



T.Y.B.A. (Education)

PAPER IV

**Indian Education System
Structure and Problem**

**Revised Syllabus, w.e.f. academic year 2005-2006
For IDE Students applicable from 2006-2007**

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TYBA
PAPER - IV INDIAN EDUCATION SYSTEM
STRUCTURE & PROBLEMS

1. Important Landmarks in Indian Education System : Objective and Structure
Pre-Independence Period
 - i) Wood Despatch 1854,
 - ii) Indian Education Commission 1882.
 - iii) Swadeshi (National) Educational Movement - objectives and contribution.Post-Independence Period.
 - i) University Education Commission 1948
 - ii) Secondary Education Commission 1952.
 - iii) Education Commission 1964
 - iv) National Policy on Education 1986 & 1992

 2. Pre-Primary Education : Historical Development, Current Trends and problems
 - i) Admission
 - ii) Curriculum
 - iii) Evaluation

 3. Primary Education : History Development, Current Trends and Problems
 - i) Admission
 - ii) Curriculum
 - iii) Evaluation,
 - iv) Impediments in implementation of Compulsory Primary Education
 - v) Problems of Single teacher Schools (Rural areas)

 4. Secondary & Higher Secondary Education : History Development, Current Trends and Problems.
 - i) Education and Manpower Needs
 - ii) Development of Vocational Education,
 - iii) Technical Education,
 - iv) Vocational isation of Education.

 5. Non-Formal Education :
 - i) Concept, Need, Objectives and Importance,
 - ii) Historical Development and Current Trends,
 - iii) Adult Education,
 - iv) IGNOU, YCMOU, Distance Education offered by Open and Conventional Universities.

 6. Practical Work : Any one of the following
 - a) Interview of five schools dropouts.
 - b) A detailed report on visit any one Non-Formal Educational Center.
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PAPER IV - INDIAN EDUCATION SYSTEM - STRUCTURE & PROBLEMS

Books recommended for reference.

Indian Education system - Structure & Problems - Yadav, Murthy, et. al

Pivotal Issues in Education - Kochhar S. K.

Contemporary Problems and Current Trends in Education - Murthy S. K.

Development and Planning of Modern Education -Agarwal J. C.

Educational in India - Policies, Programmes & development, Global
Perspective Aggarwal J. C.

Landmarks in the History of Modern India Education -Agarwal J. C.

Modern Indian Education and its problems (Current Problems of
Education) Arora J. N. and Kadyan K S.

Problems of Indian Education - Dr. Chaube S. P.

Modern Trends in Indian Education - Current Issues and Strategies in
context of New Education Policy - Jagnath Mohanty.

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IMPORTANT LANDMARKS IN INDIAN EDUCATION SYSTEM (OBJECTIVES AND STRUCTURE)

PRE INDEPENDENCE PERIOD:

Unit structure:

- 1.0 Objectives:
- 1.1 General Introduction
- 1.2 Background of the Woods Despatch (1854)
- 1.3 Check your progress 1
- 1.4 Objectives of Woods Despatch (1854)
- 1.5 Check your progress 2
- 1.6 Indian Education Commission (1882-83): Background
- 1.7 Check your progress 3
- 1.8 Objectives and recommendations of Indian Education Commission (1882)
- 1.9 Check your progress 4
- 1.10 Swadeshi (National) Education Movement
- 1.11 Check your progress 5
Woods Despatch (1854)

1.0 OBJECTIVES

After completing this unit, you should be able to:

- Differentiate between commission and committee
- Describe the objectives and structure of various commissions
- Describe the need for various education commissions
- State the impact of these commissions on the Indian education system.

1.1 GENERAL INTRODUCTION:

When we trace the history of education in India, there are two clear-cut divisions, pre independent and post independent. The current education system has evolved in last two centuries and is a product of a long drawn process of thinking, deliberating and contemplating. The education has taken its shape from the contribution made by various education commissions appointed by the British as well as Indian government. Each education

commission we study reflects the existing political ideology and it is interesting to study how these commissions influenced and advocated the growth of education of this country.

The "Commission", as compared to committee has a wider view/ of those appointed to study give recommendations on the entire education system whereas committee is appointed to study one particular aspect of the entire education system.

With the understanding, now let us study the commissions appointed in pre independent India.

1.2 BACKGROUND AND STRUCTURE:

The beginning of the state system of education in India under the British rule may be traced back to the year 1813 when the East India Company was compelled by the force of circumstances to accept responsibility for the education of the Indians. East India Company was made responsible under clause 43 of the charter Act of 1813 to spend at least one lakh of rupees each year in improvement and encouragement of the learned natives of India and promotion of knowledge of the sciences.

Lord Bentinck, the governor general of India then appointed Lord Macaulay as the president of the general committee on public instruction. The governor wanted Macaulay to advise him on the clause 43 of the Charter. Macaulay drafted a lengthy draft, known as "Macaulay's Minute". This draft aimed at creating a class of persons, Indians in blood and colour, but English in tastes, in opinions, in morals and intellect. This minute was accepted and implemented by the governor,

However the Charter of the East Indian company was renewed in 1853, and there was need for redefining the educational policy. Sir Charles Wood was the President of the Board of Control and the draft prepared by him came to be known as the 'Woods Despatch (1854)' after his name.

1.3 Check your progress 1

Why did East India Company look into educational matters in India?

State the need for Woods Despatch (1854).

1.4 Objectives and structure of Woods Despatch 1854:

For the first time a comprehensive scheme that touched education on various vital points was presented by Sir Charles Woods in this Despatch. Due to its comprehensive scheme, this draft has been called 'the Magna Carta of English Education in India'.

Woods Despatch gave tremendous importance to education and considered it as their sacred duties to make available the useful knowledge to the native Indians and benefit from her connections with England.

The main objective of education was the diffusion of the improved arts, science, philosophy and literature of Europe: in short, of European knowledge. Other objectives stated prominently are as follows:

Medium of instruction:

English language should be taught where there is a demand for it, but such instruction should always be combined with a careful attention to the study of the vernacular language. The Despatch gave equal importance to the native languages and showed the desire to see European and Indian languages as the media for the diffusion of European knowledge and be cultivated together in all schools.

Grant in Aid:

The Despatch aimed at discontinuing the system of education entirely provided by government and looked forward to the gradual advance of the system of grant-in-aid. They looked forward to the transferring of the management of the institutions of higher learning to the local bodies under the control of and aided by the State.

Voluntary religious education in government institutions

The institutions that were found for the benefit of the whole population of India should be exclusively secular. The Bible was to be placed in the libraries of the colleges and school and the pupils were free to consult it if they desired so. The Despatch advocated the secular policy for religion and kept the religious education out of the school class rooms.

It (The Despatch) says "We have no desire to prevent, or discourage, any explanations which the pupils may, of their own free will, ask from the masters upon the subject of the Christian religion provided that such information be given out of school hours. Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of government for the purpose of proselytism that no notice shall be taken by the inspectors in their periodical visits."

Training of the teachers

Teachers' training was adopted from Great Britain. It mainly consisted in the selection and stipend (awarding a small payment to the masters of the school in which they are employed for the instruction out of school hours) of pupil teachers. Issuing of the passing certificates on completion of the course and ensuring of sufficient salary after their employment was another thing that was adopted from Great Britain.

The Despatch clearly stated that this system should be carried out in both, government colleges and schools and by means of grants in aid in all institutions which are brought under government inspection. The profession of the schoolmaster for the future should be extended with the benefits that were available to the natives of India that in other branches of the public service.

Education of women

Woods Despatch took notice of the interest the Indians had begun to take in educating their daughters. They did express their desire to support the education of women by stating that government ought to give its frank and cordial support to the native female education.

Establishments of the universities:

The education was spreading very rapidly; Indians were taking keen interest in government jobs, the scholarships offered by them. The Indian students were showing exceptional merit in private institutions, and in private medical colleges. This situation made the Despatch think about establishing of universities in India. And the woods Despatch stated, "Time has now arrived for the establishment of universities in India."

Expansion of mass education:

Despatch strongly advocated mass education stating that it had been neglected. They felt that useful and practical knowledge, suited to every walk of life should be taught to the people who may be incapable of obtaining any education be their own unaided efforts. They expressed the desire to see the active measures of government more especially directed, for the future towards masses and sanction a considerable increase of expenditure.

1.5 CHECK YOUR PROGRESS 2

What is the main objective of education?

Enlist the objectives stated by Woods Despatch.

What was the stand taken by the Woods Despatch on religious education?

What was to be done to educate the masses?

1.6 INDIAN EDUCATION COMMISSION (1882): BACKGROUND AND STRUCTURE:

As a result of Woods Despatch, universities were established in 1857 by different Acts at Calcutta, Bombay and Madras on the pattern of London University. There was rapid growth of colleges. Besides government colleges, numerous private institutions also sprang up. These universities considered that university examinations were designed for the male sex only. It was only in 1877 that the Calcutta university threw the matriculation examination open to girls. It was followed by Madras in 1881 and Bombay in 1883.

It was felt that too much was being done in India for higher education and primary education was being neglected.

Government did not carry out the grant in aid policy as suggested by the Woods Despatch. The missionaries were most affected by this as most of the schools and colleges were run by them. They started agitation against the government but were unsuccessful. To fight for their cause they started an organization in London, which was known as the General Council of Education in India (1878).

As a result of the agitation raised by this council in London, Lord Ripon appointed the first Indian Education Commission on February 3, 1882. The chairman of the Commission was Sir William Hunter, (Member of Viceroy's Executive Council) and twenty others as members. The commission is sometimes called as 'Hunter Commission' after the name of its Chairman.

The Commission was to enquire 1) Into the manner in which Woods Despatch (1854) was implemented. 2) To suggest measures to further implementation of the policy.

Thus the Hunter Commission was faced with two major issues:

1. Should the government withdraw from direct educational enterprise in favour of missionaries, as the Despatch of 1854 had suggested? 2) What should be the policy of Government in religious education? Should it be imparted in schools or not? If it was to be imparted, in what form and subject and under what conditions was it to be allowed?

1.7 CHECK YOUR PROGRESS 3

What was the result of Woods Despatch (1854) on higher education?

Why did missionaries agitate?

State the reason for establishing General Council of Education in India (1878).

Who appointed Hunter Commission?

Write the structure of the Hunter Commission.

What was the commission supposed to enquire?

State the major issues the Hunter Commission was supposed to study.

1.8 OBJECTIVES AND THE RECOMMENDATIONS OF THE INDIAN EDUCATION COMMISSION (1882-83)

Encouragement to indigenous education

The commission studied the current state of education and felt that the education given in India was of inferior quality. They felt that efforts should be made to encourage the local institutions.

Primary education:

Elementary education of the masses, its provision, extension and improvement should be the responsibility of the state. Primary education may be declared to be "that part of educational system to which the strenuous efforts of the State should now be directed in a still larger measure than heretofore."

Secondary education:

The government may establish one model high school in some districts where the people themselves can't afford to have one. They also suggested bifurcation of the secondary education. Meaning, there should be two divisions; one leading to the entrance examination of the universities, the other of a more practical character, intended to fit youths for commercial or non-literary pursuits.

Higher education

The aid given to the institutions of higher learning should be in proportion to the strength of staff, the expenditure on its maintenance, the efficiency of the institution and the wants of the locality.

Women's education

The commission stated that the women's education was still in an extremely backward condition, and that it needs to be fostered in every legitimate way. They recommended that, "Public funds of all kinds - local, municipal and provincial - should be chargeable in an equitable proportion for the support of girls' schools as well as for the boys' schools."

Role of the government and the missionary enterprise in Indian Education:

The commission very clearly stated that higher education should not be given in the hands of missionaries only. Institutions managed by the state should not be handed over to the missionary management. They should be allowed to follow their own independent course under the general supervision of the state.

There is great need for every variety of agencies in the field of education in India and they all should receive all the encouragement and aid that private effort can legitimately claim.

Religious education:

Neutral attitude towards the religion was to be followed in the schools that were directly maintained by the state.

Grant - in - aid:

The commission had a very clear-cut approach towards the private institutions. They tried to eliminate the difference between the privately managed schools and state managed schools by involving the managers of the private schools in the decisions on the matters of general educational interest and their students were admitted on equal terms to competition for certificates, scholarships and other public distinctions.

Even the grants were to be given on the basis of the need and it would not be refused just because some state funded school was close by.

Every grant in aid application should receive official reply and in case of refusal the reasons for such refusal should be stated. The commission even stated that any rule regarding the grant in aid should be translated in the Indian languages and communicated to the press, to the managers of aided and private institutions and to all who are likely to help in any way in the spread of education.

Budgetary provision was to be made in the educational budget of each province for the expansion of aided institutions.

Even the school inspectors were to be appointed from eligible Indians.

1.9 CHECK YOUR PROGRESS 4

Do you think that the commissions approach was secular towards education?

What was the most important education according to the Indian education commission?

Write the suggestion given on women's education.

Did they allow the missionaries to take over the schools?

Which recommendation shows that they wanted to stop the discrimination?

1.10 SWADESHI (NATIONAL) EDUCATION MOVEMENT- OBJECTIVES AND CONTRIBUTION: (1890-1912)

National education system can be traced back from 1890, when Guru Das Banerjee, the first Indian Vice- chancellor, in his convocation addresses (1890-92) suggested the urgency of the introduction of the mother tongue as the medium of instruction.

About the same time, Ravindranath Tagore in his paper pointed out in clear manner the inadequacy of the prevailing system of education under the British rule and pleaded for the acceptance of Bengali as the medium of instruction

Satish Chandra Mukharlee the editor of the dawn, (1897-1913) observed how the prevalent university education had failed to satisfy everyone.

Prof. Hariclas Mukherjee started the institution called the Metropolitan Institution in 1902. With the objective of conceiving it as an instrument of a moral and intellectual revolution among the youth of Bengal so as to prepare them ultimately for political revolution to achieve the freedom for the country.

The partition on Bengal in 1905 was the signal for an agitation such as India had not hitherto - witnessed. Students were greatly involved in it.

The national council of education was registered on June 1, 1906 under the Act xxi of 1860.

The objective of the national council was to impart education- literary as well as scientific and technical on national lines and exclusively under national control, not in opposition to, but standing apart from the existing systems of primary secondary, and university education.

National education should imply among other things

1. The preparation of the suitable textbooks, especially in the vernaculars, English being a compulsory subject.
2. Promoting of physical and moral education and providing for denominational religious education out of funds specifically contributed for that purpose and inspiring students with a genuine love for and a real desire to serve their country.
3. Attaching a special importance to ' knowledge of the country or literature, history and philosophy and incorporating with the best oriental ideals of life and thought and the best assailable ideals of the west.

4. Imparting of scientific professional and technical education chiefly in those branches of science, arts and industries which are best calculated to develop the material resources of the country, and to satisfy its pressing wants.
5. Inclusion in scientific education generally of a knowledge of the scientific truths embodied in oriental learning and in medical education specially of such scientific truths as are to be found in the Ayurvedic and Hakimi systems.
6. (a) Exacting of a high standard of proficiency

(b) Enforcement of strict discipline including paying proper regard to the religious sentiments and customs of the different sections of the community in accordance with the best traditions of the country.

Gopal Krishna Gokhale presented a Bill (Gokhale's Bill) for compulsory primary education (1910-12). He made heroic efforts to make the government accept the principle of compulsory education, The bill was debated for two days and was rejected in the Imperial Legislative Council. However while rejecting the bill, the government promised to extend the recurring and non-recurring grants to primary education. The government could not entirely ignore the growing popular demand for the spread of mass education.

1.11 CHECK YOUR PROGRESS 5

What did the first Indian Vice chancellor suggest? State the objective of Metropolitan institution. Write any two objectives of the national education. What was the effect of Gokhale's Bill?

1.12 NATIONAL EDUCATION MOVEMENT: 1912 ONWARDS

The tempo created by partition had died out by 1920s, particularly after the reunion of Bengal. The second upheaval occurred in 1920-22. The Martial law atrocities in the Punjab and the inadequacy of the Montford reforms (1919) fanned the flame of national feelings in the country. Just at this juncture, Mahatma Gandhi appeared on the scene and he launched non-cooperation movement. The resolution passed at the Nagpur congress in 1920 advised the "gradual withdrawal of children from schools and colleges owned, aided or controlled by government and in place of such schools and colleges, the establishment of national schools and colleges in the various

provinces." In the course of less than four months a large number of National schools with thousand of students on the rolls were started in all parts of the country as a result of the great impetus given to national education.

In a nutshell, we can say that National education movement emphasized three points

- 1 Indian control of education
- 2 Teaching the love of motherland
3. No servile imitation of the west.

Annie Beasant reinforced the same thoughts when she spoke about the kind of national education that should exist in India.

Annie Beasant on National Education:

National education must live in an atmosphere of proud and glorious patriotism and this atmosphere must be kept sweet, fresh and bracing the study of Indian literature, Indian history, Indian triumphs in science, in art in politics, in war, in colonization, in trade and in commerce.

National education must meet the national temperament at every point, and develop the national character. India is not to become a lesser -nor even a greater -England, but to evolve into a mightier India. British ideals are good for Britain, but it is India's ideals that are good for India. India is herself. And needs not to be justified; for verily, god has evolved no greater, no more exquisite nationality than India's among all the broken reflections of his own perfect beauty.

National education must be controlled by Indians, shaped by Indians, carried on by Indians. It must hold up Indian ideals of devotion, wisdom and morality, and must be permeated by the Indian religious spirit.

In short, we can say that, National Education Movement contributed in the following ways:

- Awakened the minds of Indians towards their duty for the nation
- Created the necessary background for freedom movement
- Kindled patriotic feelings
- Challenged the self respect of the Indians and enabled them to take right decisions
- Advocated Swadeshi education by all means

1.13 CHECK YOUR PROGRESS 6

What was the effect of non-cooperation movement on the education?

What did national education movement emphasize?

What were Annie Beasant's views on National Education?

1A

LAND MARKS IN THE HISTORY OF EDUCATION IN INDEPENDENT INDIA

1A.1 STRUCTURE:

The structure of this unit is as follows:

1A.1 Structure

1A.2 Introduction

1A.3 Objectives

1A.4 University Education Commission (1948)

1 A.4. 1. Aims of Education

1A.4.2. Pattern of Education

1 A.4.3. Check your progress

1A.5. Secondary Education Commission (1952-53)

1A.5.1. Aims of Education

1A.5.2 Pattern of Education

1 A.5.3. Check your progress

1 A.6. Education Commission (1964-66)

1A.6.1. Aims of Education

1A.6.2. Pattern of Education

1 A.6.3. Check your progress

1 A.7. National Policy on Education (1986)

1 A.7. 1. . Aims of Education

1 A.7.2. Pattern of Education

1 A.7.3 Check your progress

1 A.8. Revised National Policy on Education (1992)

1A.8.1 Modifications

1A.8.2 Check your progress

1A.9 References

1A.2 INTRODUCTION.

According to F.W. Thomas, "Education is no exotic in India. There is no country where the love of learning has so early an origin or exercised so lasting and powerful influence."

Ever since the attainment of independence, there was a need for a change in the pattern, aims and objectives, curriculum and its transaction. As the political ideology changed after the independence, the national aims also changed. There was an urgent need to prepare the citizens to live in a democratic country, to achieve socio economic development, to achieve

unity in diversity. Education was identified as a powerful tool to achieve all the national goals. As the society is dynamic, the needs and aspirations of the people changes as per the changing needs of the society. A number of educational commissions and committees were set up by the government to recommend suitable modifications in the structure (pattern), objectives of education and curriculum.

Let us briefly discuss about a few important commissions, which were instrumental in bringing about drastic changes in the educational scenario.

1A.3 OBJECTIVES

After going through this unit, you would be able to

- Identify the major landmarks in the history of Indian education.
- Understand the need for setting up of the educational commissions.
- Enumerate the aims or goals of education suggested by the educational commissions.
- Understand and discuss the suggestions regarding the aims or goals of education given by the educational commissions.
- Enumerate the pattern of education at different levels of education suggested by the educational commissions.
- Understand and discuss the suggestions regarding the pattern of education given by the educational commissions.

1 A.5 UNIVERSITY EDUCATION COMMISSION 1948-49).

Soon after independence, the process of restructuring and reforming the system of education was set in motion. The university education commission was set up in the year 1948 under the chairmanship of Dr.S.Radhakrishnan, a distinguished scholar of eastern religion and ethics at the University of Oxford, and a former Vice Chancellor of Banaras University who rose to the August office of the President of India. The suggestions given by University Education were instrumental in further development of university education in India. The commission was inaugurated in Dec 1948 and submitted its report in August 1949.

1A.4.1. AIMS OF EDUCATION:

- (i) To teach that life has a meaning
- (ii) To awaken the innate ability to live the life of soul by developing wisdom

- (iii) To acquaint with the social philosophy which should govern all our institutions - education as well as economic and political
- (iv) To train for democracy and leadership
- (v) To train for self development
- (vi) To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose.
- (vii) To acquaint with cultural heritage for its regeneration.
- (viii) To enable to know that education is a life long process
- (ix) To develop understanding of the present as well as of the past
- (x) To impart vocational and professional training

1A.4.2 PATTERN OF EDUCATION:

The standard of admission to the university course should correspond to that of intermediate examination; after the completion of twelve years of study at a school and in the intermediate college.

In the proposed structure, the first degree course in arts and science will be of three years duration

The degree course in engineering will be of four year's duration after intermediate. In science, exclusive of the period of work training or of five years, in case of work practice being a part of study.

The University Education Commission, in a way, may be considered as trend setter for the development of higher education in independent India.

1A.4.3 CHECK YOUR PROGRESS

Answer the following the questions:

- 1) Enumerate the goals of education suggested by university education commission.
- 2) Write a short note on pattern of education suggested by university education commission.

1A.5 SECONDARY EDUCATION COMMISSION: (1952-53) (MUDALIAR COMMISSION)

The Secondary Education commission was appointed in October, 1952 under the chairmanship of Dr A.L.Mudaliar, the then vice chancellor of Madras University. The commission analyzed the then prevailing system of education and identified the system as predominantly academic character. The following are the main recommendations concerning the aims of education in modern India.

1 A.5.1 GOALS OF EDUCATION

To develop democratic citizenship

To improve vocational efficiency

To develop personality

To develop leadership quality

ROLE OF EDUCATION IN DEVELOPING DEMOCRATIC CITIZENSHIP

Citizenship in a democracy is a very enacting and challenging responsibility for which every citizen has to be carefully trained. It involves many intellectual, social and moral qualities which can not be expected to grow of their own accord. The Secondary Education which would be the end of all formal education for the majority of citizens must assume the responsibility of providing the necessary training for this purpose. The first requisite in this connection is to develop

The capacity for clear thinking and receptivity to new ideas

Clarity in speech and writing

All round development of the personality of an individual

Inculcation of qualities necessary for living graciously, harmoniously and efficiently with one's fellow man such as discipline, co-operation, social sensitiveness and tolerance.

Sense of true patriotism

Sense of world citizenship as important as national citizenship

IMPROVEMENT OF VOCATIONAL EFFICEINCY

If an education system is not able to produce citizens who can support themselves, then that education is a failure, The purpose of education is to earn a livelihood for which the commission suggested:

Each individual should have an economic efficiency ,

Education should provide skills for vocation

Education should create dignity of labour

Education should develop among students excellence and perfection and they should learn to take pride in doing everything with perfection

Education should promote technical skills and efficiency at all stages so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement.

DEVELOPMENT OF PERSONALITY

The third main function of secondary education is:

To release the sources of creative energy in the students as creativity brings joys and satisfaction to the creator.

To train the emotional life of students -

To make the students respect and appreciate their cultural heritage

To develop artistic and constructive talents in the students.

DEVELOPMENT OF LEADERSHIP QUALITY

In a democratic county like India each and every individual has certain rights and duties. In order to understand the rights and discharge their duties one should have responsibility A responsible citizen should have 2 qualities viz; discipline and leadership quality for which the commission recommended the following:

Those who complete only primary stage of education should be inculcated the capacity for disciplined work. This will make them good followers

Those who cannot proceed beyond the secondary stage should fill in leadership at intermediate level.

Those who pursue university education should fill in leadership at the highest level in different walks of life.

1A.5.2. PATTERN OF EDUCATION:

Four or five years of primary or junior basic education

A Middle or junior secondary or senior basic stage which should cover a period of three years.

A higher secondary stage which should a period of four years.

1A.5.3 CHECK YOUR PROGRESS:

Answer the following the questions:

- 1) Enumerate the goals of education suggested by Secondary Education Commission (1952-53).
- 2) Discuss the role of education in achieving democratic citizenship as suggested by Secondary Education Commission (1952-53).
- 3) Discuss the role of education in achieving vocational efficiency as suggested by Secondary Education Commission (1952-53).

- 4) Write the function of education in developing personality as suggested by Secondary Education Commission (1952-53).
- 5) What are the recommendations of the secondary education commission regarding the development of leadership quality?
- 6) What are the recommendations of the secondary education commission regarding the pattern of education?

1A.6. EDUCATION COMMISSION (1964-66) (KOTHARI COMMISSION)

This commission was set up in 1964 under the chairmanship of Dr. D. S. Kothari an eminent scientist and educationist.

The unique feature of commission was not to limit its inquiry to any specific aspect of education as the earlier commission had done but to have a comprehensive review of the entire educational system. Another feature of this commission is its firm belief that education is the most powerful instrument of national development. The report has been appropriately entitled "Education and national development".

The opening lines of the commission's report on education for national goals are very significant. It says "The destiny of India is being shaped in the classroom. The most urgent and important reform needed in education is to transform it, to endeavor to relate to life, needs and aspirations of the people and there by make it a powerful instrument of social change necessary for the realization of national goals."

1 A.6.1 GOALS OF EDUCATION

The commission outlined four main national goals of education viz;

Education for productivity

Education for social national integration

Education for modernization

Education for social, moral & spiritual values.

EDUCATION FOR PRODUCTIVITY:

To make education more productive, the commission recommended

- * Introduction of science at every stage of school and, higher education which inculcates scientific attitude and promotes a spirit of inquiry and experimentation

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- * Introduction of work experience as an integral part of education to reduce the distinction between manual and intellectual work and helps in building up of proper attitudes. Earning by students even at the school stage brings about self sufficiency in education.
- * Vocationalisation of secondary education which helps in developing the spirit of dignity of labour and providing trained manpower..
- * Improvement of scientific and technological education with special emphasis on agriculture and allied science which helps in agricultural production and rural betterment.

EDUCATION FOR SOCIAL NATIONAL INTEGRATION

- * To achieve social and national integration, the commission recommended the following:
- * Introduction of common school system open to all with admission based on talent and adequate standards to be maintained. i.e. 10+2+3 pattern all over India with facilities for learning all the Indian languages.
- * Making social and national services an integral part of education at all stages by providing opportunities to participate in community living. and in national service programmes.

To evolve a sound language policy

- (i) Mother tongue should be the medium of instruction
- (ii) Regional language should be the language of administration in states
- (iii) English should be taught from early stage as a link language so that people from different can communicate with each other.
- (iv) Hindi should be the national language of the country.

To develop national consciousness

- (i) To achieve unity in diversity.
- (ii) To develop democratic values such as clear thinking, reasoning, faith in discussion, true patriotism.
- (iii) To reevaluate the cultural heritage by understanding, appreciating transmitting and transforming the cultural heritage.
- (iv) To take pride in national culture i.e. national symbols, emblems, flora and fauna,
- (v) To develop international understanding by propagating universal brotherhood and world peace.

EDUCATION FOR MODERNISATION:

One of the main tasks of education is to keep pace with the advancement in knowledge

Knowledge must not be passively received but actively discovered

Revolution in education is needed 'i.e. new approach to the objectives methods and changes in the training of the teachers

Education system should continually renovate with social change

Education should awaken curiosity, develop proper interest, attitudes, and values building of essential skills like independent study, ability to think and judge.

Education should produce skilled citizens to train an adequate intelligentsia

The intelligentsia must be composed of men and women drawn from all strata of the society.

Greater emphasis must be on vocational subjects

We need to establish few major universities in the country, which will attain standards comparable to the best in any part of the world.

EDUCATION FOR SOCIAL, MORAL & SPIRITUAL VALUES

Central and state government should adopt measures to introduce education in moral social and spiritual values as recommended by University education commission

Privately managed institutions should also do the same

Some period in the time table should be set apart for this purpose. They should be taken not by specially recruited teachers but by general teachers, preferably from different communities. Teacher training institutions must prepare for this purpose

University department in comparative religion should be concerned especially with the ways in which these values can be taught wisely and effectively.

The commission agreed with the - university education commission and Sri Prakasa committee on religious and moral instruction that

- * A general study of the different religions of the world must be undertaken as a part of the first degree course with graded syllabus comprising the lives of religious leaders, selection from the scriptures of the world and the central problems of philosophy and religion.
- * Encourage students to meet in groups for silent meditation
- * School should start with the prayers in the morning
- * Sports, games and meditation to be made compulsory
- * Life history of saints, philosophy of different religions to be taught in schools.

1A.6.2 PATTERN OF EDUCATION:

The Education commission (1964-66) recommends that the educational structure should consist of:

- * A preschool stage consisting of 1 to 3 years of duration
- * A primary stage of 7 or 8 years divided into 2 sub stages
- * A lower primary stage of 4 or 5 years of duration i.e. Classes (I to IV) or (I to V)
- * A higher primary stage of 3 years of duration i.e. Classes (V to V11) or (VI to V111)
- * A lower secondary or high school stage of 3 or 2 years of duration i.e. Classes V111 to X or IX to X in general education or of 1 - 3 years of duration in vocational education
- * A Higher secondary stage of 2 years of duration general education i.e. Classes XI - XII
- * Or 1 to 3 years of duration of vocational education. A higher secondary stage having a course of 3 years or more for the first degree and followed by courses for the second or research degree of varying durations.

- * Higher Education.

- * Professional Degrees. ~ All degrees which lead to professional qualification (BE , MBBS,BT,LLB,B.Ag)

- * General Degrees: All degrees other than professional ones

- * Undergraduate: All courses leading to the first degree

- * Post Graduate: All courses beyond the first degree (excluding certain first degrees given after the first degree e.g. B.Ed

1A.6.3 CHECK YOUR PROGRESS:

Answer the following the questions:

- 1) Enumerate the goals of education suggested by Education Commission (1964-66).
- 2) Discuss the recommendations suggested by Education Commission (1964- in achieving productivity.
- 3) Discuss the role of education in achieving social and national integration as suggested by Education Commission (1964-66).
- 4) Write the suggestions given by Education Commission (1964-66) in achieving modernization.
- 5) What are the recommendations of Education commission (1964-66) regarding the development of moral social and spiritual values?
- 6) What are the recommendations of Education commission (1964-66) regarding the pattern of education?

1 A.7 NATIONAL POLICY ON EDUCATION(1986)

The general formulations and suggestions incorporated in Secondary education commission 1952-53), Education commission (1964-66) and National policy on Education (1968), did not get translated into detailed strategy of implementation due to problems of access , quality , quantity , utility and financial outlay. Accordingly the Government of India announced in Jan 1985 that a New Education Policy would be formulated in the country. In Aug 1985, a draft entitled "Challenges of Education" was circulated for public opinion. In May 1986, the Government Of India declared its policy on education, and published the document entitled "National Policy on Education". In Aug 1986, the Government published a volume known as Programme of Action. Both these documents are together called "New Policy on Education".

1 A.7.1 NATIONAL SYSTEM OF EDUCATION

The National system of Education implies that up to a given level, all students irrespective of cast, creed, location or sex have access to education of comparable quality. The National system of Education will be based on a national curricular frame work which contains a common core along with other components that are flexible.

CORE CURRICULUM: The common core includes History of India's freedom movement, the constitutional obligations, content essential to nurture national identity, India's common cultural heritage,

egalitarianism, democracy, secularism, equality of sexes, protection of the environment, removal of social barriers, and observance of the small family norms and inculcation of scientific temper.

1A.7.2 GOALS OF EDUCATION

- _ Education for all
- _ Technical and management education
- _ Promotion of higher education with special emphasis on vocational education.
- _ Education for equality.

EDUCATION FOR ALL:

- _ National policy on education (NPE) (1986), in its attempt to solve the problem of illiteracy in India, gives an unqualified priority to universalisation of elementary education. (UEE)
- _ Promotion of operation blackboard. Operation blackboard is to be promoted to ensure provision of minimum essential facilities in primary schools - 2 reasonably large rooms that are usable in all weather, necessary toys and games materials, blackboards, maps and charts, two teachers out of whom one is women.
- _ To accelerate non formal educational programmes and make educations reach the remotest corners of the country.
- _ Importance to Early Childhood Care and Education(ECCE)-as an important input in the strategy of human resource development , as feeder and support programme for primary education and as support service for working women of the disadvantaged sections of the society.
- _ By setting up of day care centres.
- _ By establishing pace settings schools (Navodaya Vidyalaya)

TECHNICAL AND MANAGEMENT EDUCATION

- _ Expansion of technical education both at degree and diploma level
- _ To bring about quality in technical education to cater to the demands of the different sectors of national development.
- _ To impart training in computer education as computers have become one of the most important tools in all walks of life,
- _ To promote research and development in technical and management institutions.
- _ To explore new knowledge.

* **PROMOTION OF HIGHER EDUCATION WITH PROMOTION OF SPECIAL EMPHASIS ON VOCATIONAL EDUCATION.**

- The National Policy on Education visualizes that higher education should become dynamic and should have the responsibility to innovate in teaching and research by expanding institutions, reclesining courses, training teachers, promoting research, setting Lip mechanisms for self assessment.
- At the primary and middle school levels subjects such as WE (work experience) and SUPW (Socially Useful Productive Work) should form an integral part of school curriculum, as WE/SUPE programmes aim at developing confidence and sufficient psychomotor skills in students so that they can enter the world of work directly or through occupational training courses.
- WE / SUPE programmes enable the secondary level students to opt for vocational programmes at the +2 level.
- The vocational courses at higher secondary stage are to be regarded as a period for preparing different vocations in life.

EDUCATION FOR EQUALITY

- AI To provide equal opportunities to SC/ST and other backward sections in education, job and economic progress.
- Education for handicapped children by providing special facilities.
- Special provision for girls' education
- By providing hostel facilities to socially backward sections By establishing Balwadis
- By establishing adult education centers
- By providing curricula and instructional materials in tribal languages implementation of adult and continuing education through mass media

1A.7.3 PATTERN OF EDUCATION

The National Policy on Education (1986) analyzed the suggestions regarding the pattern given by National policy on Education (1968), stating that the most notable development of the implementation of the policy has been the acceptance of common structure of education throughout the country and implementation of 10+2+3 system by most of the states. The first ten years of common education consists of five yeas of primary

education, three years of upper primary education followed by two years of high school.

1A.7.4 CHECK YOUR PROGRESS:

Answer the following the questions:

- 1) Enumerate the goals of education suggested by National Policy on Education (1986)
- 2) What are the core elements included in the core curriculum?
- 3) Discuss the recommendations suggested by National Policy on Education (1986) in achieving the goal of education for all.
- 4) Discuss the recommendations suggested by National Policy on Education (1986) regarding higher education.
- 5) Write the suggestions given by National Policy on Education (1986) in achieving education for equality.
- 5) What are the recommendations of National Policy on Education (1986) regarding the development of technical education?
- 6) Write a short note on the pattern of education suggested by National Policy on Education (1986)

1A.8 REVISED NATIONAL POLICY ON EDUCATION (1992)

National Policy on Education (1986) is a landmark in educational development of the country. A review of NPE (1986) was conducted during 1990-92. It considered the report of the CABE committee on policy set up to make in depth study of the report of the committee for review of NPE 1986. While broadly endorsing the policy it recommends certain modifications in the light of the development during the last few years and the experience gained in the implementation of the policy. The Revised policy formulation containing these modifications recommended by the CABE was tabled in the parliament on May 7th 1992.

Two new paragraphs have been added and 34 paragraphs have been modified.

1A.8.1 MODIFICATIONS

The areas at which the Revised National Policy on Education (1992) modified the suggestions are as follows.

- _ National system of education
- _ Education for equality
- _ Reorganization of education at different stage

- _ Technical management education
- _ The management of education
- _ Resources and Review

The Revised National Policy on Education (1992) along with the PoA's (programme of action) recommendations cover the following areas.

- _ National system of education (Pattern) The concept of National system of education implies that up to a given level, all students irrespective of caste, creed, religion race location or sex have access to education of a comparable quality for which the following measures were suggested.

The National system of education envisages a common educational structure i.e 10+2+3 pattern throughout the country having common curricular framework as suggested by NPE(1986).]

* **Education for equality**

- 1 Education for women's equality
- 2 Education of Scheduled castes and Scheduled Tribes and other backward classes.
- 3 Education for minorities.
- 4 Education of the handicapped
- 5 Adult and continuing education

* **Reorganization of education at different stage** By promoting

- 1 Early Childhood care and Education.
- 2 Elementary Education through universal access and enrolment, universal retention of children up to 14 years of age and a substantial improvement in the quality of education.
- 3 To strengthen National Open schools and National Open Universities throughout India.

* **TECHNICAL AND MANAGEMENT EDUCATION**

- 1) The AICTE (All India Council of Technical Education) in its statutory role will be adequately strengthened, in order to
 - Ensure proper maintenance of norms and standards
 - Accreditation
 - Funding of priority areas
 - Monitoring and evaluation

2) By promoting Research and Development with major funding and grants from UGC, AICTE

* THE MANAGEMENT OF EDUCATION

In view of constraint of resources, cost effectiveness has to be promoted in educational planning and administration at all levels.

* Resources and Review

Education commission (19641-66) and National Education Policy (1968) stressed that the egalitarian goals and the practical development oriented objectives of Indian society can only be realized by making investments in education. While the actual requirements will be computed from time to time on the basis of monitoring and review the outlay will be stepped up to ensure that during the Eighth Five Year Plan and onwards it will uniformly exceed 6 percent of the national income.

1A.8.2 CHECK YOUR PROGRESS:

Answer the following the questions:

- 1) Write a short note on national system of education.
- 2) Which are the areas covered by Revised National Education Policy (1992) for modification?
- 3) What are the suggestions given by Revised National Education Policy (1992) regarding reorganization of educational structure? 4) Which are the important measures to be taken to promote technical and management education?

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PRE - PRIMARY EDUCATION

Historical Development, Current Trends and problems.

UNIT STRUCTURE:-

2.0 Objectives

2.1 Historical Development

2.2 Current Trends

2.3 Admission Process

2.4 Curriculum

a. Introduction

b. Programmes

c. Characteristics of programme planning

d. Balanced curriculum

2.5 Evaluation

2.6 Problems of pre-school Education

2.7 Let us sum up

2.8 Reference Books

2.0 OBJECTIVES

After reading this unit you will be able to

- discuss the historical development of pre primary school
- discuss the current trends
- discuss the curriculum of preprimary education
- discuss the admission processes
- discuss the evaluation process
- discuss the problems of preprimary education.

PRE - PRIMARY EDUCATION

2.1 HISTORICAL DEVELOPMENT:

Preschool education has been recognized for the last thirty years. During the 18th and 19th centuries Europe was a fruitful source of educational thought, stimulating the movement towards universal elementary education and reforming teaching practices. According to Rousseau "the child is not just a smaller young adult, but is in fact going through a unique period in his life i.e. childhood unfolding and growing". Many great people have contributed directly or indirectly to the early child care education (ECCE) which has influenced the forms and functions of current day pre school Education.

These figures include John A. Comenius in the (17 Jean K. Rousseau in the (18" Johann PestaLozzi 18th & 19th century
And J. Dewey, "Maria Montessori" and G. Stanley Hall in the (19th & 20th century and Thorndike, Piaget, M. K. Gandhi, R. Tagore in the (20th" century)

Check yourself

a) Discuss the early development of preprimary school.

In the early part of the (20th century most of the kindergarten schools were attached to the institutions established by the missionaries. Later these kindergartens were Indianised as Balwadis or Shisuvihars.

In India Sholapur Kindergarten schools were started as early as in 1901-02 with intention of training teachers. In 1907 Mrs. Annie Besant president of the theosophical society started many schools specially for the young ones. 1920 Gijabhai Bhadeka started the first montessori school in India. This was followed by Nuthan Balshikshan Sangh in 1926 covering both Gujarat and Maharashtra. The contributions of Tarabai Modak and Gijubhai Bhadeka to pre primary education is immense. They were the pioneers.

Anganwadi and Balwadi are also schools for the pre primary students of rural area. Many non-formal agencies (NGO's) have come forward to help pre-primary schools both in rural areas and in urban slums.

Check yourself

- 1) Who were the pioneers of pre-primary education in India?
- 2) Name some of the non-formal schools of pre primary.

2.2 CURRENT TRENDS:

There are different type of pre primary schools in India.

Nursery Schools, Margaret Mcmillan was the exponent of this system. These schools were originally started in the western countries for slum children to help the working mother. But in India they are usually seen for the children of well to do families. They charge high fee and provide variety of activity education.

An other type of school is Kindergarten. This is practiced by most of the pre primary schools in India. Froebel- was the founder of this and mostly this is practiced in the city schools.

Yet another type of pre school in India is the Montessori school established by Madam Montessori, This needs trained montessori trained teachers. The success of it lies in how competent are the teachers. When Dr. Maria Montessori tried it out, it was for the poor slum children and the abandoned ones. Well this has been practised by the largest group in India.

Check yourself:

1. State the different type of schools of pre primary education.

2.3 ADMISSION

Admission process differ from school to school according to the type of school and the curriculum they follow. Some schools have interviews for children and parents and some have interviews only for the students and some don't hold any interviews.

All schools normally have an application form, from which the basic details of the pupil and his back ground is collected. The basic requirement for a preprimary school is that the child should be 3 1/2 years but even this does not remain same for all type of schools. The nursery schools even take children at the age of 2 1/2+.

So there is no uniform procedure or fee for the admission to preprimary school. Neither there is uniform curriculum or text book. There are some times, three classes in the pre primary i.e. Nursary, Junior K. G., Senior K. G.; some times just two the junior and the senior K. G.

Thus the pre-primary admission process varies according to surroundings, rural, urban and the kind of school they are. There is no governing body from the state or the center or any statutes or regularities one should follow. So it is the sole wish of the individual authorities of the school.

Check yourself

- 1) What are the admission process of pre primary education.

2.4 PRESCHOOL CURRICULUM

a) Introduction : Curriculum includes all the activity in the school. Children in a pre school pre engaged in interesting and stimulating activities. So the prime responsibility of pre school programme is to create an environment that is appropriate and conducive for young children Learning environment are provided to enable children to imitate, create and learn, than merely to respond and reproduce. In planning curriculum there should be consideration and achievement of children from age group 2 1/2 to 5+. So the programme should be guided by sound principles of learning and development.

The curriculum for young children should be based on the enrichment of the human resources by helping them learn to perceive, communicate, love,

decide, know, organise, create and invent. In short pre-school curriculum should be experience curriculum

Kotari commission states that the destiny of a nation is shaped in its classroom. This, to a great extent depends upon the kind of curriculum planned and implemented at all stages of education.

The major components of curriculum are

- Objectives defined in terms of learning outcomes.
- Content
- Learning experiences
- Tools and techniques for evaluation.

The curriculum should follow certain principles like flexibility, relevance, functionality and productivity. It should also include materials for right and left hemispheres.

Check yourself:

- What is curriculum?
- State the components of curriculum.
- State the principles of curriculum

b) Programmes: The following activities or programmes are included in the school curriculum to develop children's physical, motor, emotional, social development, language, intellectual development concept formation and health habits.

1. Health checkup
2. Free conversation
3. Story telling
4. Rhymes
5. Creative Activities
6. Readiness Activities

Besides these routine activities one can also include nature walk, celebrate festivals, organise programmes for parents etc. once in a while, science and social studies experiences can also be introduced as a part of regular curriculum. While the activities especially the readiness activities the tr should keep in mind.

c) Characteristics of programme planning:

- 1) Programme should be flexible
- 2) Balanced between group and individual activities, free play and guided activities.
- 3) Active play to quiet play
- 4) It should be functional and meaningful.

Principles of programme planning:

The type of experience a child has in a pre-school depends upon many factors.

Some of them are

- 1) Teacher-child ratio.
- 2) The duration of the school
- 3) Infra structure facilities
- 4) Location of school urban / rural
- 5) Financial position of the school.

Every child has his own pace of development and planning should be made accordingly.

The activity suggested should be part of the curriculum and completed in the school. There should always be an element of curiosity because this is the base of creativity. Curriculum should always be on realities and on practical experience and avoid rote learning.

Check yourself

What should one keep in mind while preparing a curricular programme?

d) Characteristics of a Balanced Curriculum for preschool:

1. A good curriculum for pre-schoolers provide many opportunities for cognitive (knowledge) affective (feeling) and psychomotor (doing) skills.
2. The experiences provided should aim at building positive self-image and self-confidence.
3. It should emerge out of the immediate environment of the children.
4. It should have a lot of activities through which the child can express one self and stimulate all round development.
5. It should be based on the principles of creativity, flexibility, activity, experience, reality freedom and utility.
6. The curricular programme should be largely on methods like play way, project and activity methods

Check yourself

- a) Explain the characteristics of a balanced curriculum of pre school.

2.5 EVALUATION.

Evaluation is helpful to measure qualitative and quantitative improvement, progress in the learners' performance and accordingly make classroom decisions. It is not just to evaluate a child in terms of known and unknown concepts but mainly the level of progress. It also gives way to remedial teaching. Teacher can also evaluate the effectiveness of the programmes, activities and try and suit the best for the learner. Evaluation should be a

continuous process for the early childhood learners as they are in the progress of growth and development. Evaluation helps the researchers to probe into areas where research is necessary.

Evaluation Techniques:

An evaluation that provides an insight into entire programme (i.e. its rationale development, operations, achievement and problems) requires different ways of gathering information. Very many techniques are used. Some of which are a) observations b) anecdotal records c) rating scale d) check list e) informal tests f) interviews.

Teachers who work with children under six years of age should limit the use of pencil and paper testing. Instead they should use more informal evaluation techniques.

The evaluation of young children's learning experiences should include both feed forward and feedback dimensions. Feed forward is a preliminary assessment an evaluation of the children's knowledge about the topic; feed back is a final evaluation referring to the children's responses after a learning activity. It provides information on how well the children have learned and what else they need to learn about a specific topic. Evaluation is done both formatively and summatively.

Formative evaluation consists of frequent judgements that are made while an activity is taking place where as summative evaluation refers to the overall worth of an activity and is usually made at the completion of the activity to be evaluated.

Check yourself

- What are the evaluation techniques of pre primary students?
- Why is evaluation important for pre primary?

2.6 PROBLEMS OF PRE SCHOOL EDUCATION

Pre school Education institutions have grown to a large extent, Society has considered this as a source of income. Lack of knowledge with regard to pre school training or curriculum planning has caused various problems in the field of pre school education. Some are given here under:

1. Incompetent, untrained teachers teach the pre schoolers.
2. The teachers teaching in such institutions are paid low
3. Prevalence of uncongenial environmental conditions in preschool education institutions

4. High teacher-pupil ratio i.e. 1:70
5. Poor infrastructures.
6. No service guarantee to pre school teachers. So quality suffers.
7. Lack of understanding about children's developmental patterns.
8. No financial assistance to pre school education institutions from the state or central Government.
9. High charges of fees. Not easy to average income persons to provide preschool education to their children.
10. Very few preschool education institutions are running in rural areas.
11. No control of government.
12. Lack of teaching materials
13. Lack of recreational material.
14. Curriculum of the pre schoolers lack place for creativity. More than 50 - 70% of the evaluation is knowledge based questions.
15. No scope for critical thinking creativity and curiosity and rather more emphasis is on subjects like languages, mathematics, science and social studies.
16. Heavy home work and curriculum load eg school bag weighs 1/3 of the child's weight.
17. NCERT's suggestions are not carried out.
18. No or less research in the area of pre school education.
19. The admission procedures are incorrect rather vague and differs a lot one from the other.

Check yourself

- a) What are some of the problems of preprimary schools?

2.7 LET'S SUMUP

Pre primary education began to take importance in the late 19th century. Many have contributed towards this. Some of the prominent thinkers are - J. A. Comenius, J. Rousseau, J. Dewey, Maria Montessori, Froebel, M. K. Gandhi, R. Tagore, Tarabai modak and Gijubhai Badeka.

There are different type of schools, Le. Kindergarten, Nursery and Montessori. Anganwadi and Balwadi are some of the non formal schools.

The curriculum is flexible according to the needs of the child. Largely they are activity based. Evaluation techniques vary from school to school so does the admission process and so there is a lot of problem with regard to admission, curriculum and rules and regulations.

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QUESTIONS:

- 1 . Discuss the historical development of pre-primary Education.
 2. What are current practices of pre primary education system?
 3. Explain the curriculum in detail.
 4. What principles would you keep in mind while planning the curriculum?
 5. What are the evaluation techniques used in the pre primary schools?
 6. Why is evaluation necessary at the pre primary level?
 7. Identify some of the problems of the pre primary education system.
-

PRIMARY EDUCATION: HISTORICAL DEVELOPMENT, CURRENT TRENDS AND PROBLEMS

UNIT STRUCTURE

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Primary Education
- 3.3 Historical Development
- 3.4 Structure of primary education :Admission, curriculum
- 3.5 Current Trends
- 3.6 Impediments in Implementation of Compulsory Education
- 3.7 Evaluation of Elementary education
- 3.8 Problems of Single Teacher Schools (Rural Areas)
- 3.9 Summary
- 3.10 Questions

3.0 OBJECTIVES

After reading this unit, you will be able to:

- Acquire knowledge about meaning of primary education State its historical background
- Describe its admission, curriculum and evaluation process
- Acquire understanding about its current trends
- Examine the problems in implementing compulsory primary education
- Describe the problems of single teacher schools of rural areas.

3.1 INTRODUCTION

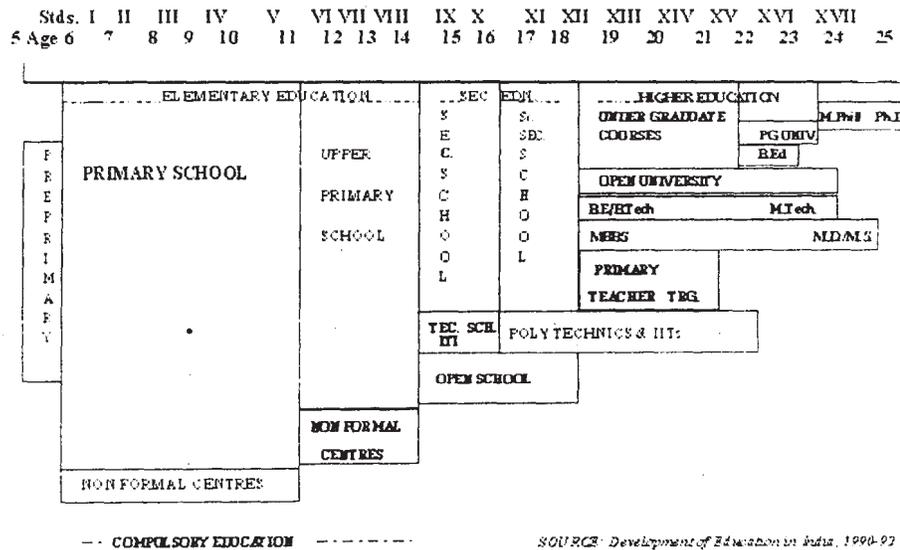
Before 1976, education was exclusively the responsibility of states; the Central government was only concerned with certain areas like co-ordination and determination of standards in technical and higher education, etc. In 1976, through a Constitutional amendment, education became a joint responsibility.

Thus, education is one of the areas of concurrent jurisdiction, of the Central and State governments, with the Central government playing a more prominent, direct role in university and technical education and to a lesser extent in secondary education. Decisions regarding the organisation and structure of education are largely the concern of the states. However, the

Union government has a clear responsibility regarding the quality and character of education

The plan allocations for elementary education have increased steadily, though still not adequate to fulfil the constitutional commitments. Fifty -seven years of freedom have seen higher levels of spending by the Central and State Governments to provide quality of education for all. Better school infrastructure, more and better-paid school teachers, timely availability of subsidised or free text books in regional languages, provision of scholarships, uniforms and mid day meals have all received attention of state governments who are the main providers of elementary education.

STRUCTURE OF EDUCATION IN INDIA



3.2 PRIMARY EDUCATION

In India, education is divided into pre-primary, primary, secondary and higher secondary education. The focus on primary education derives from the belief that education upto elementary level is necessary condition, whereby every individual by the age of fourteen years possesses foundation skills such as ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills, which can foster, meaningful participation in social, political and economic processes. Thus, the Constitution of India, aims to reach the goal of Universalisation of Elementary or Primary Education.

To know more about primary education, let us understand its historical background.

3.3 HISTORICAL DEVELOPMENT

The colonial regime prior to our Independence in 1947 established a system of education that had limited access and denied mass education.

1838 - The earliest attempt for enforcing compulsory primary education was made by William Adam.

1872- Enactment of the Compulsory Education

1906- Gopal Krishna Gokhale's Compulsory Education Bill

1918 - The first Act of Compulsory Education was passed in Bombay

(Patel Act)

1921-47 - There was phenomenal progress in the legislation of compulsory education.

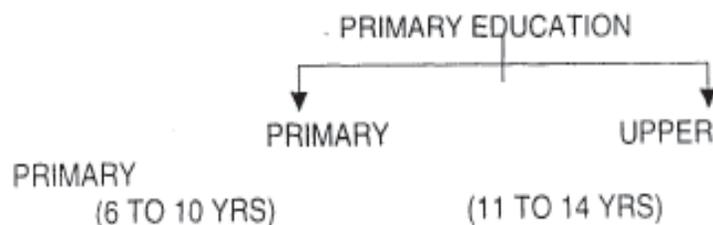
1946-47 - As many as 176 rural areas comprising of 11,779 villages were brought under the Compulsory Primary Education Act.

1950 The Directive Principle contained in Article 45 of the Constitution ensures that 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.

STRUCTURE OF PRIMARY EDUCATION

The primary stage consists of classes I to V (5 years) in 20 states and Union Territories (UT). The upper primary stage consists of classes VI to VIII in as many as 20 states and UTs. But, in Gujarat, the primary stage consists of classes I to VIII.

Elementary or Primary Education covers the primary (6 - 10 years) and upper primary (11 - 14 years) age group. In most states this translates into the successful completion of prescribed educational requirements till Class 8.



ADMISSION PROCESS

Age of admission - Minimum age for admission to class I is generally 5 + years or 6 years. In 18 States and UTs, the minimum age for admission to class I is 5 + years and in 21 States and UTs, it is 6 + years. In 2 states UTs, there is no age restriction.

Medium of Instruction - The regional language or the mother tongue is the medium of instruction at the primary stage in most of the states and UTs. Facilities for studying in a medium other than regional languages vary considerably.

CURRICULUM PATTERN OF PRIMARY EDUCATION:

Development of curriculum is a continuous process to suit the emerging learning needs of the children within the broad framework of National Policy on Education. The focus is on making the curriculum for elementary education more and more contextual, adopting a holistic approach to educational development by incorporating knowledge, skills, values etc. relevant to the child's life situation.

Classes I - IV/V

1. One Language
2. Mathematics
3. Environmental Studies
(Social Studies, Nature Study and Health Education)
4. Socially useful productive work.
5. Games & Creative Activities such as Music, Sewing and Painting.

Classes V / V1 - VII / VIII

1. Languages
2. Mathematics
3. History, Civics and Geography
4. Science - An Integrated Course
5. The Arts (Music, Dancing, Painting)
6. Socially useful productive work and community service
7. Games, Physical Education and Supervised Study.

UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE)

Universal education is a pre-requirement for success of democracy. In developing countries like India, education upto the elementary stage is considered essential for every citizen. The National Policy of Education (NPE), 1968, has expressed strong political will and commitment to universalisation of elementary education. The Programme of Action (POA), 1986, for implementing the NPE has rightly observed, NPE gives an unqualified priority to universal education. The thrust of UEE emphasizes both quantitative and qualitative improvement of education.

Thus, the Universalisation of Elementary Education (UEE) has been one of the most important goals of educational development in India, since Independence. It means making education available to all children in the age group 6 to 14, i.e., classes I to VIII.

According to the target set by the Constitution the task of providing free and compulsory education should have been completed by 1960. However, this resolve could not be accomplished on account of several problems such as rehabilitation of displaced persons after partition and lack of resources. As a result the target date had to be revised first to 1970, then to 1976 and then later on to 1990. The target date, according to National Policy on Education (NPE), 1986, was 1995. The modified National Policy on Education, 1992, has further revised the target date. It reads, "It shall be ensured that Free and Compulsory Education of a satisfactory quality is provided to all children upto fourteen years before we enter the 21st Century.

UEE implies three aspects :

- a) Universalisation of provision of schools within the walking distance of the child.
- b) Universalisation of enrolment of all children in the age group 6 to 14 ; and
- c) Universalisation of retention of all students, i.e., once a child joins a primary school at the age of 6, he/she should remain there till he completes all eight classes.

To conclude, UEE should be regarded as a national drive involving and associating all concerned agencies including NGO's. International bodies, in the process of planning, implementation. monitoring and evaluation.

Decentralization provides a clear correlation between the needs of people and the steps taken by the Government to meet these demands. Planning from below and contextualised resource allocation for basic services would not only be more cost effective and produce better results but will also ensure that the quality of the services is directly proportional to the degree of community control and supervision. People's participation in the provision of basic services can, as mentioned in the Mid-Term Appraisal of the Ninth Five-Year Plan, contribute to the achievement of four main objectives, i.e., effectiveness, efficiency, empowerment and equity.

Check your progress 1:

- 1 . Education is on the concurrent list. Justify the statement.
2. Bring out the meaning and significance of UEE.
3. Describe the structure of primary education in India
4. Bring out the focus of curriculum of elementary education.
5. State the subjects included in the curriculum of elementary education

3.4 CURRENT TRENDS

Along with expansion of education of facilities at Elementary level, efforts have been made to improve the quality of education so as to make it more responsive to aspirations and needs of the people. Moreover, to fulfill the Constitutional provisions regarding Universalisation of elementary education certain significant changes are urgently needed, so as to counter the problems of stagnation and wastage.

The following are the current trends and schemes launched in the field of elementary education to achieve its goal.

Operation Blackboard: The Operation Blackboard scheme, started in 1987-88, which aimed at improving the classroom environment by providing infrastructural facilities, additional teachers and teaching-learning material to primary schools and by provision of a third teacher to schools where enrolment exceeded 100, has been extended to upper primary schools. A total of 5,23,000 primary schools and 1,27,000 upper primary schools have been provided funds for the development of academic infrastructure (teaching-learning material). Besides, 1,50,000 posts of additional teachers for single teacher primary schools, 76,000 posts of additional, teachers at the upper primary stage and 83,000 posts of third teachers have been sanctioned so far.

The District Primary Education Programme (DPEP): launched in 1994, is assisted by the World Bank, European Commission, Department for International Development (DFID) of the United Kingdom, the Netherlands and the United Nations International Children's Emergency Fund (UNICEF). It aims at operationalising the strategies for achieving UPE/UEE through district-specific planning and disaggregated target setting in low female literacy districts and builds on the successful Total Literacy Campaign (TLC) which has created a favourable climate for universalisation.

Shiksha Karmi Project and Lok Jumbish Project in Rajasthan Two externally-aided projects for basic education are the Shiksha Karmi and Lok Jumbish projects in Rajasthan. Both are innovative projects aimed at the universalisation of elementary education together with a qualitative improvement in remote and socially backward villages with a primary focus on gender. The projects address some of the major obstacles in achieving UEE, namely, teacher absenteeism, high drop-out rate, working children, uninteresting teaching methods, lack of contextual learning materials, low motivation and competence of teachers, a centralised and inflexible approach etc.

The Lok Jumbish project has been able to set up innovative management structures incorporating the principles of decentralisation and delegation of authority as well as building partnerships with local communities and the voluntary sector. The project has also made a positive contribution to quality improvement through the development of improved MLL-based textbooks for Classes I-IV, which are also being used in all schools in Rajasthan.

Mid-Day Meal Scheme : The National Programme of Nutritional Support to Primary Education commonly known as the Mid-day Meal programme was launched in 1995. It aims to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritional status of students in primary classes, Under the scheme, cooked meals are served with calorie value equivalent to 100 gm of wheat or rice per student per school day. The honour of starting the Mid-day Meal scheme in elementary schools in the country goes to Tamil Nadu.

Sarva Shiksha Abhiyan : was launched towards the end of the Ninth Plan to achieve the goal of UEE through a time-bound integrated approach, in partnership with states. The programme, which aims to provide elementary education to all children in the 6-14 age group by 2010, is an effort to improve the performance of the school system and provide community-owned quality elementary education in the mission mode. It also envisages bridging of gender and social disparities at the elementary level.

The Sarva Shiksha Abhiyan has a special focus on the educational needs of girls, SCs and STs and other children in difficult circumstances. Under the programme, habitation plans, prepared after micro-planning, household surveys, school mapping and diagnostic studies, form the basis for the District Elementary Education Plans (DEEP). Funds released to states would be channelised to registered societies at the state level.

Objectives of Sarva Shiksha Abhiyan :

- 1 . all children to be in schools, Education Guarantee Scheme centres, alternate schools, back-to-school camps by 2003;
2. all children to complete five years of primary schooling by 2007:
3. all children to complete eight years of schooling by 2010;
4. focus on elementary education of satisfactory quality with emphasis on education for life;
5. bridge all gender and social disparities at the primary stage by 2007 and at the upper primary level by 2010; and
6. universal retention by 2010.

The Sarva Shiksha Abhiya'n is expected to accord the highest priority to community monitoring, transparency In programme planning and implementation of capacity building at all levels as also to the adoption of a mission approach by the mainstream Education Department functionaries.

Non-Formal Education(NFE): The scheme of non-formal education (NFE), introduced in 1977-78 on a pilot basis and expanded in subsequent years, focused on out-of school children in the 6-14 age group who have remained outside the formal system due to socioeconomic and cultural reasons. The scheme was initially limited to ten educationally backward states, covering urban slums, hilly, tribal and desert areas.

The programme was revised and renamed the Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE) in 2000. It provided for opening EGS schools in habitations where there are no schools within a radius of one km. The EGS&AIE scheme will support diversified strategies for out-of school children including bridge courses, back-to-school camps, seasonal hostels, summer camps, mobile teachers and remedial coaching.

The Tenth Five-Year Plan (2002-2007) has estimated that in order to achieve the goal of UEE by 2010, enrolment at the primary level needs to grow at an average annual growth rate of 1.12 per cent for boys and 4.16 per cent for girls during the Plan period. At the upper primary level, the growth rate must be 4.62 per cent for boys and 8.03 per cent for girls.

The Tenth Plan targets in respect to elementary education are: Universal Access

- All children in the 6-14 age group should have access to primary schools, upper primary schools or their alternatives within a walking distance of one km and three km respectively.
- All children in the 3-6 age group must have universal access to early childhood care and education centres.
- Need-based expansion of upper primary education facilities, particularly for the disadvantaged sections. There should be one upper primary school for every two primary schools.
- All schools should have buildings, toilets, drinking water, electricity, playgrounds, blackboards and other basic facilities. There must be provision of one classroom for every teacher at the elementary stage.

Universal Enrolment

Enrolment of all children in schools or alternative arrangements by 2003. All children to complete five years of primary schooling by 2007.

Universal Retention

Universal retention in the primary stage by 2007. Dropout rate to be reduced to less than 10 percent for grades VINIII by 2007.

Universal Achievement

- Improve the quality of education in all respects (content and process) to ensure reasonable learning outcomes at the elementary level, especially in literacy, numerics and in life skills.
- Bridge all gender and social gaps in enrolment, retention and learning achievement in the primary stage by 2007 and reduce the gap to 5 per cent in the upper primary stage by 2007.
- Special interventions and strategies to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below the poverty line, migratory children and children in the hardest-to-reach groups.

Check your progress 2:

1. Complete the following statements

_____ was launched in 1995 to increase retention and increase nutritional status of the students.

DEEP stands for _____

_____ Sarva Shikshan Abhiyan was launched towards the end of _____ to achieve the goal of _____

_____ helped to develop MLL base textbooks for classes I-IV.

_____ targets at achieving UEE through district specific planning.

_____ and _____ project in Rajasthan targets socially backward villages with primary focus on gender.

_____ focused on out-of school children in the 6-14 age group who have remained outside the formal system.

2. Write short notes on:

- _ Objectives of SSA
- _ Objectives of Universal Access/ Universal Achievement/Universal Enrolment of the Tenth Plan
- _ importance of Mid Day Meal Scheme
- _ Critical evaluation of the current trends in improving quality of elementary education

3.6 IMPEDIMENTS IN IMPLEMENTATION OF COMPULSORY PRIMARY EDUCATION:

1. Low priority to primary education.
2. Inequality of educational opportunity.
3. Low enrolment of the backward sections of the society.
4. Stagnation - Failure or detention in a particular class repeatedly is known as stagnation in education.

5. Wastage- The problem of dropping out of school before the completion of the appropriate stage is generally known as wastage in education. The Education Commission (1964-66) found that the incidence of wastage at lower primary stage (class I-IV) was about 56% for boys and 62% for girls. At the higher primary classes (V - VII), 24% for boys and 34% for girls.

6. Low enrolment of girls.
7. Apathy and poverty of parents.
8. Defective curriculum.
9. Uninspiring methods of teaching.
10. Lack of suitable reading and writing material for children.
11. Lack of qualified teachers.
12. Frequent transfer of teachers' staff.
13. Failure to enforce compulsory attendance
14. Conservative attitude towards co-education.
15. Inadequate and unattractive school buildings.
16. Poor nutrition of students.
17. Existence of large number of incomplete primary schools
18. Population explosion.

To sum up it can be put forth as achieving the goal of UEE poses three main challenges:

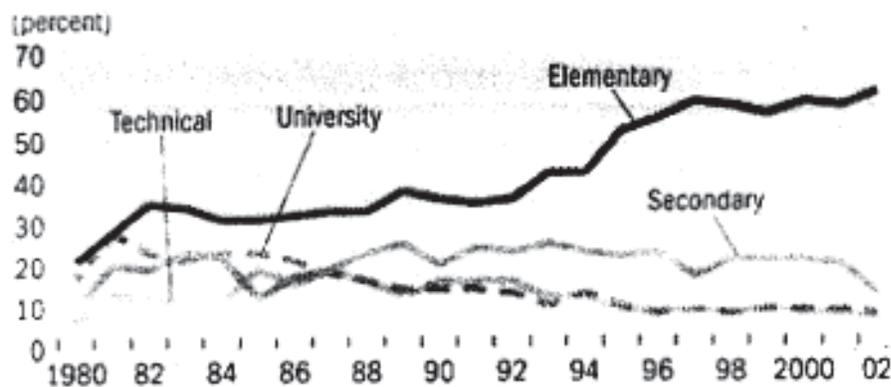
- (i) access to basic education for the unreached segments and social groups;
- (ii) qualitative improvement in content and processes so as to raise learning achievements; and
- (iii), tackling high drop-out and low retention rates in primary and upper primary schools.

3.7 EVALUATION OF ELEMENTARY EDUCATION

While only 32 percent of school-age children were in elementary schools in 1950-51, over 80 percent are in school today. Literacy and universalization of elementary education have been national goals since independence in 1947. The Constitution of India envisaged provision of free and compulsory education to all children up to the age of 14 years.

Teaching the young

The Union Government increasingly allocated education spending in its five-year plans to elementary education,



Source: Indian Ministry of Human Resource Development.

Expansion of primary education

Considerable progress has been made in the expansion of primary education since Independence. The number of primary schools has increased by more than 3 times. The number of upper primary schools increased 15 times and the enrolment at primary stage by 5.9 times, and in the case of girls, the increase was 9.16 times.

The programme for expanding elementary education appears to have taken off, with substantial progress being made in recent years. However, as it is not enough to think only in quantitative terms, one needs to pay attention to

the qualitative aspects of elementary education in any attempt to universalize it in a meaningful and fruitful way.

If we compromise on quality and allow the mechanical expansion of poor schools for poor children, it should come as no surprise if the gains we had anticipated from universalizing elementary education are not realized. The challenge for providing quality education at the elementary level involves improvements in the preparation, motivation and deployment. of teachers, the quality of textbooks and of infrastructural facilities. It also involves making education relevant to society's needs and strengthening the management and institutional capacity of educational institutions especially at the state, district and local levels.

To conclude, India's elementary education if successful, will equip an entire younger generation with skills to improve productivity and reduce the burden of disease, high birth rates, hunger, and poverty, while changing societal attitudes toward gender, caste, tribe, and disability.

3.8 SINGLE - TEACHER SCHOOLS

Single - Teacher schools are perhaps one of India's oldest traditions in Education. They are small schools with pupil strength of 40 or less, to be found in small villages, hamlets or wadis. According to the staffing rules of the Department of Education, such schools can get only one teacher. The school runs the lower primary stage covering grades I to V.

By 1921 the percentage of Single -Teacher Schools declined and it was criticized that, the village school master was ill-equip-ed to manage large number of classes assigned to him / her. But during post-independence period, because of compulsory primary education the number of single - teacher schools has continued to increase. Shri J P Naik in his book, "Single - Teacher School", stated that the right approach to the problem of single - teacher schools is to mend them rather to end them.

The Problems of Single - Teacher Schools are as follows:

- (a) Posting and transfer of teachers: Because of lack of facilities, teachers do not like to work in such schools, resulting in frequent transfers.
- (b) Grant of leave: When a single - teacher of a school goes on leave, the Institution can come to a standstill.
- (c) Training Colleges: the training colleges do not provide opportunities to teacher trainees to handle the problems of single'- teacher schools.

They need to teach several grades simultaneously, can create difficult problems.

- (d) The equipment provided. is inadequate.
- (e) It is not generally possible to cover-up the entire syllabus.
- (f) Sometimes, there is a heed to teach several classes at the same time resulting in combining classes.

The above-mentioned problems can be amended and rectified by careful rational and intelligent planning and allotment of duties and practical training.

The Single - Teacher Schools have several good points, which can be maximized. The village is small and the teacher knows well all the people. The children come from neighbourhood and know each other so well that they look upon the school as a family. The teacher in such a village can also develop the school as a Community Centre, besides providing for physical amenities, teaching in these schools can be improved greatly by well-planned work plans. Moreover, such schools are suited to the needs of agricultural country like ours.

Check your progress 3:

- _ Bring out the challenges and impediments in achieving UEE.
- _ Explain the concept of single- teacher schools.
- _ Evaluate the success of elementary education.

3.9 SUMMARY

We have discussed the importance of primary / elementary education which covers primary and upper primary sections. The historical development which commenced in pre-independent India changing the face of the Indian Educational System. The Constitutional provisions with its persistent efforts to achieve 100% literacy, for all children at least till the age of fourteen years or 8 years of free and compulsory education.

We have also discussed, the current trends and schemes in fulfilling these goals and the hindrances that one has to overcome to reach education for all.

Lastly, the significance of single -' teacher schools, its problems and its importance even today.

3.10 QUESTIONS

1. What is understood elementary education? Bring out its significance in the development of the nation.

2. Bring out the historical background of primary education in India.
3. What measures have been taken for improving the quality of education?
4. Bring out the importance of : (a) Operation Black - board ; and (b) Sarva Shikshan Abhiyan.
5. Explain the objectives of Tenth Year Plan.
6. What is the significance of Single -Teacher Schools ?
7. What are impediments in implementing elementary education.

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HISTORICAL DEVELOPMENT OF SECONDARY- EDUCATION IN INDIA

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Development of secondary and higher secondary education in pre independence period.
- 4.3 Expansion (Development) of secondary and higher secondary education in post independence period.
- 4.4 Limitation of secondary and higher secondary education. 4.5 Summary
- 4.6 Check your progress - the key.

4.0 INTRODUCTION

Education is not a simple unitary concept. In the narrow sense education refers to schooling - the process by which society, through its different inhibition specifically founded for the purpose, of deliberately transmits its cultural heritage- its accumulated knowledge, values and skills - from one generation to another. Education promotes life, helps the life from all the comers.

Essence of education:-

Secondary education is such a-stage of education, which assists the children to become full-fledged members of a complex modern society. It fastens citizenship to each and every individual so that they can socialize themselves in a global society.

As you already have fairly a good idea of elementary & primary education, it 'is obvious that secondary education forms the central link in the chain of education al patterns. In this unit, we shall examine the history of secondary education, its expansion and its importance in total education scenario.

4.1 OBJECTIVES OF SECONDARY EDUCATION

As the title of the unit indicates, it deals with the historical development and importance* of secondary education after going through this unit, you will be able to:

- Acquire broad - based general information of the secondary education.
- Identify the . basic components of the study of science, Mathematics- Social science, Languages and socially useful productive work.

- Describe the main features of different skills. and habits of selflearning.
- Explain the importance of participatory learning.
- Develop,, the aesthetic appreciation and creativity through participation in different activities.
- Explore the world of work and understanding of the realities of life in order to prepare for a confident entry into the world outside school.

4.2 DEVELOPMENT OF SECONDARY EDUCATION IN PRE-INDEPENDENCE PERIOD.

Prior to the British rule of India there was hardly any formal system of secondary education in India. Maktabas and madrasas were there only institutions would impart education to the primary and secondary students. After the British were granted Diwani, on the establishment of secondary institutions was emphasized and no of important resolutions were passed. Lord Macaulay's minutes were one of the most important one to set up good schools to impart European literature and science. In 1837, English was made court language and gradually Indians were offered higher posts. In consequence of that western education as compared of traditional educational system acquired momentum in India. However by, 1852, there were only 52 secondary schools throughout the country.

1. From Woods Despatch to the Indian Universities Commission (1902).

Woods Despatch of 1854 had given a further boost to the secondary education. The establishment of universities in Calcutta, Bombay and Madras was an epoch-making phenomenon in the history of secondary education. Woods dispatch recommended grant-in-aids for the development of the secondary education. Although efforts were made to improve the secondary education, a few defects were visible in the process of implementation. Mother tongue was completely sidetracked. Teacher training course was not introduced. The course content was non-academic and there was no scope for vocational courses. The system of matriculation examination started dominating the system, which was introduced by the above-mentioned universities.

2. From the Indian Universities Commission (1902) to Montford Reforms University Commission.

As a consequence of the various recommendations of the commissions, the administration of the secondary education was transferred to the universities. The schools were to be recognized by the universities. But gradually the unnecessary domination of the universities upon the schools were felt and in a few states Board of Secondary Education was set up to control the secondary education.

Resolution of 1904: This resolution recommended strict conditions regarding financial matters, development of staff, providing infrastructure facilities, matters, development of staff, providing infrastructure facilities, el

The Calcutta university Commission-1917:-

The commission was appointed under the chairmanship of Michael Sadler and the recommendations are as follows:

A. Government should create novel institutions called the Intermediate colleges, which must provide arts, science, medicine, engineering, teaching, and so on.

B. A board of secondary and Intermediate Examination consisting of the representatives of government, university, high schools and Intermediate colleges are established with the administration and control of secondary education.

3. From Montford Reform (1921) to Independence 1947.

Hartog committee-1929: In 1929, a committee known as Hartog committee was appointed to review the position of Education and Development. To eliminate the wastage and stagnation of education the commission recommended:

The middle vernacular schools should be preserved to provide more no of admission to the students from rural areas.

These schools should provide diversified curriculum.

In-service and pre-services training courses are to be provided to the benefit of the teachers for better service condition.

The Sapru Committee's Report-1934. In 1934, the U.P. government appointed the sapru committee to enquire about the causes of unemployment in U.P.

The Committee recommended:-

A. Diversided curriculum should be introduced at the secondary stages.

B. The intermediate stage should be abolished and the secondary stage be extended by none year to consist of six years to be divided into two, the higher and the lower each covering of three years.

C. Vocational training and education should begin after the lower secondary stage.

D. The degree course at university should extend over a period of three years.

Abbot-Wood Report-1937: - In 1936 a group of experts were invited from England to advise the government of India on certain issues. As a result of their expertise a no. of polytechnics, Commercial, Technical and Agricultural high schools came into existence.

The Sargent Report-1944: In, 1944, The Central Advisory. Board of Education submitted a comprehensive report under the chairmanship of sir John Sargent. The main recommendations are as follows:

- A. The high school course must stretch of six years and the normal age of admission should be above eleven.
- B. Admission should be on the basis of merit.
- C. In order to have all-round development of the children the syllabus must be challenging as well as promotion should be given on the basis of merit and performance.
- D. The methods of education should be carefully selected and practiced.
- E. High schools should be of two main types-Academic and Technical.
- F. The curriculum should be on the basis of the needs and aspirations of society. As a result of these recommendations there was phenomenal expansion of secondary education. The number rose from 4888 in 1917 to 12,693 in 1947. English was not the only medium of instruction'. Mother-tongue was being given importance' vocational and a few technical schools were introduced. The no of trained teachers increased resulting of the improved standard of education.

In spite of the above mentioned development the quality of the secondary education was not satisfying enough. The system had failed to meet the various changes in the political, social and economic scenario. Courses were bookish and theoretical. Priority was given to only English and as a result of that students suffered from. psychological burden. The system was rigid and non-realistic.

Therefore it required complete over-hauling asticity of the curriculum and so on.

4.3 EXPANSION OF SECONDARY EDUCATION IN POST-INDEPENDENCE PERIOD

Tara chand committee:- 1948

The committee was appointed with Dr. Tara Chand, the then educational advisor to the government of India, as its chairperson.

The accommodation of the committee are as follows:

- a) Admission to the degree course should be preceded by a course of primary and secondary education for at least 12 years, of which 5 years should be spent at the junior basic stage, 3 years at the junior stage and four years at the secondary stage.
- b) Secondary schools must be multipurpose to cater the various needs of the pupils.
- c) There shall be one major examination at the termination of the secondary stage in school.
- d) The salary and the other service condition of the teachers should be as recommended by C.A.B.E.

Secondary Education commission 1952-53:

On the recommendation of the Tara chand committee, the government of India appointed a commission on September 23,1952 under the chairmanship of Dr. A. Lakshmanaswami Mudaliar, the vice-chancellor of madras university. The commission was instructed to check the prevailing educational system and to suggest suitable measures to give further impetus to the educational system. The recommendation is discussed below:-

1. To reorganize the educational pattern of education.
2. The curriculum pattern must have -elasticity and diversification.
3. Examination system should be reformed.
4. Secondary education must begin after four years of primary education.
5. There should be multipurpose schools at higher secondary level.
6. Public schools should continue and the state government must establish residential schools in the rural places.
7. The regional language (mother tonguo) should be made as a medium of instruction.
8. Constant and realistic appraisal of the pupil's progress should be made compulsory throughout the year.

9. Service condition of the teaching personnel must be improved by raising pay scales.
10. State Advisory Boards of education should guide and advise the education department.

Education commission 1964-66:

The main recommendations of the - commission regarding secondary education are:

- _ A complete overhauling in the educational structure and pattern.
- _ Primary stage of 7 to 8 years.
- _ Lower Secondary stage of 2 to 3 years of general education or one to 3 years of vocational education.
- _ A higher secondary stage of two years of general education or one to three years of vocational education.

Curriculum - The commission considered it necessary vocationalise secondary education in a large measure and to raise enrolments in vocational courses to 20% of total enrolment at the lower secondary stage and 50 percent of the total enrolment at the higher secondary stage.

Equalization of educational opportunities:

To achieve the objective of egalitarianism in educational scenarios, the commission recommended:

- _ Lower secondary education should be made free.
- _ Attempts should be made to extend free.education to all needy and deserving students.
- _ Proper planning should be made about the location of the institutions.
- _ Guidance and better supervision facilities should be- made compulsory.

The Draft National education Policy - 1979:

- _ The national policy of education 1979, proposes the following:-
- _ Twelve year school education.
- _ Education at secondary stage should be divided to academic and vocational streams.
- _ Vocationalisation of secondary education.
- _ Education at the secondary stage should be divided into the academic and vocational streams.
- _ Three-language formula - it includes the study of a modern Indian language, in addition to Hindi and English.
- _ The evolution procedure must discourage note memorization and must ever the total. learning experiences, of the pupils.

- Curriculum should be framed in such a manner that the students are equipped with sufficient knowledge as well as skills for the future economic life.

Expansion of Secondary Education

Enrolment (In million) percentage of age group (14-17)

Year	Boys	girls	Total	Boys	girls	Total
1950-51	1.02	0.9	1.21	8.8	1.7	5.4
1955-56	1.65	0.33	1.98	13.0	2.8	8.0
1960-61	2.47	0.56	3.03	17.5	4.3	11.1
1965-66	4.08	1.20	5.28	25.6	7.9	17.0
1968-69	5.09	1.74	6.83	29.0	10.0	20.0
1973-74	6.16	2.34	8.50	31.0	12.0	22.0
1978-79	8.04	3.17	11.21	36.0	15.0	26.1
2000-01	10.04	(approx.)	20.50	(approx)	42.00	(approx)

4.5 SUMMARY:

1. Secondary education is one of the most important stage in the Total educational system in an individuals life.
2. The history of secondary education could be divided into five periods - from the earliest days of British Rule to woods Despatch in 1854, from Wood's Despatch (1854) to the Indian universities Commission (1902), from the Indian universities commission (1902) Montford Reforms (1921), to Independence (1947) and post Independence Period till today.
3. There are a no. of pivotal issues in secondary education, needs to be seriously discussed.

4.6 CHECK YOUR PROGRESS. 1 (a)

Notes:- write your answer in the space given below

Answer the following questions in brief:

- 1) Discuss the development of secondary education during Post Independence.
-
-

2) Mention the most significance aspect of the development of secondary education.

(b) Compare the educational expansion from the year 1951 to 2001.

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HISTORICAL DEVELOPMENT OF HIGHER SECONDARY EDUCATION

Writing points

- 4.A.0 Historical perspective of Higher Secondary Education
- 4.A.1 Philosophy and Need of the 10+2+3 pattern
- 4.A.2 Main features of 10+2+3 pattern of Education
- 4.A.3 Merits of the system
- 4.A.4 Limitations of the system
- 4.A.5 Summary

4.A.0 HISTORICAL PERSPECTIVE OF HIGHER SECONDARY EDUCATION

Attempts have been made from time to time to redesign and the educational structure to meet the various needs of the country so that it could watch the standard of the educational system of the world at large.

In the year of (1917-19) Calcutta University Commission recommended 10+2+3 pattern of education. The two year intermediate course belonged to schools, but the commission did not suggest vocationalisation of education.

The Radhakrishnan Commission (1948-49) accepted the above mentioned recommendations and added vocational plans for the benefit of the choice of the subjects.

The Education Commission (1964-66) observed the desirability of uniform pattern of education throughout the country. The basic idea was also to support the promotion of values like 'National Integration', pronounced by Sampurnanand Committee in 1966.

The Government of India's Resolution on national policy on education based in 1968 stated that it would be advantageous to have an uniform educational structure in all the parts of the country. The ultimate objective should be to adopt 10+2+3 pattern, the higher secondary stage of two years being followed in schools or colleges or both, according to the existing system.

The Central Advisory Board of Education and the University Grants Commission readily accepted the above mentioned recommendation, but it did not sustain for a long time.

In 1978, National Policy had announced 12 years' school education comprising of Primary, Secondary and five years' undergraduate course.

4.A.1 THE NEW PATTERN - ITS PHILOSOPHY AND NEED

Under the new scheme three distinct stages have been visualized, first upto class 10, the second upto class 12 and the third upto class 15.

The Education Commission of India (1,966) emphasized that there is a direct link between education, individuals' profession and national development. The system must enhance its quality as well as quantity. In the educational system and its status quo, so far there was a wide gulf between the content and the purposes of it. To minimize the gap and to bridge between the subject matter and its practicability 10+2+3 pattern was introduced for overall growth and development. The basic objectives of higher secondary education is to prepare students for the university or to terminate the main stream at the end of higher secondary course to take up vocation as per choice for further career. It would envisage work experience and productivity. It must prepare students for the entry in gainful employment after completion of the higher secondary stage. It is intended to avoid specialization at an early age.

4.A.2 MAIN FEATURES OF THE 10+2+3 PATTERN OF EDUCATION

- a) It envisages 10 years of schooling with common courses in classes IX and X.
- b) It fosters 12 years of Higher Secondary Education instead of 11 years.
- c) The first degree course is to be of 3 years, after 12 years of schooling.
- d) The first degree is to be attainable after 15 years of education.
- e) It provides compulsory teaching of science, mathematics, social studies, two languages, work experiences.
- f) It orients the students with variety of vocational courses in classes XI and XII.
- g) It has a core course in classes XI and XII.

4.A.3 MERITS OF THE SYSTEM

- a) To increase Productivity - The major /first in the 10+2+3 pattern has been to bridge education with productivity by increasing work of work, experiences and vocational courses, so that the students get more practical as well as theoretical knowledge to become entrepreneurs.
- b.) To strengthen national unity and to build a mighty nation.

The uniformity of educational pattern throughout the country is expected to generate a feeling of cohesion and unity among the students. The above feeling must result into building of a mighty nation to protect it from external enemy.

- c) To improve the educational environment of the school

The introduction of uniform pattern of education is likely to facilitate the implementation of educational programmes like production of suitable textbooks and teaching materials, reforms in assessment and pre-service training of the teachers.

- f) To raise the standard of education

It is expected that under the new pattern, indiscriminate such to universities may be stemmed and places in colleges will be utilized by the deserving candidates only who have best competency for higher education.

- g) Education for employment

The new pattern would help the students to prepare for the entry in the market after competition of higher education; when they are natured enough to take future decision.

- h) Uniformity of the curriculum -

Uniformity of the structure would facilitate proper education to migrates and flooding population, which has been gradually increasing in our country.

The above mentioned system has the following limitations:

- a) Apparently it was obvious that the content of the curriculum was heavy and the students were over-loaded.
- b) It does not provide separate vocational courses for the students as per their interests and abilities.

- c) As the curriculum was over-burdened, there was no room for co-curricular activities.
- d) Materials and equipments required for work experience and vocationalisation. The scheme was put into practice under the starving condition.
- e) The new pattern does not envisage failure at certain levels as a result of that the teachers as well as the students are not likely to put their best efforts in the teaching-learning process is make it more effective,
- f) Work experiences and vocational requirements of trade, commerce, industry, agriculture and the allied subjects were not being highlighted for further development.
- g) Examination system, under the new pattern had been found very discouraging.

4.A.4 SUMMARY

A publication of state department contains the following observations - "Never before, either in the part of during the contemporary period, has there been a note relevant and realistic step in the field of education than the introduction of the 10+2+3 pattern. It has a lot of merit, promise and potential."

The most important factor in the implementation of the new pattern was the introduction of Science and Mathematics, Work Experience and vocational courses. But the general outcome of the implementation was the facilities provided by the system for the new pattern was not sufficient, therefore it did not receive a success in general.

The education system, which was provided for the children, was never consulted with the parents. The students - who are the customers was not happy and contended with the course and jobmarket. There seemed to be a mismatch.

Because of the tight schedule of the curriculum, the co-curricular activities which an integral part was not implemented at all. Numerous problems came into existence regarding the reorientation of the teachers, preparation of study materials, Administrative system and evaluation procedure.

6.A.5 Check your Progress I

- (a) Analyse the development of higher secondary education in India.
- (b) Describe the need of the new pattern of education in India.
- (c) Identify the ways which you can contribute in the quality expansion of higher secondary education (Refer the 6A,B part)

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4B

DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDUCATION IN INDIA

Unit structure

4.B.0 Introduction

4.B.1 Objectives

4.B.2 A comprehensive concept of vocational Education

4.B.3 Need and Importance

4.B.4 Historical background

4.B.5 Strategies of Implementation

4.B.6 Suggestions

4.B.0 INTRODUCTION

During Pre-Independence period, vocationalisation was not emphasized at all at any level of education. After independence through difficult, the members of the Indian Commission and committees tried their level best to introduce it upto the satisfying level.

National policy on Education, 1986 has therefore rightly observed, "The introduction of systematic, well-planned and rigorously implemented programme by vocational education is carried in the proposed educational reorganisation. These elements are meant to enhance individual employability, to reduce the mismatch between the demand and supply of skilled manpower to provide an alternative for those pursuing higher education without particular interest or purpose."

(Content Issues In Education, Cosmo Publications, New Delhi)

4B.1 OBJECTIVES

As the title of the unit indicates, it deals with the development and expansion of technical and vocational education in India.

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

- understand the concept of vocational Education
- recognize the need and importance of Technical and vocational education in India.
- Describe the historical background of Technical and Vocational education.
- Analyse the strategies-of Implementation
- Provide necessary suggestions for the expansion of Technical and Vocational education.

4B.2 CONCEPT OF VOCATIONAL EDUCATION

The UNESCO (1974) defined vocational education as a "Comprehensive term embracing those aspects of the educational process involving in addition to general education, the studying of technologies and related sciences and the acquisition of practical skills, attitudes, understandings and knowledge relating to occupations in various if 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."

Vocationalisation triggers in increasing the employment potential of the people through education and sterling vocations or for self employment in agriculture, industry and allied occupations including art, craft, agro-industry, mechanisation and so on.

Vocationalisation is not. a more training, but a combination of education and development of skill in a much broader sense of the term.

4B.3 NEED AND IMPORTANCE

Vocationalisation of education prepares an individual to get a job as per his own interest or he can start a new productive activity, which might satisfy the full need of the community.

It widens the horizon of skilled education and orients him to reach much higher level of achievement through self-study.

Mahatma Gandhiji also viewed education as a means of all-round development of the personality and desired that craft or manual work should occupy a central position of Basic Education. But there arose a misunderstanding regarding vocationalisation of education. Many people thought that it means only for academically backward children and therefore it is a second class Education. But in the experiment of rapid social change and technological development, vocational education implies the introduction of diversified technical programmes, which is designed as vocationally based and vocationally based education for- developing positive attitudes and interests in students for some definite skill-based work during postschool stage.

in the developing countries like India where agricultural and industrial development are assembled to give a momentum in the educational scenario, where science as well as technology have opened a new horizon of knowledge and competency where trade and commerce are expanding rapidly, vocationalisation has been felt extremely important.

Vocational Education aims at laying the foundation for the world of work experience of Socially Useful Productive Work (SUPW), which is generally imparted upto 11th class. Vocational education is given at plus two or higher secondary stage.

Thus the concept of work experience, work education and SUPW are closely related to vocationalisation of education. They contribute to the social and economic growth of the country and earning ability of the child.

The UNESCO report 1974 pointed out that vocationalisation of education embraces all those aspects of educational process, "which involves in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sector of economic and social life."

4B.4 HISTORICAL BACKGROUND

Considering ancient India's educational scenario, students (shishyas) would live in the Ashramas along with their gurus and indulge themselves in all kinds of manual work for living and learning. Hence, those days there was no isolation of education from life.

British rulers introduced the system of education suitable for white collar jobs, as a consequence of that, education was theoretical and bookish in nature.

In 1854, the Woods Despatch pointed out this shortcoming in the system and suggested pre-vocational education at the secondary stage.

During the era of Indian, a few reforms were made by the savants.

Well-known poet and social reformer Shri Ravindra Nath Tagore laid on the importance of manual work and highlighted on the harmonious development of an individual.

Mahatma Gandhiji pronounced that vocationalisation should not only be introduced in the curriculum, it should be productive and a way of life.

The idea of Gandhiji was implemented by the Zakir Hussain Committee in the form of Basic Education, which was adopted as the National Education of the country in 1938.

In the year of 1944, Sergeant Report, tried to find out the ways and means of r solving the gigantic problem of unemployment by introducing two streams (a) academic and (b) Technical with the objective "to provide good all-round education combined with some preparation in the later stages for careers, which pupils will pursue on leaving the schools."

The Radhakrishnan Commission, 1948 recommended that in order to direct the students to vocations at the end of class X, a large number of intermediate colleges should be opened.

The Mudaliar Commission proclaimed that, "the secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period the student should be in a position, if he wishes to enter into responsibilities of life and take up some vocations." The commission further suggested diversification of courses and multipurpose schools.

The education commission 1964-66, suggested that Basic education and the other allied activities should form an integral part of education. "it may be described", the Kothari Commission mentioned, "as a redefinition of Gandhiji's educational thinking in terms of society launched on the road to industrialization."

The commission had further pronounced that there need to be two very distinctive streams:- (a) preparing students for higher education for university education and the other preparing for a variety of occupations immediately after completion of vocational studies.

In 1968, National Policy of Education Resolution printed out, "There is need to increase facilities for technical and vocational education at secondary stage." It is absolutely essential for the developing country like India to foster more employment opportunities to bridge the gap between the caves and have - nots. The linkage between education and real life situation is to be highlighted and suitably diversified courses like agriculture, industry, trade, commerce, medicine, public health, home management, arts, crafts, secretarial training work be provided.

* Current Issues In Education, Cosmo Publications, New Delhi

The Central Advisory Board of Education, the highest body, which is concerned with educational policy required for augmentation of thirds for

introduction of vocational courses at the higher secondary stage in 1975, adopted the educational pattern of 10+2+3 at the national level on vocational education.

As per the suggestion of CBAE, NCERT (National Council Education Research And Training) published a document on "Higher Secondary Education and its Vocationalisation".

The document had many important features like elasticity in the choice of vocations, various opportunities of work, micro-planning, assessment of manpower needs, improving special facilities for quality of life in rural areas and so on.

Subsequently, the Iswarbhai Patel Committee (1977) substituted work experience by "Socially Useful Productive Work (SUPW). It is a purposeful and whole-hearted activity, resulting in either goods or services, useful to the community. The scheme of education recommended by this committee has three main components humanities, science and work (SUPW) together with aesthetic appreciation and spiritual values.

The National Education Conference held at New Delhi 1977, under the chairmanship of Srirarn Narayan recommended that 50% of the school time ought to be devoted to productive, creative and recreational activities, children must be provided with opportunities participating in social, and economic activities in and outside the school, which enable them to understand scientific principles and processes involved in various types of work.

As reported in the Programme of Action (POA) 1986, only about 2.5% of students entering higher secondary stage is covered by vocationalisation so far. The National Policy of Education, 1986, pointed out, "It is proposed that vocational courses cover 10 percent of higher secondary students by 1990 and 25 percent by 1995. Percent Research in education revealed that around 35 percent of the higher secondary students pursue vocational education.

4B.5 STRATEGIES

The following guidelines- were suggested for effective implementation:

(i) N.C.E.R.T. has suggested two streams:- General Education Spectrum and Vocational Education Spectrum. The system was flexible.

(ii) Three models were recommended in offering selective subjects by the schools:

(a) Those offering only General Education spectrum its selective subjects,
(b) Those offering only the vocational Education Spectrum and its selective subjects, and

(c) Those offering both General Education and Vocational Education courses and their selective subjects.

(iii) The pattern of vocationalization courses recommended by the Review Committee was as follows-

(iv) Courses Time Allocation

(a) Language(s) 15%

(b) General Foundation courses 15%

(c) Elective Subjects 70%

(v) 70 percent of the weekly of instruction was allocated to the teaching of vocational elective subjects with 50 per cent of practical work.

(vi) Councillors should be appointed to advise students on the choice of elective subjects.

(vii) Introduction of SUPW and Community services must be integral parts of education at Higher Secondary stage and to take up these challenges, teachers must be reoriented by Pre-service and In-service Training.

(viii) Constant evaluation of the process and the products with reference to norms and targets should be made.

The POA document (1986) has rightly remarked, "It is important of view the programme of vocationalisation at the higher secondary stage, as an important component of the overall school education both as a self contained stage as well as feeder to the general and professional education at the tertiary stage."

4B.6 SUMMARY

Teacher plays an important role in the total educational system. The teacher not only imparts knowledge, but generates an inquisitive mind in pupil. His involvement in vocation is a must to encourage the students to opt for various vocations.

The merit and success of vocational courses depend upon employment opportunities. Therefore maximum efforts should be put in the expansion of

service sector and manpower training. As programme of Action has rightly pointed out, "Ample opportunities have to be provided for sufficient linkages and bridge courses, rationalisation and modernisation of courses etc. and for higher education, continuing education and training through various media, methods & materials.

4B.7 CHECK YOUR PROGRESS

(a) Which of the programmes could be started in the school for the development of vocational education.

(b) Discuss the historical background of vocational education 'in India.

(c) Complete the given sentence with correct alternative. In implementation of vocationalisation of education.

(i) Introduction of SUPW and community service must be implemented.

(ii) Integrity of the individual is worth at all costs.

(iii) Counsellors should not be appointed to advise the students.

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TECHNICAL EDUCATION

Unit Structure

4B.8 Introduction

4B.9 Objectives

4B.10 Concept of Technical Education

4B.11 Historical Background

4B.12 Problems of Technical Education

4B.13 Suggestions

4B.14 Summary

4B.8 INTRODUCTION

Development of any nature depends upon the availability of natural resources, physical energies and human resource development. No nation can progress without the harmonious development of the above mentioned criteria.

A country may be rich in natural resources, but skilled man power is needed to process the raw materials into finished products. Therefore good and comprehensive technical education may be helpful in making a developing country like India rich and prosperous.

4B.9 OBJECTIVES

- To understand the concept of technical education
- To describe the main features of technical education
- To describe historical development of technical education
- To understand the limitations of technical education and identify the ways and means to improve it.

4B.10 CONCEPT OF TECHNICAL EDUCATION

The basic idea of technical education is to provide activity-based, which may serve as an important social investment in the life of the students as well as the community.

The technical education and training is multi-sectorial 'in nature. Each Ministry/ Department in Central as well as State Government is responsible for manpower development in that sector.

Education - In the sector of education, there exists the following types of technical education and training programme.

Technical, Industrial Arts and Crafts school:-

These technical schools, which prepare students for the lower secondary stage Board examination are mainly located in the states of Maharashtra, Gujarat, Andhra Pradesh.- Karnataka and Kerala. In addition to the general school curriculum for the center grade examination, the student is offered one vocational subject such as carpentry, blacksmithy, moulding, welding, fitting, turning, plumbing, building construction, rural technology, wireman etc. There are 5720 such schools, which enrolled approximately 40,4104 students in 1999-2000.

TECHNICAL EDUCATION:

Technical Education is a sub-system consists of a well-knit chain of Polytechniques, which provide broad-based education in engineering areas. There are nearly 500 poly-techniques with the annual admission capacity of 65,000. The training is mostly institutional (with some industrial experience), the curricula predominantly theory-based and location mostly urban. They aim to meet the manpower needs of the organised sector.

Craftsmanship Training Scheme:-

The craftsmanship training is offered in nearly 2000 government run or private Industrial Training Institutes. The intake capacity of these institutes amounted to about 327,000 in 1987-88. The graduates of these courses find placement in organised public and private sector industrial and business establishment. The ITIs offer both X+ and VIII+ level courses. The curricula is highly practice oriented. An ITI graduate is not eligible for university education.

Apprenticeship Training Scheme:

There are four categories of apprenticeship programme:

- (i) Graduate apprenticeship for engineering graduates,
- (ii) Technician apprenticeship for diploma holders from polytechnics,
- (iii) Trade apprenticeship for the graduates of ITIs, and
- (iv) Technical apprenticeship for the graduates of higher secondary vocational courses.

The technical apprenticeship is a recent inclusion with only twenty designed areas so far, with the expansion of trade list expected in near future.

The trade apprenticeship programme has intake capacity of over 190,000 of which about 132,000 are actually utilised.

There are 140 apprenticeable trades, which run for duration of one to four years. The central apprenticeship council awards certificates to the graduates in successful completion of the training.

Health and Paramedical

There are three councils at the national level to regulate the training programme, in their respective areas such as Indian Nursing, the Indian Pharmacy Council under the Ministry of Social Welfare. In other health and paramedical areas, the health department of the state government conduct their own training programmes to meet their health manpower requirements.

Agriculture:-

The Indian Council of Agricultural Research is primarily concerned with graduate and post graduate agricultural education and research. There are a few non-formal training programmes for the rural youth through the Agricultural sciences centres and Agricultural universities.

In some states, there are some government run agricultural schools often provide post induction training to village level workers and other personnel. A manpower production system aiming at vocational development for self-employment hardly exists in India in the domain of agriculture.

Business and Commerce:-

The training system in the field of business and commerce is highly diverse. There are large no. of institute, throughout the country, teaching many of the office, trades and other vocation is salesmanship, marketing etc.

Others:-

There are a variety of other structured programmes in forestry, handicrafts and college industry, music, commercial arts etc.

4B.11 HISTORICAL BACKGROUND OF TECHNICAL EDUCATION IN INDIA

Technical Education in India has been existing since time immemorial, If we analyse the growth and development of techniques in education, we could see that from the early vedic period also, it would exist (technical education) in a different form. But with the passage of time there is a sea-range in the development of technical education.

Vedic Period - In the Ragveda, we find vivid descriptions of construction of canals, burds and bridges, vehicles incorporating fast speed and beautiful palaces. Elaborate discussion on medial sciences is found in Atharvaveda.

Post-vedic Period - During the post vedic era, technical and vocational education was prevalent. In the epic or Ramayana, there was frequent references of Rama's Journey by Pushpak viman (Aeroplane), construction of bridges and so on.

In the Mahabharata, we find mention of homes mode of work. The civilisation of Harappa and Mohenjodaro remind us the technical skills existing the then period.

Budhist Period -

During the Buddhist period, the vedic literature was also studied alongwith the Buddhist religious scriptures. The science of medicine, architecture, painting, sculpture, veterinary and chemistry are some of the chief contributions of this period. In spite of the period, being religiously predominant, vocational education was given due importance.

Muslim Period:-

Although vocational education was not organized at this period, the art work of Imperial palaces, mozaques, carpets, utensils and embroidaries of this period had world fame.

The British Period:-

During British Period, the demand for technicians was gradually increased. In 1847, an Engineering college was opened at Roorkea. The Woods Despatch of 1854, emphasized the importance of making Indian Education useful to life. By 1902, around 80 technical and vocational schools were set up.

According to the recommendations of the Calcutta University Commission of 1917 technical and vocational subjects were included in the university course of studies. This commission recommended in establishment of medical, engineering, law, agriculture and teachers' training colleges.

In 1929, the Hunter Commission recommended for imparting technical and vocational education at the university stage.

In 1937, Mahatma Gandhi advocated the Basic Education Scheme with a view to vocationalize educational system. In 1946, the All India Council of Technical Education was established for improvising technical education in the country.

After Independence:-

After independence, Indian leaders paid full attention to the need of technical education in the country. In 1947, Government of India appointed the scientific Man Power Committee for estimating the Training needs in the various technical spheres.

University Commission:- (1948-49)

University Commission recommended the following suggestions to promote technical and vocational education:

- Study of agriculture should be taught at each level of education.
- Engineering students should be given practical training.
- Universities must be set up in rural areas.

Necessary changes should be made in the curriculum according to the needs of the society.

Secondary Education Commission (1952-53)

Secondary Education Commission made following Suggestions for further improvement of technical education:

- Secondary schools should be converted into Multipurpose schools.
- Types of technical and vocational must open career opportunities in the individual scenario.

The Kothari Commission (1964-66):

Kothari Commission gave the following suggestions for the reformation of technical education

- The number of technical and vocational schools are polytechnique institutes should be opened.
- Education must be constructive and production oriented.
- Refresher courses, In-service training, summer institutes and comprehensive colleges must be organized to orient the teachers with latest information.

4B.12 THE PROBLEMS OF TECHNICAL EDUCATION

Although there was a number of technical institutes came into existence in the then educational scenario, qualitative improvement hardly take place. As educational improvement signifies both Qualitative and quantitative,. the progress of technical education was not satisfying in those days.

Moreover, the curriculum for technical education did not fulfil the local needs in the agriculturally predominant, area. The curriculum did not develop any passion for technical education in the students.

The medium of instruction of technical education would be English. Hence, the students from vernacular medium would find it difficult to cope up with the course.

Proper administration and control are the essence of any education system. As far as technical education was concerned there was no proper planning for introducing the course judiciously in early state and there was hardly any follow-up work to evaluate the programme.

The new educational system, at its infancy stage hardly received research grant for further development.

4B.13 SUGGESTIONS FOR THE SOLUTION OF THE PROBLEM

The pattern of course in the technical education should have direct link with job market. Industry and education interface was required to meet the various needs of the then society.'

For making regional languages as the medium of institution, it is necessary to produce standard books in regional languages in the various areas of technical and vocational education. Suitable personnel from various departments may be required to serve on this council both at central as well as state level. After due investigation such technical researches must be introduced to employ man-power upto the maximum extent.

4B.14 SUMMARY

In an educational system the teachers plays a pivotal role. The teacher not only teachers, but imports knowledge and lesson in theory as well as in practice. Unless he shows respect in different vocations, and involve himself in motivating the students to pursue for it, vocational and technical education world, hardly be successful.

There is no doubt that success of technical courses depends greatly upon immediate employment. Unemployment and poverty functions like a vicious circle in India. Although there are numerous problems in developing technical education upto the satisfying level, it is again a matter of great pride India ranks third in the scientific and technological field in the entire globe. India has one research in Ocean Technology, extending over an area of 1,50,000 square kilometres beyond the shores.

Technical education and technology should be considered as an intellectual phenomenon, an outcome of man's struggle for a higher level of civilisation. By recognizing the higher function of technology may not improve the credit side of the balance-sheet, but the supreme value of humanity must be harmonized along with the technological development in any country.

4B.15 CHECK YOUR PROGRESS I

- (a) Analyse the development of technical education in India with due egs.
- (b) Discuss a few criteria for evaluating the growth of technical education. Suggest measures for further development.
- (c) What are the various limitations of technical education in 01-jr country? How are you going to overcome it?
- (d) Give a comprehensive definition of Technical Education.

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4C

PROBLEMS AND RECENT TRENDS IN THE SECONDARY AND HIGHER SECONDARY EDUCATION

Unit Structure

- 4C.0 Introduction
- 4C. 1 Objectives
- 4C.2 Various problems in Education
- 4C.3 Summary
- 4C.4 Recent Trends in the system of Education
- 4C.5 Check Your Progress

4C.0 INTRODUCTION

Rapid developments in information technology have brought about drastic changes in the educational scenario. The concept of Education and Communication have changed drastically. The advancement of digital network, internet and satellite system have opened the horizon towards Globalisation. Therefore the traditional concept of educational system has become absolute. In such a global scenario, the role of education, role of teachers and the role of educational planners have to be redefined:

Hence the role of educational institutions are no longer only the centres for learning, but it should be regarded as key institutions, where the destiny of the present generation is to be shaped and where the fundamental research of new knowledge and wisdom have to be nurtured.

4C.1 OBJECTIVES

As the title of the unit indicates, it deals with the problems and prospects of secondary and higher secondary education. After going through this unit, you will be able to

- Understand the major basic problems in educational system.
- identify the root cause of these problems.
- Recognize the various challenges to be taken in Indian Education,
- Describe the recent trends in modern education.

4C.2 VARIOUS PROBLEMS IN EDUCATION

Common observations reveal that only a small proportion of children entering primary school completes the entire school stage.

Hartog Committee stated "Throughout the whole educational system there is waste and- in effectiveness - hardly 18% of the students that enter class I reach class V.

The phenomena of dropping out of or leaving school before the completion of the appropriate stage is generally known as 'Wastage' in education and failure or detention in a particular class is known as stagnation or retardation in education. In one sense stagnation or failure courses educational wastage, but indirectly it indicates, the poor quality of education imparted, which implies that the in-puts are not fully utilised or exploited.

Besides the quality of education, economic backwardness of the family seems to cause 65% of the wastage in education. Girls especially look after the younger siblings, while mothers go out to earn livelihood. Young boys are asked to tend to cattle or do agricultural work, forming to save the time of the adults. As a result, these children hardly have time to study and ultimately they fail.

In Indian Social feloric, in spite of the scientific and technological development the rural community has not yet'come from the rigid and traditional caste and class system. People from higher caste send their children for basic education as well as higher education, whereas, the lower castes withdraw their children early. Children from lower strata suffer from inferiority complex and it leads to low self-concept, moladzurtsant and lack of identification with the school community and the peer groups.

Apart from social factors, educational factors are also responsible for wastage and stagnation in education. Lets analyse a few basic Questions:

- Do our schools have the quality to attract children?
- How far are they related to the community and its needs and aspirations?
- Does education help the children to be economically useful to their families?
- Are all admissions made at the commencement of the year?

Unfortunately we can unable to answer these in affirmative.

Elementary schools as well as secondary schools hardly possess the physical facilities to hold the children. Inadequate desks,

equipments, seating arrangements make the educational process monotonous and discomfort.

The increase in the number of teacher was not commensurate with that of the number of students. The plan for providing preservice and inservice Training of the teachers was to be undertaken by the Government to orient the teachers with latest information and technology of teaching.

The curriculum was often heavy and had hardly any relevance with the real life incidents. Co-curricular activities were conducted in a very uninteresting manner. Test materials the overall get of the text books was not attractive enough, uninteresting, stereotyped and devoid of good illustration.

Medical check up, provision of mid-day needs, were seldom present in the scenario.

Examination system used to be an annual one-shot affair, characterised by artificiality, formality and under straining of ones role memory. Quite and un psychological. This would result in failures, irregularity, dropouts, wastage and stagnation.

The admitted children was often unwilling to attend school because of lack of motivation. The rigidity of the curriculum, restrictive environment, and traditional method of teaching.

Lack of appropriate research in the field of education was one more major problem in the development of education in true sense of the term. Gandhiji has remarked "By true education" I mean, "drawing out the best in child and man, its body, mind and spirit. He has never said education is pouring in, but he has insisted drawing out." Therefore true education is making but the manifestation and magnification of the latest potentiality of an individual. Hence true education for all round development is possible only when there is elasticity in the curriculum, where is lots of action research to overhand the teachers to cater the various needs of the child and community, and there is value-oriented school plans and programmes to make the educational process more meaningful and relevant.

4C.3 SUMMARY

General economic upliftment along with the resourcefulness of the teacher and contribution of the school in anchoring the economic condition of the parents would go a long way in fighting wastage.

Strong public opinion has to be created through adult education, population education for overcoming superstitious and religious dogmas for the realisation of the value of education.

The school environment and programme should be revamped in all the aspects in order to improve the physical resources of the institutions, textual relevance the content, practical value and hereby is holiday power.

4C.4 CHECK YOUR PROGRESS

Q.1 What kind of changes would you suggest in the following in order to eliminate the problems in education?

access to school education school environment (setting, physical facilities)
curriculum Teaching-learning strategies community involvement Evaluation
system school schedule (daily timings, holidays, other facilities)

Review Questions

1. Conduct a survey of two secondary schools at your locality. Analyse the educational aspects, which are responsible for the various problems of Quality education.

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SUGGESTED READINGS

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Govt of India - Ministry of Education

4D

RECENT TRENDS IN THE SYSTEM OF EDUCATION

4D.1 Challenges and changes occurred in education

Education has an important function to perform. System of education must change with the changing conditions & needs of the society. Education if not accelerated towards the changing needs of the society, will be unable to create a challenging social order.

In the words of Dr. Shrimati, "Education cannot remain a living force if it does not keep pace with the changes and developments that take place in the social organization and economic life in the people."

Hence in the present Indian scenario, where globalisation has been taking place in a faster rate, the role of education has become more important, constructive, creative and challenging.

George S. Count pronounced, "Education s a force for social regeneration must march hard in land with the living and creative forces of social order."

Current issues of modern education are as follows:

Literacy for All -

Literacy is not merely a part of the development of our human resources, but also a basic requisite for human development. Literacy and development are inter-connected and inter-dependent. Neither modernization, nor democratization is possible or to be fully achieved without literacy.

After independence, UNESCO & a few foreign agencies extended their cooperation in the national endeavour and as a result of that in 1974, the concept of "Functional Literacy" gained importance and had its profound impart on Indian's Literacy Programme.

During early seventies, the concept of Non Formal Education was advocated as a significant alternative into universalisation of elementary education and eradication of illiteracy.

In 1982, the literacy programme launched in 1978, was reviewed and its slow progress was criticised at various Quarters. In 1991 the literacy rate in

India was approximately 42% only and multifarious attempts were made to accelerate the pace of progress in eradicating literacy in country.

The Indian Literacy Programme particularly National Literacy missions with its multi-media, multi-purpose and multi-dimensional approaches have been implemented and attracted world attention.

UNESCO's General conference and Executive Board like to enter 21st century as an illiteracy - free world. The sense of hope of attaining this goal stemmed from the very high level of submissions received in 1988 from 21 Governments of member states and four International Non-Government Organization."

UNESCO has evolved a "Plan of Action to help member states in all regions of the world to eradicate illiteracy by the year 2000."

Hence with the assistance of national and international agencies, India has set up 20,000 "Jana Shikshana Nilayans" by the end of Seventh Five Year Plan and "Sarva Shiksha Abheeyaan" at the Eighth Five Year Plan.

The NPE 1986 and POA 1986 have emphasized the strategies for effective literacy programme.

Adult Education:- India has deemed herself as the sovereign Democratic Republic and takes an enviable credit of being the largest democracy in the world. But democracy is not merely a form of government, it is a way of life, at any age and of any stage.

The Education Commission 1964-66 has rightly said, " Education does not end with schooling, but it is a lifelong process. The adult today has need of an understanding of the rapidly changing world and the growing complexities of the society. Even those who have the most sophisticated education must continue to learn, the alternative is absence."

According to 1991 census, approximately 150 million adults above the age of 15 shall continue to be illiterate. Therefore a vigorous and accelerated programmes should be undertaken for adult education.

The most important and comprehensive programme, undertaken by the Government was National Adult Education Programme during 1979-84.

The strategy for Adult Education Programme was as follows:

- Literacy does not mean only reading and writing but certain skills for improving productivity.

- Unless learners are self motivated, adult programme can not be successful.
- Active participation of adults to the Key role of the effectiveness of their education.
- Inter and Intra departmental cooperation and coordination must be ensured in implementing the programme.
- Necessary training and orientation should be given to all functionaries concerned with the programme.

The NPE 1986 envisages that adult education would be a means for reducing economic, social and gender disparities. Know thyself in the master key for all kinds of adult learning. Adult learning should be participating in planning, executing as well as evaluating the learning programmes. Adult learning should be experimental and innovative.

Democratic values and principles like dignity of labour, sharing responsibility, working together, fellow feeling, cooperation, assistance should be emphasized in the methods of adult-learning - learning process.

Life - Long Education

"Every individual must be in a position to keep learning throughout his life. the idea of life long education's the keystore of the learning society."

The concept of lifelong education covers all aspects of education embracing everything in it and extending the entire life.

UNESCO studies has suggested that in most of the societies "functional literary" would require to continue life long learning. The duration of education must spread from the cradle to the graveyard of an individual. Hence the four assumptions prescribed by UNESCO are (1) International unity and solidarity, (ii) Belief in democracy, (iii) All-round development of the personality, and (iv) life-long education have not only worked as guidelines for the commission, but also influenced the working f the organizations.

In a rapidly changing society, learning is necessary immigrant life not only for the selected few, but for for each & every individual, not only for survival but for gradual development for full blossom of the personality.

Universatisation and of education are pre conditions* for the individual as well as social well-being and such education can be sustained, enriched and reinforced only through life long learning leading to an enlightened human society.

National Literacy Mission

During the Eighties, Government of India launched upon the Technology Mission

- (I) Rural Drinking water, (II) Immunisation, (III) Oil seeds, (IV) Telecommunication and (V) National Literacy Mission.

The above mentioned missions were pre-designed for meeting the needs and minimum requirements of the nation on priority basis.

In the seventh Five Year Plan, it was rightly observed, "Development is not just about factories, dams and roads. Development is basically about the people. The basic purpose is the peoples;' material, cultural and spiritual fulfilment. The human factor is not supreme value. We must pay much attention to these questions in future."

Objectives of N L M

The mission aims at imparting functional literacy to 80 million illiterate people in the age-group of 15-35 years - 30 million by 1990 and additional 50 million by 1995.

The objectives of NLM are as follows:

- (i) Achieving self-reliance in literacy and numeracy.
- (ii) Generating awareness about the causes of deprivation.
- (iii) Improving conditions through organisation and participation in the process of development.
- (iv) Acquiring skills to improve the economic status and general well-being.
- (v) Inbibing the values of natural integration, - conservation of environment, equality and observance of small family.

The most difficult task to implement NLM was to motivate the people. The ministers from planning commission required the people to join hands with the, Government in implementing the programme.

EDUCATIONAL TECHNOLOGY

"Educational Technology will be employed in the spread of useful information, the training and retraining of teachers, to improve quality, sharpen awareness of art and culture, abiding values i.e. both in the formal and non-formal sectors.

- The National Policy of Education (1986)

Educational Technology consists of all the modern media, methods and materials, both hardware and software, which one used for optimisation of learning experiences.

During 5th five year plan, the Government of India in the - then ministry of Education and social welfare launched a project for improving education "by making adequate use of films, radios broadcasts, T.V. Programmes, video-audio recorders, programmed learning and so on."

Educational Radio / Audio Programmes can be effectively utilised for improvement of education. Radio and tape recorders are also quite convenient of late. At present there is a net-work of more than 90 stations, 44 radio stations produce and broadcast educational radio programmes and another 30 radio stations relay such programmes for primary and secondary schools of India.

The UNICEF developed audio tapes on immunization programmes to increase awareness of infection and disease in mothers and children in the slum and rural areas.

Educational Television is the most powerful medium of communication and it has almost revolutionized the life-style of many people in the world. It has remarkable versatility in the interpretation of themes and outstanding impart or various aspects of modern life.

Educational films, film-strips and slide-tapes are also being produced by various organisation including CIET, NCERT and by a few ET cells.

One more epoch-making phenomena in the field of ET is (SITE) Satellite Experiment in Education. It is a man-made machine called Satellite revolves far far away in the sky and works wonders in the field of communication. The satellite was regarded as the most potential instrument for accelerating the pace of national development.

ART AD CRAFT EDUCATION

"Child shows the man,
As dawn shows the dark".

Child is the father of man, future torch bearer of the society and nation at large. Child has the immense potentiality to play multifaceted role as a successful citizen in a democratic country.

The development of a child is thus reorganized by providing enough exposure in various arts and literature. As a result of that the educational committees and commissions have recommended "art" as a compulsory subject at the secondary school curriculum.

Education Commission (1964-65) incorporated the best elements of the Basic Education developed by Mahatma Gandhi & laid emphasis on the "Internal Transformation of education according to the ideologies enshrined" in the contribution of India.

Considering all the committees' and commissions' report in mind, the new curriculum 10+2+3 pattern of education has been adopted, where last education and SUPW (socially useful productive work holds a key) place in the school curriculum.

The NCERT curriculum for Ten year school has mentioned that art education begins with creative aesthetic activities.

The National Policy of Education has rightly remarked," The coming generations should have the ability to internalise new ideas constantly and creatively. They have to be imbued with a strong commitment to human values and social justice. All this implies better education."

EDUCATION FOR NATIONAL AND INTERNATIONAL UNDERSTANDING

The first Prime Minister Nehrujee said "in India the first essential is the maintenance of the unity of the country, not merely a political unity but a unity of mind and heart, which discards the urges, which separate discriminate and which break down the barriers, which are raised in the name of religion or between state and state or in any other form. It is of the first importance that we should not lose ourselves in the passion and prejudice of the moment. National Integration and cohesion is a matter of vital importance today. It is the base of all other activities, which we try to further."

India is a nation of diversities. Modern India is very often threatened by centrifugal forces. Linguism has created conflicts in many parts

of the country. communalism has always been found with narrow interests and religious fanaticism.

Since national or emotional unity of integration was felt desirable for security and prosperity of the country.

The Education Commission 1964-66, emphasized both direct and indirect methods of in calculating national and social integration, The commission has also suggested that a "Common school system" should be established.,

The Emotional integration Committee set up by the Government of India in May, 1961, has aptly observed "Education can play a vital role in strengthening emotional integration. It is felt that education should not aim at imparting knowledge, but should develop all aspects of students' personality, It should broaden the outlook, foster a feeling of oneness and nationalism, and Internationalism, spirit of sacrifice and tolerance so that narrow group interests are submerged in the larger interest of the country.

As a consequence of the report of the commission national policy of common pattern of educational system was adopted.

Topics of national and International interests, biographies of national and international personalities, found place in the text books.

National problems and rational heritage and our India's glorious deeds were depicted in the text books in Secondary and Higher Secondary curriculum.

Open air dramas, students exchange programmes, organisation of national days, independence Day are~' being celebrated in the institutions.

The National Policy of Education, 1986, has rightly observed," Education has a role. It refines sensitiveness and contributes to national cohesion, a scientific temper, independence of mind and spirit thus furthering the goods of socialism, secularism and democracy enshrined in our constitution."

4D.2 CHECK YOUR PROGRESS

- 1) Which are the challenges in modern education?
- 2) How are the committees and commissions going to meet the various challenges?

- 3) Describe the new trends in modern education.
- 4.) Discuss the objectives of modern education in brief.

(Refer the text for the answer)

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4E

EDUCATION AND MAN POWER NEEDS

UNIT STRUCTURE

- 4E.0 Introduction
- 4E. 1 Objectives
- 4E.2 Conceptual Framework
- 4E.3 Strategies for developing human Resources
- 4E.4 Summary -
- 4E.5 Check Your Progress

4E.0 INTRODUCTION

The Independent India has been struggling to emancipate from the contemporary inertia, ignorance, poverty and lethargy. In modernising India, society has adopted the most important potential tool i.e. 'Education' to revamp the entire social fabric.

A large number of vigorous steps, plans and programmes have been set up by various committees and commissions to overhaul the syllabi, curricula, evaluation strategies and Human Resource to upgrade and improve educational system both in respect to its quality and quantity.

Hence Manpower is the most inevitable part of the challenges taken by the Central and State Government. The curriculum planners, educational managers, teachers, teacher-educators, educationists, learners are genuinely involved in fulfilling the humongous task to reorient education and eliminate the age-old traditional stigma of the conservation of education.

4E.1 OBJECTIVES

- as the title indicates, it deals with the role of human resource in a democratic country. After going through this unit you will be able to
- _ Analyse the concept of manpower development.
 - _ Identify the need / and Importance of it.
 - _ Strategies for developing Manpower in the Twenty-first century.

4E.2 CONCEPT OF MANPOWER DEVELOPMENT

The Knowledge Revolution and Knowledge explosion has given rise to the multifaceted competition creating conditions in which a knowledge worker is expected to articulate high performance at workplace, pressing him/her constantly to be creative and adoptive.

A learner in today's world is well-aware of the fact that knowledge and wisdom itself are the power, the elements of which incorporate technologies, logic and epistemology - in a nutshell work of human brain.

As the knowledge is doubled in every four years and the only life of degrees is shrinking fast, indicating that a knowledge worker is supposed to acquire new knowledge and skills much efficiently, promptly and most accurately to prove himself. The most productive workman to be fixed into over changing global society.

Latest advancements in different spheres of knowledge and technology have also facilitated liberalization, privatization and globalization. As a result of that education and industry are motivated for: quality and quantity upgradation, rigorous training programmes, downsizing of workforce, improving work environment and professional management forcing a knowledge worker to be life long learner for updating the knowledge and skills.

Longworth and Davies (1996) relates, "the development of human potential through a continuously supportive process which stipulates and empowers individuals to acquire all the knowledge, values, skills and understanding, they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments." *

Young generations is entering a competitive world, which is changing in all the spheres like scientific, technical, political, economic, social and industry. In this ever changing scenario, the learners will have to orient themselves not only to confront a knowledge based society with confidence but with purpose and responsibility.

A knowledge workers of the 21st century requires the following skills for overall development for their personality.

They are:-

- * Reading Writing
- * Numeracy
- * Oral communication
- * Personal traits like honesty and reliability
- * Problem Solving
- * Reasoning Skills
- * Motivation and Leadership

- * Refer: University news vol 41, No. 45 Nov. 10-16, 2003
(Association of Indian University)

- * Ability to perform the various psychomotor tasks
- * Professional competency (Eager to be a life long learner)
- * Personal Competency (skill, attitude, values) and so on.

4E.3 STRATEGIES FOR DEVELOPING MANPOWER

Research has revealed a number of strategies to facilitate the knowledge worker to be human resource in true sense of the term.

They are:-

- Identification of the true potentiality of the learner.
- Provision of proper training to prepare these personnel as assets of society.
- Provision of upgraded technical and vocational skills apart from main channel of higher education..
- Sequencing the components of the curriculum to meet the needs and aspirations of the global environment
- Assessment of the components from time to time for continuous improvement.
- Providing flexibility in the courses for practising lifelong learning.
- 21st century needs to have a very clear understanding of the objectives of training at least in five disciplines, namely,
 - _ Personal mastery
 - _ Mental models
 - _ Shared vision
 - _ Team learning and Group discussion
 - _ System thinking

Manpower development in prospective society is required to be trained and equipped with the techniques of coping with the problems of poverty, illiteracy, casteism, class inequalities, terrorism, communalism, regionalism, gender discrimination and other social barriers, impediment for national development and International understanding.

MANPOWER - ABILITY TO MANAGE IDENTITY CRISES:

Technological revolution in the 21st century is expected to be widening the identity crises among people working in any profession. The role of the trained personnel must have the courage and potentiality to confront the challenges of technology oriented life in the culturally plural society. Accountability in the technological society will be an important attribute of teacher's success.

Manpower with global vision and speed:-

Professional manpower is the key to the success in a global society. An efficient knowledge worker in the 21st century needs to be speed conscious because any human being or learner in third millennium has to be having global vision and speed consciousness.

Manpower with Management Skills:-

Human Resources in the information and technological age needs to be an efficient and effective communicator of knowledge, skills and attitudes. The communication revolution has raised the importance of pooling the skills and knowledge of a Work force. Knowledge management is difficult work and it requires new sensitivity, workforce and manpower in the modern society must shake their ideas and views to be effective in an information age.

4E.4 SUMMARY

The role of human resource in the 21st century has changed drastically. The knowledge workers need to be trained to discharge their duties effectively as assimilators, generators and facilitators of knowledge and information. They are expected to produce dynamic citizens, who will have to work and compete in high tech areas and rapidly growing number of highly qualified people from other countries. The essence of their works will be to innovate, develop, design, produce and deliver high quality, reliable, aesthetic energy saving and integrated output. The most intended workforce would enjoy doing basic and applied scientific research and thus contributing to further scientific - technological progress, creating new opportunities.

4E.5 Check Your Progress 1

- a) State the concept of manpower

- b) Discuss the strategies in brief to develop manpower for modern society.

- c) How does the workforce manage the crises of education? (Refer the notes for the answers)

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5A

NON FORMAL EDUCATION

UNIT STRUCTURE

5A.0 Objectives

5A. 1 Introduction

5A.2 Concept of Non-formal Education

5A.3 Need of Non-formal Education

5A.4 Objectives of Non-formal Education

5A.5 Importance of Non-formal Education

5A.6 Historical Development of Non-formal Education

5A.7 Current Trends of Non-formal Education

5A.8 Let us Sum up

5.A.0 OBJECTIVES

After reading this unit 8A, you should be able to

- Explain the concept of non-formal education
- Discuss the need for non-formal education
- State the objectives of non-formal education
- Discuss the importance of non-formal education
- Compare the formal and the non-formal educational systems
- Review the historical development of non-formal education
- Discuss the current trends in the field of non-formal education

5A. 1 INTRODUCTION

Education play an important part in the development of an individual and a nation. Its main benefits are

- i) Improved income distribution and social mobility, ii) Change in attitude and values, iii) Credible political leadership iv) Lower unemployment v) Improved manpower skills and vi) More and better research

Education is imparted through three sub-systems

- 1) Informal 2) Formal and 3) Non-formal

1) The Informal Education

The informal education is incidently obtained by every individual in his home and society by imbibing the values and traditions prevalent in his society. This is facilitated through family, peer groups, mass media - radio, press, cinema, television etc.

2) The Formal Education

The formal education is deliberately planned according to some pattern - (10+2+3 at present) to bring about a change in the educ. and. The program or the curriculum is predetermined to attain specific goals. The rules and regulations of admission, attendance, evaluation are quite rigid.

The main advantage of formal education is that it can be specifically and consistently be provided to a large number of individuals.

Its main drawbacks are that it is detached from reality and does not cater to individual differences, abilities or expectations.

3) The Non-Formal Education (NFE)

The non-formal education covers a wide range of activities which are deliberately planned and organised to meet the specific needs of groups of individuals such as farmers, street-children, housewives etc. it includes adult education, continuing education, and on the job education.

It is regarded as complementary system to formal education

5A.2 CONCEPT OF NON-FORMAL EDUCATION (NFE)

Non-formal education comprises a wide variety of educational and training activities organised outside the school and the university.

5A.2.1 Definition

It can be defined as "any organised, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to -particular sub groups in the population." - adults as well as children."

- Coombs and Ahmed

The rich, privileged classes

- The NFE programmes are properly planned and systematically implemented.
- It is need bared and functional
- It is innovative, goal-oriented and cost effective
- Its effects are both short-term as well as long-term
- It is a long standing and continuous process
- It is multi-dimensional and multi-disciplinary
- It is closely connected to improving peoples quality of life
- It rings in social and rational development
- It is both complementary and alternative to formal system

5A.2.2 NATURE OF NON-FORMAL EDUCATION

NFE differs from both the formal and informal education. Unlike formal education, it does not have rigid time table, curriculum or predetermined norms of academic progress. Unlike informal education, it is not left to parents, peers or community and exposures to media or environment.

It is flexible and open ended

Active participation of learners determines its nature and content of programmes.

Though it aims at realising the educational goals in a set time period, quality is also maintained.

It caters not only to the disadvantaged sections of society but also for the rich, privileged classes.

The NFE programmes are properly planned and systematically implemented. It is need based and functional

It is innovative, goal-oriented and cost effective.

Its effects are both short-term as well as long-term.

It is a long standing and continuous process

It is multi-dimensional and multi-disciplinary

It is closely connected to improving peoples quality of life

It brings in social and national development

It is both complementary and alternative to formal system

5A.2.3 SPECIAL FEATURES OF NON-FORMAL EDUCATION

According to Programme of Action (POA) 1986, the main characteristics of NFE are

- organisational flexibility
- relevance of curriculum
- diverse learning activities to meet learners' needs
- decentralisation of management

The POA has stressed the following features of NFE programmes

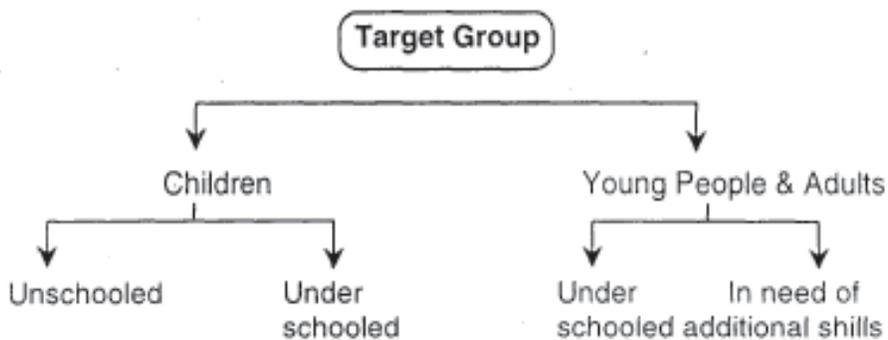
1. A learner centred approach with instructor as~ a facilitator.
2. Emphasis on learning rather than teaching.
3. Use of efficient techniques to ensure fast pace of learning
4. Organisation of activities to facilitate learners progress at their own pace.
5. Stress on continuous evaluation of learners' progress and certification.
6. Scholastic achievements - particularly language as per, the norms of formal system.

7. Creation of participatory learning environment
8. Organisation of joyful co-curricular activities such as singing, dancing, plays games and sports.
9. Ensuring all facilities and incentives to girls, children of scheduled caste and scheduled tribes and others.
10. Instructors to be chosen from local community - preferably from weaker sections should be motivated and acceptable to the community.

5A.2.4 Classification of Non-Formal Education

Non-formal education can be classified by a) the target groups to be educated or by

b) the learning content.



5A.2.2 Agencies of Non-Formal Education

No new agencies ' were considered to be essential for implementation of NFE because that would have been costly and time consuming. So agencies involved in non-formal education are the existing ones such as:

- 1) Colleges and universities
- 2) Union, state and local government
- 3) Semi-government departments
- 4) Banks
- 5) Public sector companies
- 6) Private corporate sector firms
- 7) Trade unions
- 8) Non-government organisations

5A.2.6 Non-formal Learning Activities

Non-formal educational activities are of different kinds. They include:

- 1) Education of illiterate adults
- 2) Early Childhood Care and Education (ECCE) centres or balwadis and anganwadis for pre-school children
- 3) Education and training of drop-outs from schools and colleges
- 4) Training of unemployed and underemployed
- 5) Agricultural training
- 6) Training of - health workers / dais,
family planning personnel,
village level workers / gram sevaks
adult education instructors and supervisors
management personnel at various levels
factory workers
workers from unorganised sectors

Check your progress - 1

1. Name the three sub-systems of education
2. Differentiate between formal and non-formal education
3. Name any two target groups of non-formal education
4. Enumerate any five activities carried through non-formal education,
5. What are the special features unique to NFE?

Space of five lines

5A.3 NEED OF NON-FORMAL EDUCATION

Educated and enlightened citizens are necessary for success of democracy. When India got her independence only about 15% of her population was literate. So there was a need to provide education to the people.

Article 45, under the Directive Principles of State Policy said that the "State shall endeavour to provide within a period of ten years from the commencement of this constitution for the free and compulsory education of all children until they complete the age of fourteen years."

But this goal of universalisation of elementary education remained a distant dream due to social, political and economic reasons. The formal system of education was found to be quite inadequate for catering to the needs of growing number of children suffering from social, economic and cultural disadvantages.

Therefore scheme of Non-Formal education was launched to meet the following needs of our country:

1 . To universalise elementary education

Non-formal Education provides multiple entry education for those children who cannot attend the school or have dropped out due to inadequate, irrelevant curriculum and unsuitability of time and place of formal education.

2. To meet the constraints of resources

Increasing population and limited resources make it impossible to set up a formal primary school in every village. Non-formal education, with part-time teachers and reduced working hours of schooling help to solve this problem.

3. To. serve the scattered and sparsely populated areas.

Forest, hilly or desert areas cannot be reached through formal education as it does not becomes economically viable to set up formal schools in such areas.

4. To meet the inadequacy of formal education

Formal education cannot meet the changing needs of individuals. Expansion of knowledge and technology has made life-long education a necessity for every individual. Non-formal education can meet the diverse needs of individuals from all sections of society.

5. To enable pupils to learn while they earn

A large number of children need to either earn their livelihood or help their families to survive by doing some work. This necessity keeps them away from formal system of education. Non-formal education helps such children to get education.

6. To meet the needs of older learners.

Circumstances or lack of interest force some children to drop out of schools. Later even-if they feel the need to continue their education, they cannot join formal schools because of their advanced age or psychological alienation. Such individuals can be educated through non-formal system.

7. To provide education to socially and economically deprived classes of society.

Non-formal education can serve the needs of rural communities, girls, housewives out-of-work youth. It helps to improve their vocational competencies and quality of life.

8. To promote national development

National development is no longer equated only with Gross National Product (GNP) or economic development. It includes social, cultural and political development as well. This is brought about by any form of education.

Non-formal education caters to the disadvantaged sections of society and provides them with not only literacy and numeracy but also vocational education, citizenship training, leadership training and enables them to resist all types of oppression social, economic and political.

5A.4 OBJECTIVES OF NON-FORMAL EDUCATION

The Government of India has laid down the following objectives of Non-formal Education.

1. To motivate the drop-outs or children who have not gone to primary school to join non-formal education.
2. To develop in children various linguistic skills and enable them to listen, speak, read and write properly.
3. To promote expertise in children with respect to work experience and the occupations in which they are engaged so that their productivity is enhanced.
4. To make children understand and appreciate the scientific phenomena in everyday life.
5. To develop in children the skills, habits and attitudes necessary for healthy living.
6. To make children understand and appreciate cultural heritage and traditions of the country.
7. To develop functional numeracy in the children.
8. To develop a sense of citizenship, -national integration and secularism in children.
9. To bring about awareness among the non-formal education learners about the current issues and problems of the country and develop competence to solve the same.

Check your progress - 2

1. Discuss the need for non-formal education
2. State the objectives of non-formal education

5A.5 IMPORTANCE OF NON-FORMAL EDUCATION

Non-formal education is considered as an instrument of economic, political, social and cultural development.

It is important because it

- 1 . Promotes literacy.
2. Improves productivity
3. Brings education to the door-steps of deprived, socially weak sections of the society
4. Caters to the needs of millions of children and adults who are excluded from the formal system of education.
5. Help in economising the resources
6. Helps in strengthening democracy
7. Enriches the life of people
8. Yields faster results as compared to formal education.
9. Integrates developmental programmes related to health, sanitation, family planning, environmental protection, industry, agriculture etc. with education.
10. Promotes active involvement of people
11. Mainly helps the disadvantaged sections of society such as rural poor, urban slum dwellers, women etc.
12. Enables the down-trodden to be free from social, economic and political oppression.
13. Tries to achieve equality, justice for poor and deprived sections of society.

Check your progress - 3

- 1) Enumerate the reasons why NFE is crucial for the development of the nation.

6 HISTORICAL DEVELOPMENT OF NFE IN INDIA

6.1 PRE - BRITISH ERA

- * Non-formal education was always an integral part of society in India. Families or other persons who had acquired special valuable skills that had to be imparted used to impart education. Young children used to pick up vocational skills by helping in the work carried out by their families.
- * Physical education or warfare training was imparted in local gymnasiums or akhadas by experts in those skills.
- * Literacy was not important in this scheme because oral communication and actual participation was required.
- * Variety of NFE was meant for different groups of persons and was ideal for their roles in the society.
- * When the nature of society became more complex and the expansion of knowledge became vast specialisation began to grow. This required modernization of the non-formal subsystem.

6.2 UNDER BRITISH RULE

- * British administration concentrated merely on replacing traditional sub-system of formal education by modern system of formal education. The aim was to spread Western Science and literature through English medium so as to create a small class of intermediaries between them and the masses. They ignored the informal and non-formal systems of education which were really responsible for educating the masses.
- * Upto the end of World War 1, the NFE was confined to night schools in metropolitan cities. Some enlightened Indian rulers of the princely states of Baroda, Mysore and Travancore extended financial support to the night schools.
- * When Congress Government came to power in some provinces in 1937, adult literacy and education were included among the responsibilities of the government. A series of provincial mass literacy campaigns were launched during 1937-39 till the government was in power.
- * In 1939, a CABE committee was appointed to tackle the problem of illiteracy. It suggested

- a) provision of adult education on the widest scale and also b) introduction of free, compulsory education and c) supplementation of official efforts by voluntary agencies.
- In 1914, Sargent Committee asserted that the State should accept the responsibility of these programmes & solve It in 25 years.

5A.6.3 POST-INDEPENDENCE PERIOD 1947-1964

- No significant attempt was made with respect to non-formal education after independence. Masses continued to be educated by the traditional incidental and non-formal subsystems which became ever more obsolete over the period of time.
- Two programmes of modern non-formal education were planned for the masses.
 - 1) one was agricultural extension and
 - 2) the other was family planning education. The former benefitted mostly the well-to-do farmers and the latter was ignored by the masses.

5A.7 CURRENT TRENDS IN NON-FORMAL EDUCATION

5A.7.1 A SIGNIFICANT CHANGE

- A significant shift in policy regarding non-formal education took place when Kothari Commission (1964-66) pointed out that 'education' could no longer be equated with formal school.
- It stressed the need for the development of non-formal education for:
 - i) Universalisation of elementary education
 - ii) Removal of adult illiteracy
 - iii) Access to secondary and higher education for the poor and the working class
 - iv) Provision of life-long education to all and v)* Creation of a learning society.
- This resulted in a revamp of total education system in the country
- Non-formal education was expanded and improved to cover:
 - a) Children in the age group of 6-14 under non-formal education and

- b) Adults in the age group of 15-35 under adult education

NFE programme was launched in about 110 selected backward districts, covering 6000 centres with central and state government funds.

NATIONAL POLICY 5A.7.2 The National Policy of EDUCATION (1986)

- The National Policy of Education (1986) envisaged "a large and a systematic programme of NFE for school dropouts, for children from habitations without schools and for working children and girls who cannot attend whole day school."
- Special emphasis was laid on removal of disparities and equalisation of educational opportunities by attending special needs of deprived and underprivileged persons such as women, scheduled castes and scheduled tribes.
- More flexibility was brought to the NFE.
- Modern technology was used to improve learning environment making it a warm and attractive and welcoming place where cocurricular activities also were arranged
- Talented and dedicated persons were selected from the community to serve as instructors and they were trained initially for 30 days and subsequently for 20 days a year.
- Special attention was given to training of women to act as instructors.
- Supervisors also were trained properly.
- Good quality learning material was developed and given free to all the pupils of NFE centres.
- Centrally assisted scheme for running of NFE centres was started in educationally backward states.
- Assistance was given to state Governments and voluntary organisations to set up 1.5 lakh centres as per norms shown below:
 - a) General Centres of NFE - 50%
 - b) NFE centres for girls - 90%
 - c) Projects - Voluntary organisations - 100%
 - d) Innovative Projects - 100%

- This pattern of financial assistance was extended to all the states covering urban slums, hilly, desert and tribal areas.
- It included projects for education of working children as well.
- Level of competency achieved in language and mathematics was to be comparable, to relevant stage in formal education

7.3 REVISED SCHEME

- The NFE programme is now being implemented on a project basis.
- Voluntary agencies and Panchayatiraj are involved in it 'in a significant way.
- Emphasis is also given to consolidation of existing centres of NFE.
- A monitoring system to evaluate the programme is developed.

Check your progress - 4

1. Why is it said that British made no contribution to NFE during their reign in India.
2. Why is Kothari Commission said to be a milestone in the development of NFE in India?
3. Discuss the contribution of NFE (1986) with respect to NFE.

5A8 TO SUM UP

- Education plays an important part in the development of an individual and a nation.
- Formal system of education was inadequate to take care of educational needs of India's huge population.
- So NFE was considered as an important system to compliment the formal system of education.
- NFE is an organised systematic educational activity carried outside the formal system of education.
- It is flexible with respect to the admission requirements, duration, timing of the programme.

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It caters particularly to the needs of the disadvantaged sections of society.

It is goal oriented and cost effective

It helps in improving the quality of life of an individual

It emphasizes learning rather than teaching

It can become successful only if it is properly financed and planned.

The instructors and supervisors involved need to be from the community involved and should be properly trained.

It covers a wide of activities such as education for illiterate adults, dropouts, women, training of unemployed etc.

NFE was an integral part of education in ancient India when literacy was not required.

It gained momentum only after the recommendations of the Kothari Commission (1964-66) and NPE (1986) were implemented,

5B

ADULT EDUCATION

UNIT STRUCTURE

5B.0 Objectives

5B.1 Historical Development of Adult Education

5B.2 Indira Gandhi National Open University (IGNOU)

5B.3 Yashwantrao Chavan Maharashtra Open University (YCMOU)

5B.4 Education offered by open and conventional universities

5B.0 OBJECTIVES

After reading the unit 813, you should be able to

- Trace the development of Adult Education in India.
- State the recommendations of Kothari Commission.
- State the objectives of National Adult Education Programme (NAEP)
- Discuss the work carried out by National Literacy Mission (NLM)
- State the salient features of IGNOU
- State the achievement highlight of YCIVIOU
- Compare the education given by open universities to education given by conventional universities.

5B.1 ADULT EDUCATION

5B.1.1 PRE-BRITISH ERA

- Education was regarded as a continuous process. It took place through discourses, debates, meetings and conferences in villages and ashrams.
- Tours and excursions were important means of adult education.
- Mass education flourished through recitation and deliberation of puranas, epics like Ramayana and Mahabharata.
- Many saints, poets and religious savants spread mass education through 'Kirians' etc.
- Education and entertainment often went together through Ramlilas, dances, theatres and folk culture.

5B.1.2 UNDER BRITISH RULE

- There were adult education programs to some extent. Mahatma Gandhi had propagated it as a mass campaign to make districts completely literate.
- Baroda rulers had tried to spread literacy and had also supplemented it through libraries. Surat also had come completely literate. But such efforts failed later because of lack of follow-up.
- Punjab government had taken a lead in setting adult education centres around 1922.
- Voluntary agencies like Karnataka Adult Education Council, Gujarat Social Education Committee, Bombay City Social Education were actively involved in adult education.

5B.1.3 POST INDEPENDENCE PERIOD

- Eradication of illiteracy was one of the major concerns of Government of India since independence. During the first five year plan, Adult Education was renamed as social Education by Maulana Azad and became a part of community Development Programme.
- Various types of efforts were tried by the states to spread literacy. Gram Shikshan Mohim initiated in Satara District of Maharashtra in 1959 was one of the successful mass campaigns.
- Distance education courses were started by the University of Delhi in 1962. Farmers' Functional Literacy was highlighted around 1970.
- In spite of these efforts, the programme of adult education literacy did not make much progress.

5B.1.4 KOTHARI COMMISSION (1964-66)

- Kothari Commission (1964-66) emphasized the importance of spreading literacy as quickly as possible. It suggested:
- Expansion of universal schooling of five-year duration for the age group 6-11
- Provision of part-time education for those children of age group 11-14 who had either missed schooling or dropped out of school prematurely.

- Provision of part-time general and vocational education to the younger adults of age group 15-30.
 - Use of mass media as a powerful tool of environment building for literacy
Setting up of libraries
 - Need for follow-up programme
 - Active role of universities and voluntary organisations at the state and district levels.
- * The National Policy of Education (1968) endorsed the recommendations of the Kothari Commission and stressed the significance of universal literacy and developing adult and continuing education as matters of policy. It gave priority to the following three programmes for eradication of literacy:
- a) Universalization of elementary education and universal retention of children up to 14 years of age
 - b) A systematic programme of non-formal education in the educationally backward states
 - c) The National Literacy Mission which aimed at making 100 million adults literate by 1997.
- * The Adult Education Programme consisted of three components:
- i) Basic Literacy (including numeracy)
 - ii) Functionality and
 - iii) Civic Awareness.
- The University Grants Commission, in 1971 decided to assist the universities in adult education, on a sharing basis of 75:25.
 - Departments of continuing Education took up the work and slogans like 'Each One, Teach One' fired the imagination of the students as well as educated individuals. However the program fizzled out gradually

5B.1.5 National Adult Education Programme (NAEP)

NAEP was inaugurated on 2nd October 1978. Its objective was "to organise adult education programmes, with literacy as an indispensable component, for approximately 100 million illiterate persons in the age-group 15-35 with a view to providing them with skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment.

In a nut shell the three basic components of the NAEP were the three R's, social awareness and functionality.

The programme was successful to limited extent.

5B.1.6 National Policy of Education (1986)

NPE (1986) emphasized the importance of adult education and the need to eradicate illiteracy particularly in:

- a) the age group 15-35
 - b) women and
 - c) scheduled castes and scheduled tribes from rural areas
- It sought the involvement of voluntary agencies, social activists and political parties.
 - It started Mass Programmes of Functional Literacy (MPEL).

5B.1.7 JANA SHIKSHAN NILAYAMS (JSM)

- JSM were established for clusters of villages for providing effective post literacy continuing education. Facilities of libraries reading rooms Charcha Mandals, cultural activities, radio and television were provided.
- Good learning materials, teachers' guides to training and research were prepared by State Resource Centres (SRC) District Resource Centres (DRC), District Institutes of Education and Training (DIETS).

5B.1.8 NATIONAL LITERACY MISSION (NLM)

- In 1988, the Government of India launched a National Literacy Mission (NLM) for eradication of illiteracy. It set a target of making eight crores of illiterate functionally literate by 1995.
- Nation wide movement was organised for increasing peoples awareness and motivation.
- It tried to generate support from all quarters - voluntary agencies, mass media, educational institutions youth, military and para military personnel.
- For the first time, an area specific, time-bound, volunteer based campaign approach was implemented & the community was made responsible for running its own development programmes.

- The NLM received international recognition when it was awarded UNESCO's NOMA Literacy Prize for 1999.
- NLM later adopted an 'Integrated Approach' to attain its next goal of achieving 75% literacy by 2005,
- It founded on Total Literacy Campaign (TLC) as well as Past Literacy Programme (PLP)
- To promote decentralisation, State Literacy Mission Authorities were given authority to sanction continuing education projects to districts and literacy related projects to voluntary agencies in their states and also provide financial assistance to them.

The NLM also stressed on monitoring and systematic evaluation of adult education programmes.

The scope of programme is now enlarged to include children in the age group of 9-14 years in areas not covered by non-formal education programme.

Special case is taken to include disadvantaged groups like women and scheduled center and scheduled tribes. The basic aim is to create a generation which will ensure that their children are educated.

5B.1.9 REASONS FOR THE LACK OF SUCCESS

Some of the reasons for the lack of significant success of adult education in India are:

- 1) Problem of sustaining momentum
- 2) Insufficient financial support
- 3) Problem of pedagogy because though the number of mother tongues identified in 1652, only 15 major literacy languages have been given political support
- 4) Problem of script - sometimes more than one script needs to be taught / learnt by the linguistic minorities.

Ultimately, one cannot overlook the importance of adult education in India because "persons without proper education have shaky confidence and in a fast-changing environment of economic and cultural change, they will continue to be sidelined unless their capacities are actively consolidated improved so as to encounter the total outside on equal terms."

Check your progress - 5

1. State the suggestions made by Kothari Commission with respect to spread of literacy
2. Discuss the contribution of NPE - 1986 in adult education
3. State the important features of NLM
4. Give any 3 reasons for the failure of adult education in India

Paper - IV

5B.2 INDIRA GANDHI NATIONAL OPEN UNIVERSITY

IGNOU

- Indira Gandhi National Open University was established in 1985 to democratize higher education. The aim was to provide cost-effective, quality education to large sections of population including those living in remote and far flung areas.
- Within twenty years of its inception IGNOU has become a premier educational institution in the country. The University has been a pioneer in Distance Education and the recipient of the Centre of Excellence in Distance Education award conferred by the Commonwealth of Learning in 1993.
- IGNOU has about 14mm students with extremely varied profiles, spread all over the country.
- It has an efficient and effective networking of 48 Regional Centers, 4 Sub-Regional Centers and over 1403 Study Centers, to provide easy access and effective support services to the learners.
- These include Programme Study Centres (PSCs) as well as Special Study Centres for SC/STs, minorities, differently-abled, jail inmates, and personnel of different wings of defence and para-military services
- The University has begun to focus on the educationally backward regions. Educational and training initiatives in the North-East (NE) states and Sikkim are currently under way. These initiatives have led to the creation of basic infrastructure using the latest developments in Information and Communication Technologies (ICT) for the Region. Quality and equity have been the guiding principles behind all its endeavors

OBJECTIVES

1. To impart education and knowledge through various means suited to the Open and Distance Education Mode.
2. To provide not only higher education to large sections of the population, but particularly disadvantaged segments of society,
3. To encourage, coordinate and assist Open Universities and Distance Education systems while determining standards in such systems in the country.
4. To provide national integration and strengthen the natural and human resources of the country through the medium of education.

FUNCTIONS

IGNOU has two main functions:

- (i) It offers various academic programs that lead to Certificates, Diplomas and Degrees. It develops and produces courses for delivery through open learning and distance education mode. IGNOU is also actively involved in research, training and extension education activities.
- (ii) In its capacity as an Apex Body, it co-ordinates and monitors distance education system throughout the country. IGNOU has also constituted the Distance Education Council and has provided expertise and assistance to other Open and Distance Learning Institutions in the country.

FEATURES

IGNOU stands significantly apart from other universities because of:

- national jurisdiction
- flexible admission rules
- individualized study: flexibility, in terms of place, pace and duration of study
- use of latest educational and communication technologies
- student support services
- cost-effective programs
- modular programs
- resource sharing, collaboration and networking between other Open Universities
- The Indira Gandhi National Open University (IGNOU), since its establishment in 1985, has contributed significantly to the development of higher education in the country through the distance mode. The University

follows a learner-centric approach and has successfully adopted a policy of openness and flexibility in terms of relaxed entry qualifications, period required for completion of a programme and place of study.

PROGRAMS

- The University at present offers about 80 programmes of study through 854 courses.
- These programmes are in widely diverse areas and at different levels covering Doctorate degree, Master's and Bachelor's degree, Postgraduate and Undergraduate diplomas and certificates.
- A candidate is awarded his/her degree after the successful completion of the chosen programs.
- GNOU engages experts from all over the country for the design and development of their courses and programs, ensuring the quality and effectiveness of its study materials.
- The education is disseminated in conventional as well as emerging inter-disciplinary areas such as Consumer Protection, Disaster Management, Environment, Human Rights, Tourism, Women Empowerment and Child Development, Participatory Forest Management, Participatory Planning, Resettlement and Rehabilitation, Teacher Education, Food and Nutrition, Continuing Medical and Health Education, HIV/AIDS, Laboratory Techniques, and On-line Learning. One of the notable contributions has been to achieve greater access to programmes which were hitherto exclusively limited to face-to face classroom transactions. These include Physical and Natural Sciences, Nursing, Health, Engineering and Technology, Computers, Bachelor of Education (B.Ed) and Library and Information Sciences.

OUTREACH

- * The University has extended its outreach beyond the borders of the country. The University has entered into bilateral and multilateral cooperation and alliances with several countries, especially in Asia and Africa: United Arab Emirates (Dubai, Al Ain, Sharjah, Fujairah), Qatar, Kuwait, Oman, Bahrain, Abu Dhabi, Seychelleus, Mauritius, Maldives, Ethiopia, Madagascar and Liberia
- * To promote international understanding, the University has a scheme of fellowships for academics and other staff working in the open universities of Asia under the Inter-University Staff Exchange Scheme. The University hosts, Supports and participates in national and international conferences to give impetus to research and academic activities of the faculty and staff.

TRAINING IN METHODOLOGIES

- The University has developed capabilities for training in distance education methodologies. It has successfully organised training workshops for:
- Staff and faculty from within IGNOU as well as State Open Universities (SOUs), Correspondence Course Institutes (CCIs),
- Administrative staff of government agencies, and overseas faculty. These have been conducted through joint coordination of Schools of Studies, Staff Training and Research Institute of Distance Education (STRIDE), Distance Education Council (DEC), and national and international sponsoring agencies.

SUPPORT

- * The academic programmes of the University have multiplemedia support.
- * The University has facilities for audio, video, radio, television. interactive radio and video counselling as well as teleconferencing.
- * IGNOU has also been identified as the nodal agency for running a 24 hour educational TV channel - Gyan Darshan - in collaboration with other institutions of higher learning. Gyan Vani is emerging as a massive radio cooperative network of several FM radio station exclusively devoted to education.
- * This would lead to greater cooperation amongst Indian universities.
- * All Regional and Study Centres of IGNOU have been provided with the necessary equipment to facilitate easy access to multiple-media support.

THE INSTITUTIONAL VALUES

The institutional values that guide the university in the fulfilment of its mission are:

- Learner-centric education.
- Empowering the disadvantaged and the unreached.
- Professional integrity.
- Functional autonomy and informed decision -making.
- Total Quality Management (TQM) for excellence.
- Networking, collaboration and resource-sharing.

- Continuous self-assessment and self-improvement for systemic growth.

METHOD OF INSTRUCTION

Indira Gandhi National Open University has adopted a multimedia approach to instruction. The different components being- self instructional materials, counselling sessions, both face-to-face and via teleconferencing mode. For courses in Science, Computers, Nursing as well as Engineering and Technology, arrangements have been made to enable students undertake practical classes at select study centers.

FLEXIBILITY

- In the tradition of Open Learning, IGNOU provides considerable flexibility in entry qualification, place, pace and duration of study to students. A Bachelor's Degree Program (i. e. B.A./B.Com./B.Sc.) of 3 years duration can be completed in 8 years if the student to desires.

CREDIT SYSTEM

- IGNOU follows a credit system that is based on the time factor involved in studying. One credit is equivalent to 30 study hours inclusive of all learning activities.
- Different programs have different credit requirements. Students have the right to collect credits at their own pace, convenience and according to their own capability.
- IGNOU also provides a credit transfer facility whereby credits may be transferred from any other University to IGNOU after fulfilling the necessary requirements.

EVALUATION

At IGNOU a two-tier system of evaluation is followed:

- Continuous evaluation through tutor-marked/computer-marked assignments, practical assignments, project work, and
- Term-end examinations.
- Assignments and Term-end exams are mandatory. Proportionate weightage is given to both assessment components for evaluation purposes.
- Students securing the highest score at the first attempt are awarded gold medals during the annual convocation ceremony of the University.

STUDENT SUPPORT SERVICES

IGNOU has a wide network of study, work and program centers through which it reaches out to its students located in different parts of the country. Academic counselling is an important instructional component of distance teaching/learning and consists of tutoring and general counselling. Work centers have been established for programs with practical components, i.e. Laboratory Classes.

At a study centre, the following facilities are extended to students.

- _ Subject-specific academic-counselling by part-time academic counsellors
- _ Audio and Video viewing facilities Library facilities
- _ Participation in Teleconferencing
- _ Information services related to rules, regulations, procedures, schedules, etc. of the University.
- _ Submission of assignment- responses for tutor-comments and grading / marking and
- _ Term-end examination

Paper - IV

5B.3 YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY - YCMOU

INTRODUCTION

- Yashwantrao Chavan Maharashtra Open University (YCMOU) was established in July 1989 by the Act XX-(I 989) of the Maharashtra State Legislature. It is the fifth Open University in the country. YCMOU is a state university supported by the government of Maharashtra. The jurisdiction of this university is entire state of Maharashtra. The university has been recognized by the UGC in December 1992.
- The Yashwantrao Chavan Maharashtra Open University was honoured with the prestigious 'Award of Excellence for institutional Achievement' for the -year 2002. The award was conferred by the Commonwealth of Learning (COL) Canada, an intergovernmental organisation created by the Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

- The award was given for 'recognizing significant achievement in the innovative and effective application of appropriate learning technologies to reach students who might otherwise not have participated in the learning or training experience'
- YCMOU is the first Open University in the country to have received this award.
- An extract from the citation accompanying the award reads:
 - "What impressed the panel particularly was the institution's use of technology, not just to attract a wide range of learners but to provide sustained academic support to retain them in the system. To do this, the university did not adopt a 'one-size-fitsall' approach. It used a variety of practices in line with students' needs, preferred learning styles and access to technology."
- The Head office of the university is located at Nashik. The university operates through its eight Regional Centers (RCs) at Amaravati, Aurangabad, Kolhapur, Mumbai, Nagpur, Nanded, Nashik, Pune and many Study Centers (SCs).
- The university provided relaxed entry procedures and yet maintains its standards for examinations, The university may admit a student even when he is studying in another university / Board or is continuing his professional career. It also does not ask for documents like Transfer Certificate at the time of admission. At the same time the university takes all precautions to ensure that the standards and quality of, education and examinations, are preserved.

PROGRAMS

- * About 54 different academic programs, ranging from short-term, certificate programs up to Ph.D. and research level programs and 204 different courses (subjects) are offered through this university.
- * The diversity of content covered - encompasses agriculture, general education, teacher education, journalism, library science, management science, electronics engineering and several multi-skilled vocations.
- * Every year, about 1 lakh new students are registered for various programs, while total number of registered students on the roll is about 4 lakh.

ACHIEVEMENT HIGHLIGHTS OF YCMOU

- * Wide range of academic programs

- The diversity of content
- The impact made on the Agricultural Sector - covering about 36,000 students
- The Service Sector - reaching out to about 80,000 students and
- The Industrial Sector with a cumulative enrolment of about 200,000 learners.

STUDENT SUPPORT

- Special initiatives are taken for enriching student support
- The technological inputs are provided through online counseling and online self-testing
- The scientific approach to student evaluation and the attention to Quality and Cost effectiveness are noteworthy.
- It is also worthy to note that starting from just 3 academic programs enrolling merely 1590 students who were serviced by 15 study centres in the year 1989, the university now enrolls more than 100,000 learners annually, has 75 academic offerings and runs 1450 study centres
- About 4300 counselors impart academic impart academic instructions in 3 major languages, which include English, Hindi, and Marathi

Check your progress - 6

1. State the objectives of IGNOU
2. What are the salient features of IGNOU
3. Highlight the achievement of YCMOU
4. How does YCMOU provide support for its students?

5B.4. DISTANCE EDUCATION OFFERED BY OPEN UNIVERSITIES

This has been covered through IGNOU and YCMOU.

5B.4.5 DISTANCE EDUCATION OFFERED BY CONVENTIONAL UNIVERSITIES

INTRODUCTION

Conventional universities originally belonged to formal system of education. But nowadays quite a number of universities about 106 have started institutes of Distance Education which cater to the needs of learners who are 'staying in far away places or / and do not have time to join a regular course offered by the university.

One example of such a university is university of Mumbai which established the 'Directorate of correspondence courses' in the year 1971-72 which was designated as 'Directorate of Distance Education' in the year 1985.

Any person residing in India is permitted to register for available courses with the Directorate. Such courses generally cater to employed persons housewives, physically handicapped and others. There is an increasing trend in the enrolment of Students 'in distance education.

The distance education institutes have grown to such extent that most have their own core faculty to oversee the delivery of its various courses.

SPECIAL FEATURES

- 1 . Curricular content, mode of examination and the degree to be awarded are the same as applicable to the colleges affiliated to the University of Mumbai
2. UGC - NAAC has awarded 5 STAR rating to the University of Mumbai.
3. Library / Reading - room facilities in Mumbai and Ratnagiri.
4. Home lending of books against deposit.
5. Printed study material in English (also in Marathi in selected subjects only)
6. I.D.E. ON INTERNET:- The information on admission, date of submission of exam form exam time table, dates, centres, exam results and guidance lectures is released on Internet Website <http://www.mu.ac.in>
7. Audio-Visual Centre located at Vidyayanagari provides for listening and viewing of Curriculum based Audio-Video cassettes.

FACILITIES FOR LEARNING

(a) Library: The learners can make use of the Library and Reading Room facilities at the university campus.

(b) Personal Contact Programmes (P.C.P.): A Personal Contact Programme (P.C.P.) is conducted every year at different centres. The learners can meet the faculty in order to receive guidance and to have their difficulties resolved.

SYSTEM OF EXAMINATION:

Examinations are held each year for all courses. Examinations are conducted by examination section of I.D.E. and Examination Section of University. Supplementary examinations are also conducted for under-graduate and post-graduate learners. Examinations are conducted at various centres

by the University of Mumbai and hence it established the Directorate of Correspondence Course in the year 1971-72 which was designated as "Directorate of Distance Education" in the year 1985 and the post of full time Director was created in the grade of Professor. Consequent upon the upgradation, the jurisdiction of the Directorate of Distance Education was extended. Any person residing in India was permitted to register for the available courses with the Directorate. Since the U.G.C. had been, time and again, recommending that the CCI's be upgraded and be allowed to enjoy certain amount of autonomy and flexibility in its functioning, in the year 1993, the Directorate of Distance Education was upgraded as 'Institute of Distance Education' It thus acquired a status as a 'University Institution'.

Over the last 30 years, the Institution has been catering to the needs of those who have been unfortunately deprived of the opportunity of formal education. Our courses, though conventional in nature have been catching the imagination of those who have keen desire to acquire and / or to update knowledge, skills and competence but who have been kept away from the teacher or teaching institutions on account of economic, social and such other consideration. They, generally include employed persons, housewives, physically handicapped and others, Consequently, there has been an increasing trend in the enrolments of students in the Institution. At present, total number of students registered for different courses in the Institute are more than 38 thousand during the year 2000-2001. The Institute now has core faculty of its own to oversee the course delivery of its various courses,

1. COURSES OFFERED:

The following courses are offered by the Institute of Distance Education (I.D.E.). Qualified candidates residing in India are eligible to seek admission.

A. GRADUATE COURSES:

1. B.A. (F.Y., S.Y. & T.Y.): 3 Year's Integrated Degree course with Study Material Minimum Qualification: H.S.C. (XII Std. Exam.) or equivalent examination passed for admission to F.Y.B.A. Course.

2. B.Com. (F.Y., S.Y., & T.Y.): 3 Year's Integrated Degree course with Study Material

Minimum Qualification: H.S.C. (XII Std. Exam.) Commerce or equivalent examination passed for admission to F.Y.B.Com. Course.

**B. POST-GRADUATE COURSES:
SPECIAL FEATURES**

Special features of Distance Education offered by Conventional Universities

- 1) Curricular

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PRACTICAL WORK

As part of practical work the learner is expected to carry out two activities.

- a) Interview any five school dropouts. b) Write a detail report on visit is given any one non-formal educational center,

The guidelines for the above is given along with this.

The school dropouts could be from any standards and from any socio, economic background. Read through the given questionnaire and write a detail report for each of the five school dropouts.

Similarly choose any non-formal educational center and write a detail report according to the guide lines given,

UNIT 6 PRACTICAL WORK

- a) Interview of five school dropouts

Questionnaire:

1. Name of student:
2. Age:
3. Sex
4. Class last studied:
5. Name of the school last attended:
6. Type of school : Pvt / Aided / Govt Municipal
7. Family detail:
 - A) i) name of father: ii) occupation: iii) income (yearly):
 - B) i) Name of mother: ii) occupation: iii) income (yearly):
 - C) No of children:
 - D) Birth order of the child:
 - E) Socio economical background: Low / Middle High
8. Reasons for dropout: (Tick one or more)
 - a) finance b) Girl child:
 - c) Lack of interest d) Work in the house/outside house & study:
 - e) Take care of younger siblings: f) Too much homework: g) Distance too long: h) Education not challenging: i) Any other (specify):

9. Would you like to continue your studies (Tick): Yes / No
 - i) If yes why?
 - ii) If no why?
 (Give reasons)
 10. Would you like to go to the same school or any other educational institution (eg NOS)
 - b) A detail report on visit to any one Non-formal Educational center. Guide line: 1) Name of the center: 2) Location / Address: 3) When was it established: 4) Courses offered a) How many: 1 2 3 4 more b) Name of the course:
 - 5) Duration of each course: a) b) c) d)
 - 6) Fee for each course a) b) c) d)
 - 7) Curriculum of course course content
 - 8) Availability of resources material & Is the content self explanatory, enriched: V G G S
 - 9) No of contact classed provided [total]:
 - 10) How often: once a month / twice a month Once a quarter
More
 - 11) Guidance facilities:
 - a) email b) internet c) personal d) all the above
 - 12) No of faculty members in each course
 - 13) No of students enrolled for each course.
 - 14) Library facilities available in the- premises: Yes No
 - 15) No of books one could borrow at a time
 - 16) Time duration of library books to return
 - 17) Expertise provided for all subjects / some subjects few subjects
 - 18) Feed back given immediately
 - 19) Evaluation of the assignment fair/ Biased
 - 20) Facilities for practical work satisfactory / Good / V Good
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