO-IBE, 1999).

2. The number of hours per week has been recalculated, based on actual teaching time per hour.

3. Including playtime and time devoted to hygienic and cultural habits.

Source: Answers to UIS workshop questionnaires on the duration of schooling (UNESCO Institute for Statistics, 2000).

Comparisons between 1990 and 2000

Enrolments in pre-primary schooling have generally increased considerably over the last decade. This trend has not, however, been universal. Enrolment ratios fell in one or two African and Latin American countries. But the setbacks were substantial and widespread in Central Asia and Central and Eastern Europe, where the real value of state expenditures in education, as in other sectors, has been in decline.

In North America and Western Europe, declines are evident for Norway and Denmark, probably explained by changes in the reference age groups used in the calculation of the ratios as well as, to a more limited extent, in Malta, the Netherlands and the United States. It

must be emphasized, however, that some of these changes are more apparent than real. On the one hand, the definition of pre-primary education adopted in the revised International Standard Classification of Education has slightly changed, and it is possible that new categories of pre-primary education provision, previously unreported, are now included in the replies to the UNESCO Institute for Statistics (UIS) surveys, reflecting the growing emphasis since the Jomtien conference in 1990 on a broader notion of ECCE.

Of even greater significance, however, is that changes in the reference age groups used in the denominator of the GER will have significantly affected the reported value of the indicator. Table 2 shows the countries where such changes were made for the data shown for 1990 and 2000. For the Philippines, the GER in 1990 was calculated relative to the two-year agegroup population. However, in 2000 it is obtained on the basis of the single year cohort of 5-year-olds, which, with no other changes, would roughly double the estimated GER. In Switzerland, the GER in 1990 was calculated with respect to those aged 4-6 years while the estimate for 2000 uses only the 5-6 age group.

Table 2. Pre-primary education: age groups and gross enrolment ratio (1990 and 2000) and percentage changes in GER (1990-2000), selected countries

Region/country	1990		2000		
	Age group	GER (%)	Age group	GER (%)	% change in GER
<i>Sub-Saharan Africa</i>					
Namibia	6-6	14.4	3-5	21.4	49
Benin	3-5	2.6	4-5	6.1	131

Arab States

Djibouti	4-5	0.7	3-5	0.4	-50
Saudi Arabia	4-5	7.2	3-5	5.0	-31
Sudan	5-6	19.7	4-5	22.2	13

Central Asia

Kyrgyzstan	3-6	33.5	3-5	14.2	-58
Mongolia	4-7	39.1	3-7	28.7	-27
Azerbaijan	3-6	19.5	3-5	24.1	23

East Asia and the Pacific

Australia	5-5	71.3	4-4	98.0	37
Philippines	5-6	11.7	5-5	30.2	159

South/West Asia

India	4-5	3.5	3-5	25.8	647
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LAC

Panama	5-5	53.0	4-5	47.1	-11
Chile	5-5	82.4	4-5	77.5	-6
Cuba	5-5	101.1	3-5	108.8	8
Paraguay	6-6	27.1	3-5	83.0	206

N. America/W. Europe

Norway	4-6	88.4	3-5	79.3	-10
Denmark	6-6	99.0	3-6	89.9	-9
Israel	2-5	85.4	3-5	112.6	32
France	2-5	83.3	3-5	114.4	37
Switzerland	4-6	59.7	5-6	95.2	59
Spain	2-5	59.4	3-5	101.8	71

Central/Eastern Europe

Hungary	3-5	113.4	3-6	79.5	-30
Bulgaria	3-5	91.6	3-6	67.9	-26
Romania	3-5	76.0	3-6	73.0	-4
Russian Federation	3-6	74.0	4-6	87.2	18
Turkey	4-5	4.6	3-5	5.7	25

Trends in Pre-primary Education

By 1989, the enrolment of children in pre-schools was already quite uneven in transition countries, with high rates in Central Europe and much lower rates in the Caucasus and Central Asia. Across the region, pre-school enrolments fell as employment levels among the population decreased, fees were raised and more parents began to look after their children full time. In the countries of Central Europe and the Baltic states, pre-school enrolment rates began to recover in the mid-1990s and by 2000 had returned to their 1989 levels, although, as the population of young children in these countries had sharply declined, the number of pre-school places was considerably lower in 2000 than in 1989. More severe reductions occurred in the Republic of Moldova, Ukraine, the Caucasus and Central Asia. In Kyrgyzstan, pre-school education suffered greatly from funding cuts, resulting in the closure of large numbers of schools. In the Republic of Moldova, increased fees for pre-school education reduced the demand for places. On the other hand, by the late 1990s, Georgia and Azerbaijan had begun to experience a revival in enrolment rates in pre-school education, albeit from very low levels.

In sub-Saharan Africa, very few children have been exposed to ECCE, although Mauritius and the Seychelles report a proportion of 100%. At the other extreme, the figures from Latin America and the Caribbean exceed 50% in most countries and approach 100% in Anguilla, Barbados, Cuba, Dominica, Guyana and the Turks and Caicos Islands. On the other hand, in the Arab States the figure is between 90% and 100% in Kuwait and Lebanon, but very low in Algeria and Djibouti.

Pre-primary enrolment in private institutions

The share of expenditure on pre-primary in comparison with other types of education is low in many developing countries. In OECD countries, where pre-primary education is well developed, the share of GDP devoted to pre-primary institutions is, on average, 0.4%, compared with 2.3% to primary and lower secondary education. In the World Education Indicators (WEI) countries, where pre-primary is better established than in other developing countries, this proportion is 0.2% on average. Private funding and management is high in preprimary, compared with other levels of education. This reflects the fact that governments, especially those in developing countries, do not feel obliged to provide for this level of education. It is not usually included in the domain of compulsory schooling and, unlike primary and secondary education, pre-primary education has not been defined, historically, as a government responsibility in international human rights treaties. Across all countries, higher GERs are associated with lower proportions of pre-primary pupils in private schools.

The median values are highest in the Arab States (85%), where ECCE is often provided by religious institutions. However, sub-Saharan Africa, and East Asia and the Pacific also have high median values (just above 60%). South and West Asia, and Latin America and the Caribbean each have a wide range of values (between 3% for India and 100% in the case of Bhutan and many Caribbean states. In North America and Western Europe, private institutions never cater for more than 70% of the total enrolment, with the lowest value being in Denmark (2.7%) where the share of public funding represented 82% in 1999. As expected, the lowest shares of private