

TRENDS AND ISSUES IN INDIAN EDUCATION

BA [Education]

Third Year

Paper - IV



RAJIV GANDHI UNIVERSITY

Arunachal Pradesh, INDIA - 791 112

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About the University

Rajiv Gandhi University (formerly Arunachal University) is a premier institution for higher education in the state of Arunachal Pradesh and has completed twenty-five years of its existence. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4th February, 1984 at Rono Hills, where the present campus is located.

Ever since its inception, the university has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The university received academic recognition under Section 2(f) from the University Grants Commission on 28th March, 1985 and started functioning from 1st April, 1985. It got financial recognition under section 12-B of the UGC on 25th March, 1994. Since then Rajiv Gandhi University, (then Arunachal University) has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high-level expert committee of the University Grants Commission from among universities in India.

The University was converted into a Central University with effect from 9th April, 2007 as per notification of the Ministry of Human Resource Development, Government of India.

The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km from the National Highway 52-A and 25 km from Itanagar, the State capital. The campus is linked with the National Highway by the Dikrong bridge.

The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Undergraduate, Post-graduate, M.Phil and Ph.D. programmes. The Department of Education also offers the B.Ed. programme.

There are fifteen colleges affiliated to the University. The University has been extending educational facilities to students from the neighbouring states, particularly Assam. The strength of students in different departments of the University and in affiliated colleges has been steadily increasing.

The faculty members have been actively engaged in research activities with financial support from UGC and other funding agencies. Since inception, a number of proposals on research projects have been sanctioned by various funding agencies to the University. Various departments have organized numerous seminars, workshops and conferences. Many faculty members have participated in national and international conferences and seminars held within the country and abroad. Eminent scholars and distinguished personalities have visited the University and delivered lectures on various disciplines.

The academic year 2000-2001 was a year of consolidation for the University. The switch over from the annual to the semester system took off smoothly and the performance of the students registered a marked improvement. Various syllabi designed by Boards of Post-graduate Studies (BPGS) have been implemented. VSAT facility installed by the ERNET India, New Delhi under the UGC-Infonet program, provides Internet access.

In spite of infrastructural constraints, the University has been maintaining its academic excellence. The University has strictly adhered to the academic calendar, conducted the examinations and declared the results on time. The students from the University have found placements not only in State and Central Government Services, but also in various institutions, industries and organizations. Many students have emerged successful in the National Eligibility Test (NET).

Since inception, the University has made significant progress in teaching, research, innovations in curriculum development and developing infrastructure.

SYLLABI-BOOK MAPPING TABLE

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Unit-II: Wastage and Stagnation in Education Meaning, Causes, SSA as an Educational Programme and Remedial Measures, Expectations. RTE Act 2009 and its salient features.	Unit 2: Wastage and Stagnation in Education (Pages 33-47)
Unit-III : Adult and Non-Formal Education Meaning, Significance, Scope, Types Programmes, Achievements and Remedial Measures, Inclusive Education.	Unit 3: Adult and Non-Formal Education (Pages 49-82)
Unit-IV : Medium of Instruction Three Language, Implications and Difficulties in Implementation, New approaches of teaching	Unit 4: Medium of Instruction (Pages 83-110)
Unit-V: Vocationalization of Secondary Education Concept, Need, Problems and Solutions.	Unit 5: Vocationalization of Secondary Education (Pages 111-128)
Unit-VI : Women Education Importance, Scope, Difficulties and Remedial Measures.	Unit 6: Women Education (Pages 131-156)
Unit-VII : Education of Socially and Culturally Disadvantaged Meaning, Significance, Problems, Equality of Opportunity, Strategies - to Improve Educational Facilitate	Unit 7: Education of Socially and Culturally Disadvantaged (Pages 155-167)
Unit-VIII: Environmental Education - Meaning, Nature and Scope of Environmental Education - Problems of Environment - Remedial Measures - Role of NGO's	Unit 8: Environmental Education (Pages 169-191)
Unit-IX : International Understanding Education for Peace and Co-Existence, Meaning, Significance, Scope, Problems and Measures to Facilitate.	Unit 9: International Understanding (Pages 193-222)

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INTRODUCTION

Education is the backbone of a nation. It is the standard of education that determines the progress of a country and the society at large. For a sustainable growth and development provision of quality education at all levels—primary, secondary as well as higher education—including teacher education, is a must.

Education in the emerging Indian society is seen as one of the ways to upward social mobility. It is considered as the foundation of a successful career. The growth of the Indian economy in the recent past and the impact of globalization on the society has been forcing the Indian government to accelerate the process of developing all the branches of the education system. The rapid trend towards a global society affects even the smallest and most remote villages in India. It challenges established values of society and puts forward several challenges.

The book, *Trends and Issues in Indian Education*, enables the students to develop an understanding about the various issues and problems faced by the modern Indian education system. It discusses the constitutional provisions for education, policy perspectives and emerging trends in education in detail. The book discusses several concepts like the wastage and stagnation, adult and non-formal education, medium of instruction, vocationalization, women education, education for socially and culturally disadvantaged, environmental education and international understanding.

This book has been designed, keeping in mind, the self-instruction mode (SIM) format and follows a simple pattern, wherein each unit of the book begins with the *Introduction* followed by the *Unit Objectives* for the topic. The content is then presented in a simple and easy-to-understand manner, and is interspersed with *Check Your Progress* questions to reinforce the student's understanding of the topic. A list of *Questions and Exercises* is also provided at the end of each unit. The *Summary*, *Key Terms* and *Further Reading* further act as useful tools for students and are meant for effective recapitulation of the text.

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UNIT 1 UNIVERSALISATION OF ELEMENTARY EDUCATION

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Structure

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- 1.1 Unit Objectives
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- 1.3 Significance of Universalisation of Elementary Education
- 1.4 Government's Initiatives: OB, DPEP and SSA
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1.0 INTRODUCTION

Education is vital to the life of an individual, society and nation. Without education no individual, society or nation can grow, develop or make its own place in the world. Since oldest times known, man has endeavoured to stock up, transact, execute and carry forward the knowledge, information, skills and expertise to make life easy and comfortable. The education process and education provided at the beginning of life is termed as primary education. Similarly, education that follows primary education is known as higher education.

The period of British rule in India has been an epoch making era in the development of modern system of education. This was the time when India got a well-defined system of education in the form of primary, elementary, secondary and higher education. In the post-independence period, there came several changes in the nomenclature and structure of education. The Constitution of free India has elaborated upon varied aspects of educational structure, management and objectives in the country. Many of these are still being followed as the guiding principles of educational system in India.

Primary education is the broadest base of education upon which the structure of elementary, secondary, senior secondary and higher education depends. Unfortunately, the course of primary education has not been quantitatively extensive and qualitatively reasonable in our country. Therefore, it has been a thrust area for educational planners and policy makers since Independence. Even now, the condition of access and success of primary education; otherwise known as universal access, universal enrolment and universal retention, i.e., universalisation of primary education, is a distant dream. There are several regions of our country where this objective has been achieved to a great extent, whereas many parts of India are big black spots, devoid of schools, infrastructure, teachers, teaching-learning materials, and libraries.

This unit deals with the constitutional provisions on Education and their implications, the process of development of primary education in India, schemes for universalisation of primary education, particularly the Operation Blackboard and Sarv Shiksha Abhiyan (SSA). At the end, we will also discuss the difficulties in the implementation of universalisation of elementary education.

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1.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Describe the constitutional provisions pertaining to education
- Explain the significance of universalisation of elementary education
- Discuss the factors responsible for difficulties in the implementation of elementary education
- Recall the Government's initiatives like OB, DPEP and SSA

1.2 CONSTITUTIONAL PROVISIONS

Education is an instrument for developing a society and ensuring equity and social justice. At the time of independence, the education scenario in India had structural flaws with inequities characterized by gender, social and regional imbalances. Even though the post-Independence period saw significant achievements in the field of education, the structural flaws continued and to a certain extent got accentuated.

The Indian Constitution guarantees the values based on the principles of equality, liberty and fraternity, and ensures the dignity of an individual irrespective of his caste, creed, political, economic or social status. Humayun Kabir has rightly said, 'as a democratic republic, India has abolished all vestiges of privileges and vested interest. Our constitution not only offers but guarantees equality of opportunity to all. Such equality can be realized only in an atmosphere of justice and fair play'. Students, the future citizens of India, should be trained in a democratic set-up, its values and ideals, so that they will have sense of justice, which is conducive for the development of national integration.

The fourfold idea of Justice, Liberty, Equality and Fraternity in the Indian Constitution has been incorporated for the elimination of social inequalities, economic disparities and political privileges. In the eyes of law, everyone has an equal status; justice is denied to no one. Everyone has liberty of thought, expression and to practise his own faith and belief. The dignity of each individual is assured.

The Forty-Second Amendment of 1976, brought about drastic changes in the Indian Constitution. Before 1976, education was a State subject while the Central Government played only an advisory role. Soon it was felt by the educational administration that education should be the joint responsibility of the Central Government and state governments. It was effected by a Constitutional Amendment in 1976.

The Amendment was made on the recommendation of the Swaran Singh Committee to put education on the 'Concurrent List'. The report of the Committee stated, 'Agriculture and Education are subjects of primary importance to the country's rapid progress towards achieving desired socio-economic changes. The need to evolve all-India policies in relation to these two subjects cannot be over-emphasized'. In accordance with this Act of 1976, Education was put on the Concurrent List with the implications that both the Centre and the States can legislate on any aspect of education from the primary to the university level. With education in the Concurrent List, the Centre can directly implement any policy decision in the states.

The Forty-Second Amendment makes the Central Government and State Governments equal partners in framing educational policies. But the enactment on the

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laws on education, i.e., the executive power, has been given to the Union. The states have limited powers to the extent that these do not impede or prejudice the exercise of the executive powers of the Union. National institutions like University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), and national bodies like Central Advisory Board of Education (CABE) play a crucial role in the Indian education system.

We know that the Constitution of India declares India to be a federal state. It divides powers between the Centre and the States and describes some powers as Concurrent. Accordingly, there are three lists:

- (i) Union List (List-I): It includes items which are of great interest to the nation. The Centre has exclusive powers to make laws in respect of the items in List-I.
- (ii) State List (List-II): It includes items of local interest. The states have the power to make laws to cover items in List-II.
- (iii) Concurrent List (List-III): It includes items which concern both the Centre and the states, and for which the Centre and the states both can legislate. Education comes under the Concurrent List; therefore, both the Centre and the states are meaningful partners in it.

Fundamental Rights of Education

The Kothari Commission (1964–66) recommended the Central Government should undertake the responsibility for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

Instruction in mother tongue

After Independence, special emphasis has been laid on using the mother tongue of a region as a medium of instruction. In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens.

Article 26 (1) states, 'any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own; shall have the right to converse the same'.

Article 350A directs, 'it shall be endeavour of every state and every local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups'.

Secondary Education Commission, 1952–53, recommended that subject to the provision that for linguistic minorities, special facilities should be made available. The mother tongue or the regional language should generally be the medium of instruction throughout the secondary school stage.

The Kothari Commission also recommended that mother tongue should be the medium of instruction at the college and university stage.

Promotion of Hindi

The Constitution makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union with the duty to promote the spread of the Hindi language. Hindi has been accepted as the Official Language of Indian Union. This has been laid down by the Constitution as: 'it shall be the duty of the Union to promote the

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spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India’.

In practice, Hindi is largely in use as a link language in India, in order to facilitate the movements of students and teachers, and to strengthen national unity. The educational system should be one that contributes to the acceleration of the in nation building process.

Higher education and research

Indian Parliament has the exclusive rights to enact legislation in respect of educational institutions and Union Agencies mentioned in items 63, 64, 65 and 66 of Union List (List-I).

Item 63 relates to universities administered by the Central Government. Item 64 relates to scientific institutions of national importance. Item 65 includes institution for professional, vocational or technical training, including training of police officers; promotion of special studies or research; and scientific or technical assistance in the investigation of detection of crime. Item 66 relates to coordination and determination of standards in institution for higher education or research and scientific and technical institution.

Women’s education

A unique feature of modern Indian education is the tremendous advancement made in the education of women. Education of a girl child is considered very important in the changing times. The Indian Constitution makes provisions for women’s education under different Articles.

Article 15 (1) provides that the state shall not discriminate any citizen on grounds of gender, and that nothing in this Article prevents the state from making any special provision for women and children.

National Policy on Education, 1986, was concerned about the status and education of women in the country. It envisaged that education would be used as a strategy for achieving a basic change in the status of women. It opined that the national system of education must play a positive role in this direction. It stated, ‘Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well conceived edge in favour of women’.

Education in the Union Territories

Article 239 of the Constitution states, ‘Save as otherwise provided by Parliament by Law, every Union Territory shall be administered by the President acting to such extent as he thinks fit, through an administrator to be appointed by him with such designation as he may specify’. Thereby, this Article lays down the provision that the education in the Union Territories comes under the responsibility of the Centre.

Educational and cultural relations with foreign countries

Item 13 of the Union List includes participation in international conferences, associations and other bodies and implementing decisions made thereat.

Constitutional Provisions on Education

The Constitution of India contains as many as 34 provisions related to education. These provisions are in the form of articles, entries, rights to special categories, admission norms, language and special provisions. A list of such provisions since the implementation

of the Constitution in 1950 till the inclusion of Article 21 A in 2002 after the 86th amendment in the constitution is given hereunder:

1. Article 28

According to our Constitution, Article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

2. Article 29

This article provides equality of opportunity in educational institutions.

3. Article 30

It accepts the right of the minorities to establish and administrate educational institutions.

4. Article 45

According to this article 'The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years.'

5. Article 46

It provides for special care to the promotion of education and economic interests of the Scheduled Caste, Scheduled Tribes and the weaker sections of society.

6. Article 337

This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

7. Article 350A

This article relates to facilities for instruction in mother tongue at primary stage.

8. Article 350B

It provides for a special offer for linguistic minorities.

9. Article 351

This article relates to the development and promotion of Hindi language.

The seventh schedule of the Indian Constitution, as we have learnt earlier, contains legislative powers under three lists, viz., The Union List, the State List and the Concurrent List

Let us have a look at the entries in the three lists pertaining to education.

A. Union list

This list contains 97 subjects where the following entries are related to education:

1. **Entry 13:** This provides educational and cultural relations with foreign countries.
2. **Entry 62:** The institutions known on the date of commencement of this Constitution, as National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial, the Indian War Memorial, and any other institution financed by the Government of India, wholly or in part and declared by Parliament by law to be an institution of national importance.

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3. **Entry 63:** Institutions of national importance.

The institutions known at the commencement of this Constitution were Banaras Hindu University (BHU), Aligarh Muslim University (AMU) and Delhi University. These were declared by Parliament by law to be an institution of national importance.

4. **Entry 64:** The institution of scientific and technical education financed by the Government of India wholly or in part and declared by law to be institutions of national importance like Indian Institute of Technology (IITs) and Indian Institute of Management (IIMs).

5. **Entry 65:** Union agencies and institutions for:

- (i) Professional, vocational or technical training, including the training of police officers
- (ii) Promotion of special studies or research
- (iii) Scientific or technical assistance in the investigation or detection of crime

6. **Entry 66:** Coordination and determination of standards in the institutions of higher education or research and scientific and technical institutions

B. State list

State list consists of 66 entries, out of which the following is the entry related to education:

1. **Entry 12:** According to this entry all libraries, museums and other similar institutions controlled or financed by the state, ancient and historical monuments and records other than those declared by or under law made by the Parliament to be of the national importance.

C. Concurrent list

The list comprises 47 entries, among them the following are related to education:

1. **Entry 20:** Economic and social planning
2. **Entry 25:** Education, including technical education, medical education and universities subject to provision of entries 63,64,65,66 of the Union List
3. **Entry 39:** Newspapers, books and printing presses

Reservation in education (Education of minorities)

Cultural and Educational Rights

Under these, Article 29 and 30 are for the protection of educational interest of minorities, viz.,

1. **Article 29 (i)**

Any section of citizen residing in the territory of India on any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

2. **Article 30 (i)**

All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

3. Article 30 (ii)

The state shall not in granting aid to educational institution discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language.

Admissions

Article 29 (II)

No citizen of India can be denied admission into any educational institution, which is either maintained by the state or receiving aid out of state funds on ground only of religion, race, caste, language or any of them.

Article 15 (III)

This article is meant to make special provisions for the education of woman. It says that separate educational institutions can be established for women.

Mother tongue

For promotion of teaching of and through mother tongue, the Constitution of India has made distinct provisions. These include provisions for Hindi language also:

1. Article 350 (A)

It shall be the endeavour of every state and local authorities with the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; the President may issue directions to any state as he considers necessary for recurring the facilities.

2. Article 351

It is to promote the development of Hindi language and states that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country.

Right to Education

Article 41 of the Constitution provides that all the citizens have equal right to education. It states that 'The state shall, within the limits of its economic capacity and development, make effective provisions for the right to work, to education and to public assistance in cases of employment, old age, sickness and disablement'.

Weaker Section

Our Constitution has made some special provisions for the weaker sections of our society.

1. Article 45

The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years.

2. Article 46

The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the Scheduled Caste and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

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3. Article 21A

The State shall provide free and compulsory education to all children of the age of six to fourteen years. (86th Amendment in the Constitution, 2002)

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Implication of the Constitutional Provisions on Education

Like other areas of functioning of governments at the center and state; the structure, management, curriculum, syllabi, special provisions and features of education in India are exactly as per the provisions of the Constitution. The division of powers and levels of education among centre and state governments is done suitably. Establishment of educational institutions by minority categories, freedom to attendance at religious instructions and abolition of religious instructions in the state run institutions is being followed religiously.

There are special provisions for regional, lingual and cultural minorities to protect their heritage through education. There is no discrimination in admission of students in the schools run by the governments. Special provisions are being followed to ensure educational enhancement of the students of Scheduled Castes, Scheduled Tribes and other weaker sections of the society. Special grants are available for the benefits of Anglo-Indian community. Most of the government schools provide facility for instruction in mother tongue at primary stage.

Various supportive institutions such as National Museums, Libraries, Historical Buildings and Memorials are being protected by the governments as subsidiary services for the development and promotions of education in children. Several institutions of national importance such as Vishwa Bharti, Banaras Hindi University, IITs and IIMs, AIIMS and others are being supported by the central government to set high standards of education and training in various fields.

Planning of education is done centrally with the consent of state governments, and the Centre is assisting states in the implementation of several schemes such as Operation Blackboard, Sarv Shiksha Abhiyan and others. The Centre is also directly responsible for education in Union Territories. The central government is fulfilling responsibility of liaisoning with international organizations such as UNESCO and UNICEF in implementing internationally accepted schemes such as Universalisation of Primary Education within given time frame.

Check Your Progress

1. How many entries are there in the union list of Indian Constitution regarding education? Identify them.
2. Which articles of the Indian Constitution ensure protection of educational interest of minorities?
3. What is the importance of Article 21A?

1.3 SIGNIFICANCE OF UNIVERSALISATION OF ELEMENTARY EDUCATION

The government of India along with state governments, philanthropic societies, non-governmental organization and private entrepreneurs has been striving to ensure education for all since the independence of the country. Education in India has three basic divisions viz. Primary, Secondary and Higher Education. Amongst these, the primary education forms the basis for the other two. But, provision of primary education to all the citizens is still a challenge for the Government of India. The effect of non-provision, poor-provision and sparse-provision of primary education hampers the growth of secondary and higher education. Along with this the quantity the quality of primary education also is an issue of concern for the government.

To overcome the problems of quantitative and qualitative improvement of primary education the government has made numerous efforts since Independence. Some of

these are Operation Blackboard, Sarv Shiksha Abhiyan and District Primary Education Programme. An overview of some of these schemes is given hereunder at appropriate stage.

Primary education should be so developed that it is provided to every child leading to their growth and development. The following three measures will be important in making education universal:

- 1. Universalisation of schools:** The universalisation of primary educational facilities is to locate primary schools near homes so that all children can attend schools. To make primary educational facilities universal, schools will have to be opened in every village, large or small. Therefore, primary schools should be located in close proximity to homes of children.
- 2. Universalisation of enrolment:** Universalisation of enrolment in primary schools means to admit all children in the age group of 6–14. To provide primary education, it is necessary that all children are admitted to schools. As per the statistics, this goal has not yet been achieved and still the problem is acute in rural areas.
- 3. Universalisation of retention in schools:** By universalisation of retention in schools we mean to keep children at school once they have completed basic education. Generally, students drop out without completing primary education. Available data points out that about 60 per cent students drop out before class V, and 75 per cent drop out before class VIII. That is, out of 100 children taking admission in school, only 40 reach class V and only 25 reach class VIII. Such a situation does not allow the goal of compulsory primary education to be realized.

The four aspects of universalisation of primary education in India are discussed below.

- 1. To provide primary education to all children:** The foremost problem pertains to provide primary educations to all children. The Constitution instructs the state to secure universalisation of primary education within 10 years of its coming into force.

The initiatives undertaken by government can be summed up as follows:

- (i) The Central Government and the State Governments have increased general and planning budgets for education, allocating almost half of it for primary education.
- (ii) Primary schools have been set up as per needs and are also well equipped.
- (iii) The schools have been specifically opened in areas where people belonging to Scheduled Castes, Scheduled Tribes and minorities live.
- (iv) The number of schools for handicapped and differently-abled children has been increased.

The state governments should keep the following in view:

- (i) The projects meant for universalisation of primary education work efficiently and smoothly.
- (ii) The funds allotted for the purpose are well utilized.
- (iii) The government cannot establish schools at all places in required numbers, therefore, people's cooperation should be sought. Thus, it is also necessary that voluntary organizations, private individuals and trained teachers establish

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primary schools in deprived areas, and they should be given due recognition and financial aid.

- (iv) Residential schools should be opened in far-flung areas, such as distant hilly, desert and forested areas, and their number be increased if needed.
- (v) The family planning scheme should be implemented on all people compulsorily and legally for seeking control over population.

2. To secure enrolment of all children in primary schools: The second aspect or problem pertains to secure enrolment of all children in the age group of 6–14. The government has taken up several steps for the realization of this goal, such as:

- (i) Creating awareness in parents/guardians
- (ii) Improving the condition of schools
- (iii) Providing mid-day meals to children
- (iv) Providing free textbooks to children belonging to scheduled castes/tribes
- (v) Providing children free meals and school uniform

For the realization of these goals, the following measures can prove to be more effective:

- (i) The law on compulsory and free education should be passed and enforced strictly.
- (ii) To make lower primary schools within 1 km in radius and upper primary schools within 2–3 km radius. To allow civic amenities to people only when they get their children admitted to school, such as issue of ration card.
- (iii) Teachers be given the responsibility to motivate parents, to send their wards to school, by personal contact.
- (iv) Financial aid should be given, not on the basis of caste, but on the basis of economic status, whatever caste or religion they may belong to.
- (v) Expansion of education is the best way to eradicate backwardness from the society. Therefore, compulsory and free pre-primary education and adult education should be made popular to the utmost extent.

3. To retain students in schools: The third aspect belongs to the retention of children in school. In this respect, the government has undertaken several steps. The following ensures can prove to be still more effective in this respect:

- (i) Operation Blackboard should be implemented honestly in order to improve the condition of schools. A code of conduct should be formulated for teachers and their unions, and the liabilities of teachers should be specified.
- (ii) The curriculum should be limited and made interesting, and the burden of the bag should be reduced.
- (iii) Adult education should be given necessary momentum in order to eradicate backwardness from the society. Suitable changes should be adopted in economic policies for eradication of poverty.
- (iv) The responsibility for controlling primary schools and working teachers lies on local bodies, so vigilance should be carried on their work from time to time.

4. To help children clear primary classes' examination: The fourth and final aspect is to make children complete their primary education within the given time frame. The government has taken several steps in this direction. For eradication of this problem, the following steps should be undertaken:

- (i) The curriculum for primary education should be constructed keeping general children in view. At upper primary level, compulsory study of three languages should be replaced with the study of only mother tongue.
- (ii) The condition of primary schools should be improved. Their shortcomings should be removed and teachers' liability should be specified.
- (iii) The awareness programme for parents should be given more emphasis.
- (iv) Suitable policies should be adopted for children, where they should be explained the importance of education, their problems should be understood and tackled affectionately, and they should be motivated to study.

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Objectives of Primary Education

The objectives of primary education are as follows:

- It enables children to adjust with their environment.
- It cultivates the spirit of mutual goodwill and cooperation.
- It effects physical and mental development.
- It cultivates the ability of self-expression by language, art and music etc.
- It makes children self-dependent.
- It cultivates citizenship traits and morality in children.

The Kothari Commission remarked that the aim of primary education in India was to enable children to face the future life situations by giving them physical and mental training, and by making them useful citizens.

The objectives of primary education in India seem to be somewhat vague. In fact, in the absence of clear specification of objectives, it is difficult, if not impossible, to run the educational system efficiently.

NCERT, in its document titled 'The Curriculum for the Ten-Year School', published in 1975, has mentioned that primary education aims at:

- Cultivating respect for national symbols (such as the national flag and the national anthem) and democratic laws and institutions
- Acquainting them with the blended culture of India, and teaching them how to oppose untouchability, casteism and communalism
- Imparting them the knowledge of first language (mother tongue) for communication with others
- Providing ability in addition, subtraction, multiplication and division solution of practical problems
- Teaching scientific inquiry method and explaining the importance of science and technology
- Cultivating healthy attitude towards human labour
- Cultivating the habits of cleanliness and healthy life
- Enhancing interest in goodness and beauty

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- Cultivating the spirit of cooperation with others
- Cultivating character and desirable traits of personality (such as initiative, leadership, mercy, honesty and others)
- Cultivating the ability of self-expression by creative activities
- Cultivating the habit of self-study

Curriculum of Primary Education

Curriculum implies the group of all those activities which teachers and students hold together for the realization of educational aims.

Significance of curriculum

Curriculum occupies a special place in the modern educational system. It is the basis that makes it possible to properly organize the teaching–learning process in educational institutions. The curriculum is constructed chiefly on the basis of educational aims. It is essential that the curriculum for any level of education be in conformity with the specified goals or aims for that level.

Shortcomings

The present curriculum of primary education has failed to realize its educational aims. Following are the causes responsible for it:

1. It has become irrelevant in the present time.
2. As the curriculum has become very rigid, it is incapable to be molded as per the local needs.
3. In it, more emphasis is laid on bookish knowledge and rote-learning.
4. It has failed to realize all-round development of students.
5. This curriculum appears to be narrow, lifeless, uninteresting, useless and impracticable.

The curriculum for primary level should include such activities which can cultivate students' abilities and willingness to work in cooperation.

The Kothari Commission recommended integrated approach at the primary level. The Commission brought out the shortcomings of this curriculum in the following points:

1. Primary education has become only bookish.
2. It has failed to meet the needs and aspirations of life.
3. It is not as per the country's needs and circumstances. There is need to bring in effect the extensive amendment to existing laws in order to bring about social, economic, cultural and political changes, and to attain national goals and ideals.

'Integrated approach' implies the following:

1. To accept the entire primary education as a unit and then impart it to students.
2. To divide the entire curriculum of all subjects at primary level into small units and arrange them in a sequence.
3. Students should be allowed to complete these units one after another as per their interest, aptitude, capability and ability, and at their own pace.

According to Kothari Commission, the following would be the benefits of this approach:

1. Both good and average students will be able to proceed at their own paces.
2. The problem of wastage and stagnation, which is very acute at the primary level, can be eradicated by implementing integrated curriculum.

The Kothari Commission had also prepared an outline of restructured curriculum. On its recommendation, the Government of India announced National Education Policy, 1986. For reform of curriculum at school level, the Ministry of Education constituted a specialist committee or curriculum committee. This committee prepared an approach paper for reform in the curriculum, which was considered in the National Conference on Curriculum in 1975. Later, NCERT published a document titled 'The Curriculum for Ten-Year School: A Framework' in 1975. This document contained two important points:

1. The curriculum was described as a set of carefully prepared educational experiences of all types which are meant to be given to students.
2. It was explained that the curriculum should be related to:
 - (i) The general aims of education for a particular level or class.
 - (ii) The teaching objectives of the subjects.
 - (iii) The course of studies and allocation of time.
 - (iv) The teaching–learning experiences.
 - (v) The teaching aids, evaluation of learning outcomes, and feedback of students, teachers and guardians.

In 1977, a committee was constituted under the chairmanship of Ishwar Bhai Patel, called 'Ten-Year School Curriculum Review Committee'. This Committee, also known as Patel Committee, reviewed the curriculum for primary education and emphasized the following points:

1. The curriculum should have the elements of realism and flexibility.
2. There should not be any rigid timetable at the lower primary level.
3. The duration of study can be 2.5–3 hours.
4. The academic session should be determined as per the local needs. Students should not be given any homework.
5. Self-study should be provided in the school itself in the form of supervised study.
6. Only one book should be specified for classes I and II, that of language.
7. In classes III, IV and V, there can be three books; on language, mathematics and environmental study.
8. The need for teacher guides and teaching aids should be emphasized.

At the upper primary level, the Committee expressed the following views:

1. The timetable should be formal.
2. There should be the provision of self-study in place of homework.
3. Effort should be made towards reducing the number of textbooks, reducing the number of pages in them, and to make the language of books easy and comprehensible.

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NCERT Council made the following efforts:

1. It constituted a working group in 1983 for appraisal of the curriculum.
2. It conducted several researches pertaining to different aspects of the curriculum.
3. It laid stress on the need for national curriculum based on common scheme of studies for primary education.
4. It constituted a steering committee in 1984 for construction of national curriculum.
5. In 1985, it held a national seminar and four regional seminars.

On the basis of the above mental exercise, the Council prepared the National Curriculum Framework, published in 1985. It emphasized on the following points:

1. Equity
2. National identity
3. Scientific temper
4. Art and creativity
5. Explosion of information and technology to cope with
6. Interface between work and education
7. Value education and socio-cultural factors, such as environment, resources and population
8. Centrality of the learner
9. Professional role of the school
10. Focus on learning

Continuous efforts are being made for change in primary education curriculum. National Curriculum Framework (NCF) can be termed as a step in the direction of creating a national system of education. Though it has a common scheme of studies, yet there is much flexibility and freedom in content and learning experiences. This is the reason that the outlines of the curriculum have been called 'Core Curriculum'. In 1986, the Indian Parliament announced National Education Policy, so NCERT prepared new curricula for different classes of upper primary level as per the provisions of this policy.

Development of Primary Education in India

Primary education in India is as old as its history and civilization. We can see its impressions even in the Vedic period. In the vedic period the primary education used to start at home. The father used to provide the child 'boy or girl' the knowledge of family tradition, alphabets, grammar and maxims important for further learning and life. In the Buddhist period the primary education was imparted in 'mathas' or 'viharas' by the expert teachers called as 'Bikhu'. In the medieval period, the system of primary education was established by kings, nobles and rich in the form of 'Maktabs'. These institutions were available in large number, almost in every village. The missionaries from western countries established primary schools of western standards in various parts of India. In colonial time the British government made tremendous effort to standardize and popularize primary education throughout the country.

In 1698, by an order of the British Government, the East India Company was given the right to expand and spread education in India. As a result, the Christian

missionaries set up English medium schools at many places with the financial aid given by the Company. The Indians too set up *pathshalas* and *maktabs* at many places.

In 1813, the British Parliament issued a charter to the Company and passed three orders regarding the provision of education in India for the first time:

- (i) The Christian missionaries of any country be allowed to come to India and spread religion and education.
- (ii) It is the responsibility of the Company to provide education in the Company-ruled territories.
- (iii) The Company should spend one lakh rupees per annum for this purpose.

In 1859, the government imposed the primary education cess and the amount thus collected was used for the development of primary education in India. In 1882, Indian Education Commission (Hunter Commission) was appointed to give recommendations on the Indian education system. On the basis of the Commission's recommendations, the responsibility of primary education was assigned to local agencies, which started to make efforts for the expansion of primary education. In 1881–82, the number of primary schools was 82,916 with an enrolment of 20, 61, 541 students in them, which increased to 93,604 and 30, 76, 671 in 1901–02; though the financial aid given to these local agencies was very less.

In 1937, autonomous administration was installed in states. The same year, M.K. Gandhi presented his National Education Planning, which proposed to provide free and compulsory education for children in the age group of 6–14. In the Plan, teaching of mother tongue and craft education was made the basis of curriculum. In those days, primary education signified the basic or elementary education imparted from classes I to VIII.

With the passage of time, this education was divided into two parts:

- (i) Lower primary education (from classes I to V).
- (ii) Upper primary education (from classes VI to VIII).

Article 45 of the Constitution of India declared that within 10 years of its enforcement, the goal of free and compulsory education for all children up to the age of 14 years should be achieved (education from classes I to VIII).

At present, National Education Policy (1986) is functional, with 10+2+3 educational structure. The first 10-year core curriculum is divided into three stages:

- (i) Primary from classes I to V
- (ii) Upper primary from classes VI to VIII
- (iii) Secondary from classes IX to X

In the post-Independence period the system of primary education got tremendous overhauling due to the efforts of central and state governments. The recommendations of various committees and commission starting from the Tarachand Committee to the NCF, 2005, have contributed a lot in changing the face of primary education in India. Still, this stratum of education is facing lots of problem in various regions of this vast country. The first and foremost among them is the problem of making this education available to all in a cost-effective, qualitative and usable manner. These dimensions of problem are congregated under the head of 'Universalisation of Primary Education'. This is one of the oldest problems of primary education in India which still prevails and needs attention of all the stake holders of the system of education starting from the

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government to the non-governmental organizations (NGOs) and philanthropic societies run under Corporate Social Responsibility.

Meaning of Universalisation of Primary Education

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The constitution of India provides for primary education to all the citizens of India vide the Article 45 of the Directives Principles of state policy. 'The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years.' This provision though not mandatory in nature but gives a direction to the governments to effort for providing qualitative primary education to all the citizen of the country. The term universal primary education is also known as Universalisation of Primary Education.

There are three components, viz., Universal Provision, Universal Enrolment and Universal Retention. It means the facility of primary education should be available to each child or the country within the radius of one kilometre as per the provisions of the Right of Children to Free and Compulsory Education Act, popularly known as RTE, 2009. All the students who have attained the age for entering to such schools should be enrolled in such schools. This is known as universal enrolment. On the third stage, all the students who have taken admission in a primary school should complete their education. This is termed as Universal Retention. The completion of the cycle of universal provision, enrolment and retention is known as Universalisation of Primary Education.

The RTE Act, 2009, provides for the:

- (i) Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- (ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- (iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- (iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (v) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- (vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

- (viii) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
- (ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

The existing programmes of teacher education at primary and secondary stages are generally based upon the teacher education curriculum framework brought out by the NCTE in 1978. There was another attempt to revise the curriculum in 1988. Most of the institutions now conduct programmes and courses which were revised prior to 1988 document. The developments and changes over the last two decades require a fresh look at the teacher education. The feeling has been echoed by sensitive and concerned teachers and teacher educators. The establishment of the NCTE as a statutory body in 1995 has brought this issue at the centre-stage. Consequently, NCTE began the process of nation-wide consultations to evolve a strategy to develop a new curriculum framework on teacher education. After several consultations, a discussion document was developed and published in September 1996.

Need and Importance of Universalisation of Primary Education

As mentioned earlier, primary education is the back bone of secondary, senior secondary and higher education. If the three steps in Universalisation of Primary Education viz. Universal Provision, Universal Enrolment and Universal Retention are achieved; the country would undoubtedly surge leaps and bounds on the path of all-round success and development.

In international scenario, universalisation of primary education has found a place in the United Nation's Millennium Development Goals. Currently, there are more than 75 million children around the world of primary school age who are not in school. Out of these 80 millions are in India alone as per the SSA data in 2009. The Right to Education Act, 2009, has further intensified the movement of universalisation of primary education by ensuring schools to all children with one kilometer radius from their residence.

After achieving all the three steps of the universalisation of primary education; the question of quality comes up. With quality the success of quantities achievements remains futile. Recently, 'Pratham', a renowned NGO engaged in the task of achieving universalisation of primary education, has come up with disappointing results of its survey of government schools. This indicates at the need of quality improvement at the primary school level. The concern of quality location of school, medium of instruction, localization of curriculum, gender equality and cost of education are several other issues which are needed to be addressed as early as possible.

1.4 GOVERNMENT'S INITIATIVES: OB, DPEP AND SSA

Primary education is the basic education that ensures success, growth and development of the further stages of education. In any country the number of aspirants of primary education happens to be the greater than the other stages of education. Therefore,

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Check Your Progress

4. For which areas is the Constitution of India a guiding force?
5. What is the role of the central government in the field of education?
6. What is meant by the universalization of primary education?

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providing primary education happens to be one of the most challenging tasks of the Government of India. Looking at the history of development of primary education in India, we find that numerous efforts were made at various levels to ensure the provision of primary education to all the children of the country since the establishment of formal system of education in the country.

Underlining the importance of primary education to all, Gopal Krishna Gokhale had voiced the plea of 'Free and Compulsory Education to all' in the Imperial Legislative Council of Bombay in 1906. However, in 1917, Vithal Bhai Patel got the 'Compulsory Education Bill' (Popularly known as Patel Act) passed in the Legislative Council of Bombay. In 1930, the 'Compulsory Education Act' was added in the Statute Book of all British Provinces in India. The idea of providing free and compulsory education had got place in the list of fundamental rights in the constitution of free India. But, notably due to lack of sufficient funds the constituent assembly included the provision in form of Article 45 in the Directive Principles of State Policy.

The Government of India has endeavored meticulously to ensure the achievement of universal provision of primary education through various schemes from time to time at central as well as at state level. Results of these schemes have been encouraging but not satisfying due the large number of out of school and dropout children in the country. A look at the data of the development of literacy rate in India since 1951 till 2011 endorses the fact.

Table 1.1 Literacy Rate – India (1951-2011)

S No.	Year	Persons	Male	Female
1.	1951	18.33	27.16	08.86
2.	1961	28.30	40.40	15.35
3.	1971	34.45	45.96	21.97
4.	1981	43.57	56.38	29.76
5.	1991	52.21	64.13	39.29
6.	2001	65.38	78.85	54.16
7.	2011	74.04	82.14	65.46

Source: ENVIS centre on Population and Environment

These schemes have undoubtedly been instrumental for kindling the light of education in the lives of millions but there is much to be done even now. A general introduction of some of the schemes of universalisation of primary education is mentioned hereunder:

(i) Non-formal education

The scheme was introduced in 1979-80 for the children between 6 and 14 years of age who were devoid of formal schooling. The revised scheme covered all the un-served habitations throughout the country where there are no learning centers within a radius of 1km. It was a part of overall national programme frame work for universalisation of elementary education.

National Literacy Mission (NLM)

NLM was launched in 1988 with an aim of attaining a sustainable threshold literacy level of 75 per cent by 2005. The mission seeks to achieve this goal by imparting functional literacy to non-literates in the age-group of 15-35. In order to ensure that the learners make a smooth transition from guided learning to self- learning, the post Literacy

Campaigns (Continuing Education Programmes) were launched after the basic phase. These included life long learning opportunity through a host of programmes viz. income-generating programme, quality of life improvement programme, and Individual interest promotion programmes..

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Fig. 1.1 A drive under the National Literacy Mission

National Programme for Nutritional Support to Primary Education

The scheme commonly known as Mid-Day Meals Scheme was launched on 15 August, 1995. Along with the provision of complete and nutritive diet, the scheme also aimed at improving enrolment, attendance and retention of primary school students. Under the scheme cooked meals or processed food is provided to the children studying in all government, local bodies and government-aided schools.



Fig. 1.2 An Endeavour of the National Programme for Nutritional Support to Primary Education

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District Primary Education Programme (DPEP)

DPEP was launched in November 1994 as a major initiative to achieve the objective of Universalisation of Primary Education (UPE). The programme was implemented through state level registered societies with objectives of:

- Providing access to primary education for all children
- Reducing primary drop out rate to less than 10 per cent
- Increasing learning achievement of primary school students by 25 per cent
- Reducing the gender and social gap to less than 5 per cent



Fig. 1.3 A Class Running under District Primary Education Programme

Lok Jumbish

Lok Jumbish was an innovative project to evade illiteracy through people's active participation. It was launched in Rajasthan with assistance from Swadesh International Development Authority (SIDA) to achieve Education for All (EFA) by the year 2000. The programme was funded by SIDA, Government of India and Government of Rajasthan in 3:2:1 ratio. The third phase ended in June 2004 was assisted by the Development for International Development (DFID), United Kingdom.

Mahila Samakhya

This Programme of Education for Women's Equality was a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. It was being implemented in 9,000 villages of 53 districts spread in 10 states. Mahila Sanghas were established as the nodal points where all activities were planned and provide the space where women could meet, be together and discuss their problems. The funds earmarked for the Sangh could be deposited in a bank or post office account to be used collectively by the women folk for a period up-to three years. Hence, this was a scheme of women empowerment through education.



Fig. 1.4 A Mahila Samakhya Gathering

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Janshala

This programme was a collective effort of the Government of India and five UN agencies – UNDP, UNICEF, UNESCO, ILO and UNFPA to provide programme support to the ongoing efforts towards achieving UEE. It was a community based programme, which aims at making primary education accessible and effective. It was centered on the girls and children in deprived communities, marginalized groups, SC/STs, minorities, working children and children with specific needs.

Operation Blackboard (OB)

Operation Blackboard was a centrally-sponsored programme launched in 1987 in pursuance of National Policy of Education, 1986, to provide the bare minimum crucial facilities to all primary schools in the country. Under the scheme provision of at least two reasonably large rooms with at least two teachers and necessary Teaching-Learning Materials was made essential for every existing primary school. The panel of experts in framing the NPE, 1986, experienced that one of the biggest obstacle in the universalisation of primary education is severe dearth of essential equipment in the existing primary schools. This condition enhanced enthusiasm in teachers as well as students to continue or excel in primary education.

During 1993-94 the scheme was extended to cover upper primary schools also. It provided for three rooms and an additional teacher. The comprehensive scheme of Operation Blackboard (OB) the provision of amenities was extended to Scheduled Castes, Scheduled Tribes and tribal areas. Broadening the parameters of facilities, the revised scheme provided three teachers and three rooms wherever enrolment extended more than 100 in the primary school. After the primary classes, at least one room was to be provided for each class or section. Along with the extra classrooms; a headmaster-cum-office room, separate toilet facilities for girls and boys and essential teaching learning equipments, including a library was also recommended. The construction of buildings was to be done by using innovative designs suitable to the local conditions.

To ensure quality improvement through the operationalization of Operation Blackboard it was decided that state governments will take care of repair or replacement of the impaired or damaged teaching-learning equipments (TLMS). Enough flexibility was provided for the purchase of TLMs relevant to the curriculum and the local needs. A contingency grant for replenishment of items, consumable and minor repairs and incident expenditures was also recommended.

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For qualitative development of primary education and optimum use of the Teaching Learning Materials, the existing teachers of primary schools were planned to be trained in using the teaching materials under a specially designed teacher training programme. To enhance admission and retention of girls in primary education, it was decided that at least 50 per cent of the teachers appointed will be women. Funds for the appointment of additional teachers will be borne by the Central Government. Implementation and management of the scheme was done through state governments. In 2002-03, this scheme was subsumed in Sarva Shiksha Abhiyan.

Evaluating the success and achievements of the Operation Blackboard, the Implementation Report of the Eight Five Year Plan (Volume II, Unit 3, Section III, viz. Achievements during the eighth plan period); it is mentioned that 'As many as 5.23 lakh schools have been provided with books and teaching equipment worth ₹ 10,000 each, 1.47 lakh single teacher schools a second teacher and the construction of 1.74 lakh classrooms undertaken. The scheme was extended to cover upper primary schools and, with Central assistance, 47,000 schools have been allowed to purchase teaching-learning materials worth ₹ 40,000 each (₹ 50,000 for schools in tribal areas) and 33,600 posts have been created for adding a third teacher in schools with enrolment exceeding 100. In the Eighth Plan, the expenditure on Operation Blackboard is likely to be ₹ 816.26 crore against the outlay of ₹ 279 crore. About 4.5 lakh teachers have undergone special orientation for the use of teaching materials provided under the Operation Blackboard Scheme. This training programme was called the Special Orientation of Primary Teachers (SOPT) during the Eighth Plan'.

Sarv Shiksha Abhiyan (SSA)

Sarv Shiksha Abhiyan (SSA) was launched by the Government of India in the year 2000 to achieve Universalisation of Elementary Education (UEE) in a time bound manner. The need of such programme was being felt since the 86th amendment to the Constitution providing free and compulsory Education to the all the children in India between 6 and 14 years age group as a Fundamental Right.

This programme was evolved from the recommendations of State Education Ministers Conference held in October, 1988, to pursue Universal Elementary Education as a mission. Objectives of the programme included admission of all children between 6 and 14 yrs of age to schools under Education Guarantee Scheme by 2003. Focus on elementary education of satisfactory quality with emphasis on education for life was ensured. The programme also aimed at bridging all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.



Fig. 1.5 A Sarva Shiksha Abhiyan Society in Action

SSA is the flagship programme being implemented in partnership with state governments to cover the entire country and address the needs of 192 million children in 1.1 million habitats.

The issues and challenges underlined in the SSA are discussed in the Implementation Report of the Eight Five Year Plan (Volume II, Unit 3, Introduction section) vide the following paragraphs: ‘The strategy of educational development during the next decade of planning takes into account various emerging factors like (i) the national goal of providing primary education as a universal basic service, (ii) the Supreme Court judgment declaring education to be a fundamental right for children up-to 14 years of age, (iii) the need to operationalize programmes through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs), (iv) the legal embargo on child-labour, (v) the provisions of the Persons with Disabilities Act, 1995, and (vi) heightened awareness of human rights violations in respect of women, children and persons from disadvantaged sections of society. It is also realized that a large number of out-of- school children, who figure neither in school enrolments nor in the calculations of identifiable child-labour, are to be provided access to schooling.

It is equally necessary that the problem of universal elementary education and literacy is tackled through a strong social movement with clearly perceived goals and involving the State and Central Governments, Panchayati Raj Institutions, Urban Local Bodies, voluntary agencies, social action groups, the media and every supportive element in society’.

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1.5 DIFFICULTIES IN IMPLEMENTATION

India is a vast country. Its vast size, numerous political divisions and varied socio, cultural as well as economic status makes it a country of differences. This difference is vividly apparent in the heterogeneous spread of education at various levels. There are several states in India which are very rich as far as education standards are concerned, whereas there are others which are striving even for the universal provision of education to all the aspirants in the state. This condition of imbalance of academic facilities and educated persons in various states of the country is termed as the regional imbalance in education.

Several states of India particularly Kerala, Gujarat, Himachal Pradesh, and Karnataka are good on the track of education whereas few states like Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Jharkhand, and Chhatisgarh are backward on this scale. On one hand Kerala is at the top of literacy scale on the other hand the states of Bihar and Uttar Pradesh are at the bottom. A long list of states can be made who are fall in between these two extremes and have not been successful to surge ahead on the educational scale. There are varied reasons of this regional imbalance which include economic condition, social structure, academic infrastructure, size of population, resources available and so on. The will power of the governments of particular states also matter a lot in the up-gradation of the educational standards. Several common factors influencing the academic status of a particular region are listed hereunder:

- Size of population
- Availability of academic infrastructure
- Budgetary expenditure on education
- Educational policy of the state or local bodies
- Social inequality between boys and girls
- Drastic concerns of casts and untouchability

- Apathy of parents towards education of their children
- Unavailability of suitably qualified teachers
- Accessibility of schools from vicinal locality

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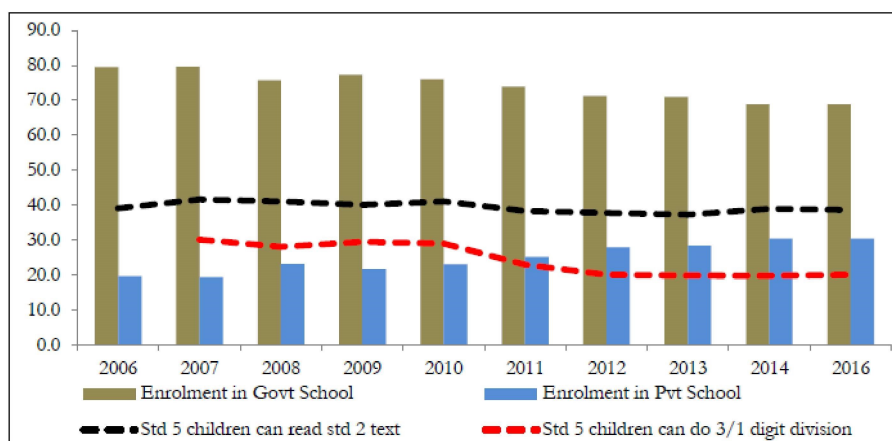
Due to the aforementioned reasons of the severe regional imbalances in education the enrolment of primary students varies widely from one region to the other.

The Economic Survey, 2016-17 mentions the following data regarding the enrolment ratio:

The primary level learning is the foundation on which a child's education is built and it is of great importance to get the same right. The Annual Status on Education Report (ASER) by the Pratham Education Foundation since 2005, highlights shortcomings in the school educational outcomes in India in rural areas.

As per ASER, 2016 at the all India level, the enrolment marginally increased for all age groups between 2014 and 2016. The enrolment for the age group 6-14 increased from 96.7 per cent in 2014 to 96.9 per cent in 2016. The enrolment for the age group 15-16 has also improved marginally for both boys and girls, rising from 83.4 per cent in 2014 to 84.7 per cent in 2016. However, in some states, the proportion of out of school children (age 6-14) increased between 2014 and 2016. These include Madhya Pradesh (from 3.4 per cent to 4.4 per cent), Chhattisgarh (from 2 per cent to 2.8 per cent), and Uttar Pradesh (from 4.9 per cent to 5.3 per cent). In 3 States, namely, Rajasthan (9.7 per cent), Uttar Pradesh (9.9 per cent) and Madhya Pradesh (8.5 per cent) the proportion of out of school girls (age group 11-14) remains more than 8 per cent.

Nationally, the reading ability has improved marginally in early grades in government schools. The proportion of children in Std III who are able to read at least Std I level text has gone up, from 40.2 per cent in 2014 to 42.5 per cent in 2016. The fact that the ASER report compares the skills of Std III children in Std I levels is an example of the state of the learning outcomes of the primary education. The arithmetic skills have also shown marginal improvement in government schools in primary grades. The all India (rural) figures for basic arithmetic have improved slightly for Std III in 2016 as compared to 2014 from 25.4 per cent to 27.7 per cent. This is the first year since 2010, that there is an improvement in arithmetic learning outcomes, which is attributable to improved performance in government schools. However, the trend analysis of the ASER report indicates that the results of the reading and arithmetic skills of the class V Standard have not improved and is an area of concern (Figure 1.6).



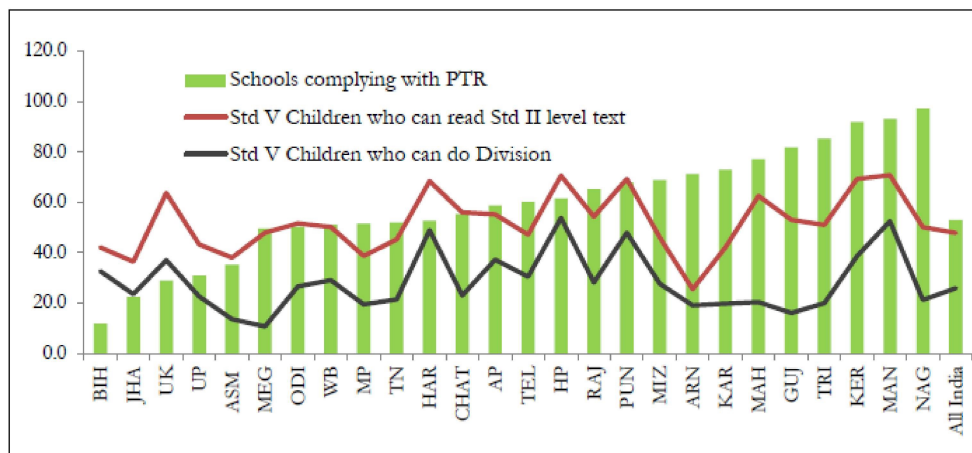
Source: ASER, 2016.

Fig. 1.6 Trends in Enrolment and Learning Status in Primary Schools (per cent) Rural India.

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While ‘The Right of Children to Free and Compulsory Education Act’, 2009 (RTE), has significantly improved the enrolment level in primary schools across the country, the challenge of quality in terms of learning outcomes remains to be addressed, as is evident from data of rural India (Figure 1.6). The problem lies in the approach which focused almost entirely on inputs such as specifications for infrastructure of schools, pupil-teacher ratios, teacher qualifications, teacher salaries, etc. Besides, the overburdening of teachers with administrative responsibilities of schools especially at primary levels has had an adverse impact on learning outcomes. There is a need to shift focus on quality of education by getting the input-outcomes matrix right.

One of the critical inputs needed for improving the learning outcomes is pupil teacher ratio (PTR) which the RTE Act has mandated for each school. However, ASER, 2016 report points out that there is no direct correlation between PTR and learning levels across primary schools in India (Figure 1.7). States complying with PTR provision of RTE Act have lower learning outcomes.



Source: ASER, 2016.

Fig. 1.7. Pupil Teacher Ratio and Learning Levels in Primary Schools, 2016 (per cent) Rural India

Further, the lower learning outcomes may be attributed to input factors such as the absence of professionally qualified and regular teachers, lack of remedial education for class appropriate learning, shortage of IT based teaching aids; performance in schools due to absence of teachers and also students, despite attempts to address the latter through mid-day meals.

Several commissions including the Kothari Commission (1964-66) and National Policy of Education (1986) have put their attention towards this condition and suggested innovative measures to ensure equalization of educational opportunities in all parts of country and to all citizens of the nation. Some of these are listed below:

- Preparing a comprehensive plan for enrolment of all children of admission age.
- Provision of sufficient funds for primary education with the local bodies.
- Counseling parents about the importance of school education for their wards.
- Launching campaigns for promoting education for girls, scheduled casts and scheduled tribes children.
- Ensuring existence of schools with adequate facilities within one kilometer radius of all localities.
- Ensuring availability of essential teaching-learning aids in all schools.

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- Appointment of trained teachers in all primary schools or providing training to the working teachers.
- Appointing at least 50% female teachers at primary level to promote girl education.
- Construction of washroom facilities separately for boys and girls in all schools.
- Launching special drives for enrolling out of school children of appropriate age.
- Providing incentives, nutritious food, uniform and stationary to poor children in primary schools.
- Enhancing the role of central government in planning and funding the schemes of universalisation of primary and elementary education.
- Inviting private sector, corporate and non-governmental organizations (NGOs) in the task of ensuring quality education to the children of particular areas.

As a matter of fact most of the above listed measures are being adopted by various states to achieve equalization of educational opportunities to all and perform better on the national scale of education. If all the states could implement the mentioned measures on priority basis; the regional imbalance in education would be soon a subject of past.

New Education Policy

As per the Report of the Committee for Evolution of the New Education Policy 2016, the core objective of this Policy is to provide information, knowledge, skills, and values; also to instill social attitudes which enable a student to become a good human being, a proud citizen and contribute to the development of the country. Besides imparting quality education, the policy seeks to emphasize the need to foster an interest in India's history, culture and traditions, a respect for all religions and acceptance for the diversity that exists in India. Through education, the policy tries to create an understanding of the need to promote social cohesion and national integration which are essential for the country's progress. In the new technology-driven environment ever more students will become conversant with the tools of modern communication and technology; the Policy recognizes the immense opportunities for using these to promote education at every level.

Education at a Glance

As per the Report of the Committee for Evolution of the New Education Policy 2016, in 2014-15, there were 14 lakh schools in the country imparting elementary education, with a total enrolment of 19.77 crore. Of these, Government schools numbering 11 lakh accounted for an enrolment of 11.9 crore at the elementary level; while 3 lakh private schools catered to 8.56 crore students. Additionally, there were 23,529 unrecognized institutions and 3750 unrecognized Madrasas with an enrolment of 33 lakh at the elementary level in 2014-15. There were a total of 80 lakh teachers at the elementary level, including 47 lakh teachers in Government schools. In 2014-15, more than 8.6% of the total teachers at the elementary level were in private aided schools; 29.9% were in private unaided schools; and 2.6% were in unrecognized schools and Madrasas (U-DISE, 2014-15).

The Gross Enrolment Ratio (GER) at the primary level (grades I-V) was 100.1%; it was 91.2% at the upper primary level (grades VI-VIII) in 2014-15. The Net Enrolment Ratio (NER) was 87.4% at the primary level and 72.5% at the upper primary level. However, the Adjusted NER was 92.1% at primary level and 82.4% at upper primary level in 2014-15. Large number of children continues to leave the school before completing

elementary education. In 2014-15, the retention rate at primary level was 83.7% and it was as low as 67.4% at the elementary level. Roughly, four in every 10 children enrolled in grade I was leaving the school before completing grade VIII U-DISE, 2014-15).

It is also necessary to refer to Gunotsav, a mass assessment process, first introduced in Gujarat in 2009, but now also implemented with variations in some other states as well. It tries to address the above issues and serves as a starting point to achieve 'quality education' at scale. A key focus of Gunotsav is to highlight the levels of student learning (with a focus on basic skills like reading, writing and arithmetic operations in the lower classes and subject knowledge in the higher classes) and provide systematic year-on-year data and insights to improve learning levels in a measurable way.

The surveys indicate that, quantitatively, India is inching closer to the Constitutional and RTE Act guarantee of universal access and participation in elementary education. In 2013-14, the total enrolment at the elementary level (grades I-VIII) in India was 19.89 crore, including 12.1 crore in government schools, and 1.1 crore in aided schools. Girls share in the total enrolment was 48.2% at primary level, and 48.8% at upper primary level. At the all India level, nearly 39% of children enrolled at the elementary level were attending private schools (DISE 2013-14). ASER (Rural), 2014 found that 96.7% of children in the age group 6- 14 years were enrolled in schools in rural India. The survey also found that around 31% of rural children attend private schools.

Encouragingly, at the all-India level, the percentage of older girls (in the 11- 14 age group) not enrolled in school has dropped from 10% in 2006 to close to 5% in 2014. Except for Rajasthan and UP, the figure has dropped significantly for many states, with Bihar showing the steepest decline from 17.6% in 2006 to 5.7% in 2014.

Further, visits to government schools on randomly selected days show an attendance rate of about 71% of enrolled children. However, there is considerable variation in daily attendance across states, ranging from 50-59 per cent in Uttar Pradesh, Bihar, West Bengal and Manipur to over 90 per cent in Tamil Nadu and Kerala.

While the Gross Enrolment Ratio (GRE) is satisfactorily high, the quality of education, in terms of learning outcomes, is undeniably poor, particularly in the government school system. This is a matter of serious concern, since approximately 80% of all recognized schools at the elementary stage are government run or supported.

1.6 SUMMARY

- The history of primary education in India is as old as its civilization. It has been there since the Vedic period. It existed in the Buddhist and Medieval period as well with contemporary modifications.
- The missionaries from Western countries established primary schools of Western standards in various parts of India. These were regularized by the British government to give them a standardized format on the line of the English education.
- After Independence, the government of free India worked meticulously in the light of the constitutions provisions for the universalisation of primary as well as elementary education.
- The Kothari Commission (1964-66), National Policy of Education, 1968, Programme of Action, 1992, and National Curriculum Framework, 2005, did a lot to ensure the provision of quality education to the masses of this vast country.
- Education is like a touchstone to change the course of life of an individual.

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Check Your Progress

7. Name the government scheme which was created particularly for education and empowerment of women in rural areas.
8. What was made essential with the Operation Blackboard?
9. What is meant by regional imbalance in education?

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- The Constitution of India contains as many as 34 provisions related to education. These provisions are in the form of articles, entries, rights to special categories, admission norms, language and special provisions. These provisions are being followed by the government in as areas of school plant such as the structure, management, curriculum, syllabi, special provisions and features of education.
- Article 45 of the directive principles of the state policy provide for universalisation of education. The term universalisation, in this context, means universal provision, universal enrolment and universal retention of students in schools till the completion of their education. To implement this directive of the Constitution Central and state governments have launched several schemes. The prominent among them are Non-Formal Education, National Literacy Mission, National Programme for Nutritional Support to Primary Education, District Primary Education Programme, Lok Jumbish, Mahila Samakhya, Janshala, Operation Blackboard and Sarv Shiksha Abhiyan (SSA).
- Among the schemes of universalisation of education, two centrally-sponsored schemes, viz., Operation Blackboard (OB) and Sarv Shiksha Abhiyan (SSA) are more important due to their nature of objectives and mode of operationalization.
- Operation Blackboard was a centrally-sponsored programme launched in 1987 in pursuance of National Policy of Education, 1986. It aimed at providing the bare minimum crucial facilities to all primary schools in the country especially in the academically backward areas.
- Under the scheme, provision of at least two reasonably large rooms with at least two teachers and essential Teaching-Learning Materials was made essential for every existing primary school.
- During 1993-94 the scheme was extended to cover upper primary schools also by providing at least one room for each extra class.
- Along with the extra classrooms; a headmaster-cum-office room, separate toilets for girls and boys and library room were also recommended. The responsibility for repair or replacement of the impaired teaching-learning equipments was given to the state governments. In 2002-03 this scheme was subsumed in the Sarva Shiksha Abhiyan.
- The other plan Sarv Shiksha Abhiyan (SSA) was also launched by the central government in the year 2000 to achieve Universalisation of Elementary Education (UEE). The need of such programme was felt due to the 86th amendment to the Constitution, which aimed at providing free and compulsory education to the all the children in India between 6-14 years age group as a Fundamental Right.
- The SSA was implemented in partnership with state governments to fulfill the needs of 192 million children in 1.1 million habitats. Its objectives included to open new schools and expand existing school infrastructure, to enhance appointment of inadequate number of teachers and provide training for existing teachers, to provide quality education particularly for girls, children with special needs, scheduled casts, scheduled tribes and tribal children, to strengthen school facilities and infrastructure and to provide grants for developing teaching-learning materials. Results of these two schemes were very positive and encouraging.
- All such schemes were planned and executed to ensure universal quality education to all children of school age but due to the vast size, political divisions, varied socio-cultural and economic standards the goal of universal provision of education is still unfulfilled.

- There are several regions of India which have good academic progress, but many others are lagging far behind even from the national standards. This condition of imbalance of academic facilities in various states is termed as the regional imbalance in education.
- This imbalance is due to several common factors such as size of population, availability of infrastructure, poor economic condition, insufficient expenditure on education, social inequality between boys and girls, untouchability, indifference of parents towards education and non-qualified teachers.

NOTES

1.7 KEY TERMS

- **Primary education:** It is referred to as the first stage of compulsory education.
- **National Literacy Mission:** It is an Indian programme which aims to make 80 million adults in the age group of 15 - 35 literate over an eighty-year period.
- **Lok Jumbish:** It is an innovative project to evade illiteracy through people's active participation.
- **UNICEF:** It is an agency of the United Nations established in 1946 to help governments (esp. in developing countries) improve the health and education of children and their mothers.
- **UNDP:** It is global development network. It advocates for change and connects countries to knowledge, experience and resources to help people build a better life.
- **UNFPA:** It is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity.
- **ILO:** It is one of the oldest components of the UN system of specialized agencies and has been involved over the years in appraising and seeking to improve and regulate conditions for seafarers.

1.8 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The union list has 97 subjects and only six are related to education. These six are: (i) Entry 13 (ii) Entry 62 (iii) Entry 63 (iv) Entry 64 (v) Entry 65 (vi) Entry 66.
2. Article 29 and 30 of the constitution provides that those having a distinct language, script or culture of their own shall have the right to conserve the same.
3. Article 21A was added in the Constitution as the 86th amendment, in the year 2002. It says that – 'The State shall provide free and compulsory education to all children of the age of six to fourteen years.
4. The Constitution of India is a guiding force for central as well as state governments in the areas of the structure, management, curriculum, syllabi and special provisions of education in India.
5. The central government is responsible for planning of education, funding of schemes and establishment as well as management of the institutions of higher education throughout the country. Special schemes and drives like Operation Blackboard, Sarv Shiksha Abhiyan are also conducted by the centre. The central government bears the responsibility of liaisoning with international organizations such as UNESCO and UNICEF.

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6. Universalisation of education is an internationally accepted term for the steps of providing education to all aspirants. These steps are Universal Provision, Universal Enrolment and Universal Retention.
7. Mahila Samakhya is the government scheme which was created particularly for education and empowerment of women in rural areas.
8. Under the Operation Blackboard, provision of at least two reasonably large rooms with at least two teachers and necessary Teaching-Learning Materials was made essential for every existing primary school.
9. Regional imbalance in education means the difference in educational opportunities, enrolment and rate of retention in various regions of the country. In other words the condition of imbalance of academic facilities in various states is termed as the regional imbalance in education.

1.9 QUESTIONS AND EXERCISES

Short-Answer Questions

1. State the entries, related to education, in the union, state and concurrent list.
2. What are the provisions of Article 28 that are related to minority communities?
3. List the objectives of the District Primary Education Programme.
4. What are the objectives of Sarv Shiksha Abhiyan?

Long-Answer Questions

1. Give a list of provisions, since the implementation of the Constitution in 1950 till the inclusion of Article 21A in 2002, after the 86th Amendment in the Constitution.
2. Write a note on the implication of the Constitutional Provisions on Education.
3. Discuss the schemes for universalisation of primary education.
4. Explain the salient features of Operation Blackboard.
5. Describe the effects of regional imbalances in education.

1.10 FURTHER READING

- Bhatnagar, Suresh. 2004. *Education in India*. Meerut: Loyal Book Depot.
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UNIT 2 WASTAGE AND STAGNATION IN EDUCATION

NOTES

Structure

- 2.0 Introduction
- 2.1 Unit Objectives
- 2.2 Meaning and Causes of Wastage and Stagnation
- 2.3 SSA as an Educational Programme and Remedial Measures
 - 2.3.1 Remedial Measures and Expectations
- 2.4 RTE Act 2009 and its Salient Features
- 2.5 Summary
- 2.6 Key Terms
- 2.7 Answers to ‘Check Your Progress’
- 2.8 Questions and Exercises
- 2.9 Further Reading

2.0 INTRODUCTION

Primary education is the elementary education given to individuals. It lays down the foundation of all future education. The basic goals of primary or elementary education are achieving basic literacy and numeracy, and also laying down the foundation stone in language and subjects like science, mathematics, geography, history, and so on. But there are several issues acting as barriers to the universalisation of education. Among these are the important factors of stagnation and wastage. In this unit, you will learn about the factors which are the primary causes of wastage and stagnation in primary education.

At present, in India, education for children between 6–14 years of age is basically termed as primary education (from classes I to VIII). But post the introduction of the SSA in 2001, there have been several changes in the education sector. The most important introduction is the RTE Act and its lending of a legal validity for free and compulsory education. In this unit, you will learn about the salient features of the RTE Act and some important amendments.

2.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Discuss the factors responsible for wastage in primary education
- Describe the causes of stagnation in primary education
- Explain the SSA as an education programme along with remedial measures and expectations
- Discuss the salient features of the RTE Act, 2009

2.2 MEANING AND CAUSES OF WASTAGE AND STAGNATION

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If the education provided and received by a person is of little help in developing his personality or human resource of a country, it is known as the 'wastage' of education. Also, if a bright student does not apply his knowledge either for his or for the society's benefit, it is **wastage**. If there is no change in curriculum and knowledge content in a particular aspect of educational interventions, it can be called 'educational stagnation'.

The problem of wastage and **stagnation** has persisted in Indian primary education since a long time. In 1929, Hartog Committee, a sub-committee of Simon Commission, estimated the loss occurring from wastage and stagnation. It observed that the number of students passing from one class to the next gradually decreases. The data collected from 1922 to 1927, led to the inference that out of 100 students who took admission in class I, only 18 students could finally clear class V examinations. In other words, the remaining 82 students either dropped out of school or failed in different classes, Hartog Committee named these phenomena as wastage (drop-out) and stagnation (failure).

Wastage in primary education

If a child is not able to derive suitable benefit from education, despite employing human labour and financing his education, such finance and human labour would be wastage. Primary education is an integrated unit in itself. A child can derive benefit from his education if he completes the whole unit. If he drops out of school in the middle, the child forgets the learning skills he acquired there. Thus, the expenditure made on his education is wasted. Hartog Committee explained wastage as the withdrawal of children from primary schools without having completed their primary education. The school drop-outs tend to become illiterate once again. According to the Article 45 of the Constitution of India, we say that if a child drops out of school before completing 14 years of age, it leads to educational wastage.

The wastage in primary education pertain to educational, economic, social, health, and administrative causes.

(i) Educational causes: Following are the educational causes related to wastage in primary education:

- (a) Lack of trained teachers in primary schools
- (b) Having the system of punishment in schools
- (c) Lack of school building, teaching aids, etc

In this regard, the following suggestions can be given:

- (a) The school environment should be made lively and attractive for students
- (b) Trained teachers should be appointed in schools

(ii) Economic causes: Generally, children belonging to poor families drop out of schools due to lack of resources for school fee, books, dress and other expenditure. Some parents are so poor that they cannot provide even food to their children. As a result, they too have to help their parents in earning, which results in drop-outs.

This problem can be resolved if the following steps are taken:

- (a) There should be a provision of free education, food, dress, books etc., for poor children.
- (b) Schools should be closed down during crop reaping season.

(iii) Social causes: Wastage also occurs in education due to social and family causes such as: child marriage, orthodox attitude towards scheduled castes, negative attitude towards co-education, neglect of women's education, guardians being illiterate, children required to help in household chores and taking care of younger siblings, and so on.

In this regard, the government and voluntary organizations should organize mass movement for eradicating orthodoxy and untouchability, and provide adult education to make parents literate.

(iv) Physical causes: Physical and mental health of children too raises academic wastage. Children often stop going to school after long illness or physical weakness. They may even find it difficult to attend schools for long hours due to mental and physical weakness arising out of malnutrition.

As a solution to such issues, the school hours should not exceed 4 hours a day, and provision for regular health check-ups of children in schools should be made and implemented.

(v) Administrative causes: The following administrative causes are responsible for educational wastage:

- (a) Ambiguous educational policy
- (b) Lack of necessary facilities in primary schools

In this context, the remedial steps can be to:

- (a) Make the national education policy more clear and feasible
- (b) Make available necessary teaching aids in primary schools

Stagnation in primary education

In the academic field, when a child completes a course in more time than specified, it is called stagnation, because it hinders the course of study and results in wastage of time, energy and money. According to Hartog Committee, stagnation means 'the retention of a child in lower class for a period of more than one year'. However, it remains true that stagnation occurs not only at primary levels. Rather, stagnation in education means the prolonged stay of a child in a given course.

Failure of a child in a class amounts to stagnation in his academic progress, due to which he fails to complete his academic journey on time. If primary education is completed in more than 8 years (5 years for lower primary and 3 years for upper primary), it amounts to stagnation. It results in inferiority complex in the child, and it can even result in giving up studies altogether.

The causes of stagnation can be classified into educational, economic, social, health and administrative causes.

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(i) Educational causes: The chief educational causes responsible for stagnation are as follows:

- (a) Unsuitable curriculum
- (b) Low attendance of students in class
- (c) Lack of teaching aids

The amount of stagnation in this case can be reduced by taking the following measures:

- (a) Constructing the curriculum as per mental ability of students
- (b) Encouraging students to attend school on a daily basis
- (c) Using psychological methods of teaching properly

Further, students should be given books and other study material for free; and parents should be encouraged to give their wards sufficient time for study.

(ii) Social causes: Of the social causes, the following are important:

- (a) To look down upon educating children belonging to scheduled castes or tribes
- (b) Not giving importance to education in poor families

There is need to run mass movements by which such social attitude can be transformed.

(iii) Geographical causes: Students have to travel a long distance between schools and their homes located in far-flung rural, hilly or forested areas. As a result, they turn ill and fail to pay attention in classes. It increases the possibility of their failure. In this regard, it is necessary that primary schools should be so established that they do not travel long distances to attend school.

(iv) Administrative causes: The chief administrative causes are as follows:

- (a) States defective educational policy
- (b) Lack of proper supervision and orthodox attitude that not all students can pass

In this regard, it is necessary that:

- (a) States should reform their policies
- (b) Supervision work should be made effective and orthodox attitude of examiners can be changed

Kothari Commission too studied the problem of wastage and stagnation and made following observations:

- (i) Mixture of different types of students in a class
- (ii) Admission to school being open round the year
- (iii) Irregular attendance and lack of teaching aids with students and schools
- (iv) Examination system being defective

The Commission gave the following recommendations for preventing wastage and stagnation in primary education:

- (i) To consider classes I and II, and III and IV as one unit
- (ii) To bring uniformity at primary education level in the entire country
- (iii) To increase facilities in guidance and counselling

Some other suggestions for resolving the problem of wastage and stagnation as given by the Commission are as follows:

- (i) The Central Government should undertake the following steps:
 - (a) It should allocate 6 per cent of the GDP for education.
 - (b) It should increase it to 10 per cent in the future.
 - (c) It should universalise primary education with financial aid.
 - (d) It should make education easily available.
 - (e) It should formulate compulsory primary education law.

It must be ensured that finances are not misused for Operation Blackboard. In this connection, the following suggestions can be given:

- (a) The accountability of teachers should be fixed.
- (b) The principle of 'money for work' should be enforced.
- (c) A code of conduct should be formulated for teachers and their unions.
- (d) Those teachers shirking work should be punished.
- (e) The curriculum should be made limited, useful and interesting.

Social backwardness should be removed by education. More stress should be laid on compulsory primary education as well as adult education. The means of mass communication should be strengthened and activated.

2.3 SSA AS AN EDUCATIONAL PROGRAMME AND REMEDIAL MEASURES

India is considered to be the second highest populated country of the world, mainly represented by young youths. But in many parts of the state, the young generation are deprived a lot in many ways. Due to several social discriminations, economic backwardness, the children are often a target of all types of problems. And the most significant problem lies in the system of education and that is the problem of drop-out mostly from primary/elementary education levels. In India, only half of the children who get enrolled in class I reach class V; fifty per cent of the children drop-out at the primary level which takes place between class I and II. According to the latest available data, drop-out rate of children between classes I-VIII is 60.70 per cent for male child and 70.05 per cent for female child, 56.43 per cent for scheduled caste male child and 64.24 per cent for scheduled caste female child 71.5 per cent for scheduled tribe male child and 78.43 per cent for scheduled tribe female child. It is therefore very likely that a large number of children perhaps don't actually enrol in school. There are several factors that are responsible for this educational problem. These are:

- Heavy concentration of low academic profile students and unskilled and unqualified teachers are responsible for high rate of drop-out in the schools. Various other factors, like school settings at smaller levels and individualized concentration of students are also responsible for the drop-outs in schools
- Several features of social, economic and domestic life are also some of the responsible factors for the drop-out behaviour among the students

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Check Your Progress

1. Mention two suggestions for correcting the wastage in education due to educational casues.
2. Give examples of social causes leading to wastage in education.
3. List some of the administrative causes for stagnation in education.

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- The fragmentary patterns of poor accomplishment of students in schools, poor marks in exams and absenteeism are the factors resulting in drop-out of children in schools
- Retention in grade
- Composition of the school
- Climate, practices and other resources of the school
- Students whose family income is less
- Students who are parents themselves or the students who are residing in joint and nuclear families and on whom the entire burden of family lies

Looking at the above mentioned factors for drop-outs, it becomes clear that the government and the citizen itself should take special measures to eradicate this problem. Among several strategies, remediation, continuous support and counselling and analysis are the most important strategies that can boost the student to continue in school. In addition, the Government of India has also introduced the concept of Sarva Shiksha Abhiyan (SSA) to remove the problem of drop-out from the educational institution.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is an inclusive programme to accomplish the special goal of Universalization of elementary education. The programme intends to offer valuable and important elementary education for all the children that lie between the age group of 6 to 14. It is a proposal to universalise and advance eminence of education in a mission mode through context, precise planning, decentralized planning and strategy. The programme places stress on the importance of filling all the gaps that are social and gender based at the elementary education level. In other words, one of the most important aim of the SSA plan is to solve the problems of drop-out. We have learnt about this scheme in Unit 1. Here we will study the scheme in further detail.

Major Area of Intervention in Sarva Shiksha Abhiyan (SSA)

- Drop-out in children education
- Improvement in quality of education
- Focus on special group of the society
- Research and evaluation
- Institutional capacity building
- Management structure
- Mobilization of Community
- Civil Functions
- MIS and Monitoring
- Procurement and Finance

Sarv Siksha Abhiyan

The aim of the Sarv Shiksha Abhiyan earlier included objectives like:

- To open schools in the areas without them and to expand existing school infrastructure

- To address the problem of inadequate teachers and provide training for existing teachers
- To provide quality elementary education including life skills with a special focus on the education of girls, children with special needs, scheduled castes, scheduled tribes and tribal children as well
- To ensure and strengthen school facilities and infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants
- To provide grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level

SSA has been operational since 2000-2001. With the passage of the RTE Act, changes need to be incorporated into the SSA approach, strategies and norms. The changes are not merely confined to norms for providing teachers or classrooms, but encompass the vision and approach to elementary education as evidenced in the shift to child entitlements and quality elementary education in regular schools. In this section, we will look at the '**FRAMEWORK FOR IMPLEMENTATION** Based on the Right of Children to Free and Compulsory Education Act, 2009' and its impact on the Sarv Siksha Abhiyan scheme and in the next section, we will discuss the RTE in detail.

Committee on Implementation of RTE Act and the Resultant Revamp of SSA

In September 2009, the Government set up a Committee under the chairpersonship of Shri Anil Bordia, former Union Education Secretary, to suggest follow up action on SSA vis-à-vis the RTE Act. The Committee had a series of interactions with State Education Secretaries, educationists, representatives of teachers' unions, voluntary organizations and civil society organizations. The revised SSA Framework for Implementation is derived from the recommendations of the Committee on Implementation of RTE Act and the Resultant Revamp of SSA, and is intended to demonstrate the harmonization of SSA with the RTE Act. The Committee's report, entitled "Implementation of RTE Act and Resultant Revamp of SSA", submitted in April 2010, was guided by the following principles:

- (i) Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- (ii) Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.
- (iii) Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.
- (iv) Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education

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1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.

- (v) Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- (vi) Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
- (vii) Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

2.3.1 Remedial Measures and Expectations

The following are the remedial measures and expectations from the Sarv Shiksha Abhiyan:

- The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) has been designated as the vehicle for implementing the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.
- Since the inception of SSA in 2000-01 till 31.03.2017, 3.64 lakh new elementary schools, construction of 3.11 lakh school buildings and 18.73 lakh additional classrooms, 2.42 lakh drinking water facilities, 10.36 lakh school toilets and 19.46 lakh teacher posts have been sanctioned to States and UTs. Out of this, 3.59 lakh elementary schools have been opened, 2.93 lakh school buildings and 17.76 lakh additional classrooms have been constructed, 2.32 lakh drinking water facilities have been provided, 9.83 lakh school toilets have been constructed and 15.75 lakh teachers have been recruited as on 31st March, 2017.
- The implementation of SSA is reviewed twice every year by a Joint Review Mission comprising independent experts and external funding agencies covering States. The Ministry of Human Resource Development convenes periodic meetings with State Education Ministers and Secretaries to review the programme implementation. Educational data on outcomes is collected through a Unified District Information System for Education (UDISE) every year. The status of these evaluations and monitoring is placed in the public domain on the Ministry's website. National Achievement Surveys (NAS) are conducted to check the health of the educational system and to provide information about the learning achievement of students.
- The RTE Act, 2009 in its Schedule lays down pupil teacher ration (PTR) for both primary and upper primary schools. At primary level, the PTR should be 30:1 and at the upper primary level, it should be 35:1. As per UDISE 2015-16, the PTR at national level for elementary schools is 25:1.
- The recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments and UT Administrations. The Central Government has been consistently pursuing the matter of expeditious recruitment and redeployment of teachers with the States and UTs at various fora. Advisories on this issue have also been issued to States and UTs from time to time.
- As per an independent survey commissioned in 2014 by Ministry of Human Resource Development, 60.64 lakh children were estimated to be out of school in the age group of 6 to 13.

- Universal enrolment is the first goal of SSA, and hence all efforts are being made to bring all children in schools. SSA has provided 2.06 lakh primary and 1.61 lakh upper primary schools for ensuring universal provisioning of schooling facilities. Preference for opening of school is given to tribal areas, and areas with high concentration of Scheduled Caste, Scheduled Tribe and minority population. In addition, 3729 Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls at upper primary level, have also been sanctioned to the States for improving access to marginalised girls particularly out of school, either drop out or never enrolled.
- Under SSA, provisions have also been made for residential schools/hostels and transportation/escort facility for children living in sparsely populated areas, children living in areas where schools cannot be opened due to unavailability of land and children in need of care and protection. Special training is also provided to all such children who are school dropouts and long absentees and they are enrolled in “back to school” camps.
- Additionally, other strategies adopted under SSA such as strengthening school infrastructure, improving pupil-teacher ratios, providing incentives like free textbooks, uniforms for eligible category of children and mid-day meal in schools have proved to be useful in increasing the enrolment of children in elementary schools.

Other measures include

- Department of School Education and Niti Aayog has developed a School Education Quality Index (SEQI) in consultation with all States and UTs. This index aims to institutionalize a focus on improving education outcomes (learning, access, equity) as the principle aim of school education policy in India.
- ShaGun a web portal (from the words Shaala and Gunvatta) is being developed by Ministry of HRD. It has two components i.e. one is a Repository of best practices, photographs, videos, studies, newspaper articles etc on elementary education, State /UT wise. These would be in the public domain with the purpose to provide a platform for all stakeholders to learn from success stories of each other. This would also instill a positive competitive spirit among all the States and UTs.
- There have been launched several sub-programmes under the SSA to cover different aspects of quality of education: Padhe Bharat Badhe Bharat, Rashtriya Avishkar Abhiyan, and Vidyanjali. CCE, annual National Achievement Survey, remedial classes, no detention policy, publishing of learning outcomes, etc.

2.4 RTE ACT 2009 AND ITS SALIENT FEATURES

The statement of object of Right to Free and Compulsory Education Act (2009) clearly states: ‘The proposed legislation is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all. The provision of free and compulsory education of satisfactory quality to children from disadvantaged and weaker sections is, therefore, not merely the responsibility of schools run or supported by the appropriate governments, but also of schools which are not dependent on government funds.’

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Check Your Progress

4. How is educational data collected under the Sarv Shiksha Abhiyan?
5. What is the name of the web portal developed by the Ministry of HRD?

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It clarifies that ‘**compulsory education**’ means an obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the age group of 6–14. A child shall be admitted in Grade I only after attaining the age of five years and 10 months before the beginning of the academic year. It makes provisions for a non-admitted child to be admitted to an age appropriate class. Children with severe or profound disability, who are unable to attend a neighbourhood school, have the right to be provided education in an appropriate environment. It shall be the duty of every parent or guardian to admit the child to a neighbourhood school for elementary education, and that no child should be denied admission for lack of age proof, and neither held back in class up to class VIII.

If a parent/guardian persistently defaults in discharging this responsibility, the School Management Committees (SMCs) may direct him/her to perform compulsory community service by way of child care in the school. All government schools will be managed by the SMCs, mostly composed of parents, and National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

The Act bars capitation fees, making it a punishable offence with fines ‘up to 10 times of the capitation fee charged’. It also makes screening of students a punishable offence with the fines up to 25,000 rupees for the first contravention, and rupees 50,000 for subsequent contravention. The Act also seeks to ban private tuition classes by teachers and ensure that no child is subjected to physical punishment or mental harassment. There will be no non-formal schools and teachers will have to possess qualifications as defined in the National Council for Teacher Education Act, 1993.

The provisions also mandate that no child shall be required to pass any Board examination till completion of elementary education and that no school, other than a school established, owned or controlled by the government or the local authority, shall, after the commencement of the Act, be established or will function, without obtaining a certificate or recognition from authority. Any school being operated without recognition will attract penal action, ‘the recognition to it would be withdrawn and if any person still continued to run the school, he or she would be liable to pay up to one lakh rupees fine’.

In case of any grievance on the establishment, provisioning and management of a school, a person may submit a written representation to the SMC/ local authority, which shall take appropriate action and inform the applicant within 90 days. If the applicant is unsatisfied with such action, he/she may submit a representation to such authority as prescribed (by the state/union territory/Central Government), which shall take appropriate action and inform the applicant within 90 days. The state/union territory government may form a state-level regulatory authority for inquiring into grievances. Therefore, one may summarize the provisions in the following broad heads:

- Free and compulsory education to all children of India in the age group of 6–14.
- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education.
- A child who completes elementary education (up to class VIII) shall be awarded a certificate.
- Calls for a fixed student–teacher ratio.

- Provides for 25 per cent reservation for economically disadvantaged communities in admission to Class I in all private schools.
- Mandates improvement in quality of education.
- School teachers need to have adequate professional degree within five years, or else they will lose job.
- School infrastructure (where there is problem) need to be improved in three years, else recognition cancelled.
- Financial burden will be shared between the state governments and the Central Government.

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‘Right to Schooling’ and ‘Right to Education’ are symbiotic, but they are distinct in their manifestations. Equal opportunity is needed not only in access to schooling, but also in the conditions for success of the attainment of learning. The concept of neighbourhood school, for instance, articulated in the report of Education Commission (1964–66) is now an important provision of the Act.

No textbook and learning material shall be allowed to go into the hands of the child until it has been certified and approved by some academic authority. The states may have to set up standing committees to perform this role on a continuing basis. All-round development of the child requires physical, intellectual, emotional and spiritual development. Implications of the content and process of education require to be spelt out.

Methodology of building up child’s knowledge, potentiality and talent along with development of physical and mental ability to the fullest extent will have to be worked out and teachers’ oriented appropriately. Benchmarks will have to be laid down for making the child free of fear, trauma and anxiety so that the teachers remain conscious of the framework of education they have to deliver under this Act. The pivot of the educational reform lies in the total transformation of the modalities of teacher preparation through revamping of the teacher education curriculum which should address the concerns related to the provisions of the Act.

Proposed amendments in the Act

Human Resource Development (HRD) Ministry has admitted that a section of the Act pertaining to ‘disadvantaged sections’ will have to be changed as it does not cover all disabled children. According to the proposed amendment, the Act will now include children covered under the National Trust Act and any other law that deals with those suffering from mental and physical disorders. While the Ministry was earlier planning to incorporate enabling provisions in the rules to be framed for the Act, it was later felt that rules alone would not suffice to meet the concerns of the disabled.

The Act proposes free and compulsory education to all children aged between 6–14 years, making it binding on all public and private schools to reserve 25 per cent of their seats for children from ‘disadvantaged sections’. Section 3 states that ‘disadvantaged sections’ cover children with disabilities as specified under the Persons with Disabilities Act—an Act that is not very comprehensive as it leaves out several disabilities like cerebral palsy, autism and other mental disorders.

Activists say that where the Bill does define ‘disability’, it takes the meaning as given in the Disability Act of 1995, which covers people with physical disabilities only.

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They point out that India was one of the first countries to ratify the UN Convention on Rights of Persons with Disabilities, in October 2007, which says: ‘State parties shall ensure that persons with disability are not excluded from the general education system on the basis of disability and that children with disabilities are not excluded from free and compulsory primary education or from secondary education on the basis of disability.’

Following on the lines of the Constitutional Amendment, the Act limits its ambit to children between the ages of 6 and 14. As any parent or teacher will agree, education up to Class VIII is hardly enough to equip a child with the basic skills needed either for gainful employment or even to make an individual equipped to function with a basic degree of self-reliance and empowerment. After all, this is the right to education, and not the right to literacy and numeracy alone. By limiting free education between Classes I and VIII, we are offering low educational standards to all children, a decision that impacts the poorest section of the society very badly. This selection of the 6–14 age group, therefore, is arbitrary and actively countermands the country’s promise to its children, of making education available, accessible and acceptable.

To make any real impact on children’s lives, India needs to spend at least 10 per cent of GDP on school education and health. Currently, the spending on schooling is 1.28 per cent (the total government outlay is 3.3 per cent) of GDP. Instead of investing public resources, we, as a country, are opening up a core sector to private players—a move that goes against both short- and long-term interests of children. In order to make the structural implementation of the Act more holistic, there is a need to undertake following steps:

- (i) Preparation of compensatory education material, which are pedagogically sound and relevant to the admission of children to the age appropriate class, along with developing and enforcing standards for training teachers.
- (ii) Defining physical punishment or mental harassment.
- (iii) Designing instruments of ensuring completion by teacher of entire curriculum within the specified time, and also for assessing the learning ability of each child.

The instruments for these parameters will need to be designed if some significant change is to be seen in the enhanced learning for the children. There is an urgent need to draft the ancillary mechanisms i.e., rules and other modalities in order to ensure faster and more efficient implementation of the Act as to what is at stake is the interests of the torchbearers of the future.

2.5 SUMMARY

Check Your Progress

6. What does the term ‘compulsory education’ mean in the Right to Free and Compulsory Education Act?
7. How are the phrases ‘right to schooling’ and ‘right to education’ distinct?

- If the education provided and received by a person is of little help in developing his personality or human resource of a country, it is known as the ‘wastage’ of education.
- If a child is not able to derive suitable benefit from education, despite employing human labour and financing his education, such finance and human labour would be wastage.
- The wastage in primary education pertain to education, economic, social, health. And administrative causes.
- In the academic field, when a child completes a course in more time than specified, it is called stagnation, because it hinders the course of study and results in wastage of time, energy and money.

- Failure of child in a class amounts to stagnation in his academic progress, due to which he fails to complete his academic journey on time. It results in inferiority complex in the child, and it can even result in giving up studies altogether.
- The causes of stagnation can be classified into educational, economic, social, health and administrative causes.
- In India, due to several social discriminations, economic backwardness, the children are often a target of all types of problems. And the most significant problem lies in the system of education and that is the problem of drop-out mostly from primary/ elementary education levels.
- The following are among the several factors responsible for this educational problem: heavy concentration of low academic profile students and unskilled teachers, several social, economic and domestic problems, poor accomplishments in schools, retention in grade, composition of school, family income, etc.
- Among several strategies, remediation, continuous support and counselling and analysis are the most important strategies that can boost the students to continue in schools.
- Sarv Shiksha Abhiyan is an inclusive programme to accomplish the special goal of universalisation of elementary education and it started in 2001. The programme places stress on the importance of filling all the gaps that are social and gender based at the elementary education level.
- The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) has been designated as the vehicle for implementing the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.
- Around 3.11 lakh school buildings and 18.73 lakh additional classrooms, 2.42 lakh drinking water facilities, 10.36 lakh school toilets and 19.46 lakh teacher posts have been sanctioned to States and UTs. Out of this, 3.59 lakh elementary schools have been opened, 2.93 lakh school buildings and 17.76 lakh additional classrooms have been constructed, 2.32 lakh drinking water facilities have been provided, 9.83 lakh school toilets have been constructed and 15.75 lakh teachers have been recruited as on 31st March, 2017.
- Universal enrolment is the first goal of SSA, and hence all efforts are being made to bring all children in schools. SSA has provided 2.06 lakh primary and 1.61 lakh upper primary schools for ensuring universal provisioning of schooling facilities. Preference for opening of school is given to tribal areas, and areas with high concentration of Scheduled Caste, Scheduled Tribe and minority population.
- Strategies adopted under SSA such as strengthening school infrastructure, improving pupil-teacher ratios, providing incentives like free textbooks, uniforms for eligible category of children and mid-day meal in schools have proved to be useful in increasing the enrolment of children in elementary schools.
- The statement of object of Right to Free and Compulsory Education Act (2009) clearly states: The proposed legislation is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all.
- The term 'compulsory education' means an obligation of the appropriate government to provide free elementary education and sure compulsory admission,

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attendance and completion of elementary education to every child in the age group of 6-14.

- If a parent/guardian persistently defaults in discharging this responsibility, the School Management Committees may direct him/her to perform compulsory community service by way of child care in the school.
- The amendment to the RTE Act now proposes free and compulsory education to all children aged between 6-14 years, making it binding on all public and private schools to reserve 25 per cent of their seats for children from 'disadvantaged sections'.

2.6 KEY TERMS

- **Wastage:** If the education provided and received by a person is of little help in developing his personality or human resource of a country it is wastage.
- **Stagnation:** In education, it means the prolonged stay of a child in a given course.
- **SSA:** It is a programme that intends to offer valuable and important elementary education for all the children that lie between the age group of 6 to 14.
- **Compulsory education:** An obligation of the appropriate government to provide free elementary education, and ensure compulsory admission, attendance and completion of elementary education.

2.7 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The following suggestions can be given to correct wastage in education due to educational problems:
 - (a) The school environment should be made lively and attractive for students
 - (b) Trained teachers should be appointed in schools
2. Some examples of social causes leading to wastage in education are: child marriage, orthodox attitude towards scheduled castes, negative attitude towards co-education, neglect of women's education, guardians being illiterate, children required to help in household chores and taking care of younger siblings, and so on.
3. The following are the chief administrative causes for stagnation in education:
 - (a) State's defective education
 - (b) Lack of proper supervision and orthodox attitude that not all students can pass
4. Educational data on outcomes is collected through a Unified District Information System for Education (UDISE) every year. The status of these evaluations and monitoring is placed in the public domain on the Ministry's website. National Achievement Surveys (NAS) are conducted to check the health of the educational system and to provide information about the learning achievement of students.
5. ShaGun (from the words Shaala and Gunvatta) is the web portal developed by Ministry of HRD.
6. The term 'compulsory education' in the Right to Free and Compulsory Education Act, means an obligation of the appropriate government to provide free elementary

education and ensure compulsory admission, attendance and completion of elementary education to every child in the age group of 6-14.

7. 'Right to Schooling' and 'Right to Education' are symbiotic, but they are distinct in their manifestations. Equal opportunity is needed not only in access to schooling, but also in the conditions for success of the attainment of learning.

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2.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is wastage in education?
2. Briefly state the problem of wastage and stagnation as studied by the Kothari Commission.
3. What are the factors responsible for education in India?
4. Discuss briefly the remedies and expectations for SSA.
5. What are the major areas of intervention in Sarva Shiksha Abhiyan?

Long-Answer Questions

1. Explain the causes of wastage in primary education in India.
2. Describe the causes of stagnation in primary education. Also list the solutions.
3. Discuss the Right to Free and Compulsory Education Act in India.
4. Describe the proposed amendments in the RTE Act.

2.9 FURTHER READING

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Economic Survey 2016-17

UNIT 3 ADULT AND NON-FORMAL EDUCATION

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- 3.0 Introduction
- 3.1 Unit Objectives
- 3.2 Adult Education: Meaning, Significance, Scope, Achievement and Remedial Measures
- 3.3 Non-Formal Education: Meaning, Significance and Scope
 - 3.3.1 Continuing Education
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- 3.7 Answers to 'Check Your Progress'
- 3.8 Questions and Exercises
- 3.9 Further Reading

3.0 INTRODUCTION

The boundaries of the education as a sector extends beyond the primary, secondary and higher education. These can be categorized as formal system of education. There are also certain types of education which are non-conventional in nature, essentially, functioning beyond the infrastructure, age, qualification and other factors. These are termed as adult and non-formal education. Some examples of these types of education include distance learning, open learning, correspondence learning, adult education and inclusive education. These types of education make up for the population who are not able to receive or complete formal education due to varied reasons.

Adult education is specially focused on those beyond the age of formal education, distance learning can be used by those who are geographically or work wise restricted. There exist innumerable opinions related to the meaning of inclusive education and how it can be utilized to serve children with disabilities. In this unit, we will discuss in detail about adult and formal education. This will also include a picture of the society in the current times and the government initiatives in the field.

3.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Discuss the meaning and remedial measures of adult education
- List the government initiatives in the adult education sector
- Describe the scope, types and significance of non-formal education
- Discuss distance education and open education
- Explain the meaning and history of inclusive education in India

3.2 ADULT EDUCATION: MEANING, SIGNIFICANCE, SCOPE, ACHIEVEMENT AND REMEDIAL MEASURES

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Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development (Vocational Education) and equivalency. With the objective of promoting adult education, a series of programmes have been introduced since the First Five Year Plan, the most prominent being the National Literacy Mission (NLM), that was launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner. By the end of the 10th Plan period, NLM had made 127.45 million persons literate, of which, 60 per cent were females, 23 per cent belonged to Scheduled Castes (SCs) and 12 per cent to Scheduled Tribes (STs). 597 districts were covered under Total Literacy Campaigns of which 502 reached Post Literacy stage and 328 reached Continuing Education stage.

Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46 per cent where the male literacy rate is over 80 per cent. Census of 2011 also revealed that gender and regional disparities in literacy continued to persist. Therefore, to bolster Adult Education and Skill Development, Government of India introduced two schemes, namely Saakshar Bharat and Scheme for Support to Voluntary Agencies for Adult Education and Skill Development, during the 11th Plan. Saakshar Bharat, the new variant of earlier NLM, set following goals: to raise literacy rate to 80 per cent, to reduce gender gap to 10 per cent and minimize regional and social disparities, with focus on Women, SCs, STs, Minorities, other disadvantaged groups. All those districts that had female literacy rate below 50 per cent as per census 2001 including Left Wing Extremism affected districts irrespective of literacy level are being covered under the programme.

Literacy Scenario of India

- Census 2011 revealed that Literacy in India has made remarkable strides. Literacy rate of India stands at 72.98 per cent. Overall Literacy rate has grown by 8.14 percent points in the last decade (64.84 per cent in 2001 & 72.98 per cent in 2011). The male literacy rate has grown by 5.62 percent points (75.26 per cent in 2001 & 80.88 per cent in 2011) whereas female literacy rate 10.96 percent points (53.67 per cent in 2001 & 64.63 per cent in 2011). Number of illiterates (7+ age group) decreased from 304.10 million in 2001 to 282.70 million in 2011.
- States reported with literacy rate greater than 90 per cent: Kerala (94 per cent, Lakshadweep (91.85 per cent) and Mizoram (91.33 per cent).
- States with literacy rate between national average (72.98 per cent) and below 90 per cent : Tripura (87.22 per cent), Goa (88.70 per cent), Daman & Diu (87.10 per cent), Puducherry (85.85 per cent), Chandigarh (86.05 per cent), Delhi (86.21 per cent), A&N Islands (86.63 per cent), Himachal Pradesh (82.80 per cent), Maharashtra (82.34 per cent), Sikkim (81.42 per cent) Tamil Nadu (80.09 per cent), Nagaland (79.55 per cent), Manipur (76.94 per cent), Uttarakhand (78.82 per cent), Gujarat (78.03 per cent), Dadra & Nagar Haveli (76.24 per cent), West Bengal (76.26 per cent), Punjab (75.84 per cent), Haryana (75.55 per cent), Karnataka (75.36 per cent) and Meghalaya (74.43 per cent).

- Literacy rate in rural areas stands at 67.77 per cent with rural male literacy rate 77.15 per cent and rural female literacy rate 57.93 per cent. Whereas literacy rate in urban areas stands at 84.11 per cent with urban male literacy rate at 88.76 per cent and urban female literacy at 79.11 per cent.
- Literacy rate of SCs stands at 66.07 per cent (Male SCs 75.17 per cent & Female SCs 56.46 per cent). Whereas Literacy rate of STs stands at 58.95 per cent (Male STs 68.51 per cent & Female STs 49.36 per cent).
- Gender disparity in literacy rates declined by 5.34 per cent points from 21.59 per cent points in 2001 to 16.25 per cent points in 2001-2011. There has been a continuous decrease in gender gap in literacy since 1991 (24.84 per cent points).

Let us now look at some of the important government initiatives in the field of adult education:

1. National Literacy Mission Authority

Adult Education is a Concurrent Subject with both Central and State Governments being required to contribute to its promotion and strengthening. At the national level, National Literacy Mission Authority (NLMA), an autonomous wing of MHRD is the nodal agency for overall planning and management and funding of Adult Education Programmes and institutions. Its inter – ministerial General Council and Executive Committee are the two policy and executive bodies.

Presently, the provision of adult education is through the Saakshar Bharat Programme (SBP) which is a centrally sponsored scheme. The National Literacy Mission Authority (NLMA), is the Nodal Agency at the National level. The Joint Secretary (Adult Education) is the ex – officio Director General of NLMA. It was set up in 1988 with the approval of the Cabinet as an independent and autonomous wing of the Ministry of HRD (the then Department of Education). The Cabinet vested NLMA with full executive and financial powers in the sphere of work.

National Literacy Mission Authority is mandated with

- Policy and planning;
- Developmental and promotional activities;
- Operational functions including assistance to voluntary agencies and other NGOs,
- Technology demonstration
- Leadership training
- Resource development including media and materials
- Research and development
- Monitoring and evaluation etc.

The Council of NLMA

Is the apex body of NLMA, headed by Minister of Human Resource Development and consists of, among others, Ministers of Panchayati Raj, Rural Development, Minority Affairs, Information and Broadcasting, Health and Family Welfare, Youth Affairs and Sports, Social Justice and Empowerment, Women and Child Development, senior level political leaders of the main political parties, three Members of Parliament, Education Ministers of six States etc.

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Executive Committee

The Executive Committee is responsible to carry out all the functions of the Authority in accordance with the policy and guidelines laid down by the Council. It strives for proper implementation of policies and incorporation of latest developments in the field of adult education. It is headed by Secretary (SE&L) and comprises of Adviser (Education), Planning Commission, Additional Secretary & Financial Adviser in Ministry of HRD, Chairman of National Institute of Open Schooling, some State Directors of Adult Education, and officials of the State Governments, representatives of SRCs and JSSs as well as non-official members.

2. Directorate of Adult Education

Directorate of Adult Education originated from National Fundamental Education Centre (NFEC), which was set up by Govt. of India in the year 1956. This Centre was renamed as Department of Adult Education and made part of the National Institute of Education under the N.C.E.R.T. in 1961. Following the Government thrust on adult education resulting in substantial increase in adult education activities/programmes in the country, this department separated from N.C.E.R.T. and was given an independent identity in the year 1971. For sometime, it was also known as Directorate of Non-Formal (Adult) Education and ultimately the Directorate of Adult Education. Over the years, the Directorate has considerably expanded both in size and coverage of activities in the field of adult education/literacy. At present this Directorate enjoys the status of a subordinate office under the Department of School Education & Literacy, Ministry of Human Resource Development, Govt. of India.

The main functions of Directorate of Adult Education are as follows:

- Provide academic and technical resource support to National Literacy Mission.
- Prepare guidelines for development of teaching-learning materials.
- Organize training and orientation programmes.
- Monitor the progress and status of literacy campaigns and to provide regular feedback to National Literacy Mission.
- Produce media materials and harnessing of all kinds of media i.e. electronic, print, traditional and folk media for furtherance of the objectives of National Literacy Mission.
- Provide of regular feed back to the NLM about the findings of concurrent and external evaluations of literacy campaigns conducted through social science research institutions.
- Coordination, collaboration and networking with all the Zila Saksharta Samitis, State Literacy Mission Authorities, State Resource Centres, Jan Shikshan Sansthans and other institutions / agencies for continuous improvement of content and process of adult education programmes on behalf of NLM.

3. Saakshar Bharat

Saakshar Bharat Programme goes beyond '3' R's (i.e. Reading, Writing & Arithmetic) ; for it also seeks to create awareness of social disparities and a person's deprivation on the means for its amelioration and general well being. This programme was formulated in 2009 with the objective of achieving 80 per cent literacy level at national level, by focusing on adult women literacy seeking – to reduce the gap between male and female

literacy to not more than 10 percentage points.

It has four broader objectives, namely imparting functional literacy and numeracy to non-literates; acquiring equivalency to formal educational system; imparting relevant skill development programme; and promote a leaning society by providing opportunities for continuing education. The principal target of the programme is to impart functional literacy to 70 million non-literate adults in the age group of 15 years and beyond. This includes coverage of 14 million Scheduled Castes(SCs), 8 million Scheduled Tribes(STs), 12 million minorities & 36 million others. The overall coverage of women is aimed at 60 million. 410 districts belonging to 27 States/UTs of the country were identified to be covered under Saakshar Bharat.

Eligibility criteria for coverage under Saakshar Bharat. - A district, including a new district carved out of an erstwhile district that had adult female literacy rate of 50 per cent or below, as per 2001 census, were considered eligible for coverage under the Saakshar Bharat programme. In addition, all left wing extremism-affected districts, irrespective of their literacy rate, were also eligible for coverage under the programme. There were 365 districts in the country that had adult female literacy rate of 50 per cent or below. Home Ministry had declared 35 districts as left wing extremism affected districts. However, 30 left wing extremism affected districts also had adult female literacy of 50 per cent or below. Initially 370 having the adult female literacy of 50 per cent or below as per 2001 census that qualified for coverage under the programme. Since 2001, several eligible districts have been bifurcated or trifurcated. This has raised the total number of eligible districts including 35 which are left wing extremism affected districts. Programme provides for coverage of only rural areas in the eligible districts.

4. Scheme of Support to NGOs for Adult Education and Skill Development

The Programme of Action (POA) to operationalize National Policy on Education, 1986, inter-alia, envisaged development of a genuine partnership between the Government and non- Government Organizations (NGOs) and stipulated that government would take positive steps to promote their wider involvement in eradication of illiteracy by providing due support to them. To promote Adult Education, particularly in 15-35 age group, through voluntary sector, the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, has been providing support to Voluntary Agencies (VA) through two separate schemes, namely (i) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan Shikshan Sansthan. The former is conceptualized as an overarching programme to encourage innovation and creativity in literacy and continuing education. It includes establishment of State Resource Centers for technical and academic support to adult education. Jan Shikshan Sansthan, on the other hand, provide vocational education skill development training to those having no or rudimentary level of education.

The Government have now decided to merge both the schemes and rename the modified scheme as “Scheme of Support to Voluntary Agencies for Adult Education and Skill Development” and continue to support the Voluntary Agencies on project to project basis. Thus the new scheme subsumes the erstwhile NGO based schemes of the National Literacy Mission. Besides revised parameters, enhanced financial assistance has been provided under some of the components of the revised scheme. The scheme will be administered through a new set of guidelines and terms & conditions, as specified by the Government from time to time.

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Scheme Objective

The main objective of the scheme is to secure extensive, as well as, intensive involvement of voluntary sector in the endeavours of the Government to promote functional literacy, skill development and continuing education, particularly in 15-35 age group, under the over all umbrella of National Literacy Mission (NLM). The Scheme will, thus, strive to achieve, through voluntary effort, the overall objectives of NLM, which include:

- Achieving self-reliance in literacy and numeracy
- Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organization and participation in the process of development
- Acquiring skills to improve the economic status and general well being
- Imbibing the values of national integration, conservation of the environment women's equality, observance of small family norms, etc.

Components of this Scheme

- State Resource Centers
- Jan Shikshan Sansthan
- Assistance to Voluntary Agencies

Let's have a brief look at them.

(a) State Resource Centre

The State Resource Centre(s) (SRCs) are mandated to provide academic and technical resource support to adult and continuing education through development and production of material and training modules. In addition SRC would be required to conduct motivational and environmental building, action research and evaluation and monitoring.

Scope of Work

- Preparation of teaching learning and training material for Adult Education programme
- Training literacy Functionaries
- Action Research
- Evaluation and monitoring of literacy projects
- Undertaking innovative projects to identify future needs Adult Education programme
- Any other function incidental to accomplishment of the overall objectives of the NLM or specifically assigned by the Ministry of Human Resource Development, Government of India.

Categorization of State Resource Centres

The State Resource Centres, based on the workload and size of their programme in the area of their jurisdiction, are categorized into two categories, namely, Category 'A' and Category 'B'. Different quantum of assistance has been provided for each category.

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New State Resource Centres

Under the programme 14 new State Resource Centres in Category 'B' were required to be set up. While setting up the new State Resource Centres, priority is to be given to States that do not have any SRC but where literacy levels, as per 2001 census, is below the national average. States with more than 20 districts would be facilitated to set up one additional State Resource Centres, while States with more than 30 districts would be eligible for a total of 3 State resource Centres. In exceptional circumstances proposals from other States may also be considered.

Pattern of Financial Assistance

The State Resource Centres are provided an annual recurring grant for Programme, Emoluments and Office Expenses, in the ratio of 45:45:10 as follows:

Budget Head	Category "A" (₹lakh)	Category "B" (₹ lakh)
Programmes	45	31.5
Emoluments	45	31.5
Office Expenses	10	07.0
Total	100	70

The SRCs have the flexibility in the number of staff appointed. Depending on the need and availability of funds, one time infrastructure grant of Rs 50 Lakhs may also be provided only to the new State Resource Centers.

Planning Monitoring Evaluation and Capacity building

Directorate of Adult Education, Department of School Education and Literacy, Ministry of Human Resources, Government of India, is responsible for planning, monitoring, evaluation and capacity building of all the SRCs.

(b) Jan Shikshan Sansthan

Jan Shikshan Sansthan (JSSs) are established to provide vocational training to non-literate, neo-literate, as well as school drop outs by identifying skills as would have a market in the region of their establishment.

Scope of Work

The Scope of Work of Jan Shikshan Sansthan (JSSs) will include the following:

- Develop/ Source appropriate curriculum and training modules covering vocational elements general awareness and life enrichment components.
- Wherever possible, JSS are encouraged to undertake
- Training equivalent to courses designed by the Directorate of Adult education, National Institute of Open Schooling and Director General Employment & Training.
- Provide training to a pool of resource persons and master trainers for conducting training as also availability of infrastructure and training – specific equipment.
- Administer simple tests and award certificates
- Network with employers and industries for trainees to get suitable placements.

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Categorisation of Jan Shikshan Sansthan (JSSs)

Jan Shikshan Sansthan (JSSs), have been categorized into three categories, namely, Category 'A', Category 'B' and Category 'C'. Different quantum of assistance has been provided for each category.

Pattern of Financial Assistance

With effect from 1-04-09 all the JSSs are being provided enhanced assistance, at the revised rates, as follows:

Budget Head	Category "A" (₹lakh)	Category "B" (₹lakh)	Category "C" (₹lakh)
Emoluments	16	15	13
Programme	19	15	13
Office Expenses	5	5	4
Recurring (Total)	40	35	30
Non- Recurring (for infrastructure and equipments)	One time grant of Rs. 15 Lakhs only to the NEW JSSs.		

Monitoring and Evaluation

Directorate of Adult Education, Department of School Education and Literacy, Ministry of Human Resources, Government of India/ National Literacy Mission will be responsible for Monitoring and Evaluation.

(c) Assistance to Voluntary Agencies

Proposals from Voluntary Agencies, under this component, will be considered on project to project basis.

Scope of Work

Assistance to Voluntary Agencies will be considered for undertaking projects of basic literacy/under Sakshar Bharat/continuing education and other projects relevant to accomplishment of overall activities of the Scheme and launching of target specific need based and innovative programme such as Equivalency Programmes.

Number of Projects to be Assisted

Number of Projects that may be assisted under this Programme are not pre- determined shall be dependent on the financial resources available with the Ministry. Applications for grant against this component are invited through advertisement in newspaper and only such application which are submitted in response to such advertisement and within the period specified therein are eligible for consideration.

Pattern of Financial Assistance

The financial assistance shall be provided to VAs on project to project basis. The projects and budget submitted by the VAs will be examined and considered by the Grant-in-Aid Committee (GIAC) and financial assistance provided to the VAs as approved by the GIAC.

Monitoring and Evaluation

Directorate of Adult Education, Department of School Education and Literacy, Ministry of Human Resources, Government of India/ National Literacy Mission will be responsible for Monitoring and Evaluation.

Eligibility

All the three programme of the Scheme are open to only such Public charitable Trusts, not-for-profit companies registered under 25C of Companies Act and registered Societies as would meet the eligibility criteria fixed by the Government of India.

3.3 NON-FORMAL EDUCATION: MEANING, SIGNIFICANCE AND SCOPE

Any organized educational activity outside the formal education system, whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives, is termed as 'non-formal education'. The non-formal education usually embraces all forms of learning activities that are basically organized outside the formal education system such as distance education, hobby courses, etc.

While defining non-formal education, famous thinker P. H. Coombs stated that non-formal education is 'any organized programme of learning, carried on outside the framework, the rule and logistics of the formal education system'.

In the words of R. G. Paulsten, non-formal education is 'structured systematic non-school educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioural changes in fairly target population'.

Thus, the programme of non-formal education is a significant step to boost the education system of a country.

Essential features of non-formal education

The following are the essential features of the non-formal education:

- **A support system:** Non-formal education is not an alternative to the formal education system. It is a support system or a support service to the formal education system to realize the goal of Universalization of Elementary Education (UEE).
- **Out-of-school children:** Non-formal education caters to the needs of out-of-school children in the age group of 6–14. Children who have never been enrolled in a school, children who have dropped out of the school and girls the children who belong to SC/ST, rural communities and urban slums are primarily beneficiaries of the non-formal education system.
- **A flexible system:** Children can be enrolled in the non-formal education centre at any age, not necessarily at the age of six. There is no fixed age of entry, no fixed time table, in fact, nothing is rigidly followed in the non-formal education centre. Classes can be held in the morning, afternoon or even in the evening depending on the convenience of the local beneficiaries. Therefore, so children who work in the fields or are engaged in household works can be enrolled in the non-formal education centres.

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Check Your Progress

1. Name the most prominent programme launched by the Government of India for promoting adult education.
2. Which entity provides academic and technical resource support to National Literacy Mission?
3. State the four broader objectives of the Saakshar Bharat programme.
4. List the components of the Scheme of Support to NGOs for Adult Education and Skill Development.

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- **Need based curriculum:** Problems and needs of the local community provide the content of the non-formal education curriculum. These problems and needs are related to several aspects of life such as health, vocation, family life, citizenship, culture, society, physical environment, etc. The non-formal education does not prescribe any syllabi in language, arithmetic and environmental studies as is in the formal system. It follows the integrated approach to curricular transaction.
- **Place of education:** The classes for the non-formal education can be held in a primary school, community centres or at any place in local communities.
- **Organization:** Non-formal education can be organized by the government departments and non-government organizations (NGO).
- **Less expensive:** Compared to the formal education, the non-formal education is less expensive in terms of material costs, teacher's salary, etc.

3.3.1 Continuing Education

Continuing education, as the term indicates, is essentially a follow-up education. Its starting point depends on from where one wishes to take off and continues one's education in whatever field one wants. It can be in the nature of post-literacy to post-graduation programmes or anything in between. However, but in most cases, it would be highly flexible and unstructured—a point closer to the nature of the non-formal education. Continuing education is obviously a component, and essential strategy in the lifelong education concept.

Continuing education takes on from where the formal education or adult education leaves a learner. Therefore, the starting point for continuing education may be many-neo-literate, school dropouts with permanent literacy skills, secondary school leavers, college and university drop-outs and those who have completed the college and university education.

In the Indian context, the problem of continuing education is more pronounced at three levels, namely, neo-literate, school dropouts and the secondary school leavers. For the college and university leavers, or those who have completed these, there is a necessity of continuing education, though not as acute as to warrant priority over the neo-literate and school dropouts with permanent literacy. Women's welfare programmes and their related educational components are also included in this.

There have been myriad efforts with success in the preparation and dissemination of post-literacy materials, more specifically under the National Literacy Mission's post-literacy programmes. Seen in the perspective of continuing education, quite a few agencies have been engaged in this activity. Agriculture, health and family welfare departments, and cooperative banks have been producing materials for their extension programmes, which could also be used for continuing education purposes.

Similarly, for the school leavers, there is a lot of scope for material preparation in areas like 'do it yourself', vocational education materials, and materials for small-scale entrepreneurship programme. Mention must be made of the systematic work in this regard of the NCERT, which produces vocation-based materials primarily meant for the senior secondary education programmes for the school leavers.

Further, the culture centres established in the different regions of the country also provide a potential avenue to further the cause of continuing education. However, these have not been visualized as continuing education agents, and whatever agencies have

been responsible for these programmes have viewed them from their own perspective, and have not considered them as an activity of continuing education.

3.3.2 Distance Education

Distance education is characterized by a non-conformist and non-traditional approach, which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to the education process. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education. Moreover, it has its own dialectic register which arises out of its endeavour to overcome the problems that are implicit in imparting instruction to students who are at a distance from the teacher and/or the institution.

Distance education does not exist in a vacuum. It is, in fact, an outcome of certain socio-historical compulsions and technological growth; it is a system, which is firmly related to social and cultural environments. The most important development in this regard is the advancement made in the field of electronic mass media. For instance, technological growth opens up new channels of communication which, when put to use, can replace the usual channel which is of oral communication.

There are different terms that have been used for denoting the concept of distance education. Some of the well known are 'distance education', 'distance learning', 'distant teaching', 'tele-work', 'tele-learning', 'outreach', and 'tele-teaching'. All of them have been used to describe the same basic process and outcomes. It usually takes place when teachers and students are separated by physical distance, and technology like voice, video, data and print are used to bridge the instructional gap.

Attempts have been and are still being made to define distance education succinctly. It is, however, very difficult to arrive at a definition that may bring together, by the process of connotation and denotation, all the aspects that characterize distance education.

A pioneer in the field of independent and distance learning, Charles A. Wedemeyer (1977) used the terms 'opening learning', 'distance education', and 'independent study' in his work, but favoured the last term consistently. According to him: 'Independent study consists of various forms of teaching, learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free on campus or external learners with the opportunity to continue learning in their own environment, developing in all learners the capacity to carry on self-directed learning the ultimate maturity required of the educated person.'

While defining distance education, the famous thinker Borje Holmberg stated: 'Distance education covers the various forms of study at all levels that are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises but which nevertheless, benefit from the planning, guidance and teaching of a supporting organization.'

Well known contributor to the field of distance education, Otto Peters emphasized the role of technology, saying that distance education is 'a method of imparting knowledge, skills and attitudes. It is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of responding high-quality teaching material, which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialized form of teaching and learning'.

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For distinguished professor and contribution to the field of distance education, Michel Moore, the related concept of 'distance education' was defined as 'the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviour, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical, or other devices'.

Famous pioneer of adult and distance education, Ginther Dohmen of Germany defines distance education as a 'Systematically organized form of self-study in which student counselling, the presentation of learning material and securing and supervising of student's success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media, which can cover long distances'.

It should not be assumed that there are no other definitions except the few we have discussed in this section nor do we suggest that any one or a combination of any two or more of the mentioned definitions actually describe distance educations comprehensively. There are other definitions too, and many more will come up as we explore this innovative system of education. The main concept of the various definitions gives the same outcome, that is:

- Under distance education, the teacher and the learner are separated from each other and this is the central characteristic of this form of education.
- Distance education is an institutional kind of educational system. It is, therefore, distinct from private study, which may result from private reading or watching TV, or attending a talk, etc.
- Distance education makes use of various technically advanced media such as printing, telephone, audio-video, computer and broadcasting.
- It is a two-way communication because the student is able to respond through assignment-responses or other media and, therefore, can receive feedback. The student, thus, enters into a dialogue with the institution.
- Each student is separated from his/her peer group in the sense that although the learners are from a fairly sizable population they do not have face to face interaction amongst themselves. Thus, distance education becomes a highly individualized learning system. In this sense, it remains one of the most individualized of all education systems. Even though study groups may be formed under distance education learning programmes, these may not be compulsory and the student is free to work entirely on his/her own.

To be effective, the technology of distance education should remain relatively transparent, allowing the instructors and students to concentrate on the process of teaching and learning.

Unfortunately, due to the captivating nature of many distance delivery technologies and techniques, faculty, students and administrators can easily become distracted by the opportunities and limitations of the delivery system and lose sight of the academic needs to be met. In fact, if faculty staff and students are constantly being reminded of the technological delivery system itself, either through technical problems or through impressive but unnecessary technological capabilities, they will be distracted from effective teaching and learning. For this reason, it is critical for the distant educator to remain firmly focused on the instructional goal, content requirements and student needs.

Still, it is easy to get bogged down with the notion of distance and falsely assume that bridging relatively long distances requires more planning and effort than teaching over short distances. Although, this makes sense initially, further investigation leads to the realization that the same challenges must be faced and difficulties overcome whether students are two blocks, two miles, or two time zones away.

In fact, whether the course is delivered face-to-face or at distance, critical instructional elements remain unchanged. These include organizing, planning, understanding student needs and characteristics, developing content and gaining familiarity with presentation methods.

An effective distance education begins with careful planning and an understanding of the course requirements and students' needs. Appropriate technology can also be selected once these elements are understood in detail. A fully functioning distance education system requires the consistent and coordinated work of administrators, faculty, on-site facilitators, technicians, and support personnel.

While each individual plays a different role, they have a common goal which is to provide relevant and well-planned distance learning experiences to a selected group of learners.

Need of Distance Education

There are various reasons for the growing popularity of distance education. Some of these are as follows:

- 1. Over-population:** Over-population in most of the developing countries has led to the emergence of a large number of students. But, the number of formal institutions and seats are limited; as a result of which most of the students have to wait for another year to take admission in institution in the subject of their choice. But, now the circumstances have changed and with the emergence of distance education, students can look for multiple options in various educational institutions at the right time without needing to wait.
- 2. Knowledge explosion:** The concept of distance education provides an opportunity to gain ample knowledge on varied subjects, of which most of the students around the world are not in a comfortable position to attain differently. Thus, distance education acts as a tool for explosion of knowledge.
- 3. Qualification enhancement:** Distance education also enhances the qualification of many people who are either looking for a job or are looking for a better job. There are many people who while working want to improve their qualification to get promoted in their job. Hence, for them distance education is the right platform. It gives an opportunity to the working class people to gain qualification easily without hampering their job.
- 4. Double access:** There are many people who have to work at very early age due to many social and economic reasons. Such person does not get an appropriate chance to study at the right time. Therefore, for such people, distance education acts as a boon. While working they can study too. Thus, they have dual access of both job and study.
- 5. Geographical segregation:** Due to undeveloped communication systems, there are several places on earth that remain untouched by new educational courses. The complete geographical segregation of the place leads to unawareness about

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new and vocational courses that are emerging in several educational institutions. In such places, the concept of distant learning acts like a boon. It gives new opportunities to the students.

6. **Financial circumstances:** Distance learning also meets the demand of those people who are financially unstable or whose economic condition is not very sound. In most of the educational institutions, the fees of the distance learning courses are usually low in comparison to regular courses.
7. **Self-improvement:** Proper education leads to self-improvement. Therefore, distance learning is also very much needed for self-improvement and self learning of an individual.
8. **Easy availability:** The access to distance education is very easy. One can easily avail any course at particular time under distance education from any university.

Importance of Distance Education

Education is very important for every individual. It not only enhances individual's personality but also offers opportunities for a better future. Distance education is a product of a continuous development that started well over a century ago and is of great importance for today's and future students. Here, we are going to deal with some of the points which will show how important the concept of distance education is. These points are as follows:

1. **Teaching at a distance can be effective:** If teaching techniques and delivery methods takes into account the needs, diversity, and context of distance learner, teaching at distance can be effective.
2. **Concept of distance education understands the requirements of students:** The concept of distance learning understands both urban and rural students, regional as well as national and international students and provides equal opportunity to all of them. It also provides an opportunity to exchange social, cultural and provisional heritage of person from a particular cultural background to another.
3. **Distance education is a boon for service aspirants:** Distance education has become a boon for most of the service aspirants. It is very important for those people who due to their service are not able to achieve their desired goal during their student life. This is the most important platform for most of the skilled people to rebuild their academic quality in later stage.
4. **Distance education enhances economic and official status:** Distance education is also very important for enhancing the position in respective area of job and profession. In addition, it also provides financial gain consequently by raising an individual's position in an office.
5. **Distance education is suitable to all age group:** There is no age bar while acquiring degree through distance education. It is suitable for all age group.

Characteristics of Distance Education

Distance education means that the learner is physically at a long distance from the teacher for much, most or even all of the time during the teaching/learning process, in contrast to educational communication in a classroom situation which is 'contiguous'. This new system of education may be visualized in the following characteristics:

- Distance education is a needed component of most national educational systems.
- Distance education is a coherent and distinct field of educational endeavour.

- Distance education embraces programmes at a distance at the primary and secondary, technical and further, at college and university levels in both public and private sectors. It has existed for somewhat over hundred years and is to be found in most countries.
- Distance education provides a complete educational programme for both adult and children outside of, and distinct from, conventional, oral, group-based provision. It has its own laws of didactical structure and its own quasi-industrial administrative procedures.
- Distance education is a form of education fraught with problems for administrators, teachers, and students. It is characterized by the fragility of the non-traditional in education. This difficulty concerns the quantity, quality and status of education at a distance. Good practice in distance education seeks to provide solutions for these inherent difficulties.
- Under distance education, the learners have to take much greater responsibility for learning than they were used to.
- There is a wider choice of the content under distance education. It is the method that has to be provided to the learner.
- Here, individuals differences among the learners have not only being recognized, but also catered to.
- Learners have their own pace to complete or working through the courses. They may start, stop, and/or complete the courses according to their own convenience and abilities.
- Under distance education, evaluation of student performance should be independent of the consequences, methods and place.
- Teachers concentrate on educational tasks by withdrawing from social and administrative tasks. They should function more as managers of educational materials than as the traditional sources of all correct information and knowledge.
- Teachers accept the role of the educational media as a role complementary to their own. The implication is that the course/material to be reconceived and designed afresh.
- The educational operation should affect a judicious media-mix-using all the media and methods. This should be one of the major principles of course design and production.
- The system operates wherever the learners are independent of the domicile and grouping characteristics of the learner.

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3.3.3 Open Education

‘Openness’ in terms of education has become an increasing feature of today’s educational system. The notion of open education was reflected not only in the pedagogical styles adopted but in physical layout of the school building as a whole and of age related teaching areas in particular. The concept of open education refers to that kind of non-conventional education which has been weaning away from the conventional constraints that characterize the traditional school/college/university education. What makes an open education different from other form of education is its ‘openness’. In an open education system, anyone can get education anytime, despite of his qualification. Thus, open education system removes all the barriers of education from its system. For instance, in

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an open school anyone who has either passed or failed in any class (suppose Eighth Standard) can directly get promoted to Ninth Standard without any prerequisite.

This change is of the kind that was experienced a few centuries ago when sectarian education yielded to liberal education. This change was essentially curriculum based. Now, liberal education is yielding to open education. This change is both curricular and organizational in nature.

Characteristics of Open Education

The various characteristics of open education are as follows:

- It does not operate through traditional conventions which are essentially restrictive in nature.
- There are restrictions in admission.
- In an open education system, there are restrictions on attendance.
- There are restrictions on the candidature for examinations.
- There are restrictions on the period of time to be devoted to a course.
- There are restrictions on the number of examinations given and taken in a year.
- There are restrictions on subject combinations for a particular degree.
- There are restrictions on the mode of didactic communication and the didactic task.

It should be clear to us that correspondence/distance education institutes may or may not be 'open' in the sense we have referred to above, or may be open only to a limited degree. And in the same way, even a traditional college/university may become open to a recognizable degree. Research programmes like MPhil and PhD may be put under this category. In what follows:

- (a) We shall avoid using the expression correspondence education, unless we have to use it in a specific sense, and
- (b) The expressions distance education and open education will be used synonymously. The distance mode allows the educational systems to be open and the openness of the education system suits for the promotion of distance education.

Advantages of Open Education

The advantages of open education are as follows:

- It develops a student's autonomy and responsibility.
- It maximizes space through shared areas.
- It moves away from whole-class instructions to differentiated activities.
- It supports team planning, team teaching and team assessing.
- It facilitates social learning and peer-group learning.
- It reduces resource duplication.
- It encourages cooperative work.
- It supports flexible group size and membership.
- It avoids feeling of insecurity and isolation.
- It facilitates the sharing of ideas by students and teachers.

- It facilitates consistent and supportive handling of difficult student by more than one teacher.

Relation between distance education and open education

The relationship between distance education and open education is that open education can be effected easily through distance education systems on the one hand, and on the other advances in the practice of distance education help and encourage education to become more and more open. Naturally, the two go together, and therefore, there is a visible ‘overlap’.

3.3.4 Correspondence Education

Correspondence education is another form of distance learning in which there is exchange of study/teaching materials among students and teachers across the country, say geographically from one place to another, by post. Under correspondence course, students usually takes up lecture notes, lesson plans, textbook and problem sets from the teacher and after completing the assignment they send it back to the teacher for grading.

Usually, in correspondence education, the exchange of assignment takes place either through post or through electronic mail. The procedure adopted for admission to the courses and examinations are more or less the same as have been in use over the centuries in the traditional college/university education. The mechanism of correspondence education is illustrated in Figure 3.1.

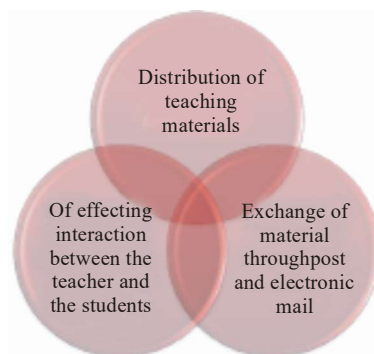


Fig. 3.1 Mechanism of Correspondence Education

Advantages of Correspondence Education

The advantages of correspondence education may be summarized as follows:

- In such a learning environment students become self-directed and very active.
- This form of education system is easily scheduled.
- Here, self-instructional materials are easily available.
- Correspondence education generates flexibility. Students can complete the course from home as well.
- Correspondence course is economically affordable for everyone.
- With this system of education, there is learning while earning.
- It is good for drop-out candidates and women, especially housewives.

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Disadvantages of Correspondence Education

The disadvantages of correspondence education may be summarized as follows:

- Correspondence course does not offer the entire desired course to the students.
- There is lack of physical interaction between teacher and students.
- In this education system, students contact is not encouraged which is very good for learning.
- Students are generally left alone under correspondence education system.
- Sometimes, it becomes tough to handle both work and course as a result of which one gets hampered.

Availability of Distance Education Courses

Distance education is present in many countries all over the world. It is practised in many subject areas. There are varieties of models for delivering instructions and guidance at a distance education. Some of the important models for delivering instructions and guidance at a distance education are as follows:

- **Traditional:** In this method, zero per cent online technology resources are utilized to deliver content or engage learners.
- **Web-facilitated:** Course is delivered primarily face-to-face, with a few per cent usage of online technologies such as utilizing a learning management system or Website to present syllabus and assignment information.
- **Blended/Hybrid:** This is a combination of online and face-to-face methods in which there is delivery conducted via online resources such as online discussions, posting and submission of assignments online, multimedia lecture content available online.
- **Online:** The primary facilitation of the course is online, usually with no face-to-face meetings.

Everyone can easily avail the courses provided by the institution of distance education. Usually, the people who avail distance education are not in a position that enables them to be attending regular courses. They could be persons who have to work for a living in order to support themselves and often also their families, workers who want to complete their primary or secondary school education; or skilled workers and technicians who want to improve their vocational qualification. Also, the agricultural labourers who intended to move into a town and, therefore, wish to prepare themselves for a new occupation; workers in occupations which come to an end and who, therefore, wish to prepare themselves for a new occupation; workers in occupations which come to an end and who, therefore, need retraining; immigrants who wish to obtain citizenship of their new country and have to acquire specific knowledge about it.

Students who live in sparsely settled areas, children of farmers in isolated area can also avail the courses of distance education just like the students who live too far away from the nearest day school of their own nationality such as children of diplomats, missionaries, military personal abroad, children of experts employed in developing countries, children of persons in itinerant trades, sailors or the children of immigrants who are to be instructed in their mother tongue.

Besides them, persons who are unable to attend regular schools for health reasons: sick persons who are bedridden, handicapped persons, or people who have to stay in

hospitals for longer time can also avail the education through distance education system. Persons who are hindered from attending regular schools by the state: prisoners' children and juveniles in reformatories can also be benefitted by distance education.

Apart from these five groups, there are distance students who do not come into this category. They might well be able to attend regular courses but prefer to enrol in distance education courses. Some do it in order to supplement the instruction of their regular school or to raise their level of general education; gifted students do it in order to reach an advanced level and still other people do it in order to find out whether they fit into a specific vocational pattern so as to clarify vocational options.

Finally, there are also teachers who study courses at a distance in order to inspire and prepare themselves for teaching. Usually, there are fewer students who wish to complete their secondary education in order to obtain entrance qualification for institutes of higher learning.

Thus, we find that every class of people can avail the use of distance education. It is easily available and easily accessible. It provides flexibility and abundant opportunity for individual to access education.

3.4 INCLUSIVE EDUCATION

Inclusive education encompasses an extensive range of approaches, activities and processes that try to administer reality of the worldwide right to quality, age-appropriate and suitable education for all. It acknowledges that the process of learning starts at the time of birth and carries on till the last breath of an individual. The process of learning carries on in an informal way at home, in the society, and in a formal way at the educational institutions. It is a self-motivated process which continually evolves with respect to the needs of the culture and context. It pursues to facilitate societies, organizations and structures to fight discrimination, rejoice diversity, stimulate contribution and overcome obstacles to learning and participation for all people. All dissimilarities related to age, gender, culture, language, health as well as economic status, religion, disability, life-style and other forms of discrepancies are accepted and respected. Inclusive education is part of a wider approach encouraging comprehensive development with the aim to create a world filled with harmony, acceptance, viable use of resources and social justice; where the fundamental requirements and rights of all are met. It deals with altering the system to fit the learner, and not changing the learner to fit the system. It locates the 'problem' of exclusion strictly within the system, not the individual or their individualities.

In the present times, when attempts are being made to provide education for all, it is important to reflect upon those who are devoid of the opportunity, due to various reasons. Children with special needs form an important category. Children with disabilities are often not given a chance to go to schools due to undesirable thought processes and non-inclusive education systems. Paving a way for an opportunity to children with special needs thus should be an important agenda for every society or nation so that equal and fair opportunities can be afforded to all human beings regardless of their physical, mental, social or economic status, which is the basic right of every human being.

According to the Census 2011, there are 2.68 crore persons with disabilities in India who constitute 2.21 per cent of the total population. This includes persons with visual, hearing, speech, locomotor and mental disabilities.

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Check Your Progress

5. What is meant by 'distance education'?
6. Give two advantages of open education.
7. List a few reasons which led to the popularity of distance education.
8. Name a few important models for delivering instructions and guidance at a distance education centre.

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The disability among children is a matter of serious concern as it has wider implications. It is here that we must look at the report 'Disabled Person in India, 2016 by the Ministry of Statistics and Programme Implementation. The Census 2011 showed that, in India, 20.42 lakhs children aged 0-6 years are disabled. Thus, one in every 100 children in the age group 0-6 years suffered from some type of disability. (MOSPI, Disabled Person in India, 2016).

According to Census 2011,

- Of the total disabled population, nearly 55 per cent (1.46 Cr.) are literates.
- Out of the male disabled population, 62 per cent are literates and among the female disabled 45 per cent are literates.

The Census 2011 showed that, at all India level,

- Among the total disabled persons, 45 per cent are illiterates. 13 per cent of the disabled population has matric/ secondary education but are not graduates and 5 per cent are graduates and above. Nearly 8.5 per cent among the disabled literates are graduates.
- Among the male disabled persons, 38 per cent are illiterates. 16 per cent of the disabled male population has matric/ secondary education but are not graduates and 6 per cent are graduates and above. About 9 per cent among the male disabled literates are graduates.
- Among the female disabled persons, 55 per cent are illiterates. 9 per cent of the disabled female population has matric/ secondary education but are not graduates and 3 per cent are graduates and above. About 7.7 per cent among the female disabled literates, are graduates.
- The educational level of disabled persons is better in urban areas compared to rural areas, both for males and females.
- In urban areas, 67 per cent of the total disabled persons are literate vis-a-vis 49 per cent in rural areas. In urban areas 20 per cent has matric/ secondary level education but below graduate and 10 per cent are graduate and above, while in rural areas, the corresponding figures are 10 per cent and 2 per cent respectively.
- In urban areas, among the disabled who are literates, 15 per cent of them are graduates, while in rural areas only 5 per cent of them are graduates.

For the empowerment of disabled population, the attainment of education and participation in economic activity are extremely important. The work status of disabled persons, by sex, by residence and by type of disability and the attributes of disabled nonworkers are discussed to throw light into the various aspects of their participation in an economic activity.

The Census 2011 highlighted that, nearly one third of the total disabled persons are working.

- At all India level, 36 per cent of the total disabled persons are workers. Among the male disabled persons, 47 per cent are working and among female disabled, only 23 per cent are working.
- In rural India, 25 per cent of the female disabled are working, while in urban India, the corresponding figure is 16 per cent.

Disability is accepted as one of the least perceptible yet most powerful factors in educational marginalization. The United Nation's Convention on the Rights of Persons with Disabilities (UNCRPD), which was implemented in 2008, was endorsed by India in October, 2008. It is very important to remember that the sustainable development goals will not be met until there is a focus on refining the entry and quality of education for children with disabilities.

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Inclusion in education can be made effective by practising the following:

- Realizing that inclusion in education is a key facet of inclusion in society
- Putting inclusive ethics into practice
- Considering life and death of every individual as of equal worth
- Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools
- Streamlining cultures, strategies and practices to respond to diversity in ways that gives everyone equal status
- Assisting all to foster a feeling of belongingness
- Reduction of barriers for children with disabilities to benefit them more widely.
- Decreasing exclusion, prejudice, and hurdles to learning and increasing participation
- Seeing differences between children and adults as means for acquiring knowledge
- Making schools better equipped for members of the staff and parents/care takers and their wards
- Establishing a link between education and local/global realities
- Recognizing the right of all children to a high quality education in their locality irrespective of their abilities and/or disabilities
- Nurturing reciprocally supporting relationships between schools and the communities around
- Stressing upon the expansion of school communities and ethos, giving due importance to achievements

Separating children into 'special needs' and 'mainstream' schools curbs the rightful equal access to social and educational prospects and puts children into tight compartments (United Nations Convention on the Rights of the Child, 2008; UNESCO, 1994). Hence, all efforts must be made by members of society to come together and strive to alleviate the condition of children with disabilities. To receive education is the basic right of every individual, which he/she must get at any cost. The dream of equal opportunity for all can be fulfilled by including children with disabilities into regular schools rather than segregating them.

The term 'inclusive education' entails an approach of imparting education to learners with special needs and including them in the formal education system with other children. In the inclusive method of education, children with disabilities (learners with special needs) spend their time with learners who do not need any special care or assistance. The inclusive method of education discards the use of special educational institutions or classrooms to segregate learners with disabilities from those without disabilities.

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These practices are implemented in various forms in different learning institutions. Schools most commonly use the inclusive method of education for particular learners with slight to moderate special needs. Schools following the inclusive method of education completely, which are rare, do not segregate 'general education' and 'special education' programs; rather, such schools are simplified in such a way that all learners undergo the process of learning together.

The inclusive method of education is different from the integration method of education, the inclusive method of education considers it every child's right to join in and be a part of the school and its ongoing activities. At the same time it is the school's duty to accept the child as a part of the school. Complete care is taken to ensure full participation of learners with special needs, with focus on their social, civil, and educational rights. Such a feeling is not restricted to bodily and mental incapacities, but also comprises the various human needs related to aptitude, verbal needs, cultural needs, age or gender needs, and of other forms of human variances. Richard Wilkinson and Kate Pickett once wrote, 'Learner performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish.'

For an inclusive school to be successful there need to be organizational and administrative deviations, to make a move from the old-fashioned approaches to modern education. We are well aware of the fact that every child is different and has diverse abilities. All children have different capabilities; they have different grasping abilities and their speed of learning varies. Hence, to cater to such diverse needs, inclusive, learning-friendly, and constraint-free atmosphere should be created in every school and community around the world to ensure that all learners are able to complete scholastic, societal, emotional, and physical education. It should never be forgotten that a child's scholastic capability cannot be advanced independently from her/his societal, emotional and physical potential, as all of these facets are interdependent aspects of a learner's growth.

With no or inadequate reach to an all-inclusive provision system, many learners with disabilities will not venture out to seek admission in mainstream schools. They will either drop out of school, or will stay there, and yet not be able to reach their full potential. It is important for the class teacher to provide adequate support. Such a child may also require support from permanent school staff and temporary visiting faculty to guarantee that he/she gets enough support according to his/her specific learning requirements. Majority of learners with disabilities in developing nations leave school, and others who choose to remain in school are registered in special needs' schools. However, in recent times, more and more youngsters with disabilities are mustering courage to be a part of regular schools where they play, learn, and develop with their non-disabled friends, this is the very essence of the inclusive method of education.

A Brief Evaluation of History of Inclusive Education in India

In the year 1985-86, the erstwhile Ministry of Welfare was bifurcated into the Department of Women and Child Development and the Department of Welfare. Simultaneously, the Scheduled Castes Development Division, Tribal Development Division and the Minorities and Backward Classes Welfare Division were moved from the Ministry of Home Affairs and also the Wakf Division from the Ministry of Law to form the then Ministry of Welfare.

Subsequently, the name of the Ministry was changed to the Ministry of Social Justice and Empowerment in May, 1998. Further, in October, 1999, the Tribal Development Division had moved out to form a separate Ministry of Tribal Affairs. In January, 2007,

the Minorities Division along with Wakf Unit have been moved out of the Ministry and formed as a separate Ministry and the Child Development Division has gone to the Ministry of Women and Child Development.

Though the subject of 'Disability' figures in the State List in the Seventh Schedule of the Constitution, The Government of India has always been proactive in the disability sector. It is not only running seven National Institutes (NIs) dealing with various types of disabilities and seven Composite Regional Centres (CRCs), which provide rehabilitation services to PwDs and run courses for rehabilitation professional but also funds a large number of NGOs for similar services and also a National Handicapped Finance and Development Corporation (NHFDC) which provides loans at concessional rates of interest to PwDs for self-employment. Besides, the Union Government is a party to Proclamation on the Full Participation and Equality of People with Disabilities in the Asian and the Pacific Region adopted at Beijing in December, 1992, and The UN Convention on the Rights of Persons with Disabilities (UNCRPD), which came into effect in May, 2008.

The subject has received attention in various States Governments in varying degrees. At the Central level also disability being one of the several responsibilities of the M/o SJ&E, and being looked after by just one bureau, has resulted in inadequate attention, as most of its time and energy is spent only on implementing Ministry's own schemes, meeting their expenditure and physical targets, and organising annual time-bound activities like the National Awards for empowerment of PwDs. In the above background, it was stated in the 11th Five Year Plan that 'The Disability Division' of the Ministry of Social Justice and Empowerment will be strengthened by converting it into a separate Department, so that it can liaise effectively with all the other concerned Ministries/ Departments and fulfil its responsibilities towards the disabled'. Looking to the specialised nature of the subject on 'Disability', the wide ranging work to be done in the light of the UNCRPT, and the inadequacy of existing implementation structure, the time has now come to upgrade the existing Disability Bureau in the M/o SJ&E. The decision to create a separate Department of Disability Affairs within the M/o SJ&E was taken up by the Government, in principle on 3 January 2012. This was also announced by the President before both houses of Parliament on 12 March 2012.

Two departments have been created under the Ministry of Social Justice and Empowerment vide notification dated 12 May, 2012, namely: Department of Social Justice and Empowerment (Samajik Nyaya aur Adhikarita Vibhag) and Department of Disability Affairs (Nishaktata Karya Vibhag). Now the Department of Disability Affairs (Nishaktata Karya Vibhag) has been renamed as Department of Empowerment of Persons with Disabilities (Viklangjan Sashaktikaran Vibhag) vide Cabinet Secretariat's Notification dated 9 December 2014.

A number of steps have been undertaken by the Government of India, since it attained independence in 1947, to make education available to children with disabilities. However, such initiatives have not had the desired effect. A large portion of the population of children with disabilities do not attend school even today. As little as 1 to 4 per cent of children with disabilities are able to acquire some form education. In this part we will try to understand the reasons as to why India, which has progressed in other fields in leaps and bounds, has not been able to provide education to children with disabilities. Before discussing the difficulties faced by the country, we must make an attempt to understand the various schemes started and policies made by the Government of India with the aim to provide education to children with disabilities.

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State of Inclusive Education in India (Pre-Independence)

There is not much proof of efforts for or against inclusive education in India during the pre-independence era. Some discoveries however were made by archaeologists about inclusion of people with disabilities in India some 2000 or more years ago in the form of modified toys made for children with disabilities. These tiny yet significant pieces of evidence were used in a schooling system known as the 'Gurukul' system of education that was prevalent in India before it was annexed by the arrival of the British. This system was sensitive to the distinct cultural, social, and economic requirements of the learners and those closely associated with them. Life skills training and education was imparted keeping in view the potential of each learner.

Though there are not many records about learners with disabilities in this system, the organization per se, seems to be inclusive. India remained a colony of England until 1947, and the Gurukul system breathed its last after India was colonized by the British. By the virtue of India having been ruled by the British for a very long time, the Indian education system mainly, depicted the shades of, 'British style' very cut and dry. This system was based on rote memorization, with not many special education services due to its inflexible nature. Before and after independence, the Government of India theoretically supported many forms of inclusive special education in policy. However, during this period, majority of children with disabilities did not get an opportunity to go to school.

The earliest document related to education based on the British style in India goes back to 1835, which was titled, 'Minute on Education', subsequently nicknamed as 'Minute of Macaulay', this particular deliberation triggered the change from customary, 'Gurukul', Indian education to the British style of education. It bears testimony to the British Government's aim to produce a 'class of Indians who would be English in taste, in opinion, in morals and in intellect.' Authored by Thomas Macaulay, a British statesman who later joined the folds of the governor-general's council, the document noticeably ridicules the system of education being followed in India. An extract from the document reads, 'the entire native literature of India and Arabia was not worth a single shelf of a good European library'. However, it may be noted that there was no mention of education of people with disabilities in this document. This is so because people with disabilities generally never got the opportunity to undergo any formal education at that time. It may also be understood that people with disabilities were not regarded good enough to be moulded into British-style Indians, as they were looked down upon.

During the pre-Independence era, very little services for people with disabilities were available which were generally offered by the private sector or the existing NGOs that often had an affiliation to one or the other religion. The first school made to facilitate people with disabilities in India was a school for the visually impaired, which was initiated in 1869 by Jane Leupot, with the help of the Church Missionary Society. Fourteen years later, in the year 1883, a school for people suffering from hearing impairment was opened in Bombay. In the year 1887, Christian missionaries opened a school for the visually impaired in Amritsar (Punjab). During the 1800s, the privilege of formal education was made available by means of opening special schools to cater to the needs of people with physical disabilities only. It was not until 1918 that someone thought of providing education to children with mental disabilities and opening a school to facilitate them. By 1900, special schools started mushrooming in different parts of the country. Until the 1970s, most of the special schools employed the basic method of teaching children with disabilities.

Most of these schools were for children who were blind or visually impaired, and majority of them got financial assistance from NGOs or from private organizations.

The first half of the 20th century in India was spent by the people of India struggling for freedom. Mahatma Gandhi tried to reduce the British effect over Indian education by introducing the concept of 'basic education'. Gandhi's notion of education fulfilled the requirements of the weaker section of the country's population as its main emphasis was on handicrafts, which was a task generally done by the lower castes and people with disabilities, many of these people were in a habit of working with their hands, they had little or absolutely no experience of academic work. Gandhi introduced the plan in 1937. There is no doubt that his plan swayed the governmental policy for over 30 years, but the sad thing is that it ultimately failed. It was the year 1909 witnessed the first piece of tried legislation related to inclusion and education in India. Gopal Krishna Gokhale, Professor of English literature, mathematics, and political economy, served, for example, on the Poona Municipal Council, the Bombay Legislative Council, and finally, the Imperial Legislative Council, introduced a bill under the Indian council act of 1909 according to which primary education was to be made compulsory. Had the proposed bill been passed with its original intent, Indian education would have boasted of a different history as it would have provided finance for mandatory education for all. However, it was voted down.

The policies made and steps taken by the Indian government related to inclusive special education in the 1940s were completely opposed to each other. The Sargent Report by the Central Advisory Board of Education in 1944 recommended that for the sake of education, children with disabilities should be completely put into the mainstream. Instead of evaluating the legitimacy of inclusion, the Sargent Report indicated that it was the only way to give an education. Yet both the action and lack of action by the Government of India, the 1940s completely contradicted this suggestion. Through the entire decade of 1940s, the Indian government started setting up isolated workshops and trade schools different from those for learners without disabilities to teach children with disabilities, skills to stand on their feet in order to earn a livelihood. Other than this, the decade witnessed huge sums of money being given to voluntary organizations as marked by a large increase in the amount of money given to voluntary organizations for the sake of setting up special schools. Majority of these isolated schools were costly and situated in urban areas, because of this people with disabilities living in rural areas were further marginalised.

State of Inclusive Education in India (Post-Independence)

India freed itself from the clutches of British Raj in 1947, and inclusive education was endorsed in the Constitution of India as a fundamental right for all citizens. At this point it would be appropriate to understand the difference between constitutional rights and state policies and their legal effects. Fundamental Rights are written in the constitution of India; they are absolute and totally enforceable equally in all parts of India. State policies however are completely subjective on a state-by-state basis. Part IX, Article 45 of the Constitution states, the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.

The importance of Article 45 was reiterated in 1993 with the Supreme Court's Unnikrishnan judgment, a case also popular by the name of *Unnikrishnan vs. the State of Andhra Pradesh*. In this case, the court ruled that Article 45 must be read in

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conjunction with Article 21 of the constitution, which states that ‘No person shall be deprived of his life or personal liberty except according to procedure established by law.’ By ordering these two articles to be read together, the court made elementary education extremely important to life and personal liberty of all citizens of India. A clause was added to the constitution of India in this regard which however, was not included till December 2002. The 86th Amendment to the Constitution, section 21A reads, ‘The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.’

Though most people looked at this amendment as a positive step, but there were some who were not happy with the restriction of age imposed. Another gap pointed out by some critics was that the type of education (inclusive, segregated, or other) had not been categorically specified within the law. The 1960s saw a relevant modification in the organization and funding of inclusive and special education in India. The Ministry of Education was divided, and a new branch called the Ministry of Social Welfare was established. The Ministry of Social Welfare was administered with the responsibility of the ‘weak and vulnerable’ fractions of the society. Rather than providing impetus and support to the prevalent system of education, the Ministry of Social Welfare started giving allowances to non-profit organizations which gave education to children with disabilities; unconsciously this act of the newly formed ministry prevented inclusion of these children within the public ambit or the mainstream.

National Policies, Programmes and Legislations

In India, the State and the Central governments are jointly responsible for the purpose of school education. Although it is the state that is largely concerned with the organization and structure of education, however, it is the central government, which is predominantly responsible for monitoring the standard of education. There is a slight variation between states in the process of organization of school education. There may be small differences in the schooling process of different states, but in almost every state, the stages of schooling include: primary school, middle school and secondary school. Students belonging to the age group of 5 to 10 years, are admitted to primary school which includes classes I to IV, students falling in the age group between 11 and 14 years are admitted to middle school which includes classes V to VII while those in the age group of 15 to 18 are admitted to secondary school, which is VIII to X. Every child, irrespective of being abled or disabled, has the right to get educated up to the age of fourteen years. However, in spite of this fundamental right a large number of children with disabilities are unable to become a part of the education system in India.

To understand the perspective of education in India, it is vital to shed light on the various initiatives undertaken by the Government of India towards educating children with disabilities. It is important to know that all the work in this field has been done only in the last forty years. The earliest initiative by the Indian government was the Integrated Education for Disabled Children (IEDC) scheme of 1974.

The goals of this scheme were to include the retention of children with disabilities in the regular school system, to provide pre-school training to children with disabilities and give 100 per cent financial support as per recommended standards for education of children with disabilities. This meant that the scheme would render monetary help to schools to bear expenses related to educating learners with disabilities in the mainstream classes.

This scheme covers the following points:

- Integrated Education for Disabled Children Scheme namely IEDC, a centrally sponsored Scheme run by the Directorate of Education now covers all the schools coming under the Directorate.
- Aim of IEDC is to provide not only the educational opportunities for disabled children in common schools so as to facilitate their retention in the school system but also to integrate them with the general community at all levels as equal partners.
- Need of IEDC: Population census gives the figure of about 2.68 crore disabled in Indian population. Obviously such a vast percentage of people cannot be ignored while having any kind of vision or mission for our country. Integrating children in ordinary schools is the most effective and economical way of providing educational opportunities to them in large numbers. This also has the social and psychological advantages of giving a boost to their self-esteem to enable them to face life with courage and confidence (Moreover it is now mandatory for the State Govt. to comply with the provisions of the PWD Act 1995).
- Evaluation / History of IEDC in the Directorate of Education (DOE): To begin with this scheme was introduced in 1976-77 in the Selected Senior Secondary Schools run by the DoE. Presently all the schools are covered under this scheme. To avail benefits of this scheme, registration was required to be done at Administrative Cell, till the year 2000-01. Now the process of registration is decentralised and disabled children are registered at the level of school where they are studying. Complete record of the disabled child is prepared and maintained by the teacher incharge (IEDC) in the school.
- Eligibility Criterion for disabled children to be registered is the presence of forty per cent or more of disability(s). This has to be certified by any of the Government Hospitals.
- Disability Categories for extending benefits of this scheme include children who could be
 - Orthopedically Handicapped - (OH)
 - Mentally retarded (Educable) - (MR)
 - Visually Impaired - (VI)
 - Hearing Impaired - (HI)
 - Cerebral Palsied - (CP)
- Benefits of the scheme to the child consist of Books and Stationary Allowance, Uniform Allowance, Transport Allowance, Escort Allowance, Reader Allowance, Actual cost of Equipment (used by the disabled child) etc. (Sec. 30 C of IEDC Scheme 1992.) More details of the scheme are provided in Annex - 'A' .
- Functional Structure of IEDC in N.C.T. of Delhi, an Administrative Cell, IEDC Scheme has been constituted on functional basis to implement and coordinate this scheme, though this cell is functioning with the Staff posted in diverted capacity. Deputy Director of Education (DDE) South is the Nodal Officer

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(Additional Charge). The Cell also has a coordinator and a Special Educator. At the District level, each District has one District Coordinator (IEDC).

- PWD Act, the Persons With Disabilities Opportunities. Protection of Right and Full Participations) Act, 1995 was passed by the Parliament in 1995.

Purpose of this Act is to elaborate the responsibility of the Central and State Govt., local bodies to provide services, facilities and equal opportunities to people with disabilities for participating as productive citizens of the Country. This is an important landmark.

- Step taken by the DOE: In implementing IEDC Scheme in N.C.T. of Delhi and to create awareness in community. The Directorate has taken various steps regarding the provisions of the scheme to be availed by the disabled children. Various circulars, orders regarding admission, age relaxation, time relaxation in examination, language, removal of architectural barriers, providing amanuensis to blind students, collections of information regarding disabled children ref etc. has been issued to all the Heads of the school. Moreover the data maintain by IEDC teacher incharge in the school is submitted in the prescribed proforma to the respective District Coordinator, which is then forwarded to the Cell. The Directorate has taken another step in the total integration of these children in co-curricular activities too. Children are being encouraged to participate in ‘ABILYMPICS’ and similar activities.

Awareness in the community is created regarding IEDC scheme by publishing articles in newsletters. In-service training programmes are also conducted by the IEDC Cell for Heads of schools, EVG Counsellors and teachers for their sensitization (towards this scheme and the Persons With Disabilities Act, 1995) and their role in the implementation of the Scheme. Officers of IEDC Cell also deliver lecture on the Scheme in the training programmes conducted by other agencies like NCERT, SCERT, and CIRTES.

Exhibitions are being arranged at District and Central level for creating awareness in the community.

There are several other initiatives taken by the government for the benefit of the disabled:

- In order to enable persons with disabilities to gain universal access and independent living the government launched its ambitious ‘Accessible India Campaign’ (Sugamya Bharat Abhiyan) which seeks to make at least 50 percent of all government buildings in the national capital and all state capitals ‘fully accessible’ for the disabled by July next year. Similar deadlines were set to make airports and railway stations accessible to the disabled. 50 cities have been selected as part of this Campaign.
- ‘**Sugamaya Pustakalaya**’ an online platform that makes accessible content available to print-disabled people was also launched last year. The library houses publications across diverse subjects and languages and multiple accessible formats. Books are available in Accessible formats for people with visual impairment and other print disabilities. Over 2 lakhs books in diverse languages. Integrating libraries across India and the Globe, including the largest international library, ‘Bookshare’.
- A lot of emphasis was laid on education of the students suffering from disabilities. As many as 2,747 Students with Disabilities (SwD) were benefited so far under

the Pre-Matric Scholarship scheme, which was launched during 2014-15. The scheme provides for financial assistance to the SwDs studying 9th and 10th classes.

- A total of 5,267 Students with Disabilities have benefited so far from the Post-Matric scholarship scheme, launched during 2014-15. Under the scheme financial assistance is provided to the SwDs for studying in class XI to Post Graduation.
- Under the National Fellowship for Persons with Disability (NFPwD), launched in 2012-13, 854 SwDs have so benefitted in pursuing M.Phil and Ph.D.
- Skilling India is one of the priority areas of the government, so also for persons with disabilities. As many as 62,232 Persons with Disabilities have been helped under the National Action Plan for Skill Development of PwDs scheme launched in 2015. Providing vocational training and creating employment opportunities are aimed at improving quality of life of the persons with disabilities.

In a significant move towards empowerment of the disabled the Parliament passed the Rights of Persons with Disabilities Bill, 2016 in the winter Session last year. This Act replaces the existing Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. In the new Act, the categories of disabilities have been increased from existing 7 to 21. The Act also provides for increasing reservation quota from 3 per cent to 4 per cent in government jobs.

3.5 SUMMARY

- Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development (Vocational Education) and equivalency.
- With the objective of promoting adult education, a series of programmes have been introduced since the First Five Year Plan, the most prominent being the National Literacy Mission (NLM), that was launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner.
- Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46 per cent where the male literacy rate is over 80 per cent. Census of 2011 also revealed that gender and regional disparities in literacy continued to persist. Therefore, to bolster Adult Education and Skill Development, Government of India introduced two schemes, namely Saakshar Bharat and Scheme for Support to Voluntary Agencies for Adult Education and Skill Development etc.
- Continuing education takes on from where the formal education or adult education leaves a learner. Therefore, the starting point for continuing education may be many-neo-literate, school dropouts with permanent literacy skills, secondary school leavers, college and university drop-outs and those who have completed the college and university education.
- Distance education is characterized by a non-conformist and non-traditional approach, which, in effect questions existing norms of traditional education and seeks to provide a new orientation to the education process.
- The concept of open education refers to that kind of non-conventional education which has been weaning away from the conventional constraints that characterize the traditional school/college/university education. Open education system removes all the barriers of education from its system.

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Check Your Progress

9. What is the wider approach under which inclusive education works?
10. How is inclusive method of education different from the integration method of education?
11. What is the view about disability in India?
12. What is Sugamya Pustakalaya?

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- The relationship between distance education and open education is that open education can be effected easily through distance education systems; on the one hand, other advances in the practice of distance education help and encourage education to become more and more open.
- Distance education is present in many countries all over the world. There are varieties of models for delivering instructions and guidance at a distance education.
- Correspondence education is a form of distance learning in which there is exchange of study/teaching materials among students and teachers across the country by post.
- Inclusive education encompasses an extensive range of approaches, activities and processes that try to administer reality of the worldwide right to quality, age-appropriate and suitable education for all. It acknowledges that the process of learning starts at the time of birth and carries on till the last breath of an individual.
- In India, disability is often viewed, in child or an adult, as a shortfall by cultural standards. In India, disability is seen as shortfall because the person with disability may not be able to earn his/her livelihood or his family may not be able to look after him/her and may make the person worthy of charity.
- A number of steps have been undertaken by the Government of India, since it attained independence in 1947, to make education available to children with disabilities. However, such initiatives have not had the desired effect. A large portion of the population of children with disabilities do not attend school even today. As little as 1 to 4 per cent of children with disabilities are able to acquire some form education.
- There is not much proof of efforts for or against inclusive education in India during the pre-independence era. Some discoveries however were made by archaeologists about inclusion of people with disabilities in India some 2000 or more years ago in the form of modified toys made for children with disabilities.
- The earliest document related to education based on the British style in India goes back to 1835, which was titled, 'Minute on Education', subsequently nicknamed as 'Minute of Macaulay', this particular deliberation triggered the change from customary, 'Gurukul', Indian education to the British style of education.
- During the pre-Independence era, very little services for people with disabilities were available which were generally offered by the private sector or the existing NGOs that often had an affiliation to one or the other religion. The first school made to facilitate people with disabilities in India was a school for the visually impaired, which was initiated in 1869 by Jane Leupot, with the help of the Church Missionary Society.
- The Integrated Education of Disabled Children (IEDC) launched in 1974 and revised in 1992 by the Central Government was one of the first schemes in this area. It aimed to provide educational opportunities for the moderately disabled children in the general school system. The scope of the Scheme included pre-school training, counselling for parents and community involvement.
- There are several initiatives launched and operational by the Government which works towards the benefit of disabled students including: 'Accessible India Campaign' (Sugamya Bharat Abhiyan), Sugamaya Pustakalaya, Pre and post Matric Scholarship, National Fellowship for Persons with Disability and Skilling India initiatives among others.

3.6 KEY TERMS

- **Adult education:** It is a type of education which aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development (vocational education) and equivalency.
- **Non-formal education:** It is a structured systematic non-school educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioural changes in fairly target population.
- **Distance education:** It is a form of education where the teacher and the learner are separated from each other.
- **Correspondence education:** Exchange of study/teaching materials among students and teachers across the country, say geographically from one place to another, via post.
- **Inclusive education:** It means that all students, including those with disabilities, attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

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3.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. National Literacy Mission (NLM) is the most prominent programme of the Government of India for the promotion of adult education.
2. Directorate of Adult Education is the entity that provides academic and technical resource support to National Literacy Mission.
3. Saakshar Bharat has four broader objectives, namely imparting functional literacy and numeracy to non-literates; acquiring equivalency to formal educational system; imparting relevant skill development programme; and promote a leaning society by providing opportunities for continuing education.
4. The components of the Scheme of Support to NGOs for Adult Education and Skill Development are:
 - State Resource Centers
 - Jan Shikshan Sansthan
 - Assistance to Voluntary Agencies
5. Distance education is characterized by a non-conformist and non-traditional approach, which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to the education process. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education.
6. Two advantages of open education are:
 - It develops a student’s autonomy and responsibility.
 - It moves away from whole-class instructions to differentiated activities.

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7. There are various reasons for the growing popularity of distance education. Some of these are as follows:
 - Over-population
 - Knowledge explosion
 - Qualification enhancement
 - Double access
8. Some of the important models for delivering instructions and guidance at a distance education are traditional, web-facilitated, blended/hybrid, and online.
9. Inclusive education is part of a wider approach which encourages comprehensive development with the aim to create a world filled with harmony, acceptance, viable use of resources and social justice; where the fundamental requirements and rights of all are met.
10. The inclusive method of education is different from the integration method of education as the inclusive method of education considers it every child's right to join in and be part of the school and its ongoing activities.
11. In India, disability is often viewed, in a child or an adult, as a shortfall by cultural standards. In India, disability is seen as a shortfall because the person with disability may not be able to earn his/her livelihood or his family may not be able to look after him/her and may make the person worthy of charity.
12. 'Sugamaya Pustakalaya' is an online platform that makes accessible content available to print-disabled people was also launched last year. The library houses publications across diverse subjects and languages and multiple accessible formats.

3.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the mandate of the National Literacy Mission Authority?
2. Write a short note on the saakshar bharaat programme.
3. Write a short note on the correspondence education in India.
4. What are the essential features of the non-formal education in India?
5. Briefly describe the important models of delivering instructions in distance education.
6. Write a short note on the scope of inclusive method of education.

Long-Answer Questions

1. Explain the Scheme of Support to NGOs for Adult Education and Skill Development.
2. Give a detailed account on the present status of distance education and continuing education in India.
3. Describe the societal and cultural based perceptions of disability in India.
4. Discuss briefly the history of inclusive education in India.
5. What are the ways in which the India Government is trying to establish inclusive education? Discuss.

3.9 FURTHER READING

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UNIT 4 MEDIUM OF INSTRUCTION

Structure

- 4.0 Introduction
- 4.1 Unit Objectives
- 4.2 Three Language: Implications and Difficulties in Implementation
- 4.3 New Approaches of Teaching
- 4.4 Modern Technology in Teaching
 - 4.4.1 Computer-Assisted Instructions (CAI)
- 4.5 Summary
- 4.6 Key Terms
- 4.7 Answers to ‘Check Your Progress’
- 4.8 Questions and Exercises
- 4.9 Further Reading

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4.0 INTRODUCTION

Education Commission of 1964–66 is popularly known as Kothari Commission after the name of its Chairman, D.S. Kothari. It was the third Commission on Education since Independence. It was the only Commission that went into all aspects of education at all stages and made detailed recommendations on the reconstruction of education in India.

The composition of the Commission was of international level. As education remains the common quest of mankind, it was found profitable to draw upon the experience and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries. As such the Commission included seven Indian members and five others; one each from Japan, France, UK, USA and USSR as well as 20 consultants from different countries of the world.

We have learnt about the recommendations of the Commission in reference to universalization of education and elementary education, in this unit, to understand the importance of the medium of instruction, we will take up the recommendation of the three language formula and its nuances. We will also learn about the difficulties in the implementation of the three language formula.

In the global arena, teaching is no longer restricted to classrooms. Nowadays, several advanced technologies are facilitating in imparting education. The advent of computers and other technologically advanced equipment have made it possible for students to get better education while being situated in distant locations. As a part of medium of instruction, it is very important to understand the new approaches of teaching. In this unit, you will learn about educational innovations and the modern technology in teaching.

4.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Explain the implementation of three language formula
- Discuss the recommendation of Kothari and Mudaliar Commission
- Identify the difficulties in the implementation of three language formula

- Describe the meaning of educational innovation
- Assess the modern technology approach in teaching

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4.2 THREE LANGUAGE: IMPLICATIONS AND DIFFICULTIES IN IMPLEMENTATION

The Three Language Formula finds its origin in the recommendations of the Central Advisory of Education made in 1956. According to this formula, the student is to learn his mother-tongue as the regional language, Hindi as the national language and English as the international language. The final shape to this formula was given by Kothari Commission.

The **three language formula** implies the learning of three languages in the curriculum. It specifies the stage of education at which one, two or three languages are to be studied at the school stage.

Implementation of the Three Language Formula at different stages:

- Classes I–IV: The study of only one language should be compulsory which would naturally be the mother tongue.
- Classes V–VIII: The study of two languages should be compulsory at this stage. The first language should be the mother tongue. The second language may be either the official language of the Union (Hindi) or the associate official language of the Union (English) as it may be recognized.
- Classes IX–X: The study of three languages should be obligatory at this stage, and one of these three languages should be the official language of the Union or the associate official language whichever was not taken up in classes V–VIII.
- Classes XI–XII: The study of two languages should be compulsory. The student should be given the option to select any two languages.

National Policy on Education and Three Language Formula

National Policy on Education, 1968, and National Policy on Education, 1986, considered the views of Kothari Commission. National Policy on Education (1968) observed, ‘at the secondary stage, the State Governments should adopt and vigorously implement the three-language formula’. National Policy on Education (1986) made these observations on this issue: ‘The Education Policy of 1986 had examined the question of the development of languages in great detail; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully’.

National Policy on Education (1968)

In the post-independent India, the major concern of the Indian Government was to pay attention to the education sector for the progress and the security of the nation. Recommendations of Kothari Commission were considered by various educational institutions, and were discussed by educators all over the country. All these discussions and debates resulted in the adoption of a resolution on National Policy on Education in

1968. This policy's objective was to provide guidelines to the State Governments and the local authorities in preparing and implementing education plans.

Difficulties in the Implementation of Three Language Formula

The difficulties in implementing the Three Language Formula are as follows:

- The study of three languages puts a heavy load on the students.
- Since the time to be devoted to the study of language/languages is limited, students do not acquire proficiency in any of the three languages.
- A school is expected to engage a large number of teachers with the result that there is a heavy financial burden on the institution.
- A student is compelled to study three languages, irrespective of any utility to him. Thus, a compulsory study of three languages is not in conformity with the concept of 'child-centred' education.
- The students are not motivated to learn three languages.
- There was resistance to Hindi in the non-Hindi speaking areas, and also Hindi speaking areas paid little attention to the learning of another language.
- There were political pulls and pressures in the proper implementation of the Formula.

A Comparison on the Recommended Curricula of Kothari Commission and Mudaliar Commission (in the context of language)

Mudaliar commission was appointed in the year 1952-53. This commission is also known as the secondary education commission as it was the first commission appointed to survey the problems of secondary education. This commission recommended the two language formula.

Mudaliar Commission made the following recommendations on the medium of instruction and language studies:

- (a) The mother tongue or the regional language should generally be the medium of instruction throughout the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available.
- (b) During the middle school stage, every child should be taught at least two languages, English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.
- (c) At the high and higher secondary stages, at least two languages should be studied, one of which being the mother-tongue or the regional language.

Further, the languages to be studied in the secondary stage should be:

- (a) Mother tongue or regional language or a composite course of the mother tongue and a classical language.
- (b) One other language to be chosen from among the following:
 - Hindi (for those whose mother tongue is not Hindi);
 - Elementary English (for those who have not studied English at the earlier stage);

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- Advanced English (for those who had studied English at the earlier stage);
- A modern Indian language (other than Hindi);
- A modern foreign language (other than English);
- A classical language.

Thus, Mudaliar Commission recommended two-language formula.

On the other hand, Kothari Commission adhered broadly to the Three-Language Formula devised by the CABE but in a modified form. The modified formula includes:

- (a) Mother-tongue or the regional language,
- (b) The official language of the Union or the associate official language (this means either Hindi or English), and
- (c) Any modern Indian or European language other than that used as the medium of instruction.

National Policy on Education, 1968, again endorsed the Government stand that in Hindi-speaking areas, the students will learn Hindi, English and one South Indian language and in non-Hindi areas the students will learn regional language, Hindi and English.

The Draft National Policy on Education has also recommended the Three-Language Formula at the secondary stage. Kothari Commission also recommended the regional languages to be the medium of instruction.

Chief Recommendations Pertaining to Language

- **Development of regional language:** Development of regional language and literature was highly recommended to promote education of the masses even at the university level.
- **Three Language Formula:** It was for the States to implement the Three Language Formula. Three languages, one being a modern regional language (Southern) along with Hindi and English in Hindi-speaking areas, and Hindi along with a regional language and English in non-Hindi speaking areas. Suitable courses should be available at the university level also.
- **Hindi:** Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should also be taken to ensure that it will serve, as provided in Article 351 of the Constitution.
- **Sanskrit:** Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stage should be offered on a more liberal scale.
- **International Languages:** Special emphasis needs to be laid on the study of English and other international languages.

Report of the Committee for Evolution of the New Education Policy, 2016

Let's now have a look at observations of the Committee for Evolution on the New Education Policy, 2016 regarding the medium of instruction and languages:

- The Three Language Formula (TLF) evolved as a negotiated compromise solution to accommodate the strong views of the State Governments and has governed the implementation of language policy for the last 50 years. The TLF was formulated by the then Education Ministry of the Government of India in consultation with

the State Governments and enunciated in the 1968 National Education Policy resolution.

- Under the TLF, the languages that each child must compulsorily learn in school are as follows: (i) The First language to be studied by a child must be the mother-tongue or the regional language. (ii) The Second language – in Hindi speaking states should be some other Modern Indian language (MIL) or English; (iii) In non-Hindi speaking states should be Hindi or English; and (iv) The Third language – in Hindi speaking states will be English or a Modern Indian Language (MIL) not studied as the Second language; in non-Hindi speaking states will be English or Hindi not studied as the Second language.
- Under the TLF, every child is expected to learn three languages, namely, the mother-tongue, Hindi and English. In Hindi speaking States, children are to be taught Hindi, English and one of the Modern Indian languages.
- Not all States are providing education in three languages up to the secondary stage; in fact the variations in so many states, as well as local variations within states are of such nature that it can be even argued that the TLF is observed more in the breach than as a national policy. In some States, only two languages, the State language and English are being taught, presumably for political reasons. In some of the Hindi-speaking States the TLF is often interpreted as providing for the study of Sanskrit in place of any other modern Indian language; indeed contrary to the spirit of TLF no South Indian language is generally taught in most schools in Hindi speaking states. Some Boards of School Education allow students to pass the secondary school examination with only English and another foreign language, permitting them even to avoid learning Hindi or any regional language.
- Children are born with an innate language faculty. Most children are able to pick up and internalize the complex rules of one or more languages even before they start their schooling. In many cases, children come to school with the ability to use two or three languages both accurately and appropriately. Even differently-abled children who do not use the spoken language develop equally complex alternative sign and symbol systems for expression and communication with ease and facility.
- In implementing a language policy, primacy should be given to the mother tongue as the medium of instruction in the initial stages, before the child enters primary school. This is imperative, as repeated studies have indicated that basic concepts of language and arithmetic are best learnt in one's mother tongue. Indeed, a child learns the mother tongue naturally from her home and societal environment. At the pre-primary level and in Anganwadis, the emphasis should be on reinforcing this knowledge and establishing a sound foundation for all future education based on the children's mother tongue, including tribal languages.
- Hindi and/or English could be introduced as languages right from Class 1, preferably only one of these, when the child begins regular school at the age of six. Proficiency in these languages, besides the mother-tongue, will empower the child in due course to communicate outside her own language group for practical purposes like business, tourism, cultural exchange, administration and social work.
- While the mother tongue can continue to be the medium of instruction, the study of Hindi is desirable to bring all Indians together as citizens of a single nation. The study of English is equally of importance to enable her to transcend geographical boundaries and function effectively at the national and international level.

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- For many Indian families, including those in rural areas, acquiring a degree of proficiency in English is an aspirational goal. This is a major reason why parents prefer to send their children to private schools offering English language courses. English is also the predominant language of the internet. These are compelling reasons for the teaching of English in Government schools. Stress should be laid on promoting conversational English and Hindi, so that the child feels comfortable in using these languages in everyday life. Indeed, the early teaching of additional language should be conversational based, rather than regress grammar/syntax-based, which often makes learning a language so complicated and difficult at an early age.
- Suitable courses in Hindi and English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.
- The study of Sanskrit requires special emphasis, as it is still inextricably linked with the life, rituals, ceremonies and festivals of the people and is a window to the rich cultural, philosophical, artistic and scientific heritage of India. Knowledge of Sanskrit is a window to languages and cultures in many states.
- In addition, it would be useful for schools which have the capacity to do so, to offer foreign languages such as German, French, Russian or Arabic at the secondary or senior secondary stages. Every new language provides fresh perspectives and opens new prospects for the learner. However, these should be entirely left to the interest of students to take new languages either for special personal reasons or out of general inclinations.

The three language policy in our country is considered to more of a political and social compromise than an educational tool. It is important that necessary steps are taken to improve the library of books available, importance lent to the regional languages, monitoring of standards so that language as a medium of instruction acts as a boon for learning rather than an obstacle in the path of knowledge.

4.3 NEW APPROACHES OF TEACHING

Innovation is the key to improvement. In current time the obsolete ideologies and methods of teaching do not work. In order to relate with children, teachers need to keep themselves updated with new ways of teaching. For instance if a teacher is not net savvy then he/she may not be able to make History classes as interesting. In today's age of videos and podcasts, children can easily learn through interactive media, hence, teachers need to keep up with the current popular technology. However, the idea of innovation can mean different things to different people. For example, the use of coloured chalk and basic audio-visual materials may be regarded as being an educational innovation in some developing countries in the region, while in other more affluent countries innovations may largely refer to the development and use of sophisticated computer facilities.

Educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of the group or groups involved. Innovative strategies imply the development of new ideas which are disseminated and utilized; they usually occur in response to particular problems that exist in the education systems.

Check Your Progress

1. How is the three language formula implemented at the Class IX-X level?
2. Which Commission recommended the two-language formula?
3. Why should mother tongue be given primacy in the initial stages while implementing a language policy?

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The innovation of micro-teaching has been institutionalized across India. Micro teaching trains teaching behaviour and skills in small group settings, aided by video recordings. It is a kind of real teaching which takes place in reduced time, number of students and range of activities. Model-teaching appeared and disappeared at demonstration level, whereas techno-pedagogy is in infancy stage. A number of schools have started the smart classes. Hence, some teacher education institutions are also trying to do a lot to prepare their future teachers to cope up with these challenges. Personalized teacher education appeared in one form or the other (DAVV, Indore, Banasthali, Lucknow University). A large number of visitors appreciated these personalized teacher education programmes, but none adopted them in their institutions. Participatory approaches to problem solving have been effectively demonstrated in classrooms.

Attempts have been made by the Intel 'Teach to the Future' in integrating information and communication (ICT) in Teacher Education at pre-service and in-service levels. Intel has been organizing training programs to orient the pre-service and in-service teachers with sizeable inputs of ICT. We will learn about some of the technologies in the next section.

The regional institutes of education (RIEs) of the NCERT have been offering four year B.A./B.Sc./B.Ed. integrated programs of teacher education. Also, the RIEs have been offering two-year B.Ed. programme. The University of Delhi has been offering 4 year integrated programme (B.El.Ed) for the preparation of elementary teachers. A two-year PG Diploma in Educational Technology proposed by PG Departments of Teacher Education of SNDT University and two-year integrated M.Ed. programmes have been approved.

Modular integrated teacher education programmes for higher education, and e-teacher education programmes have been formulated by some of the institutions. A number of innovations have been attempted in evaluation such as Choice Based Credit System, Electronic Distribution of Examination Papers (EDEP), On Demand Testing, Automated Testing, Double Valuation, Testing of Affect Attributes have been attempted. Progressively, there is a shift to total internal evaluation based semester system. Such innovative practices in evaluation are being progressively integrated in teacher education curricula.

Educational Technology : An Overview

A sizeable number of studies on effectiveness of CAI developed through various computer languages, employing either pre-experimental design or quasi-experimental design have revealed significant mean score gain from pre-test to post-test. Studies on the effectiveness of CAI reveal favourable reactions of students and teachers. There are few studies on effectiveness of CALM in various modes, namely, text, graphics, text, and graphics, text graphics and music. It has been found that the composite modes may not always ensure higher level of language learning (Das, 1998, MSU).

A study conducted on Time Space Personnel Management System revealed that the computer-based TSPM system was found relatively more acceptable and better functional than the manual TSPMS (Biswal, 1995, DAVV).

The studies on the pedagogic/techno-pedagogic analysis of the computer-based educational instructional programmes are not too many. These studies reveal that there should be added focus on production variables, pedagogic principles and spatial and temporal contiguity of various message forms (Patel, 2001 MSU; Chaudhari, 2005, MSU).

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A sizeable number of teacher education institutions in India have initiated ICT in education either as a core course or as an optional course. In spite of the impeding factors, namely, limited staff, inadequate laboratories with maintenance problems, sizeable classes, the courses have been found to realize their objectives reasonably (Goel, Das, and Shelat, 2003, MSU). A large number of teacher education institutions have been found lacking in facilities such as Internet, MS Publisher, Acrobat Reader (Goel, 2005, MSU). A few studies conducted on the use of Internet in teacher education institutions revealed that the student teachers largely lack in info-savvy skills and techno-pedagogic skills (Joshi, 1999, MSU; Dhodi, 2005, MSU).

Some studies have been conducted on bridging the gaps between teaching styles and learning styles. The studies are appreciable but there is a need to conduct many more studies (Rathod, 2005, MSU). Studies conducted on language instruction through power point presentations on realizing communicative and functional languages have found that such presentation are indeed effective tools of learning the various languages.

There have been very few studies on developing language learning strategies and learner autonomy through web blogs. Blogs not only provide teachers with an exciting new way to approach communicative language learning, these also give students a new reason to enjoy reading and writing. Educational technology and ICT in education have established their values. But, technology in education is not yet fully integrated. Hence, technology in education is still under-utilized.

Some of the teacher trainees make use of Internet for surfing, e-mail, research, core courses, and special areas. But, the Internet is rarely used for web designing, reflective dialogue and outsourcing. Measures of Internet safety are rarely employed. There is a need to develop net-savvy skills in teacher educator trainees.

Teaching Methods

A study on the science curriculum transaction in secondary schools of Baroda city revealed that teachers are not clear about values of science (P.S. Umashre, 1999, MSU). Student teacher is found to be more interested in using innovative methods of teaching the language than the in-service teachers. English language teaching at school level is found to be suffering from lack of interest and attitude (Kshamata Chaudhary, 2002, VMOU). Use of inductive thinking model to teach science at primary level proved fruitful in developing the reasoning ability of students (Kishor Kumar K. Leuva, 2002, VNSGU). A study on development of science education in Nagaland concluded that more than half the total number of science teachers (57%) were of the opinion that objective of science education were not clear to them which resulted in less achievement of objectives of science education (Khriesamhalie Pienyu, 2004, Kohima).

Educational Evaluation

K. Charate (Barkatullah University, 1993) investigated the causes of low achievement among normal children and attempted to design an appropriate curriculum and instructional strategies to tackle low achievement. N.S. Rathod (Bhavnagar University, 1993) conducted a study on Application of Item Response Theory to Criterion Referenced Testing. M. Singh (Agra University, 1994) conducted a study of the differential effect of anxiety on performance in progressive and terminal examinations.

A large majority of the candidates while taking examinations are rarely normal because of the faulty examination system, be it admissions into the educational

programmes, periodical tests, or ‘at end test’ fear of failure and aspiration for success keeps disturbing the candidates.

Neela Shelat and Anjali Mehta (MSU, 2003) investigated errors committed by students of Std. VIII in writing Gujrati. Number of attempts has been made on construction and standardization of tests in various areas. All these studies have definitely added to the knowledge base in the area of educational evaluation.

Environmental Education

Video film on environmental pollution was found to be effective in eliciting students’ positive response (Indu Bala and U. Singh, 1999, SGU, Surat). Teacher educators were found to be very positive towards environmental education (Anuradha, 2005, Punjab University, Chandigarh). The instructional programme on environmental studies facilitated the teacher in evolving teaching strategies for enhancing teacher-pupil interactions during the acquisition of process skills (N. Ramkumar, 2004, MSU, Baroda). Fr. Rayappan Irudayam, SJ. (MSU, 2006) conducted a study on Development and Implementation of a Computer Based Multimedia Software Package to Enhance Environmental Awareness in the Students of Std. IX. The study concluded environmental education needs to be institutionalized in teacher education very intensively.

The 5 E-Model of Constructivism

It is said that learners build new thoughts on the basis of their old thoughts. Students of all ages, including adults, can use 5 Es. Each of the 5 Es describes a phase of learning, and each phase begins with the letter ‘E’—engage, explore, explain, elaborate and evaluate. The 5 Es allow students and teachers to experience common activities, to exercise and build on previous knowledge and experience, to construct meaning, and to constantly evaluate their understanding of a concept.

Table 4.1 Difference between Traditional Classroom and Constructivist Classroom

Traditional classroom	Constructivist classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher’s role is directive, rooted in authority.	Teacher’s role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.

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Advantages of constructivism are as follows:**NOTES**

1. Students learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
3. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
4. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.
5. By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
6. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

Value-based Teacher Education

Values are not add-ons but are integral to the process of education. All education is, in sense, value education. Education is a process of bringing about desirable 'changes in the way one feels, thinks and acts in accordance with one's concept of the good life'. In this sense, education necessarily involves the transmission of values. To inculcate values, we need to design a curriculum based on a planned collection of skills, desirable knowledge, attitudes and values that we wish to pass on to the younger generation.

Approaches to value based teacher education: At present, various kinds of programmes in the in-service and pre-service levels are being conducted for the orientation and training of teachers in value education. The focus is on personal development of the subjects through prayer, yoga, mind-improvement techniques, meditation and relief from stress. Messages are delivered through discourses, lectures, benedictions and exhortations.

With this analysis and understanding background, the following methods and techniques may be suggested:

1. **Classroom learning activities method:** The very basic purpose of value education is to develop moral values in the learners. The methods and activities should be such that it should not sound like preaching. Value judgment and internalization to be achieved by exposing students to a variety of experiences and activities which may include discussions, reading, listening, narration, direct presentation, etc.

2. **Practical activities method:** The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Children should engage themselves in life related practical activities which will enable them to apply in their day-to-day life.
3. **Socialized techniques and activities:** In socialized techniques, learner is involved in activities and experiences which represents functions and problems of agents of socialization. Role playing activities may be organized based on the life experiences as per the age level of students.
 - Staging play, dramas with value themes on traditional and modern themes.
 - Enacting different kinds of roles from epics and scriptures.
 - Modelling exercise on themes such as (i) gender inequality, (ii) caring for animals and human beings, (iii) problems pertaining to women's role and education, (iv) problems related to environment, and (v) consequences of air water pollution.

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4.4 MODERN TECHNOLOGY IN TEACHING

Vikram Sarabhai, the father of Indian Space Programme, highlighted the significance of technology as, 'We are to play a meaningful role nationally, and in the community of nations; we must be second to none in the application of advanced technologies to real problems of man and society.' In this context the use of technology in education assumes special importance.

Highlighting the importance of information and communication technologies, UNESCO (1996) observed:

'... as tools for the education of children and adolescents, the new technologies offer an unprecedented opportunity to satisfy increasingly widespread and diversified demand, while maintaining quality. The possibilities they open up, along with their advantages for teaching, are vast. Computers and multimedia systems, for instance, make it possible to design individual learning paths along which each pupil can move at his or her own pace; they also make it easier for teachers to organise acquisition in mixed-ability classes.'

The role played by Information Communication Technology (ICT) in the paradigm shift of models of education is important here.

Three Models of Education

Table 4.2 Key Factors in the Paradigm Shift

<i>Factor</i>	<i>Development</i>
Time	The time factor will no longer be a constraint. Asynchronous education frees the student from the demands of time.
Space	The distance factor will no longer be a constraint. The student can take part in education without being physically present at the teaching institution.
Cost	The pedagogical investment for modern distance education is certainly greater than that of the traditional model, whether in terms of initial outlay or the investment related to the delivery of

Check Your Progress

4. Give some examples of innovations that have been attempted in evaluation.
5. What are the 5Es in the 5E model of constructivism?
6. What must be kept in mind while designing a curriculum for inculcating values?

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Relationships	The traditionally vertical teacher-student relationship will evolve towards a more horizontal model, in which the teacher becomes a facilitator, an expert or colleague and the learner becomes active. In this evolution of roles the group will gain importance as a source for consultation, dialogue and collaboration. Through this mechanism the education is 'received' by the individual in interaction with a group, of which the teacher constitutes only one element. Roles are thus completely redefined, and the dynamism of the new roles requires a new student.
Information/knowledge	The transfer of knowledge is no longer the primary object of education. The student must learn to gather information as the need arises, to evaluate it, and to transform it into knowledge through the relational process.
Market	By easing the constraints of space and time, education will open up to the global market , where language will become one of the main constraints on expansion.
Competition/collaboration	The internationalization of the education market and the emergence of new entities placed deliberately in the commercial area will intensify competition between educational establishments. Simultaneously, collaboration and strategic alliances on the part of universities will become imperative as the appropriate response to change.
Assessment	The traditional concepts of student assessment based on (examination) results will have to be adapted to new methods in which the assessment of the process will gain more importance so that the measuring of assimilated knowledge can be circumvented and factors more sensitive to the equation of the new professional can be integrated: ability to carry out research, to adapt, to communicate, to collaborate, etc.
Type	The distinctions drawn between the various types of education (primary, secondary, technical, university, vocational) will become less important, and the emphasis will be placed on continuing education.

(Didier Oilo, *From Traditional to Virtual: The New Information Technologies-Thematic Debate*, UNESCO, 1998.)

Major Technologies in Education

Following are the important technologies in education that have combined to make the communication revolution and information age a challenging era for educators:-

1. Computer
2. Artificial Intelligence (AI)
3. Computer Assisted Instruction
4. CD-ROM (Compact Disc-Read Only Memory)
5. Dial Access

6. Educational Television
7. EDUSAT (Educational Satellite)
8. E-mail (Electronic Mail)
9. Teleconferencing
10. Telelecture
11. Teletutorial
12. Teleseminar
13. Video
14. Interactive Video
15. Videotex
16. Videoconferencing
17. Digital Resources
18. Virtual University
19. Internet

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We will discuss some of these technologies in this section:

Artificial intelligence (AI)

AI is a branch of computer science that deals with the task of making intelligent machines that can perform better than humans. Today, the best computerized learning programmes already include certain forms of artificial intelligence that can diagnose the student's learning deficiencies and tailor instruction to them. AI is a computational technology that involves the symbolic representation and processing of knowledge.

Teleconferencing or interactive television

Teleconferencing or interactive television is a two-way electronic communication between two or more groups or three or more individuals who are at separate locations.

Interactive television combines traditional TV viewing with interactivity of the Internet and personal computer.

In education, teleconferencing is used for the following purposes:

- It provides expert instructors to remote schools, colleges, uni-versities and offices.
- It offers quality instruction to learners scattered over several sites or over a large area.
- It allows learners to interact with the expert and with each other at multiple locations.
- It provides in-service training without leaving the work place.

Telelecture

Telelecture is primarily a one-way information transmission taken by its teacher with a very limited opportunity of questions or comments.

The preparation of telelecture has much in common with the preparation of a face-to-face lecture except that the structure of the message and its packaging in different

forms of media and materials must take into account the constraints of the particular system that is going to be used.

A telelecture is usually followed by pre-telecast preparation and follow-up.

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Teletutorial

It is a more focussed instructional session involving demonstration and explanation by a tutor, practice by the participants and evaluation and corrective feedback by the teacher.

A teletutorial may be initiated by an individual student or a small group, experiencing a particular learning difficulty by contacting the tutor at a distance with a request for help.

The mode of teletutor is very popular in Australia and New Zealand as well as in some of the remote areas of North America where transport has always been difficult.

Teleseminar

Teleseminar is characterized by an intensive involvement of participant owing to the small number of the group. It leads to a very focussed, in-depth discussion on a topic where previous experience is shared.

Interactive video

This technology combines the attributes of sound, motion, colour, audio and tailored information via branching presentations.

Interactive video permits a viewer to participate in a simulated conversation on the TV screen.

On account of its heavy costs and complexity the service of this medium has not expanded in the field of education as anticipated earlier.

Videoconferencing

Video-teleconference is a teleconference that includes video communications

Videoconferencing in education

With the use of technology in the classroom, both teachers and students reap several benefits. Increased academic achievement, efficiency in the operation of schools, and the number of technically qualified students entering the workforce as well as the improved literacy in terms of technology, innovative teaching practices, and community relationships are some of the rewards of videoconferencing.

Videoconferencing, that allows individuals or groups at different locations to meet face-to-face in a real time setting, has found its niche in a world of new and emerging technologies. In the past, distance learning with two-way video and audio was way beyond the reach of many professional and academic organizations. Innovative telecommunication technologies such as ISDN (Integrated Services Digital Network), and IP (Internet Protocol) compressed videoconferencing systems have lowered costs, making videoconferencing feasible for many colleges, businesses and libraries, etc.

Several educators view videoconferencing as an extension of the classroom. Videoconferencing provides an effective teaching medium because it is geared toward the first truly digital generation.

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Videoconferencing is advantageous because it enhances the learning process, increases student motivation and participation and encourages cultural diversity. It provides access to a vast array of information and resources to satisfy student's individual needs. Student's comprehension of difficult or abstract concepts is easily developed through the face-to-face interaction of videoconferencing. Positive relationships among different groups—educators, student, and community members—are cultivated through videoconferencing. Videoconferencing establishes a visual connection between experts (presenters) and participants (educators, students, and parents).

It allows the educators to meet and match the educational needs and abilities of their students. The technology supports the shift away from traditional lessons that are short, isolated, and educator-centred to a student-focussed interactive experience.

Digital Resources

We are living in a digital world. Digital technology is used in a big way for producing, preserving and distributing information. Computers now outnumber office workers in several parts of the world. We do online or tele-banking and enjoy digitally mastered music.

In recent years academic and other institutions have started creating and distributing information in a plethora of digital formats at relatively low costs and without the need for complex programming skills that were once needed.

Digital sound recording and digital photography are also being widely used.

Virtual university

Recently virtual university has come into existence. People are studying in virtual classrooms. One need not travel to other countries for educational purposes. One can pursue education staying at one's own place of residence. With the growing population, traditional colleges and universities are not in a position to give admission to all those who possess the required qualifications for eligibility and desire to pursue higher education. To cope with the problem, distance education institutions and open universities were established. However, these facilities also were considered insufficient. A large number of foreign universities have started opening their doors to students from other countries. Such universities make use of the Internet and thus have eliminated all limitations of traditional (real) universities. Such a university is called virtual university. It admits students belonging to any country.

The chief requirement of a virtual university is the availability of Internet facility with the prospective student. Students enrolling with the virtual university can take admission in any programme provided he possesses all the essential pre-requisites of the programme. When one has taken admission, he need not travel and can learn any topic anywhere at any time. Formalities like filling a form, taking entrance examination, getting enrolled or registered payment of fees, etc., can be done online through the Internet from one's own place.

A virtual university provides a number of courses and programmes. A candidate can select any course. Once the selection of the course is done, a student can start learning any course through any method of teaching-learn-ing, viz., lecture method, discussion method, seminar method, self-learning method, etc.

A virtual university can have the potential to offer various courses and programmes ranging from undergraduate to Ph.D., D.Sc, D.Litt., etc.

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A student can also download any portion of instructional material for future use. He can continue reading the same topic for any length of time and through as many methods as he wishes. Teaching-learning in a virtual university is individualized. A virtual university, by providing the element of flexibility, can nurture the talent of an individual. A student enrolled in a virtual university can take examination at any time he likes. A brilliant student can complete a programme of three years' duration in two years or even in lesser period. There may not be any age criterion.

The only criteria for admission and completion of a course will be the competencies and potentialities of the candidate himself. A virtual university presents the possibility of globalization of education.

Education through the Internet

1. Internet is highly educative as it provides access to information and contains enormous of data on numerous topics.
2. Internet has information on most of the advanced research topics in highly technical or scientific areas besides information on other petty topics as well.
3. The use of the Internet could provide wider access to good quality education at a low cost.
4. It provides information and education to the wider population located in every nook and corner of the globe.
5. It may be considered as a tool to disseminate large quantities of information to propel the masses forward on a path of prosperity in the shortest possible time with minimum resources.
6. Internet technology can be very helpful in tackling adversities of nature like earthquakes, landslides, etc., and disparities of caste or creed of the society.
7. The learning process on Internet is interesting and interactive.
8. The students have a great opportunity to be creative.

The Internet would also remove the limitations of:

- classroom size
- fixed period of imparting education
- restrictions on the learner's pace of learning
- the learner's ability to afford quality education in the best school, college or university anywhere in the world.

The Internet can support the following types of education:

- schooling
- continuing education
- re-skilling or re-education
- task-specific immediate education.

There is no doubt that the Internet offers the unique opportunity of providing education at a fast pace.

The Internet has varied educational uses. Even a well-established traditional library can hardly match the resources available on the Internet. This is not to say that the Internet can replace the library. But the simple fact is that no library on earth has the

financial resources to buy the latest international books on everything under the sun. This is where the Internet comes handy for students, teachers, researchers as well as for those preparing for several competitive examinations including the Civil Service Examination.

It frees one from the hassles of collecting reports from different sources for projects and research reports—wasting valuable hours travelling to various libraries all over the country to check their availability. The Internet makes all information available at the click of a mouse button.

Name any branch of study—the Internet provides the requisite information—whether it is to keep informed of the latest scientific discoveries or to enhance one's skills. The Internet helps in enriching classroom discussions.

Documents and software libraries

In the early 1980s, using the Internet was still difficult. However, its power was obvious. There was no other method to connect universities and research labs around the world which was so fast, convenient and flexible. So, the Internet users at universities came up with a software to participate in discussions over the network. They created documents and software libraries on the network, which were accessible to all users. During this period, the Internet remained within the narrow confines of the academic and research lab world.

4.4.1 Computer-Assisted Instructions (CAI)

Computers may aid the learning process in the following ways:

1. By providing information and instructions
2. By asking questions
3. By being tirelessly repetitive
4. By stimulating processes
5. By selecting the right speed for providing information for individual learners
6. By providing opportunities to try different things
7. By displaying data dynamically
8. By taking away tedious calculations
9. By doing difficult calculations
10. By providing information from a large store
11. By checking how well a learner understands a topic through questions

Limitations of CAI

1. Speech or analysis written by the computer seems to be possible only after several years.
2. The computer fails to appreciate the emotions of the students. The warmth and the emotions exuded by the teacher in direct classroom interaction with the students is missed by the students in CAI.
3. The peripheral equipment put constraints on the ways in which a student can interact with the computer.

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4. Commenting upon the limitations of the computer, Longuit—Higgins have opined, 'The human student is a rather rich information source. Reducing him to a short of morse code consisting of a string of multiple choice answers we lose a lot of this information and so reduce the possibility of understanding his difficulties.'
5. CAI fails to develop essential features of language competency.
6. Some students get more tired in CAI than conventional study.
7. CAI is a sort of mechanical approach to education.

Functions of the school administration and the teacher in relation to the use of computer in education

1. New functions of the teacher will depend upon the specific purpose for which the computer is used.
2. A technical expert should be consulted in the selection and purchase of hardware.
3. An agreement should be made with the suppliers for the supply and installation of the computer.
4. One or two persons of the school should be trained in operation and servicing of the computer.
5. A small centrally located room should be selected for the installation of the computer.
6. Storage space should be provided for software programmes.
7. A teacher called as 'computer manager' or 'computer resources person' shall be the overall incharge of the computer. He will coordinate the entire work in this regard.
8. In CAI the teacher has the chance to use new tools which will enhance his individual satisfaction and increase his efficiency.
9. The teacher will be liberated from his routine duty.
10. The teacher will be in a position to produce elaborate graphs and tables.
11. The teacher can compute accurately and rapidly huge data. Computers can never be a threat to teachers. The computer is after all a tool itself incapable of action. It has no inborn wisdom. It carries out with incredible speed the instructions given to it. One can store and retrious data swiltly from a computer. The instructions nevertheless have to be given to it by the teacher. The computer therefore is a medium or tool in the teaching/learning process. It is the teacher who is to decide which part of the curriculum the computer- can handle. It can be the flashing of a piece of text with blanks for teaching or a multiple choice question with alternatives on the display screen for testing and recording the student's score.

Statements and facts regarding computer-aided instruction (CAI)

1. Providing programmed instruction through the computer is called CAI.
2. In the 1960s, some universities used computers for presenting programmed instructional material.
3. In 1961 CAI was used in the University of Illinois in USA.
4. In 1966 Tondow used a computer to teach fifth graders.
5. In 1966, Schurdak used computer to teach a FORTAN course.

6. Again 1966, Patrick Suppes of Stanford University computerized tutorials in arithmetic and reading for elementary school children.
7. In generative CAI, the computer generates questions within a basic framework of a topic.
8. Computer Managed Learning (CML) is concerned with the use of computer to perform the tedious and time-consuming management tasks of learning.
9. For facilitating computer scoring, objective type questions preferably of multiple-choice and alternate responses are given.
10. The computer can be used as a test-item bank and for obtaining several different tests using the item-bank.
11. By quickly reviewing the performance of the student in the previous courses, the computer can be used to suggest future courses for the student.
12. CML system is used to maintain records of students which is made available to them and their tutor.
13. The CML system can issue timely reports to students, teachers and administrators.
14. Based on student records, the CML system can give to the student vocational guidance.
15. Four administrative uses of the computer in education are: (i) Student administration (ii) Financial administration (iii) Resources administration and (iv) Library administration.
16. Some of the advantages of using CML are: (i) Saving in cost and resources (ii) Saving in time and effort (iii) Improving effectiveness of learning.

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Computer Education Programme in Schools in India

A Pilot Project on Computer Literacy and Studies in Schools (CLASS) was initiated in 1984-85 in 248 selected Secondary/Higher Secondary schools. The objective is to acquaint students and teachers with the wide range of computer applications and its potential as a learning medium. By the end of 1988-89, about 2600 schools had been covered. Sixty resource centres had been set up to train school teachers and provide support to the participating schools. Efforts have been made to start generation of indigenous software through NCERT, New Delhi. The Project is jointly co-ordinated and supported by the Department of Electronics, the Department of Education, Computer Maintenance Corporation (CMC) and the NCERT.

Under the existing arrangements, CMC Ltd., is responsible for procurement, installation and maintenance of hardware in schools, while NCERT is responsible for academic inputs including teacher training and monitoring through 61 Resource Centres, Engineering colleges and Universities throughout the country. The schools are selected by the government in consultation with the concerned state government.

In a review undertaken by the Ministry of Human Resource Development, a number of shortcomings, in its implementation were noticed. Chief of these shortcomings were:

- multiplicity of agencies involved
- instructions outside school hours
- inadequate training of teachers and inadequacy of instructional material
- no set curriculum

Attempts are being made to remove these shortcomings.

Concluding Remarks

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In spite of the unprecedented impact of CAI on education in advanced countries, it has not made much headway in India. On account of several reasons, India has not been able to introduce CAI on a substantial scale. In fact, computers in education are hardly used by the teachers as a as their classroom instructional work is concerned. CAI must be tried out in selected areas of instruction in the first instance. It appears the in that near future, as the situation is, there are remote possibilities of the use of this new medium of classroom communication on an appreciable scale, in our educational institutions. Resource crunch seems to be the greatest hurdle in this context. Classes are overcrowded and educational institutions in general lack suitable accommodation and basic equipment.

The introduction of computers in education is not a quick and easy path to follow. But to be at par with the developed countries we can hardly afford to ignore its importance in education. If we want successful introduction of this technology in education, a more comprehensive plan is needed to be developed to give the practical knowledge of basic skills to operate the equipment, understanding of basic principles and awareness of main applications, ability to design and prepare a software, etc., to the maximum number of teachers.

1. Personalized System of Instruction (PSI)

Personalized System of Instruction (PSI) or the Keller Plan was developed by Fred S. Keller in 1965. It is a plan of individualized instruction. Still it retains the merits of collective instruction to a great extent. It is felt that Keller plan is definitely a better approach to learning than the conventional spoon-feeding method of lecturing in the classroom. The plan is better suited for college level instruction.

Chief characteristics: The Keller plan is a sequence of three-step cycles of learning process with presentation, response and consequence arranged in such a way as to optimize learning. The course policy is explained to the students in the beginning and he is given the study guide. The flow chart in figure 8.3 explains the various processes involved in the Keller Plan.

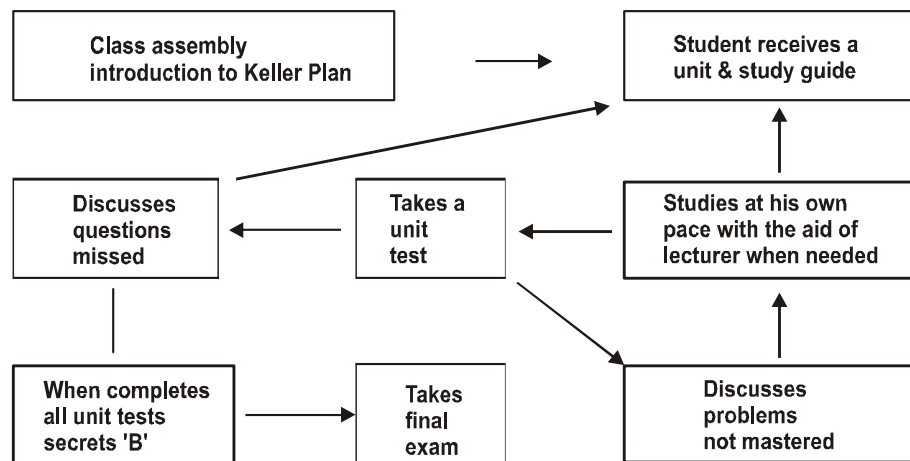


Fig. 4.1 Flow Chart of Keller Plan

The course content is roughly divided into (12 – 20) units which can be mastered by a student in about a week. The student is expected to master every unit at his own

pace. The student first gets unit-1 along with the study guide. The study guide is prepared by the teacher. It gives explicit objectives which the student has to achieve. When the student has achieved the objectives, he will take the unit test.

The duration of the unit test is usually from 20 to 25 minutes and its scores are prepared in 5 minutes. Textbooks and study guides comprise the learning material. The structure and organization of a study guide includes instruction for each unit, behavioural objectives, procedure, text supplement and test questions. The procedure consists of what is to be read, where to look for, where rote learning is necessary and where comprehension is necessary. For each unit, four equivalent but different forms of readiness tests are provided. The instructor goes from student to student and solves the problems of every individual. The student takes the readiness test provided he thinks that he has fulfilled the behavioural objectives. The test is scored in the presence of the student with his verbal clarifications. If he clears the test without any conceptual mistake, he is provided with the study guide for the next unit. Otherwise he has to attend to the areas requiring further study and appear for the test again. He is given the re-test, which may be old or new or on-the-spot constructed test depending upon the need. After completion, he goes for the next unit. After a little progress, some high pacers are selected from the students to act as proctors (internal as against external wherever possible). The proctors help the instructor in the one-to-one contact with the students when they are studying, and administering and scoring of the tests. Proctors are issued with proctors' guide sheets wherein their duties and the extra material they have to study is mentioned. Proctors are rewarded for their additional labour, interest and regularity. Each proctor is incharge of a certain number of peers (classmates).

There will be some review tests also to assess the of the students. Enrichment activities are also provided, which carry credit or motivational value. These enrichment activities include extension lectures, work visits or experimental work.

Advantages of PSI

Some of the advantages of PSI are:

1. Every student with all his intellectual, psychological, socio-economic status, interest and aptitude, is considered as a class in himself.
2. Students learn at their own pace rather than at the instructor's pace.
3. Maximum use is made of the tested concepts of educational technological methods, viz., feedback to the instructor and continuous formative tests.
4. It does not require costly sophisticated media of educational technology.
5. Environment of cooperation is built due to the taken care of proctor's guidance.
6. Readiness of the students is taken care of.
7. Negative reinforcement, i.e., punishment is avoided.
8. Importance is given to the written word in the study guides and readiness test.
9. The students learn through self-learning.
10. Learning in the students is visible and the teacher acts as a learning facilitator.

Following points may be kept in view while making use of PSI:

1. In the very beginning, students may be explained the efficacy and usefulness of this system.

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2. A handout on the scheme should be prepared and given to each student in the very beginning of the course.
3. Behavioural objectives should be specified.
4. A suitable textbook which satisfies most of the behavioural objectives should be selected and each student should be asked to possess this book.
5. The whole curriculum should be broken into units which can be mastered in about a week. The number of units will approximately be equal to the number of weeks available. Units need not be sequenced as in the curriculum or in the textbook.
6. Study guides for each unit should be prepared. Study guides will be structured in the following ways:
 - (i) Introduction—Need and importance of the unit. Teacher’s comments—summary or synopsis prerequisites.
 - (ii) Behavioural objectives.
 - (iii) Procedures—objective reference to the page or article numbers in the textbook. There may be portions marked for an individual for comprehension or rote learning, or for study only or for experimentation.
 - (iv) Study questions for self-test by the learners.
7. Readiness tests—3 or 4 equivalent forms for each task, covering all objectives in that task should be written. Readiness tests should contain test items which are objective or subjective, descriptive or problem-solving type and/or performing an experiment or doing a job. The size of a test should normally be such that it takes 15-20 minutes for a student to attempt and 5-8 minutes for the instructor to check.
8. Proctors should be selected from any of the following, in order of priority—colleagues, research assistants who have passed the course, senior students, high pacer classmates called as internal ‘procts’. If possible, the proctors should be rewarded in some form. There should be one proctor for every 10 students.
9. Manuals for proctors, giving the page numbers of textbook or other references or supplementary text which the proctors can use in guiding the student, should be prepared. If the proctors are not from the students of the same class then the key to the readiness tests may also be included. A structured interview by the proctors with his peers may also be included.
10. A progress report indicating the desirable dates for assessing the different tasks should be prepared.
11. Marking policy, if any, should be decided.
12. PSI classroom should be arranged into four functional areas: (i) Quiet study, (ii) tutoring, (iii) test taking (iv) evaluation.
13. Some enrichment activity in the form of extension lectures, field trips, etc., may be planned.
14. The instructor should have weekly meetings with the proctors to discuss about any problem encountered, progress of the students and briefing of the proctors.
15. Feedback may be obtained from the students and the proctors, regarding their attitudes about PSI: one at the mid session to make any changes in the process and another at the end of the course.

- The instructor should maintain a student-wise progress record and an anecdotal record for his future reference.

Follow up: The instructor should go through the anecdotal record to identify the bottlenecks. He may have to revise the study guides, readiness tests, proctors manuals, the procedure, the progress chart and records keeping.

It will be desirable that the teacher shares his experience with the faculty members and others outside his Institute through reports.

Limitations and points of criticism

- Teachers may not have the necessary enthusiasm to try new ideas.
- Teachers may feel that they are not rewarded for their work.
- Teachers may find it difficult to write specific behavioural objectives.
- Teachers may feel satisfied with their existing teaching techniques.
- Mastery of learning is ignored.
- Adequate test or notes are not readily available.
- The subject matter changes quickly.
- There are large number of students in every classes.
- Teachers are bound to give lectures for long hours.

PSI course is an interesting and rewarding job. At the same time it is not difficult to use. It does not require elaborate physical plant. It utilizes conventional classroom facilities. It easily adapts to the time provision in traditional courses—3 hours per week and proportionately for semester and trimester courses. It relies on traditional texts. Other hardwares and softwares of educational technology can be used in it.

2. Learner-Controlled Instruction (LCI)

This method of individualized instruction was developed by Robert Mager in 1951. It is based on the belief that a student should be a source of significant input to the sequencing decision. It follows this approach, 'Let the students know that they could ask any question they wished about a topic, they wished to study, for example, electronics and let them get on with it using the instructor as a resource person.'

The most important feature of LCI is that it is a kind of Socratic dialogue in the reverse sense. In Socratic dialogue, the teacher leads the learner gradually to the desired goal but in learning controlled instruction, the learner leads the teacher to the desired goal by asking questions.

Pointing out the importance of the learner in the instructional process, Mager observed, 'Although we pay verbal tribute to the business of taking the learner from where he is to some other place, we generally, fail to consult the learner in the matter except to ask him to help us to maximize the effectiveness of whatever sequences we have already decided upon.'

Merits of learner-controlled instruction

- In learner-controlled instruction, the learner himself organizes the learning sequences according to his own mental abilities and this creates confidence in him.

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2. It encourages reciprocal respect and a friendly emotional environment between the learner and the teacher.
3. Since the goals are set by the learners themselves, they become meaningful, realistic, satisfying and helpful in guiding their learning activities.
4. There is high motivation to learn because the need to learn emerges from the curiosity of the learner.
5. The teacher carefully studies the interests and needs of the learners in order to help them to realize their goal.
6. The activities and experiences of the learners are enriched and supplemented by the use of related materials.
7. The learner engages in active and real life experiences which are related to one another.
8. There is continuous evaluation of the learner and the programme.

Demerits

1. Developing a programme in learner-controlled instruction is very costly and time consuming.
2. No two individual learners are alike and this would necessitate the writing of the programme for the learner every year.
3. The learner may not be able to sequence his learning task.

Security Awareness Instructor (SAI)

The SAI is a modern, professional certification which assures applicable knowledge, skills, ethics, approach, and responsibility for teaching security. The SAI focus is on the method for assuring a quality training.

3. Modular Teaching Approach

Modular teaching is one of the most popular teaching-learning techniques in the West as well as in Asia. The approach is used in almost all subjects such as natural science, education, social science and computers. It is a recent development based on programmed learning. It takes into account the learning capability of a learner, which necessitates the planning for adoption of the most appropriate teaching techniques to help the individual grow and develop at one's own space.

Characteristics of a modular approach are:

- (i) Should be independent
- (ii) Self-contained
- (iii) Self-instructional
- (iv) Well defined
- (v) Clear in objectives
- (vi) Concerns individual differences
- (vii) Have systematically organized learning opportunities
- (viii) Utilizing all types of media
- (ix) Active participation by learners

- (x) Immediate reinforcement of responses
- (xi) Mastery of evaluation strategy
- (xii) Evaluation of work

The approach should have some basic components, such as:

- (a) **Rationale:** A complete and clear picture of the module and clarity of the need for the study.
- (b) **Objectives:** The probable outcome of the module, which should be stated in terms of behaviour and performance.
- (c) **Entry test:** To evaluate whether the learner has prerequisite skills to enter the module.
- (d) **Multi-media material:** Utilization of the available variety of media to actively involve learners.
- (e) **Learning activities:** A variety of learning activities can be used to catch the attention of the learners, such as, presentation, demonstration, drill, stimulation and problem solving.
- (f) **Self-test:** A process to review and assess one's progress.
- (g) **Post test:** To check whether the objectives have been attained.

Analysing the modular approach to teaching, it becomes clear that it is a more effective, updated and technology-based method. It provides flexibility to distance teaching mode as well as to learners.

4.5 SUMMARY

- The Three Language Formula finds its origin in the recommendations of the Central Advisory of Education made in 1956. According to this formula, the student is to learn his mother-tongue as the regional language, Hindi as the national language and English as the international language. The final shape to the Three Language Formula was given by Kothari Commission (1964-1966).
- Implementation of three language formula at different stages: (i) Class I-IV: study of one language (mother tongue) is compulsory; (ii) Class V-VIII: study of two language compulsory (mother tongue and Hindi or associate official language; (iii) Class IX-X: study of three languages obligatory and (iv) Class XI-XII: study of two languages compulsory (any two).
- The National Policy on Education (1968) stressed on the development of regional language, three language formula, and the promotion of Hindi, Sanskrit and international languages.
- The National Policy on Education (1986) reiterated the importance of the three language formula as mentioned by the 1968 policy but observed that the observation was uneven. It proposed to implement it more energetically and purposefully.
- Mudaliar Commission or the Secondary Education Commission (1952-53) has recommended a two language formula out of which one must be mother-tongue or regional language. The other language could be Hindi, Elementary English, Advanced English, a modern Indian language, modern foreign language or a classical language.

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Check Your Progress

7. List the types of education that is supported by the internet.
8. State the most important feature of Learner-Controlled Instruction (LCI).
9. Which approach of modern teaching takes into account the learning capability of a learner to help the individual grow and develop at one's own space?

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- The Kothari Commission had the three language formula: mother-tongue, official or associate official language and any modern Indian or European language.
- Difficulties in the implementation of the three language formula: heavy load on the students, students don't achieve proficiency in any of the languages, heavy financial burden on the institution, not much utility, students are not motivated to learn, resistance to Hindi in non-Hindi speaking areas and political pulls and pressures, etc.
- Educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on the groups involved.
- There are several innovations that have been integrated in teaching: micro-teaching, use of ICT, teaching training programmes, modular teaching, etc.
- It is said that learners build new thoughts on the basis of their old thoughts. Students of all ages, including adults, can use 5Es. Each of the 5Es describes a phase of learning, and each phase begins with the letter E: engage, explore, explain, elaborate and evaluate.
- Some of the important technologies in education that have combined to make the communication revolution and information age a challenging era for educators are: (i) Computers (ii) Video (iii) Telelecture (iv) Teleconferencing (v) Videotex (vi) Internet (vi) Artificial Intelligence.
- Computer Assisted Instructions (CAI) aid the learning process in the following ways: (i) By asking questions (ii) By stimulating processes. (iii) By doing difficult calculations. (iv) By providing information from a large store.
- Personalized System of Instruction (Psi) or the Keller Plan developed by Fred S. Keller in 1965 is a plan of individualized instruction. It is felt that Keller plan is definitely a better approach to learning than the conventional spoon-feeding method of lecturing in the classroom.
- Learner Controlled Instruction is an individualized instruction which was developed by Robert Mager in 1951. It is based on the belief that a student should be a source of significant input to the sequencing decision.
- Modular teaching is one of the most popular teaching-learning techniques in the West as well as in Asia. The approach is used in almost all subjects such as natural science, education, social science and computers. It takes into account the learning capability of a learner, which necessitates the planning for adoption of the most appropriate teaching techniques to help the individual grow and develop at one's own space.

4.6 KEY TERMS

- **Three language formula:** It specifies the stage of education at which one, two or three languages are to be studied at the school stage.
- **Educational innovation:** It refers to an idea or practice new to a specific educational context that meets unsatisfied needs.
- **Micro-teaching:** It is a kind of reach teaching which takes place in reduced time, number of students and range of activities.

- **Artificial Intelligence (AI):** It is a branch of computer science that deals with the task of making intelligent machines that can perform better than humans

4.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

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1. For the implementation of the three language formula at the Class IX-X level, the study of the three languages should be obligatory and one of these three languages should be the official language of the Union or the associate official language whichever was not taken up in Classes V-VIII.
2. The Mudaliar Commission appointed in 1952-53 was the Commission which recommended the two-language formula.
3. In implementing a language policy, primacy should be given to the mother tongue as the medium of instruction in the initial stages, before the child enters primary school. This is imperative, as repeated studies have indicated that basic concepts of language and arithmetic are best learnt in one’s mother tongue.
4. The following are the examples of innovations that have been attempted in evaluation: Choice Based Credit System, Electronic Distribution of Examination Papers, On Demand Testing, Automated Testing, Double Valuation, Testing of Affected Attributes, etc.
5. The 5 Es of the 5E model of constructivism describe a phase of learning, and each phase begins with the letter ‘E’: engage, explore, explain, elaborate and evaluate.
6. To inculcate values, we need to design a curriculum based on a planned collection of skills, desirable knowledge, attitudes and values that we wish to pass on to the younger generation.
7. The Internet can support the following types of education:
 - Schooling
 - Continuing education
 - Re-skilling or re-education
 - Task-specific immediate education.
8. The most important feature of Learner-controlled Instruction (LCI) is that it is a kind of Socratic dialogue in the reverse sense. In Socratic dialogue, the teacher leads the learner gradually to the desired goal but in learning controlled instruction, the learner leads the teacher to the desired goal by asking questions.
9. It is the modular approach of teaching which takes into account the learning capability of a learner, which necessitates the planning for adoption of the most appropriate teaching techniques to help the individual grow and develop at one’s own space.

4.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Briefly state the implementation of the Three Language Formula at different stages.
2. What is the two language formula as suggested by the Mudaliar Commission?

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3. State the difficulties in implementation of three language formula.
4. What is a virtual university?
5. List the merits of using the Internet in education.
6. Briefly give an overview of the use of education technology in India.

Long-Answer Questions

1. Comment on the observations of the Committee for Evolution of the New Education Policy, 2016 pertaining to the medium of instruction.
2. Compare the two-language and three-language formula.
3. Discuss some of the tools of modern technology in teaching.
4. Explain the computer-assisted instructions (CAI).
5. Describe the uses and limitations of the Personalized System of Instruction (PSI).
6. What is a learner-controlled instruction? Discuss.

4.9 FURTHER READING

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UNIT 5 VOCATIONALIZATION OF SECONDARY EDUCATION

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Structure

- 5.0 Introduction
- 5.1 Unit Objectives
- 5.2 Concept and Scope of Vocational Education
 - 5.2.1 Impediments
- 5.3 Vocational Education at the +2 stage: Concept
 - 5.3.1 Vocationalization of Secondary +2 Level Education
 - 5.3.2 Problems and Solutions
 - 5.3.3 The Concept of Vocational Education in the National Policy of Education
 - 5.3.4 Innovations in Vocational Education
- 5.4 Summary
- 5.5 Key Terms
- 5.6 Answers to 'Check Your Progress'
- 5.7 Questions and Exercises
- 5.8 Further Reading

5.0 INTRODUCTION

Vocational preparation through education is one of the oldest practices in the field of education. In India, knowledge and skills of sixty-four types of arts was included in the curriculum since the Vedic ages. Later in Buddhist and Medieval periods also vocational education and training remained among the main stream of education at a higher stage. The British gave a standardized and widespread touch to the vocational education by attaching it with the popular professions of the time.

Today, the concept of vocational education has become an inevitable component of education; particularly at higher and senior secondary stage. All the commissions and policy makers have put considerable attention to ensure a practical and functional system of vocational education so that students could be helped for vocational selection and success at an appropriate age. The efforts of National Policy of Education, 1986 and National Curriculum Framework, 2005 are especially appreciable in this direction.

Secondary education plays a significant role in national development as it provides large skilled manpower for the economy and prepares for higher, technical and professional education. It is the stage where a proper understanding of work ethos and values of a humane and composite culture is provided to future citizens of the country. There is great demand for expansion of higher education on account of increasing expansion of primary and secondary education and rising social expectations. In this unit, we will study the concept, need, problems and solutions for the vocationalization of secondary education

5.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Explain the concept of vocationalization of secondary education
- Describe the need for vocational education at the secondary stage

- Discuss the problems in the way of implementing vocationalization of secondary education
- Assess the solutions for problems of vocationalization of secondary education

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5.2 CONCEPT AND SCOPE OF VOCATIONAL EDUCATION

The term vocation has been derived from a Latin term ‘vocare’ which means ‘to call’. Traditionally, this word was used in religious discourses but with the change of time this term came to be used for an occupation to which a person is specially drawn or for which he or she is suited, trained, or qualified. The dictionary meaning of vocation is designation or appointment to a particular state, business or profession.

There are two more words which seem to be similar to vocation in meaning and purpose. These are occupation and profession, but minute differences among the dictionary meanings of these terms distinguishes them thinly. Accordingly, occupation is any job or earning activity accepted by an individual out of one’s natural choice of family traditions. Such as farmers, tanners, goldsmith, carpenters, cobblers and artisans are the jobs which are adopted by many as family tradition. On the other hand, vocation is an earning activity for which an individual needs special training and preparation.

Vocational education is a conditional activity; it is conditioned by highly varying circumstances which prompt its need and existence. It emphasizes on preparation for jobs and careers in diversified vocational or professional workers and entrepreneurs. The meaning attached to the word ‘vocation’ is of great significance in defining the term vocational education. In other words, vocational education is the education or training of workers. The origin of vocational education may be traced to the early apprenticeship training practices. This concept implies that any kind of education or training in which a worker participates is vocational education. It also suggested that humans have dissimilar abilities and the persons having neither the capacity nor the desire to study the traditional curriculum be prevailed upon to opt for vocational trades more adapted to their taste and abilities.

Need and Importance of Vocational Education

Vocational education prepares an individual for choosing, entering and pursuing successfully the vocation of one’s choice. In this sense, vocational education helps an individual in selecting his occupation which is a developmental process taking place over a period of years. It ends in a compromise between interests, capacities, values and opportunities which are available.

In individual terms, provision of vocational education prevents maladjustment and dissatisfaction in the process of occupational choice and pursuance. It is essential that vocational guidance facility is made available to each and every individual so that each individual gets the vocation of one’s choice, needs and capability. Such provision prevents maladjustment and dissatisfaction in people’s lives.

On the social and national terms, vocational education ensures efficient use of available manpower. Vocational education aims at efficient use of manpower and greater economy in the execution of work in industry, business and government. To achieve this

objective vocational education enables people to discover information about their abilities interests, needs, ambitions, limitations and their causes.

Importance of vocationalization

- (i) **Employment:** Vocationalized education gives a capacity to earn ones living and makes the individual self-dependent. This to a great extent solves the problem of unemployment.
- (ii) **Economic development:** Due to lack of vocational education, India has not been able to exploit its resources. Vocationalized education creates the trait of productiveness: ‘the individual’; who may learn how to exploit the natural resources intelligently. This may ultimately lead to the economic prosperity of the nation.
- (iii) **Creating a spirit of self-dependence:** Vocationalized education creates a spirit of self-dependence in the individual. Through this education, he begins to earn even during his school or college career. Thus ultimately he becomes a useful member of the society.
- (iv) **Dignity of labour:** As one has to do some manual work for learning some vocational skills, it develops a sense of dignity of labour in the individual, not possible in purely general and academic education where the creative side is ignored.

5.2.1 Impediments

As per the district information system for education (report 2014-15), vocational streams are offered at present only in 27 per cent schools, a decline from 303 per cent in 2013-14. The following may be the causes of low percentage in vocational education:

- (i) The government has not taken up the problem of vocationalization of education with due seriousness.
- (ii) Lack of teachers for imparting instruction according to the vocationalized aspects incorporated in the general curriculum.
- (iii) As Education Department of the Government has not been able to receive guidance for determining the exact nature of the vocationalized curriculum, the vocationalized education programmes could not be formulated according to the social and national needs.
- (iv) Due to lack of necessary facilities in schools and training colleges, laboratories and workshops have not been satisfactorily organized and the required number of trained teachers is not available.
- (v) The schools and colleges neglected altogether the programme pertaining to physical work and social service.
- (vi) There has been a lack of cooperation between labour, industries and education departments of the government. No department wholly took the responsibility of vocationalized education on its own.
- (vii) The public remained altogether indifferent to vocationalized education as its utility has not been fully explained to people.

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Check Your Progress

1. Name the two words which are similar to vocation in meaning and purpose.
2. How does vocational education help an individual?

5.3 VOCATIONAL EDUCATION AT THE +2 STAGE: CONCEPT

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Man is a product of his environment and inherent aptitudes. Along with, the nature of his career patterns is also determined by the individual's socio-economic level, mental ability and personality characteristic to which one is exposed to. There are several stages of vocational maturity in individuals till one actually reaches the stage of vocational selection. These stages are differently named by different specialists. R. Super (1957) has listed six stages of vocational maturity though (Buehler 1967) has reduced them to five. Of these, only two to three are relevant as far as vocational education at senior secondary stage is concerned. According to Super, these are crystallization stage, (14-18 years) and specification stage, (18-21 years). On the other hand, the stages mentioned by Buehler are more realistic in a sense that these are further divided into sub-stages. These are growth stage (from birth to 14 years) and exploratory (from 15 to 24 years). The second stage is sub-divided into (i) fantasy stage and (ii) realistic stage. This description is evident that +2 or senior secondary stage is most relevant for providing actual or concrete vocational education to students. The prominent functions of vocational education at the higher secondary stage may be listed as follows:

- To carry forward the vocational information being provided at the earlier stages more intensively and vigorously.
- To make students correlate their studies to the vocations related to them.
- To motivate students undertake a comprehensive study of the careers on the lines they would like to pursue. They may be made to talk to the professionals already employed in those fields.
- To encourage students acquaint themselves with the prospect for higher education and the scholarships, stipends, grants or fellowship available to pursue them.
- To make students aware of the opportunities open to them after the vocational training is over.

5.3.1 Vocationalization of Secondary +2 Level Education

In India, the vocational subjects should be given a place in the curriculum of general subjects so that the students become more competent to earn their livelihood after completing the general education. Vocationalization of education means to make a student self-dependent in life. Vocationalization, does not mean only to impart vocational education. It should be organized according to the individual aptitude of the students. A good vocational capacity may be developed in the child, after ascertaining his various aptitudes and interests. According to the recommendation of Secondary Education Commission (1952-53), many multipurpose schools were established that include education in various vocational subjects along with education in general subjects. The Kothari Commission (1964-66) emphasized work-experience in education. This type of education promotes the all-sided development of the individual.

Vocational education has been defined by UNESCO as: 'Comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understandings and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of

general education and a means of preparing for an occupational field and as aspect of continuing education.’

Vocational education is education given to an individual to prepare him for a successful social living by enabling him to realize his own potential within the framework of economic development to which the individual contributes. Vocationalization means learning of a skill or a range of skills through study of technologies, related sciences or other practical work. Vocationalization of higher secondary education aims at increasing the employment potential of the people through education for self-employment, with emphasis on agricultural and related occupations, including cottage and agro industries, and through preparation for specific competencies in different vocations. Thus, we can say that vocationalization means vocation-oriented education i.e., to provide the knowledge of necessary techniques and technologies related to different aspects of economic and social life, and to teach different skills in a practical manner. The sense of vocationalization of education is not limited to only providing vocational education, but is to effect all-round development through vocational education. Education Commission (1964–66) emphasized on vocationalization at +2 level in the 10+2+3 educational structure.

Adishesiah Committee (1977) recommended that there should be two streams or spectrums after general education of class X: (a) general education spectrum, and (b) vocational education spectrum. In vocational stream, students should be taught some skill(s) related to technology, science, agriculture or other practical work. Vocationalization will put an end to the mad rush for entrance into universities, and the consequent deterioration in the standard of education.

Participating and cooperative agencies

The following agencies will cooperate in implementation of vocational curriculum at +2 level of secondary education:

- (i) All India Vocational Education Council
- (ii) Human Resource Development Ministry
- (iii) NCERT
- (iv) Regional training boards

Recommendations on vocationalization of secondary education

The recommendations of various committees and commissions on vocationalization of secondary education have been discussed below.

- (i) **Secondary Education Commission (1952–53):** It recommended the incorporation of vocational courses in the secondary school curriculum as follows:
 - (a) Multipurpose schools should be established. The current secondary schools should be gradually converted into multipurpose schools. Till then vocational courses should be taught in them according to the varying interests of students. The whole curriculum needs to be sub-divided into seven parts. Every student should study at least one of these parts according to his interest. Each student should study some vocational subject to develop a sense of respect for manual work. The commission emphasized the need of educational and vocational guidance services in each school.
 - (b) Each student should be given an opportunity to do some productive work in the school. The courses should be diversified to make alternatives available for the students.

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- (c) The student should be given theoretical knowledge and practical training in agriculture. Such vocations as gardening, animal husbandry, veterinary science and bee-keeping etc., may be encouraged in schools. These vocations are considered more useful for rural children; rural school should function as a community centre also.
- (d) Technical education should be provided in secondary schools. The student may choose some technical subject as his hobby. Some industrial tax may also be levied for acquiring some funds for technical education. The Central Government should annually give financial grant to state governments. A federal board for technical education should be established. Multipurpose schools should be opened at some places.
- (ii) University Commission (1948–49):** It emphasized the need of establishing rural universities for teaching agriculture and allied subjects. It also recommended for making more progressive medical education, teachers' training and education in law.
- (iii) Kothari Commission (1964–66):** It emphasized the utility of vocational education and gave the following suggestions:
- (a) Secondary education must be vocationalized according to the means available.
- (b) Vocational education should be sub-divided into the following stages according to the curriculum:
- **Junior secondary stage:** The students who have passed seventh or eighth class should be admitted in Industrial Training Institutes (ITIs). The admission age should be reduced to 14 years of age. This may also benefit the primary school passed student. Part-time education should be arranged for industrial training to benefit those children who are mostly engaged in domestic work. The students should be given training in agriculture and domestic science.
 - **Higher secondary stage:** Polytechnical institutions should be established for those students who have passed secondary school classes. Part-time training or correspondence courses may also be arranged for such students. In health, commerce, administration and small industries varying courses of six months to three years duration should be instituted.
- (c) Separate committee and sub-committees should be organized within the jurisdiction of the education department for giving training in their respective vocation. These committees will look after part-time training and correspondence courses in their respective areas. First of all, the manpower available for the various vocations should be ascertained. Then the training for the same should be organized. The firms which may absorb the trained hands should also be consulted about the trained hands that they would require.
- (d) The central government should give adequate financial assistance to the various states for vocational and technical education. In USA, it was due to the federal assistance that secondary education could be vocationalized; this practice should be adopted in India.

- (e) The current facilities for vocational and technical education should be further extended. The training of workmen should be grouped into two parts— semi-skilled and skilled. The number of vocational and technical institutions should be increased. The private and state trade schools should be encouraged by giving financial help.
- (f) People have no interest in vocational curriculum as they do not understand its utility. The government should try to create interest in the people for vocational and technical training. Vocational courses should be made more interesting. Vocational Guidance Committees should be organized in schools to give psychological vocational guidance to the students.

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National Review Committee on Vocationalization

National Review Committee (1978) has given the following recommendations for making vocationalization of education successful:

- (i) There should be no rigid streaming of courses in the general education and vocationalized education spectra. The student should be free to offer either the general education or vocationalized courses, or a mix of the two, particularly in relation to the vocational courses as agriculture, and related vocations and other general sciences. There should be in-built elasticity in the choice of the general education or vocationalized subjects.
- (ii) Learning must be based on work. It must be either through the Socially Useful Productive Work (SUPW) or through vocationalized courses.
- (iii) Vocational courses should be provided in agricultural and related rural occupational areas and in managerial, commercial, health and para-medical vocations and not industrial and engineering occupations.
- (iv) Books should be written on a priority basis to suit local conditions and make available to the schools, in order to impart instruction in vocational courses, in agricultural and related subjects.
- (v) Semester pattern and credit system may also be introduced in higher secondary classes. Suitable steps may be undertaken for the orientation of teachers in this connection.
- (vi) To begin with, teachers with postgraduate qualifications need not be insisted. Persons who have had actual experience of on-the-job may be fruitfully utilized to teach vocational courses. Part-time teachers may also be appointed, wherever necessary.
- (vii) Both pre-service and in-service teacher education should be organized, in collaboration with Colleges of Education, SCERTs, NCERT, Agricultural Universities, and ICAR.
- (viii) A vocational survey of the area-metropolitan, block, taluk, district or state should be undertaken.
- (ix) As little or no vocationalized education facilities are readily available for rural students, so new schools should be constructed in rural areas and should be adequately equipped.
- (x) Shift system should be introduced, wherever feasible.
- (xi) Apprenticeship facilities should be extended to all the students who complete education in vocational streams if they desire to benefit from such training.

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- (xii) Vocationally qualified persons should be preferred to graduates and be entitled to the pay scales available to the graduates as long as the job performed are the same or of similar level.
- (xiii) A National Council of Vocational Education should be set up.
- (xiv) At the State level, State Council for Vocational Education be created and should function under the general guidance of the National Council of Vocational Education.
- (xv) The vocationalization of education must be supported by the local community and other agencies, such as panchayat, unions, agricultural cooperatives, Small-scale Industries Corporation, Khadi and Village Industry Commission, local branches of nationalized and other banks, etc.

5.3.2 Problems and Solutions

The issues related to vocationalization of secondary education are discussed in this section.

- (i) **Problem of qualitative improvement:** While India has made quantitative improvement in technical and vocational education, we have not yet paid adequate attention to its qualitative side. Many technical and vocational institutions are in very bad condition. There are no good workshops, laboratories, libraries and buildings. Well trained teachers are very few.

Solution: Technical and vocational institutions which do not fulfil the minimum conditions should be closed. Those schools that are well managed and organized should be given adequate financial assistance for organizing good workshops, laboratories and libraries. They should have close relationship with the relevant local industries. The trainees should be sent to these industries to obtain some practical experience.

- (ii) **Problem of creating favourable attitude towards manual work:** In India, a labourer does not get that respect in the society that a teacher, advocate or doctor does. Hence, trainees in technical and vocational institutions do not like to engage themselves in those operations which require manual work. They do not get adequate practical experience. Technical and vocational institutions do not produce good skilled workers. No reform in technical and vocational education will yield the expected result unless this situation is changed.

Solution: Opportunities should be given to students and teachers in schools, colleges and universities for doing various types of creative manual work. Workshops should be organized to give enough practical experience to each trainee.

- (iii) **Problem of defective curriculum:** The following defects are found in the curriculum of technical and vocational institutions:

- (a) It does not fulfil the local needs. For example, in the agriculturally predominant area, agriculture is not given a prominent place in the curriculum.
- (b) It lacks productivity.
- (c) It does not develop sense of honour in a manual work.
- (d) It lacks variety and does not have other purposes that should be a special feature of a technical institution.

Solution: It should be estimated as to how many teachers and guides are required for a particular stage in technical and vocational education. The arrangement for the equipment should be made on the basis of this estimate. The teachers and guides should be given attractive salaries and other facilities. The four regional committees should take the responsibility of doing the needful in this matter.

- (iv) **Problem of common medium of instruction:** The mother tongue has been accepted as the medium of instruction in India up to the secondary state. After passing this stage, when a student takes admission in some technical institution, he is given training in English. This creates a great difficulty for the trainee and many capable students lag behind.

Solution: Regional languages should be accepted as the medium of instruction in the technical and vocational institutions. The trainee should not be compelled to acquire proficiency in English, unless he himself insists on the same. Before making regional languages the medium of instruction, it is necessary to produce standard books in regional languages in the various areas of technical and vocational education. The teachers and guides of technical and vocational institutions should be so trained that they may be able to impart training through the medium of the regional language concerned.

- (v) **Problem of administration and control:** The Education Ministry of Government of India is not responsible for technical and vocational education in the states. In states, separate departments of the education, at some places two departments together, carry the responsibility for this education. At certain places, labour department, industry, or agriculture department is made responsible for education. In some states, a university is entrusted with the state's responsibility related to education. This situation has created the problem of administration and control.

Solution: Many problems of technical and vocational education will be automatically resolved by solving the problem of its administration and control. The Education Ministry of the Government of India should take up the responsibility of technical and vocational education in the same way as it looks after general education. A council of technical and vocational education may also be organized for looking after the various implied issues. The setting up of such a council should be done both at the Central and State levels. This will bring in a uniformity in administration and control of technical and vocational education.

- (vi) **Problem relating to research:** The Government of India has emphasized the problem of research in technical and vocational education in the various Five-Year Plans, but have not yet succeeded in making researches that makes profitable use India's full manpower. In many European countries and in USA, there is a lack of adequate manpower because of thin population. So in place of manpower, they use machines as substitutes. But Indian condition is entirely different as it still manufactures such machines which may be used as substitutes for manpower, a major portion of its manpower lies idle and unemployed.

Solution: The research work in the field of technical and vocational education should be carried out according to the needs and conditions in the country. The government should set up various types of experimental laboratories and research centres.

- (vii) **Problem of post-technical education and training:** After getting the training, if the trainee remains unemployed for some time, he forgets all that he has learned

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in the technical field concerned. And those who are lucky enough to get some employment, continue working for years according to the old methods. They do not get any chance for acquainting themselves with the latest devices and techniques.

Solution: The problem of post-education training may be solved through any of the following measures:

- (a) *Correspondence courses:* These may be organized for those workers who need enough orientation in latest theoretical principles. For in-service workers, this is a good device. They already continue their workshop practices. So for 15 or 20 days, they may be invited at a certain centre for reorientation.
- (b) *Part-time courses:* These develop the theoretical knowledge and skill of the in-service workers. But the part-time courses may be possible only at some technical institution. Morning or evening classes may be arranged for this purpose.
- (c) *Close contact:* According to the recommendations of Kothari Commission, in-service training may be arranged by establishing a close relationship between the technical institution and the concerned industries. This arrangement is likely to benefit both the in-service workers and the trainees.
- (d) *Short-term courses:* The in-service workers are invited to attend certain courses for two or three weeks at some technical institution. This programme may be conveniently arranged during the holidays of some relevant industries.
- (e) *Refreshers courses:* The in-service workers may be trained in latest techniques and devices. This may be arranged at some technical education centre.

(viii) Problem of modernization of technology: Technology has been modernized in USA, and other Western countries. Blindly following their method has created the following problems in India:

- (a) By modernization we have begun to understand Westernization. As our needs are different from the Western ones, so we have to modernize the technology according to our Indian needs.
- (b) The technology dependent upon the invested capital is creating a misunderstanding between the labourers and the owner. The one is the exploiter and the other is the exploited. So a gap is being created between the two.
- (c) Under the influence of modernization, the Indian social values and circumstances are forgotten. This may have an adverse impact on the society.

Solution: The technologies should be modernized in such a way as to obtain the maximum production by using the minimum manpower, capital and raw materials. The manpower should be properly utilized and the maximum number of people should get employment. The difference of rich and poor, owner and labourer, and the exploiter and the exploited, should be eliminated.

(ix) Problem of coordination between training facilities and job opportunities: Through its Five-Year Plans, India has developed opportunities for technical and vocational education. But the development of these opportunities has created the problems of unemployment, especially for the technical hands.

Solution: An estimate of the manpower needed for the various areas should be made for obtaining a balance and coordination between the technical facilities and job opportunities. According to this estimate, technical and vocational education should be given to a few selected persons. The technical and vocational institutions should be closely related to the relevant industries, as it is in these industries that the trained hands are to be employed. Its programme should be prepared by the various states according to their own specific needs.

The existing educational system aims exclusively at passing the examination, and thus it fails to bring about the mental and moral development of the individual. It fails to aid and guide teachers as well as famous educational institutions. It is stated in the report of Secondary Education Commission that the importance of modern education lies not merely in the intellectual development of students, but also in the emotional, social, mental and physical development. Social adjustment and other aspects of life are also important. As a whole, education should aim at the comprehensive development of personality.

5.3.3 The Concept of Vocational Education in the National Policy of Education

The National Policy of Education, 1986, is a comprehensive document from educational planning and renovation point of view. The concept of vocational education is discussed in the part V of the policy document. The text of the document is presented hereunder for the learners' perusal.

Vocationalization: The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the miss-match between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose. Efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupation specific.

Vocational education will also be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after class VIII.

Health planning and health service management should optimally interlock with the education and training of appropriate categories of health manpower through health-related vocational courses. Health education at the primary and middle levels will ensure the commitment of the individual to family and community health, and lead to health-related vocational courses at the +2 stage of higher secondary education. Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social Services, etc. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment.

The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government will, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Appropriate programmes will also be started for the handicapped.

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Graduates of vocational courses will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

Non-formal, flexible and need-based vocational programmes will also be made available to neo-literates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women.

Tertiary level courses will be organized for the young who graduate from the higher secondary courses of the academic stream and may also require vocational courses.

It was proposed that vocational courses cover 10 per cent of higher secondary students by 1995 and 25 per cent by 2000. Steps would be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. Government would also review its recruitment policy to encourage diversification at the secondary level.

Highlights of the vocationalization policy of the NPE, 1986:

The vocationalization policy mentioned in the National Policy of Education, 1986, can be summarized as:

- Introduction of systematic, well planned and rigorously implemented programmes of vocational education.
- Provision of the generic vocational courses for children at the higher secondary level which cut across several occupational fields.
- Interlocking of health service management with the education and training through health-related vocational courses.
- Taking special steps to cater to the needs of women, handicapped, children of deprived sections of society, rural and tribal students.
- To provide students of senior secondary stage with opportunities under predetermined conditions for their professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.
- To provide non-formal, flexible and need-based vocational programmes to neo-literates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons.
- Organizing tertiary level courses for the young who graduate from the higher secondary courses of the academic stream.
- Taking steps to ensure employment or self-employment for a substantial majority of the passed outs of vocational courses.
- Review of the courses on a regular basis as per the recruitment policy of the government to encourage diversification at the secondary level.

5.3.4 Innovations in Vocational Education

With the advancement of time and changes in the employment scenario, innovations in vocational education become a must. For example, National Curriculum Framework (NCF), 2005, has suggested including distinct areas in the curriculum right from the elementary stage to enable students to develop basic vocational skills. As per the recommendations, craft mapping should be conducted to identify zones where vocational

training in craft forms involving local craft persons can be made available to children. The NCF suggests that the senior secondary stage may be the end of students' formal education, leading to the world of work and employment.

Suggesting innovative ideas to enhance vocational selection and success of passed out senior secondary students, the NCF mentions that a few boards also encourage students to choose an optional course from a range that includes economics, music and cookery. Such options could be increased, and the possibilities of substituting the more traditional disciplines with these options could also be considered. Vocational options could also be introduced. Many such vocational options may arise from the world of productive work in the local community. For example, auto maintenance in garages, tailoring and paramedical services offer possibilities for collaboration to create meaningful vocational courses.

In continuation with the innovative ideas in vocational education the NCF, 2005, further adds that work-centred education implies that the knowledge base, social insights and skills of children in relation to their habitat, natural resources and livelihood can be turned into a source of their dignity and strength in the school system. It is to be recognized as a meaningful and contextual entry point for organizing the curricular experience in the school. In this sense, the experiential base can be further developed through more evolved forms of work in the school, including social engagement.

Along with the innovative ideas expressed in the National Curriculum Framework, 2005, there are several other ideas being implemented at various stages of school and after school education. For example, Maruti Suzuki, the largest automobile manufacturing company in India as started patronizing several programmes of vocational education and training at different stages. Under this scheme the company helps industrial training institutes and polytechnic institutes to update their syllabi and provide appropriate faculty to deliver required skills included in the curriculum.

Vocational Education in India: Current Scenario

A comprehensive National Policy for Skill Development and Entrepreneurship was formulated in 2015 and a Mission was set up by Government of India, with the objective of training 40 crore people by 2022. In order to implement the Mission, necessary institutional frame work has been put in place, which includes: National Skills Qualification Framework (NSQF) and Sector Skill Councils (SSCs) for standards (33 SSCs are operational), National Skill Development Agency (NSDA) for administering the NSQF, National Skill Development Corporation (NSDC) for creating/ augmenting the training delivery capacity an exclusive Ministry for Skill Development and Entrepreneurship (MSDE) for coordination. Around 21 Ministries of the Central Government are involved in implementing Skill Development Schemes for their respective target groups. These Ministries and NSDC together have trained around 86 lakh youth during the financial year 2014-15 alone. The State Governments have also been very active in implementing skill development programmes and many of them have established Nodal Institutions for coordination and implementation of programmes.

National Skill Development and Entrepreneurship Policy, 2015 has envisioned integration of 25% of the schools with the skill development programmes by 2022 in the country. The MHRD, as part of its initiative for vocationalization of secondary education, has taken up a number of steps:

- (i) Under RMSA, a scheme has been introduced to impart skills to the students from Class IX onwards through the State Governments and the CBSE. The courses

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corresponding to NSQF levels I to IV, (duration of about 200 hours in a year) are implemented in schools by the State Education Departments by engaging the services of NSDC approved Training Providers (TPs). Under this Scheme, more than 1.5 lakh students have been trained in different vocational skills subjects in 3000 schools across 16 states.

- (ii) A large number of computer labs (approx. 80,000) with good quality IT infrastructure, internet facility and power backup, have come up in secondary/higher secondary schools across the country, under the scheme of ICT @ Schools under the RMSA. Most of these are set up and managed by expert agencies of public and private sector.
- (iii) The other initiatives of MHRD in skill development include: scheme for Community Colleges through UGC; Choice Based and Credit Based system; and B.Voc Course through AICTE.

While noting the several initiatives taken by the Central/State Governments and industry, the Committee for Evolution of the New Education Policy (2016) observed that there are several challenges in vocationalization of secondary education. Some of these critical issues include:

- (i) Vocational education is not “aspirational” for the students, the parents and the community at large for variety of reasons, social and economic.
- (ii) The current initiative of MHRD in introducing vocational education subjects in schools, although a good beginning seems to be inadequate, both in terms of its reach/coverage and integration with the formal academic system.
- (iii) The schools do not have the requisite workshops, trainers and the industry linkages to impart high quality and relevant vocational skills.

Check Your Progress

3. Name the agencies that play a significant role in the implementation of the vocational curriculum at +2 level of secondary education.
4. What was the recommendation of the University Commission (1948–49) on vocationalization of secondary education?
5. State the vision of the National Skill Development and Entrepreneurship Policy, 2015.
6. What constitutes the framework for the implementation of the National Skill Development and Entrepreneurship Policy Mission (2015).

5.4 SUMMARY

- The term vocation has been derived from a Latin term ‘vocare’ which means ‘to call’. Traditionally, this word was used in religious terms but with the change of time this term came to be used for an occupation to which a person is specially drawn or for which he or she is suited, trained, or qualified.
- Vocational education is a conditional activity; it is conditioned by highly varying circumstances which prompt its need and its existence. It emphasizes on preparation for jobs and careers in diversified vocational or professional workers and entrepreneurs.
- Vocational education prepares an individual for choosing, entering and pursuing successfully the vocation of one’s choice. In this sense, vocational education helps an individual in selecting his occupation which is a developmental process taking place over a period of years. It ends in a compromise between interests, capacities, values and opportunities which are available.
- Kothari Commission observed that in India only 9 per cent of the students are able to get education through vocationalized curriculum.
- Man is a product of his environment and inherent aptitudes. Along with, the nature of his career patterns is also determined by the individual’s socio-economic level, mental ability and personality characteristic to which one is exposed to.

- The second stage is sub-divided into (i) fantasy stage and (ii) realistic stage. This description is evident that +2 or senior secondary stage is most relevant for providing actual or concrete vocational education to students.
- Vocationalization means learning of a skill or a range of skills through study of technologies, related sciences or other practical work. Vocationalization of higher secondary education aims at increasing the employment potential of the people through education for self-employment, with emphasis on agricultural and related occupations, including cottage and agro industries, and through preparation for specific competencies in different vocations.
- Separate committee and sub-committees should be organized within the jurisdiction of the education department of the government for giving training in their respective vocation. These committees will look after part-time training and correspondence courses in their respective areas.
- While India has made quantitative improvement in technical and vocational education, we have not yet paid adequate attention to its qualitative side. Many technical and vocational institutions are being run in a very bad condition. There are no good workshops, laboratories, libraries and buildings. Well trained teachers are very few.
- The mother tongue has been accepted as the medium of instruction in India up to the secondary state. After passing this stage, when a student takes admission in some technical institution, he is given training in English. This creates a great difficulty for the trainee and many capable students are lag behind.
- Through its Five-Year Plans, India has developed opportunities for technical and vocational education. But the development of these opportunities has created the problems of unemployment, especially for the technical hands.
- The language policy of the government has created an undesirable situation before secondary education. The language policy was initiated by Mudaliar Commission. It recommended that at lower and higher secondary levels, students should study two languages.
- The National Policy of Education, 1986, is a comprehensive document from educational planning and renovation point of view. The concept of vocational education is discussed in the part V of the policy document.
- Vocational education will also be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after class VIII.
- It is proposed that vocational courses cover 10 per cent of higher secondary students by 1995 and 25 per cent by 2000. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. the government will also review its recruitment policy to encourage diversification at the secondary level.
- With the advancement of time and changes in the employment scenario, innovations in the vocational education become a must. For example, National Curriculum Framework (NCF), 2005 has suggested including distinct areas in the curriculum right from the elementary stage to enable students to develop basic vocational skills.

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- A comprehensive National Policy for Skill Development and Entrepreneurship was formulated in 2015 and a Mission was set up by Government of India, with the objective of training 40 crore people by 2022. In order to implement the Mission, necessary institutional frame work has been put in place, which includes: National Skills Qualification Framework (NSQF) and Sector Skill Councils (SSCs) for standards (33 SSCs are operational), National Skill Development Agency (NSDA) for administering the NSQF, National Skill Development Corporation (NSDC) for creating/ augmenting the training delivery capacity an exclusive Ministry for Skill Development and Entrepreneurship (MSDE) for coordination.

5.5 KEY TERMS

- **Curriculum:** It is the set of courses, and their content, offered at a school or university.
- **UNESCO:** It is an organization of the United Nations machinery to promote exchange of ideas and information.
- **UNICEF:** It is an organization of the United Nations machinery to promote the health and education of children and mothers.
- **Vocation:** It refers to a person's devotion to one specific area of expertise.
- **Vocationalization:** It refers to the learning of a skill or a range of skills through study of technologies, related sciences or other practical work.
- **Secondary education:** It is that level of education which serves as the bridge between elementary and higher education.

5.6 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The two words which are similar to vocation in meaning and purpose are occupation and profession, but minute differences among the dictionary meanings of these terms differentiate them thinly.
2. Vocational education prepares an individual for choosing, entering and pursuing successfully the vocation of one's choice. In this sense, vocational education helps an individual in selecting his occupation which is a developmental process taking place over a period of years. It ends in a compromise between interests, capacities, values and opportunities which are available.
3. The agencies that play a significant role in the implementation of vocational curriculum at +2 level of secondary education are:
 - All India Vocational Education Council
 - Human Resource Development Ministry
 - NCERT
 - Regional training boards
4. The University Commission(1948–49) emphasized the need of establishing rural universities for teaching agriculture and allied subjects. It also recommended for making more progressive medical education, teachers' training and education in law.

5. National Skill Development and Entrepreneurship Policy, 2015 has envisioned integration of 25% of the schools with the skill development programmes by 2022 in the country.
6. In order to implement the National Skill Development and Entrepreneurship Policy Mission, the following necessary institutional frame work has been put in place, which includes: National Skills Qualification Framework (NSQF) and Sector Skill Councils (SSCs) for standards (33 SSCs are operational), National Skill Development Agency (NSDA) for administering the NSQF, National Skill Development Corporation (NSDC) for creating/ augmenting the training delivery capacity an exclusive Ministry for Skill Development and Entrepreneurship (MSDE) for coordination.

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5.7 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What do you understand by vocational education?
2. Briefly state the need and importance of vocational education.
3. What are the prominent functions of vocational education at the higher secondary stage?
4. List the impediments in the implementation of vocational education.

Long-Answer Questions

1. Describe the recommendations of the National Review Committee on vocationalization.
2. Summarize the recommendations of the various committees and commissions on vocationalization of secondary education.
3. Explain the problems of vocationalization of secondary education with appropriate solutions.
4. Discuss the vocalization of secondary education in the current scenario.

5.8 FURTHER READING

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UNIT 6 WOMEN EDUCATION

Structure

- 6.0 Introduction
- 6.1 Unit Objectives
- 6.2 Difficulties of Women Education
- 6.3 Remedial Measures
- 6.4 Importance and Scope
- 6.5 Summary
- 6.6 Key Terms
- 6.7 Answers to 'Check Your Progress'
- 6.8 Questions and Exercises
- 6.9 Further Reading

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6.0 INTRODUCTION

This unit will discuss issues related to women's education in detail. Women play a prominent role in the cultural, economic, political, religious and social life of a country. Women education refers to every form of education whose objective is to improve the knowledge, and skill of women and girls. It encompasses general education at schools and colleges, vocational and technical education, professional education, health education, and so on. Women education encompasses both literary and non-literary education. Educated women are capable of bringing socio-economic changes.

The constitution of almost all democratic countries, including India, guarantees equal rights to both men and women. In this unit, you will know about the problems of women's education in India. The unit also gives a detailed account on the education of women leading to their empowerment in all spheres of life—economic, social and political. The important national policies on education and recommendations of other committees on education have also been discussed in this unit. A special coverage on women's education in rural sector has also been provided.

6.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Describe the importance of women's education
- Examine the problems related to women's education
- Explain the importance of education in women empowerment
- Discuss the suggestions to overcome the problems of women education

6.2 DIFFICULTIES OF WOMEN EDUCATION

Constitutionally, Indian women and men have been granted equal status and rights, but on practical grounds, women still lag behind men in various life activities due to gender discrimination. Hence, to give better growth opportunities to Indian women, according to their special interests and legitimate demands, courses of study and employment

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facilities should be provided. The curriculum should be modified in accordance with the unique all-round responsibilities, including domestic demands, of Indian women. Co-education should be permitted for better exposure in life and to generate healthy competition. Women should be trained in various professional courses just like their male counterparts.

India requires a large number of women teachers for primary and secondary schools. Hence, more training colleges should be opened for the training of women teachers and more seats for women should be reserved in training colleges. Similarly, more seats should be reserved for women candidates in medical, engineering and other professional colleges. This will facilitate the growth of women in various sectors of life. If trained women workers—doctors, teachers and so on—are sent to work in rural areas, they should be given higher salaries and other facilities like residence and other essential amenities for obvious reasons. Safety and security of women is another feature that needs to be taken care of.

The major problems of women's education in India are as follows:

- (i) **Traditional prejudices:** The traditional prejudices still operate in backward and rural areas to a great extent. The lower and poorer sections of the society fall an easy prey to superstitions and traditional prejudices against women.
- (ii) **Absence of separate schools:** Due to paucity of funds, it is not possible to provide separate schools for girls, especially in rural areas. Many rural folks, even in changing times, are not prepared to send their daughters to the mixed schools. In in state of Punjab, where per capita income is the largest in India, people do not mind sending their girls to mixed schools. But in other states, like Rajasthan, Uttar Pradesh, Bihar or Haryana, parents have objection on co-education, especially at the secondary stage.
- (iii) **Lack of women teachers:** There is shortage of qualified women teachers in all states. Even in places where qualified women teachers are available, they are not willing to go far-flung villages to teach. This is also a reason why separate schools for girls are not possible.
- (iv) **Household work:** Girls, generally in all parts of the country in India, take care of domestic work, partly as a necessity and partly as a training for their future domestic life. Taking care of younger siblings at home also curtails the schooling opportunities for a girl child. Such conditions turn into the reasoning given by parents for not sending their daughters to schools.
- (v) **Poverty:** Poverty of the parents compels them to use the labour of their children, either at home or in the fields. A female child is still considered an economic burden on the Indian household, and hence, education of girls is assumed to increase this burden.
- (vi) **Child marriages:** Child marriages are still in vogue in rural areas. After the marriage at an early age, it is not considered proper for a girl to attend school. Hence, an early marriage prevents a girl child from going to school.
- (vii) **Lack of provision on certain subjects:** Previously, while framing curriculum, no attention was paid to the needs of the girls. Even today, the co-educational institutions do not have better provisions on the subjects

preferred by girl students. Unless proper care is taken to provide co-curricular activities and special courses based on interest, aptitude and needs of girls, the schools cannot register better attendance and strength in their classes.

We can summarize the problems of women's education in India as follows:

- Lack of proper social attitudes in the rural and backward areas on education of girls
- Lack of educational facilities in rural areas
- Economic backwardness of the rural community
- Conservative nature on co-education
- Lack of suitable curriculum
- Lack of proper incentives to parents and their daughters
- Lack of women teachers
- Lack of proper supervision and guidance due to inadequate women personnel in the inspectorate
- Uneducated adult women and lack of social education
- Social evil practices against women
- Inadequate systematic publicity
- Indifference of village panchayats

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6.3 REMEDIAL MEASURES

From time to time, the basic measures that have been suggested for promoting women's education in India are given below.

I. Creating proper social attitude on education of girls in rural and backward areas: In this regard, the following measures may be taken:

- (i) To study the problems relating to women's education and to get detailed scientific data, a thorough research should be taken up by the Institutes of Education and allied institutions in different states and coordinated at the national level.
- (ii) Separate schools for girls at the middle and high school stages should be established where needed.
- (iii) School mothers in co-education primary schools should be appointed.
- (iv) Creches and nursery classes wherever possible should be opened.
- (v) Public opinion in favour of girls' education should be created.

II. Providing adequate educational facilities in backward and rural areas:

The target should be to have at least one primary school within a radius of one kilometre from every child's home. The following steps need to be taken:

- (i) Hostel for girls at the middle and high school stages.
- (ii) Maintenance stipend should be given to girls residing in hostels for meeting their lodging and other expenses, at least in part.
- (iii) Subsidized transport facilities, wherever necessary and possible, should be provided.

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(iv) Priority should be given to the construction of suitable buildings for girls' schools.

(v) Free education for girls.

III. Removing economic backwardness: A large number of children in the rural areas are under-nourished. They hardly have a square meal a day. Unless the parents are given some kind of economic relief, it will be impossible to promote women's education. Following measures should prove very useful:

(i) Free uniforms and free books to the needy and deserving girl students should be provided.

(ii) Attendance scholarships, which serve as a compensation to the parents, should be given. This will also ensure reduction of wastage and stagnation in education.

(iii) Mid-day meals should be made available free of charge.

IV. Provision of suitable curriculum: Curriculum, by and large, has not met the requirements of women. Following suggestions made by Hansa Mehta Committee (1962) deserve careful consideration:

(i) No differentiation should be made in the curricula for boys and girls at the primary and middle stages of education.

(ii) Steps should be taken to improve the instruction of home economics.

(iii) Steps should be taken to improve the teaching of music and fine arts, and liberal financial assistance should also be made available to girls' schools for the introduction of these courses.

(iv) Universities should review periodically the provision they have made for the courses designed to meet the special needs of girls, and take necessary action to remove the deficiencies discovered.

V. Proper incentives to parents and girls: The following measures have been suggested:

(i) The number of attendance scholarships should be increased.

(ii) The allowance of the school mothers should be enhanced so that qualified women may be attracted to take up the work.

(iii) The rate of maintenance stipend should be adequately increased in view of the inflationary trends in the economy.

(iv) The number of sanitary blocks in co-educational primary schools should be adequately increased.

(v) Larger allocation of funds should be made in the budget for construction of hostels for girls.

VI. Provision for providing adequate number of women teachers: In this regard, the following steps are suggested:

(i) A large number of training institutions have to be provided for women, especially in the backward states. These institutions should generally be located in rural areas, and they should generally recruit their trainees from that area.

(ii) Condensed course centres should be started in these backward areas to open up avenues to the adult unqualified women for employment as teachers.

Wherever possible, such centres should be attached to the training institutions.

- (iii) A large number of quarters for women teachers in primary schools should be provided, particularly in rural areas.
- (iv) All women teachers employed in rural areas should be given adequate rural allowance.
- (v) Special stipends should be given to girls in high schools and in higher secondary schools with aptitude for teaching.
- (vi) Whenever possible, husbands and wives should be posted in the same place even if they work in different government departments.
- (vii) Free training should be imparted with stipends to all candidates of training institutions.
- (viii) In-service education training should be given to untrained women teachers who have put in at least two years of service. The period of training of education should be treated as on duty.

VII. Proper supervision and guidance: For providing proper guidance and supervision, following steps should be taken:

- (i) Increase in the number of women inspecting officers, particularly in the backward states, at different levels including state level and directorate level.
- (ii) Provision of adequate transport for all district women inspecting officers should be laid.
- (iii) Adequate office staff and equipment should be provided.
- (iv) Residential facilities should be given to all women officers at all levels.
- (v) Adequate funds for rural developments should be available at the disposal of the state councils.

VIII. Facilities for education of adult women: Girl's education and education of adult women suffers on account of lack of social education. This problem can be tackled in the following ways:

- (i) By opening adult literacy classes in large number.
- (ii) By teaching simple skills like sewing, knitting, handicrafts, etc., and teaching basic principles of healthy living.
- (iii) By invoking better attitude towards community, family planning, fighting against superstitions and other social evils etc.

This programme can be more effective when the Education Department works in cooperation with other departments concerned, like the Community Development, Health and Social Welfare.

IX. Eradicating social evils: Eradicating social evils that stand in the way of girls' education, such as early marriage, bonded labour, dowry, domestic violence, prostitution, caste barriers and so on, will help in promoting women's education. Social activists, self-help groups and other voluntary organizations can play a crucial role in motivating people to educate their daughters.

X. Wide systematic publicity: For educating the parents to take interest in the education of girls, Press and electronic media may be used extensively.

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XI. Awards to panchayats: Panchayats should be given some motivation to promote education of women in their areas.

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6.4 IMPORTANCE AND SCOPE

Let us begin by understanding the importance of women's education.

Importance

Education plays a critical role in the development of a nation whether it is social or economic growth. In India, the literacy rate in India is lower for women than men. Low women literacy rate has a huge negative impact on the overall growth and development of the society – where women are majorly responsible for child care and development. According to a United Nations report, education for women is the single most effective way to improve lives and health of a family and a society at large. A woman with education is a powerful person, she has the power to educate the children in her family, guide them in taking decisions, contribute economically and offer valuable inputs for improvement on home and social front. Women constitute almost half of a country's population, when 50% of the population is denied education – a nation remains underdeveloped. Empowered women contribute to the development of the society, community and nation in numerous ways.

Education can be used as the catalyst in bringing around change in the status of women. In order to neutralize the accumulated distortions of the past, there is now well conceived edge in favour of women. The national education system now plays a positive and interventionist role in the empowerment of women. It now fosters the development of new values through redesigned curricula and textbooks; training and orientation of teachers; decision-makers and administrators; and active involvement of educational institutions. Women's studies is now being promoted as a part of various courses, and educational institutions are being encouraged to take up active programmes for further development of Indian women.

In recognition of the importance of education of women in accelerating socio-economic development, the government formulated a variety of measures from time-to-time in this direction. Some of the government initiatives have been discussed below.

Committee on Women's Education (1957–59)

At its meeting held in July 1957, Education Panel of the Planning Commission recommended, 'a suitable committee should be appointed to go into the various aspects of the question relating to the nature of education for girls at the elementary, secondary and adults stages and to examine whether the present system was helping them to lead a happier and more useful life'. This recommendation was placed before the Conference of the State Education Ministers (held in September 1957). They agreed that a special committee should be appointed to examine the issue of women's education. Accordingly, the National Committee on Women's Education was set up the Government of India in the Ministry of Education.

Terms of reference

The terms of reference of National Committee on Women's Education were to:

- (a) Suggest special measures to make up the leeway in women's education at the primary and secondary levels.

Check Your Progress

1. Cite any three problems of women's education in India.
2. List any three suggestions made by Hansa Mehta Committee on suitable curriculum for girls.
3. Suggest any two provisions for providing adequate number of women teachers in schools.

- (b) Examine the problem of wastage in girls' education at these levels.
- (c) Examine the problems of adult women who have relapsed into illiteracy or have received inadequate education and who need continuation of education so as to earn a living and participate in projects of national reconstruction.
- (d) Survey the nature and extent of material and other facilities offered by voluntary welfare organizations for education of such women and to recommend steps necessary to enable them to offer larger educational facilities to them.

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Major recommendations

The major recommendations of National Committee on Women's Education have been given below.

A. Special recommendations needing top priority

- (i) *Determined efforts*: The education of women should be regarded as a major and a special problem in education for a good many years to come, and bold and determined efforts should be made to face its difficulties and magnitude, and to close the existing gap between the education of men and women in as short a time as possible. The funds required for the purpose should be considered to be the first charge on the sums set aside for the development of education.
- (ii) *National council*: Steps should be taken to constitute as early as possible a National Council for the education of girls and women.
- (iii) *Rapid development*: The problem of the education of women is so vital and of such great national significance that it is absolutely necessary for the Centre to assume more responsibility for its rapid development.
- (iv) *State council*: The state governments should establish state councils for the education of girls and women.
- (v) *Comprehensive plans*: Every state should be required to prepare comprehensive development plans for the education of girls and women in its area.
- (vi) *Cooperation*: It is also necessary to enlist the cooperation of all semi-official organizations, local bodies, voluntary organizations, teachers' organizations, and members of the public to assist in the promotion of the education of girls and women.
- (vii) *Permanent machinery*: The Planning Commission should set up a permanent machinery to estimate, as accurately as possible, the woman-power requirements of the Plans from time to time, and make the results of its studies available to the government and the public.

B. Other special recommendations

The other special recommendations of National Committee on Women's Education have been given below.

- (i) *Primary education (age group 6–11)*
 - Concessions in kind (not in cash) should be given to all girls, whether from rural or urban areas, of parents below a certain income level.
 - The government should formulate a scheme for awarding prizes to the village which shows the large proportional enrolment and average attendance of girls.

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(ii) *Middle and secondary education (age group 11–17)*

- At the middle school stage, more and more co-educational institutions should be started.
- Separate schools for girls should be established specially in rural areas, for the secondary stage, at the same time giving parents full freedom to admit their girls to boys' schools if they so desire.
- All girls (and all boys also) of parents with income below a prescribed level should be given free education up to the middle stage.
- Free or subsidized transport should be made available to girls in order to bring middle and secondary schools, within easy reach.

(iii) *Curriculum and syllabi*

- There should be identical curriculum for boys and girls at the primary stage with the provision that, even at this stage, subjects like music, painting, sewing, needle work, simple hand-work, and cooking should be introduced to make the courses more suitable for girls.
- At the middle school stage, and more especially the secondary stage, there is a need for differentiation of curricula for boys and girls.

(iv) *Training and employment*

- Immediate steps should be taken to set up additional training institutions for women teachers in all such areas of the country where there is a shortage.
- With a view to inducing women from urban areas to accept posts of teachers in rural schools, women teachers serving in rural areas may be provided with quarters and a village allowance may be given to such teachers.
- The maximum age limit for entry into service may be relaxed, and the age of retirement may be extended to 60, provided the teacher is physically and otherwise fit.

(v) *Professional and vocational education*

- The employment of women on part-time basis, wherever feasible, should be accepted as a policy.
- Girls should be encouraged to take up courses in commerce, engineering, agriculture, medicine, etc., at the university stage by offering them scholarships and other concessions.
- It is important to organize campaigns to mobilize public opinion for creating proper conditions in offices and establishments in which women can work freely.

(vi) *Facilities for adult women*

- Education facilities in the form of condensed courses (1) that prepare women for the middle school examination, and (2) those that prepare them for the high school or higher secondary examination, should be provided more extensively in all stages.
- Provision should also be made of condensed courses, which train women for suitable vocation after completion of necessary education.

(vii) *Voluntary organization*

The services of voluntary organizations should be extensively used in the field of middle, secondary, higher, social and vocational education of women. The existing grant-in-aid codes of the states need a thorough revision. There should be a substantial and significant difference in the rates of grants-in-aid as between girls' institutions and boys' institutions at all levels. The conditions of aid for girls' institutions should be made easier.

NOTES**C. General recommendations**

The general recommendations of National Committee on Women's Education have been given below.

- (i) *Free primary education*: Whenever primary education is not free, immediate steps should be taken to make it free.
- (ii) *Wastage and stagnation*: The Ministry of Education should carry out special studies of this problem in all parts of the country. The following steps should be taken to reduce the extent of stagnation in class I:
 - All fresh admissions to class I should be made in the beginning of the year and not later than 60 days after the beginning of the first session.
 - It should be a specific responsibility of teachers to see that proper attendance is maintained in the school.
 - The age of admission should be raised to six plus.
 - Standards of teaching should be improved.

The stagnation in classes II to V can be reduced if:

- Attendance of children is increased.
- Standards of teaching are improved.
- Internal examinations are introduced.
- Books and educational equipment needed by poor children are supplied in good time.

About 65 per cent of cases of wastage at the primary level are due to financial conditions of the families. It can be eliminated only if provision for part-time instruction is made for those children who cannot attend school on a whole-time basis.

About 25 to 30 per cent of the cases of wastage at the primary level are due to the indifference of parents. This can be eliminated partly by educative propaganda and partly by a rigorous enforcement of the compulsory education law.

(iii) *Employment of teachers*

- The present scales of pay of teachers should be suitably revised.
- There should be no distinction between the scales of pay and allowances paid to teachers in the government and local board or municipal institutions and those that are paid to teachers working under private managements.
- The triple-benefit scheme called the Pension-cum-Provident Fund-cum-Insurance Scheme should be made applicable to every teacher who is employed permanently in an institution.

Committee for Girls' Education and Public Cooperation (1963–65)

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At its meeting held in April 1963, the National Council for Women's Education endorsed the suggestion made by the Union Education Ministry that a small committee be appointed to look into the causes for lack of public support, particularly in rural areas, for girls' education and to enlist public cooperation. The Chairman of the National Council for Women's Education accordingly appointed, in May 1963, a committee to suggest ways and means of achieving substantial progress in this field. This committee was named Committee for Girls' Education and Public Cooperation. The Committee submitted its report in 1964 and it was published in 1965.

Recommendations

Committee for Girls' Education and Public Cooperation realized that it is only through a willing, educated and informed public that any progress can be made. Not only is the need urgent, but the ground is also ready for a comprehensive programme for mobilizing public cooperation to promote girls' education and giving it constructive channels for expression. It is essential that official action and the programme based on public initiative must move forward in close harmony. There has to be a sense of partnership and shared responsibility between official and voluntary agencies. There is also the need for a systematic and sustained programme with an adequate organization for mobilizing community effort.

(i) *Public cooperation*: Direct cooperation from the public should be encouraged in:

- Establishing private schools.
- Putting up of schools buildings.
- Contributing voluntary labour for construction of school buildings.
- Helping in the maintenance of school buildings.
- Helping in providing suitable accommodation for teachers and students, particularly in the rural areas.
- Popularizing co-education at the primary stage.
- Creating public opinion in favour of the teaching professions and to give greater respect to the teacher in the community.
- Undertaking necessary propaganda to make the profession of teaching for women popular.
- Encouraging married women to take up at least part-time teaching in village schools and to work as school mothers.
- Initiating action and participating in educative propaganda to break down traditional prejudices against girls' education.
- Setting up and organizing school betterment committees, improvement conferences.
- Supplying mid-day meals.
- Supplying uniforms to poor and needy children.
- Supplying free textbooks and writing materials to needy children.

- (ii) *State councils for women's education*: These are the most suitable agencies for providing the organization and leadership for mobilizing community effort. They should function as a part of the network of which the District Councils at the district level, and the Mahila Mandals and similar voluntary bodies at the town and village levels would be strong and active links. These agencies should look upon mobilizing of community effort and enhancing public opinion on promoting girls' education as the primary responsibility. They should aim at building up in villages and towns, teams of voluntary workers, men and women, who are willing to devote themselves to this cause and work actively for its promotion.
- (iii) *State's responsibility*: The state should make public opinion in favour of girls' education through—
- School improvement conferences.
 - Seminars.
 - Radio talks, audio-visual aids and distribution of informative pamphlets.
 - Enrolment drives, generally in June, and special additional drives for girls' education during Dussehra.
 - Assisting voluntary, welfare and other organizations, private individuals and associations engaged in the field of education of girls and women.
- (iv) *School improvement conferences*: These should be arranged widely throughout the states, and particularly in the less advanced states, in order to encourage people to contribute to educational awakening and advancement.
- (v) *State help*: The state should continue to help in an abundant measure in providing necessary schooling facilities in all the areas and in the habitations, however small, so that the local population can make use of them.
- (vi) *Pre-primary schools*: It is necessary that in rural areas particularly pre-primary schools should be attached to primary schools so that children get accustomed to schooling even at the tender age.
- (vii) *Reform and inspection*: The existing functional deficiencies of schools should be remedied by replacing buildings which are totally inadequate to modern educational needs. There should be periodical inspection of school buildings and hostels so as to ensure their structural soundness and suitable sanitary facilities.
- (viii) *More attractive school work*: School work should be made more attractive and should present education in terms more acceptable to pupils.
- (ix) *Recruitment of women teachers*: Concerted efforts have to be made to recruit as many women teachers as possible. Women are in general considered to be better teachers for the primary classes in schools. It should be the aim of all states to appoint women teachers in primary schools and a greater number of women teachers in mixed schools. A school staffed by women will inspire greater confidence in the parents and make them willing to send their children to mixed institutions. The recommendations in this regard are as follows:
- *Conditions of recruitment*: The basis of recruitment of women teachers should be widened and their conditions of work should be made more attractive. Financial incentives like special allowances for hilly, isolated or any other specific backward rural areas should be given to teachers. Each state may specify areas where such allowances would be available.

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- *Married women teachers:* Attempt should be made to bring back to the teaching profession married women who have left it in recent years and to bring women from other occupations to supplement the teaching staff.
 - *Condensed courses:* Condensed courses should be organized on a large scale for adult women, particularly from rural areas, so that they could take up teaching jobs in the villages.
 - *Recruitment age limit:* In order to attract more women teachers, the age limit for the unmarried and married women teachers should be relaxed in the case of those working in village schools. The service conditions of such married women who do part-time teaching work should be made more attractive.
 - *Posting:* As far as possible, women teachers should be posted in or near their own villages.
 - *Pay scales:* The pay scales of all teachers should be improved and the teachers should be paid an economic wage, so that they may be retained in the profession.
 - *Special attention:* Special drives should be organized to attract people in rural areas to the teaching profession as the best form of social service needed for the upliftment of the villages.
 - *Training schools:* Training schools, with hostels, need to be located in the rural centres and near 'different' areas where girls from the villages are trained and sent back to work in their own or neighbouring villages.
 - *Training:* During selection of trainees for training schools and colleges, special preference should be given to women from rural areas seeking admission.
 - *Sufficient facilities:* The training facilities available in each state should be of such a magnitude that the annual output of trained teachers would be equal to the demand for additional teachers.
 - *Inspection:* The inspecting staff should be adequate and strong if improvement is to be secured and waste reduced. A separate woman inspectorate will help to bring in more girls to school.
 - *Lodging:* It is only by providing women teachers with quarters near the schools that many educated women can be attracted to the teaching profession.
 - *Hostels:* The construction of hostels should be included as one of the priority objectives in the Plans of the states, and necessary financial assistance for the construction of hostels and maintenance stipends be made available more liberally to local authorities and voluntary organizations working in the field of education of girls and women.
- (x) *Building and equipment:* Local bodies should be made responsible for the provision of school buildings, equipment, playing fields and the like and observance of the educational code in the state.
- (xi) *Social education:* In the field of social education, a determined effort should be made to increase the number of literacy classes for women in rural areas and to carry out intensive campaigns for the spread of literacy among women. Activities in this field should be administered by the education departments of the state governments.

(xii) *Central assistance*: Such central assistance should be—

- At the elementary stage for: (1) preparation and employment of women teachers; (2) grant of free books, writing material and clothing to girls; and (3) twin quarters for women teachers.
- At the secondary stage for: (1) provision of separate schools for girls; (2) hostels; (3) grant of free books, writing materials and clothing to girls; and (4) preparation and appointment of women teachers in increasing numbers.

(xiii) *Compulsory education*: Compulsory Education Act should be introduced in states where it does not exist. In addition, state governments should provide sufficient incentives and carry on propaganda to attract all children to school.

(xiv) *Curriculum*: While the curriculum can be the same for both boys and girls at the primary and middle stages, provision should be made for offering of electives comprising subjects which would be of special interest to girls and which would help them later in their fields of activity.

(xv) *Shift system*: In schools that lack accommodation, but have a rush of admission, the double shift system may be tried as a temporary measure.

(xvi) *Seasonal adjustment*: Changing of school hours and school holidays to seasonal requirements has been found in some places to be a helpful concession to parents who would otherwise not be in a position to spare the children for attending classes.

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Committee on the Status of Women (1971–74)

Various new problems relating to the advancement of women which had not been visualized by the Constitution makers and the government in earlier days had emerged. Therefore, with the changing social and economic conditions in the country, the Government of India felt that a comprehensive examination of all questions relating to the rights and status of women would provide useful guidelines for the formulation of social policies including education. For this purpose, the Government of India, Ministry of Education and Social Welfare, constituted Committee on the Status of Women on 22 September 1971. The Committee submitted its report entitled 'Towards Equality' in December 1974.

Terms of reference

The terms of reference of the Committee on the status of women were to:

- (a) Examine the constitutional, legal and administrative provision that have a bearing on the social status of women, their education and employment.
- (b) Assess the impact of these provisions during the last two decades on the status of women in the country, particularly in the rural sector, and to suggest more effective programme.
- (c) Consider the development of education among women, and determine the factors responsible for the slow progress in some areas.
- (d) Survey the problems of the working women including discrimination in employment and remuneration.
- (e) Examine the status of women as housewives and mothers in the changing social status and their problems in the sphere of further education and employment.

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- (f) Undertake surveys on case studies on the implications of the population policies and family planning programmes on the status of women.
- (g) Suggest any other measure which would enable women to play their full and proper role in building up the nation.

Recommendations

The recommendations of Committee on the Status of Women have been discussed below.

A. Co-education

- (i) Co-education would be adopted as the general policy at the primary level.
- (ii) At the middle and secondary stages, separate schools may be provided in areas where there is a great demand for them.
- (iii) At the university level, co-education should be the general policy and opening of new colleges exclusively for girls should be discouraged.
- (iv) There should be no ban on admission of girls to boys' institutions.
- (v) Wherever separate schools/colleges for girls are provided, it has to be ensured that they maintain required standards in regard to the quality of staff, provision of facilities, relevant courses and co-curricular activities.
- (vi) Acceptance of the principle of mixed staff should be made a condition of recognition for mixed schools. This measure may be reviewed a few years after it is implemented.
- (vii) Wherever there are mixed schools, separate toilet facilities and retiring rooms for girls should be provided.

B. Curricula

- (i) There should be a common course of general education for both sexes till matriculation.
- (ii) At the primary stage, simple needle craft, music and dancing, should be taught to both sexes.
- (iii) From the middle stage, differences may be permitted under work experience.
- (iv) In Classes XI-XII, girls should have full opportunity to choose vocational and technical courses according to local conditions, needs and aptitudes.
- (v) At the university stage, there is a need to introduce more relevant and useful courses for all students.

C. Pre-school education

- (i) The provision of three-year pre-school education for children by making special effort to increase the number of 'balwadis' in the rural areas and in urban slums.
- (ii) In order to enable them to fulfil the social functions discussed above, an effort should be made to locate them as near as possible to the primary and middle schools of the locality.

D. Universalization of education (age group 6–14)

- (i) Provision of primary schools within walking distance from the home of every child in the next five years.
- (ii) Establishment of ashram or residential schools to serve clusters of villages scattered in difficult terrains. Where this is not immediately possible, preparatory schools may be provided for the time being.
- (iii) Provision of mobile schools for children of nomadic tribes, migrant labour and counteraction workers.
- (iv) Sustained propaganda by all types of persons, preferably women officials, and non-officials, social and political workers, to bring every girl into school in class I, preferably at the age of 6.
- (v) Provision of incentives to prevent drop-outs, where the most effective incentive is the provision of mid-day meals. The other important incentives are free school uniforms, scholarships or stipends, and free supply of books and other study material. For schools which do not prescribe any uniform, some provision of clothing is necessary.
- (vi) Special incentives for areas where enrolment of girls is low.
- (vii) At least 50 per cent of teachers at this stage should be women.
- (viii) Provision of at least two teachers in all schools as early as possible.
- (ix) Developing a system of part-time education for girls who cannot attend school on a full-time basis.
- (x) Adoption of the multiple entry system for girls who could not attend school earlier or had to leave before becoming functionally literate.
- (xi) Provision of additional space in schools so that girls can bring their younger brothers and sisters to be looked after, either by the girls themselves in turn, or by some local women.
- (xii) Opening of schools and greater flexibility in admission procedure in middle schools (multiple only) to help girls in completing their schooling.

NOTES**E. Sex education**

- (i) Introduction of sex education from middle school.
- (ii) Appointment of an expert group by the Ministry of Education to prepare graded teaching material on the subject.
- (iii) This material may be used for both formal and non-formal education.

F. Secondary education

- (i) Free education for all girls up to the end of the secondary stage.
- (ii) Improving the quality of teaching and provision of facilities for important subjects like science, mathematics and commerce.
- (iii) Introduction of job-oriented work experience, keeping in view the needs, the resources and the employment potential of region e.g., courses leading to training as ANM, typing and commercial practice, programmes oriented to industry and simple technology, agriculture and animal husbandry.

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G. Higher education

- (i) Development of more employment opportunities, particularly of a part-time nature, to enable women to participate more in productive activities.
- (ii) Development of employment information and guidance service for women entering higher education.

H. Non-formal education

The greatest problem in women's education today is to provide some basic education to the overwhelming majority who have remained outside the reach of the formal system because of their age and social responsibilities as well as the literacy gap. For the sake of national plans for development, it is imperative to increase the social effectiveness of women in the 15–25 age group. Ad hoc approaches through the adult literacy, functional literacy and other programmes of the government have proved inadequate. As for vocational and occupational skills, the needs of women are greater than those of men. The skill differ according to the industrial and market potential of regions, and it is imperative to relate the training to local needs, resources and employment possibilities instead of adopting an artificial sex-selective approach.

National Policy on Education (1986) on Women's Education

Concerned about the status and education of women in the country, the major recommendations were made by National Policy on Education (1986) as under:

“Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigning curricula, textbooks, the training and orientation of teachers, decision-makers and administrators and the active involvement of educational institution. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex-stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.”

Programme of Action (1992)

A follow-up measure for implementing the provision of National Policy on Education, Programme of Action (1992) laid down the following time-bound targets, policy parameters and strategies:

- (a) A phased time-bound programme of elementary education for girls, particularly up to the primary stage by 1990, and up to the elementary stage by 1995.
- (b) A phased time-bound programme of adult education for women in the age group 15–35 (whose number is estimated to be 6.8 crore) by 1995.
- (c) Increased women's access to vocational, technical, professional education, and to existing and emergent technologies.

- (d) Review and reorganization of the educational activities to ensure that it makes a substantial contribution towards women's equality, and creation of appropriate cells/units thereof.

Policy parameters and strategies are to:

- (i) Gear the entire education system to play a positive interventionist role in the empowerment of women.
- (ii) Encourage educational institutions to take up active programmes to enhance women's status and further women's development in all sectors.
- (iii) Widen women's access to vocational, technical and professional education at all levels, breaking gender stereotypes.
- (iv) Create a dynamic management structure that will be able to respond to the challenge posed by this mandate.

National Policy on Education Review Committee (1990)

Considering women's education to be a vital component of the overall strategy of securing equity and social justice in education; National Policy on Education Review Committee (NPERC) states that:

“In order to promote participation of the girls and women in education at all levels, there is need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education. More implementation of disaggregated schemes such as opening of Non-formal Education Centres for girls, Adult Education Centres for women etc., by themselves are not adequate. In this context, special mention may be made of interaction of Early Childhood Care and Education (ECCE) with primary education. Education of women is not to be construed of a question of mere access, but of empowering them through education of all on equality of sexes.”

The Committee reviewed National Policy on Education (NPE) and Programme of Action (POA) in the context of women's education and made recommendations with regard to the following dimensions:

- (i) Access to education and equality of learning.
- (ii) Content of education and gender bias.
- (iii) Vocational education.
- (iv) Training of teachers and other educational personnel.
- (v) Research and development of women's studies.
- (vi) Representation of women in the educational hierarchy.
- (vii) Employment of women.
- (viii) Adult education.
- (ix) Resources.
- (x) Management.

NPERC strongly advocated intervention on behalf of women by the state governments and the local bodies in tune with what NPE envisaged in regard to women's education. The detailed recommendations with regard to the different dimensions are as follows:

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- (i) There is a crucial link between the easy access to water, fuel and fodder, and schooling of girls. This understanding needs to be explicitly reflected in the policy of government and be concertized in operational designs.
- (ii) Priority needs to be given to the habitations/villages having enrolment and retention rates for girls in schools below the average rates of the states.
- (iii) Planning for educational development of any given region would have to be necessarily conducted at the block or sub-block level. This task would be facilitated if it is undertaken through the proposed educational complexes.
- (iv) Teachers, anganwadi workers, village-level functionaries of other departments and representatives of women's groups and community level organizations should play an important role in making micro-level information available to the educational complex for prioritization of action in this regard.
- (v) The policy framework on women's education must bring out the criticality of the link between ECCE and girls' accessibility to elementary education.
- (vi) The timings of ECCE centres should include the school hours so that the girls in the 6–14 age group are relieved from the responsibility of sibling care.
- (vii) Priority should be given to habitations where enrolment and retention rates for girls are below the state average.
- (viii) There should be shortening and staggering of school hours, particularly for girls.
- (ix) There should be provision for uniforms, textbooks etc., to all girls and scholarships to deserving girls from underprivileged groups.
- (x) Number of women teachers in co-educational schools should be increased.
- (xi) Hostel facilities must be made available for girls at all levels.
- (xii) The issue of regional disparities needs to be incorporated into the operational design for universalizing girl's access to elementary education.
- (xiii) The curriculum in schools should include:
 - Increase in the visibility of women and projection of a positive image of the role of women in history, their contribution to society in general and the Indian context in particular.
 - Special efforts should be made to strengthen Mathematics and Science education among girls.
 - Undifferentiated curriculum for boys and girls.
 - Elimination of negative stereotypes, and biological and social concepts which have a sexist bias.
 - Basic legal information including protective laws regarding women and children, and extracts from the Constitution to make the children aware of the fundamental rights and other basic concepts therein.
 - Specific measures to improve the participation of girls in physical training and sports should be undertaken.
- (xiv) It is recommended that all school textbooks, both by NCERTs and SCERTs, and other publishers, be reviewed to eliminate the invisibility of women and

gender stereotypes, and also for the proper incorporation of a women's perspective in the teaching of all subjects.

- (xv) All media channels, in public and private sectors, should take serious note of the crucial role that the media can play in promoting gender equality and empowerment of women as enunciated in NPE.
- (xvi) Media should project positive image of women.
- (xvii) An awareness of the need for women's education, especially elementary and vocational education, should also be spread.
- (xviii) Vocational training for women should be encouraged in non-traditional occupations, following an undifferentiated curriculum.
- (xix) Vocational training programmes, in general, require a critical evaluation and re-orientation within which the incorporation of the women's perspective should be a key dimension. This would include sensitivity to women's issues and awareness of the problems in the education of girls.
- (xx) Women's study centres should be organized in all the universities and recognized social science research institutions within the Eighth Plan.
- (xxi) Develop 'Manila Samakhya' in a decentralized and participative mode of management, with the decision-making powers developed to the district or block-level, and ultimately to the poor women's groups themselves.
- (xxii) For imparting adult education to women, and thereby empower them, the Mahila Samakhya model should be tried out.
- (xxiii) At the institutional level, the head of the institution should be made fully responsible for micro-level planning and ensuring universalization of girls' education and their access to high school or vocational education, according to disaggregated strategies and time-frames.

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CABE Committee on Women's Education

CABE Committee made the following observations the women's equality and education.

"... The problem of women's education cuts across caste and regional barriers. Therefore, while women's participation in education should be closely monitored and particular attention paid to remove the barriers impeding such participation, the earmarking of funds may not be administratively feasible. To sum up, we are of the view that while NPERC had rightly reiterated the importance of women's education, NPE policy frame is adequate and POA should be revised to take into account the recommendations of NPERC."

Programme of Action (1992) and Women's Education

The Programme of Action (1992) stated: "Education for women's equality is a vital component of the overall strategy of securing equity and social justice in education. What comes out clearly from the implementation of NPE (1986) and its POA, is the need for institutional mechanisms to ensure that gender sensitivity is effected in the implementation of all educational programmes across the board. It is being increasingly recognized that the problem of UEE is, in essence, the problem of the girl child. It is imperative that participation of girls is enhanced at all stages of education, particularly in streams like science, vocational, technical and commerce education where girls are grossly under-represented. The education system as a whole should be re-oriented to promote women's equality and education."

The Committee recommended the following measures to make the education an effective tool for women's empowerment:

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- (i) Enhancing self-esteem and self-confidence of women.
- (ii) Building of positive image of women by recognizing their contribution to the society, policy and the economy.
- (iii) Developing ability to think critically.
- (iv) Fostering decision-making and action through collective processes.
- (v) Enabling women to make informed choice in areas like education, employment and health.
- (vi) Ensuring equal participation in developmental processes.
- (vii) Providing information, knowledge and skill for economic independence.
- (viii) Enhancing access to legal literacy and information relating their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

The following measures will be taken for achievement of the above parameters:

- (i) Every educational institutions will take up active programmes of women's development.
- (ii) All teachers and instructors will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETs, SCERTs and the university system.
- (iii) Gender and poverty sensitization programmes will be developed for teacher educators and administrators.
- (iv) In order to create a greater confidence and to motivate parents to send girls to school, preference will be given to recruitment of women teachers.
- (v) The common core curriculum is a potentially powerful instrument to promote a positive image of women.
- (vi) Funds would require to be earmarked in all education budgets for such awareness and advocacy-related activities.
- (vii) Foundation course should be designed and introduced for undergraduates with a view to promote the objectives of empowerment of women. This will be done within the Eighth Plan period.
- (viii) Efforts will be made to design special Non-formal Education (NFE) programmes for out of school and adolescent girls with a view to get them back into the formal stream or qualify for technical or vocational education in order to achieve Universal Elementary Education (UEE).
- (ix) Special efforts would be made to recruit women teachers and to augment teacher-training facilities for women so that adequate number of qualified women teachers are available in different subjects, including Mathematics and Science.
- (x) Programmes for continuing education should be designed to ensure that neo-literates and school-going girls have access to reading materials.
- (xi) The electronic, print and traditional media will be used to create a climate for equal opportunities for women and girls.

- (xii) Women's cells should be set up within all central and state agencies concerned with curriculum development, training and research.
- (xiii) A monitoring cell will be set up within the Planning Bureau of the Department of Education, Ministry of Human Resources Development.
- (xiv) All the Bureaus of the Department of Education will prepare a concrete action plan addressing gender related concerns in their specific area of work by August 1993. Relevant nodal institutions like UGC, AICTE, ICSSR, ICHR, CBSE, ICAR, ICMR, IAMR, State Boards, Vocational Education Bureaus, etc., will also prepare similar action plans.
- (xv) Special efforts should be made by the Centre and State planners, curriculum developers and administrators to consciously encourage participation of girls in non-traditional and emergent technologies at all levels. Guidance and counselling for girls should be undertaken as a necessary pre-condition to encourage participation for the improvement of girls' access to technical, vocational and professional education.

The greatest beneficiaries of New Education Policy should be the youth and the women. The New Policy will be used as an agent of basic change in the status of women. It has been stated in New Education Policy that every effort will be made through the instrument of education, to evolve a society which values the equality of sexes, removal of sex bias against women in the textbooks and universalization of elementary education for girls. New incentives for girls' education such as free textbooks and attendance scholarships will have to be launched.

Women's Education in Rural Sector

Today, there are more than 30 million women in India working in the rural sector— 20 million as agricultural labourers and approximately 10 million employed in animal husbandry, handicrafts and related activities. There is a Scheme of Community Polytechnics for generating employment in the rural sector. The Scheme aims at sustainable community development without environmental degradation. These community polytechnics are changing the face of rural India through transfer of technology, more than 375 polytechnics are functioning in the country with more than 74 community polytechnics exclusively for women. No minimum academic qualifications have been prescribed for admission to various courses. Women minorities, weaker sections, drop-outs are being encouraged to take admission in these trades. The community polytechnics have significantly contributed in the transfer of technology to rural areas in the form of windmills, smokeless chullas, rural latrines, solar appliances, bio-gas, rural health services, sanitation, agricultural implements, etc. Community polytechnics have brought a new hope to the women sections in rural India, which are appropriate components of the resource development.

The New Education Policy recommended that education will be used as an agent of basic change in the status of women and their empowerment. Following components of women's development were added to the programmes of the Department:

- (i) Stress on women teachers while providing an additional teacher under Operation Blackboard.
- (ii) Non-formal Education to be treated as a programme of women's development by linking it with condensed courses and special training of women instructors.

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- (iii) National Literacy Mission to have a special focus on women's equality and running of centres for women.
- (iv) In vocationalization, programmes for women's vocationalization have been given special stress.
- (v) A large programme of women's polytechnics is to be taken up in technical education.
- (vi) Women's studies would continue to receive attention in higher education.

The content and processes of education are being modified to introduce the value of women's equality at all stages of education, in formal as well as non-formal areas.

NCERT has already prepared:

- (i) Exemplar materials for women's equality units in curricula.
- (ii) Special modules on women's equality in the massive programme of teachers' training.
- (iii) Screening of the existing textbooks to avoid sexist bias.

Today girls' education is free throughout the country up to class XII. It is free even at college level in certain states. In National Policy on Education, 1986, (as updated in 1992) removing gender inequalities in enrolment and eliminating gender bias in curriculum has been a priority area. District Primary Education Project (DPEP) lays special emphasis on female literacy. According to last census held in 2011, the percentage of female literacy in India is 65.46 per cent. About 50 per cent of the teachers recruited under the scheme of Operation Blackboard are women. The scheme called 'Mahila Samakhya' (Improvement of Women) has created a new awareness among women and generated demand for education.

The formal system of education is not able to reach all children, particularly girls, whose participation in the school system is hindered by social and economic conditions. Therefore, NPE (1986) provided for a systematic and large-scale flexible programme of non-formal education to enable the children to learn at their own place and in their own environment. The concept behind the system is that if the child cannot go to the school, the school shall go to the child. Originally started in 1987, the flexibility, relevance of curriculum, diversity in learning activity through decentralized management. Of the 2.80 lakh NFE centres functioning in India, 1.18 lakh centres are exclusively for girls. The total coverage is more than 70 lakh, out of which about 30 lakh are girls.

In due course, many social and economic programmes like Non-formal Education for girls, Integrated Rural Development Programme were evolved exclusively for women or with a percentage set aside exclusively for them. The benefits derived from these programme had be substained, and this was posing a challenge.

Today, the educational scene in independent India has completely transformed. India is one of the largest educational systems of the world with largest number of primary schools and the largest number of graduates from Indian universities. In brief, the progress made by India in the field of women's education is unprecedented. Its greatest achievement is that is has made the best endeavours to establish a National System of Education on which the importance of women education has been emphasized more significantly.

Check Your Progress

4. Give any two recommendations made by Committee for Girls' Education and Public Cooperation on encouraging public cooperation with regard to education.
5. Give any two recommendations made by Committee on the Status of Women on higher education of women.
6. What changes were made in the NCERT's to introduce the value of women's equality at all stages of education.

6.5 SUMMARY

- The education of girls and women is an integral part of national development. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time forgoes, and effective monitoring.
- Major emphasis will be laid on women's participation at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.
- Many rural folks, even in changing times, are not prepared to send their daughters to the mixed schools.
- Attendance scholarships, which serve as a compensation to the parents, should be given. This will also ensure reduction of wastage and stagnation in education.
- Girl's education and education of adult women suffers on account of lack of social education. Eradicating social evils that stand in the way of girls' education, such as early marriage, bonded labour, dowry, domestic violence, prostitution, caste barriers and so on, will help in promoting women's education.
- In the field of social education, a determined effort should be made to increase the number of literacy classes for women in rural areas and to carry out intensive campaigns for the spread of literacy among women.
- Changing of school hours and school holidays to seasonal requirements has been found in some places to be a helpful concession to parents who would otherwise not be in a position to spare the children for attending classes.
- Government of India, Ministry of Education and Social Welfare, constituted Committee on the Status of Women on 22 September 1971; the Committee submitted its report entitled 'Towards Equality' in December 1974.
- Provision of incentives to prevent drop-outs, where the most effective incentive is the provision of mid-day meals. The other important incentives are: free school uniforms, scholarships or stipends, and free supply of books and other study material.
- The greatest problem in women's education today is to provide some basic education to the overwhelming majority who have remained outside the reach of the formal system because of their age and social responsibilities as well as the literacy gap.
- NPERC strongly advocated intervention on behalf of women by the state governments and the local bodies in tune with what NPE envisaged in regard to women's education.
- The community polytechnics have significantly contributed in the transfer of technology to rural areas in the form of windmills, smokeless chullahs, rural latrines, solar appliances, bio-gas, rural health services, sanitation, agricultural implements etc., and brought a new hope to the women sections in rural India.

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6.6 KEY TERMS

- **Curriculum:** In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process.
 - **Sex education:** It refers to instruction on issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex, birth control and sexual abstinence.
 - **Sexist:** It means something relating to or characterized by prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.
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6.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. Three problems of women’s education in India are as follows:
 - (i) Lack of proper social attitudes in the rural and backward areas for the education of girls.
 - (ii) Lack of educational facilities in rural areas.
 - (iii) Economic backwardness of the rural community.
2. Three suggestions made by Hansa Mehta Committee on better curriculum for girls are as follows:
 - (i) No differentiation to be made in the curricula for boys and girls at the primary and middle stages of education.
 - (ii) Steps to be taken to improve the instruction of home economics.
 - (iii) Steps to be taken to improve the teaching of music and fine arts, and liberal financial assistance also be made available to girls’ schools for the introduction of these courses.
3. Two provisions that can be provided for adequate number of women teachers in schools are as follows:
 - (i) A large number of quarters for women teachers in primary schools should be provided, particularly in rural areas.
 - (ii) All women teachers employed in rural areas should be given adequate rural allowance.
4. Two recommendations made by Committee for Girls’ Education and Public Cooperation on encouraging public cooperation with regard to education are as follows:
 - (i) Helping in the maintenance of school buildings.
 - (ii) Encouraging married women to take up at least part-time teaching in village schools and to work as school mothers.
5. Two recommendations made by Committee on the Status of Women on higher education of women are as follows:
 - (i) Development of more employment opportunities, particularly of a part-time nature, to enable women to participate more in productive activities.
 - (ii) Development of employment information and guidance service for women entering higher education.

6. Changes made in the NCERT's to introduce the value of women's equality at all stages of education are:
- (i) Exemplar materials for women's equality units in curricula.
 - (ii) Special modules on women's equality in the massive programme of teachers' training.
 - (iii) Screening of the existing textbooks to avoid sexist bias.

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6.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the major problems of women's education in India?
2. State some basic measures to be undertaken by the government for promoting women's education.
3. Cite the terms of reference of Committee on Women's Education (1957–59).
4. What recommendations were made by Committee on Women's Education (1957–59) on professional and vocational education of women?

Long-Answer Questions

1. Discuss the measures undertaken by the Government of India for promoting women's education.
2. Give a detailed account on the general recommendations made by Committee for Girls' Education and Public Cooperation (1963–65).
3. What recommendations on the betterment of education for women were made by National Policy on Education (1986)?
4. Write a note on women education in the rural sector.
5. 'Education is the only instrument to improve the condition of women'. Comment.

6.9 FURTHER READING

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UNIT 7 EDUCATION OF SOCIALLY AND CULTURALLY DISADVANTAGED

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Structure

- 7.0 Introduction
- 7.1 Unit Objectives
- 7.2 Equality of Opportunity
- 7.3 Education to Socially and Culturally Disadvantaged: Meaning, Significance
 - 7.3.1 Strategies of Improve Educational Facilities
- 7.4 Problems in Education of Socially and Culturally Disadvantaged
- 7.5 Summary
- 7.6 Key Terms
- 7.7 Answers to ‘Check Your Progress’
- 7.8 Questions and Exercises
- 7.9 Further Reading

7.0 INTRODUCTION

Education is an important ingredient for the development of any nation-state. It is only when human capital is invested upon, that the nation grows economically. But this investment on education must not be restricted to only a few pockets of the nation. It is not fair for the certain sections of the society to be not receiving the benefits of education. Not all sections of the society, grows at an equal pace including religious and caste minorities, gender minorities, and physically or mentally challenged population. There can be varied reasons for this. It is for the benefit of the Government that these socially and culturally disadvantaged population be uplifted. This can be done through constitutional provisions and amendments and government-run schemes. It is important, here, to refer to this statement of the National Curriculum Framework (2005) in the context of equality of education: ‘The basic concern of education - to enable children to make sense of life and develop their potential, to define and pursue a purpose and recognize the right of others to do the same-stand uncontested and valid even today. If anything, we need to reiterate the mutual interdependence of humans, and, as Tagore says, we achieve our greatest happiness when we realize ourselves through others. Equally, we need to reaffirm our commitment to the concept of equality, within the landscape of cultural and socio-economic diversity from which children enter into the portals of the school’. In this unit, we will learn about the education of socially and culturally disadvantaged.

7.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning and significance of educational opportunity
- Discuss the problems of equality of opportunity
- Describe the strategies to improve educational facilities for socially and culturally disadvantaged

7.2 EQUALITY OF OPPORTUNITY

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The debate and demand for ensuring equality in education is age old and everlasting. There are views which suggest that ensuring fairness in education is perhaps the most disputed and controversial tasks. One of the causes is the divergent interpretations of equality in education. There may be examples where authorities may try to ensure equal allocation of human as well as material resources by ensuring availability of funds, staff, furniture and other consumables to students across localities. Authorities may say that these would ensure equitable treatment with rich and poor, urban and rural, majority and minority, low-performing and high-performing and lastly the students with special needs. But this is what seems fairly satisfactory and appealing only at the first glance.

Some may think that equal distribution of resources is the most viable way to ensure equity, i.e., availability of equal reach to the same level of resources. Whereas others may argue that equal allocation of resources is fundamentally inequitable because it fails to take into account the pre-existing inequities in society that may have already placed some students at an educational or inspirational disadvantage, including racial prejudices and cultural differences. There are thinkers who see the solution in providing preferential attention and resources to the downtrodden or disadvantaged by ensuring provisions for reservations in admission and coaching at easier terms. But the same is termed as demeaning of meritocracy by prioritizing the reserved classes. This debate may certainly yield some well accepted and judicious outcomes, provided the participants argue impartiality without keeping vested interests in their minds.

The term 'Equality of Educational Opportunity' refers to the availability of equal educational opportunities to children without any consideration of different race, colour, region, religion, language or place of origin, etc. In practical terms it may include providing schooling facilities within the social, economic and intellectual reach of students. According to the Kothari Commission (1964-66), 'One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition.' It doesn't mean identity of educational opportunity but a means best suited to the intelligence and aptitude of every student. Therefore, the National Policy on Education (NPE) 1986 emphasized that equality of education means 'to provide for equal opportunity to all not only in access but also in the conditions for success.'

If a pupil experiences any form of discrimination on any of the grounds beyond one's control; his or her interest and performance may get affected and even thwarted forever. Such circumstances are unhealthy for any society and may create several unforeseen issues and concerns. The concept of Equality of Educational Opportunity is especially important in countries like India because of its huge population which needs to be educated in order to participate in the democratic process. It is an established fact that the success of any democracy depends upon the educational quality of its citizens. Therefore, the government and its agencies need to ensure the all-round development of all citizens in a democratic fashion.

Contemporary education is defined as a process of learning through real life situations without burden or boredom. The Constitution of India lays emphasis upon the provision for equal educational opportunities to all its citizens via Articles 15, 16, 17, 38 and 48. It provides that the state shall not discriminate between persons on account of their religion or region and caste or class. The Preamble to the Constitution also guarantees equality to all the citizens in all affairs of public life. As education is one of the most

important instrument for the growth and development of an individual and a country as a whole; Equality of Educational Opportunities must be ensured to each and every citizen of the nation. Dr. Radhakrishnan, the second President of India had rightly pointed out that ‘Democracy only provides that all men should have equal opportunities for the development of their unequal talents’.

Equality in educational opportunities is as essential as independence and sovereignty for any nation. Discrimination of any kind among students in the classroom may give rise to large scale socio-economic differences which may be detrimental to the society’s development. Even at the familial and social levels gender based disparity may come up which will ultimately cripple the nation. Physiological discrimination in various parts of country may trigger regional imbalances and social stratification. All these are indicative of the importance of the concept of Equality of Educational Opportunity. It may be imperative to mention that all developed countries of the world have successfully established equality of educational opportunities with utmost sincerity. On the other hand, the developing countries have not been able to implement Equality of Educational Opportunities and as such lag behind even in the basic areas of human life.

7.3 EDUCATION OF SOCIALLY AND CULTURALLY DISADVANTAGED: MEANING, SIGNIFICANCE

To understand the education of socially and culturally disadvantaged, it is important to first know the meaning of ‘child belonging to disadvantaged group’. Section 2(d) in The Right of Children to Free and Compulsory Education Act, 2009 can be helpful in this case. The Section defines ‘child belonging to disadvantaged group’ means a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification.

The Census 2011, brings to the surface the differences between the educational achievements of the whole nation, compared to the socially and culturally disadvantaged. For example, the national literacy rate is around 73 per cent, where the literacy rate for SC and ST stand around 66.1 and 59 per cent respectively. When the factor of gender is brought into question, the Census shows that the literacy among males is around 80.9 compared to the 64.6 per cent for women. When gender literacy rate is seen for SCs and STs, we can see that the compared to the national literacy rate for male 80.9 per cent, only 75.2 and 68.5 per cent male are literate, whereas amongst females, the literacy rate stands at 56.5 for SCs and 49.4 for STs compared to the national rate of 64.6 per cent.

When dropout rates are compared, the inequalities seem more prominent. At the primary level, the dropout rate in total is 4.34 per cent compared to 4.14 per cent and 7.98 per cent for SCs and STs respectively. At the secondary level, the drop rate for total, SCs and STs stand at 17.86, 18.66 and 27.20 per cent respectively. At the senior secondary level, this data corresponds to 1.54 per cent for the total, 1.81 for SCs and 2.94 for STs. (Source: <http://mhrd.gov.in/educational-statistics-glance-2>)

The education system cannot work independently, apart from the society it is present in. India is a diverse nation. It is rich in linguistics, ethnic and social diversity. And the education system cannot be said to be successful unless all the constituents of the population progress together.

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Check Your Progress

1. What is meant by the phrase ‘demeaning of meritocracy by prioritizing the reserved classes’?
2. Why is the concept of equality of educational opportunity especially important in countries like India?
3. List the Articles of the Constitution of India which are about providing equal educational opportunities to all its citizens.

Significance of education of socially and culturally disadvantaged groups can be understood by the following:

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- It is important for establishing an egalitarian society.
- The success of the democracy rests in the education and improvement of the entire population of the democracy.
- Education of socially and culturally disadvantaged will act as a catalyst to improving the economic and social condition of the country.
- Education of the marginalized will improve the human development in the nation and better standards of living.
- It will bridge the gap between the skilled manpower needs and the available manpower possessing those skills.

Equality of Educational Opportunity is an essential element of any progressive, developed and egalitarian society. There are several steps and processes which are chronologically devised and practiced to ensure the maximum possible implementation of this objective. Many nations across the globe have endeavoured to minimize inequality of educational opportunities and have achieved considerable success. In India, there are several norms at various levels and efforts have been made to ensure equal educational opportunities to all its citizens. Yet, the gaps still exist and agencies have to rework their strategies to minimize the levels of inequality of educational opportunities. The first among the approaches of ensuring equality of educational opportunities are the Constitutional provisions which dictate zero discrimination in any walk of life.

Some of these are given hereunder:

- **Article 21 (A):** The 93rd Amendment Act of the Constitution declares, 'The State shall endeavour to provide free and compulsory education to all children of the age six to fourteen years in such manner as the state may, by law, determine.' Thus, it provides equal opportunity to all primary education for all children.
- **Article 29:** Any section of the citizens having a distinct language, script or culture of its own shall have the right to conserve the same. All minorities whether based on religion or language can establish and administer educational institutions of their choice. No citizen can be denied admission in an institution aided fully or partly by the State, on grounds only of religion, race, caste, language or any of them.
- **Article 41:** The State shall endeavour to secure to its citizens the right to education. This Article has given a sound platform for the Right of Children for Free and Compulsory Education popularly known as the Right to Education Act.
- **Article 46:** The State shall promote the educational and economic interests of the weaker sections of the people, particularly Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitations.

Apart from the constitutional opportunities, several other means are being adopted to achieve equality of educational opportunity. The foremost among them is the launch of a special admission drive with the help of primary school teachers. This is done once a year during the admission season which is March-April in our country. As per the directive, teachers of primary schools visit areas around the school to identify and fetch all non-school going children to school. After the implementation of the Right of Children to Free and Compulsory Education Act, 2009; the successive governments have taken vigorous steps to widen the network of schools across the country. The act provides for

an elementary school education to children living within one kilometre radius of the school and secondary school education to those living within three kilometres radius of the school.

Several policies have been put in to practice to generate students' interest in school and to make them comfortable in the school environment. Mid-Day Meal and Attendance Stipend are two such initiatives which have yielded commendable results. The Mid day meal scheme was launched on 15 August 1995 across 2408 blocks of the country as a Centre sponsored scheme. Later it was expanded in all blocks of the country and for all schools. This scheme has helped to ensure students' presence for the whole day and improved their health along with raising their interest in education as such. Daily Stipend or Attendance Allowance is another such scheme which promotes education among students as well as ensuring cent-percent attendance in schools. Though this scheme is not a widely practiced one but its results are undoubtedly encouraging.

Besides these, there are schemes for providing free amenities to school going children in order to equip them for attaining equitable learning. This includes issuance of free textbooks, uniforms, stationery, incentives, and scholarships. The free textbook program distributes a set of three books and covers children from Scheduled Castes and Other Backward Castes. Unstitched material for school uniforms is distributed to girls from scheduled castes. All children from Scheduled Castes qualify for a stationery allowance and girls from Scheduled Castes are paid an attendance allowance as well. Though these schemes vary from state to state but, there is no doubt that these are decreasing students' economic disparities and ensuring equal educational opportunities to the children from socially and economically weak backgrounds.

There is a provision of residential schools for students in backward areas. Various state governments have facilitated such schools at designated locations. As per official data from the Social Welfare Department of various states such schools are in vogue and quite popular among the learners. Recently, the governments of Maharashtra and Odisha have announced considerable increase in the number of such schools in their states. In the hilly areas of Himachal Pradesh and Utrkhand, one teacher schools are fulfilling needs of small villages and distant localities. Through these endeavours it is evident that provisions for equal educational opportunities can be successfully implemented through well-conceived plans and policies.

7.3.1 Strategies to Improve Educational Facilities

There have been several plans and policies to ensure equality of educational opportunity since the inception of the formal school system in the country. Since independence, successive governments have paid due attention towards ensuring education for all without any discrimination or deterrence. These efforts have yielded admirable results, yet, we must go a long way before every child of school going age is brought under the fold of such plans. The National Policy of Education, 1986 has presented a consolidated record of all the provisions taken or to be taken to achieve the goal of providing equal educational opportunities. A record of the same is presented in Part IV of the policy entitled Education for Equality. There are 14 points in this part which are mentioned as disparities in the policy.

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The text of Part IV of the NPE, 1986 is mentioned hereunder:

Disparities, Part IV of the NPE, 1986

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The new Policy will lay special emphasis on the removal of disparities and to equalize the educational opportunity by attending to the specific needs of those who have been denied equality so far.

(1) Education for Women's Equality

Education will be used as an agent to bring about basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

(2) Education of Scheduled Castes

The central focus in the SCs educational development is their equalization with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions-rural male, rural female, urban male and urban female.

The measures contemplated for this purpose include:

- Incentives to indigent families to send their children to school regularly till they reach the age of 14.
- Pre-matric Scholarship scheme for children of families engaged in occupations such as scavenging, flaying and training to be made applicable from Class I onwards. All children of such families, regardless of incomes, will be covered by this scheme and time-bound programmes targeted on them will be undertaken.
- Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- Recruitment of teachers from Scheduled Castes.
- Provision of facilities for SC students in students hostels at district headquarters, according to a phased programme.
- The utilization of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes (this has been subsumed under NREGS); and
- Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process.

(3) Education of Scheduled Tribes

The following measures will be taken urgently to bring the Scheduled Tribes on par with others:

- Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the Jawahar Rozgar Yojana, Tribal Welfare schemes, etc.
- The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- Residential schools, including Asharam Schools, will be established on a large scale.
- Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education will emphasize technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- Anganwadis, Non-formal and Adult Education Centres will be opened on a priority basis in the areas predominantly inhabited by the Scheduled Tribes.
- The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

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(4) Other Educationally Backward Sections and Areas

Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

(5) Minorities

Some minority groups are educationally deprived. Greater attention will be paid to the education of these groups in the interests of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

(6) Handicapped

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

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The following measures will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

(7) Adult education

Our ancient scriptures define education as that which liberates i.e., provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence, the crucial importance of adult education, including adult literacy is established.

The whole nation has pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the 15-35 age group through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organizations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment to mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality and the possibility to change it.

Since involvement of the participants of the literacy campaigns in the development programmes is of crucial importance, the National Literacy Mission will be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women's equality, universalization of primary education, basic health-care, etc. It will also facilitate energization of the cultural creativity of the people and their active participation in development processes.

Comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working condition. These programmes would include:

- Establishment of continuing education centres of diverse kind to enable adults to continue the education of their choice;
- Workers education through the employers, trade unions and government;
- Wider promotion of books, libraries and reading rooms;
- Use of radio, TV and films as mass as well as group learning media;
- Creation of learners groups and organizations; and
- Programmes of distance learning.

A critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special

emphasis will, therefore, be laid on organization of employment/self-employment oriented, and need and interest based vocational and skill training programmes.

Government Schemes for Providing Equality of Opportunity: 2017

- The MHRD continues to run several programmes for improving the educational status across different age groups and belonging to different social and cultural pockets. Some of these schemes include: Sarva Shiksha Abhiyan, Mid-Day Meals, Rashtriya Madhyamik Shiksha Abhiyan, Rashtriya Uchchatar Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalayas (KGBVs).
- Beti Bachao Beti Padhao scheme is a joint initiative of Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resource Development to not only prevent female infanticide but promote their education.
- The Ministry of Social Justice and Empowerment runs several schemes: Pre-, post-matric scholarships, upgradation of merit of SC students, Central Sector Scholarship for Top Class education for SC students, National Overseas scholarship, National Fellowship for Scheduled Caste Students, Babu Jagjivan Ram Chartravas Yojana, Free Coaching Scheme for SC and OBC students, etc.
- The Ministry of Minority Affairs continues to run several initiatives like Scholarship schemes (pre-, post- and merit-cum-means based), Naya Savera, Nai Udaan, subsidies like Padho Pradesh, Maulana Azad National fellowship, and Maulana Azaad Foundation.
- The Ministry of Tribal Affairs continues to run several schemes like: vocational training centers in tribal areas, establishment of ashram schools, Centrally sponsored scheme of hotels for ST girls and boys, pre- and post-matric scholarship, National Overseas Scholarship for ST students, and National Fellowship and Scholarship for Higher Education of ST students, etc.
- There are several schemes for the education of the disabled: National Empowerment Scholarship for Persons with Disabilities, Comprehensive Education Scheme for Disabled Children, Rajiv Gandhi Fellowship for pursuing higher education, Inclusive Education for Disabled at Secondary Stage etc.
- The MHRD has several schemes for adult education operating: National Literacy Mission Authority, Directorate of Adult Education, Saakshar Bharat, Scheme of Support to Voluntary Agencies for Adult Education and Skill Development, etc.

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7.4 PROBLEMS IN EDUCATION OF SOCIALLY AND CULTURALLY DISADVANTAGED

Educational inequality is one of the main causes of poverty, backwardness and underdevelopment in the world. Education is an important tool to evade unemployment and ensure economic independence among individuals. There are various causes of inequality in different parts of the world but upon broad examination of the causes of educational inequality it is found that several causes are common to all nations and continents. These are economic disparities, racial discrimination, gender differences, unemployment, poor educational infrastructure, traditional or unscientific teaching-learning approaches, substandard teacher education and inappropriate educational administration.

Check Your Progress

4. What does the 86th Amendment Act of the Constitution declare with reference to Article 21(A)?
5. What is the age group of people considered eligible under the National Literacy Mission?

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Inequality is prevalent in nature as one of its basic elements. There are no rules of similarity among the creations of nature. Every being is unique and as such there are no rules of equity or sameness in nature. If there is any sameness or resemblance in the nature; it is merely a case of coincidence. In fact, uniqueness or exclusivity is the thumb rule of nature. The same rule is applicable for us humans as well. No two persons are or can be absolutely similar, though we may find one or more similarities between two people's personalities. Yet, this must be seen as a unique case and not as standard nature.

Among humans there are a multitude of visible and palpable differences owing to a variety of reasons. These dissimilarities may be manifest in their lives, culture, living standard and stage of development in various forms. Mentioned underneath are some of the causes which result in inequality of educational opportunities in India:

- Non-availability of schools in close vicinity. As per the rules laid in the RTE Act, 2009, there must be a primary school within the radius of one kilometre and a secondary school within the diameter of three kilometres.
- The poverty of large sections of the population. India's graph on poverty parameters is still deplorable. As per the recent data of the Reserve Bank of India 2017, 31.2% population of India still live below the poverty line. These people don't have sufficient to support their life; education is naturally a distant dream for them.
- Differences in the amenities and standards of educational institutions. There are various types of schools starting from affluent to indigent ones. This gap among the standards of schools is evident of the vast difference in the equality of educational opportunity to all.
- The wide disparity between the educational preferences of boys and girls in the families; especially in the rural, tribal, hilly and desert belts.
- The wide gaps of educational development between the poor and prosperous classes of the society. The same also applies in the teaching-learning conditions, availability of facilities and study material. All these play a major role in the academic achievement of the individuals.

The educational backwardness among the SCs/STs is due to social and economic deprivation. The educational standard of these classes is already low which is one of the prominent causes of indifference towards education. This creates a vicious circle of poverty, illiteracy and unemployment.

Besides the reasons cited above and economic backwardness and several other factors including social and psychological restraints, inadequate facilities at home and passive attitudes of the teachers to the educational progress of learners from backward communities also play a major role in causing an inequality of educational opportunities in India.

Check Your Progress

6. What are the causes of educational inequality common to all nations and continents?
7. State two reasons for educational backwardness among the SCs/STs.

7.5 SUMMARY

- Inequality is a natural phenomenon. It exists everywhere around us. Each individual, plant, animal and formation of natural objects is distinct. In this way inequality is a boon not a curse.
- As per the definition the term equality of educational opportunity refers to the availability of equal educational opportunities to children without any consideration

of different race, colour, region, religion, language, place of origin or any other like this.

- Almost all the committees and commissions on educational reform have recommended enough measures to ensure equality of educational opportunities in one or the other way. It has been the common endeavour of all the stake holders in education that no pupil feels any discrimination on any of the grounds.
- The Constitution of India also has recommended numerous measures to ensure equality of educational opportunities vide articles 15, 16, 17, 38 and 48. It provides that the state shall not discriminate between persons on account of their religion or region and caste of class.
- The Preamble of the Constitution also guarantees equality to all the citizens in all affairs of public life. As education is one of the most Important instruments for the growth and development of individual and country; equality of educational opportunities must be ensured to each and every citizen of the nation.
- Equality of educational opportunity is an essential element of any progressive, developed and egalitarian society. It is therefore that education has been included among the Fundamental Rights under Article 21 (A) through the 93rd Amendment. Along with the Article 29 declares that “any section of the citizens having a distinct language, script or culture of its own shall have the right to conserve the same.”
- Article 46 of the constitution declares that the state shall promote the educational and economic interests of the weaker sections of the people, particularly scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitations.
- This provision is being executed through the schemes like free education schemes, mid-day meal, free stationary attendance stipend, etc. in various parts of the country. Special schools, residential schools, hostels and coaching institutions have also been established for the students of backward communities.
- The National Policy of Education, 1986 has presented a consolidated record of all the provisions taken or to be taken to achieve the goal of providing equal educational opportunities.
- A record of the same is presented in the Part IV of the policy entitled Education for Equality. There are 14 points in this part which are mentioned as disparities in the policy. These are subdivided into norms and standards for ensuring equality of education to various sections of the society including women, scheduled casts, scheduled tribes, students of educationally backward sections and areas, minorities, handicapped and adult citizens.
- Though there are no standard causes of inequality of educational opportunity yet several common causes are listed by various studies and scholars. These include economic disparities, racial discrimination, gender differences, unemployment, poor educational infrastructure, traditional or unscientific teaching-learning approaches, substandard teacher education and inappropriate educational administration.
- Educational inequality is one of the grave causes of poverty, backwardness and underdevelopment in the world. Education is an important tool to evade unemployment and ensure economic independence among individuals.

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- There are various causes of inequality in different parts of the world but upon broad examination of the causes of educational inequality it is found that several causes are common to all nations and continents.
- These are economic disparities, racial discrimination, gender differences, unemployment, poor educational infrastructure, traditional or unscientific teaching-learning approaches, substandard teacher education and inappropriate educational administration.

7.6 KEY TERMS

- **Equality of educational opportunity:** It refers to the availability of equal educational opportunities to children without any consideration of different race, colour, region, religion, language or place of origin, etc.
- **Contemporary education:** It is defined as a process of learning through real life situations without burden or boredom.
- **Minorities:** It is a term referring to a category of people differentiated from the social majority, i.e., those who hold the majority of positions of social power in a society, and may be defined by law.

7.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The phrase ‘demeaning of meritocracy by prioritizing the reserved classes’ means providing preferential attention and resources to the downtrodden or disadvantaged by ensuring provisions for reservations in admission and coaching at easier terms.
2. The concept of equality of educational opportunity is equally important in countries like India because of its huge population which needs to be educated in order to participate in the democratic process.
3. Articles 15, 16, 17, 38 and 48 are the Articles of the Constitution of India which are about providing equal educational opportunities to all its citizens.
4. The 86th Amendment Act of the Constitution with reference to Article 21(A) declared that: The State shall provide free and compulsory education to all children.
5. The age group of people considered eligible under the National Literacy Mission are 15-35.
6. The causes of educational inequality common to all nations and continents are economic disparities, racial discrimination, gender differences, unemployment, poor educational infrastructure, traditional or unscientific teaching-learning approaches, substandard teacher education and inappropriate educational administration.
7. The two main reasons for educational backwardness among SCs and STs are social and economic deprivation.

7.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Why is ensuring fairness in education a controversial or disputed topic?
2. Describe the concept of equality of educational opportunity in brief.

3. Why is equality in educational opportunities essential?
4. Write a short note on the government schemes for educational equality in the present scenario.
5. What is educational inequality?

Long-Answer Questions

1. Discuss the various provisions in the Indian constitution to attain equality of educational opportunity.
2. What provisions are devised in the NPE, 1986 for ensuring equality of educational opportunity?
3. Describe the causes of educational inequality.

7.9 FURTHER READING

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UNIT 8 ENVIRONMENTAL EDUCATION

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Structure

- 8.0 Introduction
- 8.1 Unit Objectives
- 8.2 Meaning and Nature of Environmental Education
- 8.3 Scope of Environmental Education
 - 8.3.1 Problem of Environment
 - 8.3.2 Goals, Objectives and Guiding Principles of Environmental Education
- 8.4 Remedial Measures
 - 8.4.1 Role of NGOs in Environmental Education
 - 8.4.2 Government and Related Initiatives Promoting Environmental Education
- 8.5 Summary
- 8.6 Key Terms
- 8.7 Answers to 'Check Your Progress'
- 8.8 Questions and Exercises
- 8.9 Further Reading

8.0 INTRODUCTION

In this unit, you will learn about environmental education, which is a process of providing learning experiences for obtaining awareness, knowledge, understanding and skills along with a desirable attitudinal change about the relationship of man with his natural and manmade surroundings. This includes the relation of population, pollution, resource allocation, transportation technology as well as urban and rural planning to the total human environment. Environmental education utilizes diverse learning environments and a broad array of educational approaches for teaching about the environment with due stress on practical activities. It helps students discover the symptoms and real causes of environmental problems and develop critical thinking and problem solving skills. Environmental education is a new area of study in the discipline of education, and with the recent developments and advances, it is virtually a new source of concern for educators, teachers and students.

8.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning, significance and objectives of environmental education
- Examine the major environmental problems needing environmental education
- Discuss the relationship between environment and education
- Discuss the role of education in developing environmental awareness
- Examine the need for environmental education
- Describe the goals, objectives and guiding principles of environmental education

8.2 MEANING AND NATURE OF ENVIRONMENTAL EDUCATION

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The National Policy on Education, 1986 stresses that –‘There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. This aspect will be integrated in the entire educational process.’ In his attempt to produce goods for his own comforts and luxuries, man has been destroying his environment. He has established industries without caring for the air and water pollution caused by indiscriminate discharge of wastes and land dereliction caused by deforestation. By doing this, man has inevitably jumped headlong towards environmental pollution and crisis. In this context, need for environmental education assumes a special significance.

In its restricted sense, environmental education implies establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environment pollution. Environmental education will help us intertwine economic progress and environment protection so that they can co-exist in harmony. Environmental education should educate people on hazardous environmental pollution, population explosion and resource depletion. Schools are the best place to initiate such learning.

Definition of Environmental Education

The term ‘Environmental Education’ has been discussed in various national and international seminars. Some definitions have been provided below to help understand the concept.

‘Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his bio-physical surroundings. It also entails practice in decision- making and self formulation of a code of behaviour about problems and issues concerning environmental quality’

—UNESCO (1970) Working Committee

‘Environmental education is a way of implementing the goals of environmental protection. It is not a separate branch of science or field of study. It should be carried out according to the principles of life-long integral education.’

—UNESCO (1976) Seminar

‘Environmental education appears to be a process that equips human beings with awareness, knowledge, skills, attitudes and commitment to improve environment.’

—Mishra (1993)

‘Environmental education refers to the awareness of physical and cultural environment and perceives its relevance for real life situation. The problems and issues are to be identified. The imbalances of environment are to be improved in view of sustainable development.’

—R.A. Sharma (1996)

‘Environmental education involves a comprehensive, life-long education, one responsive to changes in a rapidly changing world. It prepares the individual and communities for life, through an understanding of the major problems of the

interaction of the biological, physical, social, economic and cultural aspects of the individual and communities. It provides skills and attitudes needed to play a productive role in improving life and values in order to enable people to enjoy good health and high quality of life.'

Environmental education aims at developing awareness and understanding of the physical and social environment in children. Environmental studies involve a child's investigation and systematic exploration of his own natural and social environment.

Environmental education is a process of providing learning experiences to obtain knowledge, understanding, skills and awareness with desirable attitudinal change about man's relationship with his natural and manmade surroundings, which includes the relation of population, pollution, resource allocation, transportation technology and urban and rural planning to the total human environment. Environmental education must utilize diverse learning environments and a broad array of educational approaches to teach learning about and from the environment with due stress on practical activities and firsthand experience. It should help learners discover the symptoms and real causes of environmental problems and develop critical thinking and problem solving skills. Environmental education should be a continuous life-long process, beginning at the pre-school stage level and continuing through all formal and non-formal stages of education. It should be an interdisciplinary discipline facilitating a holistic and balanced perspective.

Environmental education is problem-centered, interdisciplinary, value-oriented, community-oriented, and is concerned with man's survival as a species, based on student-initiated activities and involvements, which are both present and future-oriented. Environmental activities lead to study of natural, physical and social sciences. The study of natural and physical sciences, social sciences and geography provides an awareness of the environment but does not employ methods and techniques to improve the imbalances and prevent deterioration. Environmental awareness is limited to understanding, while environmental education has a great role in improving our life and its values.

Nature of Environmental Education

Environmental education consists of the following main characteristics:

1. It is a process of recognizing the interrelatedness among man, his physical cultural and biological surroundings.
2. It appears to be a process that equips human beings with awareness, skills, attitudes, values and commitments to improve the environment.
3. It refers to the knowledge and understanding of the physical, biological, cultural and psychological environment and to perceive its relevance for real life situations.
4. It identifies the imbalances of the environment and tries to improve it in lieu of substance development.
5. It entails decision-making and self-formulation of a behavioural code about the problems and issues concerning environmental quality.
6. It develops skills, attitudes, feelings and values needed to play a productive role in improving life and values.
7. It involves children investigating and systematically exploring their own natural and social environment and preparing themselves to solve problems for improving their life.

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8. It is problem-centered, interdisciplinary, value and community oriented and concerned with man’s survival and development.
9. It involves both theoretical and practical aspects of the environment to improve the imbalances and prevent deterioration or pollution.
10. It utilizes educational approaches, methods and techniques of teaching to identify the real causes of environmental problems and practice problem-solving skills in formal and non-formal situations.

Environmental education is a new area of study in the discipline of education. With recent developments and advances, it is virtually a new source of concern for educators, teachers and students. With the rapid development in each area, there are both internal and external problems to be confronted and resolved.

The area of ‘environmental education’ has been discussed comprehensively at several national and international seminars, workshops and conferences. Most people have recognized the urgent need of environmental education, but only some have a clear idea about it and understand the meaning, purpose, need and course of content of environmental education that needs to be taught to students of education. Education is defined as the process of development, and environment is the aggregate of all the external conditions and influences affecting the life and development of man and other living organisms. Every organism has its own environment. Man’s environment consists of natural as well as socio-cultural environment. Education can change and improve the quality of man’s environment for desirable modification of his behaviour.

Relationship between Environment and Education

The American sociologist, Luther Lee Bernard has illustrated the relationship of environment and education. The educational process of development takes place in the classroom between teacher and students. A teacher performs certain activities verbally and non-verbally to generate conducive social and emotional climate and provide the new experiences to students for desirable changes and modifications in their behaviour. Thus, the process of development takes place at the school level. The organizational climate also provides new experiences to their students. Thus, educational process of development occurs in the physical, social, cultural and psychological environment.

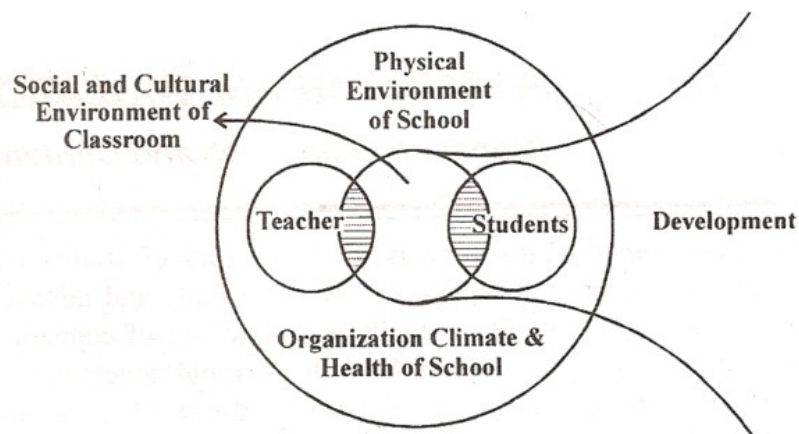


Fig. 8.1 Relationship between Environment and Education

Education deals with various problems and principles that govern the relationships between students and their environment, which are created by schools and teachers formally as

well as informally. Similarly, ecology is a new science which deals with various principles which govern the relationship between living organisms and their environment. Thus, education can be termed as ‘Human Ecology’, which deals the relationship of man and material in the context of growth and development.

The main goals of environmental education are to develop a world population that is concerned with the environment and its related problems as well as a commitment to work individually and collectively towards a solution of the current problems and prevention of new ones (UNESCO, 1975). A number of new objectives for developing environmental education at both formal and non-formal levels were formulated at the Tbilisi Conference (UNESCO, 1977). These objectives were formulated to direct the attention of social groups and individuals towards the following aspects:

1. **Awareness:** Acquiring awareness in terms of sensitivity towards the environment and its allied problems.
2. **Knowledge:** Gaining a variety of experiences and acquiring a basic understanding of the environment and its associated problems.
3. **Attitudes:** Acquiring a set of values and feelings of concern for the environment and the motivation for active participation in environmental improvement and protection.
4. **Skill:** Acquiring skills for identifying and solving environmental problems.
5. **Evaluation ability:** Evaluating environmental measures and education programmes in terms of ecological, economic, social, aesthetic and educational factors.
6. **Participation:** Providing an opportunity for active involvement at all levels and working towards the resolution of environmental problems.

Guiding Principles of Environmental Education

The guiding principles of environmental education are as follows—

1. To consider the environment in its totality (natural, artificial, technological, social, economic, political, moral, cultural, historical and aesthetical).
2. To consider a continuous life process (from pre-school to higher education levels).
3. To be interdisciplinary in its approach.
4. To emphasize active participation in the prevention and solution of environment problems.
5. To examine major environmental issues from a local, national, regional and international point of view.
6. To focus on current potential environmental situations.
7. To consider environmental aspects in the plans for growth and development.
8. To emphasize the complexity of environmental problems and the need for developing critical thinking and problem-solving skills.
9. To promote the value and necessity of local, national and international cooperation in the prevention and solution of environmental problems.
10. To utilize diverse learning about the environment and different approaches towards its teaching and learning.

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11. To help learners discover the symptoms and real causes of environmental problems.
12. To relate environmental sensitivity, knowledge, problem-solving and values clarification at every level.
13. To enable learners plan their learning experiences and provide an opportunity for making decisions and accepting their consequences.

Environmental Educational Programmes

Newman (1981) proposed a three-fold classification of environmental education programmes based on different disciplines:

1. **Environmental Studies:** This is concerned with environmental disturbance and minimization of its impact through changes in the society (social sciences).
2. **Environmental Science:** It deals with the study of pollution or environmental damage through water, air, soil and organisms, leading to a scientific basis for establishing standards which are considered clean, safe and healthy for the human and natural ecosystem (physical and natural sciences).
3. **Environmental Engineering:** This is the study of technical processes which are used to minimize pollution and the assessment of their impact on the environment (engineering sciences).

8.3 SCOPE OF ENVIRONMENTAL EDUCATION

The concept of ‘environmental education’ is very new, but it has been rooted deep within our culture since ancient times.

Rigveda is the oldest of all four Vedas. It has been stated in the Rigveda that ‘The dust (Dhula) of mother earth and light of father sky should remain associated with full brightness for our welfare.’ According to the Rigveda, there are three kinds of God—the celestial, the aerial and the terrestrial, i.e., land, air and water. Brihaspati, the most important, means awareness of these mandals. The whole Brahamanda was full of peace and happiness because life and environment were so closely related that it was difficult to think of man and organism as separate from nature or environment.

At present, the situation of man and environment is interrelated and they are interdependent on each other. The nature or environment becomes a source of sorrow, because the dusts of earth and the light and air of the sky have adverse effects on human beings. Therefore, it widely recognizes the need for ‘environmental education’.

Our country has accepted the need for environmental education, with the recommendations of the Tiwari Committee (1980). Many environmentalists recognize an urgent need for environmental education. Besides introducing the subject of ‘Environmental Science’ at all levels of education, we must give emphasis on the new approaches and programmes of environmental education. Therefore, the idea is to bring out environmental concerns in the curriculum of all subjects.

Most of the people recognize the urgent need for environmental education, but only some have a clear idea about what needs to be done. Very few people have either the actual experience or the knowledge about the courses that need to be taught. The main objective of environmental education is that individual and social groups should

Check Your Progress

1. How can education be termed as ‘human ecology’?
2. Define environmental engineering.

acquire the awareness and knowledge to develop attitudes, skills and abilities and participate in solving real-life environmental problems. The perspective should be integrated, inter-disciplinary and holistic in character. People in rural, tribal, slum and urban areas, students and teachers in schools, colleges and universities as well as planners, decision-makers and policy-makers need to be educated about the environment.

The scope of 'environment education' is very wide as compared to environmental science. It can be illustrated with the help of the following statements—

- 'If you want to grow a crop, you have to plan for a year.' It is the job of agriculture scientists.
- 'If you want to grow a plant, you have to plan for ten years.' It is the task of plant scientists.
- 'If you want to grow or educate a man, you have to plan for one hundred years.' It is the responsibility of an educationist.

The agriculture and plant scientists are also educated and trained in their area of study. In fact, education is considered as the highest order investment which becomes an asset in the time to come.

The need for environmental education has thoroughly been discussed at several national and international seminars, workshops and conferences. After the deliberations at Foux in 1971 and at Stockholm in 1972, an International Workshop was held on Environmental Education—The Belgrade Charter Belgrade (Yugoslavia) in 1975 organized by the UNESCO, and later, an Inter Governmental Conference on Environmental Education (UNESCO, UNEP) at Tbilisi, USSR in 1977. The Belgrade workshop formulated a set of guiding principles to achieve the objectives of the Stockholm Conference, whereas the Tbilisi conference followed the footsteps of the Belgrade Workshop.

In a national seminar organized by the Indian Environmental Society in collaboration with the International Programme on Environmental Management at the Indian National Science Academy, New Delhi in 1979, emphasis was given to incorporate Gandhian thought and values as a part of environmental education. A number of recommendations were made in the seminar.

On the occasion of the First International Conference on Environmental Education held at New Delhi, in 1987, the late Mrs. Indira Gandhi observed that environmental education helps arouse social consciousness and makes the community aware of the fact that the good of the individual and the community are both harmed by ecological disruptions. In 1985, the Second International Conference on environmental education was held at New Delhi. Several important points come forth with the help of international, regional, national and even local conferences on environmental education.

Contents of Environment Education

Environmental education consists of curricular courses (formal) and co-curricular activities (non-formal). Our whole syllabus is full of topics related to the environment. There is no need to further increase the already overburdened school children by introducing additional courses. An integrated, interdisciplinary and holistic perspective needs to be adopted. Environmental bias must permeate into all facets of human life. Therefore, environmental concerns should be included in all subject areas. As far as the second part is concerned, a teacher has to work quite creatively. Thus, co-curricular activities should be linked

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with formal teaching relating to real life situations. In order to cope with this, the responsibilities of a teacher include the following:

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1. While teaching his own subject matter, he would correlate the topics with environmental issues.
2. He can generate awareness and sensitivity in individuals regarding the environment and its allied problems.
3. A teacher may create awareness regarding the renewable and non-renewable resources of the environment.
4. He can help his pupils acquire basic understanding of the total environment, its associated problems and the role of humans in its deterioration.
5. A teacher can adopt practical techniques for making them understand the significance of food chains and food web to maintain an ecological balance.
6. A teacher can help his students acquire social values, strong feelings of concern for the environment and the motivation for active participation in its protection and improvement.
7. A teacher should conduct activities like drama on environmental conservation.
8. A teacher should help individuals acquire the skills for solving environmental problems.
9. He may organize field trips to zoological parks, national parks, polluted cities, polluted rivers banks, bird sanctuaries, etc.
10. A teacher should help his pupils evaluate environmental measures and educational programmes in terms of ecological, social and esthetic factors.
11. He should organized seminars, workshops on environmental issues like soil erosion, population explosion, etc.
12. He may help students develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate actions in solving these problems.
13. He should arrange lectures on topics of environmental concerns.
14. A teacher should discuss environmental issues along with simple teaching activities through which pupils understand the significance of environmental resources.
15. He should motivate and train them to acquire vast knowledge and skills that will help society solve interrelated environmental problems and prevent their occurrence.

It has been found that given a 2-3 hour period, individual investigations, when organized by a teacher for a whole class, can play an important role in stimulating the recall of factual information, providing training in the application of knowledge and in the development of problem-solving techniques. Teachers should use a variety of different teaching methods which may enable them to reach all students of different learning styles. Discussions that follow activities focus on descriptive approach but the complex interrelationships involved in man-environment issues and ecology need an analytical approach. Projects, field trips, games, role playing and surveys are useful for encouraging students to ask questions and seek answers to those questions. Environmental sensibility, sensitivity and awareness are the aims of environmental education. There are several government and private organizations which educate people and develop environmental awareness. The content of Environmental Education courses have been designed for both the formal and non-formal system of education.

8.3.1 Problem of Environment

The environmental problems which require environmental education may be classified as follows:

1. Macro Problems
 - (a) Soil erosion
 - (b) Extinction of wildlife
 - (c) Deforestation
 - (d) Lack of water
 - (e) Energy crisis and related issues
2. Micro Problems
 - (a) Poor health and sanitation
 - (b) Inadequate housing
 - (c) Population growth

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Specific Examples of Environmental Problems

1. Silent Valley Hydro-electric Project which threatens to destroy ecology of the tropical rain forests in Kerala.
2. Air pollution has crossed the safety limit at Chembur and Lalbang in Greater Mumbai and other big towns.
3. Danger of Nainital Lake drying up in 90 years if the present rate of silting is not arrested.
4. Sewage threat to major rivers.
5. Dangers of chimney smoke for the poor and deprived.
6. Dying forests.
7. Danger of the Taj Mahal turning black due to excessive pollution.

Pollution Control

Pollution is caused when a change in physical, chemical, or biological conditions in the environment harmfully affects the quality of human life, including effects on other animals, plants, industries, and cultural and aesthetic assets. Though pollution is generally attributed to material substances (gases and particulate matter from smokestacks, chemicals in water or solid wastes, paper, glass, used automobiles, etc.), pollution may also be non-material, such as an excessive noise and light. Pollution, in all its forms, is a more serious problem in the heavily industrialized areas of the world than in the predominantly agricultural regions.

Pollution control consists of the legal, institutional, scientific and technological arrangements established to avoid or mitigate such excesses in the environment. It can be accomplished by containing pollutants at the source, devising new technologies of manufacture that eliminate or reduce pollutants and reusing (recycling) materials and commodities through reprocessing and resource recovery.

Since ancient times, man and nature put large quantities of material into the environment, which has not stopped till today. Solid materials in air, such as salt particles or dust, are essential nuclei for raindrops. Yet, when cities add massively to the amount

of these nuclei, it may diminish rainfall as the drops that are formed are too small to fall as rain. Due to the multiple uses of air, water and land, the tolerable amount of pollution varies.

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Pollution usually occurs where people and their activities are concentrated. Generally, if all pollutants were distributed equally over the Earth, they would not exceed tolerable limits. Due to their tendency to congregate in huge cities, humans can be considered as pollutants since a surplus of people in one place is often the cause of deteriorating human conditions. Thus, one effective way of pollution control is dispersal of its sources.

8.3.2 Goals, Objectives and Guiding Principles of Environmental Education

The goals of environmental education provided through the recommendation of the world's first Inter-governmental Conference on Environmental Education convened in Tbilisi (USSR) in October 1977, at the local, national, regional and international level for all age groups, in the formal as well as the non-formal education system are:

- Providing each person with the opportunities to acquire the attitude, knowledge, commitment, values and skills needed to improve and protect the environment.
- Fostering an awareness and concern about the social, economic and political interdependence in the urban as well as the rural areas.
- Creating new behavioural patterns for individuals, groups and society as a whole towards the environment.

Target Populations for Environmental Education

As recommended by the Tbilisi Conference, environmental education should be directed to:

- The general public at every age, all levels of formal education for pupils, students and teachers, and in various non-formal education systems for young people and adults.
- Specific occupational or social groups with a focus on those whose activities and influences have an important bearing on the environment, for example, engineers, architects, administrators and planners, industrialists, trade unionists, policy-makers and agriculturists. Various levels in formal and non-formal education should contribute to this training. Moreover, it is important that the training of certain professionals and scientists involved with problems of the environment, such as biologists, hydrologists, sanitary engineers, etc. include an interdisciplinary environmental component.

Organization of Environmental Education

1. Environmental education should be integrated in the whole system of formal education at all levels.
2. Environmental education should be interdisciplinary in nature.
3. Environmental education should adopt a holistic perspective which will examine the ecological, social, cultural and other aspects of particular problems.
4. Environmental education should be centered on practical problems related to real life.
5. Environmental education should aim at building a sense of values.

Objectives of Environment Education (India)

As per the Ministry of Environment, Forest and Climate Change, the objectives of environment education are:

- Development of educational/teaching materials and aids in the formal education sector
- To encourage non-governmental organizations, mass media and other concerned organizations for promoting awareness among the people at all levels
- To promote environment education through existing educational/scientific/research institutions
- To ensure training and manpower development in environment education; and
- To mobilize people's awareness for the preservation and conservation of environment

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8.4 REMEDIAL MEASURES

Before looking at the remedial measures for environmental education, it is important to first distinguish between the concepts of environmental education and environmental awareness.

The terms environmental education and environmental awareness are used interchangeably. However, there is significant difference between these two terms. The study of bioscience, geography and agriculture provides environmental awareness. But the awareness does not help in developing skills and attitudes for improving the environment. Therefore, it is essential to understand the concept of environmental awareness and differentiate it from the educational environment.

Environmental awareness may be defined as the help provided to social groups and individuals for gaining a variety of experiences to acquire a basic understanding of the environment and its associated problems. World Educators and Environmental Specialists have repeatedly pointed out that any solution to the environmental crisis will require a deep-rooted environmental awareness and understanding of the educational system at all levels.

The United Nations Conference on the Human Environment (Stockholm, June, 1971) was a major event for those concerned with the quality of the world's environment. One of the recommendations of the Conference resulted in the creation of United Nations Environmental Programme (UNEP), while other recommendations specially constituted the foundation of the framework for cooperative effort, which states that environmental awareness may be developed by:

- Identifying, analyzing and understanding the needs and problems of personal life including health, vocation, etc.
- Social life at different levels, including family, caste, community, religion, town or village life, state and country.
- National life including civic, economic, etc.

Environmental awareness may also be developed when we:

- Appreciate, promote and use the environment to improve health and vocation along with social and national life.

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3. State the main objective and perspective of environmental education.
4. List some of the micro environmental problems.
5. What are the ways through which pollution control can be accompanied?

- Interact with the government and social agencies, and utilize the developmental facilities provided by these agencies for organizing certain community activities.
- Development in the aesthetic sense to appreciate beauty and adopt it in one's personal and social life.

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Environmental awareness provides the understanding and competence for recognizing environmental resources and the interdependence between physical and biological components of the environment for growth and development.

Components of Environmental Awareness

Awareness of the environment is a broad concept and presents the totality of social, biological and psychochemical factors, individually or collectively, that comprise the natural and man-made surroundings. The environment can be classified into basic four components:

- 1. Physical Component:** Water, air, land, light, temperature, humidity, etc.
- 2. Biological Component:** Aquatic and terrestrial flora (plants) and fauna (animals)
- 3. Human Uses:** Agricultural, industrial, residential, forestry, transportation, water supply, navigation, hydropower and recreation
- 4. Human Values:** Traditional lifestyle, religious status, archaeological and economic bases as well as the community structure.

Hence, the term 'environment' covers the entire spectrum of science and humanities. 'Environmental awareness' is the interrelation and interaction between the living system and life.

Role of Education in Developing Environmental Awareness

Several seminars and conferences have been organized at the national and international level on environment. Most of the experts and scientists of different disciplines have realized the importance of environmental awareness. They have also recognized the urgent need for introduction of 'environmental education' in the school curriculum. Under environmental education, the theoretical and practical aspects are emphasized. The awareness is confined to the cognitive level, whereas educational environment includes cognitive, psychomotor and affective levels.

In order to help children grow in knowledge, skills and values, attitudes and awareness relevant to the environment, the teacher is expected not only to be a dispenser of information and knowledge, but also managers for teaching learning situations. The methods of classroom organization need to be drastically changed as well. For the purpose of profitable utilization of the time and care taken towards the development of children's interest, the teacher should resort to group activities in the classroom. The education officers and other supervisory staff engaged in the supervision of classroom activities must also be oriented towards the environmental approach of teaching learning strategies in the classroom. They should look for the positive development in children rather than the acquisition of theoretical knowledge.

The environment and experiences of children outside the school vary from place to place. Consequently, their knowledge, attitudes, skills and commitment can be built on the solid foundation of experiences that they draw from the environment. The teacher can enjoy greater autonomy in organizing such experiences by providing them with a chance to explore their activities in regard to the environment through plantation, forest

conservation, etc. Teachers should show them documentary films in the school and organize excursion programmes to observe nature and the natural resources. Teachers should also suggest watching television programmes, reading newspapers and listening to news regarding the environment. They should also show environmental teaching aids such as charts and models of the environment, showing the pollution and damage it is suffering. This would help them gain awareness about the activities against the environment which are actively destroying our ecosystem.

Difference between Environmental Education and Environmental Awareness

Environmental education is an effective process to develop the understanding of environmental awareness. Environmental awareness is the most important aspect of environmental education. These may be differentiated in the following ways:

1. The main task of environmental education is helping the productive function to improve the quality of life and values, whereas the main task of environmental awareness is providing an understanding of the physical and biological components of the environment and their interdependence.
2. Environmental awareness provides an understanding of the natural, physical and biological environment of an organism and identifying human, material, space and time resources in the environment, while environmental education includes the awareness of physical, biological, cultural and psychological environment of man. It investigates the methods and techniques for modifying and improving the community as a whole.
3. The cultural and psychological environments are crucial in environmental education because the organization, climate and health of an institution is governed by the psychological principles, and the social and emotional climate of classroom teaching is generated by the psychology of the subject teacher. On the other hand, environmental awareness provides the knowledge and understanding of interdependence of physical and biological components and the ecology of an organism.
4. Environmental education plans and generates the conducive environment for desirable changes in man and manipulates the environment, whereas environmental awareness involves the knowledge of both, but confines itself only to the theoretical aspect.
5. Environmental education provides the opportunities and situations for performing certain tasks and activities at all levels for solving environmental problems, while environmental awareness is limited to the problems and their solutions but does not involve any tasks and activities.

Environmental education is an effective process for developing environmental awareness through classroom interaction between the teacher and students. Several types of such activities and programmes are organized in schools, such as:

- (a) Providing sanitary facilities.
- (b) Keeping their school, home and surroundings clean.
- (c) Making provisions for deposition of waster.
- (d) Controlling air and water pollution.
- (e) Keeping the body healthy and clean with games and sports facilities in schools.

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Difference between Environmental Education and Educational Environment

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There are various terms which are used for environmental studies, which is interdisciplinary in nature. Therefore, it is not possible for an expert to provide to comprehensive and true understanding. A student can also acquire the awareness of environment which is limited to his horizon of thinking, i.e., related to educational environment and not the environment as a whole.

Environmental awareness is a general concept related to the physical and biological environment. The contents of environmental awareness is related to school subjects—Physics, Chemistry, Zoology, Botany, Economics, Commerce, Industries and Technology. The focus of these subjects is to provide knowledge and understanding of various aspects and components of the environment.

Environmental education is related to more than cognition. It develops environmental consciousness, i.e., a feeling aspect and remedial measure to improve the quality of environment. Thus environmental education is concerned with knowing, feeling and working towards the environment to maintain its quality.

The difference between environmental education and educational environment has been discussed below.

Table 8.1 *Difference between Environmental Education and Educational Environment*

Basis of Comparison	Environmental Education	Educational Environment
1. Area	Broad base—physical, biological, social and cultural environment.	It is limited mainly to the social, cultural, psychological and organizational environment.
2. Purpose	Providing the awareness, skills, attitudes and values towards a consciousness about the environment. Practical work may be undertaken for controlling pollution.	Developing an understanding of the educational process and the activities, skills and practices to follow in schools and classrooms to improve quality environment quality.
3. Discipline	High interdisciplinary edifice of the environmental knowledge. Most of the disciplines are concerned with it.	It is also interdisciplinary but mainly concerned with teachers, principals and educators.
4. Organization	National, regional and local levels. Formal and non-formal adult education and orientation courses for administration.	Mainly at the State level; organizes programmes for environmental pollution.
5. Problems	Pollution and degradation of the environment. Physical (air, water, soil), social and cultural problems.	Problems are related to education, administration, examination and teaching.
6. Media and Management	Media is very important for spreading awareness about the problems. Legal steps are also essential for preventing and controlling pollution.	Media has evolved and alternative system of education, i.e., distance education or open system of education. Mass Media is used for this purpose since it has a wide coverage.

8.4.1 Role of NGOs in Environmental Education

There are several governmental and non-governmental organizations that educate people and create awareness for the environment. A Department of Environment has been set up in (1982) on environmental information system for this purpose. There is a Centre for Environmental Education (CEE) at Ahmedabad and more than two hundred private organizations working for the purpose of environmental education.

Environmental education aims at developing awareness in children and understanding the physical and social environment. Fortunately, 'environmental education' has been introduced as a subject in the curriculum from an early stage in our country. The Kothari Commission (1966) recommends that— 'Environmental activities will lead to study of natural sciences, physical sciences, geography, history and civics; construction and creative skills will provide the basis for the practice of simple arts and crafts and practice of healthy living will serve as the foundation for environmental education.'

A number of objectives of environmental education have been formulated at the International Conference of UNESCO (1977) held at Tbilisi. These are as follows:

1. To develop an awareness of the environment and sensitivity (feelings and attitudes) to the total environment and its allied problems.
2. To help in acquiring knowledge and verity of experience of the environment and associated problems.
3. To develop a basic understanding of the structure, processes and problems of the environment as well as interdependence of environmental components.
4. To help in acquiring skills for identifying and solving environmental problems.
5. To develop attitudes, a set of feelings of concern for the environment and encouragement or motivation for active participation in protection and improvement of the environment.
6. To provide an opportunity for active participation in working for the solution of environmental problems at all levels.
7. To develop an ability for evaluating environmental components and educational programmes in terms of ecological, economic, social, cultural, aesthetic and educational factors.

The above objectives are related to all levels of both formal and non-formal systems of education. In the formal system of education, four different but interrelated components have been recognized which are discussed below.

Table 8.2 Objectives of Environmental Education and their Level

Objectives	Level
1. Awareness of the environment (Knowledge)	1. Primary education
2. Relevance of real-life situations in the environmental context (understanding)	2. Secondary education
3. Conservation of natural resources in the environment (skills)	3. Higher Secondary Education
4. Sustainable development by solving problems of the environment (attitude and evaluation)	4. College and University Education

Thus, the objectives of environmental education involve feeling, understanding and accomplishing the environment protection goals.

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8.4.2 Government and Related Initiatives Promoting Environmental Education

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The programmes conducted/initiatives launched as part of this scheme are categorised under formal and non-formal sectors.

Programmes under Formal Environmental Education are:

- Environment Education in School System
- Environmental Appreciation Courses
- Environmental concepts in Management and Business Studies

Programmes under Non-Formal Environmental Education are :

- National Environment Awareness Campaign (NEAC)
- Eco-clubs (NGC)
- GLOBE
- Mass Awareness

(1) Environmental Education, Awareness and Training (EEAT)

The 'Environmental Education, Awareness and Training (EEAT)' is a flagship scheme of the Ministry for enhancing the understanding of people at all levels about the relationship between human beings and the environment and to develop capabilities/skills to improve and protect the environment. This scheme was launched in 1983-84 with the basic objective to promote environmental awareness among all sections of the society and to mobilize people's participation for preservation and conservation of environment.

EEAT Scheme has the following objectives:

1. To promote environmental awareness among all sections of the society;
2. To spread environment education, especially in the non-formal system among different sections of the society;
3. To facilitate development of education/training materials and aids in the formal education sector;
4. To promote environment education through existing educational/scientific/research institutions;
5. To ensure training and manpower development for environment education, awareness and training;
6. To encourage non-governmental organizations, mass media and other concerned organizations for promoting awareness about environmental issues among the people at all levels;
7. To use different media including films, audio, visual and print,, theatre, drama, advertisements, hoarding, posters, seminars, workshops, competitions, meetings etc. for spreading messages concerning environment and awareness; and
8. To mobilize people's participation for preservation and conservation of environment.

The objectives of this scheme are being realized through implementation of the following programmes launched over the years:

1. National Environment Awareness Campaign (NEAC)
2. National Green Corps (NGC)

3. Seminars/Symposia/Workshops/Conference
4. Other Awareness Programmes

(2) Centre for Environment Education (CEE)

Centre for Environment Education (CEE) was established in August 1984 as a Centre of Excellence supported by the Ministry of Environment and Forests, Government of India. CEE, a national institution with its headquarters in Ahmedabad, has a mandate to promote environmental awareness nationwide.

CEE is committed to ensuring that due recognition is given to the role of EE in the promotion of sustainable development. CEE develops innovative programmes and educational material, and builds capacity in the field of education and communication for sustainable development. It undertakes demonstration projects in education, communication and development that endorse attitudes, strategies and technologies that are environmentally sustainable.

Vision

To be an institution of excellence that, in partnership with others, plays a significant role in local, national and global efforts towards sustainable development through innovations, and being at the cutting edge of Environmental Education and Education for Sustainable Development.

Mission

To achieve the vision CEE's mission is to enhance understanding of sustainable development in formal, non-formal and informal education through its work with schools, higher educational institutions, policy makers and reaching out to youth and the general community. It is to integrate education as a key driver for change in demonstrating and advancing sustainable practices in rural and urban communities, and in business and the public sector, and in meeting challenges of global issues such as climate change and biodiversity conservation. CEE also promotes individual and collective positive Handprint actions that are environmentally sound, economically viable and socially beneficial.

Strategies

Centre for Environment Education is a national institution engaged in strengthening environmental education and training initiatives by developing pioneering programs that promote environmentally ethical behaviour. Since its inception, the Centre's activities and programmes have been rooted in, and guided by, certain strategies for maximization of quality, effectiveness and impact.

- Maximize the scope of EE with state-of-the-art thinking, developments, innovations and perspectives in the areas of Environment and Sustainable Development
- Focus on capacity-building activities in programs and projects
- Develop programmes that are adaptable to different geographic, cultural, social and economic contexts
- Partnering with a view to utilizing the complementary strengths of other organizations, so as to avoid duplication of effort, and to network effectively towards the synergistic convergence of ideas and goals
- Develop programmes and materials to build on the existing strategic opportunities and facilities for EE

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- Encouraging and supporting other agencies in the field of EE and ESD to develop similar materials and programmes based on their specific needs and situations.
- Build synergies between the Government, NGOs and CEE for comprehensive impact.
- Identify the key entry points for different thrust areas, and key targets for initiating and consolidating gains, to achieve a multiplier effect.
- Facilitate information networks at local, national and regional levels, through a number of tools such as dialogues, directories, newsletters, etc.
- Conduct workshops/ seminars to facilitate dialogue between various stakeholders, including the government and the society, on the environmental implications of growth and development

(3) C.P.R. Environmental Education Center

Established jointly by the MoEF and C.P.Ramaswami Aiyar Foundation, CPREEC has been a pioneer in environmental education efforts in South India. C.P.R. Environmental Education Centre (CPREEC) strives to increase awareness and knowledge of key target groups such as school children, local communities and women about the various aspects of environment. The Centre also works towards strengthening capacities of educators and practitioners in the field of environment education and promotes conservation of nature and its resources. They have several initiatives under their belt: environment information system (EIS), green school initiative (GSI), national green corps, etc.

Mission Statement

C.P.R. Environmental Education Centre (CPREEC) strives to increase awareness and knowledge of key target groups (school children, local communities, woman and so on about the various aspects of environment.

Mission Objectives:

- Promoting environmental awareness among schools, grass-root level organization and the general public.
- Strengthening capacities of educators and practioners (teachers, local NGOs) in the field on environmental education by providing technical support and educational resources.
- Understanding the major environmental issues facing India today and developing innovative solutions.
- Promoting conservation of nature and its resources by emphasizing on the conservation of ecological traditions of India.

(4) World Wide Fund India

World Wide Fund for Nature-India (WWF-India) was founded with the express objective of ensuring the conservation of the country's wildlife and natural habitats. It was set up as a Charitable Public Trust on 27 November 1969. It was then known as the World Wildlife Fund-India, much before the terms 'wildlife' and 'environment' had caught the attention of the government or the public.

Education has been an integral part of World Wide Fund for Nature's (WWF) global activities since the very beginning. Over time, WWF's own goals have evolved, so have the activities within the gambit of education. When WWF-India's Environment

Education (EE) programme was started in 1969, its aim was to strengthen on a long-term basis, both human and institutional capacity in nature conservation and environmental protection. It wanted to do so through the promotion of environment education and awareness activities within a variety of social structures.

The understanding of environmental challenges and their root causes has evolved and sharpened with the passage of time, so has the concept and practice of Environment Education (EE). Given the direct dependence of a large proportion of the population on the environment for subsistence and also its visible consequences, environmental thinkers and educators in India and some other developing countries had long understood the inextricable relationship between environment and development.

The growing recognition, over the past three decades, of this relationship around the world led to the emergence of the concept of sustainability and sustainable development. Concurrently has emerged the concept of Education for Sustainable Development (ESD) as a powerful enabler in helping people work towards the elusive but desirable goal of sustainable development.

Both EE and ESD are essentially an approach to education. Much of the work in ESD has been pioneered by environmental educators. Both seek to instil in learners the knowledge, attitude, skills and commitment to work for a better world for all, now and in the future. Both refer to education that is contextual and is therefore meaningful for the learner; encourages critical thinking and has a values orientation.

Whereas the concept of inter-relatedness underlies both, EE in its early days dwelt mainly on the connections and dependence among elements of the natural/physical environment. In the seventies, it came to be recognised that environmental problems are social problems created by human behaviour and poverty was identified as a major environmental problem. Over time focus turned to economic, cultural and political aspects as well. ESD emphasizes the economic aspect of environmental challenges more than EE, and has introduced the concepts of green economy and green growth.

The goal of ESD is not just to reform education and society but to transform them, and is thus a process of lifelong learning and action. ESD thus goes far beyond EE.

8.5 SUMMARY

- In his attempt to produce goods for his own comforts and luxuries, man has been destroying his environment and has inevitably lead to environmental pollution and crisis. Therefore, the need for environmental education is quite imperative at the moment.
- In its restricted sense, environmental education implies establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environment pollution.
- Environmental education will help us intertwine economic progress and environment protection so that they can co-exist in harmony. Environmental education should educate people on hazardous environmental pollution, population explosion and resource depletion. Schools are the best place to initiate such learning.
- Environmental education aims at developing awareness and understanding of the physical and social environment in children. Environmental studies involve a child's investigation and systematic exploration of his own natural and social environment.

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Check Your Progress

6. List the four components of environmental awareness.
7. What is the purpose of educational environment?
8. List some of the government programmes for environmental education under non-formal education.
9. State the vision statement of the Centre for Environment Education.

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- Environmental Education is a process of providing learning experiences to obtain knowledge, understanding, skills and awareness with desirable attitudinal change about man's relationship with his natural and manmade surroundings, which includes the relation of population, pollution, resource allocation, transportation technology and urban and rural planning to the total human environment.
- Environmental education should be a continuous life-long process, beginning at the pre-school stage level and continuing through all formal and non-formal stages of education. It should be an interdisciplinary discipline facilitating a holistic and balanced perspective.
- Environmental education is problem-centered, interdisciplinary, value-oriented, community-oriented, and is concerned with man's survival as a species, based on student-initiated activities and involvements, which are both present and future-oriented. Environmental activities lead to study of natural, physical and social sciences.
- Environmental Education is a new area of study in the discipline of education. With recent developments and advances, it is virtually a new source of concern for educators, teachers and students. With the rapid development in each area, there are both internal and external problems to be confronted and resolved.
- The educational process of development takes place in the classroom between teacher and students. A teacher performs certain activities verbally and non-verbally to generate conducive social and emotional climate and provide the new experiences to students for desirable changes and modifications in their behaviour.
- The main goals of environmental education are to develop a world population that is concerned with the environment and its related problems as well as a commitment to work individually and collectively towards a solution of the current problems and prevention of new ones.
- The terms environmental education and environmental awareness are used interchangeably. However, there is significant difference between these two terms. The study of bioscience, geography and agriculture provides environmental awareness. But the awareness does not help in developing skills and attitudes for improving the environment.
- Environmental awareness provides the understanding and competence for recognizing environmental resources and the interdependence between physical and biological components of the environment for growth and development.
- Awareness of the environment is a broad concept and presents the totality of social, biological and psychochemical factors, individually or collectively, that comprise the natural and man-made surroundings.
- Several seminars and conferences have been organized at the national and international level on environment. Most of the experts and scientists of different disciplines have realized the importance of environmental awareness. They have also recognized the urgent need for introduction of 'environmental education' in the school curriculum.
- In order to help children grow in knowledge, skills and values, attitudes and awareness relevant to the environment, the teacher is expected not only to be a dispenser of information and knowledge, but also managers for teaching learning situations.

- The environment and experiences of children outside the school vary from place to place. Consequently, their knowledge, attitudes, skills and commitment can be built on the solid foundation of experiences that they draw from the environment.
- Environmental education is an effective process to develop the understanding of environmental awareness. Environmental awareness is the most important aspect of environmental education.
- Environmental awareness is a general concept related to the physical and biological environment. The contents of environmental awareness is related to school subjects—Physics, Chemistry, Zoology, Botany, Economics, Commerce, Industries and Technology.
- There are several governmental and non-governmental organizations that educate people and create awareness for the environment. A Department of Environment has been set up in (1982) on environmental information system for this purpose. There is a Centre for Environmental Education (CEE) at Ahmedabad and more than two hundred private organizations working for the purpose of environmental education.
- Environmental education consists of curricular courses (formal) and co-curricular activities (non-formal). Teachers should use a variety of different teaching methods which may enable them to reach all students of different learning styles.
- Environmental sensibility, sensitivity and awareness are the aims of environmental education. There are several government and private organizations which educate people and develop environmental awareness. The content of Environmental Education courses have been designed for both the formal and non-formal system of education.

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8.6 KEY TERMS

- **Environment education:** It implies establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environment pollution.
- **Environmental Awareness:** Environmental awareness can be defined as the growth and development of awareness, understanding and consciousness toward the biophysical environment and its problems, including human interactions and effects.
- **Environmental Studies:** Environmental studies is the interdisciplinary academic field which systematically studies human interaction with the environment in the interests of solving complex problems. It is a broad field of study that includes the natural environment, built environment, and the sets of relationships between them.
- **Environmental Science:** Environmental science is a multidisciplinary academic field that integrates physical and biological sciences, (including but not limited to ecology, physics, chemistry, biology, soil science, geology, atmospheric science and geography) to the study of the environment, and the solution of environmental problems.
- **Environmental Engineering:** Environmental engineering is the integration of science and engineering principles to improve the natural environment, to provide healthy water, air, and land for human habitation and for other organisms, and to remediate pollution sites.

8.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

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1. Education deals with various problems and principles that govern the relationships between students and their environment, which are created by schools and teachers formally as well as informally. Similarly, ecology is a new science which deals with various principles which govern the relationship between living organisms and their environment. Thus, education can be termed as ‘human ecology’, which deals with the relationship of man and material in the context of growth and development.
2. Environmental engineering is the study of technical processes which are used to minimize pollution and the assessment of their impact on the environment (engineering sciences).
3. The main objective of the environmental education is that individual and social groups should acquire the awareness and knowledge to develop attitudes, skills and abilities and participate in solving real-life environmental problems. The perspective should be integrated, inter-disciplinary and holistic in character.
4. Some of the micro environmental problems are poor health and sanitation, inadequate housing and population growth.
5. Pollution control can be accomplished by containing pollutants at the source, devising new technologies of manufacture that eliminate or reduce pollutants and reusing (recycling) materials and commodities through reprocessing and resource recovery.
6. The four components of environmental awareness are: physical component, biological component, human uses and human values.
7. The purpose of educational environment is developing an understanding of the educational process and the activities, skills and practices to follow in schools and classrooms to improve quality environment quality.
8. The government programmes under non-formal environmental education are :
 - National Environment Awareness Campaign (NEAC)
 - Eco-clubs (NGC)
 - GLOBE
 - Mass Awareness
9. The vision statement for Centre for Environment Education (CEE) is to be an institution of excellence that, in partnership with others, plays a significant role in local, national and global efforts towards sustainable development through innovations, and being at the cutting edge of Environmental Education and Education for Sustainable Development.

8.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What do you understand by environmental education?
2. What are the various guiding principles of environmental education?

3. List the target populations for environmental education as per the Tbilisi Conference.
4. State the objectives of environmental education as per the Ministry of Environment, Forest and Climate Change.
5. Differentiate between environmental education and environmental awareness.
6. What is the difference between environmental education and educational environment?

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Long-Answer Questions

1. Discuss the major environmental problems needing environmental education.
2. Explain the relationship between environment and education in detail.
3. Explain the need for environmental education. What are the objectives of environmental education at educational levels?
4. Examine the various goals, objectives and guiding principles of environmental education.
5. What is the role of education in developing environmental awareness? Discuss.
6. Discuss some of the government and related initiatives for environmental education.

8.9 FURTHER READING

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UNIT 9 INTERNATIONAL UNDERSTANDING

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Structure

- 9.0 Introduction
- 9.1 Unit Objectives
- 9.2 Education for Peace and Co-Existence
 - 9.2.1 Significance
 - 9.2.2 Problems
- 9.3 Meaning, Significance and Scope of Education for International Understanding
 - 9.3.1 Measures to Facilitate International Understanding
- 9.4 Summary
- 9.5 Key Terms
- 9.6 Answers to ‘Check Your Progress’
- 9.7 Questions and Exercises
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9.0 INTRODUCTION

Human civilization has made tremendous progress in terms of material comfort, technological advancements, medicine, architecture, space and other areas. However, these advancements are accompanied by a simultaneous emergence of unrest, violence, inertia, disturbance and an overall dissatisfaction and fear. What is the root cause of this general unrest within the individual and society? Why is the mind so perturbed? People in developed as well as developing countries experience stress and fear of the unknown. Nobody seems to be happy, relaxed and calm. Why is this so? Conflict within oneself as well as others has become a norm in the world? People experience a lack of peace both within and without. The outbreak of the World War II and its consequences jolted the human mind out of its complacency and forced it to think – is war a real solution to resolve a conflict? What are the consequences of a war? How to establish peace in the world? Are we not responsible to leave a peaceful and prospering world to our young generation? Educationists, philosophers, scientists and political leaders around the world realized that in order to save this planet, sustained efforts need to be made to promote a culture of tolerance, love and respect by means of ‘peace education’.

The scourge of war ‘which twice in our life-time has brought untold sorrow to mankind’ is a grim reminder to what H.G Wells, the eminent English author, once described as ‘a race between Education and Catastrophe’, and throws a stern warning that we shall once again find ourselves painfully ill equipped to meet the challenge of an adult world of tomorrow, unless we are determined to lay its foundations in the schools of today. The key to the salvation of mankind, thus, lies in the reorientation of the minds of the people, or to speak in the language of the UNESCO (United Nations Educational, Scientific and Cultural Organization) preamble, ‘in constructing the defenses of peace in the minds of men’. In this unit, you will learn about the meaning, significance, scope, problems and measures to facilitate international understanding and education for peace and co-existence.

9.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Explain the concept of education for peace and co-existence
 - Describe the nature and scope of ‘peace education’
 - Discuss the meaning and significance of international understanding
 - List the problems and measures to facilitate international understanding
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9.2 EDUCATION FOR PEACE AND CO-EXISTENCE

The concept of ‘peace’ can be understood easily as absence of war, strife, hatred, jealousy, competition, ignorance, anger, frustration, so on and so forth. However, it can be understood in positive terms as well, such as presence of equanimity, contentment, love, righteous conduct, truth, acceptance, tolerance, respect and appreciation.

Literature available on ‘peace’ is abundant and some experts have finally interpreted this term by the means of its three-tier nature: inner peace, outer peace and peace with nature. The table given below is drawn from such work on ‘peace’:

Table 9.1 Concept of Peace Education

Inner Peace	For example, harmony and peace with oneself, good health, and absence of inner conflicts, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion, and content, appreciation of art.
Social Peace	For example, peace between man and man, (men and women as well!) harmony arising from human relationships at all levels, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, acceptance, co-operation, brotherhood, tolerance of differences, democracy, community-building, human rights, morality.
Peace with Nature	For example, harmony with natural environment and mother earth.

Thus ‘peace education’ or education for peace and co-existence intends to nurture this ‘peace’ and its conglomeration of values among learners through diverse means and ways, as per the context, prevailing conflict, resources available and existing social structures.

Let us look at some of the definitions of ‘peace education’ culled from available peace literature in order to gain insight into the concept of ‘peace education’:

- Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures – R. D. Laing (1978)
- Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on the philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet – Fran Schmidt and Alice Friedman (1988)
- Peace education is skill building. It empowers children find creative and non-destructive ways to settle conflict and to live in harmony with themselves,

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others, and their world . . . Peace building is the task of every human being and the challenge of the human family – Fran Schmidt and Alice Friedman (1988) (cited in UNESCO (2005) ‘Peace Education – A framework for Teacher Education)

- The ‘Working Paper on Peace Education’ of UNICEF contains an analysis of various approaches to ‘peace education’ presented by leading authors in the field in its appendix. Some portion of it is being reproduced here for a better understanding of this concept:

It states:

‘The approaches are distinguished by their assumptions that peace education is primarily either:

- A knowledge-based subject that can be directly taught in the school curriculum
- A set of skills and attitudes that can be explicitly taught or more subtly infused in a variety of educational contexts
- Some combination of the two.’

According to the former approach such as the US-based Consortium on Peace Research, Education and Development, the knowledge component of peace education is of primary significance; here ‘peace’ refers to a ‘multi-disciplinary academic and moral quest for solutions to the problems of war and injustice with the consequential development of institutions and movements that will contribute to a peace that is based on justice and reconciliation.’ (1986, COPRED) (cited in UNICEF, 1999)

The other approach to ‘peace education’, as per Cremin (1993), is that skills and attitudes are of primary importance. Here, ‘peace education’ becomes ‘a global term applying to all educational endeavours and activities which take as their focus the promotion of a knowledge of peace and of peace-building and which promote, in the learner, attitudes of tolerance and empathy as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity and motivation, individually and collectively, to live in peace with others. (cited in UNICEF, 1999)

The assumption of the third approach is a mixed eclectic one wherein ‘peace education’ must combine knowledge, skills and attitudes.

In sync with this eclectic approach some more definitions are listed in this document which are noteworthy:

- A pioneer in the field of peace education, Betty Reardon (1988) states that peace education refers to a process that prepares young people for global responsibility; enables them to understand the nature and implications of global interdependence; and helps them to accept responsibility to work for a just, peaceful and viable global community. Central themes for Reardon are stewardship, citizenship and inter-group relationships, with the ultimate aim of addressing both overt and structural violence in society. Classroom practice and the instructional process are also essential for Reardon, who sees cooperative learning as fundamental to peace education.
- David Hicks (1985) defines peace education as activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquire into the obstacles to peace (both in individuals and societies), to resolve conflicts in a just and non-violent way, and to study ways of constructing just and sustainable alternative futures.

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The document also lists the explanation put forth by Timothy Regan (1993) author of *Non-western Educational Tradition* distinguishing ‘peace studies, peace education and peace campaigning’.

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- For Regan, ‘peace studies’ covers the content areas of peace education, including values underlying peace, violence and war, non-violence, economic and social justice, environmental protection, and participation. ‘Peace education’, in this, definition is more concerned with methodology and attitude formation. It involves presenting differing views of the causes and possible solutions for conflict, enabling debate about controversial issues. ‘Peace campaigning’ has to do with encouraging students to take part in grassroots social change processes, and sees taking action as essential to the learning process. These three approaches, taken together, integrate the development of knowledge, skills and attitudes with an orientation towards active participation.

Another interesting attempt at conceptualizing ‘peace education’ is available on Wikipedia.

Read the following extracts:

Extract 1

Some approaches to peace education start from insights gleaned from psychology which recognize the developmental nature of human psychosocial dispositions. Essentially, while conflict-promoting attitudes and behaviours are characteristic of earlier phases of human development, unity-promoting attitudes and behaviours emerge in later phases of healthy development. H.B. Danesh (2002a, 2002b, 2004, 2005, 2007, 2008a, 2008b) proposes an *Integrative Theory of Peace* in which peace is understood as a psychosocial, political, moral and spiritual reality. Peace education, he says, must focus on the healthy development and maturation of human consciousness through assisting people to examine and transform their worldviews. Worldviews are defined as the subconscious lens (acquired through cultural, family, historical, religious and societal influences) through which people perceive four key issues: 1) the nature of reality, 2) human nature, 3) the purpose of existence, 4) the principles governing appropriate human relationships. Surveying a mass of material, Danesh argues that the majority of people and societies in the world hold conflict-based worldviews, which express themselves in conflicted intrapersonal, interpersonal, intergroup, and international relationships. He subdivides conflict-based worldviews into two main categories which he correlates to phases of human development: the Survival-Based Worldview and the Identity-Based Worldview. It is through the acquisition of a more integrative, Unity-Based Worldview that human capacity to mitigate conflict, create unity in the context of diversity, and establish sustainable cultures of peace, is increased – be it in the home, at school, at work, or in the international community.

Extract 2

Modern forms of peace education relate to new scholarly explorations and applications of techniques used in peace education internationally, in plural communities and with individuals. Critical Peace Education (Bajaj 2008, 2015; Bajaj & Hantzopoulos 2016; Trifonas & Wright 2013) is an emancipatory pursuit that seeks to link education to the goals and foci of social justice disrupting inequality through critical pedagogy (Freire 2003). Critical Peace Education addresses the critique that peace education is Imperial and impository mimicking the ‘interventionism’ of Western peacebuilding by foregrounding local practices and

narratives into peace education (Salomon 2004; MacGinty & Richmond 2007). The project of Critical Peace Education includes conceiving of education as a space of transformation where students and teachers become change agents that recognise past and present experiences of inequity and bias and where schools become strategic sites for fostering emancipatory change. Where Critical Peace Education is emancipatory, seeking to foster full humanity in society for everyone, Yogic Peace Education (Standish & Joyce 2017) is concerned with transforming personal (as opposed to interpersonal, structural or societal/cultural) violence. In Yogic Peace Education, techniques from Yogic Science are utilised to alter the physical, mental and spiritual instrument of humanity (the self) to address violence that comes from within. Contemporary peace educations (similar to all peace education) relate to specific forms of violence (and their transformation) and similar to teaching Human Rights and Conflict Resolution in schools Critical Peace Education and Yogic Peace Education are complementary curricula that seek to foster positive peace and decrease violence in society.

(Source : Wikipedia.org available at https://en.wikipedia.org/wiki/Peace_education)

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According to Indian scriptures, there are three kinds of violence, namely, mental (manasik), verbal (vachik) and physical (kayeeek).

- **Mental:** Thinking of hurting others, thoughts like ‘I wish I had hit him hard’, is mental violence although it was only a wish and no physical harm was actually done. Thinking ill of others is also one form of violence.
- **Verbal:** Use of harsh words is another form of violence since it hurts others. There is an important dictum in Sanskrit, an advice by the preceptor to the disciple, ‘speak the truth, speak sweetly; do not speak the truth that’s not sweet’. This dictum is to prevent violence through speech.
- **Physical:** Using physical force to harm others. This is the most commonly recognized form of violence between individuals, groups, communities, and countries.

There is an important wisdom behind this three-tier classification of violence. and it relates to the concept presented in the UN Charter. There is almost a cause and effect relationship in this three-tier violence. The abusive language or ‘verbal violence’ has its origin in violent thinking hidden in the mind. Unless one thinks ill of another, he/she cannot use violent or abusive words. The violent physical action is indeed because of the thoughts and the speech. It is not unusual to find that there is heated argument and violent speeches before actual physical violence. Hence, just as violence or war is in the minds of men, peace can be installed only through the cleansing of the minds of men.’

Ancient Indian education system entrusted the whole sole responsibility of holistic development of the student to the teacher. The teacher, by means of experiential learning, dialogues, reflections, questioning, critical thinking, nurtured the student with knowledge, attitude, skills and personality befitting the development of society, nation, world and this universe. ‘Peace education’ was taken care of in this integrated manner.

A look at the above definitions and discussions attempted by various writers and leading organizations in the field, it can be said that ‘Peace education’ is a very comprehensive term of immense significance intending to serve as ways and means to attain ‘peace’ with self, peace with others and peace with nature.

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- It is not just any distinct ‘subject’ in the curriculum.
- It is not just a component of basic school education.
- It is a part and parcel of the ‘quality education’ which helps develop among the learners, the knowledge, attitude, skills and values required for leading a peaceful life.
- It refers to all the interventions that are provided in school as well as elsewhere for bringing about desirable behavioural changes amongst learners.
- It is not for only ‘negative peace’ i.e. doing away with ‘overt violence’ manifested in wars and conflict and violence, instead the concept of ‘peace education’ encompasses more significant concepts such as ‘positive peace’ which calls for ‘justice for all’. As Hicks (1985) puts that ‘peace education’ must also encompass the presence of social, economic and political justice. It seeks to rid societies of evil practices such as discrimination, unequal access to opportunities, social barriers, myths, poverty, etc. These evil practices are offshoots of ‘structural violence’. One needs to be clear that ‘peace’ cannot prevail unless there is ‘justice’ and ‘fairness of opportunities to progress’.
- It must endeavor to address all forms of conflict and violence, be it overt or structural, and at any level, whether local, personal, societal or global level.
- It rests on the basic assumption that ‘working towards a peaceful existence’ by all is a positive value which must be promoted on a priority basis at the local level as well as the global level through the medium of education.
- It is an integrative approach focusing on the overall personality development of the learner.
- It is what Delor’s four pillars of learning are about:

The four pillars of learning are fundamental principles for reshaping education:

- **Learning to know:** To provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.
- **Learning to do:** To provide the skills that would enable individuals to effectively participate in the global economy and society.
- **Learning to be:** To provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for the all-round complete person.
- **Learning to live together:** To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.
 - o Is an education for promoting ‘critical thinking’ and ‘conscientious’
 - o Is directed towards the preparation of learners as ‘agents of social change’ for creating a better world which is peaceful, harmonious, just, responsible and caring.

Process of Peace Education

The process of a comprehensive programme on peace education would invariably include the following stages as documented in available literature on peace education. Though

these stages may find a different order, with reference to the social and cultural context in which the behavioural change is occurring. *International Understanding*

Thus a learner would:

Stage-I: become aware that most conflicts between people of her/his age are dealt with through fighting.

Stage-II: become concerned about the damage that is being caused by physical and emotional violence.

Stage-III: learn about alternative ways of handling conflict and realize that there are non-violent alternatives in conflict situations.

Stage-IV: become motivated to try out these skills in a real situation.

Stage-V: make a decision to try skills of non-violence the next time she/he is involved in a conflict.

Stage-VI: try out new behaviour such as negotiating in a cooperative manner in a conflict with a peer.

Stage-VII: reflect on the experience and realize that the outcome was less physically or emotionally harmful than the behaviours used in previous conflict situations.

Stage VIII: make a commitment to continuing to use and learn about non-violent methods of handling conflict.

Nature and Scope of Peace Education

A lot has been said and written on ‘peace education’ in the recent years, of its need and significance for human existence and sustenance on earth. While, it is a felt need all over, it becomes extremely crucial to deliberate and identify what should be the nature and content of ‘peace education’? To understand this, one needs to be clear of the concept of ‘peace’, what does it mean? A look at various definitions and approaches on ‘peace’ reveal three strands of thought (Haavelsrud 1991):

- Peace is seen as what it is and what it is not – it is seen as absence of violence (direct, structural and cultural) and more than that, it includes social justice. Galtung (1996) extrapolated this in his concept of negative peace and positive peace.

Look at the Figure given below:



Fig. 9.1 Concept of Positive and Negative Peace

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- Peace is also seen from individual perspective by many in this field and discussed with reference to different levels ‘in terms of close, intermediate and distant realities’.

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Fig. 9.2 Levels of Peace

- To be at peace means, being at harmony with self, harmony with others and harmony with nature.
- Peace, in the recent times has acquired a broad dimension. It refers to a relatively permanent structure, geared towards enhancement of peace values as also a ‘process’ of interaction within the social structures to bring about social transformation. The idea is that if the social structures which precipitate violence/peacelessness are transformed from within, there will be peace in the world. The notion also calls for preparing the people to handle conflicts amicably as conflicts can never cease to exist in the world. All conflicts are not undesirable as some conflicts are significant in bringing about a social change. Hence, people need to be trained in skills of conflict management and instilled the requisite value and attitude so that they prefer peace over violence in times of conflict.

With insights gained from the above discussions we can say that ‘peace education’ refers to:

- A philosophy of life
- Creating awareness about the conflicts, its cause and possible solutions
- Making learners aware of the alternatives to violence
- Equipping learners with skills of reconciliation, communication, negotiation, peacebuilding, conflict resolution
- Training learners on peace strategies
- Making learners aware of the consequences of violence
- Informing the learners about the peace policies at macro level and encouraging them to support such efforts

- Convince 20 per cent of any given population to give up the use of arms and ammunition for conflict resolution and seek alternative ways and strategies to resolve differences amicably.

Peace education is based on the premise that if the minds and hearts of people are invested with the facts related to violence and war: causes, conflicts and its consequences, then peace has a strong chance of sustaining itself in this world. In an interesting experiment Everett Rogers, Professor at Stanford University showed the gradual spread and acceptance of an idea. He identified six stages of the adoption of any innovative change / idea: attention, interest, evaluation, trial, adoption and confirmation. The rate of adoption of any new idea, as per this study is directly proportional to the significance the people attach to the new idea in comparison to the previous one. According to Rogers the adoption of a new idea follows an s shape curve, the initial 20 per cent increase is followed by a tremendous increase in the popularity and acceptance of the idea by the people in a group. Thus, as per this theory, the prime goal of peace education must be to get 20 per cent of the population convinced of the value of peace, to give up war and destructive measures for resolving conflicts. For if 'peace education' is able to achieve this, these ambassadors will spark a speedy spread of notions of peaceful measures of conflict resolution.

People such as Eisenhower have welcomed the theory and expressed their belief that in future, restoration of peace in the world will be largely a peoples' initiative and effort as compared to government policies. Thus peace education becomes a source of social transformation. Thus, it enjoins responsibility on teachers to play the role of 'peace builders' shaping minds, beliefs of the learners in such a way that they are trained to find non-violent just ways of resolving conflicts – however – old it may be. Dialogue should take place to physical reaction. Learners must be competent in conflict resolution skills. Thus, the scope of 'peace education' is too vast to be limited and fixed to a few fields.

The nature of peace education is so robust that it emerges with tremendous scope:

- It includes many academic disciplines: philosophy, psychology, sociology, anthropology, environment sciences, spiritual development, values education, language education, to name a few.
- It can take place in diverse settings: formal (educational institutions such as schools through the medium of a course) as well informal (parents at home, friends in neighbourhood, colleagues in a workshop) and non-formal (under a tree, during nature walk and so on).
- It can take place at any level from play group toddlers to the university level graduates and corporate trainees in multinational companies.

However, irrespective of its place, level and form, peace education must fulfil certain objectives. There are ten objectives specifically laid down by Professor Emeritus Harris Jan (2013) University of Wisconsin Milwaukee for any peace education programme, which you must be aware of.

The 'peace education' must:

- Provide dynamic vision of peace
- Address people's fear (violence at home, in school, in society, in community, in office etc.), facilitate emotional development of learners, hence improve academic achievement of learners and their personality development
- Make learners aware of causes, nature and consequences of arms race

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- Encourage learners to address new paradigms of national security
- Gain multiple perspectives related to satisfaction of needs by different cultures, community and nations by means of case studies and discussion
- Appreciate inter relatedness of human beings on this planet
- Provide ‘futures’ orientation by means of re-creating a positive image of the world in future and the learners work backward to find what should be done in present to achieve the positive future
- Encourage the learners to become peacemakers by engaging in introspection, identifying their aggressive behavior and practicing skills to control it
- Orient the learners to the notion of social justice, human rights, feminism, racism, human development, phenomenon of social change and so on
- Understand social structures existing in society and how they trigger violence
- Develop a sense of responsibility towards self, others and nature and value the sacredness of life
- Acquaint the learners with necessary skills and strategies to address violence in all forms non-violently

9.2.1 Significance

It is important for the people of a country or society to have a peaceful environment around them and among themselves. If peace is threatened in any way, it brings with it a chain of violence. A country loses its identity if there is lack of peace among its members and the creative energy of the members transforms into destructive energy.

Keeping all this in mind, it is essential that instructions for the younger generation regarding peace begin at the school level. Peace consciousness and the importance of resolving conflicts should be taught by the instructors.

The present situation is causing a lot of distress and the present generation is the most affected due to the changes in the political system and the religious leaders who are exploiting the public through different means. However, it is difficult to change the present generation, but it is possible to mould the future generation. Very often, mental barriers are created by man, and are caused due to religion which is often used in the wrong way to control the masses. It is upto the educationists to find new means for introducing integrity and unity.

Why is peace education required?

Conflict is the root cause of war as it begins from within the mind-set of people. In order to resolve conflict, it is essential to realize it at the individual level. For this purpose, when there is a formal instruction on peace education, then the individual would be able to realize and eliminate conflict. To sum up, peace education is the necessary part of the framework that would help in resolving conflicts on the global level too.

Conflicts can be classified as:

- Personal conflict
- Interpersonal conflict
- Communal conflict

When it comes to peace education, it is essential that the concept is all about conflict resolution. It should be the primary approach to begin peace education. It is at

the school level where peace education begins for children. Creating a positive attitude within the young minds of the children begins at school.

Elliot W. Eisner (academician, Stanford Graduate School of Education) emphasized on school education while questioning the school for taking up creative responsibility and the responsibilities related to the need of the age. He is of the view that it is important to consider the past issues and the present controversies that will be helpful in identifying the hidden values. Additionally, there are few questions that are essential to consider, these are as follows:

- Is the present curriculum enough to promote peace?
- Does the curriculum promote cooperation along with competition?
- Is the classroom teaching enough to organize teamwork and group projects?
- Are the teachers forbidding classroom violence in order to maintain discipline?

Keeping all this in mind, it is important to understand that education should contain all the aims and purposes that would become a stepping stone in the nation's development. Thus, educational curriculum should be designed in a manner that it should be able to cater to the full development of the personality of the individuals involved in it. Aspects like respecting the fundamental freedom, human rights and strengthening of character should begin at young age within classroom teaching. Promoting tolerance, mutual understanding and friendship is required amongst nations and different religious groups; these can only be achieved when they are taught at the school level.

Role of Education and Peace

Education is all about putting forth the dedicated purposes and aims. Education should be designed in such a way that it should be able to help in the strengthening and development of personality and other such human values.

Fritjof Capra, an Austrian thinker and physicist, expresses his opinion about the current scenario wherein he talks about the worldwide crisis that began with the end of the century. These crisis are related to the spiritual, moral and intellectual dimensions containing the urgency and scale of human history. He also suggests shifting the perspectives related to these values that would span thousands of years to come.

How to achieve peace?

When it comes to achieving peace, the first thing to understand is that it is not a commodity that is sold in the market. It is a state of being that is personal and at the same time universal. In present times, the social structure is developing to a process of helping each other. This is the beginning and the contribution of peace from the people is a positive sign. People who care is a sign of hope. We all should put our shoulders together towards the wheel of progress that would usher a better tomorrow. Understanding it that all peace begins from within and through the contribution of a peaceful person, forwards a better nation. Let us now look at the various means through which peace can be achieved.

(i) Cooperation

Achieving peace through the means of cooperation is the best way to achieve it. However, it is to be understood that if there are elements of non-cooperation, then it would only create tension, revolt, resentment and anger.

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It is essential to understand that whatever the environment is, it is essential to have a harmonious environment. The environment can be anything—a team, family, class, staff or country. A conducive environment of harmonious thoughts and thinking between individuals sharing it, is more likely to be an atmosphere where everyone is at peace. On the other hand, if the environment is that of fault finding, labelling and judgmental, there would be lack of intellectual progress. Sighting here the example of Jalaluddin Muhammad Akbar in comparison to that of Aurangzeb, clearly speaks of their contrasting nature. History informs us that Akbar maintained peace amongst his people through cooperation, whereas Aurangzeb destroyed it through his stringent policies of submission and oppression causing resentment amongst people that resulted in massive violence.

This truly is an example that power cannot bring peace. It is all about using the tool of power that matters. When power is abused as a weapon of tyranny, it only breeds disaster and terror. Similarly, if we take the example of a father who is similar to a tyrannical ruler towards his children, then the outcome would be rebellious kids; even the peace at home would be affected. It would result in a shattered home with no peace.

(ii) Peace through love

If one is of the opinion that not using the rod would spoil the children, then it is not at all true. One must remember that using the rod in extreme circumstances or cases where other measures fail is where it is to be applied. However, the biggest positive instrument is that of love that never fails. One more thing that is to be remembered is that love should not be to such an extreme that it stifles the other individual; that would be selfish or demanding. A possessive love is nothing less than a negative instrument.

Love should be unconditional and spontaneous that can be expressed anytime. It is a positive emotion that generates faith and cooperation in a true sense that becomes essential for the purpose of creating peace. Love is all about sharing, winning relationships rather than arguments, opening our hearts and moving towards progress. It brings positivity within individuals and the ability to cooperate.

Principle Themes

The major concern is regarding peace education that works with the students into developing a rich and peaceful vision that would become a part of the personal life. When it comes to peace education, the important thing is that it should be able to make students understand all about religion and the love for religion, whether their own or others. The following are some points that need to be considered regarding peace education:

- Peace education should be designed around development of values and skills that will come handy for the kids while striving for embracing all the aspects of life and people related to it.
- Peace education also includes recognizing the patterns and the reasons behind violence while promoting values and skills necessary for the purpose of surviving within the society.
- It is all about helping the students into bringing awareness regarding peace and bringing awareness to different ways of maintaining peace through the process of conflict resolution.
- It is important that the students are made aware of compassion, sensitivity and interdependence on others. It would encourage them to build a better nation with positivity.

- Peace education helps students in enjoying their environment and valuing human relationship. They are better equipped in working collectively, and on the individual level towards the betterment of the entire world. It provides a vision to the students to develop into loving and peaceful individuals who work towards creation of a just world.
- Children would then become the positive force to save the world when they are taught peace within school curriculum. Valuing peace is essential as it involves emotional and intellectual development and forming a connection between the two.

All these principles are to be understood prior to designing curriculum on peace education. It would impact the impulse of the child that is a part of their subconscious. With the right mix of values and attitude the action taken is guided by quality and right direction.

The students at such young age would accept the stimulus that is provided by the planned activities. They would respond and react to it, which would be a positive and pleasurable experience for them. They will respond accordingly while learning the value of feelings with relation to harmony and peace.

9.2.2 Problems

According to Harris & Morrison (2003), in lieu of the importance of peace education in schools, the pedagogy of peace education should be ‘a philosophy and a process which caters to the skills of listening, reflection, problem-solving, cooperation and conflict resolution. The process should aim at empowering people with the skills, attitudes, and knowledge that are instrumental in the creation of a safe and sustained world.’ However, according to Bar-Tal (2002), peace education is capable of achieving objectives which are different from the traditional educational objectives and require a different pedagogy. His implications for peace education pedagogy are as follows:

1. Peace education should have relevance because it concerns real problems experienced by people.
2. Peace education depends on the teacher, without whose understanding and portrayal of peace education to students, success in the attempt cannot be achieved.
3. Peace education is more inclined towards philosophy than a subject matter.
4. Peace education requires an active and experiential learning process which increases and achieves internalization in a more efficient manner than the traditional didactic approach.
5. Peace education should be open-minded and embrace alternate methods of seeing dogma, rather than enforcing it.

The key role played by cultural differences and contextual realities in peace education has been highlighted in contemporary research literature quite often. The report of Windmueller, Wayne and Botes (2009) on a comparative case analysis shows the pedagogical approaches for peace education being influenced by the local culture in Tajikistan. Obstacles of peace are mainly in the form of conflicts between nations which result in wars. Wars, as we understand, take place between the military forces of the nation states recognized internationally. These generally take place based on simmering and latent conflicts, which have not been resolved and there is a situation in which one or

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both the parties have lost patience and reached a situation where violent conflict is seen as the only viable option. Similarly, Abu-Nimer (2000) has studied the perceptions of the educators, their roles and the obstacles faced by them due to the outcome of the Oslo settlement in the Israeli context. His findings showed that the needs of both the Arab and Jewish communities differed and were contextual.

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Some of the critical issues related to peace education in India are inequality and poverty in the field of education. This can be in the form of inaccessibility of schools, textbooks, discrimination in recruitment of teachers, school facilities in tribal areas, lack of education amongst minorities, etc. Several education commissions have referred to ending such inequalities and a big step in this direction is the education as a fundamental right for children below the age of fourteen.

Another critical problem area in peace education in India is to ensure harmony and peace by promoting and given space to people from varied faiths to practice their religion and promote their language. Article 15, 16, 19, 20, 29 and 30 are legally working in this direction. But on the ground level still some linguistic schools are discriminated against.

Other issues in peace education relevant to the Indian context are education and the promotion of diversity, democracy and national integration.

Government on the national and international level are providing important initiatives in this direction. The Mahatma Gandhi Institute of Education for Peace and Sustainable Development was established with the generous support of the Government of India. It an integral part of UNESCO, and the organization's specialist institute on education for peace and sustainable development to foster global citizenship. In 2009, the UNESCO General Conference decided to set up an institute focusing on peace and sustainability education based in the vast and rapidly growing Asia-Pacific region. In 2012, the Director-General of UNESCO, Irina Bokova, and the President of India, Pranab Mukherjee, launched the institute.

UNESCO MGIEP has been named after Mahatma Gandhi as a tribute to his ideas of non-violence and sustainable living. There is renewed relevance of the Gandhian lessons of ahimsa (non-violence) and satyagraha (the struggle for truth) in a young and diverse world confronted with conflict, insecurity, and inequality.

In an age of rapid change, characterized by exponential economic growth, globalization, and rising inequalities, the 21st century poses a unique set of challenges. To contend with these interconnected global issues, education systems will have to develop new and innovative approaches. This means that we need to work at all levels—from government policies to classroom teaching methods and informal learning—to empower young people to adapt to their changing environments and to lead socially responsible lives. Here are some of the programmes run by the MGIEP: youth programme, rethinking education programme, innovative learning programme, research and futures programme, etc.

Check Your Progress

1. State the three kinds of violence according to Indian scriptures.
2. What do 'negative peace' and 'positive peace' imply?
3. What is the premise on which peace education is based?
4. Mention the different classification of conflicts.
5. What are the factors that have been often highlighted in contemporary research literature on peace education?

9.3 MEANING, SIGNIFICANCE AND SCOPE OF EDUCATION FOR INTERNATIONAL UNDERSTANDING

Dr Walter H.C. Lewis, a former Deputy Director General of UNESCO, in his address to the American Association of Teacher Education in Chicago in 1956 stated, '...International understanding is the ability to observe critically and objectively and

appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they may belong. To do this one must be able to detach oneself from one's own particular cultural and national prejudices—and to observe men of all nationalities, cultures and races on equally important varieties of human beings inhabiting this earth.'

Oneness of Mankind

Speaking at the National Seminar on International Understanding held in December 1964, Mr P.N. Kirpal, a former Secretary Education, Govt., of India, made these observations:

'Firstly, the objective of international understanding is peacefully living together or peaceful co-existence. Peacefully living together, implying the removal of tensions, is something not so positive; it is rather negative. It implies that tensions exist; they are to be removed, which must be done in peaceful co-existence.'

'The second phase of international understanding would be something more positive, more active. It is the building up of understanding through knowledge and mutual appreciation. This is a question of going beyond the removal of tensions; that of making friends really. The first stage is of uneasy acquaintanceship, the second stage is more positive—of friendship, of meeting together, of understanding and above all appreciation.'

'The third stage—and this is very important—is of creatively striving together. That brings me to the idea of the oneness of mankind, and the one overall objective that we must pursue is the objective of the oneness of mankind. This can be achieved through people's striving together, helping one another in a creative way for the oneness of mankind—whether they are engaged in the task of building a new education or in the many facets of development.'

Obstructions in the Way of International Understanding

1. *Physical barriers.* People of different countries live in isolation.
2. *Political barriers.* Narrow nationalism affecting understanding between nations and nations.
3. *Economic barriers.* Restrictions on international trade, foreign exchange and currency.
4. *Religious barriers.* Religious barriers leading to prejudices.
5. *Linguistic barriers.* Differences of language not allowing people of different linguistic groups to come closer.
6. *Psychological barriers.* Frustration and fear born of ignorance, selfishness and hostility leading to aggression and war.
7. *Educational barriers.* Teaching of social studies leading to narrow nationalism and narrow loyalties.

Functions of Education for International Understanding and Cooperation

'Education for International Understanding and Cooperation' reads that education should:

1. Make it clear that unless steps are taken to educate mankind for the world community, it will be impossible to create an international society conceived in the spirit of the Charter of the United Nations.

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2. Make clear that States, whatever their difference of creeds and ways of life, have both a duty to cooperate international organizations and interest in so doing.
3. Make clear that civilization results from the contributions of many nations and that all nations depend very much on each other.
4. Make clear the underlying reasons which account for the varying ways of life of different peoples—both past and present—their traditions, their characteristics, their problems and the ways in which they have been resolved.
5. Make clear that throughout the ages, moral, intellectual and technical progress had gradually grown to constitute a common heritage for all mankind. Although the world is still divided by conflicting political interests and tensions, the interdependence of people becomes daily more evident on every side. A world international organization is necessary and it is now also possible.
6. Make clear that the engagements freely entered with by the Member States of international organisations have force only in so far as they are actually and effectively supported by these peoples.
7. Arouse in the minds, particularly of young people, a sense of responsibility to this community and to peace.
8. Encourage the development of healthy social attitudes in children so as to lay the foundations of improved international understanding and cooperation.

Implications of a Programme for International Understanding

Our school programmes for international understanding should enable an individual:

- To know and understand how people of other lands live;
- To recognize the common humanity which underlines all differences in culture;
- To work for a fair and just world;
- To maintain interest in world affairs;
- To recognize the importance of solving world problems according to democratic practices;
- To appreciate the contribution of all people to the world citizenship;
- To combine love of one's country with a broad social consciousness towards an inter-dependent community of nations;
- To understand the economic, cultural and the like factors which make the world an inter-dependent community of nations;
- To respect the dignity and worth of man by giving him equality of rights and opportunities;
- To take world as one unit;
- To realize that truth also triumphs and leads to human progress and prosperity;
- To believe in common values and goals for the world community;
- To understand that victories of peace are greater than victories of war.

1. Wrong Emphasis on ‘My Country, Right or Wrong’

The Secondary Education Commission Report observes, ‘There is no more dangerous maxim in the world of today than, ‘My country, right or wrong’. The whole world is now so intimately interrelated that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that of national citizenship. In a very real sense, therefore, patriotism is not enough, and it must be supplemented by a lively realisation of the fact that we are all members of one world and must be prepared mentally and emotionally to discharge the responsibilities which such membership implies.’ Nationalism should not degenerate into nationalistic jingoism.

2. Adjustment of Human Consciousness

Dr Radhakrishnan states, ‘We need today an adjustment of the human consciousness of the nuclear age in which we live. It is now conceivable that the human race may put an end to itself by nuclear warfare or preparations for it. This, if it happens, will be the result of the failure of man’s consciousness to adjust itself to the technological revolution.’

3. Progress in Art and Literature

K.G. Saiyidain, the noted educationist, writes, ‘There can neither be health, nor economic prosperity, nor the leisured pursuit of art and literature and culture in a world that is either plunged in or over-shadowed by war.’

4. More Interdependence and Intimate in Relationship in the World of Today

Modern scientific means of rapid communications—the radio, the television and the telephone—have conquered both space and time. K.G. Saiyidain rightly remarked: ‘A war starts in Europe and three million people die of famine in Bengal and millions more find themselves uprooted from their homeland, cut off from their national occupation and deprived of all that makes life pleasant, gracious and meaningful.’

In the words of P.E. James, ‘An industrial society, by its essential nature, is global in its scope and international in its needs. If it is to survive it must draw upon all the world’s resources, and all the world’s people must share its benefits. Our way of living is dependent on the coordinated economic activities of distant people. This is the concept of one world—of one community of interdependent peoples.’

5. Democratic Ideals

‘One World’, ‘One State’ has taken the place of the slogan ‘my country, right or wrong’. People have begun to realize that all men are equal and all the nations should strive for the betterment of the humanity so that all individuals get adequate opportunities to grow and develop.

6. Longing for World Prosperity

The Vedic hymns speak of a world in which all people had a prosperous and happy life. India, true to her ancient traditions, rightly works for international understanding.

The *Panchatantra* states, ‘It is the thought of little-minded persons to inquire whether a man is one of ourselves or an alien.’

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9.3.1 Measures to Facilitate International Understanding

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Teaching for world understanding should pervade the whole educational programme—the attitudes of the members of the staff, curricular and co-curricular activities and experiences of the school. We have to fashion and plan our teaching and learning process in a way that the children can grow with world-mindedness.

Curriculum

Curriculum should enable our students:

- (i) to learn that the Earth is the home of man and other living things;
- (ii) to learn the similarities and differences of the people of the world;
- (iii) to learn the many ways of living on this planet and some of the reasons for the wide variety of modes of life;
- (iv) to learn that world is a place of fun and beauty;
- (v) to learn how to promote better understanding of the interdependence of the people of the world;
- (vi) to learn about the division of the world into nations and culture and to make better adjustments;
- (vii) to acquire an elementary knowledge of the major religions and the beliefs in the world today and to learn to respect persons whose views differ from their own;
- (viii) to know something about the long struggle of mankind to replace conflict with cooperation;
- (ix) to develop a desire and the simple skills to participate effectively in building a better world.

A UNESCO publication states: ‘Extracts from the work of writers such as Dickens, Gorky, Tolstoy, Tagore and Ibsen can be used to illustrate stages in social progress in the struggle for human rights in other domains.’

New Interpretation of History

K.G Saiyidain has said very lucidly that we should reorient our history teaching towards a higher and nobler objective and should bring through it re-education of people’s ideas and emotions. Subjects like History, Geography, Civics, Science, Philosophy, Psychology and Drawing should be taught to students so as to ensure that students get a basic idea of all the major subjects.

History

The following points may be observed while teaching history:

- (i) History of the countries should be taught objectively.
- (ii) History should be taught with a cultural bias.
- (iii) The impact of technological and scientific techniques on the lives of the different countries of the world should be stressed in the teaching of history.
- (iv) The interdependence of different countries of the world should be explained in concrete terms.
- (v) Selected stories from great personalities of the world like Gandhi, Christ, Mohammed, Buddha, Alfred, etc., should be included.

- (vi) Nothing should figure in the textbook of history which may tend to spoil international harmony.
- (vii) Students may be encouraged to read newspapers and magazines to increase their knowledge about the contemporary events.
- (viii) Students should be told more and more about international agencies like the UNO (United Nations Organization) and the UNESCO.

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Geography

This enables an individual to have a vivid concept of the globe, where he can see all in parts in terms of the whole and where he can see his own country in interrelationships. The students learn concretely how they depend upon others for the enrichment and happiness of their life. They come to know how geographical situations have affected the environment and course of history of different countries of the world. They are given a sense of space and location as affecting human actions.

Civics

A survey of certain countries' government, economics, technology, family system, etc., would develop in children 'an acceptance of differences and an appreciation of the reasons for cultural diversity'. The students come to know that the modern civilization is the result of the cumulative and cooperative efforts of many people rather than the product of the genius of one people.

Science and its Social Implications

Students should be told how scientific discoveries could be made use of for the betterment of human civilization, and how natural resources could be used for the betterment of the world as a whole. We should stress that great scientists like Copernicus, Galileo, Newton, Jagdish Chandra Bose, etc., belong to all nations and that they did not work for any particular country.

Philosophy

Philosophers throughout the history of the world have been stressing mental peace as the human goal. This fact may be brought home to the students.

Psychology

This also brings forth the fact that human behaviour everywhere is guided by similar innate tendencies.

Music

In learning the words and tunes of songs from other countries, young children begin to have a sense of the variety or differences in traditional songs and folk music.

Drawing, Painting, Modelling and Handicrafts

These subjects represent unity of human feeling and thought. It has been observed in a pamphlet on 'Education for International Understanding' that 'a planned programme involving several subjects probably has the most impact and is likely to have the greatest effect in orienting the whole life of a school towards a world outlook.'

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‘The foundation of international understanding can be laid in the primary school. Indeed, it is especially important that effective work be done at this level: first because during these years children form fundamental attitudes which they carry with them into later stages of education and even into adult life, and second because most of the world’s school children do not continue beyond primary stage.’

‘Most educators agree that one of the main tasks of the primary school should be to help children form healthy, well-balanced personalities. If they acquire respect for the rights of their fellows, a constructive approach to differences, a willingness to cooperate and a sense of individual responsibility, they will be all the better prepared for the concepts of international understanding. Thus, the spirit of the school and the nature of the teacher-pupil relationship may be of most importance than the subject matter taught.’

‘But direct teaching for international understanding is also possible. Many teachers believe that it should be undertaken with children from the age of 7 or 8 onwards. They can begin, for example, to learn something about other countries and their customs and about activities of the United Nations and its related agencies. It is important, however, not to confront children with information or abstract ideas beyond their grasp.’

The following subjects should be taught to students at the primary level:

Social Studies

- (a) Stories of lives of great men and their main contribution to the world, i.e., those who have been fighters for freedom, who have moulded the destinies of a nation, great philosophers and saints, should be taught to the students. Also, an effort should be made to emphasize their universal outlook and love for humanity. In this could be included the lives of Rama, Krishna, Buddha, Jesus, Mohammed, Kabir, Vivekananda, Dayanand, etc., as saints and religious reformers; and Mahatma Gandhi, Nehru, Kennedy, Tolstoy, George Washington, Sun Yat Sen, Lenin as fighters for freedom.
- (b) Lives of great scientists and mathematicians, e.g., Archimedes, Hevaclitus, Euclid, Pythagoras, Ramam, Faraday, Addison, etc., may be taken up in a simple story form and what they have contributed to mankind.
- (c) Adventurers and explorers like Marco Polo, Scott, Magellan, Columbus, Vasco de Gama, etc., could be shared with the students.

General Science

This could include topics on our daily necessities like food, water, air and weather. Common diseases of mankind may be included and through which reference could be made to what FAO, UNICEF, CARE, WHO and IMF are doing for us.

Mathematics

The story of numbers; the history of lines; the story of Arab, Indian Greek and Egyptian mathematicians may be told and simple projects may be devised.

Language

Books on language could also include the lives of great personalities of the world who have not been touched upon in social studies.

- (a) *Teaching of social studies*: It would be worthwhile if Social Studies is taught as an integrated subject. Different units may deal with topics on 'Our Rights and Duties as Citizens' of free India (for class VI) and later of the world in class VIII or IX. The study and teaching of Human Rights would be possible in this context.
- (b) *Reading newspapers and books*: This could very well be a topic for class VI and include the work done by UNESCO towards newspapers and books.

At this stage, it will also be possible to make a comparative study of the religions of the world. In class VIII common doctrines and tenets could be emphasized, e.g., the *Ramayana*, *Gita*, *Bible*, *Quran* and *Guru Granth Sahib* along with Zoroastrianism and their *Zend-Avesta*. Thus great personalities like Mahavira, Buddha, Shankaracharya, Nanak, Kabir, Ramananda, Chaitanya, Vivekananda, Swami Ram Tirath of India and thinkers of other countries could be introduced. Their unifying influence on society and in the removal of racial and other prejudices may be emphasized, and a reference could be made to the aim of creating universal love for mankind—the cherished objective of the UNO.

Higher Secondary Stage

International understanding could be promoted through History and Geography too, but Civics and Economics provide an easier ground for pointedly teaching about the United Nations and its various agencies.

Topics like nationalism and internationalism invariably form part of the Civics syllabus along with the concept of UNO, the former League of Nations and so on.

Through a study of Science, Mathematics, Languages and Arts, a fairly comprehensive study of the people and their work may be made by the children of the higher secondary classes.

In Science, they can have topics on mechanism; transfusion of energy; rockets; space-craft; evolution of earth; story of man and life on earth through which the work of various organizations can be taught.

In an Arts class, children can be asked to learn about the dress, costumes and ornaments of people of other countries and make pictures of various facets of their life for exhibitions in the school.

It is through literature and language too that lives of great poets, musicians, singers, scientists and other great leaders could be taught with a comparative study of their philosophy and work. Persons like Dante, Kipling, George Washington, Abraham Lincoln, Gandhi, Nehru, Lenin, Karl Marx, Romain Rolland, Shakespeare and such men could be taken up.

Other Activities

The following activities are suggested:

- (a) Reading materials based on:
- (i) folk tales of different parts of India and of other countries;
 - (ii) stories of children of other lands;
 - (iii) fairy tales;

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- (iv) simple stories based on epics and mythologies of other countries;
- (v) famous men and women of India and of other countries, often in connection with anniversaries.

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- (b) Dramatizing stories from other lands like ‘The Story of Little Red Riding Hood’;
- (c) Singing and performing action songs and dances from other lands;
- (d) Collecting pictures, handicrafts, household objects, dresses, etc., of other lands;
- (e) Organizing exchanges at the school level of albums, toys, pictures, recorded music, children’s book, children’s paintings and drawings;
- (f) Field trips to museums, ports, markets, exhibitions and other educational institutions, wherever possible;
- (g) Establishing contacts between schools of different communities and nationalities located in the surrounding area. It might also be desirable for the city schools to develop contacts with sister-schools in the surrounding rural area. These contacts offer possibilities of promoting mutual understanding; and
- (h) Mutual exchange of children’s games between schools of different regions.

Wherever curriculum does not lend itself to the study of other cultures, it may be taken up as co-curricular work.

In such a project, the environment of the country, its historical background, lives of the people, social and religious organizations, lives of children, their hobbies, sports and games may be highlighted. Many similarities and differences between the country under study and India will come to the fore. Children should be led to appreciate the differences and the basic similarities of life, values and aspirations. In the planning of the projects, children’s interests and their development needs should be given due consideration.

The activities suggested below may be utilized according to the scope of the project and the situation of the school:

1. Drama and skits;
2. Class magazines, wall magazines;
3. School newspapers, bulletins, news-boards;
4. Celebration of anniversaries of great men, national and international days;
5. Daily news highlighting the important events of the day;
6. Invitation of resource persons, parents, persons of other nationalities or those who have stayed abroad for enriching the student’s experience;
7. Collecting and displaying materials related to the country under study through exhibitions at prominent places in the school;
8. Preparing albums, scrapbooks, dresses, models, toys, etc.

Exchange Programmes

Exchange of different kinds of materials between schools inside the country and other countries could be profitably undertaken as an aid to promote international understanding. Such an exchange would include:

1. Exchange of outlines of different projects regarding the study of countries.
2. Exchange of outlines of different projects regarding the study of countries in return.

3. Helping students of one group to develop correspondence with children of the same age group in the country taken up for study. The correspondence could help children in collecting information about the varied aspects of the life of the people, description of daily life at home, in school, entertainments, games, food habits, dresses, occupations and products. Such correspondence may also result in exchange of posters, slides, tape records, filmstrips, picture books, pictures of places of interest, art pictures, coins, toys, crafts, information about hobbies, songs, dramas, films and games.
4. Teaching and exhibition materials could also be exchanged. This would include:
 - (i) Textbooks reference materials, children's magazine (manuscript and printed), scrapbooks, albums, newspapers, tape records, folk songs, dramatic scripts, etc.
 - (ii) Pictures and books of great men in the field of science, arts, political life and leaders.
 - (iii) Children's books, folk tales, explorers, adventurers, prophets, etc.
 - (iv) National songs, festivals and procedures for celebrating.

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Exchange of Teachers

1. The Indian National Commission for cooperation with UNESCO and the Ministry of Education should expand the programme of awarding fellowships to Indian teachers to enable them to study and work in schools in other countries.
2. Possibilities of school-to-school contacts for exchange of teachers in different parts of the country and between different teachers and between India and other countries should be explored. The Indian National Commission could help by preparing a list of such institutions which are interested in this type of programme.
3. The help of voluntary organizations like New Education Fellowship, Rotary Club, Lions Club, Experiment in International Living, World Confederation of Organizations of Teaching Profession, Indian Council for Cultural Relations, etc., could be sought in this connection.

Exchange of Students

1. There are great possibilities of promoting international understanding if educational authorities arrange short duration camps during holidays in which students from one region may live, study and work with students of another region.
2. For the purpose of international exchange of students, the Scout Jamborees, the International Voluntary Work Camp Movement and such other projects may be exploited with advantage.

Role of Science Clubs in Promoting International Understanding

1. Science clubs, which aim at giving a practical shape to science teaching in our secondary schools, can serve as very important and effective mediums for promoting international understanding, provided they are planned and organized with a special bias towards this objective through certain science themes which have a bearing on international understanding.
2. While working out science club projects on international understanding, the major objective should be to develop in the pupil certain attitudes and abilities which

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result in a scientific way of thinking and solving problems in relation to human values and welfare. Therefore, besides imparting information and stimulating interest in the subject matter and content of the curriculum, the following specific objectives should be kept in mind:

- (a) to emphasize the fact that development of science has been a cooperative effort of scientists all over the world;
- (b) to enable the pupils to realize that the results of science have always been for the use of mankind as a whole;
- (c) to stress upon the need to use these results of science for the benefit of mankind and not for its destruction;
- (d) development of critical and rational thinking.

The Use of Postage Stamps for Education in International Understanding

The postage stamps can play a very vital role, and provide many possibilities of enriching the curriculum work and co-curricular activities in the school particularly where a project on another country is being planned. The teachers can utilize the stamps to the maximum advantage of fulfilling the objectives of the project on understanding the country. In the study of great personalities of a country, the series of stamps on those personalities is a very handy tool to be used. Almost every country has brought out stamps on their poets, saints, scientists, great statesmen, pioneers, humanitarians, besides the flora, fauna and the beautiful landscape.

How Can Teachers Contribute to International Understanding?

Teachers can develop attitudes favourable to international understanding among their students. Regarding the role of the teacher, author C.F. Strong has observed, 'He and the curriculum represent two vital formative factors for translating the aims and ideas of education into practice.'

1. *Teachers' role outside the school:* Outside the school, teachers can play their part as intelligent and educated adults. 'It is for teachers, as people above average in training and in conscientiousness, to find time for grown-ups as well as children, and to give all possible support to those organizations which are concerned with informing the mind and stirring the social conscience of the adult community.'
2. *Teachers' role in teaching social study:* Teachers can and must do better work in this field. They can and must teach students to use their eyes and their ears with sufficient intelligence to distinguish fact from propaganda and to substitute comprehension for prejudice. They must develop a proper regard for the use of reason rather than force. This point has been stressed by Mr Saiyidain in these words, 'A first condition for the functioning of an educated and peaceful democracy is that people should regard loyalty to truth as more important than any other loyalty in life, whether to one's nation or race or country or community or anything else.'
3. *Teacher's role in understanding the child:* A UNESCO publication reads as follows: 'We hold that in a very real sense "wars begin in the minds of men", that war is a mental disorder strictly analogous with the psychological disease it sometimes causes. Therefore, we regard it as a matter of first importance for social and international living that educators should be more concerned with the

child, and the healthy development of his body and mind than with the contents of the various subjects which go to make a school curricula.’ *International Understanding*

4. *Research in international concepts and attitudes:* Investigations may be made by the teachers in finding out methods whereby improved concepts and attitudes in the field of international understanding may be developed. At an early stage in the course, the staff should try to learn the attitudes of the students, and the extent of training in international understanding which may be needed.
5. *Visits to other land:* Staff members should be encouraged by leave of absence, financial aid, and by other means, to study and travel in other countries, and that exchange of staff members should be arranged as frequently as possible.
6. *Faith and enthusiasm for the value of international understanding:* Teachers should have faith and enthusiasm for the value of international understanding and cooperation, and should possess the equipment to infuse this spirit in the minds of their students.
7. *Interpretation of the value of international understanding of the curriculum:* While teaching various subjects the teachers should concentrate in helping students build up proper behaviour pattern and psychological dispositions impressing upon their minds that barriers of race, colour and distance do not stand in the way of uniting peoples of different countries.
8. *Objective and impartial in their treatment:* They should avoid indoctrinating the mind of the pupils. They should be impartial and highly objective in interpreting or describing facts. They should not be propagandists.

They should impress upon the students that, ‘man’ remains ‘man’ first and then he can be called an Englishman, a German, Russian, Indian and American.

They should impress upon the students that there is no special merit or value in being born in one part or the other.
9. *Well informed about world situations:* They should be well informed about the contemporary world and its historical background. They should also be concerned about improving the conditions of people everywhere and try to make students well informed as well.
10. *Organizing activities in school:* They should organize the following types of activities in the school for developing an international outlook in the students:
 - (i) Organizing UN Societies and international clubs;
 - (ii) Celebration of social days for heroes of peace and great men of all nations;
 - (iii) Displaying of dramas showing the horrors of war;
 - (iv) Encouraging students to collect stamps and develop pen-friendships between children of different countries.
 - (v) Organizing debates, lectures and discussions on the working of the UNO.

We may close the topic with a quotation from Leonard S. Kenworthy that ‘a world-minded teacher is an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behaviour patterns in the world to which he may have to adjust—an intelligent participant in efforts to improve his own community and nation, mindful of their relationships to the world community, clear in his mind about the goals of education for international understanding.’

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The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people. The 10,000 ASPnet member schools in over 180 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

ASPnet - a driver for innovation and quality in education - is recognized as an effective tool for reaching target 4.7 on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of Sustainable Development Goal 4 - Education 2030.

ASPnet uses three complementary approaches:

1. **Creating:** As a laboratory of ideas, ASPnet develops, tests and disseminates innovative educational materials and promotes new teaching and learning approaches based on UNESCO's core values and priorities.
2. **Teaching & Learning:** Capacity-building, innovative teaching and participative learning in specific ASPnet thematic areas allow school principals, teachers, students and the wider school community to integrate UNESCO's values and become role models in their community and beyond.
3. **Interacting:** ASPnet gives its stakeholders opportunities to connect and exchange experiences, knowledge and good practices with schools, individuals, communities, policy-makers and society as a whole.

ASPnet operates at both international and national levels. A team at UNESCO Headquarters in Paris oversees the network's international coordination. At the country level, ASPnet National Coordinators are designated by UNESCO's National Commissions. Principals, teachers and students lead activities in member schools.

58 schools and Teacher Training Institutions from India have been enlisted with UNESCO under its ASP-Net Programme. In addition, 253 Clubs are registered with INCCU as UNESCO Clubs. 5 New Indian schools have recently been included in the Associated Schools Project (ASP net) in August 2013.

Check Your Progress

6. Which slogan has taken the place of 'my country, right or wrong'?
7. What are the economic barriers to international understanding?
8. Why is it believed that the foundation of international understanding can be laid in the primary school?
9. What can be included in the Arts subject at the higher secondary stage to promote international understanding?

9.4 SUMMARY

- The concept of 'peace' can be understood easily as absence of war, strife, hatred, jealousy, competition, ignorance, anger, frustration and so on and so forth.
- It can be understood in positive terms as well, such as presence of equanimity, contentment, love, righteous conduct, truth, acceptance, tolerance, respect and appreciation.
- Literature available on 'peace' is abundant and some experts have finally interpreted this term by the means of its three-tier nature: inner peace, outer peace and peace with nature.
- 'Peace education' intends to nurture this 'peace' and its conglomeration of values among learners through diverse means and ways, as per the context, prevailing conflict, resources available and existing social structures.
- Peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures.

- Peace education is skill building. It empowers children find creative and non-destructive ways to settle conflict and to live in harmony with themselves, others, and their world.
- According to the former approach such as the US-based Consortium on Peace Research, Education and Development, the knowledge component of peace education is of primary significance.
- ‘Peace studies’ covers the content areas of peace education, including values underlying peace, violence and war, non-violence, economic and social justice, environmental protection, and participation.
- ‘Peace campaigning’ has to do with encouraging students to take part in grassroots social change processes, and sees taking action as essential to the learning process.
- These three approaches, taken together, integrate the development of knowledge, skills and attitudes with an orientation towards active participation.
- According to Indian scriptures, there are three kinds of violence, namely, mental (manasik), verbal (vachik) and physical (kayeek).
- People such as Eisenhower have welcomed the theory and expressed their belief that in future, restoration of peace in the world will be largely a peoples’ initiative and effort as compared to government policies.
- The prime goal of peace education must be to get 20 per cent of the population convinced of the value of peace, to give up war and destructive measures for resolving conflicts.
- Education comprises various aspects that include helping the learners grow into better individuals. For this, it is essential to include education that is related to peace.
- Peace is not just meditating or sitting in silence, it is more to do with the state of mind.
- Peace refers to a feeling of calm, restful and a sense of security in the mind. Another form of peace begins on the international platform, daily life and global peace, which is achieved only when the country is at peace. It is to be understood that a country can achieve peace only if the citizens are at peace.
- It is important for the people of a country or society to have a peaceful environment around them and among themselves. If peace is threatened in any way, it brings with it a chain of violence.
- Conflicts can be classified as: Personal conflict, Interpersonal conflict and Communal conflict.
- International understanding is the ability to observe critically and objectively and appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they may belong.
- Obstructions in the way of international understanding can be of varied types: physical, political, economic, religious, linguistic, psychological and educational barriers.
- Teaching for world understanding should pervade the whole educational programme, the attitudes of the members of the staff, curricular and co-curricular activities and experiences of the school. We have to fashion and

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plan our teaching and learning process in a way that the children can grow with world-mindedness. This entails reorientation of the curriculum and the new interpretation of history.

- Activities promoting international understanding include: reading materials, dramatizing stories, singing and performing, mutual exchange of children's games, field trips, postage stamps, science clubs, etc.
- Exchange of different kind of materials between schools inside the country and other countries could be profitably undertaken as an aid to promote international understanding.
- Teachings can develop attitudes favourable to international understanding among their students.

9.5 KEY TERMS

- **Negative peace:** Negative peace refers to the absence of violence. When, for example, a ceasefire is enacted, a negative peace will ensue. It is negative because something undesirable stopped happening (e.g. the violence stopped, the oppression ended).
- **Positive peace:** Positive peace is defined as peace with justice for all. Often times, 'peace' is mistaken simply as the absence of some negative force, such as tension or violence.
- **Peace education:** It is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.
- **International understanding:** It is the ability to observe critically and objectively and appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they may belong.

9.6 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The three kinds of violence according to Indian scriptures are: mental (manasik), verbal (vachik) and physical (kayeek).
2. 'Negative peace' implies an approach of doing away with 'overt violence' and 'positive peace' called for 'justice for all'.
3. Peace education is based on the premise that if the minds and hearts of people are invested with the facts related to violence and war: causes, conflicts and its consequences, then peace has a strong chance of sustaining itself in this world.
4. Conflicts can be classified as: personal conflict, interpersonal conflict and communal conflict.
5. Factors of cultural differences and contextual realities are often highlighted in contemporary research literature on peace education.

6. The slogan 'One world, one state' has taken the place of the slogan 'my country, right or wrong' to promote democratic ideals.
7. Some of the economic barriers to international understanding are: restrictions on international trade, foreign exchange and currency.
8. It is believed that the foundation of international understanding can be laid in the primary school because during these years children form fundamental attitudes which they carry with them into later stages of education and even into adult life and second because most of the world's school children do not continue beyond primary stage.
9. To promote international understanding, an Arts subject could include activities like asking the class children to learn about the dress, costumes and ornaments of people of other countries and make pictures of various facets of their life for exhibitions in schools.

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9.7 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Briefly discuss the various definitions of peace education.
2. What are the three kinds of violence according to Indian scriptures?
3. State the four pillars of learning.
4. Write a short-note on the problems in peace education.
5. What are the obstructions in the way of international understanding?
6. List the functions of education for international understanding and cooperation.
7. Write a short-note on the use of exchange programmes for promoting international understanding.

Long-Answer Questions

1. Describe the three tier structure of inner peace, social peace and peace with nature.
2. Analyse the nature and process of peace education.
3. Describe the various levels of peace.
4. What is the role of education and peace?
5. Discuss the measures to facilitate international understanding.
6. Write an essay on how teachers can contribute to international understanding.

9.8 FURTHER READING

- Hantzopoulos, Maria and Monisha Bajaj. 2016. *Peace Education: International Perspectives*. New York: Bloomsbury Publishing.
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