

special training in STC centre being run in SHK, GSBV Lajpat Nagar (Directorate of Edu. GNCT of Delhi.) at least for three months and then transferred to mainstream. A close watch and support was provided to these children to cope with the anxiety arising due to joining the class in midterm.

The average marks of languages, and mathematics of these students considering as a separate group were compared to the mean marks of the other students considering them as another separate group.

It is found that the children who were admitted to age appropriate classes in STC proved themselves at par the other students who were already in mainstreams.

In this age of Science and Technology and competition to achieve the goal of comfortable and respectful life, the role of education is an individual's life has become more important than before. The population explosion and the depleting resources has increased the pressure on an individual to survive in the present day society. Eminent social scientists, educationist and environmentalist has met at various platforms, national and international level to find out the solution of these problems. In this regard the achievements of the goal of universalisation of Elementary Education became the first preference before the world next to meeting the basic needs of survival. The provision of free and compulsory education at elementary level for children of the age became a constitutional need due to a reason or the other.

The Article 45 of the constitution of India states, The State shall endeavor to provide, within a period of ten years from the commencement of the constitution, for free and compulsory education until they complete the age of fourteen years. Before the 86th constitutional Amendment was passed by parliament and Article 21A, which makes right to education a Fundamental Right, was included in the chapter on Fundamental Right, Education remained in the domain of Directive Principles of state policy. Education being in concurrent list, Govt. of India, State Govt/UTs has tried to promote education at all levels. Elementary, Secondary and Higher Education, but Universalization of Elementary Education (UEE) remained a distant goal for most of states and UTs of India.

As a next step to achieve the goal of UEE, Right to Free and Compulsory Education Act (RTE) was drafted and passed by Parliament of India on August 27, 2009, notified on February 16, 2010 and came into effect from April 1, 2010. The Right to Education Act 2009 implies that every of 6-14 years of age has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies and certain essential norms and standards. This law makes it obligatory on part of state governments and local bodies to ensure that every child gets education in a school in his/her neighborhood. The RTE Act 2009 also aims reaching the unreached and disadvantaged groups, who has reached the six years of age or above and has not yet been admitted to any school or though admitted but couldn't complete his or her education upto elementary level. To accomplish this task, there is a provision of Special Training in RTE Act 2009 (Chapter II, Para 4) for such children to bring them at par with their peer groups in the class. The chapter II, Para 4 of RTE Act 2009 reads, "Whereas child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age." In this endeavor, it further states, "Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training (ST) in such manner, and within such time limits, as may be prescribed". Keeping view the needs of the present day society and the provision of RTE Act 2009, the investigators conducted a study titled **"A Comparative Study Of The Academic Achievement-Of Mainstream Students And The STC-Students"** to see whether the STC students after been-mainstreamed-are-at-par-the-other-students-of-their-classes.-Here-the other-students-of-their-classes.-Here-the-other-students-refer-to-the-students-already-existing-in-the-class and-passed-the-lower-class-from-mainstream.-As-the-RTE-Act-2009,-necessitates-a-meticulous-and-time bound-action-plan,-the-realisation-of-the-intent-and-its-evaluation-in-terms-of-progress-of-the-STC-students afterwards-is-a-need.-Hence-the-need-to-conduct-this-study-is-obviously-justified.

Some of the important terms used in RTE Act 2009, are defined here in brief.

1. **Out of School Children** – Out of school children may be those who are not enrolled in any school or dropped out at any stage before completing elementary education. A great heterogeneity is observed in the Out of School Children. They may include children living or working in urban slums, in streets, on railway platforms or construction sites. Normally, they are found engaged as domestic workers, child labourers, tending cattle, working in dhabas, rag picking, shoe shine boys, caring younger siblings and many other such groups. The children living in disturbed areas or in the difficult circumstance or migrated due to any reason from their permanent place of residence to newer one, are also included in this group.
2. **Special Training** – Special training is a specific training intervention which aims at enabling admission of O.S.C in age appropriate classes with comparable competencies, enabling retention of such children and facilitates them to complete elementary education. The purpose of the special training is to integrate the children with rest of class academically and emotionally. The ST may be residual or non-residential. The duration of special training is for a minimum period of three months extendable upto two years on the basis of periodic assessment of learning progress made by such children.
3. **Special Training Centres** – The Special Training centres are alternative and innovative training centres which provide bridge courses for Oo SC. The location of the STC may be premises of the schools, or in safe residential facilities. The STC in present study runs in SHK, GSBV, Lajpat Nagar, New Delhi 11024.
4. **Special Learning Support Materials (SLSM)** – As per RTE ACT the special training shall be based on specially designed, age appropriate learning so as to bridge the academic gap of the students being enrolled in STC.

OBJECTIVES

The objective of this study is to compare the academic achievements of mainstream students and STC students after been mainstreamed as per RTE Act 2009

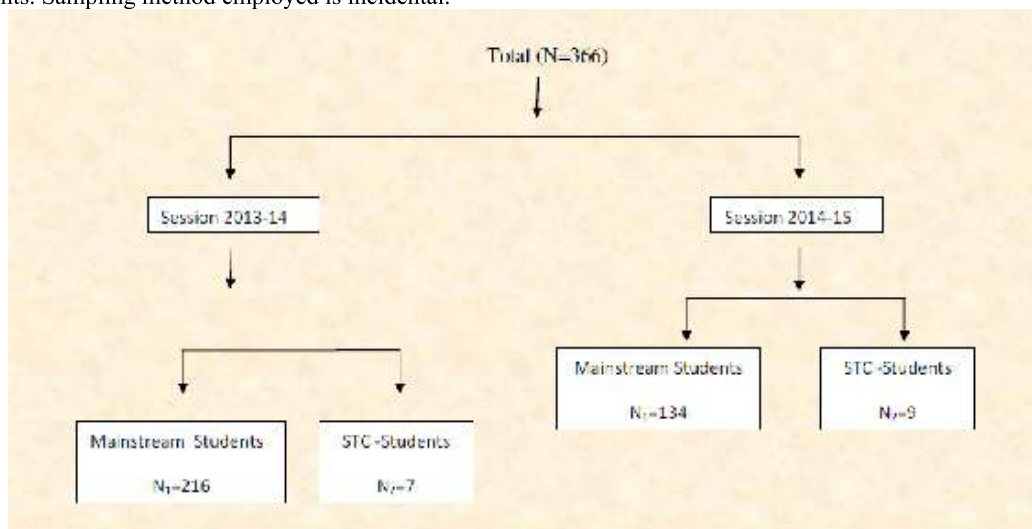
HYPOTHESES :

It was hypothesized that :-

1. There is no significant difference between the mean marks of the mainstream students and STC students of different classes.
2. There is no improvement in the achievements of the STC students as compared to the mainstream students year after year.

METHODOLOGY

Sample- The sample of this study consists of 366 students (350 mainstream students and 16 STC students) of various classes studying in SHK GSBV LAJPAT NAGAR, NEW DELHI-110024 Directorate of Education, GNCT of Delhi). This sample consists of two sub samples one for session 2013-14 consisting of 233 students (216 mainstream students and 7 STC students) and the other for session 2014-15 consisting of 143 students (134 mainstream students and 9 STC students). Sampling method employed is incidental.



The achievements of the students in Exams including Summative Assessment –I and Summative Assessment –II were compared. As a **delimitation** of the study, it is considered that the mental level of both mainstream students and STC-students is same and their socioeconomic has a little/no effect on their academic achievements in English, Hindi and Mathematics subjects.

Secondly it is also assumed that the special training provided by STC is sufficient to bridge the academic gap of the STC students. The mean scores of the mainstream students and the STC students for various classes for the sessions 2013-14 and 2014-15 were calculated and compared. The mainstream students here stand for the students already studying in the regular classes and the term STC students stands for the students mainstreamed after being provided sufficient special training.

Table 1. Comparison of the academic achievement of mainstream students and STC students (2013-14)

| Class | N | Subject | MEAN | | | |
|-------|-------|---------|---------------|------|------|--|
| | | | Rest of Class | STC | INF. | |
| II | 38-02 | English | 65.71 | 69.0 | + | |
| | | Hindi | 64.18 | 47.5 | - | |
| | | Math | 77.29 | 74.5 | - | |
| III | 32-01 | English | 62.71 | 45.0 | - | |
| | | Hindi | 65.68 | 64.0 | - | |
| | | Math | 71.77 | 93.0 | + | |
| IV | 44-02 | English | 46.55 | 35.0 | - | |
| | | Hindi | 47.77 | 34.5 | - | |
| | | Math | 47.09 | 36.0 | - | |
| V | 48-01 | English | 60.75 | 56.0 | - | |
| | | Hindi | 58.35 | 67 | - | |
| | | Math | 88.67 | 61.0 | - | |
| | 54- | | 58.3 | | | |

| | | | | | | |
|-----|----|---------|-------|------|---|--|
| VIB | 01 | English | | 64.0 | + | |
| | | Hindi | 60.61 | 45.0 | - | |
| | | Math | 52.0 | 48 | - | |

From table 1 we find that the value of means for mainstream students in most of cases is greater than STC-students but the values of mean scores of STC-students are close to those for mainstream students. So it may be concluded that the achievements of STC-students are almost at par to the mainstream students for the session 2013-14.

Table 2. Comparison of the academic achievement of mainstream students and STC students (2014-15)

| Class | N | Subject | MEAN | | | |
|-------|-------|---------|---------------|-------|------|--|
| | | | Rest of Class | STC | INF. | |
| III | 32-02 | English | 79.75 | 71.0 | - | |
| | | Hindi | 74.91 | 61.0 | - | |
| | | Math | 82.91 | 70.0 | - | |
| VIA | 58-05 | English | 59.10 | 54.4 | - | |
| | | Hindi | 51.4 | 37.4 | - | |
| | | Math | 43.75 | 45.2 | + | |
| VIB | 44-02 | English | 41.85 | 52.33 | + | |
| | | Hindi | 39.72 | 49.33 | + | |
| | | Math | 36.57 | 46.66 | + | |

From table 2 we find that the value of means for mainstream students in most of cases is greater than STC-students but the values of mean scores of STC-students are close to those for mainstream students. So it may be concluded that the achievements of STC-students are almost at par to the mainstream students for the session 2014-15 also. The similar results were found for class VIII for the session 2014-15. During this session 5 STC students were mainstreamed in SHK GSBV LAJPAT NAGAR, NEW DELHI-110024. Sign test and t-test were applied for testing the significance of difference of means as under: Session 2013-2014

Total no. of +ve signs = 3

Total no. of -ve signs = 12

Hence sample size = 15

Thus the observed proportions of pluses in the sample is $= 3/15 = 0.2$ and the observed proportion of minuses in the sample is $= 12/15 = 0.8$

As we are to test the null hypothesis that the main stream and STC students are equally good, the no. of pluses and minuses should be equal and such $P=1/2$

Hence, the SE of proportion of successes, given the null hypothesis and size of the sample, we have

$$\sqrt{\frac{p(1-p)}{n}}$$

$$\sigma_{\text{prop}} = \sqrt{\frac{p(1-p)}{n}} = 0.129$$

$$\sqrt{\frac{p(1-p)}{n}} = \sqrt{\frac{0.5(1-0.5)}{15}} = 0.129$$

1. The observed proportion of success is $= 0.2$ which comes in the rejection region and as such the null hypothesis that there is no significant difference between the mean marks of the mainstream students and STC students of different classes is rejected.

Session 2013-2014

Total no. of +ve signs = 3

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As we are to test the null hypothesis that the main stream and STC students are equally good, the no. of pluses and minuses should be equal and such $P=1/2$

Hence, the SE of proportion of success, given the null hypothesis and size of the sample, we have

$$\sigma_{prop} = \sqrt{\frac{p(1-p)}{n}}$$

$$\sigma_{prop} = \sqrt{\frac{0.5(1-0.5)}{223}} = 0.166$$

- The observed proportion of success is $0.5 + 0.166 = 0.666$ which comes in the rejection at 1% level of significance and as such the null hypothesis that There is no significant difference between the mean marks of the mainstream students and STC students of different classes is rejected. Hence there is a significant difference between the achievements of the mainstream and STC students during the session 2014-15.

It can also be concluded from table 1 and 2 that there is improvement in the academic achievements of the STC students in session 2014-15 as compared to session 2013-14. It is seen that proportion of success of STC students has increased from 2013-14 to 2014-15. It may be due to the extra efforts and understanding of the STC teacher regarding the ST program. The STC students were given individualized attention and the follow up support the first year of their mainstream. They were provided timely counselling by the STC teachers as and when the students needed it so that they feel themselves at par with the mainstream students.

Table 3 t-test for session 2013-14

| N | SUBJECT | M ₁ | σ_1 | M ₂ | σ_2 | t | INF. |
|-----|---------|----------------|------------|----------------|------------|--------|------|
| 223 | ENGLISH | 58.78 | 17.19 | 51.5 | 18.02 | 1.0169 | * |
| 223 | HINDI | 58.61 | 16.94 | 47.5 | 11.73 | 1.5898 | * |
| 223 | MATHS | 62.81 | 18.86 | 62.5 | 22.39 | 0.393 | * |

*stands for not significant at 0.01 level of significance. The value of calculated t is less than the table value, the null hypothesis holds true in each case. Hence there is no significant difference between the achievements of mainstream students and the STC – students.

Table 4t-test for session 2014-15

| N | SUBJECT | M ₁ | σ_1 | M ₂ | σ_2 | t | INF. |
|-----|---------|----------------|------------|----------------|------------|--------|------|
| 143 | ENGLISH | 58.22 | 17.18 | 57.1 | 11.08 | 5.534 | ** |
| 143 | HINDI | 52.96 | 16.74 | 45.7 | 12.11 | 5.4128 | ** |
| 143 | MATHS | 50.47 | 19.93 | 50.6 | 13.17 | 6.42 | ** |

**stands for significant at 0.01 level of significance. As the calculated value of t is greater than the table value at the 0.05 and 0.01 level of significance the null hypothesis that there is no significance difference between the achievements of mainstream and STC-students is rejected. Hence there is a significant difference between the achievements of the mainstream and STC-students during the session 2014-15.

EDUCATIONAL IMPLICATIONS—

It is seen from the above discussion that the STC students are doing fairly well in their academic program, lesser or more at par the mainstream students. Hence if the program is implemented in true spirit can help achieving the target of bringing out of school children to school and achieving the goal of universalization of elementary education.

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ROLE OF NGO NAI DISHA IN PRIMARY EDUCATION WITH REFERENCE TO SPECIAL TRAINING PROVIDED FOR OUT OF SCHOOL CHILDREN (OoSC) – A CASE STUDY

***Dr. Niranjana Soperna**

Principal
Institute of Vocational Studies
Niranjana.soperna@gmail.com

****Eram Aziz**

Assistant Professor
Institute of Vocational Studies
eramaziz1980@gmail.com

ABSTRACT

Section 4 of the RTE Act provides that where a child above six years of age has not been admitted to any school and though admitted, could not complete elementary education, then *he/she shall be admitted to an age appropriate class provided that when a child is directly admitted in order to ensure that she is at par with others* he/she shall have a right to be provided special training. Strategies used for alternative or non-formal education in the past have been aligned to conform to the RTE provisions of Special Training (ST) for out of school children (OoSC) who must be academically assisted for admission to an age appropriate class in a regular school. While rapid increase in enrolment and attendance has occurred among children from poor households, the poorer localities still have OoSC who are left out of the system.

NGOs have played a very important role in developing innovative strategies for OoSC, especially for those belonging to marginalized communities. In this paper the researcher has tried to make an attempt to study the NGO NaiDisha with respect to their functioning and effectiveness in the light of providing education for all.

Keywords

Non Governmental Organization, UEE, Special Training, OoSC

INTRODUCTION

In the present time the whole world is moving towards industrialization and globalization. The development of a nation is largely dependent on the educational system of that nation. Education, in any form needs to be provided to the people for improving their quality of life. The Kothari Commission (1964-66) recommended education for life and education for all. The New Education Policy (1986) further emphasized on Universalization of Elementary Education (UEE), but the demand remains unfulfilled. The Dakar Framework for Action: Education for All (2000) reiterates that “Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.” The Sarva Shiksha Abhiyan Mission strives to secure the right to quality basic education for all children in the 6-14 years age group. The Mission Promotes: (a) Empowering of children to be active participants in a knowledge society (b) A result oriented approach with accountability towards performance and output at all levels (c) A people centered mode of implementation of educational interventions with involvement of all stakeholders, especially teachers, parents, community and Panchayati Raj Institutions and voluntary organizations. (d) An equity based approach that focuses on the needs of educationally backward areas and disadvantaged social groups including children with special needs. (e) A holistic effort to ensure convergence of investments and initiatives for improving the efficiency of the elementary education system. (f) Institutional reforms and capacity building to ensure a sustained effort for UEE.

NCF principles have particular relevance for designing curriculum and materials for special training, the important ones are reiterated:

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

NGO approach to development is based on the principle of people’s participations. NGOs are increasingly gaining attention and popularity and are looked upon as alternative agencies in promoting awareness, change and development in society. NGOs have played a very important role in developing innovative transactional strategies for out of school children (OoSC), especially for those belonging to marginalized and deprived sections of the society. Collaborations between government and NGOs are necessary for any innovative or appropriate strategy to be mainstreamed. NGOs can play an effective role in realizing the goals of education. The NGOs can collaborate and assist the Government to share their models. The effectiveness of NGO action is best in evidence in the successful schooling of underprivileged and deprived sections of the society like remote areas, labor class *etc.*

RATIONALE OF THE STUDY

The Constitution of India, when drafted envisaged free and compulsory education for all children up to the age of 14, within a period of 10 years. The National Policy on Education, 1986, amended in 1992, proclaimed the same goal to be achieved by the year 2000. With this deadline now gone past, the problem continues to haunt the country. Even the lesser goal of universal primary education (UPE) for children up to the age of 10 is yet to be reached. The 83rd Constitution Amendment Bill, 1997, seeks to make free education for all children of the country up to the age of 14 years a fundamental right. Perhaps prudently, it does not spell out any time limits or particular obligations of the State and communities at large in making this a reality.

Universalization of Elementary Education (UEE) in India is still a distant dream. In this situation NGOs can play a significant role by collaborating with the government and working towards this programme of providing education to all under the SSA mission. It is indeed the need of the hour that more such agencies join hands to achieve this target as schools alone cannot sufficiently achieve this. NGOs through their various innovative models can work in collaboration with schools and can help in bringing the desired changes including that of universal enrollment, retention and in providing quality education. Many researches have been done in the past surveying the contributions of these NGOs in education in India.

In this paper an attempt has been made to develop the profile of the NGO Nai Disha so as to study its functioning, role and responsibilities in providing education to the out of school children(OoSC) and providing remedial classes to the primary students. Also the study would reflect on the success of the NGO in contributing towards providing education to the deprived and underprivileged.

The study would indeed highlight the significant roles which NGOs like these can play in bringing the students back to school and imparting quality education.

STATEMENT OF THE PROBLEM

ROLE OF NGO NAI DISHA IN PRIMARY EDUCATION WITH REFERENCE TO SPECIAL TRAINING PROVIDED FOR OUT OF SCHOOL CHILDREN (OoSC) – A CASE STUDY

OPERATIONAL DEFINITIONS

1. NGOs: Non-governmental organizations refer to specific type of organizations working in the field of development - which work with people to help them improve their educational, social and economic conditions for a better future.
2. Elementary education: It includes primary (class I-V) and upper primary (VI-VII) of school education. The provision of education till class 8th is elementary education. It includes the children of 6 to 14 years of age.
3. Out of School Children (OoSC): Number of children of official primary school age who are not enrolled in primary or secondary school.

RESEARCH QUESTIONS

1. What is the functioning of the NGO (Nai Disha)?
2. What is the identification process followed by the NGO for OoSC?
3. What are the special training learning materials developed by the NGO for OoSC?
4. What is the method of transaction followed by the NGO for OoSC?
5. What is the evaluation process adopted by the NGO?
6. What is the nature of the collaborations of the NGO surveyed with the Government?
7. Could NGOs associations improve the education programmes of universal dimension?
8. What are the impacts of these collaborations in achieving the prime objective of universalisation of elementary education?
9. What are the roles and contributions of NGO in primary education?

OBJECTIVES OF THE STUDY

The study is directed to achieve the following objectives:

1. To develop the profile of NGO Nai Disha working in the field of elementary education.

2. To find out the functioning of the NGO working in the field of elementary education.
3. To analyse the role and contribution of NGO in elementary education.
4. To study the perceptions of various stakeholders on NGO participation in elementary education.

METHODOLOGY

DESIGN OF THE STUDY

The researcher has used case study method for developing the profile of the NGO and the selection was based completely on the convenience basis with regards to accessibility and approach of the NGO.

Sample Purposive sampling with regards to the selection of the NGO was done. All the students, teachers and other stakeholders associated with the NGO were approached and studied for data collection. At least the data of 100 students were collected in terms of their evaluation sheets, attendance records, daily classroom work etc. 10 teachers were interviewed. Also the founding members and managing body were contacted. The study rests entirely on the feedback, information and perspectives shared by the NGO.

Tools The documentary work provided by the NGO formed the basis for data collection. Also semi-structured interview schedules were developed for the stakeholders to study their perspectives towards the functioning and achievements of the NGO. Separate schedules were developed for the managing body and the teachers. The schedule for the founding members had questions oriented towards understanding the vision and mission of the NGO, the day to day functioning, training of the teachers and their achievements. Whereas the schedule for the teachers focused more on their transactional strategies and skills, identification and evaluation system.

DATA COLLECTION AND ANALYSIS

The NGO Nai Disha was browsed and selected on the basis of the kind of work which the NGO is associated with, which is also the area of interest of the researcher. The NGO was contacted and prior approval was sought from the concerned authority. A day was fixed for the meeting with the different stakeholders. Also the researcher planned and made 4-5 field visits to the NGO to study their functioning. On the basis of the data collected complete profile of the NGO was developed.

THE REPORT IS AS FOLLOWS:-

NDLC is a non-profit organization with a focus on community development through education; believing in the basic social principle that all children should have quality education and equal

opportunities, irrespective of their birth and social status. NDLC believes that communities can change and develop only when children are empowered by education that is relevant to their own reality. The vision is to provide underprivileged children a platform to become independent and responsible citizens of society by providing a holistic education with right values and principles. Following are the mission of the NGO:-

- Identify and enlist out of school children, to bridge the gaps in their education and mainstream them.
- Run remedial programs to sustain their education. Provide mentoring and counseling highlighting the importance of education in dealing with their life.
- Ensure holistic development through extra-curricular activities and sports.

EDUCATION AT NAI DISHA BALWADI

The Government schools in India start from class 1 for children who have completed 6 years of age. Privileged children start their schooling above the age of 2 but unfortunately the poor children have no such facilities. Since there is a big gap in this area, Nai Disha has initiated a Balwadi for children who are 5+ years. They give them a foundation at pre primary level.

SPECIAL LEARNING LABS

Through this program the NGO enroll 'out of school' children in the age group of 7-14. They work on the gaps in their learning and mainstream them into age appropriate classes into the formal school system. For this they use many innovative methods so that the child is encouraged to reason and learn and not rote memorize. They track the progress of each child through the "My child book. To ensure that the mission meets its motive, the organization provides a developmental plan for each child.

MAINSTREAMING

After giving a good foundation the NGO identify appropriate schools for these children as per their caliber, preparedness to cope with the formal education system and proximity to home.

REMEDIAL PROGRAM

The biggest challenge after mainstreaming the children is to sustain their education. They can easily be lured to earn that little extra to support the family income or to look after the younger siblings. As they are first generation learners and are burdened with financial constraints, the parents are unable to provide any help in studies. Therefore Nai Disha runs free Remedial classes throughout the day to sustain their education.

OPEN SCHOOLS

Many children are unable to join the regular system either because they are overage or due to the pressure of earning and contributing to the family income. Nai Disha prepares such children to clear their 10th and 12th through National Institute of Open School (NIOS) TEACHERS

The teachers spend their mornings in planning and self study. Workshops for teachers are conducted on Saturdays to empower them with new methods and technology.

THINK AND GROW-EXTRA-CURRICULAR ACTIVITIES

Theatre - Nai Disha believes in Theatre in Education and conducts theatre classes, workshops and plays. This builds confidence, opens up creative channels and develops language skills.

Hindustani Vocal - Sur and Taal, teach them when they are young and we may have a budding vocalist in the group.

Kathak - Kathak classes are held on Friday afternoons.

Bharatanatyam - To teach the children about our rich culture, Bharatanatyam is taught by Padamshree Saroja Vaidyanathan's disciples. A batch of 30 girls and boys has been learning sincerely and has demonstrated their skills during the annual show.

Yoga - The traditional and best way to learn how to handle stress and stay fit. Yoga classes are held for our primary school group on Friday afternoons.

Chess-It is a delight to watch our kids learning the tricks of playing chess and trying to checkmate.

Pottery making is also taught.

Needlework - The nimble little fingers of many boys and girls learn various stitches in the needlework class under.

Physical Education Nai Disha believes that equal importance should be given to formal-education and sports. It helps the children to channelize their physical energy properly. Many lessons of life are learnt on the sports field, working in teams, focus on individual and peer strengths, mind - body coordination, regularity, fitness and above all-healthy competition. The NGO offer various sports to the children and each child has to participate in at least, one as per their choice.

Touch Rugby - The Hurricane Club of Delhi, ranked No. 3 in India is coaching the children. Some of these children may represent the Club in the near future. This is open to both girls and boys of class 3 upwards.

Tae-Kwondo is also imparted. Interestingly, more and more girls have opted for Tae-Kwondo as a form of self defense.

Soccer - Saturday and Sunday mornings are well utilized by the enthusiastic group of older boys.

Skating - A number of children have discovered the joys of skating at the DDA sports club (Vasant Kunj).

MERIEHCHAAN - SKILL DEVELOPMENT PROGRAMME

Under this program, children over 18 are encouraged to learn some skills which will help them in the future.

Computers - Each child from class 2 onwards, including the children who have been mainstreamed are offered basic computer education. Some children after learning were selected for higher courses at the Habitat Centre.

Creative Mind - Fine tuning the mind to catch the details. Training the mind to create interesting and usable items-young adults are taught how to use beads, strings, sequence, cloth, newspaper to recreate.

Spoken English - Specific time is dedicated to English speaking. Children are encouraged to speak only in English at that time. This helps in building their confidence and will also help them in securing good jobs later in life.

BALVIHAR-WEEKEND ACTIVITIES

Library - The library has a large collection of story books and research books. its a fun place for book lovers. Both teachers and children use this facility.

Board games -NGO provide children with various recreational board games like chess, monopoly, carom board, puzzles, *etc.*

Movie screenings - Periodically movies are shown at Nai Disha as an educational tool and sometimes just for fun.

Theatre - Some children are sent to National School of Drama for workshops they are selected through regular auditions.

Western Dance - Western Dance are held for the children.

CARE AND SHARE-REACHING OUT TO THE COMMUNITY

Nai Disha believe that old beliefs and superstitions in the community can be changed through our kids and their parents. Some areas where constant work is going on-O Social and General Awareness programs o Rights and Duties of an individual o Importance of treating the 'girl child' as an asset o Environmental issues - cleanliness, pollution, water conservation etc o Mandatory Legal documents required by them.

- o-Government schemes for the benefit of the under privileged.

- o-Guiding the mothers on health, hygiene and daily issues

o-Domestic violence-o-Alcoholism-Alanteen-o-Drugs

o-Sexual awareness-**M E N T O R I N G A N D C O U N S E L I N G**

To connect closely with the children and to create a platform where they can unhesitatingly share their innermost feelings, each child is attached to a Mentor. In these groups we also inculcate the right principles and values, make the child understand the reason to be in a formal system of education and help them deal with the challenges in their environment.

HEALTH

Dr. Mradul Daga and his team of Doctors from Maulana Azad Medical College conduct Annual Health Camps for the children of Nai Disha and their families. For additional treatment and follow up they are referred to a hospital. Free medicines are given as per the prescriptions. Dental check-up and Eye tests are done more frequently. Health cards are maintained and all parents are advised about mandatory inoculations.

Nai Disha was started in the year 2000 with 12 childrens, books, stationery and mid-day meal in the year 2005 it was registered as an NGO under the name of Nai Disha Educational and cultural Society, a centre for imparting primary education to underprivileged children. The centre formally started with 80 children from KG to Class III. Year 2015 the NGO currently imparts education to out of school children, provides remedial classes to sustain the education of mainstreamed children and runs a skill development programme to empower them for the future. Nai Disha was also empanelled by the UEE mission under Sarv Shiksha Abhiyan.

RESULT AND CONCLUSIONS

Based on the report developed in the present case study on the NGO Nai Disha it is clearly evident that the NGO has been successful in contributing towards attaining the objectives of UEE under SSA. The NGO has been working consistently towards providing education to the deprived (OoSC) and underprivileged and in retaining the students in schools through giving them quality education. Innovative practices are followed to impart education to the children and efforts are made to mainstream them in the education system. A sincere efforts and hard work is reflected in the pedagogies adopted by the teachers in imparting the bridge courses to the children. Thus it can be concluded that NGO like Nai Disha who work towards providing education to the deprived and underprivileged have to some extent been able to contribute towards providing education for all under the mission SSA. Moreover it can be assumed that such NGO collaborations with Government can prove to be beneficial in attaining the objectives of larger educational programmes.

EDUCATIONAL IMPLICATION OF THE PRESENT STUDY

This study will be beneficial to the government and policy makers in recognizing the role of NGOs in achieving the objectives of UEE. The study would also help teachers in adopting new innovative models for imparting quality education.

DELIMITATIONS

The study is delimited to only one NGO working in the field of elementary education in South Delhi area.

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विशेष प्रशिक्षण केन्द्रों के सन्दर्भ में विशेष शैक्षिक आवश्यकताओं वाले बच्चों की शिक्षा से जुड़े हितधारकों की भूमिका

मनोज कुमार प्रवक्ता एस.सी.ई.आर.टी., दिल्ली धीरज कुमार राय प्रवक्ता एस.सी.ई.आर.टी., दिल्ली सारकरण

2009 में शिक्षा को मौलिक अधिकारों की श्रेणी में शामिल किया जाना अपने आप में ऐतिहासिक अवसर था जिसके द्वारा जीवन के अधिकार के तहत अनुच्छेद 21 (क) के तहत छः वर्ष से चौदह

एवं शिक्षा (प्रारंभिक) देने
वर्ष तक की आयु वाले प्रत्येक बच्चों के लिए निःशुल्क अनिवार्य की
व्यवस्था की गई।

ज्ञानेन्द्रिय
अधिनियम द्वारा वर्षों तक विभिन्न सामाजिक, आर्थिक, सांस्कृतिक, गौद्धिक, आदि
के अनुरूप कक्षा में नामांकन
कारणों से विद्यालय से बाहर रहें बच्चों को उनकी उम्र सुनिश्चित
गई ताकि उन्हें उनकी हमउम्र बच्चों
करने के लिए विशेष प्रशिक्षण केन्द्रों की व्यवस्था की के
समान शैक्षिक स्तर पर लाने के लिए विशेष प्रशिक्षण दिया जा सकें।

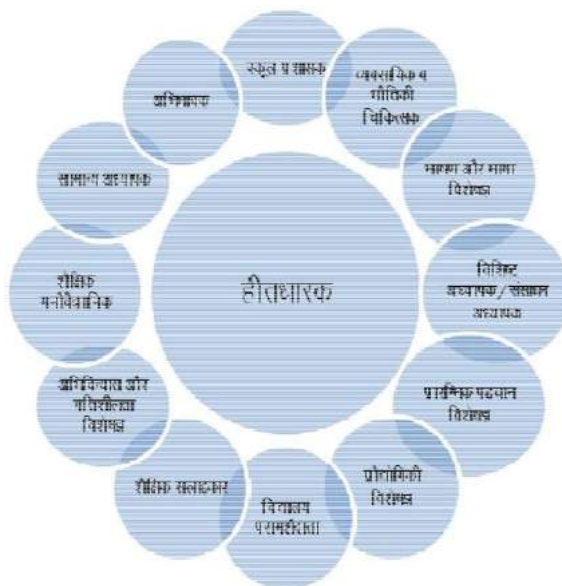
वर्तमान हम सभी एक रूप में परिलक्षित कर रहे हैं जहाँ
शिक्षा परिप्रेक्ष्य में विद्यालयों को ऐसे बच्चों
आर्थिक, लैंगिक के होते हुए
में विभिन्नतायें (भारीरिक, मानसिक, सामाजिक, बौद्धिक, आदि) भी

उन्हें सभी के साथ मिलकर ज्ञान सृजन करने के समान अवसर प्राप्त हो तथा उनकी वैयक्तिक आवश्यकताओं के अनुरूप उन्हें कक्षा-कक्ष में उचित वातावरण मिल सकें ताकि वे आत्मविश्वास, आत्मसम्मान, सकारात्मक सोच, प्रभावी सम्प्रेषण, जीवन कौशल आदि गुणों को स्वयं में विकसित करते हुए सम्पूर्ण व्यक्तित्व विकास की ओर अग्रसर हो सकें। समावेशन वर्तमान शिक्षा व्यवस्था की एक वास्तविकता है किन्तु अभी हम इसके लिए किये जा रहे प्रयासों की दहलीज पर खड़े हैं। शिक्षा में समावेशन की नीति को प्रभावी बनाने के लिए शिक्षकों, स्कूलों तथा अन्य संस्थाओं, अविभावकों, सहपाठियों और व्यापक समाज के दृष्टिकोण में अमूल्य परिवर्तनों की आवश्यकता है। विशेष शैक्षिक आवश्यकताओं वाले बच्चों तथा उनके अविभावकों को तैयार करना, उनके सीखने

की के निर्माण के साथ-साथ बालकों, अध्यापकों,
—सीखाने योजना व रणनीतियों/अभिभावकों,
कर्मचारियों मध्य संचार की स्थिति का निर्माण व उसमें निरंतरता बना
विद्यालय के प्रभावी कर

बालकों के सामाजिक, भावनात्मक और शैक्षिक विकास को बढ़ावा देना में विशेष प्रशिक्षण केन्द्रों की महत्वपूर्ण भूमिका है।
अनसमझता करना हाथ में धकेलने की गारंटी है।

एक ऐसे रूप में परिलक्षित कर रहे हैं
वर्तमान शिक्षा परिप्रेक्ष्य में हम सभी विद्यालयों को जहाँ
बच्चों को साथ मिलकर ज्ञान सजुन करने के समान अवसर प्राप्त हो सकें तथा उनकी
वैयक्तिक शैक्षिक आवश्यकताओं के अनुरूप उन्हें कक्षा-कक्ष में उचित वातावरण मिल सकें
सोच, प्रभावी सम्प्रेषण, जीवन कौशल
ताकि वे आत्मविश्वास, आत्मसम्मान, सकारात्मक आदि
गुणों को स्वयं में विकसित करते हुए सम्पूर्ण व्यक्तित्व विकास की ओर अग्रसर हो सकें।
अधिकार लोकतन्त्र के "समानता" को संरक्षित कर सभी बच्चों
शिक्षा का मौलिक आधार को
समान रूप से शैक्षिक अवसर उपलब्ध करवाने की वकालत करता है वही मुख्य रूप से उन
की किरण दिखाता है जो
के लिए आषा विभिन्न शारीरिक, ज्ञानेन्द्रिय मानसिक,
सामाजिक, बौद्धिक, आर्थिक, लैंगिक आदि कारणों से
लम्बे समय से विद्यालयों की पहुंच से
बाहर विद्यालयों तक पहुंच गये तो
रहे हैं और यदि किन्ही परिस्थितियों के कारण विद्यालय
शिक्षा को पूरा नहीं कर पायें। ऐसे में बच्चों की शिक्षा से जुड़े प्रत्येक हितधारक जैसे
अभिभावक, सामान्य कक्षा अध्यापक, विविष्ट अध्यापक/संसाधन अध्यापक, शैक्षिक सलाहकार, स्कूल प्रशासक, प्रौद्योगिकी विशेषज्ञ, विद्यालय परामर्शदाता, शैक्षिक
मनोवैज्ञानिक, प्रारम्भिक पहचान विशेषज्ञ, व्यवसायिक व भौतिकी चिकित्सक, सामाजिक कार्यकर्ता आदि मिलाकर एक टीम के रूप में कार्य करते हुए बच्चों को शिक्षा के
अधिकार अधिनियम के अध्याय 11 खण्ड 4
अन्तर्गत बनाये गये "विविष्ट केन्द्रों" तक लाये जहाँ उन्हें विशेष प्रशिक्षण
के प्रशिक्षण दिया
कक्षाओं में पढ़ने वाले उन्ही ही आयु वर्ग के
जा सकें ताकि उन्हें विद्यालय की नियमित बच्चों
के साथ समायोजित किया जा सकें।



शिक्षा की मुख्यधारा से बाहर रहें बच्चों को विविष्ट प्रशिक्षण केन्द्रों के माध्यम से
उनकी विविष्ट शैक्षिक आवश्यकताओं को पूरा करते हुए गुणवत्तापूर्ण शिक्षा प्रदान
करने में उनकी शिक्षा प्रक्रिया से प्रत्यक्ष और अप्रत्यक्ष रूप से जुड़े विभिन्न
हितधारकों से अपेक्षा की जाती है कि वह अपनी भूमिका का पूर्णरूपेण निर्वाहन
करने ताकि सभी बच्चों को शिक्षित कर सार्वभौमिक के लक्ष्य को प्राप्त किया

जा सकें।

विभिन्न हितधारकों की भूमिका : - 1 परिवार की भूमिका

अरस्तु ने परिवार को बच्चे की प्रथम पाठशाला कहा है, इसे अस्वीकारने का कोई ठोस आधार भी नहीं है। बालक के सामाजीकरण के अनेक प्रारूप होते हैं, परन्तु बालक के विकास, शिक्षा, आत्मनिर्भरता, व्यक्तित्व, अभिवृत्ति आदि के विकास में परिवार की सबसे अहम भूमिका होती है,

अपने बच्चों ही
क्योंकि परिवार की के प्रति अभिवृत्ति उसके समाजीकरण हेतु सकारात्मक है। यदि
आधार तैयार करती बालक की परिवार के में निर्णयों सहभागिता है, परिवार में सभी को अपनी सहमति या असहमति व्यक्त करने की स्वतंत्रता है, तब समानता के संबंध में बालक के सकारात्मक अनुभव होंगे क्योंकि परिवार के सदस्यों का प्यार, प्रेरणा और सहयोग का प्रभाव बालक की उन्नति और उसके भविष्य को सुखद बनाने में सहायता करता है। किंतु यदि ऐसा नहीं है तो बालक को समावेष्टित वातावरण में अपने आपको समाहित करने में कठिनाई होगी।

परिवार के उद्देश्यों को निम्न प्रकार से अवगत हुआ जा सकता है -

| |
|--|
| देखरेख संबंधी उत्तरदायित्व - गौजन, वस्त्र, स्वास्थ्य तथा चिकित्सीय देखरेखाल तथा सुख प्रदान करना। |
| आर्थिक उत्तरदायित्व - जीवनखर्च की आवश्यकताओं के लिए ससाधन उपलब्ध करवाना करवाना। |
| परिवार के प्रत्येक सदस्य में अपनेपन की भावना का विकास करना। |
| गर्भजानात्मक उत्तरदायित्व- आसमदायिक पर्यावरण तथा गतिविधियाँ। |
| मानवतात्मक एकता तथा सहकारिता हेतु रनेहपूर्ण भावना के कौशल का विकास। |
| सामाजिक कुशलताओं का विकास करने तथा परस्पर व्यक्तिगत संबंधों को बढ़ाने के अवसर उपलब्ध करवाना। |
| बालकों के विकास के लिए शैक्षणिक तथा व्यावसायिक कौशलों के लिए सहायता तथा अवसर प्रदान करवाना। |

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विशिष्ट प्रशिक्षण केन्द्रों के सन्दर्भ में
बच्चों की शिक्षा व पूर्णवास को विद्यालय और परिवार की
सांझा जिम्मेदारी के रूप में देखा जाने
की आवश्यकता है इसलिए यह आवश्यक है कि बच्चों
के अध्यापकों के साथ मिलकर कार्य करें। शिक्षा अधिकार की धारा 10 के अनुसार प्रत्येक
आयु
अभिभावक का यह दायित्व है कि वह अपने 6 से 14 वर्ष तक की वाले बच्चों को
विद्यालय के
नजदीकी में प्राथमिक शिक्षा उपलब्ध करवायें। अभिभावकों शिक्षा प्रक्रिया में
होने के
सम्मिलित अनेक लाभ होते हैं जैसे :-

♣ बालक की क्षमताओं और सीमाओं से अध्यापक को परिचित करवाना। ♣ बालक की शिक्षा हेतु प्रभावी रणनीतियाँ बनाने में अध्यापक का सहयोग करना। ♣ विद्यालय में सीखी हुई गतिविधियों व अधिगम क्रियाओं का घर में अभ्यास करवाना।

- विद्यालय में बालक की स्वीकृति के लिए सकारात्मक वातावरण में सहयोग करना।
 - बालक की चिकित्सा आवश्यकताओं (यदि कोई हो तो) के संबंध में अध्यापक को जानकारी देना।
 - बालक की शिक्षा से जुड़े अन्य अधिकारियों, सन्दर्भ व्यक्तियों, चिकित्सकों आदि से आवश्यकतानुसार सम्पर्क रखना।
 - अध्यापक अभिभावक बैठकों, विद्यालय प्रबन्ध समिति या अन्य विद्यालय कार्यक्रमों के भागीदारी के माध्यम से बच्चों की शैक्षिक उपलब्धियों के बारे में जानकारी प्राप्त करना। 2 विशेष अध्यापक की भूमिका

विशेष अध्यापक एक ऐसा
व्यक्ति होता है जो विशेष शैक्षिक आवश्यकताओं वाले बच्चों को
शिक्षित करने के विशेष
तरीकों, तकनीकों, अनुदेशात्मक व्यवस्थाओं, विशिष्ट उपकरणों एवं
सामग्री, मूल्यांकन प्रक्रियाओं
तथा अन्य हस्ताक्षेपों वाली प्रणाली में प्रशिक्षित होता है, जिससे
की विशिष्ट शैक्षिक आवश्यकताओं वाले बालकों को अधिकतम सम्भव व्यक्तिगत आत्मनिर्भरता तथा बौद्धिक सफलता की ओर
अग्रसर किया जा सकें।

विशिष्ट अध्यापक
से अपेक्षा
विशिष्ट प्रशिक्षण केन्द्रों में पढ़ने वाले बच्चों के सन्दर्भ में

की जाती है कि वो निम्न कार्य करें—

- विशेष आवश्यकता वाले बालकों की पहचान करना।

मनोवैज्ञानिक,

- बच्चों के विद्यालय में प्रवेश के समय उनका उचित दैनिक कौशल विशयक, संवेदी व बोधात्मक मूल्यांकन करना ताकि विशिष्ट प्रशिक्षण केन्द्रों में उनकी उचित भागीदारी को सुनिश्चित करने में सहायता मिल सकें।

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विशेष की शिक्षा के लिए विद्यालय आवश्यकताओं वाले बच्चों के आस-पास कार्य कर रही सरकारी व गैर सरकारी संस्थाओं की जानकारी रखना ताकि बालकों की आवश्यकताओं को हुए संभव उनका ध्यान में रखते यथा उपयोग किया जा सकें।

- बालकों की आवश्यकतानुसार विभिन्न जमा पाठक्रम क्रियाकलापों का प्रशिक्षण देना।
- अभिभावकों तथा विशिष्ट प्रशिक्षण केन्द्रों के अध्यापकों को विशिष्ट आवश्यकता वाले

की विशिष्ट शैक्षिक आवश्यकताओं के

बालकों बारे में जानकारी एवं उनको पूरा करने के संबंध में सहायता करना।

- विशिष्ट आवश्यकता वाले बालकों की सहायता के लिए अन्य बालकों को प्रेरित करना को

ताकि उनकी विशिष्ट प्रशिक्षण केन्द्र में उनकी स्वीकृति बढ़ावा मिलें।

- विशिष्ट आवश्यकता वाले बालकों की शिक्षा के लिए विशिष्ट प्रशिक्षण केन्द्रों के अध्यापकों के साथ आवश्यकतानुसार सहयोग करना।

- विशिष्ट शैक्षिक आवश्यकता वाले बच्चों के अभिभावकों के साथ उनकी शिक्षा व अन्य कार्यों के लिए सहयोग करना।

- विशिष्ट प्रशिक्षण केन्द्रों में प्रशिक्षण प्राप्त कर रहे विशिष्ट शैक्षिक आवश्यकताओं वाले बच्चों से संबंधित अभिलेखों का निर्माण करना।

- विभिन्न संचार माध्यमों जैसे रेडियो, टी0वी0, नुक्कड़ नाटक, बैठक, सभा, रैली, समाचार पत्रों, पत्रिकाओं में लेख आदि के माध्यम से विशिष्ट शैक्षिक आवश्यकता वाले बच्चों के लिए शिक्षा के मौलिक अधिकार के अन्तर्गत विशिष्ट प्रशिक्षण केन्द्रों द्वारा किये जा रहे शैक्षिक प्रयासों के संबंध में लोगों को अवगत करवाना।

- विशिष्ट शैक्षिक आवश्यकताओं वाले बच्चों को विशिष्ट शैक्षिक आवश्यकताओं को पूरा करने के लिए विशिष्ट प्रकार की शैक्षिक सामग्री उपलब्ध करवाना।

- विद्यालय के प्रधानाचार्य, सामान्य अध्यापकों एवं प्रशिक्षण केन्द्रों के संचालकों के लिए समय-समय पर गोष्ठियों का आयोजन करवाना ताकि वह विशिष्ट शैक्षिक आवश्यकताओं वाले बालकों की शिक्षा के लिए मिलकर सहयोग कर सकें।

3 विशिष्ट प्रशिक्षण केन्द्र के अध्यापकों की भूमिका विभिन्न कारणावधि अपनी आयु के बच्चों से शैक्षिक रूप से वंचित बच्चों विशिष्ट प्रशिक्षण केन्द्र पर न्यूनतम 3 माह से लेकर अधिकतम 2 वर्ष तक प्रशिक्षण प्राप्त करता है। ये बच्चें न केवल विभिन्न आयु वर्ग अपितु रुचियों, सीखने की गति, पूर्व अनुभव, परिपक्वता का स्तर, सामाजिक

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व आर्थिक स्तर, शारीरिक एवं बौद्धिक क्षमताओं तथा सीखने के तरीकों में भी विविधता लिये होते हैं अतएव विशिष्ट प्रशिक्षण केन्द्रों पर नियुक्त शिक्षकों को बच्चों की बहुविविधता को ध्यान में रखते हुए ऐसी व्यवहारिक रणनीति तैयार करनी चाहिए कि सभी बच्चों का शैक्षिक विकास हो सकें। इसके लिए अध्यापकों को चाहिए कि—

विशिष्ट प्रशिक्षण केन्द्रों में आने वाले विशिष्ट शैक्षिक आवश्यकता वाले बच्चों को पहले

एक सामान्य छात्र/छात्रा समझ कर बाद में उसे विशेष शैक्षिक आवश्यकता वाला समझना।

बच्चों का केन्द्र में स्वागत करना तथा केन्द्र के अन्य बच्चों से उनका परिचय करवाना।

विशिष्ट शैक्षिक आवश्यकता वाले बच्चों की आवश्यकता को ध्यान में रखते हुए कक्षा में बैठने की व्यवस्था करना।

विशिष्ट शैक्षिक आवश्यकता वाले बालकों में समानता तथा आत्मसम्मान विकसित करने के लिए उनकी योग्यता और क्षमता के अनुरूप केन्द्र कक्षा का उत्तरदायित्व सौंपना। केन्द्र पर आने वाले अन्य बालकों की भाँति विशिष्ट शैक्षिक आवश्यकता वाले बालकों के प्रति भी अपने दायित्व को समझना।

विशिष्ट शैक्षिक आवश्यकता वाले बालकों पर प्रशिक्षण केन्द्र नियमों को समान रूप से लागू करना।

विशिष्ट शैक्षिक आवश्यकता वाले बच्चों से आवश्यकतानुसार सहयोग करना तथा केन्द्र के अन्य बच्चों को भी उनके साथ सहयोग करने के लिए प्रेरित करना।

शिक्षण- अधिगम प्रक्रिया में विशिष्ट शैक्षिक आवश्यकता वाले बच्चों की जरूरतों के हिसाब से अनुकूलन करना।

आवश्यकतानुसार शिक्षण अधिगम प्रक्रिया में विशिष्ट शैक्षिक आवश्यकता वाले बच्चों के लिए विशेष रूप प्रशिक्षित अध्यापक तथा उनके अभिभावकों का सहयोग लेना।

कक्षा के अन्य बालकों की भाँति विशिष्ट शैक्षिक आवश्यकता वाले बच्चों के लिए भी उनकी क्षमता और सीमाओं को ध्यान में रखते हुए शैक्षिक लक्ष्यों का निर्धारण करना।

मूल्यांकन के उचित तरीकों का निर्धारण करते हुए इनके अधिगम का मूल्यांकन करना ताकि इन्हें सामान्य शिक्षा व्यवस्था के अन्तर्गत सम्मिलित किया जा सकें।

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प्रशिक्षण केन्द्र के भीतर और बाहर होने वाली विभिन्न गतिविधियों में सभी बच्चों की उचित भागीदारी सुनिश्चित करना।⁴

मुख्य अध्यापक/केन्द्र संचालकों की भूमिका

विशिष्ट शैक्षिक आवश्यकता वाले बच्चों को विद्यालय/केन्द्र में सुगमतापूर्वक प्रवेश देने की व्यवस्था करना।

विद्यालय और केन्द्र पर आने वाले विशिष्ट अध्यापक को यथासम्भव सहयोग देना।

विशिष्ट शैक्षिक आवश्यकता वाले बच्चों हेतु विशिष्ट उपकरणों तथा शिक्षण सामग्री खरीदने में विशिष्ट अध्यापक की सहायता करना।

सामान्य अध्यापकों तथा अन्य कर्मचारियों को विशिष्ट अध्यापक से सहयोग के लिए समय-समय पर परामर्श देना। विशिष्ट शैक्षिक आवश्यकता वाले बच्चों से विद्यालय/केन्द्र के अन्य बच्चों के समान व्यवहार करना और उनसे अपेक्षाएँ रखना। विशिष्ट शैक्षिक आवश्यकता वाले बालकों की जरूरतों के अनुरूप विद्यालय/केन्द्र के भौतिक वातावरण में बदलाव करना। विशिष्ट शैक्षिक आवश्यकता वाले बालकों की आवश्यकता के अनुरूप सुरक्षित, शान्त तथा यथासंभव प्रथम तल पर कक्षा के आयोजन की व्यवस्था करना। विशेष शैक्षिक आवश्यकता वाले बालकों की पहचान करवाना।

विशेष अध्यापक की सहायता से विद्यालय/केन्द्र के अध्यापकों, कर्मचारियों के लिए विशिष्ट शैक्षिक आवश्यकता वाले

बालकों के प्रति उनकी भूमिका व उत्तरदायित्व, व स्वीकार्य वातावरण निर्माण तथा इन बालकों के प्रति सकारात्मक अभिवृत्तियाँ विकसित करने के लिए बैठक का आयोजन करवाना। विषिष्ट शैक्षिक आवश्यकता वाले बालकों के शैक्षिक कौशलों का उनकी क्षमता व आवश्यकतानुसार विषिष्ट अध्यापक के परामर्श से मूल्यांकन की उचित व्यवस्था करना। 5 निर्देशन व परामर्शताओं की भूमिका

निर्देशन व परामर्श किसी न किसी रूप में सम्भवतः मानव के प्रादुर्भाव से ही चले आ रहे हैं। मनोविज्ञान की अवधारणा ने यह सिद्ध कर दिया कि प्रत्येक बालक की अपनी कुछ विषिष्ट क्षमतायें, योग्यतायें, रुचियाँ व रुझान होते हैं तथा इनको ध्यान में रखकर ही बालक हेतु शिक्षा व्यवस्था का आयोजन किया जाना चाहिए। चूँकि विषिष्ट शैक्षिक आवश्यकताओं वाले बालकों की योग्यतायें सामान्य बालकों से भिन्न होती हैं, इसलिए यह जरूरी हो जाता है कि उनकी

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सीमाओं, क्षमताओं से अवगत हुआ जाये जिससे की उन्हें अन्य बालकों के समान विद्यालय तथा कक्षा में समायोजित किया जा सकें।

शैक्षिक आवश्यकताओं वाले विषिष्ट बालकों के सन्दर्भ में निर्देशन व परामर्श का अर्थ है

को विशेष रूप से दिशा निर्देश 'बालकों देना जिससे कि उन्हें कक्षा और विद्यालय का एक सक्रिय सदस्य बनाया जा सकें।'।

निर्देशन व परामर्श उन समस्त सेवाओं की ओर संकेत करती है जो एक विषिष्ट बालक में निम्नलिखित योग्यताओं के विकास में सहायक हो सकता है :-

- सामाजिक समंजन
 - सन्तुलित व्यवहार
 - नैतिक आचरण
 - सामाजिक व असामाजिक कार्यों में अन्तर की समझ
 - आत्म-विश्वास मनोवृत्ति
 - सामाजिक व असामाजिक कार्यों में अन्तर की समझ
 - रुचियों एवं योग्यताओं का विकास करना
 - अव्यक्त मनोव्यवहार को निष्चित दिशा प्रदान करना
 - सूझ प्रवृत्तियों को विकसित करना
 - जीवन कौशल का विकास करना
 - सकारात्मक नियंत्रण

निश्कर्ष

यदि सार्वभौमिक प्राथमिक शिक्षा के लक्ष्य को प्राप्त करना है तो बच्चों की शिक्षा से प्रत्यक्ष या अप्रत्यक्ष रूप से जुड़े प्रत्येक हीतधारक को अपनी भूमिका का पूर्ण निर्वाह करना होगा। आज जरूरत इस बात की है कि बच्चों से जुड़ा प्रत्येक व्यक्ति उन्हें जीवन की तैयारी करवायें और यह

सुनिश्चित करें कि सभी बच्चों, खासकर शारीरिक या मानसिक रूप से असमर्थ बच्चों तथा समाज के हाशिए और कठिन परिस्थितियों में जीने वाले बच्चों जो किसी कारणवश सामान्य शिक्षा की धारा से वंचित रह गया हो, उसे विषिष्ट प्रशिक्षण केन्द्रों के माध्यम से शिक्षा के समान फायदे की राह मिल सकें ताकि प्रत्येक बच्चों में चाहे वे सामान्य हो या विषिष्ट शिक्षा के माध्यम से आत्मविश्वास,

सम्प्रेषण,

आत्मसम्मान, सकारात्मक सोच, प्रभावी जीवन कौशल आदि गुणों को स्वयं में विकसित करते

हुए सम्पूर्ण व्यक्तित्व विकास की ओर अग्रसर हो सकें और एक समतामूलक सर्वशिक्षित समाज के निर्माण में अपना योगदान दे सकें।