

POST-GRADUATE DEGREE PROGRAMME (CBCS)

**IN
EDUCATION**

SEMESTER-IV

EDE-418 (DIE)

DEVELOPMENT OF INDIAN EDUCATION

ELECTIVE PAPER

Self-Learning Material



**DIRECTORATE OF OPEN AND DISTANCE LEARNING
UNIVERSITY OF KALYANI
KALYANI-741235, WEST BENGAL**

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Director's Message

Satisfying the varied needs of distance learners, overcoming the obstacle of Distance and reaching the unreached students are the three fold functions catered by Open and Distance Learning (ODL) systems. The onus lies on writers, editors, production professionals and other personnel involved in the process to overcome the challenges inherent to curriculum design and production of relevant Self-Learning Materials (SLMs). At the University of Kalyani a dedicated team under the able guidance of the Hon'ble Vice-Chancellor has invested its best efforts, professionally and in keeping with the demands of Post Graduate CBCS Programmes in Distance Mode to devise a self-sufficient curriculum for each course offered by the Directorate of Open and Distance Learning (DODL), University of Kalyani.

Development of printed SLMs for students admitted to the DODL within a limited time to cater to the academic requirements of the Course as per standards set by Distance Education Bureau of the University Grants Commission, New Delhi, India under Open and Distance Mode UGC Regulations, 2020 had been our endeavor. We are happy to have achieved our goal.

Utmost care and precision have been ensured in the development of the SLMs, making them useful to the learners, besides avoiding errors as far as practicable. Further suggestions from the stakeholders in this would be welcome.

During the production-process of the SLMs, the team continuously received positive stimulations and feedback from **Professor (Dr.) Amalendu Bhunia, Hon'ble Vice-Chancellor, University of Kalyani**, who kindly accorded directions, encouragements and suggestions, offered constructive criticism to develop it with in proper requirements. We gracefully, acknowledge his inspiration and guidance.

Sincere gratitude is due to the respective chairpersons as well as each and every member of PGBOS (DODL), University of Kalyani. Heartfelt thanks are also due to the Course Writers-faculty members at the DODL, subject-experts serving at University Post Graduate departments and also to the authors and academicians whose academic contributions have enriched the SLMs. We humbly acknowledge their valuable academic contributions. I would especially like to convey gratitude to all other University dignitaries and personnel involved either at the conceptual or operational level of the DODL of University of Kalyani.

Their persistent and coordinated efforts have resulted in the compilation of comprehensive, learner-friendly, flexible texts that meet the curriculum requirements of the Post Graduate Programme through Distance Mode.

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University of Kalyani

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SYLLABUS

Full Marks – 100

SEMESTER – IV

EDE-418 (DIE): DEVELOPMENT OF INDIAN EDUCATION

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EDE-418 (DIE)
DEVELOPMENT OF INDIAN EDUCATION
Block-1
Education after Independence
Unit-1
Constitutional Provisions of Education and different
Commission in India

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1.1.2: Objectives

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1.1.10: Assignment

1.1.1: Introduction

We shall discuss about various constitutional provisions of Education and RTE ACT, 2009 .in this unit. After gaining independence, a number of Commissions were constituted in an effort to address the issues of education and develop the education system of India. These include University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) and National Knowledge Commission (2005). This unit will critically analyze all major recommendations of these commissions.

1.1.2: Objectives

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

- describe major constitutional Provision of Education including RTE Act
- discuss the recommendations of the University Education Commission, 1948-49;
- discuss the recommendations of the Secondary Education Commission 1952-53;
- analyze the impact of recommendations of Indian Education Commission (1964-66) on various levels, and
- Discuss major recommendations of National Knowledge Commission (2005).

1.1.3: Constitutional Provisions and Right to Education Act, 2009

1.1.3.1: Various Constitutional Provisions Relating to Education

The Indian Constitution has made following provisions regarding Education:

1. Article 21A. Right to education: The state shall provide free and compulsory education to all children of the age of 6 to 14 years in such a manner as the state may, by law determine. [inserted by the constitution (86th Amendment) Act,2002].
2. Article 27. Freedom as to payment of taxes for promotion of any particular religion: No person shall be compelled to pay any taxes, the proceeds of which are specifically appropriated in payment of expenses for the promotion or maintenance of any particular religion or religious denomination.
3. Article 28. Freedom as to Attendance at Religious Instruction or Religious Worship in Certain Educational Institutions:
 - a) No religious instruction shall be provided in any educational institution wholly maintained out of state funds.
 - b) nothing in clause
 - I. Shall apply to an educational institution which is administered by the state but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.
 - c) No person attending any educational institution, recognised by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in institution or in any premises attached there to unless such person or, if such person is a minor, his guardian has given his consent.

4. Article 29. Protection of interests of minorities:
 - (1) Any section of the citizens residing in the territory of India or any part thereof of having a distinct language, script or culture of its own shall have the right to conserve the same.
 - (2) No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.
5. Article 30. Right of minorities to establish and administer educational institution:
 - (1) all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
 - (2) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the state shall ensure that the amount fixed or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under the clause.
 - (3) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.
6. Articles 36 to 51 of the constitution deal with the Directive Principles of State Policy. At the commencement of the constitution article 45 provided that the state shall strive to provide within 10 years from the commencement of the Constitution free and compulsory to all children up to 14 years of age. The state's liability has since been amended to cover children between 6 to 14 years of age.
7. Article 45. Provision for early childhood care and education to children below the age of 6 years: The state shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years. (substituted for the original Article 45 by the constitution 86th amendment act, 2002).
8. Article 96. Promotion of educational and economic interest of scheduled caste, Scheduled Tribes and other weaker sections: The state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the scheduled castes and scheduled tribes and shall protect them from Social justice and all forms of exploitation.
9. Article 51A. Fundamental Duties: It shall be the duty of every citizen of India who is a parent or Guardian to provide opportunities for education to his child or ward as the case may be, between the age of 6 and 14 years. [inserted by the constitution (86th amendment) act, 2002.]

10. Article 337. Special provision with respect to educational grants for the benefit of Anglo-Indian community: During the first three financial years after the commencement of this constitution, the same grants, if any, shall be made by the Union and by each state for the benefit of the Anglo-Indian community in respect of education as were made in the financial year ending on the 31st day of March, 1948.

During every succeeding period of 3 years the grants maybe less by 10%, than those for the immediately preceding period of 3 years:

Provided that at the end of 10 years from the commencement of this constitution such grants, to the extent to which they are a special concession to the Anglo Indian community shall case:

Provided further that no educational institution shall be entitled to receive any grant under this article unless at least forty percent of the annual admissions therein are made available to members of communities other than the Anglo-Indian community.

11. Article 350. Language to be used in representations for redress of grievances: every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the union or state in any of the languages used in the union or in the state, as the case maybe.
12. Article 350A. Facilities for instruction in mother tongue at primary stage: it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups and the president may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities.
13. Article 350B. special officer for linguistic minorities:
- (1) there shall be a special officer for linguistic minorities to be appointed by the president.
 - (2) It shall be the duty of the special officer to investigate all matters relating to the safeguards provided for linguistic minorities under this constitution and report to the president upon those matters at such intervals at the president may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Government of the state Concerned.
14. Article 351. Directive for development of the Hindi language: It shall be the duty of the union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with

its genius, the forms, style and expression used in Hindustani and in the other languages of India specified in the eighth schedule, and by drawing, wherever necessary or desirable for its vocabulary, primarily of Sanskrit and secondarily other languages.

15. Higher education and research: Parliament has the Exclusive rights to enact legislation in respect of Institutions and Union Agencies mentioned in entries 62,63,64,65 and 66 of list-I (Union list).

Union Agencies and institutions for-

- a) professional, vocational or technical training including the training of police officers; or
- b) the promotion of special studies of research; or
- c) scientific or technical assistance in the investigation or detection of crime.

(62) The institutions known at the commencement of this constitution as the National Library, the Indian museum, the Imperial war Museum, the Victoria Memorial and the Indian war Memorial, and other like institution financed by the government of India wholly or in part and declared by the Parliament by law to be an Institution of national importance.

(63) The Institutions known at the commencement of this constitution as the Banaras Hindu University, the Aligarh Muslim University and the Delhi University, and any other institution declared by parliament by law to be an institution of National importance.

(64) Institutions for scientific or Technical Education finance by the government of India wholly or in part and declared by Parliament by law to be Institutions of national importance.

(65) Coordination and determination of standards institutions for higher education or Research and scientific and Technical Institutions.

(66) Ancient and historical monuments and records, and archaeological sites and remains, declared by or, under a law made by Parliament to be of national importance.

15. Educational and Cultural relations with foreign countries. Entry 13 of the union list: Participation in international conferences, associations and other bodies and implementing of decision made these at.

1.1.3.2: Right to Education Act, 2009

Introduction

The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children of India. For the first time in India's history, children have been guaranteed their right to quality elementary education by the State with the help of families and communities. RTE came into force on 1st April 2010. Under the

provisions of this Act every child in the age group of 6-14 years will be provided eight years of elementary education in an age appropriate classroom in a neighborhood school till the completion of his or her elementary education. Free education means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Compulsory education casts an obligation on the appropriate government and local authorities to provide and ensure admission, attendance and completion of elementary education to every child in the age group of six to fourteen years.

The Act assigns oversight roles to the National and State Commissions for Protection of Child Rights. The National Advisory Council (NAC) and State Advisory Councils (SAC) advise on the implementation of the Act. The Act is implemented by the Department of School Education and Literacy (DSEL) under the Ministry of Human Resource Development (MHRD). The overall responsibility for the implementation of the Act vests with the state governments, who have created State Implementation Societies (SIS) for this purpose.

Expenditure under the Act is shared between Government of India (GoI) and State Governments/Union Territories (UTs) in the ratio of 65:35 (90:10 for the 8 states in the North Eastern Region (NER)) till 2014-15 and 60:40 (90:10 for the 8 NER states and the two Himalayan states of Himachal Pradesh and Uttarakhand) with effect from 2015-16. GoI is fully contributing for the expenditure in UTs with effect from 2015-16.

Main Features of the RTE Act

The Salient features of the Act, 2009 are as under:

- The right of children to free and compulsory education till completion of elementary education in a neighborhood school (Section 3).
- Ensure compulsory admission, attendance and completion of elementary education to every child in the age group of six to fourteen years (Section 3).
- Child to be admitted to an age appropriate class (Section 4).
- Sharing of financial and other responsibilities between the Central and State Governments (Section 7)
- Prescribing the norms and standards relating inter-alia, to Pupil Teacher Ratios (PTR), buildings and infrastructure, school-working days, and teacher-working hours (Section 19 & 25).
- Prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority/ state legislatures/ Parliament, and disaster relief, and appointment of appropriately trained teachers (Section 27).
- Prohibition of (i) physical punishment and mental harassment, (ii) screening procedures for admission of children, (iii) capitation fee, (iv) private tuition by teachers, and (v) running of schools without recognition (Section 13, 17 & 18).

- Protection and monitoring of the child's rights and redressal of grievances by the National and State Commissions for Protection of Child Rights (Section 31).

Provisions of the Act:

Provision and Protection of Education to Children

The following sections of the Act deal with important aspects of provision and protection of free and compulsory education to all children of the age of six to fourteen years.

Section 3: Right of child to free and compulsory education:

- Every child of the age of six to fourteen years shall have a right to free and compulsory education elementary education in a neighborhood school till completion of elementary education.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:
- A child suffering from disability shall have-the-right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

Section 4: Special provisions for children not admitted to, or who have not completed elementary education:

- According to this section, where a child above six years of age has not been admitted in any school or though admitted could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age:
- Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, has a right to receive special training, in such manner, and within such time-limits, as may be prescribed;
- Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

Section 5: Right of transfer to other school: This section deals with right of a child to transfer to other school.

- 1) Where, in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of Section 2, for completing his or her elementary education.
2. **Where a child is required to move from one school to another, either within a state or outside, any reasons whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of Section for completing his or her elementary education.**

3. For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate: a Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school; a Provided further that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her. Under section 31 of the Act, protection of right of children to free and compulsory education has been provided in the name of monitoring and Section 32 by providing redressal for grievances.

Section 6: Duty of appropriate Government and local authority to establish school: For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood as may be prescribed, a school where it is not so established, within a period of three years from the commencement of this Act.

Section 7: Sharing of financial and other responsibilities: These are as follows. 1) The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act. 2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act. 3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues, such percentage of expenditure referred to in sub-section (2) as it may determine, from time to time, in consultation with the State Governments.

Section 8: Duties of appropriate Government:

The appropriate Government shall:

- a) provide free and compulsory elementary education to every child. The term “compulsory education” means obligation of the appropriate Government to provide free elementary education to every child of the age of six to fourteen years; and ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;
- b) Ensure availability of a neighborhood school as specified in Section 6;
- c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- d) provide infrastructure including school building, teaching staff and learning equipment;
- e) provide special training facility specified in Section 4;
- f) ensure and monitor admission, attendance and completion of elementary education by every child;

- g) ensure good quality elementary education conforming to the standards and norms specified in the Schedule; h) ensure timely prescribing of curriculum and courses of study for elementary education; and i) provide training facility for teachers.

Section 9: Duties of local authority:

Every local authority shall:

- a) provide free and compulsory elementary education to every child:
Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;
- b) Ensure availability of a neighborhood school as specified in Section 6;
- c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- d) Maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed; .
- e) Ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;
- f) Provide infrastructure including school building, teaching staff and learning material;
- g) Provide special training facility specified in Section 4; b) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;
- i) ensure timely prescribing of curriculum and courses of study for elementary education;
- j) Provide training facility for teachers;
- k) Ensure admission of children of migrant families;
- l) Monitor functioning of schools within its jurisdiction; and
- m) Decide the academic calendar.

Section 10: Duty of parents and guardian: It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighborhood school.

Section 11: Appropriate Government to provide for pre-school education: With a view to prepare children above the age of three years for elementary education and to provide

early childhood care and education for all children until they complete the age of six years, the appropriate Government may make arrangement for providing free pre-school education in for such children.

Section 16: Prohibition of holding back and expulsion: No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Section 17: Prohibition of physical punishment and mental harassment to child: It is as follows. 1) No child shall be subjected to physical punishment or mental harassment. 2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

Section 18: No School to be established without obtaining certificate of recognition: It provides as follows. 1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

Section 19: Norms and standards for a school: These include the following. , 1) No school shall be established, or recognised, under section 18, unless it I fulfils the norms and standards specified in the Schedule.

Section 23: Qualifications for appointment and terms and conditions of service of teachers: These are as provided below. 1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher. A teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1) shall acquire such minimum qualifications within a period of five years. The salary and allowances payable to and the terms and conditions of service of teachers shall be such as may be prescribed.

Section 24: Duties of teachers and redressal of grievances:

Sections 24 and 28 of the Act prescribe certain duties of the teachers. It states as follows.

- 1) A teacher appointed under sub-section (1) of Section 23 shall perform the following duties, namely,-
 - a) maintain regularity and punctuality in attending school;
 - b) Conduct and complete the curriculum in accordance with the provisions of sub-section (2) of Section 29;
 - c) Complete entire curriculum within the specified time;
 - d) Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;

- e) Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress is made in learning and any other relevant information about the child; and
 - f) Perform such other duties as may be prescribed.
- 2) A teacher committing default in performance of duties specified in sub-section (I), shall be liable to disciplinary action under the service rules applicable to him or her: Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.
- 3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

Section 25: Pupil-Teacher Ratio: It is as follows. 1) Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school. At least one teacher for every thirty children for first class to fifth class and at least one teacher for every thirty-five children for sixth class to eighth class.

Section 28: Prohibition of private tuition by teacher: No teacher shall engage himself or herself in private tuition or private teaching activity.

Section 29: Curriculum and evaluation procedure: It provides as follows. 1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. 2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (I), shall take into consideration the following, namely,

Section 30: Examination and completion certificate: It is as follows. 1) No child shall be required to pass any Board examination till completion of elementary education. 2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

- a) conformity with the values enshrined in the Constitution;
- b) all round development of the child'
- c) building up child's knowledge, potentiality and talent;
- d) development of physical and mental abilities to the fullest extent;
- e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- g) making the child free of fear, trauma and anxiety and helping the child to express views freely;

- h) Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

Section 31: Monitoring of child's right to education:

It states as follows. 1) The National Commission for Protection of Child Rights constituted under Sec. 3, or, 3s the case may be, the State Commission for Protection of Child Rights constituted under Section 17 of the Commissions for Protection of Child Rights Act, 2005 (4 of 2006), shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely: a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation; b) inquire into complaints relating to child's right to free and compulsory education; and c) take necessary steps as provided under Sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

1.1.4: Radhakrishnan Commission Or The University Education Commission, 1948-49

Introduction

University Education Commission (1948-49) was the first Commission on education after Independence. The University Education Commission was appointed by the Government of India, "to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the Country". Dr. S. Radhakrishnan was the Chairman of the Commission. That is why it is popularly known as the Radhakrishnan Commission. Its major emphasis was on higher education. The Commission's Report consisted of 18 Chapters.

Aims and objectives of Higher Education

The Commission suggested that Higher Education plays a crucial role in the development of India. The aims and objectives of Higher Education proposed by the Commission are as follows:

- To produce such person who are physically healthy and mentally intellectual
- To produce such person who may provide leadership in politics, administration, business, commerce, and Industry
- To produce such person who are farsighted intelligent and mentally superior and may contribute in Social reforms
- To acquaint with the cultural heritage and To produce such youth who preserve cultural heritage and contribute to it in future
- To develop character of the Students

- To develop the feeling of national discipline among the students
- To train for democracy and To develop, preserve and refine democratic values – Equality, Freedom , Fraternity and Justice among the Students
- To develop World Fraternity and Internationalism among the students
- To develop spirituality among the students
- To impart vocational and professional training

Organization and Structure of University Education

The following recommendations were made by the commission in regarding the Organization and Structure of University Education:

- Higher education should be organized at three levels-Graduation, Post –graduation and Research work.
- The curriculum should be of three years for Graduation, for post –graduation of 2 years and minimum duration of research work is of 2 years.
- Higher education should be grouped into three categories – Arts , science and Vocational and Technical.
- Vocational and Technical education should be further classified into 6 categories namely – Agriculture, Commerce, Engineering and technical, Law, Medicine and Teacher Training.
- Separate Department should be opened in the universities for the Arts, Science and vocational and technical Subjects.
- Independent affiliated Colleges should be established for agriculture, Commerce, Engineering and Technology, medical and Teacher Training.
- For the Higher Education and research work in Agriculture , separate Agriculture University should be Established in Rural Areas

Courses of Study

The Commission made following recommendations on Courses of Study:

- Students will be admitted to Colleges and Universities in the faculties of Arts and Sciences and in the professional schools after successful completion of twelve years of schooling or intermediate.
- Master’s degree will be given to honours students after one year of study beyond the bachelor’s degree, and students are to be passed after two years beyond the Bachelor’s Degree.
- Both Universities and Secondary Schools should begin the study of the theory and practice of general education, and undertake preparation of theory as well as practical courses and literature for general education courses will be developed which will give the student the best possible acquaintance with and mastery of the contents.

- Without unnecessary delay the principles and practice of general education should be introduced, so as to correct the extreme specialization which now is common in our intermediate and degree programs.
- The relation between general and special education should be worked out for each field, keeping in mind the general interests of the student and their special occupational interest

Medium of Instruction

The view of the Commission about Medium of Instruction was that:

- Whichever form of Hindi is ultimately chosen as the official language of the Indian Federation will become the language of business, administration and teaching and research.
- English be replaced as early as possible as the medium of instruction for higher education by an Indian language.
- Implementation of three languages-the regional language, the Federal language and English in school education (the last one in order to acquire the ability to read books in English).
- Higher education should be imparted through the regional language with the option to use, the Federal language as the medium of instruction either for some subjects or for all Subjects.
- Immediate steps should be taken for developing the Federal and Regional languages.
- English should be studied in High Schools and in the Universities in order that we may keep in touch with the ever growing knowledge

Teaching Staff of Universities & Colleges

Regarding teaching Staff of Universities & Colleges, the main recommendations given by the Commission were as follows:

- The importance of teachers and their responsibility should be recognized.
- conditions in the Universities which are suffering from lack of finances and consequent demoralization be greatly improved;
- there may be four classes of Teachers-Professors, Readers, Lecturers and Instructors;
- each University should have some Research Fellows; and
- promotions, from one category to another should be solely on grounds of merit

Standards of Teaching

The Commission made following major recommendations regarding Standards of Teaching:

- Admission to the university courses should correspond to that of the present intermediate examination, i.e., after the completion of 12 years of study at a school or an intermediate college.
- Each province should have large number of well-equipped and wellstaffed intermediate colleges (with classes IX to XII or VI to XII).

- In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened.
- Refresher courses are organized by the universities for high school and intermediate college teachers.
- In order to avoid overcrowding at universities and colleges, the maximum number in the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1,500.
- The number of working days be substantially increased to ensure a minimum of 180 in the year.
- Lectures should be carefully planned and supplemented by tutorials, library work and written exercises.
- There should be no prescribed textbooks for University courses.
- Tutorial instruction should be developed in all institutions imparting University education.

Examination Reforms

The Commission made the following recommendations regarding Examinations:

- A thorough study of the scientific methods of educational testing and appraisal should be undertaken by the Ministry of Education, and at the Universities with a view to applying the results of the study in Indian educational practice.
- The Ministry of Education should have one or two experts who are skilled in the preparation and use of objective tests and who understand the underlying procedures and principles, preferably persons who have a Doctorate in this field.
- Each University should have a permanent full time Board of Examiners with a small staff of assistants who can do clerical and routine work. All the members of the Board, which need not exceed three in number, should have at least five years' teaching experience and at least one should be a highly expert person in the field of testing and statistics.
- A battery of psychological and achievement tests should be developed for use in the higher secondary stage for the final test at the end of twelve years of schooling.
- A set of objective progress tests for guidance and for evaluating classroom progress should also be developed immediately.
- Teacher must evaluate student continuously in classroom.
- The type of question, method of examination should be thoroughly changed with a view to making it more reliable and valid.
- Essay type questions should be supplemented by objective type of questions.' oral examinations should be used'.
- Internal assessment should be introduced' The system of grace marks should be abolished'

Women's Education

The Commission also pointed out the need for establishing colleges for women with adequate facilities and conducive atmosphere. The Commission made following recommendations regarding Women's Education were:

- Educational opportunities for women should be increased.
- Appointment of educational guidance instructors to help women to get a clear view of their real educational interests.
- College programs should be so designed that it will be possible for the women to equally participate with the male students.
- Standards of courtesy and social responsibility should be emphasized on the part of male students in co-education Colleges
- Ordinary amenities and decencies of life should be provided for women in colleges.
- Female teachers should be paid the same salaries as male teachers for equal work.
- Standards for courtesy and social responsibility should be emphasized on the part of men in college
- They should be provided laboratory experience in a baby home and nursery school etc. Special courses of study for women: These are Home Economics, Nursing Teaching and Fine Arts.

Rural Universities:

Dr. Radhakrishnan Commission (1948-49) recommended establishing rural universities as early as possible in rural est areas. The Commission emphasized the need for establishing rural universities surrounded by rural colleges to meet the needs of rural reconstruction in agriculture and industry. Regarding Rural Universities and Colleges, the Commission said: "the general advancement of rural India will call for an ever increasing range and quality of skill and training. To supply these and to meet the requirement of an educated citizenship, a system of rural colleges and universities necessary" (Report of Radha Krishnan Commission). According to Dr. Radhakrishnan, Central Government should establish at least one rural university in the First Five Year plan, he recommended that special attention should be paid for higher education in rural areas. Here are the key recommendations regarding Rural Universities:

- **Integration with Rural Life:** The Commission emphasized that rural universities should be closely integrated with rural life and address the specific needs and problems of rural communities. This includes focusing on agricultural education and rural development.
- **Focus on Rural Development:** The commission emphasized that universities should play a crucial role in rural development. It proposed the establishment of rural universities with

a curriculum focused on the needs of rural areas, including agriculture, cottage industries, and community development.

- **Curriculum and Courses:** The curriculum should be designed to include practical training in agriculture, rural economics, health, and sanitation. Regarding the curriculum of the rural university, the Commission said: “a common core of liberal education may be assumed for the rural university as for any other, though the methods used in teaching and learning may be different. The Common core would include substantial introduction to the fields of mathematics, Chemistry, Physics, geology, Astronomy, Biology, Physical Education, Psychology, the Social Sciences, Philosophy and Languages and Literature.” Curriculum should blend academic knowledge with practical skills relevant to rural life.
- **Research and Extension Services:** Rural universities should actively engage in research relevant to rural areas. This includes agricultural research, rural health studies, and socio-economic surveys. Extension services should be provided to disseminate the knowledge and innovations generated by these universities to the rural population.
- **Community Involvement:** The commission recommended that rural universities maintain close ties with rural communities. They should involve local people in planning and implementing educational programs, ensuring that education is relevant and beneficial to the community.
- **Teacher Training:** Special emphasis was placed on training teachers who are not only academically competent but also understand the socio-economic context of rural areas. Teachers should be equipped to address the unique challenges faced by rural students.
- **Infrastructure and Facilities:** Rural universities should have the necessary infrastructure to support agricultural and rural education, including experimental farms, workshops, and laboratories. They should also provide residential facilities for students and staff to create a close-knit learning community.
- **Interdisciplinary Approach:** The curriculum should encourage an interdisciplinary approach, integrating various subjects such as agriculture, engineering, health, and social sciences to provide a holistic education.
- **Financial Support and Incentives:** The commission suggested that the government should provide adequate financial support for the establishment and maintenance of rural universities. Additionally, incentives should be given to students and teachers who choose to work in rural areas.
- **Decentralization:** The establishment of rural universities should be decentralized to ensure they are more responsive to local needs. This implies that these universities should have the autonomy to design their programs and curricula in line with regional requirements.
- **Collaboration with Agricultural and Technical Institutions:** The Commission suggested collaboration between rural universities and agricultural as well as technical institutions to enhance the quality and relevance of education and research.

By recommending the establishment of rural universities, the Radhakrishnan Commission aimed to address the educational needs of the rural population, promote rural development, and reduce the urban-rural divide in education. These universities were envisioned as catalysts for socio-economic transformation in rural India.

Professional Education

The commission gave more importance on Professional Education. The commission considered the following professions: 1. Agriculture. 2. Commerce. 3. Education. 4. Engineering and Technology. 5. Law and 6. Medicine and refer to a few new professions.

Agriculture.

The study of agriculture at the primary secondary and higher education be given high priority in national economic planning. So far as is feasible. Agricultural education is given a rural setting.

Commerce.

A commerce student should be given opportunities for practical work in three or four different kinds of firms.

Engineering and Technology.

The number engineering schools of different grades are increases particularly for training of grades 4 and 5 (foremen, craftsmen, draftsmen, overseers. etc.). In establishing new engineering colleges or institutes there should be fresh critical inquiry as to the types of engineering services needed in India. Uncritical reception and imitation of existing institutions here and abroad should be avoided.

Law:

A three year degree course be offered in special legal subjects. Students pursuing degree courses in law shall not be permitted to carry out degree courses simultaneously except in a few instances where advanced students have proved their interest and are studying related subjects in law and some other fields.

Medicines

The maximum number of admission to a medical college be 100 and provide the staff and equipment for that number are available.

Religious Instruction

India is a Secular State. There is no State religion. The State must not be partial to any one, religion. All the different forms are given equal place. The fundamental principles of our Constitution call for spiritual training. It is to be deeply spiritual and not narrowly religious. The commission stressed the importance of religious and moral instructions. Students must be able to understand the basic principles of all religion in order to develop a spirit of religious tolerance and secularism. Moral instructions should also aim at the development of secularism. At every stage of educational system, moral instruction should

be imparted.' Moral values of all religion should be given'. The commission emphasized on Study of Great Books, Silent Meditation, Study of Religious Scriptures and Introducing the problem of Philosophy of Religion. Recommendations of the commission regarding Religious Instruction were as follows:

- All educational institutions start work with a few minutes for silent meditation. It may well become an integral part of college life
- In the first year of the Degree course lives of the great religious leaders like Gautama the Buddha, Confucius, Zoroaster, Socrates, Jesus, Somkara, Ramanuja, Madhava, Mohammad, Kabir, Nanak, Gandhi, be taught,
- In the second year some selections of a Universalist, character from the Scriptures of the world be studied,
- In the third year, the central problems of the philosophy of religion are considered.
- The attempt to make students moral and religions by the teaching of moral and religious text books is puerile
- A reverent study of the essentials of all religions would be uniquely rewarding as a step towards harmony between religions long divided. This is in consonance with the spirit of our country.
- -When the students get acquainted with the great thoughts of great souls, they should be introduced to the problems of the philosophy of religion.

Conclusion

The Report of the Commission is a document of great importance as it has guided the development of university education in India since independence. It took into account the entire aspects of university education in the country. It accorded due attention to synthesis the knowledge and wisdom of the east and west of the ancient and modern. The Commission recognized the need for promotion of value education. Establishment of rural universities is an important recommendation of the commission. It recognizes the role of teacher and value of teaching profession in society and this is a great contribution of the commission.

1.1.5: Mudaliar Commission Or Secondary Education Commission (1952-53)

In the year 1952, based on the recommendations made by the Central Advisory Board of Education (CABE), the Government of India appointed a commission to review the existing Secondary Education System, called the Secondary Education Commission. The main objective of the commission included to enquire into and report on the present position of Secondary Education in India in all its aspects and suggest measures for its reorganization. Dr. Lakshmanswami Mudaliar, the then Vice-Chancellor of the University of Madras was given the responsibility of Chairmanship of the Commission. For that reason

the Commission was also known as the Mudaliar Commission according to the name of its chairman.

Defects of Existing Secondary Education System:

The commission studied the prevailing system of secondary education systematically. On the basis of the discussion with the experts, teachers and educational officials the commission enlisted some defects of secondary education of our country. In their opinion, the present set-up of Secondary education has various defects which made it wasteful and ineffective and hindered the realization of its true aims and objectives

According to the commission the existing Secondary education has following defects:-

No Clear Aims of Education:

The secondary education in India suffers from clearly defined aims. It is narrowly conceived. Its main purpose is to prepare students for higher education and not for a brighter future. It fails to prepare students to solve their real life problems.

Bookish and Theoretical Curriculum:

This education was too bookish and mechanical. The curriculum of the secondary education was bookish, theoretical, non-dynamic overloaded and rigid. There is no scope for experimentation. The content lacks originality and does not encourage critical thinking and logical reasoning. The methods of teaching were not joyful. It makes education burden rather than a joyous experience to the youthful mind.

Examination Centered:

Defective examination system and too much stress on it lead to fear and anxiety among the students. It cannot measure what it intends to measure. The student devotes all his time and energy to pass the examination.

Not Related with Real Life Situation:

Secondary education in India is not related with the real life situation. Problems of life were not discussed in the curriculum. Education could not give proper direction to face life courageously.

Over Crowded:

Overcrowded classroom is a problem in the secondary schools when the number of students is high per classroom.

English as Medium of Instruction:

English was the medium of instruction and compulsory subject as well. Adopting English as a compulsory language leads to a higher rate of failure among the students. Too much emphasis on English ignores the importance of regional language.

Lack of Co-Curricular Activities:

Co-curricular activities refresh the student both physically and mentally. But in our schools co-curricular activities like games, sports, art, music etc. are not given importance by both teachers and parents.

Lack of Vocational Training:

Secondary education in both high school and senior secondary school can be terminal so that a student after passing this stage can earn their living. For a country like India it is very necessary that vocational training is provided in this stage to reduce problems like unemployment and poverty. But in reality vocationalization of secondary education is lacking and as a result practical skills, attitudes and knowledge about occupation cannot be provided to the students.

Lacking in citizenship Education.

It did not develop those basic qualities of discipline, cooperation and leadership which were calculated to make them function as useful citizens.

Aims of Education of Secondary Education:

Mudaliar commission realized that the aims of secondary education in our country should be redesigned. Accordingly the commission fixed some aims of secondary education. According to the secondary education commission the aims and objectives of secondary education were as the given below:

Development of Democratic Citizenship:

In a democracy, training for citizenship is very important. The commission suggested that education should aim at developing certain qualities in the youth as-

- Developing their capacity for critical and clear thinking.
- Developing a scientific outlook so that the individual is capable of thinking objectively without any prejudice.
- To be free to express oneself freely and have free discussions and unbiased exchange of ideas.
- Social cooperation-education must inculcate qualities like cooperation, sensitive towards social issues, discipline, tolerance etc.
- Education must develop the spirit of patriotism-appreciation of one's own cultural heritage, sacrifice for the country's interest in place of self interest, readiness to recognize its weaknesses frankly and work for the education.

Development of the Quality of Leadership:

Education given in the secondary stage must develop leadership qualities among the students. It is very important in a democratic country. Good and honest leaders can be the torch bearers in the progress of a nation. To develop quality of leadership we have

to provide training in discipline and clear understanding of different social issues to our students.

Development of Personality:

Development of personality means the development of the spirit of respect for cultural heritage. Education must aim at development of personality of the students, their physical, mental, intellectual and social qualities. The commission recommended that education at secondary stage must realize the source of creative energy in the students so that they may be able to appreciate their cultural heritage, develop good habits through subject like art. Craft, music, dancing, painting etc.

Improvement of Vocational Efficiency:

Improvement of vocational efficiency emphasizes on the development of productive efficiency so as to help every learner to take active part in the process of economic development. Secondary education must emphasize on development of vocational efficiency of the students. It must create positive attitude towards work, realization of the fact that individual productivity leads to national productivity and a longing for perfection in any work that one does.

Development of the Concept of World Citizenship:

Development of the concept of world citizenship means the development of the spirit of welfare of humanity. It means the development of the true spirit of patriotism and citizenship with the spirit of international sensitivity for the good of whole human community.

New Organizational Pattern of Secondary Education

The period of Secondary education covers the age group of about 11 to 17 years. The commission recommended that the period of Secondary education should cover the age-group of 11 to 17. The age-group of 11 to 14 is ordinary Middle or Lower Secondary schools, and 15-17 is Higher Secondary schools. Keeping this broad outline in view, the commission suggested the following new organizational structure for Secondary education:

- Secondary education should commence after four or five years' period of Primary or Junior Basic education and should include (a) the Middle or Senior Basic or Junior Secondary stage of 3 years, and (b) the Higher Secondary stage of 4 years.
- The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four years' duration, one year of the present Intermediate being included in it.
- The first degree course in the University should be of three years' duration. For those who passed out the High school, there should be provision for a pre-university course of one year.
- Admission to professional Colleges should be open to those who have completed the Higher Secondary course, or have taken one year's preUniversity course.

- In the professional Colleges, a pre-professional course of one year should be provided for the students.
- Multi-purpose schools should be established, wherever, possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.
- Those who have successfully completed such courses should be given opportunities to take up higher courses in polytechnics or technological institutions.
- All States should provide special facilities for agricultural education in rural schools and such Courses should include Horticulture, Animal Husbandry and Cottage Industry.
- Technical Schools should be started in large numbers either separately or as part of Multi-purpose schools.
- Central Technical Institutes should be established in large cities which may cater to the needs of several local schools.
- In the interest of evolving a suitable pattern of technical courses at the Secondary stage, the All-India Council for Technical Education and the bodies functioning under it should be utilized for working out details of the courses.
- Public schools should continue to exist for the present and their pattern of education should be brought into reasonable conformity with the general pattern of national education.
- A number of residential schools should be established, more particularly in rural areas.
- “Residential Day Schools” should be established in suitable centers to provide greater opportunities for teacher-pupil contact and for developing recreational and extracurricular activities.
- A larger number of schools should be established to meet the needs of handicapped children.
- Special facilities for the study of home science should be made available in all girls’ schools and co-education or mixed schools.
- Efforts should be made by State Governments to open separate schools for girls, wherever, there is demand for that.
- Definite conditions should be laid down with regard to co-educational or mixed schools to satisfy the special needs of girl students and women members among the teaching staffs.

Curriculum of Secondary Education

There has been a strong and persistent criticism of the existing Secondary school curriculum. The main points of these criticisms are that (i) the present curriculum is narrowly. Conceived; (ii) it is bookish and theoretical; (iii) it is overcrowded, without providing rich and significant contents; (iv) it makes inadequate provision for practical and other kinds of activities which should reasonably find room in it, if it is to educate the whole of the personality; (v) it does not cater to the various needs and capacities of the

adolescents; (vi) it is dominated too much by examinations ; and (vii) it does not include technical and vocational subjects which are so necessary for training the students to take part in the industrial and economic development of the country.

The Commission made the following recommendations with respect to curriculum:

- At the Middle school stage, the curriculum should include (i) Languages; (ii) Social Studies; (iii) General Science; (iv) Mathematics; (v) Art and Music; (vi) Craft; and (vii) Physical Education.
- At the High school or Higher Secondary stage, diversified courses of instruction should be provided for the students.
- Certain number of core subjects should be common to all students whatever the diversified courses of study that they may take; these should consist of (i) Languages (ii) General Science (iii) Social Studies, and (iv) A Craft.
- Diversified courses of study should include the following seven groups; (i) Humanities (ii) Sciences (iii) Technical Subjects (iv) Commercial Subjects (v) Agricultural Subjects (vi) Fine Arts, and (vii) Home Sciences. As and when necessary additional diversified courses may be added.
- The diversified curriculum should begin in the second year of the High school or Higher Secondary school stage.

Extra-Curricular Activities

Extra-curricular activities should form an integral part of education imparted in the school and all teachers should devote a definite time to such activities. 7. The State should give adequate financial assistance to the Scout Movement and should help, to secure suitable sites for Scout Camps; schools should, as far as possible, afford an opportunity for groups of their students to spend a few days every year at such camps. 8. The N. C. C. should be brought under the central government which should take the responsibility for its proper maintenance, improvement and expansion. 9. Training in First Aid, St. John's Ambulance and Junior Red Cross work should be encouraged in all schools.

Methods of Teaching

With regard to methods of teaching, the recommendations were:

- The methods of teaching in schools should have the aim not merely at imparting of knowledge in an efficient manner, but to inculcate inculcating desirable values and proper attitudes and habits of work in the students.
- The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations. For this purpose, the principles of "Activity Method" and "Project Method," should be practiced.
- Teaching methods should provide opportunities for the students to learn actively and to apply practically the knowledge that they have acquired in the class-room.

- In teaching of all subjects, special stress should be placed on clear thinking and expression both in speech and writing.
- Teaching methods should aim at imparting maximum quantum of knowledge possible and more on training.
- A well thought out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that poor, average and bright students may all have a chance to progress at their own pace.
- Students should be given adequate opportunity to work in groups and to carry out group projects and activities so as to develop the qualities necessary for group life and cooperative work.
- Every Secondary school should have a general library, class libraries and subject libraries.
- Trained librarians should be appointed in all the schools and all teachers should be given some training in the basic principles of library.
- Where there are no separate Public Libraries, the school libraries should be available to the local public and all Public Libraries should have a special section for children and adolescents.
- Steps should be taken to produce textbooks as well as books of general reading which are of distinctly superior quality to the books at present available.
- In order to popularize progressive teaching methods and facilitate their introduction, “Experimental” and “Demonstration” schools should be established and given special encouragement.

Quality of Text Book

With a view to improve the quality of textbooks prescribed, a high power Textbook Committee should be constituted, which should consist of a high dignitary of the judiciary of the State, preferably a Judge of the High Court, a Member of the Public Service Commission of the region concerned, a Vice-Chancellor of the region, a headmaster or headmistress in the State, two distinguished educationists and the Director of Education. The Committee should function as an independent body.

- The Textbook Committee should lay down clear criteria for the type of paper, illustration, printing and format of the book.
- • Single textbooks should not be prescribed for every subject of study but a reasonable number of books which satisfy the standards laid down should be recommended, leaving the choice to the schools concerned.
- No book prescribed as a textbook. Book for general study should not contain any passage or statement which might offend the religious or social sentiments of any section of the community or might indoctrinate the minds of the young students with particular political or religious ideologies.

- Frequent changes in textbooks and books prescribed for study should be discouraged.

Medium of Instruction

Amongst languages, the highest importance is to be given to the mother-tongue. It is a most potent and comprehensive medium for the education of the students' entire personality. Literature is a vehicle for training the character and inculcating the right sense of values through the study of literary masterpieces and communion with the spirit of great writers. It also provides a useful insight into the mind and the culture of the past. If well-qualified and well-trained teachers can take up the teaching of the mother-tongue in this spirit, it may well raise the whole level and quality of education.

In the case of the other languages-whether English or classical or modern Indian languages-the approach must be definitely practical. The students should be able to read them with comprehension and ease, speak them correctly so as to make them understood and express simple ideas and give easy descriptions in writing. The emphasis must, therefore, be on reading and speech throughout and the students should not be tied down to prescribed textbooks. The preparation of easy books for general reading is an important matter requiring the attention of all educational authorities. If, at this stage, foundations are laid for reading with comprehension, interest will carry the student, in later life, as far as he cares to go.

1. The mother-tongue or the regional language should generally be the medium of instruction throughout the Secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education.
2. During the Middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.
3. At the High and Higher Secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

Language Policy

The Commission recommended the following with regard to the study of languages:

- Mother-tongue or the regional language should generally be the medium of instruction throughout the secondary stage.
- During the Middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.
- At the High and Higher Secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

Examination and Evaluation

- The number of external examinations should be reduced, and the element of subjectivity in the essay-type tests should be minimized by introducing objective tests and also by changing the type of questions.
- In order to find out the pupil's all-round progress and to determine his future, a proper system of school records should be maintained for every pupil indicating the work done by him from time to time and his attainments in the different spheres.
- In the final assessment of the pupils due credit should be given to the internal tests and the school records of the pupils.
- The system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupils in external and internal examinations and in maintaining the school records.
- There should be only one public examination at the completion of the Secondary school course.
- The certificate awarded should contain besides the results of the public examination in different subjects, the results of the school tests in subjects not included in the public examination as well as the gist of the school records.
- The system of compartmental examinations should be introduced at the final public examination

Religious and Moral Instruction

Religious instruction may be given in schools only on a voluntary basis and outside the regular school hours, such instruction being confined to the children of the particular faith concerned and given with the consent of the parents and the managements.

Education Character or Discipline

The Commission laid great emphasis on the character education. Recommendations in this context were:

- Character education should be envisaged as the responsibility of all teachers and should be provided through every single aspect of school programme.
- For promoting discipline, personal contact between teacher and the pupils should be strengthened.
- Self-government in the form of house system with prefects or monitors and student-councils, whose responsibility will be to draw up a Code of Conduct and enforce its observance, should be introduced in all schools.
- Special importance should be given to group games and other co curricular activities and their educational possibilities should be fully explored.
- Suitable legislation should be passed making it an offence to utilize students below the age of 17 for the purposes of political propaganda or election campaigns.

Improvement of the Teaching Personnel

The commission made following recommendations for Improvement of the Teaching Personnel:

- A reasonable uniform procedure should be devised for the selection and appointment of teachers for all types of schools.
- In all privately managed institutions and in schools maintained by local boards there should be a small Selection Committee entrusted with the responsibility of recruiting the staff, with the headmaster as an ex-officio member.
- The normal period of probation for a trained teacher should be one year.
- Teachers working in High schools should be graduates with a degree in education; those who teach technical subjects should be graduates in the subject concerned with the necessary training for teaching it; teachers in Higher Secondary schools should possess higher qualifications somewhat similar to those prescribed in some universities for teachers of the Intermediate Colleges.
- The teachers possessing the qualifications and performing the same type of work, should be treated on a par in the matter of grades of salary irrespective of the type of institution in which they are working.
- Special Committees should be set up to review the scales of pay of teachers of all grades and recommend such scales of pay that will meet in a fair and just manner the varying cost of living.
- In order to relieve teachers from anxieties about their own and their dependents' future which will affect the efficiency of their work, the system of triple benefit scheme, pension-cum-provident fund-cum-insurance, should be introduced in all States.
- Arbitration Boards or Committees should be established to look into the appeals and grievances of teachers and to consider matters relating to suspension, dismissal etc.
- The age of retirement in the case of physically fit and competent teachers may be extended to 60 with the approval of Director of Education.
- The children of teachers should be given free education throughout the school stage.
- Through a system of cooperative house building societies, teachers should be provided with quarters so as to enable them to live near the school and devote more time to the many-sided activities of the school.
- Teachers wishing to go to health resorts or holiday camps or to attend educational conferences, seminars, etc. should be given travel concessions and leave facilities.
- They should be given free medical attention and treatment in hospitals and dispensaries.
- The leave rules should, as far as possible, be uniform for all educational institutions.

- Opportunities should be provided on a generous scale for teachers to visit different institutions within the country and in special cases to go abroad on study leave for higher studies.
- The practice of private tuitions by teachers should be abolished. Persons in high public position should give special recognition to the teachers' social status and the dignity of their profession. 18. In order to attract persons of the right type to the responsible position of the headmaster, the emoluments of the post should be made sufficiently attractive.

Teacher-Training

- The commission made following recommendations for Teacher-Training Programme
- There should be only two types of institutions for teacher-training: (i) for those who have taken the School Leaving Certificate or Higher Secondary School Leaving Certificate, for whom the period of training should be two years; and (ii) for graduates for whom the training may, for the present, be of one academic year, but extended as a longterm programme to two academic years.
- Graduate teacher-training institutions should be recognized by and affiliated to the universities which should grant the degrees, while the Secondary grade training institutions should be under the control of a separate Board appointed for the purpose.
- The teacher trainees should receive training in one or more of the various extracurricular activities.
- The training colleges should, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training in workshops and professional conferences.
- The training college should conduct research work in various important aspects of pedagogy and for this purpose it should have under its control an experimental or demonstration school.
- No fees should be charged in training colleges, while during the period of training all the student-teachers should be given suitable stipends by the State; the teachers who are already in service should be given the same salary which they were getting.
- All training colleges should provide adequate residential facilities so as to be able to arrange community life and other suitable activities for the trainees.
- For the Master's Degree in Education, only trained graduates who have normally done a minimum of three year's teaching should be admitted.
- There should be a free exchange between professors in training colleges, selected headmasters of schools and inspecting officers.
- In order to meet the shortage of women teacher's special part-time training courses should be provided.

Guidance and Counseling in Secondary Schools

The provision of diversified courses of instruction imposes on teachers and school administrators the additional responsibility of giving proper guidance to pupils in their choice of courses and careers. The secret of good education consists in enabling the student to realize what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment. The subject of guidance has gained great importance in many countries in recent years particularly in America. In many schools well planned efforts are made to provide assistance to individual boys and girls in deciding upon their future careers and education, and other personal problems. In our country unfortunately not even a beginning has been made in this direction, except in a few States.

Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally therefore, it is not the work of a few specialists but rather a service in which the entire school staff must cooperate under the guidance of some person with special knowledge and skill in this particular field.

Guidance in this sense is not confined to the Educational and vocational field only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavor of understanding parents, teachers, headmasters, principals and guidance officers.

The main recommendations on Guidance and Counseling were as follows:

- Educational guidance should receive much greater attention on the part of the educational authorities.
- In order to broaden the pupil's understanding of the scope, nature and significance of various occupations of industries, films should be prepared to show the nature of the work in various industries and this should be supplemented by actual visits.
- The services of trained Guidance Officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions.
- The Centre should take up the responsibility of opening in different regions centres, of training for Guidance Officers and Career Masters to which each State may send a number of teachers or other suitable persons for training.

Supervision and Inspection of Schools

The true role of an Inspector should be to study the problems of each school and view them comprehensively in the context of educational objectives, to formulate suggestions for improvement and to help the teachers to carry out his advice and recommendations.

Special Inspectors or panels of Inspectors should be appointed to inspect the teaching of special subjects like Domestic Science, Art, Music, etc.

Persons selected as Inspectors should possess high academic qualifications, adequate teaching experience or experience as head-masters of High schools for a maximum prescribed period. In addition to direct recruitment, Inspectors should also be drawn from (i) teachers of ten years' experience, (ii) headmasters of High schools, and (iii) duly qualified staff of training colleges who may be allowed to work as such for a period of three to five years.

The Inspectors should have a competent staff to help them in the discharge of their administrative duties.

In order to evaluate the academic side of activities of a school there should be a panel of experts with the Inspector as Chairman to inspect the schools.

Three persons may be chosen from senior teachers or headmasters to visit the school in the company of the Inspector and to spend two or three days with the staff, discussing with them and with the school authorities all aspects of school life and problems.

Hours of Working and Vacations

Considerable latitude should be given to schools to arrange their school hours in such a way as not to interfere with the activities of the community and the general climatic and occupational conditions prevailing in the locality. As a rule the total number of working days in a school should not be less than two hundred, the working hours per week should be at least thirty-five periods of about forty-five minutes each; the school should work regularly for six days in the week, one of the days being a half day when the teachers and students might meet informally and work together on various extra-curricular and social projects. School holidays need not be identical with public holidays as declared by the government and normally during the year there should be a summer vacation of two months and two breaks of ten to fifteen days at suitable periods during the year.

1.1.6: Kothari Commission (1964-66)

Introduction

The Government of India in the month of July, 1964 appointed a commission for the development of Indian education. The Education Commission 1964-66 is popularly known as the Kothari Commission. Professor D.S.Kothari the then chairman of the University Grants Commission (UGC) was given the responsibility of the chairmanship of the commission. For that reason this commission is also known as Kothari Commission. Shri J.P.Naik was the Member Secretary and some foreign experts from England, America, Russia and Japan were made the members of the commission. The main responsibility of the commission was to prepare a systematic and scientific plan for educational upliftment of the country. The Commission was most comprehensive in nature; it reviewed almost all aspects of the education system without limiting itself to any one particular aspect, unlike the Commissions that came before and after it. Two of the unique features of the Report

are: i) its comprehensive approach to educational reconstruction; and ii) its attempt to project a blueprint of a national system of education for India. The crucial role of education in national development appears in all its vividness throughout in the report, appropriately titled “**Education and National Development**”.

The Commission set up twelve Task Forces on (1) School Education; (2) Higher Education; (3) Technical Education; (4) Agricultural Education; (5) Adult Education; (6) Science Education and Research; (7) Teacher Training and Teacher Status; (8) Student Welfare; (9) New Techniques and Methods; (10) Manpower; (11) Educational Administration; and (12) Educational Finance. In addition, it set up seven Working Groups on (1) Women’s Education; (2) Education of Backward Classes; (3) School Buildings; (4) School-Community Relations; (5) Statistics; (6) Pre-Primary Education; and (7) School Curriculum.

The Report is divided into three parts. The first part deals with general aspects of educational reconstruction, common to all stages and sectors of education. These include reorientation of the educational system to national objectives, structural reorganization, and improvement of teachers, enrolment policies and equalization of educational opportunity.

The second part deals with the aspects of school education such as: problems of its expansion, curriculum, teaching methods, textbooks, guidance, evaluation, administration and supervision. It also discusses problems of higher education which include the establishment of major universities, programs of qualitative improvement, enrolment and university governance. Apart from these, it also recommended agriculture, technical and vocational education, science education and research, and problems of adult education. The third part deals with educational planning, administration and finance.

Major Recommendations

Reforms Needed in Education

According to the Commission Report, “The most important and urgent reform needed in education is to transform it, endeavor to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals.” For this purpose, the Commission suggested four objectives, such as:

1. Increase Productivity;
2. Achieve social and national integration;
3. Accelerate the process of modernization; and
4. Cultivate social, moral and spiritual values.

1. **Education and Productivity:** The programs needed to relate education to productivity are Science Education, Work Experience and Vocationalization of Secondary education.

2. **Social and National Integration:** The achievement of social and national integration is an important objective of the educational system and the following steps were suggested to be taken to strengthen national consciousness and unity:

- The common school system of public education should be adopted as a national goal and effectively implemented in a phased programme spread over 20 years.
- Social and National service should be made obligatory for students at all stages.
- The development of an appropriate language-policy can materially assist in social and national integration,
- Mother tongue should be the medium of instruction in school and higher education.
- Energetic action is needed to produce books and literature, particularly scientific and technical, in regional languages in the universities with the help of U. G, C.
- All India institutes should continue to use English as a medium of education for the time being. The eventual adoption of Hindi should, however, be considered in due course, subject to certain safeguards.
- The regional Languages should also be made the language of administration for the regions concerned.
- The teaching and study of English should be continued right from the school stage. Other languages, particularly Russian, should be encouraged for international communication.
- English will be a link language in higher education for academic work and intellectual inter-communication. It is Hindi which can and should take this place in due course.
- Promotion of National Consciousness-A re-evaluation of our cultural heritage is needed. For this-(a) there should be well-organized teaching of languages, literature, philosophy, religions, history of India, Indian architecture, sculpture, painting, music, dance and drama, camps, summer schools etc. should be organized without any barrier. (b) Creation of a faith in the future would involve an attempt as a part of the courses in citizenship.
- The educational programme in schools and colleges should be designed to inculcate democratic values.

3. **Education and Modernization:**

In a modern society, knowledge increases at a terrific pace and social change is very rapid.

- TO develop interest, attitudes and values radical alternation in the methods of teaching and training of teachers is needed.
- To modernize itself, a society has to educate itself.

4. **Social, Moral and Spiritual Values:**

The education system should emphasize the development of fundamental social, moral and spiritual values. From this point of view-

- The Central and State Governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their control (or under local authority) on the lines recommended by the University Education Commission and the Committee on Religious and Moral instructions.
- The privately managed institutions should also follow suit.
- Apart from the education in such values being made an integral part of school programme. Some periods should be provided in the time-table for this purpose. They should be taken, not by specially recruited teachers but by the general teachers, preferably from different communities considered suitable for the purpose. It should be one of the important objectives of training institutions to prepare them for moral education.

Structure and Duration of Education

The following are the main recommendations on Educational system, its structure and standards:

The Commission recommended that the new educational structure should consist of:

- One to three years of pre-school education.
- A ten-year period of general education which may be subdivided into a primary stage of 7 to 8 years (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and lower secondary stage of 2 or 3 years of general education or one to three years of vocational education (the enrolment in vocational courses being raised to 20 per cent of the total).

Duration of the Higher Secondary Stage:

- A Higher Secondary stage of two years of general education or one to three years of vocational education (the enrolment in vocational education being raised to 50 per cent of the total).
- A Higher Education stage having a course of three years or more for the first degree followed by courses of varying duration for the second or research degrees.
- The age of admission to class I should ordinarily be not less than 6+.
- The first public external examination should come at the end of the first ten years of schooling.
- The system of streaming in Schools should be made until beyond Class X.

- The secondary schools should be of two types High schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.
- Attempts to upgrade every secondary school to higher secondary stage should be abandoned. Only bigger and more efficient schools (about one fourth of the total number) should be upgraded. Institutions which do not deserve the higher secondary status should be downgraded.
- A new higher secondary course beginning in class IX should be instituted. Classes XI (during transitional period class XI only) should provide specialized studies in different subjects, Where, however, existing higher secondary schools with integrated course in classes IX, X and XI are running satisfactorily, the arrangement may continue until class XII is added.

Transfer for the pre-university Course:

- The pre-university course should be transferred from the universities and affiliated Colleges to Secondary Schools.
- A uniform system of nomenclature for the different stages and substages of education should be evolved by the Government of India in consultation with State Governments.
- Part-time education should be developed on a larger scale at every stage and in every sector of education and should be given the same status as full-time education. This led to the 10+2+3 system of education that exists today.
- Reorganization of the University Stage:
- The duration of the first degree should not be less than three years. The duration of the second degree may be 2 to 3 years.
- Some Universities should start graduate schools with three-years Master's degree Course in certain subjects.
- (3) Three-year special courses for the first degree which begin at the end of the first year of the present three year degree courses should be started in selected subjects and in selected institutions.
- (4) Suitable bridges should be built between the existing courses and the new (longer) courses.
- Incentives in –the form of scholarships etc. should be provided for those who take up longer courses.

CURRICULAR IMPROVEMENT

Broad Areas of curricular studies at secondary stage as recommended by the Kothari commission are meant for two stages:

1. Lower Primary-

One language: Mother tongue or regional language. Mathematics, Study of environment, Creative activities, Work Experience, Health Education etc.

2. Higher Primary-

Two languages: Mother tongue or regional language, Hindi or English.

Mathematics, Science, Social Studies, Art, Work Experience, Social Service, Physical Education, Education in moral and spiritual values etc.

3. Lower secondary stage (class VIII to X):

| | |
|---|--|
| <i>(a) Three languages: In Hindi speaking areas,</i> (i) The mother-tongue or the regional language, (ii) English or Hindi (if English has already been taken as the mother-tongue) and (iii) A modern Indian language other than Hindi. | <i>In non-Hindi speaking areas:</i> (i) The mother tongue or the regional language. (ii) Hindi at a higher or lower level. (iii) English at a higher or lower levels. |
| A classical language may be studied on an optional basis besides the above three: | |
| (b) Mathematics; (c) Science; (d) History, Geography and Civics; (e) Art, | (f) Work experience and social service, (g) Physical education and (h) Education in moral and spiritual values. |

4. Higher Secondary stage:

(i) Any two languages including any MIL, modern foreign language and any classical language.

(ii) Any three subjects from the following:

| | |
|-----------------|-------------------|
| (a) History, | (h) Physics, |
| (b) Geography, | (i) Chemistry, |
| (c) Economics, | (j) Mathematics, |
| (d) Logic, | (k) Biology, |
| (e) Psychology, | (l) Geology, and |
| (f) Sociology, | (m) Home Science. |
| (g) Art, | |

(iii) Work Experience and Social service

(iv) Physical Education,

(v) Art or Craft

(vi) Education in moral and spiritual values.

As a part of reform in curriculum, the commission suggested the following:

In view of the explosion of knowledge in various fields, school curriculum should be upgraded through research in curriculum development undertaken by university department of Education, Training Colleges, State Institutes of Education and Boards of School Education. Research is needed in the preparation of textbooks and teaching learning materials.

Teachers should be oriented to the revised curricula through in-service education. Schools should be given freedom to devise and experiment with new curricula suited to their needs. State Board of Education should prepare advanced curricula in all subjects and introduce them in a phased manner in the schools. Science and mathematics should be compulsory in the first ten years of schooling.

An effective programme of social studies is essential for the development of good citizenship and emotional integration. Work experience, social service programmes, physical education and education in moral and spiritual values, co-curricular activities etc. should form integral parts of the school curriculum.

The three-language formula after due modifications should be included:

- (a) The mother tongue or the Regional Language,
- (b) The official language of the union so long as it exists, and
- (c) Modern Indian or European language not covered order (a) and (b) and other than that used as a medium of instruction.

Further, the principles of basic education, viz. productive activity, correlation, contact with local community etc. should guide and shape the educational system at all levels and this is the essence of the proposals made in the report.

Improvement of Quality of Education:

The Commission recommended dynamic and evolving standards as well as optimum utilization of facilities in order to enhance quality in education.

Dynamic and Evolving Standards:

An intensive effort should be made to raise standards continually for all stages of education. The first ten years of school education should be qualitatively improved so that the wastage at this stage should be reduced to the minimum. Within a period of ten years, the standards reached at the end of Class X should be those now attained at the end of the higher secondary course. Similar efforts should be made to raise the standard of the university degrees by adding one year of content. Universities and Colleges should assist secondary schools in improving their efficiency through a variety of measures and school complexes should be formed. Each complex should consist of a secondary school and all the lower and higher primary schools within its neighborhood.

Utilization of Facilities:

In this regard, the Commission recommended that (1) Emphasis should be laid, in plans of educational reconstruction, on programs of intensive utilization of existing facilities (2) The number of instructional days in the year should be increased to about 39 weeks for schools and 36 weeks for colleges and pre-primary schools (4) Vacations should be utilized fully through participation in studies, social service camps, production experience, literacy drives, etc. (5) The duration of the working day should be increased at the school stage and (6) Steps should be taken to ensure full utilization of institutional facilities such as libraries, laboratories, workshops, craft, etc., all the year round.

Restructuring of Education

It suggested the restructuring of education into a uniform pattern of 10+2+3. It recommended a minimum of 10 years of common curriculum for building citizenship in a democracy and for linking the “work of knowledge” with the “world of work”. In this concept, diversified courses would be introduced only at the +2 stage.

School Education

The second volume of the Kothari Commission Report dealt exclusively with School Education. The important recommendations of School Education were as follows:

- The entire pre-university period of education should be treated as one single and continuous unit. It may be subdivided into pre-primary, lower and higher primary, and lower and higher secondary.
- Pre-primary education is of great significance to the physical, emotional and intellectual development of the children, especially those with unsatisfactory home backgrounds.
- The objective of primary education should prepare individuals to be responsible and useful citizens. The constitutional directive of providing free and compulsory education for every child up to the age of 14 years is an educational objective of the highest priority and should be fulfilled in all parts of the Country through the development of the following programs:
 - Five years of quality and effective education should be provided to all children by 1975-76.
 - Seven years of such education should be provided by 1985-86.
- Emphasis should be laid on the reduction of wastage and stagnation. The objective should be to ensure that not less than 80 per cent of the children that enter class I reach class VII in a period of seven years.
- Children who are not yet fourteen years old at the end of class VII and do not wish to study further should be retained in the educational system till they complete 14 years of age, but should be provided with short vocational courses of their choice.
- Each State and District should be required to prepare a perspective plan for the development of primary education in its area, in the light of the targets stated above and its local conditions.

- The expansion of primary schools should be so planned that a lower primary school is available within a distance of about a mile and a higher primary school within one to three miles from the home of the child.

The following steps were suggested for achieving the Universal retention:

- Most important programme to be implemented in this regard, during the next ten years is to improve the quality of primary education and to bring wastage and stagnation to the minimum.
- The target should be to reduce wastage and stagnation by about half by 1976 and to almost eliminate them by 1986.

Stagnation and wastage are very high in class I and their reduction should be a major programme. The measures taken to reduce them were:

- treating classes I and II (and wherever possible even classes I-IV) as one integrated unit;
- introducing a year of pre-school education; and
- adopting play-way teaching techniques in class I.

Wastage and stagnation in other classes should be reduced by providing various forms of part-time education, by implementing a nation-wide programme of school improvement, and by an intensive programme of parental education.

All children in the age-group 11-14, not attending schools, and has not completed the primary stage of education and become functionally literate, should be required to attend literacy classes for a period of at least one year. The classes should be organized in primary schools and in a flexible manner to suit the convenience of the pupils. They should begin on a voluntary basis; but compulsion may be tried when the local community has become familiar with the concept. Similar facilities for part-time education should be provided for children who have completed the lower primary stage and desire to study further. The curriculum may follow the general education pattern or contain a large vocational element as required by the local needs.

Steps recommended for the expansion of Secondary Education were:

- Enrolment in secondary schools should be regulated during the next 20 years by (a) proper planning of the location of Secondary schools, (b) maintaining adequate standards and, to that end, determining the enrolment in terms of facilities available, and (c) selecting the best students.
- Development plan for Secondary Education should be prepared for each district and implemented in a period of ten years. All new institutions should satisfy essential standards and existing institutions should be raised to the minimum level.
- The best students should be selected for admission into secondary schools, through a process of selection at the lower secondary stage, and on the basis of external examination results and school records at the higher secondary stage.

Vocationalization of Secondary Education

Vocationalization of Secondary Education should be done on a large scale and enrolment in vocational courses raised to 20 per cent of total enrolment at the lower secondary stage and 50 per cent of total enrolment at the higher secondary stage by 1986. The strategies recommended in this regard were as follows:

- A variety of part-time and full-time facilities in vocational education should be made available at both these stages to meet the needs of boys and girls, in urban and rural areas. Special sections should be set up in the Education Departments to help young people who drop out after class VII or VIII to obtain training on a full-time or part-time basis and to be in overall charge of the organization of these Courses.
- Facilities for part-time education should be provided on a large scale at the lower and higher secondary stages, in general and vocational courses. Special emphasis will have to be placed on agricultural courses for those who have taken to farming as a vocation and courses in home science or household industries for girls.
- Efforts should be made to accelerate the expansion of girls' education so that the proportion of girls to boys reaches 1:2 at the lower secondary stage and 1:3 at the higher secondary stage in 20 years. Emphasis should be placed on establishing separate schools for girls, provision of hostels and scholarships, and part-time and vocational courses

HIGHER EDUCATION

Some of the major recommendations of the Kothari Commission on Higher Education are as follows:

1. Select teachers at the national level:

- The commission recommended the creation of a national level system for the selection and appointment of teachers to ensure the recruitment of qualified and competent faculty members.

2. Restrict the expansion of higher education:

- The commission recognized the need for expanding higher education but also emphasized the importance of maintaining quality and ensuring proper infrastructure and resources.
- It recommended a balanced approach to limit the expansion of higher education institutions while focusing on quality improvement.

3. Provide autonomy to the universities:

- The commission advocated for granting greater autonomy to universities, allowing them to have more control over their academic and administrative affairs,
- This was seen as a way to encourage innovation, academic freedom, and effective decision-making within the universities.

EQUAL OPPORTUNITY

The commission says, “One of the important social objectives of education is to equalize opportunity enabling the backward or under-privileged classes and individuals to use education as a lever for the improvement of their condition..... It observes, “**The education of the backward classes in general and of the tribal people in particular is a major programme of equalisation and of social and national integration. No expenditure is too great for the purpose**”.

It recommended that common school or neighbourhood schools should be set up which should be open to all living in one neighbourhood. Common school is a powerful step towards equalisation of educational opportunity.

EVALUATION SYSTEM

According to Kothari Commission, evaluation is a continuous process, forms an integral part of the total system of education, and is intimately related to educational objectives. It exercises a great influence upon the pupil’s study habits and the teacher’s method of teaching.

Thus, it helps not only to measure educational achievement but also to improve it. There is the necessity of improving written examinations and other methods such as observation techniques, oral tests and practical examinations for assessing the student’s performance.

The commission made the following suggestions with regards to evaluation at different stage education:

(a) At lower primary stage:

1. It would be desirable to treat the lower primary stage covering class I to IV as an ungraded unit, because this would help the children coming from different backgrounds to advance at their own pace.
2. Teachers should be appropriately trained for the ungraded system through regular training courses and orientation programmes.
3. Observation techniques should be used by the teachers in a planned and systematic manner.

(b) At the higher primary stage:

1. In addition to written examinations weightage should be given to oral tests, which should form a part of internal assessment.
2. Introduction of simple cumulative record card in a phased manner for indicating of pupil’s growth and development, his/her academic and emotional problems, his/her difficulties in adjustment, etc.

3. There should be external examination at the end of primary stage.
4. By making use of the standardized or refined test material, the district educational authorities may arrange for a common examination at the end of the primary stage for schools in the district.
5. There should be provision for giving certificate along with cumulative record card at the end of the primary class.
6. Special tests may be conducted for the award of scholarships or certificates of merit and for identification of talent.

(c) At the secondary stage:

1. External examinations should be improved by raising the technical competence of paper setters, objective-based question papers, adoption of scientific scoring procedure, mechanizing the scoring of scripts and the processing of results.
2. The certificates issued by the State Board should give the candidate's performance in different subjects and there should be no remark or the effect that he/she has passed or failed in the whole examination. Permission should also be given for re-appearance or improvement in subjects.
3. A few selected schools should be given freedom of assessing their students themselves and holding their own final examinations at the end of class X, which will be considered as equivalent to the external examination of the State Board.
4. Internal assessment by schools should be comprehensive and should evaluate all aspects of student growth including personality traits, interests, attitudes which cannot be assessed by the external examination system. It should be descriptive as well as quantitative. The use of standardized achievement test is strongly recommended. There is need for developing tools for internal assessment such as interest inventories, aptitude tests and rating scales. The internal assessment should be shown separately in the mark-sheets and certificates.
5. The commission recommended that the first external examination should be held at the end of class X and the second after class XII which will be end of the higher secondary stage.
6. For the evaluation machinery at the state level, the present secondary boards of school education will be earn its sobriquet 'State Boards of School Education' with enhanced powers and functions. At the center, there will be a National Board of School Education which will deal with evaluation programmes at the central level.

TEACHER EDUCATION

The commission remarked, **“A sound programme of professional education of teachers is essential for the qualitative improvement of education”**. For streamlining

teacher education, the commission recommended that there should be removal of isolation of teacher education from university life, from schools and among the institutions.

For the qualitative improvement of teacher education, there should be reorientation of subject knowledge both independently and in collaboration with university departments, and where necessary, with the arts and science colleges doing post-graduate work. There should be two years duration of the programme for the primary teachers and one year duration for the secondary teachers.

1. A State Board of Teacher's Education should be established in each state.
2. The period of teacher training should be two years (DT.Ed.) for those who have completed higher secondary course.
3. One` year training which maybe extended to two years for graduate teachers training (B.Ed.)
4. The course of MEd should be 112 years.
5. The teachers in secondary schools should teach only those subjects which they had studied at the college level.
6. The staff of secondary training college should have a double master degree M.A. or M.Sc., M.Ed. in an academic subject and education.
7. The curriculum and programmes should be revised at all levels of teacher education
8. Summer institution should be organized for the training of the teachers.
9. The University Grants Commission and the NCERT should help qualitative and quantitative expansion of teacher education.
10. First and second class students should be admitted in teacher training institutions and adequate scholarships should be given to them.

Teacher Status

The Commission emphasized that the most urgent need was to upgrade the remuneration of teachers substantially, particularly at the school stages. It recommended that the government should lay down minimum scales of pay for teachers and assist States and Union territories to adopt equivalent or higher scales.

Language policy

At the lower primary stage, only one language should be studied compulsorily, the mother tongue or the regional language should be taught at the option of the pupil. At the higher primary stage, only two languages should be taught on a compulsory basis; (i) mother tongue or the regional language, and (ii) the official or the associate official language of the Union. At the lower secondary stage (classes VIII-X), a study of three languages should be obligatory; and a student should be under an obligation to study either the official language of the Union or the associate official language which he / she had not elected at the higher primary stage.

Common School System (CSS)

The Education Commission (1964-66) had recommended a Common School System of public education as the basis of building up the National System of Education with a view to “bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society”. The Commission pointed out that education was increasing social segregations and increasing disparities. It further noted that “this is bad not only for the children of the poor but also for the children of the rich and privileged groups as the parents were preventing them from sharing the life and experiences of the children of the poor and coming into contact with the realities of life and rendering the education of their own children incomplete....”

A “Common School System” (CSS) means a system which provides education of an equitable quality to all children irrespective of caste, creed, community, language, gender, economic condition, social status and physical mental ability.”

The most important feature of a Common School System is equitable (not uniform) quality of education for all types of schools, be they government, government-aided, local body or private schools. Six essential and non-negotiable attributes of equitable quality of education need to be specified:

- minimum physical infrastructure, including library, teaching aids, playgrounds and many other features (e.g. early childhood care centers and pre-primary schools attached to primary/elementary schools);
- professional quality of teachers and teacher student ratio;
- diversified and flexible curriculum to reflect the geo-cultural plurality of the country, while emphasizing certain core curricular features of nation-wide significance;
- pedagogy for holistic, child-friendly education;
- apart from gender sensitivity, pedagogic and social empathy for the dalits, tribals, cultural and ethnic minorities and the physically or mentally challenged children; and
- decentralised and community-controlled school system.
- By far the most significant benefit of the Common School System is that it promotes equality and social justice and it helps in nation-building and the creation of social capital which is essential for sustaining democracy and ensuring economic progress and prosperity.

Neighborhood Schools

The concept of neighborhood schools is central to the Common School System. The Kothari Commission Report recommended that each school within the Common School System should be attended by all the children in the neighborhood. This has to be specified and delineated by a prescribed authority. The Report said: “Each school should be attended by all children in the neighborhood irrespective of caste, creed, community, religion, economic condition or social status, so there would be no segregation schools.” Arguing

for neighborhood school, the Commission advanced two arguments. First, a neighborhood school would provide ‘good’ education to children because sharing life with common people would be an essential ingredient of good education. Second, the establishment of such schools would compel rich, privileged and powerful classes to take an interest in the system of public education and thereby bring about its early improvement. The developments in school education post Kothari demonstrate that the ‘rich privileged and powerful classes’ did not take an interest in the system of public education, as Kothari had hoped.

1.1.7: National Knowledge Commission-2005

Introduction:

The 21st Century has been acknowledged worldwide as the ‘Knowledge Century’. Every nation now finds itself operating in an increasingly competitive and globalized international environment where the information infrastructure, research and innovation systems, education and lifelong learning, and regulatory frameworks are crucial variables. In the next few decades, India will probably have the largest set of young people in the world. Given this demographic advantage over the countries of the West and even China, we are optimally positioned, in the words of our Prime Minister, to “leapfrog in the race for social and economic development” by establishing a knowledge-oriented paradigm of development. It is with this broad task in mind that the National Knowledge Commission (NKC) was established on 13th June 2005 and given a timeframe of three years from 2nd October 2005 to 2nd October 2008 to achieve its objectives.

Objectives:

The overall task before the National Knowledge Commission is to take steps that will give India the ‘knowledge edge’ in the coming decades, i.e. to ensure that our country becomes a leader in the creation, application, and dissemination of knowledge.

Creation of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as at the grassroots level, and tapping foreign sources of knowledge through more open trading regimes, foreign investment, and technology licensing.

Application of knowledge will primarily target the sectors of health, agriculture, government, and industry. This involves diverse priorities like using traditional knowledge in agriculture, encouraging innovation in industry and agriculture, and building a strong e-governance framework for public services.

Dissemination of knowledge focuses on ensuring universal elementary education, especially for girls and other traditionally disadvantaged groups; creating a culture of lifelong learning, especially for skilled workers; taking steps to boost literacy levels; and

using Information and Communication Technology (ICT) to enhance standards in education and widely disseminate easily accessible knowledge that is useful to the public.

Focus Areas:

Access to Knowledge

Access is one of the most fundamental issues in a knowledge society. Even if universities, research institutions, and laboratories produce large amounts of knowledge, it will be of little use until the majority of the population possesses adequate means to acquire, absorb, and communicate this knowledge.

Knowledge Concepts

Advances in knowledge and its applications are products of human endeavors; therefore it is of utmost importance that we nurture the skills and intellectual capacities of our largely youthful population to build a strong base of human capital that can transform India into a strong knowledge economy.

Knowledge Creation

Although India has the option of borrowing or buying new knowledge from abroad, it is important to create self-sufficiency by promoting indigenous research, especially in Science & Technology. S&T can accelerate the processes of other parallel knowledge objectives, leading to economic growth and security.

Knowledge Application

The creation of knowledge cannot be directionless. To derive maximum benefits from our intellectual assets, we must apply knowledge in fields like agriculture, industry, health, education, etc. where productivity can be enhanced. Knowledge application is both a goal in itself and a facilitator of progress in these important sectors.

Knowledge Services

Investment in knowledge services will produce large-scale benefits for the common man. Technology has the potential to make government services and functioning more accountable, transparent, and efficient. E-governance can change how the citizens of India perceive and interact with the government.

Recommendations:

- Setting up a National Commission on Libraries
- Provide impetus for developing translation as an industry
- Teaching English as a language should be introduced, along with the first language, starting from class I in school
- Build a national knowledge network to connect 5,000 nodes across institutions
- Central legislation is required to affirm the Right to Education

- Place vocational education entirely under the Ministry of Human Resource Development
- Create more universities
- Change the system of regulation for higher education
- A National Science and Social Science Foundation to be established to suggest policy initiatives
- Re-engineer government processes before computerization and develop common standards for services and transactions with citizens

1.1.8: Let us sum up

In this unit, we have discussed about constitutional provisions of education and RTE Act. The unit also discussed about the Commissions were set-up by Government of India to look into different aspects at various levels of education. You will learn about the recommendations of University Education Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66) and National Knowledge Commission (2005) from this unit. You were also acquainted with the implications of the recommendations of these commissions for Indian education. We also described the merits and demerits of the recommendations forwarded by these commissions and how these recommendations have contributed towards betterment of education system in India during post-independence period

1.1.9: Suggested Reading

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1.1.10: Assignment

- Discuss the features of RTE ACT 2009 and its influence on Universal Elementary Education.
- Discuss the major recommendations of Radhakrishnan Commission.
- Discuss the major recommendations of Education Commission of 1964-66 and its impact on further development of Indian Education Commission.
- Discuss the major recommendations of Secondary Education Commission.
- Discuss the major recommendations of Knowledge Commission.

Block-1

Education after Independence

Unit-2

Development of Education under Five Year Plans in India

Content Structure

1.2.1: Introduction

1.2.2: Objective

1.2.3: National Education Policy (NPE, 1986)

1.2.4: Revised National Policy on Education (NPE, 1992)

1.2.5: New Education Policy (NPE, 2020)

1.2.6: Development of Education under Five Year Plans

1.2.6.1: Development of Elementary Education under Five Year Plans

1.2.6.2: Development of Secondary Education under Five Year Plans

1.2.6.3: Development of Higher Education under Five Year Plans

1.2.6.4: Development of Girls and Women's Education under Five Year Plans

1.2.7: Let us sum up

1.2.8: Suggested Reading

1.2.9: Assignment

1.2.1: Introduction

In this Unit we will discuss on Policies on education in Independent India. The focus of the unit is on NEP 1986, Revised NEP 1992 and NPE 2020. Apart from this, you will also discuss about the development of education took place in India during various Five Year Plans. Specifically emphasis has been given on the development of Elementary Education, Secondary Education, Women Education and Higher education under various Five Year plan Periods.

1.2.2: Objective

After end of this unit you will be able to:

- Discuss the main features of NEP, 1986
- Discuss the main features of NPE, 2020

- Discuss the development of Elementary Education under in India Five Year Plans
- Discuss the development of Secondary Education in India under Five Year Plans
- Discuss the development of Higher Education in India under Five Year Plans
- Discuss the development of Women’s Education in India under Five Year Plans

1.2.3: National Education Policy (NPE, 1986)

INTRODUCTION:

In 1986, the government led by Rajiv Gandhi introduced a new national policy on education. The new policy called for “special emphasis on removing disparities and equalizing educational opportunities,” particularly for Indian women, Scheduled Tribes (STs), and Scheduled Castes (SCs) communities. To achieve such social integration, the policy called for scholarships, expansion of adult education, recruitment of more teachers from STs, incentives for poor families to send their children to school regularly, development of new institutions, and provision of housing and services. The National Policy on Education (1986) was preceded by the policy document ‘Challenges of Education-A Policy Perspective’ in 1985 that was widely discussed across the country and the suggestions received were incorporated into NPE 1986. The National Policy on Education (NPE) was adopted by the parliament in May 1986. The policy considered that “education is a unique investment in the present and future.”

In 1989, the government formed a committee under the chairmanship of Acharya Ramamurthy to review the effectiveness of the National Policy on Education 1986. The Committee submitted a report named “Towards an Enlightened and Humane Society”. Before considering the suggestions of the Ramamurthy Committee, the Government appointed another committee, which was constituted in July 1991, and took into consideration the recommendations of the Ramamurthy Committee along with some modifications in NPE 1986. Shri Janardhan Reddy was the chairperson of this committee and submitted its report in Jan 1992. This document is known as the ‘Programme of Action 1992’. The Programme of Action (POA, 1992) has 23 sections. The main emphasis of this Policy was to ensure the quality of education by removing social, economic, regional, and gender disparities. It aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds, and improve the quality of education at all levels

RECOMMENDATIONS OF NEP 1986:

- **Ensure Access to Quality Education:** The policy aimed to guarantee that every student, regardless of their caste, creed, locality, or gender, had access to high-quality education within the framework of a national system.

- Establish a Common Educational Structure: It envisioned a uniform educational system known as the 10+2+3 system, which would be universally recognized.
- Develop a National Curriculum Framework: The policy sought to establish a national curricular framework with a distinctive core. This core, along with adaptable components, would serve as the foundation for education.
- Promote Vocational Education: The policy prioritized the rationalization of schooling and aimed to combat unemployment by offering various vocational courses.
- Educate Weaker Sections of Society: The policy emphasized the education of marginalized groups such as SC/ST individuals, differently-abled individuals, and girls, recognizing their pivotal role in national development.
- Ensure Basic Facilities in Primary Schools: The concept of an “Operational Blackboard” was introduced to convey that primary schools would receive the essential infrastructure, including two rooms, a map, a chart, a blackboard, and a carpet.
- Promote Gender Equality in Education: The policy emphasized the need for gender equality in education through initiatives like residential curricula, teacher training and orientation, active participation in educational research, and provision of specific support services to eradicate women’s illiteracy.
- Promoting the Objectives of Socialism, Democracy, and Secularism: NPE 1986 stressed the need to promote the objectives of socialism, democracy, and secularism as outlined in the constitution through education.
- Developing the Ability to Function at Various Economic Levels: The policy emphasized that education should foster the development of an individual’s ability to function effectively at various economic levels.
- Fostering National Self-Reliance: NPE 1986 advocated for education to promote national self-reliance, emphasizing the importance of self-sufficiency.
- Treating Education as a Special Investment: The policy adhered to the principle that education is a special investment in the present and future, underlining its significance.
- Ensuring Access to Quality Education: NPE 1986 underscored the importance of providing all students with access to quality education up to a particular level, regardless of caste, creed, location, or sex.
- Effective Measures for the School System: The 1986 Policy’s recommendation for the school system recommended that the government implement effective measures.
- Developing a Common Educational Framework: NPE 1986 sought to develop a common educational framework to ensure consistency and uniformity in the education system.
- All Round Development
- Acculturation Role

- Manpower Development
- National System of Education: 1. Common Structure: 2. National Curricular Framework: 3. Minimum Level of Education: 4. Life Long Education: 5. Equal Opportunities: 6. Cultural and Social System: 7. Link and Regional Language: 8. Research and Development: 9. National Support: 10. Inter-Regional Mobility
- Teachers' Greater Accountability
- Improve Students' Services
- Threshold of Facilities to Institutions
- Performance Appraisal of Institutions at the National or State Level

Modification of NPE 1986 (POA 1992)

- The Programme of Action 1992 (POA-1992) was a significant step towards refining and implementing the National Policy on Education 1986 (NPE-1986). It introduced several crucial modifications and additions to the existing policy framework, aiming to enhance the quality and accessibility of education across all levels. Here's a summary of some key points from the modifications:
- Inclusion of 12th Class in Schools: The modification suggested that Class 12th should be a part of the school system, allowing students to study it either in Higher Secondary Schools or Colleges.
- Emphasis on Literacy Campaigns: More focus was placed on literacy campaigns, encompassing both school children and adults. The National Literacy Mission was to be linked with poverty prevention efforts.
- Strengthening Educational Institutions: Educational institutions of national importance, such as UGC, NCTE, AICTE, etc., were to be strengthened to ensure their effectiveness.
- Vocational and Skilled Training: There was an emphasis on vocational and skilled training programs to provide alternative pathways for students who may not pursue higher education, enabling them to earn a livelihood.
- Expansion of the Blackboard Programme: The operational Blackboard program was to be extended to the Upper Primary Level, with provisions for classrooms, teachers, and teaching-learning materials.
- Targets for Education: Goals were set to increase the percentage of students receiving secondary education (by 1995) and vocational education (by 2000).
- Establishment of Navodaya Vidyalayas: More Navodaya Vidyalayas were to be established across the country, particularly to cater to talented rural children, with a reservation for SC and ST students.
- Autonomous Commission for Higher Education: An autonomous commission was proposed to expedite progress and improvements in higher education.

- Gender Representation in Teaching: A target was set to appoint 50% of primary school teachers as women in the future.
- National Mission for Free and Compulsory Education: A National Mission was to be established to work towards the goal of free and compulsory education by the year 2000.
- Special Focus on Secondary Education for Marginalized Groups: Special provisions were made for secondary education for SC, ST, weaker classes, and girls.
- National Evaluation Association: The establishment of a National Evaluation Association was proposed for examination reforms.
- Allocation of Funds for Education: It was stated that more than 6% of the National Income would be allocated for education.

REORGANIZATIONS:

Early Childhood Care and Education:

1. The National Policy on Children especially emphasizes investment in the development of young children, particularly children from sections of the population in which first-generation learners predominate.
2. Recognising the holistic nature of child development, viz., nutrition, health, and social, mental, physical, moral, and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services program, wherever possible. Day-care centers will be provided as a support service for the universalization of primary education, to enable girls engaged in taking care of siblings to attend school, and as a support service for working women belonging to poorer sections.
3. Programmes of ECCE will be child-oriented, focused on play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programs.
4. A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and human resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

Elementary Education:

1. NPE gives unqualified priority to the universalization of elementary education (UEE). The thrust in elementary education emphasizes (i) universal enrolment and universal retention of children up to 14 years of age, and (ii) a substantial improvement in the quality of education.
2. The child-centered approach commended in NPE attempts to build the academic program and school activities around the child. The Policy 'also recognizes

that unattractive school environment, unsatisfactory condition of buildings, and insufficiency of instructional material function as demotivating factors for children and their parents. The Policy, therefore, calls for a drive for a substantial improvement of primary schools and provision of support services. A variety of measures have been proposed for securing the participation of girls and children from the Scheduled Castes and Scheduled Tribes families, other educationally backward sections, and minorities.

3. Conclusive data is not available regarding the number of working children. However, it has been assumed in the Policy that a large number of out-of-school children are unable to avail themselves of the benefits of schooling because they have to work to supplement family income or otherwise assist the family. NPE proposes taking up a large and systematic program of nonformal education for these children and children of habitations without schools. The emphasis in NPE is on the Organisation of flexible programs which are relevant to the needs of the learners and the quality of which is comparable with the corresponding stages of formal education.
4. The measures proposed to improve in quality of elementary education include reform of the content and process of education, improvement in school buildings and other facilities, provision of additional teachers, and a comprehensive programme of teacher education. Minimum levels of learning are to be laid down for each stage, which would naturally include laying down such norms for the primary and upper primary stages.

Operation Black Board:

The purpose of OB is to ensure the provision of minimum essential facilities in primary schools' material facilities as well as learning equipment. The use of the word 'Operation' implies that there is an urgency in this program, that goals are clear and well-defined, and that the Government and the people are determined to achieve those goals within a predetermined timeframe.

OB envisages (i) two reasonably large rooms that are useable in all weather; (ii) necessary toys and games material; (iii) blackboards; (iv) maps; (v) charts; and (vi) other learning materials. The specific items to be provided in each school under OB is given in the Annex. Regarding the buildings to be constructed the following points need to be mentioned:

- Construction of essential buildings for primary schools will be the first charge on NREP and RLEGP funds. Those resources will be supplemented by other appropriate schemes.
- Village Education Committees will be required to give undertaking for maintenance and upkeep of buildings and other structures;

- Primary school-wise inventories of available structures will be prepared for systematic planning;
- Inexpensive building designs will be prepared to keep in view the agro-climatic conditions and utilize locally available materials.
- Steps will be taken to obtain land for playgrounds

Secondary Education:

It is known that secondary and higher secondary schools are under-provided, particularly in the rural areas in terms of buildings, teachers, and school facilities but the extent of these shortages has not been surveyed in all aspects. The program of consolidation envisaged in the policy will have the following components of which the cost cannot be precisely estimated:

- (a) Adequate playground facilities where needed will have to be provided by making available nearby vacant land and in other places by arranging for sharing of such facilities with the neighboring school as a priority program during the 7th Plan.
- (b) A program for the construction of additional classrooms and laboratory facilities in schools to the extent they are deficient will be taken up. School education is mainly looked after by the State Governments and local bodies. If possible, the Central Government may consider supplementation of resources.
- (c) Every school must have laboratories and other facilities as specified in the terms of recognition of the Board of Secondary/Higher Secondary Education to which it is affiliated. These norms have been developed by the NCERT and KVS also. Taking into consideration the experience that the equipment once given is not replaced and even maintained it is suggested that community participation by way of student contribution at the rate of Rs. 10 to 15 per month should be levied, except for girls and others exempt from payment of tuition fee. This collection should remain in the school for replacement and maintenance purposes.
- (d) The teacher competencies would be improved by attracting better-qualified people to the profession as envisaged in the policy and by improving the pre-service and in-service training programs through strengthened secondary teacher training institutions. The process will begin straightaway and will be continued for consistently upgrading teachers' competencies.
- (e) As envisaged in the Policy the core curriculum will play an important role in educational consolidation. This will be followed by overall improvement in curriculum, textual material, teaching practices, and examination/evaluation methods.
- (f) The Kothari Commission suggested that the ratio of higher secondary and secondary schools should be 1:3. This should be ensured. A large number of higher secondary

schools have only one or two streams out of humanities, science, and commerce and most do not have vocational streams. As an important program in the process of consolidation, schools should be helped to have all three streams and a vocational stream in selected schools. This will be the responsibility of the State Government concerned. The vocational stream would be set up with the assistance of the Government of India as may be determined.

Navodaya School:

Under the scheme of Navodaya Vidyalayas for catering to the category of high achievers one such Vidyalaya will be set up in each district during the 7th Five Year Plan period. These schools will make available good quality education irrespective of the parent's capacity to pay and their socioeconomic background. In these schools, there will be 75% reservation for children from rural areas. There will be reservations for SC and ST as per their actual population in, the district subject to a minimum nationally prescribed figure of 15 and 7 1/2 for SC & ST respectively. An effort will be made to cover girls to the extent of 1/3 in a school. Education will be free including boarding and lodging in these schools. These schools will be affiliated to the Central Board of Secondary Education.

Higher Education:

- (a) to provide appropriate funding to Universities and Colleges according to the norms to be evolved by the University Grants Commission for each specified course and intake;
- (b) to prepare a plan to equip the existing institutions in a phased manner based on the norms prescribed;
- (c) to establish institutions within the university system that will have close ties with National Laboratories and other agencies; a Task Force will be appointed by the UGC to evolve guidelines for setting up such institutions and their management structure;
- (d) to formulate a scheme by the UGC to provide financial assistance and other incentives, including model statutes for the promotion and development of autonomous departments within the universities;
- (e) to review the Management patterns including the structure, roles, and responsibilities of various universities/bodies in the light of the new demands on the University system. The UGC will take steps to promote the evolution of new, efficient, and more effective management systems and organize wide discussions on them so that they may become the basis of new legislation.
- (f) to take effective steps to ensure that no new institutions are established without careful planning and the provision of the necessary physical facilities;

- (g) to formulate guidelines for granting affiliation to new colleges which should provide, among others, the minimum facilities required in each institution including new teaching aids such as audio-visual systems, VCRs, computers, etc; and
- (h) to regulate admission based on physical facilities and to develop entrance examinations for admission to institutions of higher education.

The main features of the programs and strategies to impart the necessary dynamism to the higher education system-

- (i) Consolidation and Expansion of Institutions
- (ii) Development of Autonomous Colleges and Departments.
- (iii) Redesigning Courses
- (iv) Training of Teachers
- (v) Strengthening Research
- (vi) Improvements in Efficiency
- (vii) Creation of structures for coordination at the State and National levels.
- (viii) Mobility

Autonomous College:

1. The system of affiliated colleges does not provide autonomy to deserving colleges to frame curricula, courses of studies, or their system of evaluation. Although the UGC has been supporting this program, only 21 colleges have been conferred autonomous status so far.
2. It is envisaged that about 500 colleges should be developed as autonomous colleges in the Seventh Plan, and the existing affiliating system might be replaced in the long run. Due care will be taken to evolve a suitable framework for autonomous Colleges.
3. To achieve this objective, it is proposed:
 - (a) to make provision in the University Acts where necessary, to enable colleges to become autonomous;
 - (b) to frame guidelines and patterns of assistance including the extent of academic, administrative, and financial freedom and the corresponding responsibilities devolving on the autonomous colleges, their management structures, including provisions for safeguarding the interests of teachers, etc;
 - (c) to formulate a scheme of incentives such as special assistance to selected colleges, creation of posts of Readers and Professors, provision of a higher level of grant for development, etc. to colleges that become autonomous;
 - (d) to provide special assistance to colleges in tribal/ backward areas to enable them to develop into autonomous colleges;

- (e) to make statutory provisions, if necessary, to enable autonomous colleges to award their degrees or to confer deemed university status on them to develop other appropriate mechanisms to accelerate the process of curricular reforms, design of courses, reforms in teaching and evaluation procedures, etc.
 - (f) to develop appropriate instruments for review/appraisal of the scheme of autonomous colleges at regular intervals, and to develop interaction among colleges to promote the scheme of autonomous colleges;
 - (g) to initiate detailed studies to develop alternate methods of university-college relationships that could replace the existing affiliating system in the long run.
4. The program of autonomous colleges will be full. funded by the Central Government for a period of five years. Funds for this purpose will be made available to the UGC. However, the maintenance expenditure of these colleges will continue to be met by the resources which provide such expenditure, at present.

Teacher Education:

1. Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.
2. The new programs of teacher education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this Policy.
3. District Institutes of Education and Training (DIET) will be established with the capability to organize pre-service and in-service courses for elementary school teachers and the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education.

Value Education:

1. The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum to make education a forceful tool for the cultivation of social and moral values.
2. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism.

3. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals, and perceptions. It should lay primary emphasis on this aspect

Technical Education:

1. Although the two streams of technical and management education are functioning separately, it is essential to look at them together, given their close relationship and complementary concerns. The reorganization of Technical and Management Education should take into account the anticipated scenario by the turn of the century, with specific reference to the likely changes in the economy, social environment, production and management processes, the rapid expansion of knowledge, and the great advances in science and technology.
2. The infrastructure and services sectors as well as the unorganised rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. This will be attended to by the Government.
3. To improve the situation regarding manpower information, the recently set up Technical Manpower Information System will be further developed and strengthened.
4. Continuing education, covering established as well as emerging technologies, will be promoted.
5. As computers have become important and ubiquitous tools, minimal exposure to computers and training in their use will form part of professional education. Programs of computer literacy will be organized on a wide scale from the school stage.
6. Given the present rigid entry requirements to formal courses restricting the access of a large segment of people to technical and managerial education, programs through a distance learning process, including the use of the mass media will be offered. Technical and management education programs, including education in polytechnics, will also be on a flexible modular pattern based on credits, with provision for multi-point entry. A strong guidance and counseling service will be provided.
7. To increase the relevance of management education, particularly in the noncorporate and under-managed sectors, the management education system will study and document the Indian experience and create a body of knowledge and specific educational programs suited to these sectors.
8. Appropriate formal and non-formal programs of technical education will be devised for the benefit of women, the economically and socially weaker sections, and the physically handicapped.

9. The emphasis on vocational education and its expansion will need a large number of teachers and professionals in vocational education, educational technology, curriculum development, etc. Programs will be started to meet this demand.
10. To encourage students to consider “self-employment” as a career option, entrepreneurship training will be provided through modular or optional courses, in degree or diploma programs.
11. To meet the continuing needs of updating curriculum, renewal should systematically phase out obsolescence and introduce new technologies of disciplines.

EQUAL OPPORTUNITY:

The new Policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far.

Education for women’s equality:

Education will be used as an agent of basic change in the status of women. To neutralize the accumulated distortions of the past, there will be a well-conceived edge in favor of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, and textbooks, the training and orientation of teachers, decision-makers, and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women’s Studies will be promoted as a part of various courses and educational institutions are encouraged to take up active programs to further women’s development.

The removal of women’s illiteracy and obstacles inhibiting women’s access to, and retention in, elementary education will receive overriding priority, through the provision of specific support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women’s participation in vocational, technical, and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women’s participation in non-traditional occupations, as well as in existing and urgent technologies.

Education of Schedule Caste:

The central focus in the SC educational development is their equalization with the non-SC population at all stages and levels of education, in all areas, and in all four dimensions—rural male, rural female, urban male, and urban female.

The measures contemplated for this purpose include:

- i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;
- ii) Pre-matric Scholarship scheme for children of families engaged in occupations such as scavenging, flaying, and tanning to be made applicable from Class I onwards. All children of such families, regardless of income, will be covered by this scheme and time-bound program targeted at them will be undertaken;
- iii) Constant micro-planning and verification to ensure that the enrolment, retention, and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- iv) Recruitment of teachers from Scheduled Castes;
- v) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased program;
- vi) Location of school buildings, Balwadis, and Adult Education Centres in such a way as to facilitate the full participation of the Scheduled Castes;
- vii) The utilization of N.R.E.P. and R.L.E.G.P. resources to make substantial educational facilities available to the Scheduled Castes; and
- viii) Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process.

Education of Schedule Tribes:

The following measures will be taken urgently to bring the Scheduled Tribes on par with Others:-

- i) Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the N.R.E.P, R.L.E.P, Tribal Welfare schemes, etc.
- ii) The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their spoken languages. This declines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- iv) Residential schools, including Ashram Schools, will be established on a large scale.

- v) Incentive schemes will be formulated for the Scheduled Tribes, keeping given their special needs and lifestyles. Scholarships for higher education will emphasize technical, professional, and para-professional courses. Special remedial courses and other programs to remove psycho-social impediments will be provided to improve their performance in various courses.
- vi) Anganwadis, Non-formal, and Adult Education Centres will be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as well as their enormous creative talent.

Minorities:

Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their educational institutions, and protection to their languages and cultures. Simultaneously, objectivity will be reflected in the preparation of textbooks and all school activities, and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

Physically Challenged:

The objective should be to integrate physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth, and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii) Adequate arrangements will be made to give vocational training to the disabled.
- iv) Teachers' training programs will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of handicapped children.
- v) Voluntary efforts for the education of the disabled, will be encouraged in every possible manner.

Education for Adults:

Our ancient scriptures define education as that which liberates-i.e. provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.

The critical development issue today is the continuous upgradation of skills so 'as to produce manpower resources of the kind and the number required by the society. Since participation by beneficiaries in the developmental programs is of crucial importance, systematic programs of adult education link with rational goals such as the alleviation of poverty, national integration, environmental conservation, the cultural creativity of the people, observance of small family norms, promotion of women's equality, etc. will be organized and the existing programs reviewed and strengthened.

The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and State Governments, political parties, their mass organizations, the mass media, and educational institutions must commit themselves to mass literacy programs of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers, etc. Concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy. The mass literacy program would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility of changing it.

A vast program of adult and continuing education will be implemented through various ways and channels, including-

- (a) establishment of centers in rural areas for continuing education;
- (b) workers' education through the employers, trade unions, and concerned agencies of government;
- (c) post-secondary education institutions;
- (d) wider promotion of books, libraries, and reading rooms.
- (e) use of radio, TV, and films, as mass and group learning media;
- (f) creation of learners' groups and organizations;
- (g) programs of distance learning;
- (h) organizing assistance in self-learning; and
- (i) organizing need and interest-based vocational training programs.

OPEN UNIVERSITY AND DISTANCE LEARNING:

The open learning system has been initiated to augment opportunities for higher education, as an instrument of democratizing education and to make it a lifelong process.

The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who have joined the vocational stream.

The Indira Gandhi National Open University was established with these objectives and came into existence in September, 1985. The University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards. To develop and strengthen the Open University System:

- (1) The Indira Gandhi National Open University has initiated action for its academic programs. In the first instance, the programs will consist of an undergraduate degree and diploma programs. The University will offer diploma-level courses in distance education and management from early 1987. These programmes will be followed by diplomas in rural development and in computer science which will be offered in the latter part of 1987. A diploma in creative writing is also envisaged. Preparations for the undergraduate programs are in progress and the courses will be offered from early 1988. The University will also design courses, especially in the areas of relevance to the needs of women and for teacher orientation.
- (2) The courses will be structured on a modular pattern with the facility for the accumulation of credits. Provision will be made for the transfer of credits from the formal to the nonformal system, and vice-versa. The UGC and the Open University will frame detailed guidelines in this respect.
- (3) Standards will be prescribed to determine the minimum level of learning at every stage of education and criteria will be evolved to objectively assess this level of attainment so that opportunities can be provided to all including housewives, agricultural and industrial workers, and professionals to continue their education.
- (4) To strengthen the delivery system of the Open University and the media support to its programs, discussions will be held with the Ministry of Information and Broadcasting for the provision of separate Radio and T.V. channels.
- (5) In the discharge of its responsibility to coordinate the distance learning system and determine its standards, the National Open University will frame necessary statutes for the guidance/compliance of the State Governments who either wish to establish their open universities or want to take advantage of the facilities offered by the National Open University.
- (6) Arrangements will be made to develop a network of courses in the Open University System. This would mean that a student joining one Open University can take courses from another Open University. The system will, therefore, offer a wide variety of academic programs.
- (7) It is essential that the quality of the Open University programs and the efficiency of the delivery system are ensured. Since adequate expertise and trained manpower

in this area are limited, it will be necessary for the Open Universities to be established to develop their programs in close collaboration with the Indira Gandhi National Open University.

- (8) State Governments will ensure that Open Universities are established after very careful planning and that the required resources and facilities are available to them. The National Open University will also give financial assistance to the State Open Universities and departments of correspondence courses for development purposes.

1.2.4: Revised National Policy of Education-1992

In July 1991, Central Advisory Board of Education appointed a Committee on National Policy of Education under the chairmanship of Janardan Reddy, the then Chief Minister of Andhra Pradesh. Six other education Ministers belonging to major political parties and eight educationists were the members of the committee. The committee reviewed the NPE 1986, taking into consideration the report of Acharya Ram Murti committee known as National Policy of Education Review Committee (NPERC) and other relevant developments since 1986. The policy provides new dimension to education such as Distance Education through Open Universities. Indira Gandhi Open University has been established for this purpose at centre. Similarly some states have also opened Open Universities. Delinking the employment with degree, establishment of rural universities, technical and management education, innovation, research and development, organizing the new educational programmes, rationalization of educational activities and process, evaluation system, status of teachers', women education and creating means for it are some of the new dimensions

1.2.5: New Education Policy (NPE-2020)

Introduction:

The National Education Policy 2020, introduced on July 29, 2020, is the first education policy of the twenty-first century. To ensure continuous learning, NEP 2020 strongly emphasizes five pillars: accessibility, affordability, equity, quality, and accountability (Chandra, 2021). It has been designed to the requirements of the people, who regularly seek new information and skills to succeed in society and the economy. According to the Policy, all dimensions of the educational system, including its governance and regulation, are to be re-examined and restored. The policy aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, and multidisciplinary, suited to 21st-century needs and aimed at bringing out the unique capabilities of each student. The focus of NEP 2020 is to ensure that everyone has access to high-quality education and opportunities for lifelong

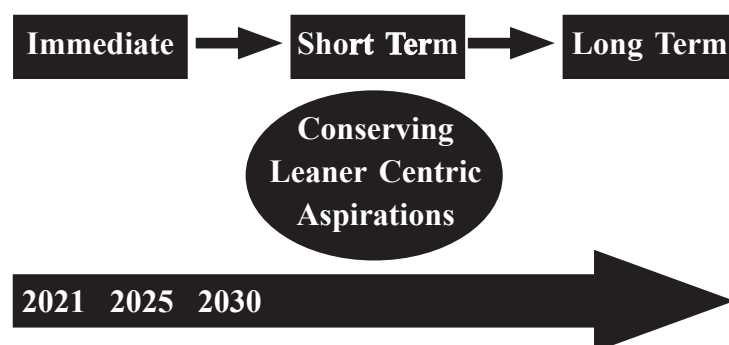
learning, which result in appropriate jobs and productive employment as outlined in the United Nations Sustainable Development Goals 2030 (Inamdar & Parveen, 2020).

Characteristics:

- Universal access to quality Early Childhood Care and Education (ECCE)
- Holistic and multidisciplinary education
- Emphasis on analytical and creative thinking rather than rote learning
- The 10+2 structure of education is being replaced by 5+3+3+4, in line with the developmental stages of the child.
- Transitioning to a more multidisciplinary and holistic education.
- recognizing, identifying, and fostering the unique capabilities of each student.
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams.

Action Plan:

Implementation of the NEP-2020 policy brings transformation of the present school education system 10+2 into 5+3+3+4 (includes 3 years of pre-school). Accordingly, by the end of the upcoming decade, the number of students aspiring for education will have basic technical education as a part of their lifestyle irrespective of the nature of higher education. As the policy aspires to successful implementation by 2030, the reformation of education in HEI has to be implemented simultaneously within a decade, Therefore, different facets of technical education need to be reformed accordingly to meet the requirements of the students.



Source: NEP 2020

Key aspects of the NEP:

The draft of this policy has been divided into four parts namely:

- School Education-(Part-I)
- Higher Education (Part-II)
- Other key areas of the focus (Part-III) and
- Making it happen (Part-IV).

Here focus has been made on only School Education-(Part-I) and Higher Education (Part-II)

School Education:

Ensure Universal Access at All Levels of schooling from pre-primary school to Grade 12 NEP2020 aims to achieve a 100% Gross Enrollment Ratio in school education by 2030. The initiatives that will be undertaken for this include the provision of effective and sufficient infrastructure, alternative and innovative education centers to ensure that children who are dropping out of school are brought back into mainstream education, and universal participation in school by carefully tracking students, as well as their learning levels. Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents to ensure that all school-age children are attending and learning in school. In school education, the National Education Policy 2020 stresses the core values and principle that education must develop not only the cognitive skills, that is, –both ‘foundational skills’ of literacy and numeracy and ‘higher-order’ skills such as critical thinking and problem-solving – but also, social and emotional skills-also referred to as ‘soft skills’-including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. The Policy aims and aspires to universalize pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025.

Pre-primary Education/(ECCE): NEP 2020 emphasizes the criticality of the early years to ensure quality early childhood care and education for all children between 3-6 years by 2025. The children in the ages of 3-5 will be catered to by the current system of anganwadis and pre-schools, and ages 5-6 will be included with the schooling system in a seamless integrated manner, with a play-way based curriculum to be prepared by the NCERT. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT. The planning and implementation of early childhood.

Recommendations:

- New Policy aims for universalization of education from pre-school to secondary level with a 100 % Gross Enrolment Ratio (GER) in school education by 2030.
- NEP 2020 will bring 2 crores of school children back into the mainstream through an open schooling system.
- The current 10+2 system is to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under the school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools; Vocational Education to start from Class 6 with Internships.
- Teaching up to at least Grade 5 to be in mother tongue/ regional language. No language will be imposed on any student.
- Assessment reforms with a 360-degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes.
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Higher Education:

The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics, and professional fields having imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points.

Recommendations:

- Gross Enrolment Ratio in higher education to be raised to 50 % by 2035; 3.5 crore seats to be added in higher education.
- The policy envisages broad-based, multi-disciplinary, holistic Undergraduate education with flexible curricula, creative combinations of subjects, integration of vocational education, and multiple entry and exit points with appropriate certification. UG education can be 3 or 4 years with multiple exit options and appropriate certification within this period.

- Academic Bank of Credits to be established to facilitate the Transfer of Credits to Multidisciplinary Education and Research Universities (MERUs), at par with IITs, and IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. HECI to have four independent verticals-National Higher Education Regulatory Council (NHERC) for regulation,
- General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation, and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over some time, it is envisaged that every college would develop into either an Autonomous degree-granting College or a constituent college of a university.

1.2.6: Developments of Education Under Five-Year Plans in India

Introduction:

Education is the most important lever for social, economic, and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes, and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity. Recognizing the importance of education in national development, the five-year Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted, and on ensuring that educational opportunities are available to all segments of society.

1.2.6.1: Elementary Education

The Indian education system has evolved over the years and is structured into several levels, including primary education, secondary education, and higher education: a. Primary Education: Primary education in India typically starts at the age of six and continues until

the age of fourteen. It consists of eight years of education. The government has made significant efforts to increase enrollment and improve the quality of primary education.

Five-year plans and Primary Education system:

The Indian primary education system has undergone significant development and reform through various Five-Year Plans. The Five-Year Plans were a series of economic and social development initiatives in India, with each plan spanning five years. These plans played a crucial role in shaping the growth and improvement of various sectors, including primary education.:

- a. **First Five-Year Plan (1951-1956):** The First Five-Year Plan laid the foundation for primary education in India. During this period, the government focused on building infrastructure, setting up schools, and increasing enrolment. Several primary schools were established, particularly in rural areas, to improve access to education.
- b. **Second Five-Year Plan (1956-1961):** The Second Five-Year Plan continued the efforts of the first plan. It emphasized the need for quality education and the training of teachers. The government introduced programs to enhance the qualifications and skills of primary school teachers.
- c. **Third Five-Year Plan (1961-1966):** The Third Five-Year Plan aimed to consolidate the gains made in primary education. Efforts were made to improve the curriculum and teaching methods, ensuring that primary education was more relevant and effective. Teacher training programs were further expanded.
- d. **Fourth Five-Year Plan (1969-1974):** This plan recognized the importance of universalizing primary education. It launched initiatives to promote primary education in underserved areas, especially among marginalized communities. The plan introduced measures to reduce disparities in access to education.
- e. **Fifth Five-Year Plan (1974-1979):** The Fifth Five-Year Plan continued to focus on universal primary education and made efforts to reach out to remote and tribal areas. Mid-day meal programs were initiated to improve school attendance and nutrition among primary school children.
- f. **Sixth Five-Year Plan (1980-1985):** During this plan, the government concentrated on improving the quality of primary education. Emphasis was placed on improving teaching methods and materials. The plan aimed to make primary education more child-centered and activity-based. These Five-Year Plans provided a roadmap for primary education development in India
- g. **Seventh Five Year Plan (1985-90):** Highest priority to realizing UEE for children in the age group of 6-14 years by 1990.Emphasis shifted from mere enrolment to retention and attainment of basic elements of learning.These objectives were to be achieved through formal and non-formal methods focusing sharply on the needs of girls and children belonging to economically and socially weaker sections.

- h. Eighth Five Year Plan (1992-1997): Highest priority to Universalization of free and compulsory education up to the age of 14.Reduction of disparities in access among states and within states, between boys and girls, and among different segments of the population. Reduction of drop-outs particularly among girls and children belonging to SCs, STs, and other economically and socially disadvantaged communities.
- i. Ninth Five-Year Plan (1997-2002): To Implement the constitutional provision of making primary education free and compulsory up to the 5th standard.The aim is to move towards equal access to and opportunity of educational standards up to the school-learning stage. We shall strive to improve the quality of education at all levels from the primary level to our universities.
- j. Tenth Five Year Plan (2002-07): (a) All children (age groups 6-11 and 11-14) should have access to primary schools, upper primary schools, or their alternatives within walking distance of one kilometer and three kilometers respectively.(b) Universal access to early childhood care and education centers for all children of 3-6 years of age. (c) Need-based expansion of upper primary education facilities, particularly for disadvantaged sections. There should be one upper primary school for every two primary schools. (d) All schools should have buildings, toilets, drinking water, electrification, playgrounds, black boards, and other basic facilities and.
- k. Eleventh Five Year Plan (2007-12): Universal enrolment of 6-14 age group children including hard to reach segment.Substantial improvement in quality and standards with the ultimate objective to achieve standards of KVs under the CBSE pattern.All genders, social, and regional gaps in enrolment are to be eliminated by 2011-12.One year ECCE for all children in the age group of 4-6 years. Dropouts at the primary level are to be eliminated and the dropout rate at the Elementary level is to be reduced from over 50 to 20 by 2011-12.
- l. Twelve Five Year Plan (2007-2012): Mean Years of Schooling to increase to seven years by the end of the Twelfth Five-Year Plan. Enhance access to higher education by creating two million additional seats for each age cohort aligned to the skill needs of the economy. Eliminate gender and social gap in school enrolment (that is, between girls and boys, and between SCs, STs, Muslims, and the rest of the population) by the end of the Twelfth Five Year Plan.

1.2.6.2: Secondary Education in Five-Year Plans

First five-year plan (1951-1956): The first plan had the target to bring 15% of the children of the eligible age group to the secondary schools in comparison to the already existing (i.e. 1950-51) 11% of the students in the secondary schools. It was specified that primarily and, secondary school education must be thoroughly & closely associated with the psychological needs of the adolescents. Secondly, it should be substantially related

to the existing socio-economic situation, the official schemes for social and economic reconstruction, and the directive principles of State policy positioned in the Constitution.

Second five-year plan (1956-61): This particular plan provided a considerable emphasis on the diversification of secondary education. The problems and significant issues concerning secondary education were reviewed by a commission called the Secondary Education Commission that presented its report in 1953, so this plan worked on the recommendations made by this commission only.

Third five-year plan (1961-66): This Plan raised the need for reorganization of secondary schools to cater to a broader range of abilities and aptitudes and provide diversified educational service. For the same, many measures were visualized like upgrading high schools into higher secondary schools, growing multipurpose schools with provision of a variety of elective subjects in addition to the academic course, extending as well as improving the facilities for the teaching of science, improving examination & evaluation system, magnifying the conveniences for vocational education, stipulating educational & vocational guidance and much more. The plan made general science a compulsory subject in all secondary schools, along with this more than 9,500 schools out of 21,800 secondary schools were allotted science of an elective standard to provide a more pleasing foundation for the additional growth of science education at a higher level.

Fourth five-year plan (1969-74): This Plan prioritized the expansion of elementary education and regarding secondary education, the only effort made was to enrich the content to improve the quality of secondary education. It was stated in this plan “A major task in the field of post-elementary education is to provide a large variety of vocational courses for children who do not intend to continue their general education beyond the elementary stage.

Fifth five-year plan (1974-78): Again, this plan emphasized a lot on Elementary education, concerning secondary education, the existing trend at that time in the increase of enrolment was made the focus. An enrolment target of another 15 lakh in classes IX-XI/XII was proposed for 1977-79. The percentage of children of the age group 14-18, enrolled in classes IX-XI/XII was targeted to increase from 20% in 1973-74 to 25% in 1978-79. Vocationalisation at the secondary stage was also suggested to be commenced in selected areas for the period of the subsequent two years to implement well-conceived and completely well-thought programs. It can be effortlessly concluded that there was no focus on secondary education in this particular plan.

Sixth five-year plan (1980-85): This plan recognized secondary education as a means of social mobility and economic independence and further advocated that secondary education facilities need to be extended to rural as well as backward areas. It also stressed that access to secondary education must be provided to the weaker, backward sections of society.

Seventh five-year plan (1985-90): The key thrust areas in this plan were the accomplishment of universal elementary education and the abolition of illiteracy in the

15-35-year-old age group. However, for secondary education, provisions were made to promote distance learning techniques and open school systems. Certain norms were laid down for the establishment of secondary schools that would be strictly monitored to evade unplanned growth and proliferation of economically non-viable and educationally unproductive schools. This plan announced girls' education free up to the higher secondary stage and advocated strengthening & universalization of the teaching of science and mathematics.

Eighth five-year plan (1992-97): This Plan was launched in the background of acceptance of the recommendations of the Report of the Narasimha Rao Committee that eradicated the qualms regarding the continuation of existing CSSs in the education sector and further introduced new CSSs with approval from Planning Commission. It was brought forward that the further expansion of secondary schools would be synchronized in such a manner that new schools would be opened on a selective basis, principally to gratify the needs of deprived sections (girls and SC/ST and in rural areas). The plan emphasized quality improvement and intensified the internal efficiency of the existing (10+2) system.

Ninth five-year plan (1997-2002): The focus of the Ninth Plan concerning secondary education was majorly on reducing disparities, refurbishing curricula while emphasizing vocationalisation & employment-oriented courses, reforming teachers' training, expanding as well as diversifying open learning systems, and lastly extending the use of ICT in schools. Furthermore, hostel facilities free education for girls, and integrated education for the disabled also gained considerable attention. Various Central institutes/organizations like NCERT, NOS, K.V., and N.V. were further made stronger.

Tenth five-year plan (2002-07): The tenth Plan admitted that financing of secondary had undergone a decline in terms of percentage expenditure on education from the Sixth Plan onwards and recognized the blow on secondary education due to the initiatives taken under the Universalization of Elementary Education, that had upshot an amplified demand for the expansion of secondary education. After reviewing the scheme of vocationalisation of education, where only 10% of the students opted for the vocational stream against the target of 25% by 2000, it was put forward in the plan that the scheme had not appealed to the stakeholders due to deficiency of industry-institute linkages, manpower demand surveys and many other academic constraints. Another action proposed was for the Kendriya Vidyalaya Sangathan to open new schools in partnership with other voluntary agencies along with setting up an additional 150 KVs (fully funded by the government).

Eleventh five-year plan (2007-12): This plan aimed to raise the minimum level of education to class 10th & consequently universalize access to secondary education, assuring superior quality secondary education with a better focus on Mathematics, Science, & English and reducing gender, regional & social gaps in enrolment, drop-out & retention. Secondary schooling entertained a major driving force during this plan, with the introduction of a

centrally sponsored scheme Rashtriya Madhyamik Siksha Abhiyan (RMSA), launched in 2009–10 with a funding pattern of 75:25 between Centre and States, in general, and 90:10 for Special Category and the non-NER States. The target in this plan was to provide secondary & higher secondary schools within 5- & 7-8-kilometres distance respectively of every habitation. This vision of ensuring universal secondary education was targeted to be achieved by 2017 (i.e. it was supposed to be done by the end of the 12th Five Year Plan) while the target for GER was set at 75% for secondary stage and the combined GER (secondary and senior secondary) of 65%.

Twelfth five-year plan (2012-17): The objective for secondary education in this plan was to make quality education available, accessible as well as easily affordable to most of the population of the 14–18-year age group. The focus of the plan was on fulfilling the lingering needs of access with much concentration on the wants of the disadvantaged people and the remote areas; escalating enrolment at the upper primary as well as secondary levels; upgrading the school infrastructure as per the RTE provisions; reducing drop-out rates, and broad-based enhancement in the quality of education emphasizing learning outcomes.

1.2.6.3: Higher Education in Five-Year Plans

First Five-Year Plan (1951-56) emphasizes the basic importance of education in the planned development of the nation. In the context of higher education, the Plan emphasized building up a new system (or systems) more suited to national needs and working out the relationships of the various systems.

The Second Five Year Plan (1956-61) noted that ‘the rapid increase in the number of students in universities and colleges has affected the standards of education’. The plan therefore stressed improvements in the standards of college and university education.

The Third Plan (1961-66) recognized education as the most important single factor in achieving rapid economic development and technological progress and increasing a social order founded on the values of freedom, social justice, and equal opportunity. It also emphasized that ‘programs of education lie at the base of the effort to forge the bonds of common citizenship, to harness the energies of the people and to develop the natural and human resources every part of the country.’

The Seventh Plan (1985-90) has also emphasized the importance of human resource development in the development strategy, particularly in a country with a large population. It pointed out that ‘trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in desired directions. Education develops basic skills and abilities and fosters a value system conducive to, and in support of, national development goals, both long-term and immediate. The Plan stressed on removal of obsolescence and modernization of technical education as well as the forgoing of beneficial linkages with industry and development agencies.’

The Eighth Plan stated that the goal of Plan efforts is human development, of which human resource development is a necessary pre-requisite. Education is a catalytic factor, which leads to human resource development. In the context of higher education, it was noted that the higher education present suffers from several weaknesses such as the proliferation of sub-standard institutions, failure to maintain an academic calendar, outdated curriculum, disparities in the quality of education, and lack of adequate research support.

The Ninth Plan observed that the deterioration in quality, resource crunch leading to poor infrastructure, and the serious problems of governance are the main problems affecting the development of higher education. The Plan stressed the fact that the country is going through major economic and technological changes, and the system of higher education to prepare its products for participation in the emerging social, economic, and cultural environment. Universities are witnessing a sea change in their outlook and perspective.

Broadly, the Ninth Plan emphasized on the following strategies to improve the higher education system:

- consolidation and expansion of institutions;
- development of autonomous colleges and departments;
- redesigning of courses;
- training of teachers;
- strengthening of research;
- improvements in efficiency;
- review and monitoring etc.

Tenth Plan (2002-2007): there was a “massive institutional, infrastructure for promotion of higher education and research in the country”. The Plan has stressed the need: (i) to promote centers of excellence with the triangular partnership of academia, industry, and government, which is considered essential to make India a knowledge superpower and competitive in the global economy; (ii) to make accreditation process more transparent, time-bound and free from the regime of controls. There is a need to enforce quality assurance measures.

Eleventh Plan (2007-12): Common calibration and admission based on the Common Entrance Test and/or other relevant criteria for at least professional and PG courses in CU in the first phase. Universalizing the semester system. Continuous internal evaluation and assessment to eventually replace annual examinations. Introducing a Credit System to provide students with the possibility of spatial and temporal flexibility/mobility. Curriculum revision at least once in every three years or earlier to keep syllabi in tune with job market dynamics and advancement in research.

Twelfth Plan (2012-17): Develop Central Institutions as Quality-Leading Institutions. Strategic Support for State Higher Education. Expansion of Skill-Based Programmes. Open

and Distance Learning (ODL) will be used to widen access and significantly expand capacity cost-effectively and flexibly. National Initiative on Inclusion of Persons with Disabilities. National Initiative for Quality Higher Education in Indian Languages etc.

1.2.6.4: Women's Education in Five-Year Plans

First five-year plan (1951-1956): The First Plan (1951-1956) envisaged several welfare measures for women. The Central Social Welfare Board (CSWB) was set up in 1953 to act as an apex body at the national level and to promote action organizations at various levels, especially at the grassroots; to take up welfare-related activities for women. In 1954, the State Social Welfare Advisory Boards (SSWAB) were established in the state Government, as the limb of the CSWB. The CSWB acts as an umbrella organization networking through SSWABs and through them thousands of Voluntary Organizations.

Second five year-plan (1956-1961): The Second Plan (1956-1961) retained the welfare approach to women's issues, taking cognizance of the plight of women workers on account of the social prejudices, and the need to provide and implement maternity benefits, protection from injurious work, crèches, and equal pay for equal work policies. The plan efforts were geared to organize 'Mahila Mandals' (women's groups) at the grassroots levels to ensure better implementation of welfare schemes.

Third five-year plan (1961-1966): The Third Plan (1961-1966) envisaged female education as a major strategy of welfare. Under 'social welfare' the emphasis was on the provision of rural welfare services and condensed educational courses. Health services were geared toward maternal and child welfare and also health education, nutrition, and family planning.

Fourth Five-Year Plan (1966-1969): The Fourth Five-Year Plan (1969-74) emphasized women's education. The basic policy of this Plan was to promote women's welfare within the family as the base of operation. High priority was accorded to immunization of preschool children and supplementary feeding for children, expectant and nursing mothers. During this period, the Central Social Welfare Board adopted the following programs for the welfare of women.

Fifth Five-year Plan (1974-1979): The Fifth Five-Year Plan (1974-79), saw a shift in the approach to women's development from 'welfare' to 'development' to cope with several problems of the family and the role of women. The new approach aimed at an integration of welfare with development services. This plan emphasized the need to train women in need of income and protection.

Sixth Five-Year Plan (1980-1985): The Sixth Five-Year Plan (1980-85), marked a landmark in the history of women's development by including a separate chapter and adopting a multi-disciplinary approach with the three-pronged thrust on health, education, and employment. This Plan reviewed the status and situation of women in general and concluded

that despite legal and constitutional guarantees; women had lagged behind men in all sectors. It stressed that the main strategy for women's development was three-fold education, employment, and health. For the first time, it spelled out that economic independence would accelerate improvement in the status of women and suggested the setting up of cells at the district level for increasing women's participation through self-employment. It also wanted the government to review the adequacy of the implementing machinery of various special legislations passed for the protection of women's rights. It referred, as usual, to the need for increasing enrollment of girls at the elementary level, thus encouraging the promotion of education for women in backward areas

Seventh Five-Year Plan (1985-1990): The Seventh Five-Year Plan (1985-90) operationalized the concern for equity and empowerment articulated by the International Decade for Women. During this Plan efforts were made to provide welfare measures to all sections of society, especially the underprivileged section of women. A significant step in this direction was to identify/promote the 'beneficiaries-oriented programs' for women in different developmental sectors, which extend direct benefits to women. Women Mahila Mandals were established. Many Arts and Crafts centers were opened for women to enhance their employment opportunities. Support to Training-cum-Employment for Women (STEP) was launched in 1987 to strengthen the skills among women to promote employment opportunities for women. Employment and income-generating training-cum-production centers for women were started to train women to make them independent.

Eight Five Year Plan (1992-1997): Women, indeed, did not benefit from the Women's Development program of India's Five-Year Plan; rather, they were excluded from the benefits. According to the UN questionnaire undertaken during the Women's Decade; instead of benefiting women, development leads to further marginalization of women. The New Economic Policy (in the name of liberalization, privatization, and globalization) benefited the urban rich and was harmful to both the rural poor including men and women. The approach of the 8th Plan marked a shift from 'development' to 'empowerment' of women. Some major initiatives in the approach to women's development schemes are:-

- i) Setting up of the National Commission for Women (NCW) in 1992 to safeguard the rights and interests of women.
- ii) Setting up of Rashtriya Mahila Kosh (RMK) in 1993 to meet the micro-credit needs of poor and assetless women.
- iii) Adoption of the National Nutrition Policy (NNP) in 1993 in conformity with the constitutional commitment to improving the nutritional status of the people in general and in particular that of children, adolescent girls, expectant, and nursing mothers.
- iv) Launching of the Mahila Samridhi Yojana (MSY) in 1993 to promote thrift activities amongst women.

- v) Setting up of the National Creche Fund (NCF) in 1994 to provide crèche services to the children of working mothers.
- vi) Launching of Indira Mahila Yojana (IMY) in 1995 advocating an integrated approach for women empowerment through women SHGs. [IMY was renamed as Integrated Women's Empowerment Programme (Swayamidha) in 1999 and Mahila Samridhi Yojana was merged with it" (Eleventh Five Year Plan, GOI)].

Ninth Five-Year Plan (1997-2002): The Ninth Plan (1997-2002) made two significant changes in the conventional strategy of planning for women. 'Empowerment of women' became one of the primary objectives of the 9th plan. Women were considered to be empowered as the agents of social change and development. The plan attempted 'convergence of existing services available in both women-specific and women-related sectors with a special strategy of 'women component Plan' (WCP) (10th FYP, Plan Comm. GOI). The Govt adopted Bhagya Shree Bal Kalyan Policy (Oct. 19, 1998) to uplift the girls' conditions and Rajrajeswari Mahila Kalyan Yojana (Oct. 19, 1998) to provide insurance protection to women. "The 9th plan emphasized on the strategies of:-

- i) Reservation of reserved seats for women in parliament and state Legislative Assemblies.
- ii) Convergence of existing services, resources, infrastructure, and manpower in women-specific and women-related sections.
- iii) Adoption of the special strategy of women component plan (WCP) to ensure that not less than 30% of funds/ benefits flow to women from other development sectors.
- iv) Organising women's SHGs as a major process of empowering women.
- v) High priority to reproductive child health care.
- vi) Universalizing ongoing supplementary feeding program-Special Nutrition Programme (SNP) and Mid-Day Meals (MDM).
- vii) Ensuring easy and equal access to education for women and girls through special action Plan of 1998
- ix) Free education for girls up to college level including professional courses.
- x) Promoting skill development amongst women in modern upcoming trades etc.
- xi) Adoption of "National Policy for Empowerment of Women".

Tenth Five-Year Plan (2002-2007): The Tenth Plan (2002-2007) has set certain monitorable targets for women. These are: The Swayamshidha programme, a recast version of the Indira Mahila Yojana, organizes women into Self-Help Groups (SHGs) for income generation activities. It also facilitates access to services such as literacy, health, non-formal education, water supply etc. One of the basic principles of governance laid down in the United Progressive Alliance Government's National Common Minimum Programme (NCMP) is to empower women politically, educationally, economically, and legally. The

Women's Component Plan (WCP) involved efforts to ensure that not less than 30 percent of funds/benefits were earmarked for women under the various schemes of the women-related ministries/departments. Women are under-represented in the process of the formulation and implementation of the Plan itself. WCP seems an afterthought, simply added on to preexisting development programs and projects. The actual experiences of women in empowering themselves need to be first understood and those experiences used as a benchmark. To make women's grassroots political participation a living reality, they should be enabled to monitor and audit the various programs and schemes at the level of Panchayat through a local committee. Given patriarchal domination and women's consequent lack of an independent voice in decision-making, the elected women representatives to PRIs may be restrained in independently exercising their rights and fulfilling their duties. At every step, there is a need to increase the participation of women in the process of formulation and implementation of development planning so that gender equity issues are accounted for plans have a positive impact on women.

Eleventh Five-Year Plan (2007-2012): The Approach Paper to the Eleventh Plan (2007-2012) reads: "An important divide which compels immediate attention relates to gender. Special, focused efforts made to purge society of this malaise by creating an enabling environment for women to become economically, politically, and socially empowered". However, past Plans have expressed similar concern concerning the gender divide. The strategy for women is confined to three areas—violence against women, economic empowerment, and women's health. A major challenge before the 11th Plan was to enable the creation of an environment for women that is safe and free from violence. Regular campaigns on issues such as female foeticide, physical abuse, trafficking, gender discrimination, and domestic violence may be organized. Finally, the 11th Plan recognized that a nation cannot be healthy unless its women are healthy. It strived to reduce the incidence of anemia and malnutrition among adolescent girls to break the cycle of ill health and infant mortality. In a unique move, the government has constituted a committee of "feminist" economists to ensure gender-sensitive allocation of public resources in the 11th Five-Year Plan. Apart from identifying significant trends for women in the economy and suggesting policy measures to integrate them into the growth agenda, the group looked at assessment standards being used to evaluate progress—both sector-wise and in micro-economic segments and offered suggestions that helped devise more sensitive indicators to reflect gender issues.

Twelfth Five Year Plan (2012-2017): It is widely believed that men enjoy all the power and position; women were treated as second rate and lower human spheres. Twelfth Five Year Plan entitled 'Faster, Sustainable and More Inclusive Growth'. This plan was decided at the growth rate of 8.2%. The Planning Commission is pushing for special dispensation for single women, particularly those who are single by choice. Women participate in favor-related work, both in agriculture and animal husbandry. In framing policies/schemes for the

Twelfth Five-Year Plan, the special needs of women must be taken due care of. The focus of the Twelfth Five-Year Plan is on health, education, urbanization, and governance.

1.2.7: Let us sum up

We have learnt about the different policies of Education in India. We have also learnt about the various five years plans and its subsequent development in Education field , You have learnt about the development of Elementary Education , Secondary Education , Higher Education and women's Education under various Five Years Plans.

1.2.8: Suggested Reading

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1.2.9: Assignment

- Discuss the features of NEP B1986.
- Discuss the recommendations of NPE 2020 on School Education and Higher Education.
- Discuss about the development of Higher Education in India under Five year Plans.
- Discuss about the development of Secondary Education in India under Five year Plans.
- Discuss about the development of Elementary Education in India under Five year Plans.
- Discuss about the development of Women's Education in India under Five year Plans.

EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-2
DEVELOPMENT OF PRE-PRIMARY
EDUCATION IN FREE INDIA
Unit-1
Conceptualising Pre-primary Education

Content Structure

- 2.1.1: Introduction**
- 2.1.2: Objectives**
- 2.1.3: Meaning of Pre-Primary Education**
- 2.1.4: Historical perspective of Pre-primary education**
- 2.1.5: Aims and Objectives of Pre-Primary Education**
- 2.1.6: Need for Pre-Primary Education**
- 2.1.7: Significance of Pre-primary education**
- 2.1.8: Let us Sum up**
- 2.1.9: Suggested Readings and Reference**
- 2.1.10: Assignment**

2.1.1: Introduction

“When I say education, I don’t mean just reading, writing and all that, but the capacity to do things in the modern World in several and thousand ways. That, of course, ought to be done at the initial stages, and the, initial stages, it is now recognized, being from the birth, not for your primary schools, but from the Pre-Primary School. That is highly important”. Pt. Jawaharlal Nehru.

It is one of the many consequences of the general lack of educational planning in India that a very impressionable, plastic and educationally potent period of a child’s life has received so little attention. In most countries in Europe and America it has now been clearly recognized that the nursery or infants school has an important part to play in every school

system. Russia, where an extremely efficient system of kindergartens, creches and nurseries have been evolved, deserves special mention in this connection. Outside India the nursery school has come into its own and has taken a well-defined place in the fabric of public instruction, but the importance of looking after the physical and mental welfare, of future citizens from their earliest years has still to be brought home to the responsible authorities, in this country. Official neglect, however, is far from being the only obstacle; ignorance and indifference on the part of people most closely concerned has also contributed to the present sorry state of affairs. Even if proper facilities were provided, it would be by no means an easy matter to persuade facilities were provided, it would be by no means easy matter to persuade the Indian mother to subordinate her natural affections in the interest of a healthier physical and mental environment for her children. A great deal of propaganda and training of public opinion will be necessary before a system of pre-primary education can be successfully introduced. In this Unit you will be acquainted with the meaning, history, objective and significance of pre-primary education in India.

2.1.2: Objectives

You will be able to:

- acquaint with the meaning, nature and objectives of Pre-primary education.
- recognize the need and importance of Pre-primary education in India.
- state the important historical events of development of Pre-primary education.
- describe the progress of Pre-primary of Pre-primary education under Five. Year Plans in India.
- understand the various suggestions offered by different commissions and committees on Pre-primary education.
- pointout the problems of Pre-primary education and give needed remedial measures of it.
- grasp the Present statues of Pre-primary education in India.

2.1.3: Meaning of Pre-Primary Education

Pre-primary education lays the foundation of child's knowledge, skill and rules of behaviour that create prerequisites for successful progress in daily life and school. Early childhood education provides a stimulating play environment for physical, intellectual, language, social and emotional development of the child. It prepares children for primary education and it focuses on the holistic development of the child. The importance of early childhood education is now a well recognized fact, that children need enriched environment, intellectual stimulation and plenty of opportunity for socialization of the same group from a very early age is now known to a large section of people.

It is necessary first of all to define what is meant by pre-primary education as applied to India. The education that a child receives before entering school at the age of five or six is known as pre-primary education.

Pre-primary education is a very comprehensive education. It extends from the birth of the child to his entrance into a regular primary school. Broadly speaking, as Gandhiji has observed, "The real education begins from conception as the mother begins to take up the responsibility of the child." Pre-primary education, therefore, includes formal as well as non-formal education i.e. education in the school as well as outside. It is not limited to school care, or nursery education for fixed hours. Some thinkers refer to this education as early childhood care and education (ECCE). In fact ECCE is now commonly used everywhere.

It is the stage when a child learns the alphabet, numbers and rhymes. The Montessori, Nursery or Kindergarten stage is designed to familiarize the kinds with the written word. It has been felt that pre-primary is the stage when utmost care is required to create the child's interest in reading and writing. The main object of education of this stage is to give young children social experience rather than formal instruction. This is the stage for systematic sense-training because senses are the tools of learning.

Pre-primary education in its broader sense may be divided into the following four stages-

- (i) Pre-primary education from conception to birth
- (ii) Pre-primary education from birth to two and a half years
- (iii) From two and a half to four years
- (iv) From four to five or six years.

The first two stages, i.e. (1) and (2) are the periods of education for the mother and child together. Stress is laid on the health of the mother and the child. pre-primary education is informal at this stage. The task of the pre-primary school at the last two stages is to promote regular habits of personal hygiene, food, etc. Efforts are made to enable the child develop habits of self discipline and obedience to others. He is provided with play-activities. Formal and informal education is imparted at the third stage, i.e. during the age two and a half to four. Pre-primary school as a formal agency of education plays an important role in the education of the child during the last stage, i.e., four to five or six years.

Pre-school programmes in India are known by different nomenclatures i.e. Anganwadis, Balwadis, Nursery School, Pre-school, Preparatory classes, kindergarten, Lower kindergarten (LKG), Upper kindergarten (UKG), Play Centres, Crèches, Balvatikas etc. Pre-school programmes are offered through government Anganwadi centres, pre-schools attached to government schools, private sector schools and civil society organizations. These schools

may differ from one another in various aspects but each of them attempts to exercise activity method of teaching. Generally, Nursery school and classes are staffed with woman teachers.

2.1.4: Historical Context of Pre-Primary Education

Development in the West:

The idea of nursery education is quite old. More than 2000 years ago Plato stressed the benefits of education for the very young child. Since Plato's days children have been cared for through many forms and given guidance outside the home for diverse reasons.

Comenius, recognising the importance of early childhood education both in the home and school, gave to the world the idea of parent-education in his "School of the Mother's knee."

Early in the 18th Century centres for Pre-school children in England were established to emphasise religious and moral discipline. During 1810-1830, 'Infant-schools' were founded in Italy, Germany and England. Rousseau emphasized full right to childhood! "Nature", he said, "required children to be children before they are men..." Pestalozzi reiterated the principle of Comenius that "thing to be done should be learnt by doing them." "knowing and doing, "said Pestalozzi, "must proceed together....."

In the later part of the 19th Century, Froebel gave to the world the concept of today's kindergarten, in which the development of the individual is aimed at through play activities. Kindergarten schools may be considered the fore runners of the modern pre-schools.

The first Nursery school was established in England in 1909, by two sisters Margaret Macmillan and Rachel Macmillan "Educate every child as if he were your own," Rachel Macmillan preached.

At about the same time, In Maria Montessori, a young woman physician in Italy, established school where children were encouraged to use various materials by developing their motor and mental skills. Dr. Maria Montessori named this Pre-school as a 'CASA BAMBINI', that is children's home, meaning that nursery school must be like a home to children. This name implies that in a nursery school, the atmosphere is not strict, formal or business like, but affectionate and intimate as in a home.

In the U.S.A. the growth of Pre-school education has been so spontaneous that it is difficult to trace its origin accurately. The influence of Macmillan sisters was significant in starting nursery schools. Impetus was also gained from a variety of organisation with similar interest in child welfare.

Robert Owen established an "Infant School" in Scotland, and later with the social experiment in Indiana, USA, came the idea that young children should spend as much time

as possible out of doors, so that one could learn when their curiosity indeed them to ask questions.

2.1.4.1: Development in India before Independence

The concept of infant school was introduced in India by the British missionaries in the later part of the 18th Century when such school were set up in the Western and Southern regions of India some institution for training teachers for infant schools were also started by these missionaries.

Mahatma Gandhi's scheme for Pre-basic education formulated in the late thirties of 20th Century was the first indigenous scheme for education of very young children and several educational reformers and social workers endeavoured to put it into action at the field level. Jugatrambhai Dave Nanabhai Bhatt and Tarabai Modak were some of the early pioneers of the early childhood education movement in our country. They were all inspired by the down-to-earth grass root level approach of Mahatma Gandhi Pre-basic education scheme.

The most dominant influence that can be felt even today, as one surveys the contemporary Indian education scene, particularly with reference to early childhood education, is that of Madam Maria Montessori who came to India in 1939 as a refugee from the Fascist regime in Italy. Annie Besant, a theosophist, was powerfully influenced by Madam Montessori and she and Rukmini Arundale helped Madam Montessori and set up a teacher training centre at Adyar, near Madras Many early childhood educators received their training under Madam Montessori at Adyar and then went out to various parts of the country and spread the movement for early childhood education.

Gijubhai Badheka and Tarabai Modak were among the early educators who being inspired by Madam Montessori, adopted her method to suit Indian conditions. They set up the Nutan Bal Shikshan Sangh in 1925. A training centre at BhavanagarDakshinamoorti was started by Gijubhai and, later, one was set up by Tarabai at Dadar, Bombay. The movement took strong roots in the Saurashtra region of the then province, and also in Madya Bharat and the Vidarbha region.

The early pioneers attempted to develop an indigenous educational system, imbibing the basic Gandhian philosophy and integrating it with the educational principles and scientific pedagogy of Madam Montessori.

During the pre-independence period all these efforts were confined to the voluntary sector and received no support from the government. It was for the first time that, in 1944, a government document known as Sargent Committee Report emphasized the importance of pre-primary education and linked it with the child's educational performance in primary school. The report viewed pre-primary education as a necessary adjunct to primary education. Its recommendations are given below:

An adequate provision of pre-primary institutions in the form of nursery schools or classes is an essential adjunct to any national system of education.

Pre-primary education should, in all cases, be free, while it may not be feasible to make attendance compulsory, an effort should be spared to persuade parents to send their children to school voluntarily.

In urban areas, where sufficient children are available within reasonable radius, separate nursery school or department, may be provided. Nursery classes should be attached to junior basic primary school.

The main object of education at this stage is to give children school experience rather than formal instruction.

A reasonable provision of pre-primary education for children between 3 to 6 years of age-about 10, 00,000 places in nursery schools or classes.

Nursery school and classes should invariably be staffed with women teacher who have received special training for this work.

The total estimated cost of the proposal set out in his chapter when in full operation is Rs. 3, 18,000 crores. However; this plan has never been implemented in India.

2.1.4.2: Development of Pre-Primary Education In India After Independence

In 1952-53, the Secondary Education Commission recommended Nursery school for the age group 3 to 6 and it observed:

“At the pre-primary stage, nursery schools of various types exist in some states but on a very small scale. At this stage the child is introduced to the joy of learning through companionship and recreational activities and it is slowly guided in proper habits of life, cleanliness and healthy modest of living as well as in the cultivation of social habits so necessary for a community life. In several state there are a few such nursery schools run by private organizations or by missions, and where they have been so established, they have done excellent work. The cost involved and that very limited number of trained Personnel precludes any large expansion of Nursery Schools. The age of admission to nursery school varies, in some states it is between 3 and 5, in some children are trained up to the age of seven”.

The Indian Education Commission (1964-66) has strongly pleaded for the opening of more and more schools of nursery education in the country. Despite this nothing much has been done in this education. The chief recommendations of the Commission on pre-primary education are given below:

An enrolment of 5% of the population in the age group 3-5 in the pre-primary school and 50% in the age group, 5-6 in pre-primary school class will be reasonable target to be attained by 1986. It is however, considered to restrict the activities because of the financial

difficulties and especially because pre-primary education needed the top most priority in a scheme of National Development Education. The Commission made the following recommendations for the development of pre-primary education during the next 20 years.

There should be a state level centre for pre-primary education located in the State Institute of Education. In addition, a pre-primary education development center should be established in each district in a phased program to be spread over 20 years.

Private enterprise should be largely responsible for setting up and running primary centres, the state assisting with grant-in-aid on the basis of equalization.

The experiment of establishing playcentres, attached to primary schools, should be encouraged. The programme of a centre lasting for about two hours a day, should consist of group singing, storytelling, games, etc.

Children's play centres attached to as many primary schools as possible under the guidance of primary school teachers, will help to smooth the transition from infancy to formal school.

The programme of pre-primary school should be flexible and consists the various types of play, manual and learning activities accompanied by sensorial education.

The state should maintain state and district level play centres, trained pre-primary teachers, look after research and preparation of literature on pre-primary education, supervise and guide pre-primary schools and training institutions, assist private agencies with grants in add and run model pre-primary schools.

Co-ordination should maintain among the different agencies that work in the field of pre-primary education.

Parliament Members Committee on Education, 1967 set up by the Government to draft a statement on National Policy of Education, stated:

“Greater attrition needs to be paid to the development of pre-primary education. Voluntary organization for conduction of pre-primary institutions, should receive encouragement and financial assistance, especially when they are working in rural areas, urban slums for the children of the weaker section of the community. Every encouragement should be given to experimentation particularly in devising least costly method of expansion.

National Seminar on Pre-primary Education held in 1971 made the following recommendation:-

Special cells of pre-primary education should be created in the State Institute of Education.

Voluntary organizations working in the field of education should be encouraged for further expansion.

To facilitate training in pre-primary education, principles of child care and pre-school education should be included in primary school training.

Various techniques can be used to popularize and develop pre-primary education such as introductory shift system in primary schools.

Employing retired personnel, engaging educated or semi educated wives of pre-primary classes to schools, using mass media, etc. may be explored.

Less costly equipment should be developed with the help of indigenous materials and community resources should be utilized for this purpose.

The state government should take the responsibility of providing funds for training teachers and supervisors for pre-primary education.

The programme for pre-primary school education can be made interesting and effective if it is closely related to the home and community environment of the child.

2.1.5: Aims and Objectives of Pre-Primary Education

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. In this period, the brain develops most rapidly and has a high capacity for change, and the foundation is laid for health and wellbeing throughout life. Research and experience have repeatedly demonstrated that early childhood development programmes and opportunities for early learning improve child outcomes during subsequent schooling. Coordination across preschools and primary schools promotes smooth transitions, enables children to build on their preschool skills, and facilitates a coordinated, sequential strategy for promoting early learning, which provides support for children across the life course. Pre-school education makes a positive contribution to children's long-term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning.

Various committees, commission and educationists, have outlined the major objectives of Pre-primary education. Miss Grace Owen gives the following major objectives of Pre-primary education:

- (i) To provide healthy environment to the children like space, fresh air, light and sunshine.
- (ii) To provide a healthy, happy and regular life.
- (iii) To provide continuous medical supervision.
- (iv) To assist in the formation of healthy and good habits.
- (v) To give opportunity for the development of different interests and skills various kinds.
- (vi) To give experience of social life, on a small scale where children work a play together.
- (vii) To establish real unity between external environment and home life.

According to the Education Commission (1964-66) the objectives of Pre-primary education should be:

(i) Development of Desirable Attitudes

To develop desirable social attitudes and manners and to encourage health group participation, making the child sensitive to the rights and privileges of others.

(ii) Development of Good Habits

To develop in the child good health habits and to build up basic skill necessary for personal adjustment such as dressing, toilet habits, eating, washing, cleaning etc.

(iii) Development of Emotional Maturity

To develop emotional maturity by guiding the child to express, understand, accept and control his feeling and emotions.

(iv) Developing Aesthetic Appreciation

To encourage aesthetic appreciation

(v) Stimulating Curiosity

To stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which he lives; and to foster new interest through opportunity to explore, investigate and experiment.

(vi) Encouraging Self-expression

To encourage independence and creativity by providing the child with sufficient opportunities for self expression.

(vii) Developing Speech Habits

To develop the child's ability to express his thoughts and feeling in fluent, correct and clear speech.

(viii) Developing Physique

To develop in the child a good physique adequate muscular coordination and basic motor skills.

Generally, pre-primary Education has following aims and objectives:

Cognitive developments

One of the big purposes of pre-primary education is the enhancement of cognitive development. The child will be involved in different activities, leading the learner to think, solve problems, and even understand basic concepts regarding language, mathematics, science, and the arts. These basic skills are very essential to ensure their future academic achievement.

Enhancing Physical Abilities

Physical development is the other key objective in pre-primary education. Activities that entail movement, like playing with blocks, drawing, and outdoor play, will allow the

children to develop fine and gross motor skills. Activities also promote health and well-being, whereby the children know the importance of being active to lead a healthy lifestyle.

Social and Emotional Development

Early learning has huge implications for the social and emotional development of children. Engaging with peers and adults in a preschool classroom configuration provides children with important social skills, among them, sharing, cooperation, and empathy. They can develop emotionally by learning to understand and express their feelings in a good and healthy way, so they gain good self-confidence and self-esteem.

Develops Creativity and Curiosity

Fostering creativity and curiosity is one of the main aims of early childhood education. It allows children to express themselves and the world through play, exploration, and creative activities. Love for learning is developed as it makes them ask questions and seek new experiences.

2.1.6: Need for Pre-Primary Education

Pre-Primary education is an integral part of national system of education. It represents the first and essential steps to achieve the goal of 'Education for All'. It aims at physical, cognitive and social development of the child before they enter primary or elementary education. All the eminent educators of West and East (Plato, Comenius, Rousseau, Pestalozzi, Froebel, MacMillan sisters, Robert Owens, Montessori, Gandhi) have realised the need for the early childhood education. A Psychologist says, "Give me the first five years of the child and taken the rest of my life." In India the Sergeant Report, the Secondary Education Commission Report, NPE of 1986 have laid emphasis on the provision of nursery education. The Indian Education Commission (1964-66) has observed, "Pre-primary education is of great significance to the physical, emotional and intellectual development of children, especially for those with unsatisfactory home background." Studies during the eighties and later also reiterate the value and need of early childhood education. There are several studies that emphasize the need for pre-primary education for a variety of purposes. Some major reasons for pre-primary education that were considered may be listed as follows:

The first six years of life are critical since the rate of development in these years is more rapid than at any other stage of development. Research in Neuro-science confirms the importance of the early years in a child's life particularly since 90% of brain development has already taken place by the time a child is six years of age.

Research also indicates that the development of brain is influenced not only by health, nutrition and quality of care but also the quality of psycho-social environment the child is exposed to in these early years. A psycho-socially deficit environment or emotional

neglect can lead to negative consequences for a child's development, which may even be irreversible. This place a very large percentage of children from poorer or marginalised families, 'at risk', in terms of their life chances and opportunities. Supportive ECCE services enable to bridge the gap that can lead to more positive long-term outcomes for individuals and society than later interventions.

Scientific research also indicates that within the span of the early childhood years, there are certain 'sensitive periods' or 'critical periods' for development of some cognitive, linguistic, social and psychomotor competencies. These have significant implications for planning of a framework for children's learning and development.

Early Childhood Care and Education (ECCE) makes a positive contribution to children's long-term development and learning by facilitating an enabling and stimulating environment in these foundation years of lifelong learning. Therefore, it becomes important to provide a framework for planning for each sub-stage within the early childhood continuum up to the age of six years.

A good learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development particularly in these sensitive periods. Early intervention is of particular significance for children with developmental delays, infants with disabilities and children growing up in impoverished environments, by counteracting biological and environmental disadvantage, since plasticity in the brain allows circuits in the brain to organise and reorganise, in response to early stimulation.

After the industrial revolution the demand of labour force has tremendously increased and creates a crisis in the labour market. In addition to this, after the industrial revolution the great depression all over the world has emerged Families were financially tied up and women had to work to make both ends meets. As a result, the number of working mothers has increased. This speaks of the necessity of opening the nursery schools which provide a great relief to working mothers and enable them to earn with a free mind. Sending a child to nursery school is cheaper than employing a domestic servant who looks after the child while mother is away to work.

George Newman the leading child expert of England has remarked, "Age under five is susceptible age for body and mind, it is the crucial age physically and psychologically. This means that the early years (3-6) of a child are the most impressionable period that shape the future adult personality. These impressionable years are formative years for his/her overall development. The mind of a child during this period is like clear state and it is the desire of every individual that something good or nice." It is in this period habit is formed. We have the claim of J. B. Watson, the famous Psychologist and founder of the school of Behaviourism, "Give me a child and I will make him what you want." In this connection Freud, says that the personality of an individual is completely shaped within early five years of his/her life. In the opinion of Mohanty (1984) and Venkataraman (1984). Pre-school

education is necessary for the psychological aspects of a young child's development. This speaks of the importance of pre-primary education and the necessity of opening of human schools.

Pre-Primary education agrees with child's psychology. Activity is the prominent feature of child nature. The child is always busy in various activities. He like to work, to play, to make, to destroy or break household items, to create something, to do something be a source of nuisance for the member of the family. Further in many homes' parents cannot afford to purchase enough toys for their children to play with. The activity on the part of the child helps to strengthen his body and muscles. Then the safe place for him to be kept purposefully busy in a nursery school with sufficient equipment.

Environment exerts powerful factor on the future development of the child and as much we better start-to provide a nice environment. It is desired that those in whose company we leave the child be good and scrupulous and had some morality. Rich parents employ domestic servants in India to look after their children in their absence when they go out on shopping or visit a cinema or going to office or service. In the United States they employ casual labour what is known as Baby Sitters. These baby sitters are either old hags or divorcees or deserted woman. Further, these domestic servants or aayahas (Attendants) are not so virtuous as we expect them to be. Rousseau was dead against the employment of baby sitters and aayahs as he feared that by keeping their constant company the children may pick up their virtues. It is thus better to leave or deposit the child in a nursery school which provides a rich, stimulating. Properly controlled environment where the teachers and other children come from a better environment. This reason speaks out the reason for their existence.

True education is the harmonious development of body, mind and soul. A nation can be proud of those children who are physically and psychologically fit. Good physique and sound mental health are important plank of individual and national progress. An important aim of education is to build up sound mind in a sound body and this means that right from the beginning we must concern ourselves with the building of physically and mentally healthy children. Pre-school education provides such pleasant environment and refreshing experience which we meet the purpose of education.

Early childhood education prepares a sound base for formal education. An adequate satisfactory provision of pre-primary education with itself be conducive to the effective enforcement of compulsory primary education and contributes its success. Thus, it will minimise the wastage in primary education.

Provision of equal opportunities to all is a fundamental principle on which a truly democratic society can be built. The wide spread provision of facilities for pre-primary education will tend to minimise the gaps that exist between the children in the village and those in the towns and between the children in poor home and those who are born the richer ones.

There is another aspect of the question pertaining to the physical health and well being of our children which makes immediate expansion of provision of Pre-Primary education essential. Most of our children are exposed to the handicaps of unsatisfactory and un-sufficient nutrition. Physical defect and disability become more pronounced at the pre-school stage of growth and must be attended to in time properly. Then the most of children are exposed to the handicaps of unsatisfactory nutrition leading to so many physical disabilities. Pre-Primary education will have to mainly deal with the aspect which may be called the physical.

At any stage of development, the influence of environment is very significant Particularly in the very early years of childhood the provision of a good environment is of paramount importance. Where the home cannot provide this, it is the business of the state to intervene. Every child needs affection, acceptance and approval. If the home fails to provide these needs to the child due to the lost of a parent, unhappy relations between parents broken homes etc., the Pre-Primary should come to this rescue to help him to grow healthy, wealthy and wise. In fact, Pre-school education aims of providing a carefully controlled environment which should cater in the healthiest and wisest manner possible for the mental, physical and social needs of the growing child. So, Pre-school education is most for children with unsatisfactory home background or unsatisfactory home environment.

2.1.7: Significance of Pre-Primary Education

The importance of Pre-Primary education as a feeder and support programme for primary education now stands established. The historical overview of early childhood education in India indicates a steady increase in recognition of the need and values of early childhood education among education as well as policy makers. This was reflected in the National Education Policy (NPE, 1986) which focussed sharply on childhood education. The NPE of 1986 has given a great deal of importance to early childhood care and education (ECCE). It views ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged section of society (National Policy on Education, 1986, P-2).

Austin A. D'Souza explain the importance of Pre-Primary education as under:

- (i) Physically, the child benefits greatly from the education and balanced diet. He is trained in hygienic habits and his muscle and limbs are given free expressive play through pleasurable activity, folk dancing and free movement
- (ii) Intellectually, he benefits by a stimulating environment and from an education that places emphasis not on sterile instruction but on harmonious creative growth.
- (iii) Socially and morally, he benefits for is weaned from an excessive dependence, and is trained in co-operative living and in the 'give and take of social life

- (iv) Psychologically, he gets the opportunity for self assertion and independence. He forms companions and satisfies his social urge. By manipulating objects, he satisfies his creative urges and channels his/her destructive urges into creative or positive forces. He gets opportunity for play, make believe and phantasy, so natural at his stage. The special environment reaps him to make personal adjustments.

In India Pre-primary Education is very significant because of following reasons-

Early Brain Development

Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in a child's early years for healthy brain development and growth. It is, therefore of the utmost importance that every child has access to quality early childhood care and education (ECCE).

Developing a Positive Attitude towards Learning

Children are introduced to the joy of learning through play and exploration, hence developing a positive attitude towards learning. Important skills are developed in children, including concentration, problem-solving, and decision-making. Their early experiences shape their way of learning in the future, which helps them build a base supporting academic successes and personal development throughout their lives.

Social and Emotional Development

Early learning has huge implications for the social and emotional development of children. Engaging with peers and adults in a preschool classroom configuration provides children with important social skills, among them, sharing, cooperation, and empathy. They can develop emotionally by learning to understand and express their feelings in a good and healthy way, so they gain good self-confidence and self-esteem

Socialization.

Another aspect that showcases the importance of pre-primary education is socialization. This stage is where children learn to interact with other children, to share, and to work in teams. Early interactions are an important contributor to social skills and emotional intelligence development. Further, pre-primary education provides children with a secure and caring environment in which they can share their feelings, understand their emotions, and even inculcate feelings of empathy in them toward others. It has been found to be the basis of their lives and performance in later stages.

2.1.8: Let Us Sum Up

This Unit has given you a long story about pre-primary education from historical perspective in India. It has dealt in meaning and importance of this system of education. It has given you the understanding that this is today recognized as the first stage of child's

education facilitating his sense-tracing and building up of his basic habits would become his cultural tools to his further learning. The historical analysis generally reveals that pre-primary education is a late comer in the entire structure of child's education. Modern knowledge from developmental psychology and stress upon human rights to education has added momentum in addressing the issues and concerns in pre-primary education, especially in India.

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2.1.10: Assignment

- What is meant by Pre-primary education? Discuss the need and importance of Pre-primary education in India.
- Make a historical review of Pre-primary education in India.
- State need of the Pre-primary education in India
- State the objective of Pre-primary education.
- State the main recommendations of Kothari Commission on pre-primary education.
- State the main recommendations of National Seminar on Pre-primary Education (1971).
- State the objectives of Pre-primary education recommended by Indian Education Commission.
- What is the most important objective of pre-primary education in Indian context?

Block-2
**DEVELOPMENT OF PRE-PRIMARY EDUCATION IN FREE
INDIA**

Unit-2

**Progress, Problems and Present Status of Pre-primary
education in India**

Content Structure

2.2.1: Introduction

2.2.2: Objective

2.2.3: Progress of Pre-primary education in India since 1947

2.2.4: Problems and prospect Pre-Primary Education

2.2.5: Future Prospect of Pre-Primary Education In India

2.2.6. Present Status of Pre-Primary Education in India

2.2.7: Let us Sum up

2.2.8: Suggested Readings and Reference

2.2.9: Assignment

2.2.1: Introduction

Pre-primary education is the foundation in the lives of children. It serves as a strong basis in these areas so as to enable them to succeed when they join primary school. Pre-school education makes a positive contribution to children's long-term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. A good learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development particularly in these sensitive periods. In this unit, progress, problem and present status of pre-primary education has been discussed. You will learn about progress, problems and present status of Pre-primary education in India from this unit.

2.2.2: Objective

After go through the unit you will to be able to-

- Describe the Progress of Pre-primary education in India in after Independence
- To identify the Problems of Pre-Primary Education in India
- Discuss about the future prospect of Pre-Primary Education in India
- Understand the present status of Pre-Primary Education in India

2.2.3: Progress of Pre-Primary Education In India

2.2.3.1: Progress of Pre-Primary Education in The Post-Independenceindia

In India, preschool education is provided by private schools and government ICDS (Anganwadi) centres. In addition, there are some ECCE centres running under SSA and some preschools are attached to government as well as private schools. During the post-independence period, the movement for the education of young children drew great support from the private and voluntary sectors. Along with these, the government of India also has also committed itself to investment in young children and has acknowledged the need to make plans, policies and Plan of activities for the provision of basic services, including inclusive education to young children as a potential human resource. Apart from its education values, the welfare dimension also gained recognition. This recognition has led to the establishment of the Department of women and Child Development within the) Ministry of Human Resource Development. India is one of new nations that have a National Policy for) children which, inter-alia has stated: The Nations children are supremely important asset. Their nurture is our responsibility. Children's Programme should (find a Prominent place in our national plans for the development of human resource so the children grow up to become robust citizens, physically, fit, mentally alert and morally strong.

The following table illustrates the present position of pre-primary education in India.

| Total Population: 3-5 year | |
|-----------------------------------|----------|
| Total: | 85069467 |
| Boys | 44847533 |
| Girls | 40221333 |

Report of UDISE-2019-20 + (MINISTRY OF EDUCATION, GOVERNMENT OF INDIA)

According to UDISE-2019-20 + data, there are 850 69, 467 children within 3-5 year in India. Of them 44847 533 are boys and 40221333 are girls.

Total Number of Pre-schools (State-wise) in India

| Seial No. | State/UT | Number of Government Primary School having Pre-primary Section |
|-----------|--------------------------------------|--|
| 1 | Andaman & Nicobar Islands | 292 |
| 2 | Andhra Pradesh | 3644 |
| 3 | Arunachal Pradesh | 682 |
| 4 | Assam | 25285 |
| 5 | Bihar | 206 |
| 6 | Chandigarh | 106 |
| 7 | Chhattisgarh | 129 |
| 8 | Dadra & Nagar Haveli and Daman & Diu | 80 |
| 9 | Delhi | 1622 |
| 10 | Goa | 65 |
| 11 | Gujarat | 160 |
| 12 | Haryana | 1676 |
| 13 | Himachal Pradesh | 4828 |
| 14 | Jammu & Kashmir | 20676 |
| 15 | Jharkhand | 15986 |
| 16 | Karnataka | 1710 |
| 17 | Kerala | 3386 |
| 18 | Ladakh | 735 |
| 19 | Lakshadweep | 09 |
| 20 | Madhya Pradesh | 1506 |
| 21 | Maharashtra | 2686 |
| 22 | Manipur | 1064 |
| 23 | Meghalaya | 4675 |
| 24 | Mizoram | 455 |
| 25 | Nagaland | 1713 |
| 26 | Odisha | 945 |
| 27 | Puducherry | 298 |
| 28 | Punjab | 12909 |
| 29 | Rajasthan | 2317 |
| 30 | Sikkim | 748 |
| 31 | Tamilnadu | 7469 |
| 32 | Telangana | 1061 |
| 33 | Tripura | 121 |
| 34 | Uttar Pradesh | 3538 |
| 35 | Uttarakhand | 11 |
| 36 | West Bengal | 65,312 |
| | INDIA | 1,88,45 |

Source: UDISE+ 2021-22

UDISE+ 2021-22 Data shows that currently there are 1, 88, 45 Government Primary School having Pre-primary Section in the country.

The Report of UDISE+ 2019-20

The total enrolment of pre-primary level of education in India as in 2012-13, 2018-2019 and 2019-2020 are-0.8 Crore, 1.2 Crore and 1.4 Crore. It may be noted that in the DISE + System does not captured the pre-primary enrolment of the Early Childhood Care and Education(ECCE) System run by the Ministry of Women and Child Development through Anganwadi Centre's or Stand alone pre-primary Education Centre's run by different Kindgartens. It covers only the enrolment in pre-primary classes of different categories of Schools. Total enrolment in school has increased in 2019-2020 compared to 2018-2019 by 1.6 %.(Results from UDISE+ 2019-20 All India). The total number of teacher only at pre-school level is 0.7 lakh in 2018-19 and 1.7 lakh in 2019-20 .So, the total number of teacher has also increased in 2019-20 compared to 2018-2019.

| Enrolment in Pre-primary Education (<6 Year) | |
|--|-----------|
| TOTAL | 135558 92 |
| BOYS | 7316838 |
| GIRLS | 62 39054 |

Report of UDISE-2019-20 + (MINISTRY OF EDUCATION, GOVERNMENT OF INDIA)

The Report of UDISE+ 2019-20 All India shows that the boy's enrolment of Pre-primary level is 0.4 Core in 2012-13, 0.6Crore in 2018-19 and 0.7crore in 2019-20. Boy's enrolment has increased from 0.4 crore in 2012-13 to 0.7 Crore in 2019-20. As per Report of UDISE+ 2019-20, Girls enrolment at pre-primary level of Education was 0.4 Core in 2012-13, 0.5 Crore in 2018-19 and 0.6 crore in 2019-20.This data shows that Girls enrolment at pre-primary level of Education also was gradually increased. It is clearly found that School enrolment of both boys and girls at pre-primary level have been improved gradually.

2.2.3.2: PROGRESS OF PRE-PRIMARY EDUCATION UNDER FIVE YEAR PLANS

The Five-Year Plans have also acknowledged the importance of Early Childhood Care and Education (ECCE) as the stage that lays the foundation for life-long development and the realization of a child's full potential.

The education is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the plan so as to make available in the various fields the personnel of suitable quality at the required rate. The educational system has also an intimate bearing on the attainment of the general objectives of the plan. The success of planning in a democracy depends also on the growth of the spirit of co-operation and the sense of disciplined citizenship among the people. It is essential for the successful implementation of the plan that the educational programs help to brain the people to place responsibilities before rights and to keep the self-regarding outlook and the force of the acquisitive instinct within legitimate bounds. The educational system should also satisfy culture needs, which is essential for the neatly growth of a nation. The fulfilment of the objectives will lead to the

development of an integrated personality in the individual, which should be the first and foremost aim of any system of education.

The Planning Commission is mainly concerned with viewing education as a part of the total national effort, establishing and strengthening it's with other aspects of national life and assigning priorities for the various educational programs awaiting implementation.

1st and 2nd Five Year Plan

The first and second five-year plans are silent about pre-primary education.

3rd Five Year Plan (1961-62 to 65-66)

The need for expanding facilities for Pre-school education is being increasingly stressed. In the past progress in this direction has depended mainly on the work of voluntary organizations and the establishment of a number of Balwads. The number of children enrolled in pre-school classes rose from 28,000 in 1950-51 to 75,000 in 1955-56, and is now estimated at about 3,00,000. There are at present about 5,000 Balwadis; of these about 2,500 are assisted by the central and state social welfare board. The existing Balwadis need to improvement and provided with trained child welfare workers (Bal Sevikas). In the program for children Rs. 3 Crores have been allotted centre and about Rs. 1 Crores have been stated in addition to resources available under the community development and social welfare board.

The 4th Five Year Plan (1969-1974)

The 4th Five Year did not allocate any specific amount for pre-primary education. It just stated "In the sphere of pre-school education, the emphasis will largely be on teacher's training, teaching materials and teaching techniques".

In the field of pre-school education, government effort will be confined mainly to certain strategic areas such as training of teacher, evolving suitable teaching techniques, production of teacher materials and teachers guides. In the social welfare sector, however, there is a small provision for the opening, of Balwadis in rural and urban areas.

5th Five Year Plan (1974-75 to 1978-79)

The Fifth Five-Year Plan document states as under:

"At present, the facilities of pre-primary education are very limited. The existing pre-schools are mostly fee-supported, privately managed, and urban in location. They, therefore, meet the needs of mostly the middle and upper classes in these areas. By and large, these facilities exist only to a very limited extent in the rural sector and for the poor and the under-privileged social group who really need them most. It has now been established that unfavourable socioeconomic conditions, malnutrition and lack of education adversely affect the development of pre-school children of the weaker sections of the community and thus

lead to great inequalities of educational opportunities. It is, therefore, essential to develop a well-planned and fairly large-scale program of pre-school development in the Fifth Five-Year Plan”.

The plan suggested that the total number of children who benefit from the different programs of pre-school education should be raised to 10% of the population of the age group 3-6 and the programme should be limited to children from the most underprivileged groups, viz., from urban slums, poor rural families and tribal areas.

The plan allocated Rs. 100 crores for pre-primary education to meet the above target. It proposed to develop and integrated program of child care services in a number of selected areas. The program included nutrition, immunization, health and welfare services and wherever possible, pre-school education as well.

6th Five-Year Plan (1980-85)

The approach in the 6th Plan is characterized by a concern for the all round development of children, especially those from under privileged sections and poverty groups who may suffer serious consequences in the future, because of negligence at the present stage of life. Such a preparatory program would, additionally, contribute towards universalization of enrollment in due course. The program is envisaged initially to serve the needs of children in the rural and the urban slum areas, based on economic means and social and educational backwardness of the population group. The target for the 6th Plan would be at least one ECCE, centers as adjuncts to village primary schools wherever possible. The resources and inputs of programs under health, nutrition, and Social Welfare, Integrated Rural Development and Education, which community welfare would be co-ordination for this purpose, with flexibility and freedom built in by allowing various agencies to undertake program within a common framework. Necessary Pre-Development training of the workers in the field would be arranged on a selection basis through existing teacher training institutions. The approach at this stage of education would be entirely non-formal and to be laid on the inculcation or sense perception among the children, through innovative use of locally available resources in the community and the environment. The NCERT, in collaboration with similar agencies in the states would help in developing the learning materials and aids both for teacher training and for program implementation.

7th and 8th Five-Year Plan (1986-90 to and 1991-97)

The 7th Five-Year Plan are silent about but 8th Five Year Plan has given some information in pre-primary education. Early Child Education (ECE) would be expanded by attaching pre-primary classes to selected primary schools. Voluntary agencies and other NGOs would be encouraged and provided financial assistance by reorganizing the scheme of ECE. Integrated Child Development Scheme (ICDS) model would be supplement by Balwadis, Creches and Vikas Wadis.

9th Five Year Plan (1997-2002)

ECE in the 9th Plan requires attention for the following issues on Pre-primary education, Strengthening the educational component of ICDS.

Its linkage, as pre-school education with universalisation of primary education and consequential step in that connection.

The promotion and management of ECE under the decentralized system of Panchayati Raj institutions and Urban Local Bodies.

The Role of the Private Sectors and NGOs in ECE.

Convergence of Health Education and other Service at the local level in the interest of ECE,

Social mobilization for ECE, through mass media and other activities.

The issues that will be addressed in the 9th Plan are as follows:

Combining Pre-school and Primary level methodologies, along the health and nutritional concerns, in teacher training program, pre-service as well as in service.

Encouraging the adaptation of ECE to the environment and home conditions of the children through innovative alternatives.

Orienting PRIs and ULBs to provision of community supported creches and day care centres attached to Anganwadis/Primary Schools.

Mobilization of local Women's Groups to set up and manage ECE centres.

Production in inexpensive play materials for children by using local materials and talents of in socially useful Productive Work and Social Service Activities according to their curriculum.

Strengthening resource group for ECE at the NCERT and SCERTs as also research institutes, NGOs and other such organization to conduct research, training, materials production and extension activities for ECE.

10th Five Year Plan (2002-07)

The Tenth Five Year Plan (2002-2007) reaffirms the nation's commitment to this vitally important programme.

The 10th Five Year Plan document has reaffirmed the commitment to young children. The 10th Five Year Plan outlines the following strategies for pre-school education:

Reaching every young child in the country to ensure their survival, protection and development, as prescribed in the two National Plans of Action (1992)-one for children and the other for the girl child.

To ensure development through effective implementation of policies and education in the areas of health, immunization, nutrition and education Health, ICDS, SSA, and other related programmes.

To continue ICDS as the mainstay for promoting the overall development of young children and mothers, especially that of the girl child all over the country.

To recognize that while early childhood up to six years is critical for the development of children, the pre-natal to first three years is the most crucial and vulnerable period for laying the foundations for the achievement of full human development and cumulative life-long learning.

Against an expenditure of Rs. 26,012.8 million in the Eight Five Year Plan (1992-97), the Tenth Five Year Plan (2002-07) allocated Rs. 116,846 million for the ICDS scheme. In 2005-06, the outlay for the ICDS doubled from Rs. 16,230 million in 2004-05 to Rs. 31,420 million in 2005-06.

11th Five Year Plan (2007-12)

The PSE component of ICDS-Anganwadi is very weak with repetition high and learning levels low. This in turn discourages many children from continuing their education. SSA will have a component of one-year pre-primary, which can be universalized to cover 2.4 crore children in a phased manner. This is critical for school readiness/entry with increased basic vocabulary and conceptual abilities that help school retention. Besides, it will free the girl child of sibling care. The existing coverage of pre-primary classes in schools is over 11 million. A large number of primary schools in States like UP and Rajasthan already have ECCE. Primary schools within the habitations are ideal for such ECCE. In other habitations, ICDS-Anganwadi will be supported. In the 11th Plan period, the ICDS programme has been universalized to cover 14 lakh habitations.

12th Five Year Plan (2012-17)

Every primary school would be facilitated to have a pre-primary section to provide pre-primary education with a school readiness programme for at least one year for children in the age group of four to six years. The concept of 'early learning units' would be introduced which would bring together the pre-primary and early primary grades into an integrated unit. The implementation would be phased out and by the end of the Twelfth Plan; about 50 per cent of the schools would have pre-primary classes. Educationally lagging States/Districts/Blocks should be covered on priority basis. For this, pre-school education would be included under SSA/RTE as a separate component with a specific budget line. NCTE would lay down standard qualifications and adapt its TET guidelines to accommodate teachers of this Early Learning Stage, that is, pre-primary and Grades 1 and 2.

A few States have planned Anganwadi in primary schools. Pre-service teacher preparation curriculum needs to be enhanced to address needs of pre-primary children. Pre-Service Teacher Education in the area of Early Childhood Education must be significantly strengthened. Selected universities and institutions must be specifically encouraged to run rigorous exemplar Early Childhood Teacher Education programmes. There is a huge dearth of other specialists in this area—developmental psychologists, curriculum developers for

early childhood education and so on. Similar programmes in these areas too need to be designed and implemented. Short-term certified refresher programmes for in-service early childhood teachers and Anganwadi workers (this could also include teachers of early primary classes) must be designed and implemented by identified organisations. The 12th Five Year Plan emphasizes the need to address areas of systemic reform in ECCE across all channels of services in the public, private and voluntary sectors, going beyond ICDS (AWCs).

2.2.3.3: Policies, Programmes and schemes for Pre-primary Education in India

Policies Initiatives for Pre-primary Education

The Government of India recognized the significance of ECCE, through the amended Article 45 of Indian Constitution which directs that “The State shall endeavour to provide ECCE for all children until they complete the age of six years”. The Right of Children to Free and Compulsory Education Act (RTE) which came into effect from April 1, 2010, has also addressed ECCE under Section 11 of “the Act which states, “with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children”.

National Policy for Children (1974)

ECCE has received attention in the National Policy for Children (1974), consequent to which the Integrated Child Development Services (ICDS) was initiated on a pilot basis in 1975 with the objective of laying the foundation for holistic and integrated development of child and building capabilities of caregivers.

National Policy on Education-1986 has recommended the following points-

The National Policy on Education (1986) considers ECCE to be a critical input for human development and recognizes the holistic and integrated nature of child development.

The national policy especially emphasizes investment in the development of young child, particular children from the section of population in which first generation learners predominate.

Programme of ECCE will be child oriented, focused around play and individually of the child. Formal method of the introduction of 3 R's will be discouraged at this stage.

Recognizing the holistic nature of child development ECCE will receive high priority and be suitably integrated with the Integrated Child Development Service Programme (ICDS). Day care centres will be provided as a support service for working women belonging to poorer sections

The full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and human resource

development in general. In continuation of this stage, the school Health Programme will be strengthened.

The National Nutrition Policy (1993) has also recommended interventions for child care and nutrition during early childhood.

The National Health Policy (2002) and National Plan of Action for Children (2005) along with Position Paper on ECCE in the National Curriculum Framework (2005) have also been supportive policy initiatives for early childhood.

The National Early Childhood Care and Education (ECCE) Policy, 2013

In 2013, the Government of India adopted the National ECCE Policy. It lays out the vision of holistic and integrated development of the child for children below the age of six years. It focuses on care and early learning at each sub-stage of the developmental continuum to support children's all round and holistic development. This is envisaged to be provided by several care providers such as parents, families, communities, and other institutional mechanisms like public, private and non-governmental service providers. The policy recognizes that the young children are best cared for in their family environment and thus strengthening family capabilities to care for and protect the child will receive the highest priority. Parents and family members would be informed and educated about good child care practices related to infant and young child feeding practices, growth monitoring, stimulation, play and early education.

The policy made following recommendations-

- Treat school education holistically as a continuum from Pre-school to Class 12
- Supporting States to initiate pre-primary education
- Enhanced focus on improving quality of education by focus on the two T's – Teachers and Technology
- Every school will receive sports equipment's under the scheme to inculcate and emphasize relevance of sports in the school curriculum
- Involvement of parents and other community members in the effective functioning of ECCE programmes will be encouraged and ensured.

India is also a signatory to both the Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990 which has postulated ECCE as the very first goal to be achieved for Education for All, since "learning begins at birth". The Dakar Framework for Action (2000) and Moscow Framework for Action (2010) have reaffirmed the commitment to ECCE.

Recommendations of National Education Policy 2020 and Early Childhood Care and Education

The National Education Policy (NEP) 2020 emphasizes the need for early childhood care and education (ECCE) strongly and aims at the inclusion of 100% of pre-school age

children into the ECCE system by the year 2030. It has recommended modification of 10+2 structure of school education and suggested 5+3+3+4 curricular structure (covering ages 3-18). The new system will have 12 years of schooling with three years of Anganwadi/ pre-schooling. In this structure, the initial five years are termed as foundational stage that includes 3 years of preschool education and Grade 1 and 2. The policy includes the age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre-schooling. The NEP 2020 recommends that prior to the age of 5 every child will move to a “Preparatory Class” or “Balvatika” (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy.

The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

For universal access to Early Childhood Care and Education (ECCE), the Anganwadi Centres will be strengthened with high quality infrastructure, play equipment and well trained Anganwadi workers/teachers. Every Anganwadi must have a well-ventilated, well designed, child-friendly and well-constructed building with an enriched learning environment. Funds for this programme will be provided by the Central and State governments.

Programmes and Schemes for Pre-primary Education in India

There are multiple service providers of pre-school Education. Preschool services are delivered through public, private and non-governmental service providers.

Integrated Child Development Services (ICDS)

The well being of the child is considered as an important theme in educational planning the major break through with a shift from welfare to development came with the introduction of ICDS scheme. The Government of India launched the Integrated Child Development Services (ICDS) scheme in 1975. Historically Integrated Child Development Services (ICDS) programme is the largest public provider of ECCE services in India.

The main features of ICDS:

- It provides health care facilities, supplementary nutritional support.
- It focuses upon improvement of children’s communication and cognitive skills as a preparation for entry into primary school.
- Initially it was started as a project in a few states but presently it covers many rural and tribal areas along with some urban pockets targeting mainly underprivileged children.

The Ministry of Women and Child Development deals with pre-primary education. The Department of Women and Child Development has been implementing the scheme which seeks to provide health care facilities, supplementary nutritional support and to improve children's communication and cognitive skills as a preparation for entry into primary school. Initially the programme started as a project in some states but presently it covers many rural and tribal areas along with some urban pockets targeting mainly underprivileged children. Today the ICDS programme provides services to nearly 80 million children under six years of age, through a network of 1.4 million approved Anganwadi Centres (AWCs).

In recent years apart from the ICDS programme of the department of women and child development, efforts have been made by the Department of Elementary Education and Literacy to impact the early childhood education scene through a variety of strategies under the District Primary Education Programme (DPEP) and the MahilaSamkhya project.

ECCE AND DPPE

DPEP was conceived as a holistic programme for ensuring universal primary education (UPE) Since the ICDS programme already had a large presence, and was to be universalized, DPEP worked closely with the ICDS programme. The DPEP programme adopted a multi-pronged strategy for ECE. This included working with identified ICDS centres, and strengthen them through a basket of interventions, and also increasing timings to ensure that it coincides with the formal primary school, thus seeking to impact on the nature of the ICDS programme at the field level. DPEP also attempted to directly provide pre-school opening of new centre in areas where ICDS was not in operation, as well as through the opening of pre-primary class in formal primary schools, and offering school readiness packages.

The DPEP guidelines started that "DPEP would finance expense on ECCE through establishment of ECCE centre in village eligible to be covered by ICDS in States with limited experience of ECCE. New ECCE centre would be financed initially on a limited scale only, in one district, or in one block per district, where inter-district variations are substantial. This activity could be scaled up gradually over the project period. The DPEP would not finance nutrition."

The DPEP also set up new centres, modulate largely along the ICDS pattern. Some of the models set up under DPEP, however, addressed specific issues of concern in the local context. The ECCE centres-cum-alternative school set up in Uttar Pradesh and Gujarat, for example attempted to specifically address the question of sibling care. This has entailed site selection in village with the need for ECCE service and locating those close to the primary school, recruitment ECCE workers, as well as the development of the curriculum, TLM and training modules.

These activities are carried out with the active support of resource groups that have been formed for ECE in many states. In such states, an encouraging trend has been the involvement of the local community in the management of those centres, through mother's group and Village Education Committee (VECs), Academic support of these centres is often provided through the structures set up under DPEP, namely, Block Resource Centre and Cluster Resource Centres. Another model that has been adopted has been to open pre-primary classes in the primary school.

All states have, regardless of the approach adopted, taken up the issue of school readiness programme for children entering primary school. This has usually been taken up towards the end of the pre-primary stage, either ICDS or DPEP model. The existing ECCE centres in both the ICDS and DPEP do not provide for care of 0 to 3 years old sibling who is actually the greater burden for girls. Interestingly the evolution also observed that the DPEP model for WCE was more effective in providing the children a stimulating environment and a feeling of bonding with the school, as compare to an AW.

ECE under MahilaSamikhya

Many MahilaSamikhya (MS) took up ECE activities in village where it emerged as a felt among the women of the sangha (Women activities). The process for setting up of those centres was different from those set up under other programmes and was rooted in the MS process itself.

Pre-primary Education under Sarva Shiksha Abhiyan (SSA)

The more elaborate and comprehensive programme which has supplemented DPEP viz. Sarva Shiksha Abhiyan (SSA). SSA realizes the importance of pre-school learning and Early Childhood Care and its role is improving participation of children in schools. The Sarva Shiksha Abhiyan (SSA) and National Programme for Education of Girls at Elementary Level (NPEGEL) have also supported setting up of ECCE centres, attached to primary schools in certain districts of the country as a stop gap arrangement till Anganwadi Centre's are universalized in the area. In order to facilitate a greater convergence with the integrated Child Development Service efforts to strengthen them in the area of pre-school education will be made. Specific support will be available to exiting ICDS centres under the scheme of SSA.

In habitations not covered by the ICDS and wherever the state government is desirous of starting a pre-school education center in the formal primary school, support from the Sarva Shiksha Abhiyan could be accessed through funds available under the head for innovative activity. In case of a new ICDS center coming in such a habitation, the pre-school facility will necessarily have to work in conjunction with the ICDS.

A provision of up to Rs. 5 million is per year in a district for any innovative intervention including for Early Childhood Care and Education has been made. The District elementary

education plan has to have a plan for ECCE. It also has to list the facility already created under the ICDS.

Further, the supplementary support for ECCE will always be in conjunction with the ICDS. Provision of honoraria for pre-school teacher, training of Anganwadi Sevikas for pre-school support for ECCE.

Recognizing the continuum of learning and development, SSA would be all efforts to develop an integrated approach to meet the educational needs of the pre-school. Some illustrative interventions could be as follows:-

Strengthening pre-school component in ICDS by need based training of Anganwadi Sevika, Provision of additional persons, learning material etc.

Generating awareness on importance of Early Child Development through advocacy programs.

Providing for intensive planning for ECCE

Organizing training programmes for community leaders.

Development of materials for ECCE related activities.

Promoting convergence between the school system and ECCE arrangement.

Crèche Services

Crèche services are provided both through public schemes and statutory provisions. The Rajiv Gandhi National Creche Scheme for Working Mothers offers care and education services for children below 6 years of age and figures for 2011-2012 indicate that a total of 23,785 crèches (MWCD Annual Report 2011-12) are operational across the country. Statutory crèche services include crèches legally mandated under laws and acts such as a) The Mines Act (1952) b) Factories (Amendment) Act, 1987 c) Plantations Labour Act, (1951), d) Building and Other Construction Workers' (Regulation of Employment and Conditions of Service) Act, 1996 and e) The Mahatma Gandhi National Rural Employment Guarantee Act(2005).

Samagra Shiksha (2018)

The Ministry of Education had launched the Integrated Scheme for School Education named as 'Samagra Shiksha' in 2018. Its framework acknowledges school as a continuum from preschool, primary, upper primary, secondary to senior secondary levels. For pre-primary education; all Government schools are supported as per the financial norms under Early Childhood Care & Education (ECCE) component which are as follows:

- Recurring Grant, including manpower deployment and other teaching learning aids/materials of up to Rs. 2 lakh per school per annum for pre-primary sections in Govt. primary Schools

- Provision of up to Rs. 500/-per child per annum for pre-primary sections in Govt. Schools
- Non-recurring grant of up to Rs. 1 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Govt. Schools and Anganwadis (once in 5 years)

Non-governmental Agencies and Pre-primary Education

In the non-governmental channel, there are small scale initiatives which are largely supported by trusts, societies, religious groups or international funding agencies.

The unregulated private channel, both organized and unorganized is perhaps ‘the second largest service provider of ECCE, and its outreach is steadily spreading even into the rural areas across the country although with varied quality. This channel suffers from issues of inequitable access, uneven quality and growing commercialization.

The quality and coverage of non-formal preschool/ early childhood care and education imparted through these multiple service providers is uneven, and varies from a minimalist approach to accelerated academic programmes. This is largely an outcome of inadequate understanding of the concept of ECCE and its basic premises, its philosophy and importance among all stakeholders. This, coupled with inadequate institutional capacity in the existing system and an absence of standards, regulatory norms and mechanisms to ensure quality, has aggravated the problem.

There is a need to harmonize the activities of all these service providers, in accordance with service delivery norms, standards and regulations. The primary responsibility for this lies with the Government.

Despite the existence of multiple service providers, there is no reliable data available about the actual number of children attending ECCE provisions and their breakup as per delivery of services/ type of services. Out of the 158.7 million children in the below six years category (Census 2011), about 76.5 million children i.e. 48.2 percent are — to be covered under the ICDS (MWCD, 2011). With emphasis on quality in the strengthened and restructured ICDS, this figure is likely to increase further. Broad estimations indicate that a significant number is also covered by the private service providers, besides some limited coverage by the non-governmental service providers for which no reliable data exists.

2.2.4: PROBLEMS OF PRE-PRIMARY EDUCATION

India has 850 69, 467 children in the 3-5 year’s age group (Report of UDISE+2019-2020) and the challenges of catering to this important segment of population for ensuring the holistic development of children in the country are well acknowledged. There are many problems and challenges for the under development of Pre-primary Education in India . Some are being discussed below:

(i) Lack of consciousness among the Parents-

It is common knowledge that many parents have not realised the importance of Pre-primary education. They feel that this period of the child is not so important and they only think of sending their children to school 6+. Moreover, some parents feel that it will put strain on young mind. So unless the parents feel the need for this education much progress is not possible.

(ii) Lack of Infrastructure Facilities-

At the moment most of the schools, are ill equipped both in educational apparatus as well as furniture, and are housed in buildings which are neither beautiful nor spacious.

(iii) Shortage of good, efficient and trained teachers and absence of training centres for teachers

There is a great shortage of suitably trained teachers. There is an absence of good training centres for teachers.

(iv) Lack of Proper Research and Experimentation-

Research and experimentation is the weakest aspect of Pre-primary education.

Very little research has been done in this area. Hence, no meaningful steps have been taken to improve it.

(v) Financial Problem-

To provide Pre-primary education to all children, large number of Pre-primary schools are required. To open such schools, government needs a lot of money and that is not easily, available. Whatever spending at present is inadequate.

(vi) Excursive commercial tendency of existing schools-

Most of the institutions are being run on commercial lines. These are run with a profit motive. They are in general very expensive. The education being imparted by them is generally not good.

Poverty of the Parents

Pre-primary education is a costly affair for the poverty-stricken parents. Pre-primary education is a luxury at the rich. Poor parents cannot send their children to costly nursery schools.

Lack of availability of Literature-

Provision of literature for children and professional literature for teachers is a vital issue. There is an absence of the child literatures in the countries. So sufficient literatures of the right quality suitable for the need of our children is not available. Some literature has been published by the Children Book Trusts, State Children Book Trusts, Language Department

in the States and some Private Publishers. These books are costly, and do not reach the poor sections.

Lack of clear-cut Policy-

There is no clear-cut policy of the Government for the expansion of Pre-primary education. Besides, the establishment and conduct of Pre-primary schools, many be left mainly to private enterprise, and there is no control over them.

Attitude of the Parents-

The parents are least interested in the Pre-primary education of their children. They think this to be of no significance.

No Board for Pre-Primary Education-

Pre-primary education is not controlled by any board like secondary.

No suitable Grant-in-Aid Rule-

Lack of suitable grant in-aid rules is another problem of Pre-primary education. There is a scarcity of govt. scheme for the expansion of Pre-primary education in all state.

Unsuitable Curriculum-

The curriculum is not suitable to the Pre-primary teachers. What they getting not enough to build their internal qualities. In addition to this, Pre-primary teacher do not urge any inspiration from learning materials.

Faulty Method of Instruction-

Method of teaching in the Pre-primary school is an important issue. A young child, as Abbot and Wood remark in their report, “needs experience more than instruction”. They go on to say “that the education of the young children should provide for their physical care, for training them in good habit and for widening their experience through interesting activities. We envisage such activities as the following acting and singing, physical exercise, games and dancing, care of flowers, animals, drawing and making thing. These activities minister to one or other of the characteristic needs of children and provide them with experience which gives them confidence in their growing powers.” There should be no formal instruction. But through sensory training, though the promotion of self-expression, through community living and companionship in an educationally controlled environment, the all round development mental social and physical of the child is fostered. But the actual practice is opposite more streets in given on formal instruction rather activities.

Solutions of the Problems

The following steps may be taken for solutions of the problems:

(1) For the success of Pre-primary education, close co-operation of the parents is most essential. Efforts need to be for creating consciousness among the parents.

(ii) Nursery schools should be useful and alternative. It requires more space and more equipment's including well housing facilities.

(iii) Trained teachers should be appointed. Nursery schools and class should invariably be staffed with women teachers who have received special training for this work. Suitable training programmes should also be available.

(iv) For quantitative expansion and qualitative improvement of Pre-primary education, it is essential that special stress should be laid on the development of appropriate programme of research and experimentation. The Indian Education Commission has aptly puts, "Every encouragement should be given to experimentation, particularly in devising less costly methods of expanding Pre-primary education." So considerable attention should be given on research and experimentation. The public as well as NGO organizations are to come forward for preparation of man power and materials.

(v) A clear policy should be adopted by the government .At present this work is done by several other departments. But these must be well co-ordinated.;

(vi) A board of Pre-primary education should be set up. It should be an expert advisory body with suitable visions and missions.

(vi) Most of the Nursery Schools are run privately. These private and voluntary agencies should be subsidized by the Panchayats, Municipalities, Corporation and state government. Besides, the state government should also establish nursery schools on its own for children especially backward economically and educationally.

(vii) It will be necessary to establish Pre-Primary Education Development Centre for giving continuous guidance to the teachers working in these institutions and for organizing programme of in-service training. DIETS and qualified NGOs must work together for removing shortage of knowledge, training, skills, materials, media, etc. suitable for area-specific pedagogical improvement.

(viii) Government should aid the publication of suitable books, toys, etc. for children.

(ix) There should be a set of uniform rules for grant in-aid for pre-primary education.

(x) There is a need for more co-ordination among the different agencies that work for child care and Pre-primary education, both at the national and state levels.

(xi) Curriculum should be totally activity based.

(Xii) Its basic programme should embrace the agenda of 'holistic development' of the child. It should not include merely readiness to schooling the ultimate purpose should be a balanced growth. The child's life will be its curriculum.

xiii) It must begin from birth. It must be critical as Early Childhood Care and Education (ECCE) as envisaged in the Jomtien World Declaration on Education for all,

(xiv) It should be interdisciplinary in nature.

(xv) Partnership is another dimension of ECCE. It shall be a joint programme of government as well as NGO sector.

(xvi) It must have its specific pedagogy and must be organized by properly trained human resources.

(xvii) The term ‘pre-primary education’ should not be used in official agenda and documents.

2.2.5: FUTURE PROSPECT OF PRE-PRIMARY EDUCATION IN INDIA

The future of pre-primary education in India looks promising, with several key trends emerging:

1. **Increased Government Focus:** The Indian government has launched initiatives like the National Education Policy (NEP) 2020, emphasizing the need and importance of pre-primary education. Such policies are expected to increase access and improve the quality of pre-primary education nationwide.

2. **Technology Integration:** With the digital revolution, educational technologies (EdTech) are integrated into pre-primary classrooms. Interactive apps, educational games, and digital storytelling are becoming common, making learning more engaging for young minds.

3. **Inclusive Education:** There is a growing emphasis on inclusive education, ensuring that children from all backgrounds, including those with special needs, have access to quality pre-primary education. This approach promotes diversity and equality from an early age.

4. **Parental Involvement:** Parents are being seen as partners in the educational journey. Schools encourage parental involvement in various forms, from classroom activities to home-based learning projects. This collaborative approach enhances the learning experience for children.

5. **Focus on Holistic Development:** The future of pre-primary education in India is not just about academics. There is a strong emphasis on children’s holistic development, including their physical, emotional, and social well-being. Sports, art, and music are being integrated into the curriculum to support this development.

2.2.6: PRESENT STATUS OF PRE-PRIMARY EDUCATION IN INDIA

Early childhood care and education (ECCE) is increasingly recognized around the world as an essential element in realizing a wide range of educational, social and economic rights.

International evidence finds that the development of cognitive, language, physical and socio-emotional skills during the early childhood period provides the critical foundations to enable children to develop to their full potential in school and life.

An adequate provision for Pre-primary institution in the form of Nursery schools or classes is essential to any national system of education. In many of the developed and industrialized nations as well as in many of the socialist countries, early childhood education has come into its own and got its rightful place in the education system. So that it has developed there into a full-fledge discipline comparable to any other. It has its own body of research and theory and many major researches out-comes and discoveries have been transferred to the field, strengthening the disciplines of early child-hood education in the process. Early childhood education plans and policies of these countries are formulated in consonance with theoretical knowledge derived from these researches. In several Asian countries and also in the Latin American countries, young children's development and education are being given high priority in the government plans of action.

But it is sorry to say that in our country organized education of the child below primary school age did not, until very recently, received the attention it deserves. The provision in this respect at presents it negligible Pre-primary education in India is not a fundamental right, with a very low percentage of children receiving Pre-primary educational facilities. The largest source of provision is the so-called integrated child development services (ICDS) and Anganwadis.

In absence of significant provisions, the private sector (meant for the relatively richer section of the society) has opened schools. Provisions in these kindergartens are divided into two stages: lower kindergarten (LKG) and upper kindergarten (UKG). Typically, a LKG class would comprise children 3 to 4 years of age, and the UKG class would comprise children 4 to 5 years of age. After finishing upper kindergarten, a child enters class for standard of Primary school. Often kindergarten is an integral part of regular schools, though there is an marked trend towards exclusively is run as part of the kindergarten. However, creches and other early care facilities for the under A special Toddler/Nursery group at the age of 2-2 year is also part of the Pre-primary privileged sections of society are extremely limited in number Pre-schools education. It

There are some organized players with standardized curricular those are coming of age which cover a very small share of the urban population. Overall, the percentage of Pre-primary classes to total enrolment (Primary) is 11.22% (DISE, 205-06)

In the West, the field of early childhood education has also benefited considerably from advances in related to disciplines such as Anthropology, developmental psychology and psycho-linguistics. Unfortunately in India , the field of early child hood education has not benefitted greatly from such interdisciplinary interactions. This is partly due to the fact that the various related disciplines have not much interested in research in young children. It is

only in the last four decades that developmental psychologists in India have studied various aspects of young child development.

In the process of planning and formulating policies related to pre-primary education, one major drawback faces is the lack of a well developed body of research in this field. It is only in the last four decades that researchers from various disciplines have become interested in studying the young child's growth, development and learning process. Unlike in the West, where the young child has attracted the attention of anthropologists, psychologists, educators, nutritionist, linguists, etc., who have studied the child from their respective perspectives. In India the young child as a subject of research has been neglected. The little research that is available today is scattered, piecemeal and in small water tight compartments.

Pre-school education in India, unfortunately, has been a sort of no man's land. Its development has occurred primarily in the department of child development of Home Science institutions. Many of which started laboratory nursery schools in which small scale studies were carried for the purpose of postgraduate research. The NCERT Child Study Unit has been a major source of research on young children. The National Institute of Public Co-operation and Child Development (NIPCCD) has of late been carrying out researches as a part of the monitoring and evaluation of the social component of ICDS.

Along with the NCERT and NIPCCD, mention must be made of the Indian Association for Pre-school Education. It was established in 1964 and is the only national level association concerned with early childhood education, Since its inception, its effort have been continuously as a whole and in providing the necessary research directions. It has as its members the actual practitioners, early childhood educators as well as researcher from academic and research organizations. It has always played an important role in terms of influencing government policy in young children. Thus the NCERT, NIPCCD and the TAPE have in their own ways played an important role in generating research interest in early childhood education.

There are more than 20 studies, survey, status reports on the status of early childhood education in various states or cities. These studies show evidence a rapid growth of nursery schools in Gujrat, Andhra Pradesh, Delhi, Maharashtra (Pune), Rajasthan, Assam, Tamil Nadu and West Bengal. While the growth is rapid in the Western, Southern and some parts of the Eastern States, there are very few studies undertaken in the North, barring Delhi,

Most of these surveys and reports prepared in various states and cities and highlight several problem confronting early childhood education programme in the states and cities surveyed. Among the problems discussed are:

- (i) Poor organisation of early childhood education services.
- (ii) Poor infrastructure of to pre-schools.
- (iii) High teacher student ratio.

- (iv) Lack of trained staff and inadequate training facilities
- (v) Prevalence of uncongenial environmental conditions.
- (vi) Lack of knowledge and understanding about children's developmental patterns.
- (vii) Poor planning of programme for children.
- (viii) Lack of systematic maintenance of records.

Most of the researches reported to date are predominantly those that have been conducted in urban areas.

Since 1975 the government had launched a National Programme called the Integrated Child Development Scheme (ICDS) concentrating on nutrition, health and non formal pre-school education for young children. Through this scheme children from rural, tribal and urban slum areas are provided basic services. An evaluation study by Singh , Gopal and Murty (1978) of 150 Balawadis in six states(Gujarat , Andhra Pradesh, Tamilnadu , Maharashtra, Karnataka and West Bengal) may be mentioned at this point. . The study discusses in detail the various aspects of Balawadis such as timing, activities, budgets, staffing, etc. The findings reiterate the positive effects of pre-school experience for a young child's development and learning. In the Seventh Plan the government proposes to establish 2.50 lakh ECCE centre by 1990 It is hope that this will be beginning of organized programmes for non-formal education in the country covering a large population of young children.

Inspite of various efforts, the culture of research has not been established in this field. Historically, preschool education has grown in the private and voluntary sectors.. The field is by and large dominated by practitioners who do not have the time, interest, funds or competence to do research. A lot of work goes unnoticed because the organizers do not have the research techniques and personnel.

Field practitioners and researchers are too indifferent, limit or reluctant to accept responsibility as researchers. Thus there is a deep chasm that separates researchers and practitioners in the field of early childhood education. Because there is no consideration or meaningful interaction between the two, both operate as mutually exclusive groups.

This is the present scenario of research on early childhood education and the status of the field as a whole. It must be concluded that, for the present, early childhood education in general is unsatisfactory by far and leaves much to be desired. In a nut shell, the need for pre-school education is widely recognised and should be improved in qualitative terms. One needs to take a realistic and pragmatic view about the future directions in which early childhood education programme and researches must make.

Conclusion:

Pre-school or Pre-primary education or Early childhood Education is unequivocally recognized today as a critical input for child development. While in long term perspective,

it serves to provide a sound foundation for all round development of the child. It has also proved to be an effective input for primary schooling. Consequently, the last few decades have seen an unprecedented expansion of Early Childhood Education facilities in the country both in the government and non-governmental sector. This expansion has, however, not ensured quality control in these programmes. Survey conducted across the country have observed most programmes to be functioning as downward extensions of primary schools. In some cases they tend to remain merely custodial in nature and thus do not at all meet the objective of an ECE programme. Programmes like these may even serve to be counterproductive in the interest of the child. One of the reasons for their large-scale quality variation is the absence of any system of regulation or registration of Pre-schools across the country. To ensure some degree of standardization of quality in these programmes it has been strongly recommended that some regulatory procedure should be introduced through a system of registration or accreditation for which some basic norms for quality pre-schools must be specified.

2.2.7: LET US SUM UP

This Unit has given a description about the progress, problems, prospect and present status of pre-primary education in India. It has given you the understanding that this is today recognized as the first stage of child's education facilitating his sense-training and building up of his basic habits would become his cultural tools to his further learning. The historical analysis generally reveals that pre-primary education is a late comer in the entire structure of child's education. Modern knowledge from developmental psychology and stress upon human rights to education has added momentum in addressing the issues and concerns in pre-primary education, especially in India. The materials presented to you have also depicted that the present status of this important stage of education in our country is not so beautiful and healthy. However, our national consensus is to build this system of education as more viable and accessible to all children.

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2.2.9: ASSIGNMENT

1. . Give an outline of progress of Pre-primary education under different five-year plans.
2. Analyse problems of Pre-primary education in India. What are the best solutions to these problems, according to you? Discuss.
3. Write a note on present status of Pre-primary education in India.
4. Briefly state the Progress of Pre-primary education in free India
5. State the different programmes of pre-primary education in India.
6. What are the important problems of Pre-primary education in India?
7. Suggest some remedial measure of these problems.
8. Briefly state the present status of pre-primary education in India

EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-3
UNIVERSALIZATION OF ELEMENTARY EDUCATION
Unit-1

Concept and History of Universalization of Elementary in India

CONTENT STRUCTURE:

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3.1.5: Need of Universalization of Elementary Educationin India

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3.1.1: INTRODUCTION

Primary Education lays the foundation of the formal school system and play a pivotal role in personal, social and national development. It is sometimes also called elementary education. Elementary education means eight years schooling from 6 to 14 years of age. In India primary education is the concurrent responsibilities of the Central Government and State governments. In any national scheme of development primary education is given the highest priorities and importance because the success of any developmental programme economic, social or political elementary education is the first essential pre-requisite. “Apart from being a constitutional obligation, the provision of universal elementary education is crucial for spreading mass literacy, which is a basic requirement for economic development, modernisation of the social structure and the effective functioning of democratic institutions. It also represents an indispensable first step towards the provision of equality of opportunities to all its citizens”, (Draft Fifth Five Years Plan, P-194). This Unit will give you the knowledge and understanding about meaning, concept, objectives, importance, historical development of primary or elementary education. It also will focus on the concept, progress, prospect and challenges of universalization of elementary education in India.

3.1.2: OBJECTIVES

After completion of this Unit you will be able to:

- understand meaning of Universalization of elementary education
- state the objectives of Universalization of elementary education
- analyse the need of Primary Education
- review the historical development of Universalization of elementary education in India
- describe the progress of Universalization of elementary Education under various Five-Year Plans.
- explain the meaning of Universalization of elementary education
- discuss different govt. schemes and programmes to achieve universal elementary education
- explain the problems of universal elementary education.
- recommend solutions of the problem of universal elementary education.
- acquainted with challenges of universal elementary education.

3.1.3: CONCEPT OF UNIVERSALIZATION OF ELEMENTARY EDUCATION IN INDIA

3.1.3.1: CONCEPT OF PRIMARY-EDUCATION

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. In India this stage of education is usually known as elementary education. Primary education means education up to first four/five classes.

In India primary education is classified into two stages:

- i. Primary education includes the age group of children of 6-11 years studying in classes from first to fifth.
- ii. Middle/Upper Primary Schools for students of classes between six to eight with age of-11-16.

The Kothari Commission (1964-66) has given a concept of seven years Primary Education to be divided into two sub-stages as:

- i. Lower Primary of four years duration i.e. age group of 6-11.
- ii. Higher Primary of three years duration i.e., age group of 11-13.

In terms of structure of elementary education in the country while in most of the States the pattern is five years of primary education, followed by three years of middle (5+3) in some States the pattern is 4+3 or even 4+4. However, presently elementary education refers to schooling from 6-14-year olds, i.e. from Grade 1 to Grade VIII.

3.1.3.2: CONCEPT OF UNIVERSALISATION OF ELEMENTARY EDUCATION

Elementary education is the most crucial stage of education as it lays the foundation for the personality, attitude, and confidence, happiness, learning skills and communicating capabilities of pupils. The basic skills of reading writing and arithmetic are acquired at this stage. Values are internationalised and environmental consciousness sharpened. This is the stage when physical growth is assisted, interest in sports and adventure can be roused and manual dexterity can be developed. If a child is imparted good education at this stage he never looks back in life (Ministry of Education, 1985). In fact, elementary education in India is the foundation on which development of every citizen and thenation as a whole is initiated and programmed.

The right of every child to education is proclaimed in the “Universal Declaration of Human Rights (1950)” and was forcefully reaffirmed by the “World Declaration of Education for All (1990)”. Therefore, “Universalisation of primary education with equal opportunities (qualitative and quantitative) is accepted by all the Govt. as the Human Right. Universalisation of elementary education in India implies, “Free compulsory elementary education for all”. Universalisation of primary education with equal opportunities includes all children regardless of their physical, intellectual, social, emotional, linguistic, gender or other condition. This would include disabled and gifted children and working children, children from remote or nomadic population, children from linguistic, cultural minorities and children from other disadvantaged marginalised areas or groups residing in all areas of a Country.

Universalisation of primary or elementary education in India involves three conditions

- a) Universalisation of Provision
- b) Universalisation of Enrolment
- c) Universalisation of Retention

Universalisation of provision means that school facilities are to be provided to all children between the age group 6 to 14 years in the country. The schools can easily be accessible within the walking distance of a child. We have fairly succeeded as far as this provision is concerned.

Universalisation of enrolment refers to the condition that all children between the age group 6 to 14 years must be enrolled. For this compulsory, legislation is passed. Under legislation, parents can be compelled for sending their children to schools, and they may be punished, if possible, in case their wards do not enrol in schools.

Universalisation of retention means that once a child joins a primary school, he should remain there till he completes at 8 classes. If the child leaves the school in between, the idea of universalisation stands defeated. Unfortunately, 70% of all the first admissions leave the primary school before completing it. It leads to problem of wastage. Mere enlistment of children is not enough. They have to be retained. Any failure in along this direction demonstrates poor quality level of schooling.

Elementary education means eight years of schooling from the age of six. Elementary education in India comprises classes I to VIII, and it covers children from 6 to the age of 14 years, the years covered by constitutional provisions. Elementary education is further divided into two stages: Primary education up to class V (6-11) years age group) and upper primary covering classes VI to VIII (11-14 years age group). Within this national pattern, there are variations. thirteen states UTS have primary school stage comprising classes

1-IV, two states have upper primary school stage comprising classes VI-VII, another two states V-VIII, while 11 states / UTS have classes V-VII. Remaining states/ UTS follow the national pattern. These differential in structure of elementary education indicates absence of a uniform system of it from functional point of view, although from the legal end and it ends at 14 years.

3.1.4: OBJECTIVES OF UNIVERSALIZATION OF ELEMENTARY EDUCATION

The following are the major objectives of Universal Elementary Education

- 1) To provide an adequate mastery over the tools of learning.
- 2) To bring about a harmonious development of the child's personality by providing for his physical, intellectual, social, emotional, aesthetic normal and spiritual needs.
- 3) To prepare the children for good citizenship, to develop in them a love for their country, its tradition and its culture and to inspire in them a sense of service and loyalty.
- 4) To develop in the children the spirit of international understanding and universal brotherhood
- 5) To inculcate scientific attitude and spirit of enquiry.
- 6) To inculcate a sense of dignity of labour
- 7) To prepare children for life through the provision of worthwhile practical activities and experiences, including work-experience

Let us check your progress

3.1.5: NEED OF UNIVERSALIZATION OF ELEMENTARY EDUCATION

In 1950 the Indian Constitution envisaged that all States should provide free and compulsory education to the children of every section of the society up to the age of 14 years in 10 years time (by 1960) from the commencement of the constitution. As India is a democratic country, the success and prosperity of a democratic system of Government depends on enlightened and educated people. Educated people is the backbone of the democratic society. Equal opportunity to all is the salient feature of a democratic set up Hence, it is necessary that all people should get education. There should be no discrimination

between rich and poor, touchable and non-touchable, low caste or high castes, Hindus or Muslims, Sikhs or Christian, etc. People become aware of their duties and responsibilities, rights and obligations only through education.

Apart from being a constitutional obligation in India the provision of universal primary education is crucial for spreading mass literacy and indispensable first step towards the provision of equality of opportunities to all the citizen. Education is the strongest weapon to built a society underpinned by the principles of equality, equity and human rights for sustainable human development.

Primary education deserves the highest priority for arising the competenceof the average worker and for increasing National Productivity. The provision of Universal Elementary Education is crucial for spreading mass literacy, which is a basic requirement for economic development, modernisation of social structure and the effective functioning of democratic, creed processes both in personal and interpersonal levels .

Universal elementary education is the backbone of every country “No economic growth would be possible in India unless it is preceded by programme of mass education of the right type, including the provision of universal elementary education for children, which alone can help us to control population and to modemise the traditional social order” In fact, without primary education and functional literacy any message on health or family planning or any other matter is extremely difficult to put across.

Primary education is the nation’s nursery and so, primary education which is the prime mover, for development of human resources should receive the priority it deserves. In any national scheme of development, primary education should be given the highest priority and importance. It is the foundation stone on which the national edifice is to be built up for the success of any developmental programme economic, social or political, elementary education is the first essential prerequisite for harnessing economic growth and to augment transformations, to minimize social distance and augment social efficiency. In the present stage of world’s progress, wide spread primary education has come to be regarded as an essential condition for a nation’s efficient existence.

Primary education leads to better family health lower facility, and thus slower population growth. It helps workers to take advantage of technological change, which raise their productivity and earning to improve. The labour force’s average primary schooling by even one year can increase output substantially. And because educated parents are more likely to send their children to school, Primary education perpetuates the benefits from one generation to the next.

For common human justice and for self-interest universal literacy is unavoidable.

Primary education is the foundation of knowledge. One of the first conditions of self-defence, self-reliance, self-help and self-government is the gradual emancipation of the masses from gross ignorance. Knowledge generates in them the feelings of nationalism, patriotism and sacrifice. Education changes people's behaviour for better. They become civilized and learned practice noble behaviour towards others.

Operationally/primary education help develop learners' tools of knowledge and it is the foundation for getting entry into the secondary education

3.1.6: HISTORICAL CONTEXT OF UNIVERSALIZATION OF ELEMENTARY EDUCATION (1854-1947) IN INDIA

3.1.6.1 Historical context of Primary Education

“Education in India under the British Government” says Howell, “Was first ignored, then violently and successfully opposed then conducted on a system now universally admitted to be erroneous and finally placed on its present footing”.

Before the British came to India there was a network of indigenous elementary schools in India known as Pathshalas and Maktabas. There were 12,498 indigenous schools in Madras Presidency and about one lakh in Bengal in 1835. This traditions / old system of primary education was prevailing throughout the country under the British rule. However, by the eighteenth Century, it had lost much of its glory and utility, so far as the historical data demonstrate

The history of education in India under British rule can be divided into four periods (i) From early to 1812, (ii) 1813-1853, (iii) 1854-1920 and (iv) 1921-1947. The first period is marked by indifference and non-interference by the British with education. The second period is marked by controversies between Orientalists and Anglicists regarding the medium of instruction and content of education. The third may be called the period of an all Indian Education policy. The fourth period may be called the period of provincial autonomy

According to Wood's despatch (1854), the company was responsible for the education of Indians. It was asked to encourage Indian schools and give financial help for the expansion of primary education. But practically no monetary help was extended for the expansion of primary education. After the revolt of 1857, it paid due attention to education and the next three decades proved very important for primary education. Under the Stanley Charter of 1859 the Indian administration was saddled with the responsibility of primary education. It was authorised to levy tax in-order to collect money for the purpose.

The landmark in the history of official policy relating to elementary education in India was the appointment of the Education (Hunter) Commission in 1882. The Indian Education Commission (1882-83), the first Commission on education in India placed special emphasis on elementary education and recommended that primary education be extended to backward districts: The Commission acknowledged the importance of primary education by declaring that while every branch of education can justly claim the fostering care of the state, elementary education of the masses, and its provision expansion and improvement deserves the greatest attention to any system of education. The Commission made the following recommendations with regard to primary education–

- a) Primary education should be entrusted to the newly created Municipal and District Boards (local bodies).
- b) Definite funds for Primary Education should be set aside by the local bodies.
- c) Primary education should be imparted through vernaculars

In these way Hunter Commission tried to boost primary education. By the year 1882 nearly 29,000 primary schools were opened for education with 21 lakhs of children. This provision could give education to only 1.2% of children at that time. But these data do not show progress of primary education in India in real term.

Lord Curzon confessed that the Government had not done its duty in the spread of primary education. According to him the aim of primary education was to provide education to every one through the medium of mother tongue or local dialect and the facility of receiving primary education would be available to anyone desiring to receive it. The primary education needed government patronage Lord Curzon truly gave a boost to the efforts for the expansion of primary education. He made sincere efforts in this direction. This venture can be called the first phase in the expansion of primary education. As regards expansion of primary education Curzon held two views the need for expansion was greater than anytime in the past and the principal cause of slow progress of primary education was the inadequate grants from Government. He, therefore, sanctioned both non-recurring and recurring grants for primary education, though that venture proved inadequate.

These enabled the provincial Govt. to raise the rate of grant in aid to Local Boards and Municipalities from one third to one half of total expenditure. This liberal policy led to a large increase in the number of primary schools and pupil. In the year 1904, there was Government of India Resolution on Education in India and Lord Curzon was the prime mover of the resolution. He allocated Rs. 35 lakhs for the spread of primary education Do you think, the sanction was sufficient?

After Curzon the British Government became indifferent towards primary education

after handing over its charge to the local bodies. However, three educationists, William Adams, Capt. Wingate and TC Hope, urged the government to declare primary education as compulsory. It gave further encouragement to Indians to press their demand for making primary education compulsory. The expansion of education programme became a part of national movement. Sit Ibrahim Rahimtoola and Sir Chiman Lal Setalwad gave birth to this movement. As a result of this movement the Government of Bombay constituted a Committee in 1906 to examine the progress and condition of education. The committee found that the people in general were not prepared for compulsory education. Hence, the old policy remained unchanged. These events demonstrate a centre-periphery communication and motivational distances regarding importance and value of primary education.

In 1893 the ruling prince of Boarda State, Maharaja Sir Sayaji Rao Gaikwad, took initiative and introduced compulsory education in 52 villages of his state. In 1906 a rule was framed to introduce this scheme. It covered all the boys within the age group of 7 to 12 years and all girls in the age group of 7 to 10 years to attend primary school.

Inspired by the noble example of the Maharaja of Baroda, Gopal Krishna Gokhale proposed in the Central Assembly the introduction of free and compulsory education throughout the country. On March 16, 1911 Gokhale brought a Bill in the central Assembly to this effect. But it was rejected by the Government due to lack of adequate support. Gokhale's work was also motivated by Ballav Bhai Patel and he presented a bill in the Bombay Legislative Assembly to introduce free and compulsory education in the area falling under the jurisdiction of Bombay Municipal Board (1917). In 1918 the bill became an Act with some modification, with a far-reaching effect. It was the first law on compulsory Primary Education in India.

An important development took place in the elementary education in diarchy system (Govt. Act. of 1919) the most important thing that happened under diarchy was the rapid development of mass education and passing of compulsory education act in most of the provinces. Indian Ministers took charge of primary education in 1921. The year 1921 may be considered as a landmark in the history of elementary education in India. Compulsory Education Acts were passed in most of the provinces of British India. In 1921 the number of elementary schools was 1,60,070 in the Country.

By 1930 Primary Education became compulsory in the whole country for boys within the 6 to 10 years age group, however primary education was entrusted to the local bodies who were empowered to levy taxes for meeting, the expenditure over primary education.

In May 1928 a Royal Commission was appointed under the chairmanship of Sir John Simon. This Commission appointed an auxiliary committee presided over by Sir Philip

Hartog to report on the growth of education in British India. The Hartog Committee submitted its reports in 1929. It reported that enrolment had largely increased in primary stage, pointed out that there was waste and ineffectiveness throughout the whole system of education including primary education. The main conclusion of the report was that THE quantity had begun gain at the cost of quality and therefore the immediate need was to improve the quality rather than increase the number still further. In 1929 Hartog Committee also made recommendations for the improvement and development of primary education. It recommended that primary school should be well equipped. The recommendations are-

- a) Primary education should be made compulsory.
- b) Qualitative development of primary schools is necessary instead of increasing the number of primary schools.
- c) At least four years should be devoted to primary education.
- d) The curriculum of primary schools should be scientific and standard of teachers should be improved.

The Government of India Act. 1935 marked a further step in the onward march to introduce compulsory primary education. The year 1937 was an epoch-making year in the history of elementary education in India as it saw the emergence of the Scheme of Basic Education enunciated by Gandhiji which then was highly applauded. In this period more attention was given on the elementary education.

In the year 1937, Provincial autonomy was introduced and the states increased their educational budgets. In 1937 the speed of development of Primary Education furthered momentum with the formation of congress ministries in six provinces. During this period the problem of extending compulsory primary education received more attention. The congress ministers laid emphasis on the expansion of primary education in rural areas, so that it may come within the health of common man. In the field of primary education the epoch-making event of this period was the scheme of Basic Education In the year 1937 two important documents-Abbot Wood Report and Zakir Husain Committee Report were submitted. The Abbot-Wood Report emphasized, that the education of children in the primary school should be based more upon the natural interests and activities of young children and less upon book learning that the mother-tongue should as far as possible be the medium of instruction. The First Conference of National Education atWardha on 22nd and 23 October 1937 also recommended some aspects for elementary education. The report of the Central Advisory Board of Education on Post-war Educational Development in India' (1944) popularly known as the 'Sargent Plan'. Recommended that a system of universal, compulsory and free education for-all boys and girls between the ages of six and fourteen

should be provided. It divided Primary Education into the Junior Basic (6-11) and Senior Basic (11-14) stages. The first type of schools is to be compulsory for all, but the second type is meant only for those who would not proceed to the high school.

This was the last important educational document of the pre-independence period. This document was the most outstanding contribution during the pre-independence era and laid down the foundation of an educational planning in modern India. By 1947 primary education became compulsory in 10,017 villages and 229 grams. Besides it was made compulsory for girls in 1405 villages and 10 towns

TABLE: LITERACY RATE

➤ Before Independence

| Year | Male | Female | Total |
|------|-------|--------|-------|
| 1901 | 17.16 | 1.18 | 9.40 |
| 1911 | 18.48 | 1.65 | 10.41 |
| 1921 | 20.65 | 2.47 | 12.04 |
| 1931 | 19.80 | 3.71 | 12.25 |
| 1941 | 29.31 | 8.93 | 20.02 |

3.1.6.2 Historical context of Universal Elementary Education in India

India's commitment to universal elementary education dates back to 1951. The directive principles of the Indian constitution stipulated that the state would endeavour to provide free and compulsory education to all children up to the age of 14. This commitment was reinforced by the National Policy on Education, 1986.

The National Policy on Education (NPE) 1986 and programme of Action (POA), 1992 have perceived education as fundamental to all round development of children and stipulate free and compulsory education of satisfactory quality to all children up to 14 years of age before the turn of the century.

In 1986 National Policy on Education (NPE) first emphasized universalisation of elementary education (UEE) as a national priority. During the eighth five-years plan, the target of "Universalising" elementary education had indicated three thrust areas of elementary education: Universal Access, Universal Retention and Universal Achievement, for making education accessible to children, making sure that they continue education and finally achieving goals. The objectives were, addressed during the Tenth Plan period mainly through the Sarva Shiksha Abhiyan. The 86 Constitutional Amendment Act, 2002 made education a Fundamental Right for children for the age group (of 6-14 years (December, 2002).

India has been an active partner in the Worldwide campaign for Education for All that began in 1990 in Jomtien. India is a signatory to the Dakar declaration. India's commitment to the Six Dakar goals is backed by conviction and all-out effort. The Dakar goals are generic.

The Framework of Action as adopted in Dakar identified the following six goals of EFA.

- 1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- 2) Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- 3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- 4) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- 5) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
- 6) Improving every aspect of the quality of education, and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially an literacy, numeracy and essential life skills.

There have been several major interventions in India over the years to speed up pace of education for at such interventions are new national and state policy framework planning mechanisms, new schemes, programmes and projects, an overview of its developments since 1986 has been provided here.

- 1986-New National policy on Education adopted, renewed emphasis on UEE
- 1987-Many large centrally assisted schemes like "Operation Blackboard" and "Teacher Education" launched to accelerate progress towards UEE
- 1988-National Literacy Mission was launched.
- 1992-NPE 1986 revised
- 1994-DPEP launched to universalize primary education's in selected districts.
- 1995-Centrally assisted Mid-Day Meal scheme launched in government and Semi-Government primary schools all over the country, with central

Assistance by way of free food grains.

A separate Department of Elementary Education & Literacy, headed by an independent Secretary, was created in November 1999 within the Ministry of Human Resource Development to specifically focus on EFA goals.

2001:

- i. GER for elementary stage (classes I-VIII) 82.4% (overall), 73.6% (girls);
- ii. Literacy rate (7+) 65.4% (overall), 53.7 % (female)
- iii. Sarva Shiksha Abhiyan (SSA) launched to universalize elementary education of good quality all over the country.

2002:

- i. Constitution was amended to make free and Compulsory Education a fundamental Right.
- ii. Public expenditure on education as percentage of GDP increased from 3.84 in 2001-2002 to 4.11 in 2002-03.
- iii. Gender Parity Index has significantly improved from 0.38 in 1950-51 to 0.81 in 2001-02.
- iv. Early childhood care and education provided coverage to a large majority of the 5652 blocks.

2004:

- i. Education cess levied for raising additional finance needed to fulfil Government's commitment to universalize quality basic education;
- ii. Mid-Day Meal scheme revised to provide central assistance to meet cooking cost as well;
- iii. EDUSAT, a satellite dedicated to education was launched.

Let Us Check Our Progress

Let Us Check Our Progress :

1. List out the important milestones of development of primary and Elementary Education in India.

Block-3

UNIVERSALIZATION OF ELEMENTARY EDUCATION

Unit-2

Progress and Problems of Universal Elementary Education in India

3.2.1: PROGRESS OF PRIMARY AND ELEMENTARY EDUCATION AFTER INDEPENDENCE (SINCE 1947)

After Independence in 1947 the country has set before it two goals in the field of primary education: (1) Introduction of free and compulsory universal primary education for all children up to 14 years and (2) The conversion of all primary schools to the basic pattern. Article 45 of the Constitution enjoins on the state to endeavour to provide free, compulsory and universal education for all children until they complete the age of 14 years. In 1956-57 the Indian Union had 2, 88,091 primary schools with a total enrolment of 2.39 crores.

Immediately, after Independence we adopted basic system as our National System of education and made it a point to impart primary education in this shape. The expenditure on primary education increased. In many states, primary education is imparted free as Gandhiji has directed.

The Education Commission (1964-66) appointed under the chairmanship of D. S. Kothari, known to us as 'Kothari Commission' recommended that good and effective primary education should be provided to all children. And also recommended that there should be a minimum elementary education for all children up to the age of 14 to wipe out illiteracy and strengthen democracy. Equal opportunity should be given to all children irrespective of caste, religion, sex or economic status. Courses should be re-designed to inculcate democratic values of tolerance, co-operation, sacrifice, service, self-help, equality and justice. According to the Committee the objective of educational policy should be to provide five years of primary education by 1975 and seven years of such education by 1985. In the Fourth Five Year Plan (1969-74) rupees 328 crore were earmarked for the expansion of primary education. The number of students was to go up from 51.51 million in 1964 to 69.50 million in 1970. 71 in primary schools

The Government of India constituted a Committee on 5 April, 1967 to consider the report of the Education Commission (1964-66). The Committee shared its concern over the large incidence of wastage and stagnation at the elementary stage. It said that for the development and progress of the country this loss to the country should be stopped forthwith. To meet the problem it suggested the launching of free and compulsory programmes of primary education all over the country and to provide all facilities also mentioned in the Education Commission Report, so as to attract the children to the schools and retain them there. It also suggested that every possible incentive be given to the girls to attract them to the schools.

According to the National Policy on Education (1968), primary (classes I to V) and middle school education (classes VI to VIII) together constitute the elementary education. According to the "Challenge of Education" 1985, there were 6.9 lakh educational institutions in India and out of these 5.04 lakhs constituting 73. % of the total educational institutions are primary schools. The growth of primary institutions has not been uniform in all states.

National Policy on Education (NPE) 1986 and Programme of Action (POA) is a landmark in the history of our education. The POA suggests that every school should provide education reaching the standard of minimum level of learning. To make Universal Elementary Education really universal, the POA suggests that the community involvement in education should be actively sought. It recommends to make education child-centric. Keeping in view the pathetic condition of many schools, it gives the scheme of operation 'Blackboard' (OB). It also suggests that at least two teachers, out of which one should be a woman, be provided for in each school. It very emphatically recommends the involvement of the village education committee in the management of the primary schools. Realizing that our resources are much too meagre to attract or retain all the children in the formal system, it suggests the institution of non-formal education, even for the children at the age of 6.

The recommendations of NPE and POA, 1992 in case of elementary education emphasises on the decentralized planning. It says that non-formal system should be given all the incentives. It also says that compulsory free education be provided to all children before the commencement of the 21st century up to the age of 14 years. It also recommends every encouragement to the voluntary agencies opening schools in the hilly or inaccessible areas.

“India 1998 Ministry of Information and Broad Casting, Government of India” gives a picture as follows:

In 1950-51 we had 1 crore 92 lakhs children in classes from I-V. in 1960-61 the number rose to 3 crores 50 lakhs. In 1992-93, it was 10 crores 1.6 lakhs. in 1994-95 it was 10 core 90 lakhs and in 1995-96 it was 10 crore 98 lakhs But figures of children form VI-VII classes cause a lot of alarm: In 1950-51 only 31 lakhs were studying in these classes, in 1960-61 the number was 67 lakhs, in 1991-92 it was 3 crore 45 lakhs, in 1994-95 it was 4 crore 2 lakhs and in 1995-96 it was 4 crore 10 lakhs. So roughly out of 100 children in I-V classes about 27 go to V-VII classes. However, presently the problem of enrolling all the children between the age group 6-11 is almost solved, but the question is of their retention. In order to achieve Universal Elementary Education, Govt. of India has initiated DPEP (1994) and SSA (2001).

3.2.2: PROGRESS OF PRIMARY AND ELEMENTARY EDUCATION UNDER FIVE YEAR PLANS

Successive Five-Year Plans have been drivers of development of primary and Elementary Education.

- **1st Five Year Plans (1951-52 to 1955-56) :**

As regards the question of ordinary primary education, we feel that, in view of the poor return from it, the tendency to open new primary schools should not be encouraged and, as far as possible, resources should be concentrated on basic education and the improvement and remodelling of existing primary schools on basic lines, as far as that can be done with the personnel available. Even where new primary schools have to be opened for any special reasons, the curricular content should generally be the same as for any special reasons, the curricular content should generally be the same for basic schools and the earliest opportunity should thereafter be taken to convert these schools into full-fledged basic schools. As an immediate step, craft teachers should be trained on a large scale and craft and craft introduced in as many schools as possible. The conversion programme, as well as the programme of opening new basic schools, should be so conducted that other primary schools in the vicinity are also brought near the basic pattern. This is necessary not only to eliminate unhealthy rivalry between basic and ordinary primary schools but also to promote the development of a uniform system of education. It should, moreover, be preceded by the education of the public in regard to the value of basic education. Some data are given below:

| Year (1) | No. of Institutions (2) | Primary (ordinary) Public Total No. (3) | Percentage of girls (4) | Teachers total number (5) | Percentage of trained teachers (6) |
|--|-------------------------|---|-------------------------|---------------------------|------------------------------------|
| 1950-51 | 1.72.779 | 1.51.10.316 | 30 | 3.86,169 | 63 |
| 1955-56 | 2.02.141 | 1.87 88 750 | 32 | 4,60.324 | 66 |
| Percentage of increase in 1955-56 over 1950-51 | 17 | 25 | 3 | 19.2 | 3 |

● **2nd Five-Year Plan (1956-57 to 1960-61) :**

The document has looked that the problems of education at the primary level are mainly two: the expansion of existing facilities and the re-orientation of the system of education on basic lines. Both are equally urgent tasks and vital to social and economic development.

The problem of expanding education facilities is a complex one and its different aspects have to be considered. A most urgent problem is that of girl's education. Public opinion in every part of the country is not equally alive to the importance of girl's education. Special efforts at educating parents, combined with efforts to make education more closely related to the needs of girls, are needed. In 1953-54 women teachers accounted for about 17 percent of the total number of teachers employed in primary and secondary schools. It is the directive of the Constitution in favour of free and compulsory education up to the age of 14 years is to be fulfilled. In many countries the principal responsibility for providing elementary education rests with the local community. The state authorities encourage local effort by providing adequate grants-in-aid. Even India for centuries the tradition was that most of the expenditure on education was met by the community. Some data are shown below,

| Stage | Number of pupils as percentage of number of children in corresponding age –groups | | | | | | | | |
|--------------------|---|-------|-------|-------------------|-------|-------|-------------------|-------|-------|
| | 1950-51 | | | 1955-56 Estimates | | | 1960 – 61 Targets | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1.primary(6-11) | 59 | 25 | 42 | 69 | 33 | 51 | 86 | 40 | 63 |
| 2.Middle (11-14) | 22 | 5 | 30 | 30 | 8 | 19 | 36 | 10 | 23 |
| Elementary (6-14) | 46 | 17 | 57 | 57 | 23 | 40 | 70 | 28 | 49 |

- **3rd Five-Year Plan (1961-62 to 1965-66) :**

The Constitution envisaged the provision of free, universal and compulsory education for children upto the age of 14 years. In the Second plan first step facilities should be created for the education of all children in the age-group of 6-11 This is one of the central aims of the third plan, to be followed by extension of education for the entire age-group of 11-14 during the Fourth and Fifth plans. In 1960-61, about 80.5 percent of the boys were in primary school as against about 40.4 percent of the girls. Taking all the factors into account it was estimated that by the end of the third plan about 90 percent the boys and about 62 percent of the girls will be at school, the overall percentage the age group 6-11 being 76 percent.

For practical and administrative reasons, the programme of education for the age-group 6-14 visualized in the constitution has been divided into two stages, 6-11 and 11-14. The third plus postulates an increase in the number of children in the age-group 6-14 about equal to that achieved during the preceding decade. For girls the proportion in the age-group should go up to about 46 percent and for boys to about 73 percent, the overall proportion increasing to nearly 60 percent.

| Year | Enrolment in classes I-V(lakhs) | | | Percentage of population in age group 6-11 | | |
|-----------|----------------------------------|-------|-------|--|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total |
| 1960 – 61 | 233.8 | 109.6 | 343.4 | 80.5 | 40.4 | 61.1 |
| 1965-66 | 301.2 | 195.2 | 496.4 | 90.4 | 61.6 | 76.4 |

- **4th Five-Year Plan (1969-1974) :**

Efforts will be made to remove the unbalances within states in regard to the provision of educational facilities at the elementary stage. Some states are considering the adoption of double shift in classes I and II, which between them account for 60 per cent, of the enrolment in classes IV. In regard to the age group 11-14, the problem is much more difficult as a large majority of the parents in rural areas withdraw their children from schools Setting up of schools within the reach of every child is the first necessary step towards universality of enrolment. Each state will formulate a phased programme for the introduction of universal education for all children in the age-group 6-14.

- **5th Five-Year Plan (1974-1978) :**

Very high priority had been given to primary education programme. Adequate provision had been made for additional enrolment. In addition of the expansion of educational facilities, provision had been made for curricular orientation, work-experience and strengthening of educational institution for teachers.

The table below indicates the additional enrolments, which were likely to be by the end of the Fifth plan.

| Classes I-V | | | |
|------------------------|------------|----------|---------|
| Year | Boys | Girls | Total |
| 1973 – 74 (Position) | 396 (100) | 245(66) | 641(84) |
| 1978 – 79 | 643 (111) | 308(79) | 771(96) |

Figures in Brackets indicate the proportion of children of respective age groups enrolled in classes I to V.

● **6th Five Year Plan (1980-1985) :**

It proposed that the programme of universalisation of elementary education would be given serious consideration, especially in the educationally backward states and for reaching the socially disadvantaged who constitute the bulk of the non-attending children and of the drop-outs. The Sixth plan assigns the highest priority to this programme which would continue to be a part of minimum needs programme. The approach in the Sixth plan is for all the states, which are yet to universalise the primary education, to reach universalisation of primary education (classes I-V) upto the age of 11 years, in the next-five years.

● **7th Five-Year Plan (1985-1990) :**

The enrolment at the elementary stage is estimated to have reached nearly 112 million by the end of the Sixth plan period. For achieving the goal of universalisation by the end of seventh plan, over 50 million children will have to be additionally enrolled. Non-formal education would be the other important programme for the achievement of universalisation of primary education as this can be useful to those who are not able or willing to attend full time schools. The number of children to be covered by the non-formal programme is reckoned to be of the order of 25 million. Adequate teacher-training arrangements will be made for teachers participating in the non-formal system .

● **8th Five-Year Plan (1992-1997) :**

Early Childhood Education (ECE) would be expanded by attaching pre-primary classes to selected primary schools. Voluntary agencies and other NGOS would be encouraged and provided financial assistance by reorganising the scheme of ECE. Integrated Child Development Scheme (ICDS) model would be supplemented by many people. Primary schools or alternatives to primary schools like non-formal centers, etc. would be provided to every child with in a walking distance of one kilometer, with suitable adjustment for special cases. Innovative programmes like Shiksha Karmi which have given good results in an experimental project in Rajasthan would be expanded. Hence, while ensuring effective universal access to all children at the primary stage, the infrastructure at the upper primary

stage will have to be considerably expanded. Besides expansion of school facilities, there will be need to improve the quality of education by providing existing schools with sufficient facilities. Therefore, the “operation Blackboard” Scheme will not only be discontinued and completed during the Eighth plan in relation to primary schools but also extended to upper primary schools: The eventual aim would be to move towards a situation where every class has a classroom and a teacher

- **9th Five-Year Plan (1997-2002) :**

The Indian Constitution gives high priority to education. Article 45 declares. “The State shall endeavour to provide, within a period of 10 years from the commencement of the constitution, for free and compulsory education of all children until complete the age of 14 years. The constitution also guarantees educational rights for minorities and calls for the educational development of weaker sections of society. The 73 and 74 constitutional Amendments further empowered the Panchavati Raj Institutions (PRIS) to render their contribution to the development of, education at the grass-root level. The Strategy of educational development during the next decade of planning considers various emerging factors like (1) The national goal of providing primary education as a universal basic service, (ii) The Supreme Court Judgement declaring education to be a fundamental right for children up to 14 years of age, (iii) the need to operationalise programmes through Panchayati Raj Institutions (PRIS) and Urban Local Bodies (ULBS). (iv) the legal embargo on child-labour.

- **10th Five-Year Plan (2002-2007) :**

The literacy rate in the Primary Education improved. The total literacy rate, which was 16.67 percent in 1951 rose to 52.21 percent in 1991. The provisional result of the 2001 census indicate that the literacy rate has gone up to 65-37percent 75.85 percent for males and 54.16 percent for females. Enrolment at the Primary level (grades I to V) increased from 1916 million from 1950-51 to 113.61 million in 1999-2000. The percentage share of girls in total enrolment, both at the primary and upper primary levels, has increased consistently between 1950-51 and 1999-2000, Different Programmes like Operation Blackboard, District Primary Education Programme (DPEP), Mid-Day meal scheme, Sarva Shiksha Abhiyan, etc are implemented in primary as well as elementary level

- **11th Five-Year Plan (2007-2012) :**

The Eleventh Plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. Hence, it envisages to implement and apply a comprehensive strategy for causing right educational change and improving the growth of knowledge economy and to reach a platform from where a Mission of a Universal Secondary Education campaign can be initiated.

The major Focus and Targets of the Eleventh Plan for Elementary Education has been set as-

- 1) Universal enrolment of 6-14 age group children including the hard to reach segment.
- 2) Substantial improvement in quality and standards.
- 3) All gender and social, and regional gaps in enrolments to be eliminated by 2011-2012
- 4) One year Pre-School Education (PSE) for children entering primary school.
- 5) Drop-out at primary level to be eliminated and the drop-out rate at the elementary level to be reduced from over 50% to 20% by 2011-2012
- 6) Universalized MDMS at elementary level by 2008-09.
- 7) Universal coverage of ICT by 2011-12.
- 8) Significant improvement in learning conditions with emphasis on learning basic skills, verbal and quantities
- 9) All EGS Centres to be converted into regular primary schools
- 10) All States / UTs to adopt NCERT Quality Monitoring Tools
- 11) Strengthen BRCs/CRCs; one CRC for every 10 schools and 5 resource teachers per block.
- 12) Equality, Equity and Quality are the main focus for holistic growth and sustainable human development.

● **12th Five-Year Plan (2012-2017):**

SSA will continue to be the flagship programme for developing elementary education during the Twelfth Plan for realising the rights to elementary education for each and every child. There would be four strategic areas under SSA during the Twelfth Plan. These are: (i) strong focus on learning outcomes; (ii) addressing residual access and equity gaps; (iii) focus on teacher and education leadership; (iv) linkages with other sectors and programmes.

The major Focus and Targets of the Twelfth Plan for Elementary Education has been set as-

- 1) Shift from a project-based approach of SSA to a unified RTE-based governance system for UEE;
- 2) Address residual access and equity gaps in elementary education by adopting special measures to ensure regular attendance of children in schools and devising

- special strategy to tackle the problem of dropping out before completing the full cycle of elementary schooling;
- 3) Integrate pre-school education with primary schooling in order to lay a strong foundation for learning during primary school;
 - 4) Prioritise education quality with a system-wide focus on learning outcomes that are assessed through classroom-based CCE independently measured, monitored and reported at the block/district/State levels;
 - 5) Focus on early grade supplemental instruction to ensure that all children achieve the defined age-/class-specific learning levels by the end of class 2;
 - 6) Articulate clear learning goals that have to be achieved by the end of each class or set of classes. These goals should be understood by parents and teachers;
 - 7) Improve teacher training with an emphasis on effective pedagogy given the realities of Indian classrooms such as multi-age, multi-grade and multi-level contexts. Also, make teachers' professional development a needs-driven process as opposed to top-down decision wherein curriculum design and delivery is centrally driven;
 - 8) Invest in both top-down administrative oversight and bottom-up community-driven monitoring of schools;
 - 9) Focus on strengthening practices of good governance in all schools and related institutions that ensure performance-based internal and external accountability for teachers and administrators at all levels and also ensure holistic assessment-driven development of schools;
 - 10) Invest in strengthening ongoing and continuous field-based systems of academic support to schools and teachers and in strengthening district and block-level capacity for better management and leadership;
 - 11) Support States to set learning goals and invest in independent monitoring of outcomes, but provide States with substantial autonomy in how to achieve these goals, and provide additional results-based financing to States who show the most improvement in educational outcomes;
 - 12) Provide a supportive environment for evaluation of innovative practices, and sharing of best practices across States and districts;
 - 13) Support States towards motivation, capacity development and accountability of community and parents for ensuring regular attendance and quality education; and
 - 14) Ensure convergence with panchayats, Community-Based Organisations (CBOs) and other sectors at school level.

3.2.3: RECENT DEVELOPMENTS IN THE FIELDS OF UNIVERSAL ELEMENTARY EDUCATION IN INDIA

Since the formulation of the National Policy on Education NPE, (1986) and the Programme of Action-POA (1986). Government of India has initiated a large number of schemes and programmes like DPEP, SSA/SSM operation Black Board, Minimum level of learning, Mid-day meal, etc, in order to achieve universal elementary education. In this regard, a brief review of the said schemes is stated below:

1) MINIMUM LEVELS OF LEARNING (MLL):

In accordance with the direction of National Policy on Education (NPE). the initiative was taken in India in 1991 to lay down MLLS to be achieved at the Primary Stage. The concept of MLLS implies well-defined standards of learning by children. This was done on the basis of the recommendations of the Committee on Minimum Level of Learning (1990). All children irrespective of their background are expected to reach a minimum level of learning before they finish primary education. Subjects covered are languages, mathematics and environmental studies.

This new approach integrates various components of curriculum, classroom work, and evaluation and teacher education. Most of the State have introduced MLLS in most of their primary schools including local body/private school. The first phase of the programme was implemented through in voluntary agencies, research institutions and State Council of Educational Research and Training (SCERT) The NCERT, the RIES, SCERT and DIETS are providing necessary academic and other

2) OPERATION BLACKBOARD (OB) :

The scheme of operation blackboard is a centrally sponsored scheme for bringing about improvement in primary education by providing additional metres to the school already established Use of the word ‘operation indicates that there in an urgency in this programme, that are well defined, and that Government and people are determined to achieve these goals within a predetermined time schedule. 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 educationally, it assumes that architecture of classroom has positive influence on quality of children’s learning.

The concept of threshold facilities in the context of core curriculum was first put forward in the “National Curriculum for Primary and Secondary Education A Framework”

brought out by NCERT in 1985 It stated that “For effective transaction of a core curriculum it is imperative that certain minimum facilities must be provided to the schools of the nation”. This term was debated considerably in NCERT before it found place in the framework. The dictionary meaning of the word in terms of physiology and psychology is extremely appropriate and convincing. It is defined as “The point at which a physiological in psychological effect begins to be produced, as that degree of stimulation of a nerve or nerve centre which just produces a response” In educational terminology it is assumed that desired learning outcomes can be achieved only if necessary inputs in terms of educational facilities are provided in at school. In the absence of such basic inputs it is not possible for a what to generate desired learning in children.

The plea for making provision of minimum facilities not only found favour in the National Policy on Education (1986) but also got converted into a dynamic scheme entitled” Operation Blackboard,” (OB), encompassing both certain physical and educational facilities along with a two all-weather room school.

As the recommendations of the NPE started concretising, the OB scheme got a new impetus and NCERT got involved in preparing the list of minimum items to be included in the scheme. A preliminary list so prepared was included in the Plan of Action (POA). As it became a centrally sponsored scheme, involving the budget of crores of rupees to be provided to states, need for prescribing norms and specifications not only for purchase but also for development/ preparation/ production of each of the items in the list felt.

The Ministry of Human Resource Development (MHRD) urgently addressed itself to the question and a meeting of officers in MHRD, Bureau of Indian Standards (BIS) and NCERT was convened to discuss the issues related to norms and specifications of items included in the scheme. Consequent upon the decision of this meeting, a committee of the officers of NCERT and BIS was constituted to develop the norms and specifications. The committee met several times and finalized the format and content of the document.

There are three components of operation black board-

- i. Provision of at least two reasonably large rooms that are usable in all weathers, with a deep veranda along with separate toilet facilities for boys and girls.
- ii. Provision of at least two teachers, as far as possible, one of them a woman in every primary school.
- iii. Provision of essential teaching and materials like chalk, duster, and blackboard

The essential facilities at the primary stage are

- i. Teacher’s equipment Syllabus, Tent books, Teachers Guides

- ii. Classroom teaching materials Maps District, State, Country, Plastic Globes, Educational charts.
- iii. Play materials and toys Wisdom blocks, surface tension, Bird and Animal puzzle, Animal world, Balance and weights, tape, cleanliness, Nutrition, Language and Number charts.
- iv. Games equipment-Skipping rope, Balls Football, valley ball, Rubber Balls, Air pump, Ring, Swing rope with tyre.
- v. Primary science kit.
- vi. Mini tool kit
- vii. Two in one audio equipment
- viii. Books of library Reference Books-Dictionaries, Encyclopaedia, children's Books (at least 200), magazine, Journals and newspapers for teachers and children
- ix. School Bell
- x. Musical Instruments Dholak or Tabla, Harmonium, Manjira.
- xi. Contingency money with teacher
- xii. All weather classrooms class rooms, toilets-one for boys and one girls, most and furniture for students and teachers.
- xiii. Blackboard,
- xiv. Chalk and duster
- xv. Water facility
- xvi. Trash can.

For the operation of the scheme, responsibility is shared by the central Government, State governments and the local community. A total of 5,23,000 primary schools have been provided funds for the development of academic infrastructure (teaching learning material). About 1,50,000 additional teachers for single teacher primary schools had been sanctioned. Hundred percent central assistance is provided for appointment of an additional teacher in the single teacher schools. The evaluation reports of this scheme fail to demonstrate a clear and uniform success.

3) DPEP (District Primary Education Project) :

DPEP was launched late in 1994 as an integrated and holistic programme for achieving universal primary education in educationally backward districts of India with the objectives of improving enrolment and reducing dropout rates and disparities among gender and

social groups, and improving the level of learning, achievement. The overall goal of the programme is the reconstruction of primary education system to operationalize the strategy of UEE as envisaged in NPE 1986 (as updated in 1992) and its Programme of Action POA (1992) through decentralization and population of specific planning. It addresses the issues of content, process, quality and equity in education. The programme (DPEP) is funded by the World Bank, European Community (EC), International Development Agency (IDA), Overseas Development Agency (ODA) of UK, UNICEF and the Government of Netherlands. DPEP now covers 273 districts in 18 states. DPEP started its work during 1997-98 in five districts (Coachbehar, Murshisabad, Birbhum, South 24 Pgs. and Purulia) in West Bengal and later on it was extended to other five districts in West Bengal. The 85% of the total fund is supplied by DFID and the other 15% is provided by the State Government 'West Bengal Government has received 1200 crores during the year of 2000-01 from DFID.

The activities undertaken under this programme includes-

- i. Micro planning, and School mapping.
- ii. Expansions of physical facilities
- iii. Improvement in the existing levels of equipment and teaching-learning aids
- iv. Streamlining the production and distribution of textbooks.
- v. Development of schools libraries.
- vi. Improvement in the current minimum level of learning and to upgrade it to reach the prescribed norm within a specific time-frame.
- vii. Recruitment, training and induction of teachers wherever necessary to meet the existing short fall with special emphasis on rural areas and recruitment of lady teachers.
- viii. Provision for free textbooks for the focus group of the disadvantaged.

The DPEP has opened large number of new formal schools, alternative schools and child care centre. The DPEP has undoubtedly infused new blood in the hitherto academic scenario of the country. As a result of DPEP the average gross enrolment ratio has also increased. Girl's participation increased considerably. The repetition rate of children showed a decline. The report of West Bengal School education development (2000-01) reveal that the enrolment rate among SC, ST and girls has increased satisfactorily in 10 districts under DPEP

4) SARVA SHIKSHA ABHIYAN (SSA) :

After the District Primary Education Programme (DPEP) of 1994, the Govt. has launched the Sarva Shiksha Abhiyan (SSA). It is the most comprehension approach to universalized

elementary education through community ownership of elementary education covering the entire country. It addressed the need of about 209 million children in 11 million habitations, 0.9 million primary and upper primary schools and 3.5 million elementary school teacher. It is Government of India's flagship programme for achievement of universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training grants for developing teaching learning materials and strengthening the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including the life skills. SSA has a special focus on girls education and children with special needs, SSA also seeks to provide computer education to bridge the digital divide.

In order to effectively decentralize the management, it has involved Panchayati Raj Institutions, School Management Committees, village and urban Slum level Education Committees, parents' Teacher's Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass roots level structures. SSA, apart from being a programme with clear time frame for Elementary Education, also offers opportunities to the states to develop their own vision of elementary education. It has set 2007 as the deadline for providing primary education in India and 2010 as the deadline for providing useful and relevant elementary education to all children in the 6 to 14 age group.

❖ **What is Sarva Shiksha Abhiyan :**

- A Programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees. Parents Teachers Associations, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the central, state and the local government.
- An opportunity for states to develop their own vision of elementary education.

❖ **Aims of Sarva Shiksha Abhiyan :**

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools

Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their humans potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum All efforts to support pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

❖ **Objectives of Sarva Shiksha Abhiyan. :**

- All children in school, Education Guarantee centre, Alternate school, Back to school campaign by 2003.
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.
- Funding :

The SSA envisages a close partnership of the Government of India, State Government, Local Bodies and Non-Government Organizations (NGOs)

5) COMPULSORY ELEMENTARY EDUCATION AS A FUNDAMENTAL RIGHT :

According to the constitution of India, elementary education is a fundamental right of children in the age group of 6-14. The Cabinet of the Government of India, in its meeting, held on May 16,1997, approved the proposal of making right to free and compulsory elementary education as a fundamental right. This step was taken on the recommendations of the Committee of State Ministers of Education. A, major initiative has been the move to

make free and compulsory education a fundamental right for all children in the age group of 6-14 years. The constitution (86 Amendment) Act, 2002 has been enacted by Parliament and with this enactment, every child can now demand elementary education from the state as a fundamental. right The Act also devolves a duty on the parents to provide all possible opportunities for education to children in this age group.

6) MID-DAY MEAL :

The National Programme of Nutritional Support to primary education commonly known as the mid-day meal programme was launched on 15th August, 1995. It aims to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritionally status of students in primary classes. The programme originally covered children at primary stage (classes I to V) in Government, local body and Government aided schools, and was extended in October 2002 to cover all children studying in Education Guarantee Scheme (EGS), and Alternative and Innovative Education (A & IE) centres only.

Central assistance has been provided to States under the programme by way of

- a) Free supply of food grains from the nearest godown of Food Corporation of India @ 100gms of wheat/ rice per student per day(cost of which is reimbursed of FCI by Government of India).
- b) Subsidy for transport of food grains from nearest FCI Depot to the Primary School subject to a maximum of Rs 50 per quintal.

Cost of cooking mid-day meal with free food grains provided as above, includes mainly

- i. Cost of other ingredients namely pulses, vegetables, cooking oil and condiments,
- ii. Cost of fuel and
- iii. Wages/ remuneration.

The honour of starting the mid-day meal scheme in elementary school in the country goes to Tamil Nadu. The number of children covered under the programme has risen from 33.4 million in about 3,22,000 schools in 1995-96 to 105.1 million. Students in 7,92,000 schools spread over 576 districts in 2000-2001.

Until 2004, this cost was supposed to be met by State Government, and local bodies. Many states however, continued to face financial difficulties in meeting cooking cost and providing cooked meal to their students and therefore distributed food grains to the children.

Keeping above aspects in view, Central Government has now approved a revised mid-day meal scheme in September, 2004.

In the revised programme, a cooked mid-day meal with minimum 300 calories and 8-12 grams of protein content will be provided to all students studying in classes I to V in Government, local body, and Government aided schools and in EGS and A & IE centres.

Overall responsibility for the programme will vest on the state Governments and UT administrations. Central Government will now provide assistance under the revised scheme to State Governments and UT Administrations to the following extent:

- Supply of free grains (Wheat/ rice) @100 grams per child per school day from nearest FCI godown
- Reimbursement of actual cost incurred in transportation of food grains from nearest FCI godown to the primary school, subject to certain revised ceilings.
- Assistance for meeting cooking cost @ Rs 100 per child per school day with effect from 1.9.2004.
- Assistance for management, monitoring and evaluation (MME)
- Assistance for provision of cooked mid-day meal during summer vacation to school children, in areas declared by the State Government as “drought affected”

The universal cooked mid-day meal programme will cover about 110 million primary school children across the country from 2004-05. Total annual expenditure on the programme by Central and State Governments would be of the order of \$ 1 billion. It is now a debate as to whether this scheme actually improves quality of learning

7. THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

The Right to Education Act is one of the most important reforms in the Indian education system. The RTE Act was enacted on 4 August 2009. The Right to Free and Compulsory Education Act (RTE Act) was enacted on 4 August 2009 and came into effect in April 2010. The act aims towards providing free and compulsory elementary education to all children between the age group of 6 years to 14 years. It means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The title of the RTE Act incorporates the words ‘free and compulsory’. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

The main recommendations of the act have stated below:

- The RTE Act provides Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It further provides that the provisions of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996 will apply in the case of children suffering from disability as defined under that Act.
- It provides children above six years, who have either not been admitted to any school or, having been admitted have not completed elementary education and have dropped out, the right to be admitted to a school in a class appropriate to his or her age for completing elementary education.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- It assigns duties to the appropriate Government to ensure that it provides free and compulsory elementary education to every child, in a neighbourhood school.

With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

8. Samagra Shiksha Avijan:

Union Budget, 2018-19 has announced that school education would be treated holistically and without segmentation from pre-primary to class XII. It is, in this context, that the Department launched the Integrated Scheme for School Education, Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The scheme treats school education as a continuum and is in accordance with Sustainable Development Goal for Education (SDG-4). The scheme not only provides support for the implementation of the RTE Act but has also been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

Objectives:

The major objectives of the Scheme are: (i) Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020). (ii) Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; (iii) Focus on Early Childhood Care and Education (iv) Emphasis on Foundational Literacy and Numeracy (v) Thrust on Holistic, Integrated, Inclusive and activity based Curriculum and Pedagogy to impart 21st century skills among the students. (vi) Provision of quality education and enhancing learning outcomes of students; (vii) Bridging Social and Gender Gaps in School Education; (viii) Ensuring equity and inclusion at all levels of school education; (ix) Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training. (x) Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions; (xi) Promoting vocationalisation of education

Interventions: The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Foundational Literacy and Numeracy, (iii) Gender and Equity; (iv) Inclusive Education; (v) Quality and Innovation; (vi) Financial support for Teacher Salary; (vii) Digital initiatives; (viii) RTE Entitlements including uniforms, textbooks etc.; (ix) Support for ECCE; (x) Vocational Education; (xi) Sports and Physical Education; (xii) Strengthening of Teacher Education and Training; (xiii) Monitoring; (xiv) Programme Management; and (xv) National Component.

Implementation Process: In order to ensure effective implementation of the scheme and its reach to last mile, measurable Key Performance Indicators (KPIs) have been developed, for every component of Samagra Shiksha. In addition, the scheme also proposes to give flexibility to the States and UTs to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them. The scheme covers 11.6 lakh schools, over 15.6 crore students and 57 lakh Teachers of Govt. and Aided schools (from pre-primary to senior secondary level) by involving all stakeholders of the school ecosystem i.e. Teachers, Teacher Educators, Students, Parents, Community, School Management Committees, SCERTs, DIETs, BITEs, Block Resource Persons, Cluster Resource Persons, Volunteers for providing quality, inclusive and equitable education. Further, there will be greater emphasis on equity and inclusiveness for areas with significant population of Socially & Economically Disadvantaged Groups, such as SC, ST, Minorities and 4 Inclusive education for Divyang Children. The Samagra Shiksha scheme will play an instrumental role in translating the vision of National Education Policy 2020 at grass root level and building a strong foundation for an equitable and just society. The new int

The new interventions which have been incorporated in the revamped Samagra Shiksha scheme based on the recommendations of the National Education Policy 2020 are as follows:

1. Pre-Primary: o Training of Master Trainers for training of Anganwadi workers and In-service teacher training for ECCE teachers. o Provision of upto Rs 500 per child for Teaching Learning Materials, indigenous toys and games, play based activities per annum for pre-primary sections in Government Schools. o Support for pre-primary sections in government primary schools.
2. Support for NIPUN Bharat: o The National Mission on Foundational Literacy and Numeracy to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V. o Provision of TLM upto Rs 500 per child per annum, Rs 150 per teacher for teacher manuals and resources, Rs 10-20 lakh per district for assessment. o Specific training modules under NISHTHA to train Preprimary and Primary teachers on Foundational Literacy and Numeracy.

Elementary level:

Financial support for State Commission for Protection of Child Rights @ Rs 50 per elementary school in the state, for protection of child rights and safety. o Child tracking provision included for students of Government and Government aided schools. o Greater emphasis on Direct Benefit transfers so that the various benefits reach directly to the students in the shortest time.

Secondary level:

Universalization of access upto senior secondary level. o Addition of new subjects instead of Streams in existing senior secondary schools. o Transport facility has been extended to secondary level @ upto Rs 6000 per annum. o For out of school children at 16 to 19 years of age, support will be provided to SC, ST, disabled children, upto Rs 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.

Quality and Innovation for all levels:

Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains will be introduced in the form of Holistic Progress Card (HPC). o Support for activities of PARAKH, the National Assessment Centre.

Additional Sports grant of upto Rs. 25000 to schools in case atleast 2 students of that school win a medal in Khelo India school games at the National level. o Provision for Bagless days, school complexes, internships with local artisans, curriculum and pedagogical reforms etc included. o Setting up of assessment cell preferably at SCERT to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc. o Provision for Establishment of New SCERT has been included and new DIETs in districts created upto 31st March 2020 (earlier it was till 31st March 2017) o Provision for in-service teachers training from pre-primary to Class XII under Professional Development. o The academic support of BRCs and CRCs extended for preprimary and Secondary level also.

Equity and Inclusion:

- All KGBVs to be upgraded to class XII. O
- Enhanced financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of upto Rs 40 lakh per annum (earlier Rs 25 lakh per annum)
- Provision of Incinerator and sanitary pad vending machines in all girls' hostels.
- Training for 3 months for inculcating self-defence skills to be renamed as 'Rani LaxmibaiAtma Raksha Prashikshan' and amount increased from Rs 3000 to Rs 5000 per month.
- Separate provision of stipend for CWSN girls @ Rs. 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.
- Provision of annual identification camps for CWSN at block level @Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSN

Vocational Education:

- Support under Vocational Education extended to Government aided schools also in addition to Government Schools and grant/number of job roles/sections linked to enrolment and demand.
- Provision of Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighbourhood. Provision of transport and assessment cost for schools serving as spokes.
- Enhanced emphasis on convergence with all Government departments/agencies undertaking development works for providing exposure and internships to children on different vocations.

ICT and Digital Initiatives:

- Provision of ICT labs, Smart classrooms including support for digital boards, smart classrooms, virtual classrooms and DTH channels have been provided.

Support for Social Audit covering at least 20% of schools per year so that all schools are covered in a period of Five years. The same to also involve youth volunteers, undergraduate students etc

A new component Appointment of Language Teachers has been added in the scheme-components of training of teachers and bilingual books and teaching learning material added, besides support for salary of Hindi and Urdu teachers.

Revised Programmatic and Financial Norms: This Department vide D.O. letter No. 17-2/2019-IS-15 dated 16th August, 2021 has shared revised Programmatic and Financial Norms with all the stakeholders.

Samagra Shiksha

Erstwhile Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) along-with other two centrally sponsored schemes of Rastriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) have been subsumed under a new Integrated Scheme for School Education-Samagra Shiksha, launched in the country from 2018-19. It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The scheme has been aligned with recommendations of the National Education Policy: 2020 (NEP: 2020) and continued from 2021-22 to 2025-26. The fund sharing pattern as decided by the Ministry of Finance is in the ratio of 60:40 between Centre and State for all States and Union Territories with Legislature except for the 8 North-Eastern States and 2 Himalayan States viz. Himachal Pradesh and Uttarakhand and UT of Jammu and Kashmir, where it is 90:10. It is 100% centrally sponsored for Union Territories without Legislature.

As per the guidelines of the Ministry of Finance, for Centrally Sponsored Schemes, States will maintain separate budget lines for Central and State Share under the scheme and make necessary provision of the State share in the State's budget. Under Samagra Shiksha, release of funds to the State Governments are routed through Public Financial Management System (PFMS) and the Central Share is released in different instalments based on the mandatory submission of the requisite documents such as utilization certificate, progress report, provisions and release of commensurate State/UT Share by the States/UTs. The last instalment for a financial year is released subject to, submission of Audit Report of previous financial year.

3.2.4: PROBLEMS OF UNIVERSAL ELEMENTARY EDUCATION

There are many problems of various nature and degrees with respect to elementary education. Some of these are now being discussed.

1) APATHY OF PARENTS :

A majority of parents in India do not bother about the education of their children. Their pleas are many. They think that modern education is useless since nobody bothered about their education why should they bother about the education of their children? This is a point to ponder

2) LARGE BIRTH RATE :

All efforts to make primary education compulsory and free, so as to bring every one under the roof of the school up to elementary level are being frustrated by the tremendous increase in population. The government is practically helpless in this case or direction for providing adequate funds in setting up appropriate infrastructure of elementary education at all habitations.

3) RESISTANCES OUT OF RELIGION AND TRADITION :

It can be exemplified by the resistance to the education of girls is another due mainly to lack of awareness and critical approaches to justify the importance of elementary education for the girl child.

4) LACK OF FINANCE :

In a country of the size of India, no government is able to raise so much to support this huge programme. We may look to private enterprise for help in this direction, in the sphere of primary education. The most of the finances are miss-spent by the government in

cubing useless or imaginary agitations and so on. Very few funds are rightly channelized in education. III-management of funds is the normal feature in this context

5) EXISTENCE OF THE MARGINALIZED GROUPS :

In our country there is large number of tribes who are educationally back-ward. They never bother about the education of there off springs. They have different values of life and earn much more by taking to other professions. Sometimes languages are becoming barriers to get education of such youngsters.

6) POVERTY OF PARENTS :

One of the major causes because of which we have not been able to fulfil the constitutional directive of providing free and compulsory education to all children in the required age group is the poverty of parents. The moment a child attains the age of five or six, he can help a lot in earning money for the family. He can certainly supplement the family income. Due to poverty the parents cannot afford to meet the day to day expenses of the child incurred by him at school in connection with his education. He is then withdrawn from the classes and made to earn either at home or outside may be employed as a domestic helpers/maids and thus primary education suffers a setback. Poverty and illiteracy go hand-in-hand in the developing world including India

7) SMALL AND SCATTERED HABITATIONS:

Many children cannot be brought under the roof of a school simply because they are very few in number and they cannot be grouped put in school room because of large distance between home and school. About 13% of habitations do not get primary school even today.

8) ADMINISTRATIVE DIFFICULTIES :

There are numerous administrative difficulties in running the show. We lack right type of teachers who may like to teach in far flung areas in the name of charity and humanity. Similarly, desirable type of supervisory staff is equally missing In short, we can say that we lack suitable machinery to enforce compulsory attendance. Red-tapeism in public administration is also a dominant mode in education administration.

9) VESTED INTEREST INTERNAL POLITICS :

It is also true that sometimes vested interests, lack of vision internal politics and prejudices of the villages towards one another prevent the opening of primary schools. There are claims and counter claims on the part of villagers and the government thinks it best not to open a primary school in either.

10) REGULAR SCHOOL ATTENDANCE :

Average school attendance was around 70% of enrolment in 2004-05. In some States

like UP and Bihar, the average attendance was as low as 57% and 42% respectively. One-third of the teachers in M.P, 25% in Bihar and 20% in UP do not attend school regularly.

11) LACK OF TEACHERS-SPECIALLY WOMEN TEACHERS :

Even in these days of unemployment suitable candidates are not forthcoming to work in the primary schools. There is the difficulty in obtaining women teachers because many amongst us do not like that their daughters should go to male teachers for even their elementary education. Thus, because of lack of women teachers many girls between the age-group 6-11 remain uneducated. There is also short of women teachers who like to serve in villages-away from cities. The training part of the teachers is also poor Teachers' willingness to perform with a minimum commitment is almost non-entity. The number of female teachers per 100 male teachers are too low in Bihar, Jharkhand, Madhya Pradesh, Rajasthan and Uttar Pradesh

12) FAILURE TO CHECK WASTAGE AND PROBLEM OF EXPANSION :

There is wastage' at this primary level. Many children drop out after 3rd class of the primary school. Only 40% of all those who took admission in Its class reach the fifth primary level. In our country quality of education stands neglected and there is also problems of expansion of Primary education. The aspects of curriculum, teaching-learning quality and type of assessment are too traditional and they are hard to call them learner-centred.

13) NATURAL PROBLEM:

In Hills areas, plateaus, deserts areas there is no dense population. It is not possible always to open a primary school for a few people. In those areas schools are situated in a large distance. Children from one area cannot go to school founded in another area because of difficult and inadequate means for transport. Hence natural obstruction has come in the way of expansion of primary education.

14) PROBLEM OF WASTAGE AND STAGNATION :

In India there is too much of wastage and stagnation at the primary stage of education. Many children leave school due to the above difficulties. Money, labour and time are wasted Stagnation is there when children repeat classes due to failure. The drop-out rates of children of elementary schools are high for boys 50.5 and girls 51.3 percentages in the country in 2004-05 Repetition rates especially in UP, Bihar, Jharkhand, Rajasthan, etc. are also high. The drop-out rates at primary level for SC (34.2%) and STs (42.3%) are also substantially higher than the national average (29%).

15) INAPPROPRIATENESS OF CURRICULA :

The primary school curricula vary from State to State. The school curriculum in each of the States is almost centrally controlled. There are prescribed syllabus, textbooks, etc, irrespective of diversities in language and dialects spoken by the people and geographical difference. Besides, such curricula do not give independence to teachers to make variations depending on local needs, which makes them ineffective.

16) MULTITUDE OF LANGUAGES AND DIALECTS :

There are nearly 900 languages and dialects spoken by the people of the country, whereas there are only fifteen languages in which instruction is provided in various parts of the country.

17) LACK OF PROPER INFRASTRUCTURAL FACILITIES :

In many Primary Schools there is lack of proper infrastructure facility even after completion of OB Suitable buildings are very necessary for Primary Schools. In India very few Primary Schools have worth the name. Availability of drinking water, playground, pure drinking water is not "Found in large number of Primary Schools. Lack of separate ladies toilet and separate toilet for girls and women teachers is not found in the Primary Schools. Unhealthy schools environment is also a problem of the primary schools in India

18) LACK OF CO-CURRICULAR ACTIVITIES :

Now new curriculum has been developed at the Primary level. But no separate time for co-curricular activities in the time table of school is all allowed most of the school has no play ground, sports equipment etc. So, due to lack of co-curricular activities primary education became monotonous and not interesting to the students.

19) UNSATISFACTORY TEACHING METHODOLOGY :

The atmosphere of an ideal school should be so attractive and natural that the children may themselves like to spend much of their time there. Such an atmosphere can be available only when the teaching methods, devices and materials are organized on psychological lines. Indian primary schools do not have suitable teachers and appropriate teaching materials, So joyful learning process is not in most of the Primary Schools. And they have failed to provide a suitable atmosphere for attracting young children.

20) SOCIAL AND GENDER DISPARITY :

Social and gender disparity exists in elementary education. The GER in elementary level remains 96.9% for boys and 89.9 among girls. Even there are some states where the GERs are less than these national averages.

21) INADEQUATE RESEARCH IN PRIMARY EDUCATION :

The expansion and development of Primary Education depends upon the number of research work done on primary education. But there is lack of research in this level.

3.2.5: SOLUTIONS OF UNIVERSAL ELEMENTARY EDUCATION

Some suggestive measures are being presented here.

1) EDUCATION OF MASSES :

To make elementary education a success we must begin with the education of the masses particularly of the parents and the potential parents. Non-formal education must support regular elementary education specially, illiterate mothers should be educated through adult-continuing education programmes linked to life-centered skills development.

2) MAKING PRIMARY EDUCATION JOYFUL :

We can make primary education attractive by making the curriculum rich though not cumbersome and laborious. This should be life-centered, activity. Based and learner freedom oriented with the inputs of modern pedo-techno-mechanisms. Now National Curriculum Framework suggests building social constructivist learning climate in the classroom the encouraging children to the real partner of knowledge creation.

3) PHYSICAL TRAINING AT PRIMARY LEVEL :

We must give physical training and lay the foundations of strong physique here. A good physique is forerunner of many good habits. It will help promote natural physical growth of the child and will develop finer psycho-motor competencies. Culture-specific low-cost games developing pupil's physique and building inter-personal social-traits should be considered.

4) INCULCATION OF RIGHT HABITS :

Teach children good habits and emotional balance. The teachers himself must have strong moral character. The children should be taught finer values of like patriotism, honesty cleanliness, and cooperation. The habits must be formed through actual school living.

5) RECRUITMENT OF RIGHT TYPE OF TEACHERS FOR THE PURPOSE :

A JBT is no good as far as heading the elementary school is concerned. He must be specially trained. Further raise the remuneration of the teachers also to attract people of talent in teaching professions at all levels. The teacher training curricula must be modified and it will be a life-long education. SSA stipulates that 7% of additionally recruited teachers

should be women, the selection procedures of the teachers should be appropriate enough to select the right candidate in right post. The content-cum-pedagogical competence must be given value in teacher recruitment.

6) MAKING PRIMARY SCHOOL SERVICE ATTRACTIVE :

Primary schools service should be made attractive. Teachers must have excellent buildings to teach in Furniture in elementary schools should be of excellent quality sufficient contingency should be made available it must be preceded by aptitude to teaching and at least 12 years school education. Better salary improved service conditions promotional facilities are to be ensured. The minimum covered areas and other facilities must be ensured. The present backlog for additional classrooms is about 6.87 lakh. Opening of about 20000 new primary schools and up gradation of about 70000 primary schools are required. These problems should be addressed without much delay.

7) PUPIL TEACHER RATIO :

Pupil-Teacher ratio should be increased to meet the shortage of teachers-specially in the villages Increase the number of teacher is also essential to solve this problem. The national target of PTR was set at 40:1. This has not attained uniformly. The revised PTR must be 30:1

8) OPEN SCHOOLS NEARER TO THE LOCALITIES :

Schools must be accessible to the young learner at all seasons of the year there must be healthy place too.

9) STRENGTHEN THE INSPECTIONS / SUPERVISION :

Surveys conducted many agencies show that the work, of the elementary school teachers is not supervised well. The Block Education Officer entrusted with this task behaves arrogantly and rarely guides the teacher. So, strengthen of the inspection system is also necessary to solve the problems of primary education. Not inspection, but supervision should be strengthened Naturally well-trained school inspections should be appointed. The local bodies must be given part in school supervision.

10) GIVE FACILITIES / INCENTIVES :

Provide more incentives, books, liberal fee concessions to those who deserve these is necessary to solve the problems of primary education, With the inclusion of primary education under the revised 20 Point programme of the prime minister, there have been efforts to improve the physical facilities in schools that includes construction of durable accommodations Private organisations and NGOs may be invited to share limited responsibility.

11) PRIORITY TO BACKWARD STATES AND AREAS :

Special interventions for the disadvantaged groups where GER is low, drop-out rates are high and repetition percentage is higher. Obviously, the groups cover SC, ST, OBC, other minorities, BPL, Girls and first-generation learners

12) MODIFICATION OF CURRICULA :

The primary school curricula have already been modified and up-dated. These should be implemented in true sense.

13) INCREASE INFRASTRUCTURAL FACILITIES AND DEVELOPMENT OF TEACHING STYLES :

The different infrastructural facilities like school buildings, pure drinking water, separate toilets for the girls etc., should be provided in the primary schools. Teaching styles also have to develop for an effective teaching process at the primary level. Continuous teacher development programmes through SCERT and DIET should be the regular feature. However, all the programme design must be after analysis of needs, gaps and further skill-building surveys. The programmes must be work-related, conducted by right professionals. The programmes must be evaluated immediately.

14) IMPROVING RESEARCH WORK :

NCERT, SCERTS, DIETs, University Department of Education, Governmental Research Organizations, DIETS, etc. should work together, make collaborative research, conduct action research for exploring new knowledge and information for the quality improvement of elementary education in our country. The school teachers should also be trained and encouraged to carry out action research on different aspects of school learning and classroom management.

15) CULTURE BUILDING FOR BALANCED DEVELOPMENT :

Strong, data-driven efforts need to be addressed at all levels (horizontal and vertical) for continuous improvement of regular functioning of schools, teacher attendance and competence, accountability of educational administrators, pragmatic teacher-transfer and promotion policies. Systematic and transparent partnership between school and PRIs should be there. Quality in teaching, curriculum, evaluation must be the centre of all activities. Undue interference from the significant stakeholders needs to be rationally delimited.

3.2.6: LET US SUM UP:

The terms Primary Education and Elementary Education do differ in our development perspective. But these are looked as equivalent in public images. Historically, Primary

Education has come up in India. The human rights to education concept has germinated the concept of Elementary Education in the last century. Our Basic Education also speaks for the concept of elementary education. What dream the terminological difference, the Unit has discussed them in a single meaning the first phase of a child's formal education. Primarily for developing his basic tools of learning and perfecting some of the basic competencies of his life.

This Unit has given you an intensive journey to our Primary / Elementary Education and its various aspects. You have got a bring historical review of primary education, its progress since independence and governmental efforts and ventures in the matter of qualitative improvement of primary / elementary education in India.

For these purposes you have learnt the efforts put by various Commissions on Education, Policies on Education, Programme of Actions, etc. Moreover, you have been acquainted with the facts what have been highlighted in various Five-Year Plans too. Some aspects of recent developments in this aspect have also been give wide coverage.

Finally, you have been profited in understanding problems and challenge to our elementary education system.

3.2.7: SUGGESTED READINGS

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8. Bhatt, B. D. Modern Indian Education; Planning and Development, Kanishka Publishers, New Delhi.

9. Nurullah, Syed and Naik, J. P. A Students' History of Education in India (1800-1973), MacMillan India Limited, 1996, New Delhi.
10. Government of India Reports of the Five-Year Plans.

3.2.8: ASSIGNMENTS

- 1) Discuss the meaning and importance of Primary Education.
- 2) Analyse the historical development of Primary Education (Up to 1947).
- 3) Explain the meaning of Universalization of Elementary Education. How can the goal of Universalization of elementary education be achieved? Give suggestions.
- 4) Discuss critically the progress of Primary Education under different Five Year Plans.
- 5) Give a brief description of Govt. schemes and programmes for promoting universal elementary education in India.
- 6) Discuss the problems of universalization of elementary education and prepare a proposal for remedying those problems in the light of the Eleventh Five Year Plan. (Instruction-please go to the original document available in Website).
- 7) Develop a framework for the emerging challenges to our universal elementary education programme from human rights perspective.

EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-4
Universalization of Secondary Education in India
Unit-1
Universalization of Secondary Education (USE)

CONTENT STRUCTURE

- 4.1.1: Introduction**
- 4.1.2: Objectives**
- 4.1.3: Meaning of Universalization of secondary education**
- 4.1.4: Need of universal secondary education**
- 4.1.5: Historical background of USE**
- 4.1.6: Guiding principle of Universalization of secondary education**
- 4.1.7: Recommendations of CABE Committee regarding Universalization of secondary education**
- 4.1.8: Aims and objectives of Universalization of secondary education**
- 4.1.9: Significance of Universalization of secondary education**
- 4.1.10: Let us Sum up**
- 4.1.11: Assignment**
- 4.1.12: Suggested Readings**

4.1.1: INTRODUCTION

In the post-independence period, while primary education and some higher education have received some priority in India, secondary education has been comparatively neglected. Secondary education was assumed to have no special role in the development of poor agricultural countries. It has recently been realized that secondary education plays an important role in the development of society-in enhancing economic growth, improving

income distribution, reducing poverty and improving human development. Although primary education provides the basic three R's, rarely does it provide the skills necessary for employment-self-employment or otherwise that can ensure some wage and economic living. Furthermore, most literacy and early education programs also fail to provide sustainable literacy, so that children do not slip back into illiteracy. Second, primary or even elementary education rarely serves as the final level of education. Third, if primary education imparts some valuable qualities, in terms of attitudes and skills, and if primary education is capable of moving people from below the poverty line to above the poverty line, then it is possible that it can be just above the poverty line, but not much above; And more importantly, they may be at greater risk of falling below the poverty line at any point; Skills and qualities cannot survive. On the other hand, it is secondary education that consolidates the gains from primary education; Whereas secondary education helps in technological innovation and sustains growth; It is secondary (and higher education) that provides skills that can be useful in the labor market; It is secondary and higher education that can keep people above the poverty line without the danger of falling into poverty traps--educational poverty or income poverty; And indeed, it is secondary education that can ensure a higher standard of living by raising the social, professional and economic level of the family.

4.1.2: OBJECTIVES

After going through this unit you will be able-

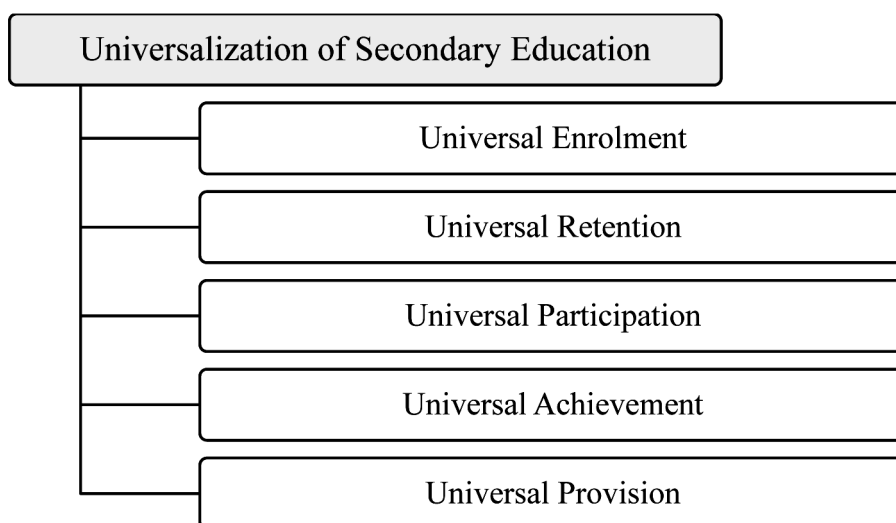
- To explain the Meaning, need and history of Universalization of secondary education.
- To discuss the guiding principles of Universalization of secondary education and recommendations of CABE Committee regarding Universalization of secondary education
- To explain the aims and objectives and significance of Universalization of secondary education.

4.1.3: MEANING OF UNIVERSALIZATION OF SECONDARY EDUCATION

Hierarchy of education Secondary education is an important level. Secondary education refers to the education that students receive in adolescence, usually up to class VIII in India. Universal secondary education is secondary education for all students from 15 to 18 years. That is to provide secondary education for all students irrespective of race, religion, caste, gender, village or town. It is universal but not compulsory. The Universal Secondary

Education Program focuses on three issues, such as universal enrollment, universal retention and universal achievement. At least 10% of students will achieve 60% achievement in various subjects. Initially, it will be limited to the ninth and tenth grades of the secondary level and later it will be extended to the higher secondary level. The target is 2020. Ensuring universal secondary education by 2015 and universal higher education by 2020. The goal of universal secondary education is to provide quality secondary education for all students from 15 to 18 years of age (to make good quality secondary education available accessible and affordable). According to the recommendations of the Central Education Advisory Committee, the goal level of universal secondary education is-

1. Arrange for public participation or admission by 2015.
2. Arrange for retention of all by 2020.
3. Arrange for more than 60 percent of boys and girls to achieve master's learning by 2020.
4. To provide universal higher education within two thousand and twenty years.



4.1.4: NEED OF UNIVERSAL SECONDARY EDUCATION

Universal Secondary Education advances both the general growth of the country and the welfare of the individual. USE is a crucial part of the socialisation process in addition to being utilised to impart the rules and values of a particular society. USE is an enlightenment process for humans to attain a higher standard of living.

1. **Opportunities for higher education:** To pursue higher education, one must complete their secondary school education. After completing their secondary education,

students can apply to a variety of undergraduate programmes offered by colleges and universities. Children who have a secondary education are better equipped to make decisions about whether to attend a university or college in the future. It promotes research, transformation, and the exchange of ideas and information. It also gives students the tools they need to adapt to rapidly changing market conditions. It also helps students with the required skills and knowledge to succeed in their further studies and in turn succeed in their careers.

2. **Better employment opportunities:** Many positions in the public and private sectors require a secondary school education credential. The completion of secondary education can improve a student's employability and present them with greater professional options. Your job can improve with the fresh perspectives and knowledge that a secondary education can offer. A person's career advancement can assist them in reaching their life objectives since it encourages them to take advantage of new chances more effectively rather than staying in their comfort zone and stagnating for an extended period of time. Everyone in all walks of life has more confidence as their profession progresses.
3. **Improved knowledge and capabilities:** Knowledge boosted our analytical and problem-solving abilities. A solid foundation of information facilitates the more efficient and productive operation of our grey matter. It gives us more self-assurance in the information we have and our ability to solve problems with ease. Students who complete secondary education are able to broaden their knowledge, gain a thorough understanding of many subjects, and hone their skills—all of which are critical for success in both their future careers and further study.
4. **Personal growth and development:** Attending a secondary school gives pupils the chance to learn new skills, explore their hobbies, and find their passions. It provides pupils with clarity on their likes and goals by assisting them in examining their many interests. It can increase their self-assurance and make them feel fantastic about their abilities and selves in social settings when they are at ease and can thus speak with confidence.
5. **Better socioeconomic position:** Individuals' mental and physical health are greatly impacted by their socioeconomic status, which has a significant impact on human functioning as a whole. Every person works hard their entire life to provide themselves and their family with a solid socioeconomic standing. A secondary education can raise a person's and their family's social standing. Higher educated individuals have been shown to make more money and to be able to provide a better socioeconomic standing for their families as well as themselves.

6. **Social and Emotional Development:** Attending a secondary school gives children the chance to hone their social skills, which are then useful in building wholesome relationships with their family, friends, and community. Children must learn social skills such as making friends and how to interact politely with others in order to form new relationships. The child's confidence is then further boosted by this.
7. **Citizen Engagement:** A secondary education equips pupils to be knowledgeable, involved citizens. It provides them the self-assurance to contribute in their communities and aids in their understanding of their personal rights and obligations. Since working with others is a common part of this, kids can learn how to collaborate and network as well as form relationships with people from a variety of backgrounds.
8. **Economic Growth:** Any nation's ability to expand economically is greatly aided by having a workforce with a high level of education. Therefore, it is critical that a nation and its people recognise the value of education. A workforce with a variety of skills that can support a nation's growth and development is produced in part by secondary education.

Overall, we have read through the need of secondary education for children and also the benefits of secondary education. We now understand that it is crucial for the academic, personal, and professional development of students. Universal Secondary education is able to provide children with the necessary skills and expertise that help them to prosper in the future and become accountable and fertile members of society.

4.1.5: HISTORICAL BACKGROUND OF USE

Prior to the coming of the British in India, there was no formal system of secondary education. Maktabas and Pathshalas were the only institutions imparting education. After British were granted 'Diwani' a number of steps were taken to start secondary education in India. However, by 1852, there were only 52 secondary schools throughout the country. Several commissions and committees were established by the British Government to formulate secondary education in India (Kochhar, 1993). These are Wood Dispatch (1854), Hunter commission (1882), Montford Reforms University Commission (1902), Calcutta University Commission (1917), Hartlog Committee (1929), Sapru Committee (1934), Abbot Wood's Report (1937) and Sargent Report (1944). These committees and commissions had tried to establish a good standard of secondary education system all over in India, The number of secondary schools rose from 4,888 in 1917 to 12,693 in 1947. In spite of all these reforms the overall picture of secondary during the British rule was not satisfactory.

After independence Indian Government had taken several attempts to improve the secondary educational system. That's why, many committees, commissions, policy were introduced to overcome the barriers related to secondary education (Kochhar, 1993). These are given below: Tarachand Committee's (1948) recommended that secondary schools should be multi-lateral type, though unilateral schools were not to be discouraged; University Education Commission (1948-49) felt that the secondary education was really the weakest link in our educational system. The commission suggested that in each state a large number of well equipped well staffed intermediate colleges (with classes IX-XII) be established; Secondary Education Commission (1952-53) was directed to examine the prevailing system of secondary education in the country. The commission suggested three reforms in the secondary education: (i) Reorganization of the educational pattern of education. (ii) Diversification of the secondary curriculum. (iii) Reform in the examination system; Education Commission (1964-66) considered it is necessary to vocationalise secondary education in a large measure.

Draft National Policy on Education (1979) suggested improving the quality of secondary education which enables a student to enter life with self-reliance and confidence. Secondary education should be comprehensive both to be terminal, for those who do not want or cannot proceed for further education, and to have a strong academic foundation for higher studies, for those who show intelligence and aptitude for that education. Regarding Secondary Education, National Policy of Education (1986) stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills. It was also emphasized on enhancing and promoting the vocationalisation of education at secondary level. Plan of Action (1992) implied extension of the school system in the un-served areas consolidating the existing facilities and providing special arrangements for the gifted children and high achievers. The arrangements should require: (i) Programme to ensure access to secondary education being widened covering un-served areas. (ii) Programme of consolidation in other areas, (iii) Programme of setting up Navodaya Vidyalayas.

'Rashtriya Madhyamik Shiksha Abhiyan' was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10 by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of

12th Five Year Plan and achieving universal retention by 2020. Secondary stage has been viewed as a crucial stage mainly on two counts: (a) providing opportunities to children for vertical mobility in the ladder of formal education; and (b) to enable them to enter the world of work.

Context of Universalization of Secondary Education

- NPE 1968, 1986 & 1992(POA) formed a **Uniform Pattern** of education throughout India for School Education – 10+2, That is 12 years of school education
- According to this Pattern class **IX-X** is Secondary Education and **XI-XII** is Higher Secondary Education.
- In fact, secondary education is a level of formal education where the learners develops the experiences gained at the elementary level and helps to develop his / her character and social qualities.
- Universal secondary education is for all students from 15 to 18 years. That is to provide secondary education for all students irrespective of race, religion, caste, gender, village or town. It is universal but not compulsory.
- The goal of universal secondary education is to provide quality secondary education for all students from 15 to 18 years of age (**to make good quality secondary education available accessible and affordable**).
- At first the 1992 (POA) spoke of the expansion of secondary education-Universal Access of Secondary Education
- In the year 2001 Director of NIEPA **Prof. Marmar Mukhopadhyay** suggested for Universalisation of Secondary Education.
- According to the recommendations of the Central Advisory Board of Education (CABE) based on NIEPA director's suggestion, the goal level of universal secondary education is-
 - Arrange for universal participation or admission by 2015
 - Arrange for retention of all by 2020
 - Arrange for more than 60 percent of boys and girls to achieve master's learning by 2020
 - To provide universal secondary education within 2020.
- Based on CABE's recommendations, the Government of India has developed a centrally sponsored scheme known as **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** for universal access to secondary education during the 11th Plan (2007-12).

4.1.6: GUIDING PRINCIPLE OF UNIVERSALIZATION OF SECONDARY EDUCATION

The four guiding principles of Universal Secondary Education

- Universal Access (physical, social, cultural and economic)
- Equality and Social Justice (gender, economic, social cultural, disability and rural-urban)
- Relevance and Development (access to global knowledge & challenges)
- Structural and Curricular Aspects (integrate 'world of work' meaningfully with 'world of knowledge')

4.1.7: RECOMMENDATIONS OF CABE COMMITTEE REGARDING UNIVERSALIZATION OF SECONDARY EDUCATION

CABE Committee is of considered view that no great purpose will be served by mere expansion of secondary education in its current form and structure. For achieving the mission of quality schooling for all for optimization of latent talents and potentialities, secondary education has to be reconceptualized afresh as education of the adolescents in transition, as education for nurturing multiple intelligence and capabilities. Accordingly, curricular concepts and structures, instructional processes and pedagogy, student assessment and evaluation have to be redesigned. All such shifts must be contained in a compatible quality infrastructure. The Committee recommends a culture shift in secondary education.

Some of the major recommendations of the CABE (Report June, 2005) Committee on Universalisation of Secondary Education are-

- i. The guiding principles of Universal Secondary Education should be universal access, equality and social justice, relevance and development, and structural and curricular considerations.
- ii. there has to be a norm for schooling, such norms should be developed for each state with common national parameters as well as state specific parameters.
- iii. each state should develop a perspective plan for universal secondary education, decentralized micro-level planning should be the main approach to planning and implementation of Universal Secondary Education.
- iv. Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 percent of GDP and hence the immediate

- allocation of 6% of the GDP for education and progressive increase in this proportion will be necessary to move towards Universalisation of Secondary Education; and
- v. the pressure on secondary education is already being perceived and it will not be wise to wait till 2010 when the pressure may become unbearable. Action has been initiated in light of the various recommendations.

The Report of the CABE Committee on Free and Compulsory Education Bill contains the “essential provisions” of the draft legislation envisaged under Article 21 A of the Constitution which makes education a Fundamental Right for children in the age group of 6-14 years. Based on the suggestions and comments received during the CABE meeting held on 14-15th July, 2005, a complete version of the draft legislation was prepared and circulated to the States / UTs. Based on further consultations, a draft Model Right to Education Bill, spelling out broad parameters and features for achieving the constitutional mandate of free and compulsory education has been drafted and circulated as framework to the States / UTs with a view to seek their comments thereon.

4.1.8: AIMS AND OBJECTIVES OF UNIVERSALIZATION OF SECONDARY EDUCATION

The core vision of universal secondary education is to ensure high quality education for all students from 14 to 18 years of age (to make good quality secondary education, available, accessible and affordable) and to fulfill this dream the following measures or objectives need to be ensured-

- Arrangements should be made to build a secondary school within a distance of 5 km and a high school within a distance of 8-10 km from any of their home location.
- Arrange for universal access or universal admission by 2017 (GER of 100%).
- Ensure universal retention by 2020.
- The secondary education system for students from economically weaker sections of society, educationally backward boys and girls, students with special needs living in rural areas, students from other marginalized groups such as Scheduled Castes, Tribes, Other Backward Classes and Educationally Backward Minorities-Secondary education should be arranged for the students of all these classes.

4.1.9: SIGNIFICANCE OF UNIVERSALIZATION OF SECONDARY EDUCATION

Secondary education, therefore, plays a key role in any community education program. Provides primary and secondary education teachers. It also provides scholarships for

universities and other institutions of higher learning. The number of students seeking higher education cannot fully utilize the inclusive opportunities offered by the university unless they have participated in the entire higher education system. Primary education must be of the highest standard to meet the needs of the modern world.

Secondary education, therefore, plays a key role in any community education program. Provides primary and secondary education teachers. It also provides scholarships for universities and other institutions of higher learning. The number of students seeking higher education cannot fully utilize the inclusive opportunities offered by the university unless they have participated in the entire higher education system. Primary education must be of the highest standard to meet the needs of the modern world.

Secondary education is an integral part of the entire education system. It is the foundation of higher education that gives students the right path. The inefficient structure of primary education has a detrimental effect on the quality of education at all levels of the future.

- To build democratic citizens
- To encourage students in the arts of life
- To develop the student's personality
- To improve vocational education and skills students
- To provide education to promote leadership qualities among students
- To build students of true nationalism.

Secondary education serves as a link between elementary and higher education in the Indian education setup. It is only through secondary education that an individual becomes capable of understanding the complexity of politics and political processes. Secondary education, in fact, is that stage of education which helps children to become full members of a complex modern society. It develops individual's abilities, aptitudes, interests and qualities of character to the highest potential. It enables the individual to enter life as knowledgeable, active minded, sociable individual. Secondary education is really the nation building education and the maintenance of good quality therein is of tremendous importance. As primary teachers come from secondary schools, good standards in secondary education help ultimately to improve primary education. The university students, too, are drawn from secondary schools. Thus the standards of higher education also depend considerably upon those of secondary education. It is obvious that secondary education forms the central link in the chain of education, because through this forward and backward linkages can be established. Secondary education is of decisive importance in the economy of a developing country. It has a determining qualitative influence reaching out into all important sectors.

Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 15-16 years. Universalizing Secondary Education means (CABE Report on USE, 2005) that

- all children of age group 15-16 years are enrolled in secondary classes (NER, 100 per cent)
- they remain in the system (retention rate, 100 per cent); and
- transit to the first grade of the next education cycle.

In order to meet the challenge of Universalization of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. Universalization of Secondary Education gives opportunity, to move towards equity.

4.1.10: LET US SUM UP

According to the study of the entire Unit, we can understand that universalization of secondary education is the universalization of provision, enrollment, retention, participation and achievement. Secondary education is a crucial stage in the educational structure as it prepares students for higher education. Classes X and XII constitute the secondary stage and classes XI and XII are designated as the higher secondary stage. The final two years of secondary education is often called higher secondary education, senior secondary education or +2 stage. The normal age group of the children in secondary and senior secondary classes are 14-16 years and 16-18 years respectively. After Independence, the Government of India appointed a number of committees and commissions to review the status of Secondary Education. Secondary education is found to be the weakest link in the educational machinery which needs urgent reform.

4.1.11: ASSIGNMENT

1. Discuss the meaning, need and significance of Universalization of secondary education in India.
2. Briefly discuss the context of Universalization of Secondary Education (USE) in India.
3. What is the Guiding principle of Universalization of secondary education?
4. Write down the Aims and objectives of Universalization of secondary education.
5. Mention the recommendations of CABE Committee regarding Universalization of secondary education.

6. State the relevance of Universalization of Secondary Education.
7. What is the intension of Universalization of Secondary Education?
8. State the direction of CAGE regarding Universalization of Secondary Education.
9. What is meant by Universalization of Secondary Education?
10. Why Universalization of Secondary Education is necessary?

4.1.12: SUGGESTED READINGS

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EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-4
Universalization of Secondary Education in India
Unit-2

**Progress, Problems and Programmes for Universalization of
Secondary Education (USE) in India**

CONTENT STRUCTURE

- 4.2.1: Introduction**
- 4.2.2: Objectives**
- 4.2.3: Progress of secondary education in India**
- 4.2.4: Problems and challenges of universal secondary education**
- 4.2.5: Government programmes and schemes for promoting universal secondary education in India**
- 4.2.6: Recent Development: Rashtriya Madhyamik Siksha Avijan (RMSA)**
- 4.2.7: Let us Sum up**
- 4.2.8: Assignment**
- 4.2.9: Suggested Readings**

4.2.1: INTRODUCTION

Universal Secondary Education is an important dimension in the developmental process of an individual. It drags a person out from darkness, poverty and misery and leads him on a road of enlightenment and prosperity. It can be seen as the process by which society transmits its knowledge, values and skills from one generation to the next. The government of India has embarked on a national drive to universalize secondary education by 2020. As for any country, this comes with great reason. The future of a country – its prospects, development and social welfare – largely hinge on the development of its individuals. And

it's during the crucial years of secondary education that future generations hone their ability to tap into abstract thinking and concepts that will ultimately help advance their country.

Education is the basic requirement for success of democracy and progress of the country. Universalization of primary and secondary education is a provision to provide free educational opportunities to all children of the society, irrespective of their caste, creed and sex. Since independence, many steps have been taken and different commissions and committees have given suggestions to achieve universalization of education. Free and compulsory elementary education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle. The Constitution of India, under the Article 45, directed the State to “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.” But this goal has not been achieved by the States even several decades after India became independent. With the Right of Children to free and Compulsory Education (RTE) Act 2009 coming into force, there is an expectation that this will finally be translated into a provision of quality school education for all children. The Article 21A in the Indian Constitution reflects Education as fundamental Right and the landmark legislation, RTE Act-2009, makes this right justifiable. The Act strives for quality with equity and makes specific provisions to achieve these goals. So implementation of the RTE Act become responsibility for all stakeholders Central Government, State Government, School and Community, and requires affirmative action.

Due to the impact of the programmes undertaken for the Universalization of Elementary Education, there is a rise in the demand of education at the secondary level. At the same time, India's impressive sustained economic growth has increased household and labour market demand for secondary and higher education. Several centrally sponsored schemes have been launched in the Country for the development of secondary education. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is one of the important initiatives taken by Government of India towards the universalization of secondary education.

4.2.2: OBJECTIVES

After going through this unit you will be able-

- To understand the growth and development of secondary education in India.
- To find out the Problems and challenges of universal secondary education.
- To understand the Government programmes and schemes for promoting universal secondary education in India

- To understand the Recent Development i.e, Rashtriya Madhyamik Siksha Avijan (RMSA) a centrally sponsored schemes by Government of India.

4.2.3: PROGRESS OF SECONDARY EDUCATION IN INDIA

Status of Secondary Education in India

- Secondary education in India refers to the education provided to students in the age group of 14-18 years. This stage of education is crucial as it prepares students for higher education and helps them acquire the necessary skills to become productive members of society.
- The gross enrollment ratio (GER) for secondary education in India has been steadily increasing. As of 2021-22, the GER for secondary education in India is 57.6%. This indicates that more children are getting the opportunity to pursue secondary education in India.
- During Secondary education, students pass through transition and adolescent years. During this time, students' physical structures change quickly, and they experience a variety of emotional transformations and mood swings.
- The secondary school must prepare students for this transition by honing their skills and talents.
- However, there are several challenges that need to be addressed to ensure that the quality of secondary education in India improves. One of the main challenges is the wide disparities in access to education across different regions and socio-economic groups.

ASER Report on Indian School Education

- ❖ School Enrollment Trends:
 - The percentage of children (6-14 years) not enrolled in school is at a historic low of 2.8% in 2018.
 - Girls in the 11 to 14 age group out of school dropped to 4.1%, with only 4 states having figures above 5%.
- ❖ Gender Disparities:
 - In 2008, over 20% of girls (15-16 age group) were not in school nationally, decreasing to 13.5% in 2018.
 - Gender gaps in school enrollment between girls and boys have reduced.
- ❖ Private School Enrollment:
 - Private school enrollment was 30.6% in 2016, maintaining a similar rate of 30.9% in 2018.

- Despite this, many states have witnessed a decline in private school enrollment.
- ❖ Government School Challenges:
 - Nationally, 43.3% of government primary schools in 2018 had less than 60 students, rising steadily over the past decade.
 - Attendance patterns of students and teachers have remained relatively stable.
- ❖ Improvements in School Facilities:
 - Over 8 years (2010-2018), facilities mandated by RTE improved nationally.
 - Usable girls' toilets in schools doubled to 66.4%, and schools with boundary walls increased to 64.4% in 2018.
- ❖ Academic Performance:
 - Slightly over half (50.3%) of Std V students can read at least a Std II level text.
 - While some states show improvement in arithmetic skills, the national metric hasn't significantly risen.
- ❖ Gender Disparities in Academic Skills:
 - For ages 14-16, girls' reading proficiency matches boys nationally, but boys hold a substantial advantage in arithmetic.
 - Nationally, 50% of boys in this age group can correctly solve a division problem compared to 44% of girls.
- ❖ Private School Advantage:
 - Enrollment in private schools is increasing, and private school students generally perform better.
 - However, in absolute terms, private school students face similar learning challenges as those in public schools.

Gross Enrolment Ratio and Dropout Rate at Secondary Level in India (2019-20).

Gross Enrolment Ratio (GER) is the total student enrolment in a given level of education, regardless of age expressed as percentage of the corresponding eligible official age group population in a given school year.

Table 1: State/Union Territory wise Gender Gross Enrolment Ratio and Dropout Rate in Secondary Education (IX-X) in India (2019-20)

| State/UT | Gross Enrolment Ratio | | | Drop Out Rate | | |
|-----------------------------|-----------------------|-------------|-------------|---------------|-------------|-------------|
| | Boys | Girls | Total | Boys | Girls | Total |
| India | 78.0 | 77.8 | 77.9 | 17.0 | 15.1 | 16.1 |
| Andaman and Nicobar Inlands | 75.1 | 82.1 | 78.3 | 19.1 | 12.3 | 15.7 |
| Andhra Pradesh | 81.6 | 81.2 | 81.4 | 17.2 | 12.2 | 14.8 |

| State/UT | Gross Enrolment Ratio | | | Drop Out Rate | | |
|------------------------|-----------------------|-------|-------|---------------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total |
| Arunachal Pradesh | 58.7 | 66.1 | 62.3 | 37.6 | 30.9 | 34.3 |
| Assam | 67.7 | 80.7 | 74.0 | 31.5 | 32.9 | 32.3 |
| Bihar | 56.2 | 61.0 | 58.5 | 20.0 | 22.7 | 21.4 |
| Chandigarh | 82.6 | 94.4 | 87.6 | 5.9 | 3.3 | 4.7 |
| Chhattisgarh | 83.6 | 90.2 | 86.9 | 19.4 | 17.2 | 18.3 |
| Dadra and Nagar Haveli | 88.9 | 98.0 | 93.0 | 22.8 | 17.3 | 20.3 |
| Daman and Diu | 68.6 | 84.7 | 75.4 | 23.2 | 16.5 | 20.0 |
| Delhi | 108.1 | 112.9 | 110.3 | 15.6 | 11.8 | 13.8 |
| Goa | 89.5 | 91.4 | 90.4 | 12.8 | 7.2 | 10.2 |
| Gujarat | 82.7 | 71.4 | 77.4 | 26.0 | 20.7 | 23.7 |
| Haryana | 96.0 | 91.3 | 93.9 | 14.4 | 12.0 | 13.3 |
| Himachal Pradesh | 103.2 | 103.3 | 103.3 | 8.4 | 5.9 | 7.2 |
| Jammu and Kashmir | 58.4 | 58.9 | 58.7 | 16.7 | 16.6 | 16.7 |
| Jharkhand | 58.7 | 63.8 | 60.7 | 16.2 | 17.0 | 16.6 |
| Karnataka | 87.4 | 85.3 | 86.4 | 19.4 | 14.1 | 16.8 |
| Kerala | 97.6 | 96.7 | 97.2 | 9.8 | 5.9 | 7.9 |
| Ladakh | 53.7 | 63.1 | 58.2 | - | - | - |
| Lakshadweep | 57.7 | 68.8 | 63.1 | 10.6 | 2.7 | 6.7 |
| Madhya Pradesh | 78.3 | 72.5 | 75.5 | 24.4 | 21.3 | 23.2 |
| Maharashtra | 92.7 | 89.9 | 91.4 | 16.2 | 14.0 | 15.2 |
| Manipur | 72.2 | 74.5 | 73.3 | 9.3 | 9.2 | 9.2 |
| Meghalaya | 74.7 | 92.0 | 83.2 | 22.8 | 21.8 | 22.2 |
| Mizoram | 91.1 | 98.4 | 94.7 | 23.2 | 17.5 | 20.4 |
| Nagaland | 54.7 | 61.9 | 58.1 | 21.7 | 20.7 | 21.2 |
| Odisha | 78.9 | 79.1 | 79.0 | 25.2 | 21.9 | 23.6 |
| Puducherry | 77.5 | 83.4 | 80.3 | 10.8 | 4.9 | 7.9 |
| Punjab | 101.3 | 105.2 | 103.1 | 4.8 | 00 | 2.4 |
| Rajasthan | 88.8 | 79.1 | 84.2 | 12.5 | 12.1 | 12.3 |
| Sikkim | 93.6 | 105.3 | 99.4 | 25.6 | 21.1 | 23.2 |
| Tamil Nadu | 90.1 | 91.1 | 90.5 | 13.4 | 5.6 | 9.6 |
| Telangana | 87.2 | 88.8 | 88.0 | 14.0 | 10.6 | 12.3 |
| Tripura | 86.5 | 92.6 | 89.5 | 27.0 | 26.4 | 26.7 |
| Uttar Pradesh | 68.1 | 63.3 | 65.8 | 14.6 | 14.2 | 14.4 |
| Uttarakhand | 91.3 | 91.8 | 91.4 | 9.5 | 7.3 | 8.4 |
| West Bengal | 76.8 | 96.1 | 86.3 | 14.1 | 13.6 | 13.8 |

Source: UDISE+ 2019-20, Ministry of HRDC, Govt. of India.

From above Table-1 it is revealed that GER and dropout in secondary level is increasing for both boys and girls. But enrolment and dropout of girls is increasing in higher rate than that of boys, resulting to minimization of gender gap. Infract the data of the year 2019-20 establish that girls are ahead of boys in enrolment and dropout. The same increasing trend is followed in Higher Secondary level. But till now girls are lagging behind boys in enrolment and dropout in that stage. If overall percentage of enrolment across the level is analyzed then it is found that in each year enrolment in HS is much lower than that of Secondary level. It is also observed that overall enrolment and dropout both in West Bengal are ahead of India's overall enrolment and dropout. But West Bengal is behind in enrolment and dropout than some states like Uttarakhand, Tripura, Telengana, Tamil Nadu, Sikkim, Rajasthan, Punjab, Mizoram, Kerala, Karnataka, Himachal Pradesh, Haryana, Gujarat, Goa, Delhi, Dadra and Nagar Haveli, Chhattisgarh, Chandigarh, Andhra Pradesh.

School infrastructure in India

- Schools is the temples of modern learning and the modern world. According to the Unified District Information System for Education (UDISE), only 12% of all government-funded schools had internet facilities and only 30% had computers in working condition.
- Approximately 42% of these schools lack furniture, 23% lack operational electricity, 49% lack staircases, 22% lack ramps for the physically impaired, and 15% lack Toilet facilities (which include drinking water, toilets, and hand wash basins).
- According to data from the District Information System for Education (DISE), just six out of every ten schools in the country have access to electricity. Data at the state level reveals an even more depressing picture. One-third of states do not have power in the majority of their schools.
- The already miserable state of school infrastructure may have degraded further in the last two years when government schools were either closed or repurposed as temporary wards for the isolation of covid-positive patients.
- Even though many schemes for improving school infrastructure are being undertaken, they are still insufficient.

4.2.4: PROBLEMS AND CHALLENGES OF UNIVERSAL SECONDARY EDUCATION

Access is a prerequisite for educational advancement at any level. A study conducted by the World Bank on Secondary Education (2009) revealed four key constraints governing access to secondary education in India.

- Insufficient and uneven distribution of school infrastructure;
- Lack of trained teachers and inefficient teacher deployment;
- Sub-optimal use of the private sector to expand enrolment capacity and to achieve social objectives; and,
- Insufficient open schooling opportunities for those who have left the formal system.

Secondary education suffers from various problems like low access, low participation, low quality and the issue of equity. Along with these issues, the gender gap in secondary education is also significant. Some other research studies conducted on some issues of secondary education like access, demand, efficiency, curriculum, supervision, administration etc. In India have revealed that secondary education and secondary schools, both are suffering from lots of problems. These problems create major challenge or bottleneck in the progress of secondary education in the state which must be addressed first to achieve the goal of use with quality improvement in true sense. Here, some major issues or challenges which should be effectively dealt for successful implementation of the scheme of use are briefly discussed below-

- **Infrastructure facilities related issues:** Secondary education have suffered from the lack of basic infrastructural facilities like lack of class rooms, table, chair, supply of electricity, drinking water facility; toilets etc. which are to be present in every secondary school for creation of conducive learning environment. Most of the secondary schools do not have separate computer room, separate staff room, Headteacher's room, common room for students, auditorium or conference hall. There are not adequate numbers of instructional materials in the classroom, no proper seating arrangements for students with disabilities in most of the government secondary schools.
- **Curriculum related issues:** Contemporary instructional processes and practices in secondary schools are characterized largely by lectures where students are passive listeners. Most importantly, they miss out on 'learning to know' or learning to learn through the present instructional process of the school. The curriculum is theory dominated. According to the academic specialists and experts in educational field, curriculum at secondary level should be diversified, useful and productive to students. Equal weightage should be given to theory and practice, but the existing pattern of curriculum is not relevant to suit the diverse needs, demands and talents of secondary students and thus fails to enable our students to face the challenges of life in modern society.
- **Teacher related issues:** Teachers are integral part of the education system and it is on them that the responsibility of quality of education mainly rests. Secondary education in India is characterized by lack of subject teachers, lack of female teach-

ers, overworked teachers and untrained teachers and non-availability of specially trained teachers for teaching special subjects.

- **Teaching-learning process related issues:** In most of the secondary schools of the country, teaching-learning process in the classroom is mainly dominated by lecture and traditional methods. There is a lack of interactive and participative learning methods at secondary level which makes the students passive learner. In most of the schools there is no provision of remedial teaching for slow learner and also no provision of enrichment materials activities for fast learner.
- **Teaching-aids related issues:** Teaching-aids like blackboard, chalk, duster etc. are available in most of the secondary schools but there is a lack of modern devices such as projector, computer etc. and thus modern classroom communication devices are negligible in secondary schools. Teachers of the schools also do not show interest in using teaching aids properly in their teaching and there is a lack of interest and efficiency in the teachers to prepare teaching aids according to the need of the classroom presentation.
- **Library related issues:** In our country, most of the secondary schools lack provision of good library building, lack of qualified librarian and lack of sufficient number of books. In some schools, a separate room is used as a library, but there is no adequate number of furniture, bookshelf, almirah etc. for keeping books systematically. Even students of secondary education are not encouraged to use library regularly and effectively for their academic benefit in the schools.
- **Evaluation related issues:** The process of evaluating the students' knowledge and performance is largely dominated by written examination and emphasis is given on development of rote-learning which is not supported by psychological principles of learning. Besides, there is no provision of self-evaluation of the students in the teaching-learning process in the schools.
- **Time-table related issues:** In preparing time-table of the schools, maximum time is kept for conducting the classes of core-subjects. In most of the secondary schools, adequate time is not fixed in the school routine or time table for conducting co-curricular activities, for using library by students and teachers, project work and community work for students which are essential part of the educational programme of school education.
- **School management related issues:** Many of the government schools heads are less effective in using their leadership skills for motivating teaching and non-teaching staff to do their duties with competency and in maintaining discipline in school environment. In secondary schools head is to play the role of manager, guide and supervisor but due to the skills and interest most of the heads of the schools become failure to get proper support, co-operation and suggestions from teachers,

members of school managing committee, parents and community members regarding the problems and developmental issues of the schools.

- **School guidance related issues:** There is no provision of educational and vocational guidance for secondary school students. Even teachers of the schools lack adequate knowledge in this regard to provide necessary academic and vocational guidance to students and therefore unable to deal effectively the secondary students' academic, emotional and personal problems.
- **Health care related issues:** The provision of health care facility is not satisfactory in schools at both primary and secondary level. Many of the schools, there is no provision of regular health check-up of students, shortage of ambulance, no provision of physical education, no hygienic practices in school premises make the schools incapable for all round development of students.
- **Community participation and support related issues:** Community participation and support in secondary school activities is essential as it helps to generate resources as well as good reputation of the school. But in many of the secondary schools there is no provision of regular interaction with parents of the students, no local NGOs, social workers, experienced and skilled persons are invited to discuss the issues related to school's progress and development in respect of society's expectations.
- **Transport and communication related issue:** Most of the secondary schools located in remote and hilly areas are suffered from the problem of transport and communication related facility. There is no provision of providing school bus or other vehicle for carrying students who are coming from distant places.

Suggestions for Overcoming the Barriers of Universal Secondary Education:

Secondary education is an integral part of national development. We can help the individuals to get these secondary education they deserve by supporting the following:

1. *Equal Access to Education:* plan supports community initiatives that promote positive attitude toward equal access to education and that raise awareness on its importance for both boys and girls; rural and urban pupil.
2. *Curriculum Reform:* A major quality aspect of secondary education which includes:
 - i. Revision of statesyllabi and textbooks at secondary stage in accordance with the National Curriculum Framework-2005(NCF-2005).
 - ii. Improving classroom processes and school management to implement the curricular and pedagogic shift for enhancing participation in learning process and providing success experience to all learners.

- iii. Assessment and examination in consonance with the emerging perspectives on Continuous and Comprehensive Evaluation (CCE) as well as examination reform at secondary stage.
- 3. *Teacher Preparation*: Another quality imperative which deals with setting up of mechanisms for continuous in-service professional development of secondary stage teachers.
- 4. *Researches and Monitoring for Quality*: As important quality interventions, this is not only helpful in ensuring quality but also improving modalities for quality inputs as and when required.
- 5. *Roles of State-District-Level Agencies*: Various structures to deal with the planning and implementation of the programme. For quality secondary education it is very important to bring clarity on the roles of these institutions to further increase synergy among them.
- 6. *Multi-Layer Strategic Guidelines and Indicative Financial Norms*: Each of the quality aspects of secondary education requires guidelines and norms for stakeholders operating at different levels under the RMSA for the effective implementation of the programme. In the context of quality components, the guidelines and norms need to be specific with the main objective to improve real school-classroom setting and learning of students.
- 7. *Preventing Violence in Schools*: plan works with communities to ensure that their schools are violence free and that they provide a safe learning environment for all students.

Girls' scholarships: scholarships encourage the girls to attend the school regularly.

4.2.5: GOVERNMENT PROGRAMMES AND SCHEMES FOR PROMOTING UNIVERSAL SECONDARY EDUCATION IN INDIA

Several initiatives have taken by the central government for improvement of the secondary education as well as to achieve 'Universalization of Secondary Education' in west Bengal. Brief description of these initiatives is given below:

1. **Centrally Sponsored National Scheme of Incentive to Girls for Secondary Education (NSIGSE)**: To promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII. NSIGSE was launched in May, 2008. The Girl student should be unmarried and below 16 years

- of age (as on 31st March) on joining Class-IX will be eligible for the scheme. Under the scheme, a sum of Rs.3,000/-will be deposited in the name of each eligible Girl student and the student should be entitled to withdraw the amount reaching 18 years of age.
2. **National Means Cum-Merit Scholarship Scheme (NMMSS)** was launched in May, 2008 with the objective to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. Scholarship of Rs. 6000/-per annum (Rs.500/-per month) per student is awarded to selected students every year for study in classes from IX to XII in State Government, Government aided and local body schools.
 3. **Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools:** This is a new Centrally Sponsored Scheme launched in 2008-09 and is being implemented from 2009-10 to set up a 100-bedded Girls' Hostel in each of 3479 Educationally Backward Blocks (EBBs) in the country. The main objective of the Scheme is to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors.
 4. **Information and Communication Technology (ICT) at Schools Scheme:** ICT in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). ICT in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States to establish computer labs on sustainable basis. In 2008-09, the State Government is implementing ICT @ School scheme for the secondary stage through West Bengal Board of Secondary Education and 1400 schools will be covered under ICT Scheme as approved by MHRD, GOI. Under Computer Aided Learning (CAL) Programme, 610 schools have been provided computers with educational CDs and 1512 teachers have been oriented.
 5. **Innovation in Science Pursuits and Inspired Resource (INSPIRE) Award Scheme:** The scheme was launched since 2008-2009. The main purpose of the scheme is to attract the students (Class VI to X) to study the science and pursue carrier with research. During five year plan (2012-13 & 2016-17) every such

school are able to get 2 award warrants of Rs. 5000/-for two their students from class VI to X.

6. **Inclusive Education for Disable at Secondary Stage (IEDSS):** It was launched in the year of 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides support for the inclusive education of the disabled children in classes IX-XII. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. The States are also in the process of subsuming under RMSA as RMSA subsumed Scheme. The objective of this scheme is to enable all students with disabilities, to pursue further four years of secondary schooling after completing eight years of elementary schooling in inclusive and enabling surroundings.
7. **Vocationalisation of Secondary Education:** The Centrally Sponsored Scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc.

Initiatives for Universalization of Secondary Education by West Bengal Government:

To achieve USE West Bengal government has shown its sincerity in a very effective manner. The children of 14 to 16 years age group not enrolled in any school or any alternative system will be enrolled. Annual average dropout rate at secondary level at West Bengal (SEMIS, 2013-14) is 17.30%. Necessary steps have taken to reduce this figure. New secondary schools have been set up in the mapped out unschooled areas. Some major initiatives/schemes have been taken by the West Bengal government are given below:

1. **West Bengal Merit-cum-Means Scholarship:** For providing with the financial assistance to the poor but meritorious students on the basis of Madhyamik Pariksha result securing at least 75% marks. Family Income has been fixed to Rs.80, 000/- per year and rate of scholarship is Rs.500/-per month in favour of 500 students, the quota. During the session 2007-08, 4142 candidates have been awarded with such scholarship. There is no quota fixed for SC, ST, OBC, and Minority students under the scheme.

2. **Incentive Schemes for Girl Students of Class-IX to XII in the State of West Bengal:** The State Govt. has introduced a new scheme of Scholarship for Girls Students specially belonging to poor families with effect from the academic year 2008-09. The Rate of Scholarship is Rs. 100/-per Month per Student.
3. **Kanyashree Prakalpa:** It is an important initiative taken by the Government of West Bengal to improve the life and the status of the girls by helping economically backward families with cash. The purpose of this initiative is to uplift those girls who are from poor families and thus can't pursue higher studies due to tough economic conditions. The State of West Bengal has launched the 'Kanyashree Prakalpa', conditional cash transfer, a universal social protection scheme on 1st October 2013 for girl child from class-VIII to XII, up to completion of 18 years. It is incentivizing the education of girl children and thus forcing the family indirectly to allow their girl child to continue her study. The money is directly transferred to the bank account of the girl.
4. **Sabooj Sathi Scheme:** Government of West Bengal has declared a scheme titled 'Sabooj Sathi' for distribution of bi-cycles to the students of class IX to XII in all Govt. run/ Govt. aided/ Govt. sponsored schools. Students of Class X to XII will be covered in the current financial year (2015-16). Students of Class IX will be covered in the next financial year. Target is to cover more or less 40 students in the State. Objective of the scheme is to encourage students in higher education and to reduce drop outs.

Different Strategies for achieving Universalization of secondary education under Five Year Plan

Just as education policy has provided long-term direction in education development, so the five-year plan has provided a framework and framework for education development for the five-year group. The five-year plan is in line with national policy. The researcher review the content related to higher education in the Five Year Plan document.

- The planning process began in the country in 1951. Efforts were made to enter educational development until 1950. Although fragmentary reforms were proposed and the problems of higher education as a whole were not fully addressed until 1950. During the first phase, emphasis was placed on the establishment of multi-functional schools and the provision of agricultural education facilities in rural schools. Not enough emphasis on providing adequate training for teachers, adequate learning resources, appropriate teaching resources, etc.
- The Second Five Year Plan (1956-60) emphasizes the reorganization of higher education. Existing high schools need to be transformed into high schools and

- multi-functional schools, as the first five-year program puts pressure on multi-functional schools.
- During the Third Edition (1961-65), plans were consolidated and the organization was strengthened. Following the Commission's recommendations, Program Two incorporates job knowledge and an education training curriculum. It was a national on-the-job teacher education program organized by the national Department of Education, as well as an extended special period of scheduled holiday services. Scheduled holidays from 1966 to 1967. In the third term, annual plans are made. No new initiatives have been taken to improve higher education.
 - During the Fourth Five-Year Program (1969-74), emphasis was placed on expanding educational institutions to accommodate more students and to include additional spaces within the school network. During this time, a large number of primary, secondary and tertiary institutions were established. The program is being developed. The program also emphasizes improving the quality of education through in-service education programs.
 - The Fifth Five Year Plan (1975-1979) emphasizes the expansion of educational institutions, especially in rural and backyards and provides access to the fragile and marginalized. Emphasizes student enrollment and integration under the school network. Emphasis was also placed on providing quality education, in order to develop internal skills and regulatory employment. In addition, the program focuses on curriculum and syllabus revision, the creation of advanced textbooks and teaching aids, and the awareness of the new generation about innovation and related technologies.
 - The Six-Five Year Plan (1980-85) emphasizes the expansion of educational institutions to enroll more students in many areas under the school network. Thus a large number of primary, secondary and tertiary institutions were built.
 - During the Seven Year Plan (1985-90), emphasis was placed on expanding educational institutions in the disadvantaged sections, especially in the backyard. Given the importance of linking education with productivity, great inspiration was given to training higher education. It also emphasizes the provision of the necessary conditions for continuous improvement in the quality of secondary education.
 - The eight-year program period (1992-97) follows the NPE 1986. Highlights of the program were a large number of nationally-funded projects such as vocational education, integrated education for children with disabilities (IDC), computer literacy, and education. technology. Also science education, hostel resources for girls, environmental education, etc. Of the eight programs, vocational education has been identified as the most important source of employment practice and effective communication between the world of work and the world of educa-

tion should be established. Tertiary education extends to poor people such as girls, SCs, STs and rural areas. The Disability Act was introduced in 1955 to protect the rights of children with disabilities and to provide them with equal access to public schools.

- During the Ninth Year Night Program (1997-2002), emphasis was placed on curriculum revitalization, open curriculum diversity, teacher reorganization and utilization, with a focus on reducing inequality, vocational training and a career-focused curriculum. . Information and communication technology especially computers, hostel services for girls, minority education, integrated education for the disabled, free education for girls etc. It was another issue of higher education that came to the fore. During the planning period, Kendriya Vidyalaya and Navodaya Vidyalayas were further strengthened.
- The expansion of secondary education was emphasized in the Tenth Five Year Plan. The main purpose of the program was to provide quality secondary education.
- Secondary education under Program 11 (2007-2012). We are now in line with the Eleven Five Year Plan, which honestly views high-level transformation and second-rate development as the current practice of globalization. So this program can be considered the beginning of that step.
- 12th Five-year plan (2012-17) Ensuring quality secondary education with basic math, science, language and communication skills and related skills. Develop life skills such as critical and constructive thinking skills, use of ICT, organization and leadership, and community services. Expected outcomes of Plan 12 India has achieved 7 years of MYS. Regional, gender and social differences in primary education have been bridged and significantly reduced in secondary education. The CEFR at the secondary and upper secondary levels is over 90% and 65%, respectively. In terms of literacy rates, the age-gender gap has narrowed by 10%. Gradually expand. RMSA to high schools to significantly improve the quality and standard of public school education, and establish national school rules on the universalization of secondary education (USE) covering all public and support schools.

4.2.6: RECENT DEVELOPMENT: RASHTRIYA MADHYAMIK SIKSHA AVIJAN (RMSA)

The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of the Government of India, launched in March 2009, to increase access to secondary education and improve its quality. The implementation of the project started in 2009-10 to create human capital and provide adequate conditions for raising the living standards of all in India and accelerating

development and equity. Built primarily on the success of SSA, RMSA has the backing of many different stakeholders, including international organizations, non-governmental organizations (NGOs), advisors and consultants, research institutes and organizations. The scheme involves multidisciplinary research, technical advice, implementation, and financing assistance. Currently, in its fourth year of implementation, RMSA covers 50,000 government and local secondary schools. In addition, an additional 30,000 aided secondary schools can access RMSA facilities, But not the infrastructure and support in the core area.

Background of the RMSA:

The National Education Policy 1986, and the Action Plan (POA) 1992, emphasized the need to increase access to secondary education in India. The documents emphasize the special emphasis on the process of increasing the number of daughters, and children under the Scheduled Caste (SC) and the Scheduled Tribe (ST); And subjects such as science, commerce, and crafts should be given priority. The aim of the internship was to bring at least 25% of students to vocational training, which was not initiated but only limited to 5% (MHRD Annual Report 2003). The exact causes of this decline should be studied in-depth and the courses available at tertiary and higher education institutions need to be improved by combining additional job skills. The main reason for the increase in the number of unemployed people in the country is the lack of vocational training through education.

- Successful achievement of the Constitutional Order for Elementary Education and the Sarva Shiksha Abhiyan (SSA), prompted the new project Report of the Central Advisory Board of Education (CABE) Committee, on The Universalization of Secondary Education (USE) has provided a solid foundation for the project
- The assessment report in the middle of the Tenth Five Year Plan emphasizes a new mission to improve secondary education
- CABE Committee Report on Girls' Education and General School System.
- Report of Parliamentary Standing Committee Demands Financial Assistance from MHRD (No.206)

RMSA was formed in light of the above depth and Extensive research and advice.

Vision of RMSA:

To provide good quality secondary education accessible and affordable to all school going children in the age group of 14-18 years.

Objectives of RMSA:

Following are the objectives of RMSA:

- To improve quality of education at secondary level

- To provide a secondary school within a reachable distance of any habitation (about 5 kms. for secondary schools and 7-10 km for higher secondary schools)
- To ensure universal access of secondary education by 2017 (Net Enrolment Rate of 100%) and universal retention by 2020.
- To provide access to secondary education with special reference to economically weaker sections of the society, educationally backward, girls, differently-abled and other marginalized categories like SC, ST, OBC and Minorities
- To upgrade middle schools into high schools
- To strengthen existing secondary schools with necessary infrastructure facilities
- To remove gender, socio-economic and disability barriers
- Universal retention by 2020

RMSA is the first large-scale intervention to universalize access and quality of secondary education, covering socio-economic and environmental diversity as well as people from different educational and cultural backgrounds. To meet the challenge of universalization of secondary education (USE), this framework also states that a paradigm shift in the conceptual design of secondary education is needed. Government of India has approved the following revised rules of RMSA with effect from 01.04.2013 which are as follows (RMSA, 2015):

- Ensuring that all secondary schools have physical facilities, staff and supplies of at least prescribed standards through financial assistance in the case of Government/ Local bodies and Government aided schools and through appropriate regulatory mechanisms in the case of other schools.
- To improve access to secondary schools for all youth as per norms – through approximate location (say, secondary schools within 5 KM and higher secondary schools within 7-10 KM) / efficient and safe transport system / residential facilities, depending on locality The situation with open schools. But these rules can be relaxed in hilly and remote areas. Residential schools can be set up in such areas.
- Ensuring that no child is deprived of access to quality secondary education because of gender, socio-economic, disability and other barriers.

Need of the Scheme:

Since universalization of elementary education (Class I-VIII) has become a constitutional mandate, it is absolutely essential to move towards universalization of Secondary Education (Class IX-X) to retain the success of upper primary graduates under Sarva Shiksha Abhiyan which is also a centrally sponsored scheme practiced in the country.

Provisions of RMSA:

Following are the milestones earmarked to achieve

1. Provision of Access:

Ensuring institutional access to facilities is the first step toward building a global network. The following activities are designed to increase access.

- Expansion of existing secondary schools and higher secondary schools.
- Development of upper primary / secondary schools based on all necessary infrastructure resources and small planning processes with teachers.
- Opening of a new high school / high school based on the operation of a school map. All of these buildings will have a mandatory rainwater harvesting system and will be able to disable it.
- Rainwater harvesting systems will also be installed in existing school buildings and will be made more flexible.

When assessing organizational access, it is important to assess access to infrastructure. Details of the building according to the number of rooms and their size are given in the equipment package which should be assessed for the state of each state.

- Classroom with natural light and proper ventilation
- Adequate living space and storage for school bags and other supplies
- A safe and sturdy roof without asbestos sheets
- Benefits of saving teaching materials
- Meals that include drinking water and hand washing facilities in proportion to the number of students
- Adequate toilets, especially for friendly girls, are equal to the number of students regularly cleaned and sanitation facilities.
- Adequate disposal arrangements for waste disposal and management.
- A safe playground color with green plants and trees.
- Building with wide corridors and stairs, collision filter and fire safety system
- Safe and adequate travel facilities

2. Provision of Equity:

‘Unity in Diversity’, a landmark of Indian society, in which RMSA has recognized educational equality through the following:

- Free boarding/boarder for students from SC, ST, OBC and a number of communities

- Hostel/boarding school, financial compensation, uniforms, books, separate girls' toilets
- Offer bursaries to successful/poor students at the second level
- Efforts will be made to provide all the necessary resources for children with disabilities in all those schools.
- Open and long-distance education needs to be expanded, especially for those who cannot afford to pay for basic education in full, as well as for enriching face-to-face instruction.

Equal distribution of educational materials is a very important function in education. Textbooks are the only reading material available to most students in the country. Therefore, increasing the range of textbooks will exercise social justice in learning resources. These comprehensive books will be strong support for children from poor and socially disadvantaged families, families without adults who can help them with their studies, and economically weak students who cannot afford independent studies and guidance books. Extensive textbooks should continue to be provided until enough books are available for all children in the school library.

3. Provision of Quality:

The quality of teaching depends largely on the level of teacher training. Existing teacher training programs offer training in one or two ways only, usually due to the structure of the curriculum. Teachers who are trained in this way are not able to compete for international opportunities, so the training of secondary school teachers should be reorganized to include the skills needed in a changing environment. The need for a general curriculum is also important for teacher training courses at different levels. The Indian Planning Commission estimates that the demand for teacher training programs will almost double over the next decade.

The Rashtriya Madhyamik Shiksha Abhiyan is committed to making quality education universal at the secondary and higher levels. In the case of quality infrastructure, management information systems, curriculum development, quality interventions need to be focused on meeting the complex needs of this stage of learning. Resources, teacher qualifications, qualifications, subject specific assignments in the school, in the service training of school teachers and principals, academic support at all levels, classroom based support and supervision problems etc.

Lessons and learning skills should be designed in a way that will enhance the above learning areas. The goal of quality education is to build a healthy society. Personal, environmental, social and cultural hygiene are different aspects of health. Primary education

needs to be elevated to a level that improves the quality of life by acquiring life skills to prevent the spread of infectious diseases, food and water security, environmental protection and cultural preservation.

The following key elements have been identified for the purpose of ensuring school quality.

- Provide a board laboratory, furniture, library, science, mathematics and computer, toilet collection, etc.
- The hiring of full-time teachers in all vacant posts and in-service teacher training.
- Improving Pupil Teacher Ratio (PTR) to 30:1
- Conducting bridge courses to improve the reading ability of all elementary school graduates.
- To provide ICT based secondary education
- Curriculum Review in line with National Curriculum Framework (NCF2005).
- For teachers' accommodation in rural and difficult areas, female teachers will be prioritized.

Although Kerala has made significant progress in terms of infrastructure and institutions compared to other provinces, the quality of education in the province is a real problem. Lab and library resources need to be upgraded.

Teacher empowerment programs need to be improved to train teachers in the workplace and 'losses' should be done at different levels. Ensuring quality service education and ensuring access to education for all teachers is essential to improving the quality of education in the country. Technology should be used to better manage work processes. All schools can be connected via EDUSAT (Country Education Satellite) and each country can use education professionals to train teachers in their institutions which will be a quality incentive (EDUSAT liaison fee allocated to RMSA).-Teaching teaching will help to raise the standard of education as well as reduce the absence of teachers from school when they are training on the job at various levels.

RMSA is, thus, a comprehensive program of the Government of India to drastically change the landscape of secondary school education in the country. Given the size and diversity of our society, universalizing secondary school education is indeed a daunting task. It takes care of all that is required to make universalization of secondary education a reality in our country. Once again the focus is on access, quality and equity. Every attention has been paid to reach the corners of the country, to improve the quality of secondary school education and to bridge the gaps between social groups. From institutional reforms and strengthening resource institutions (such as NCERT, NUEPA, NIOS, SCERTs, SOS,

CTEs, IASEs, University) to creating state of art infrastructure in schools, RMSA has detailed plans and the ability to implement them. Planning, preparation and monitoring should occur at all levels for which RMSA has established detailed guidelines. Capacity building of teachers, educational planners and administrators constitutes important activities under RMSA. Curriculum revision, assessment and examination reform, with special focus on some important aspects of education at this level will be some of the main concerns of RMSA. Hence, there is a need to understand the existing ground realities in terms of planning, teacher training and preparation of states to meet the challenges of universalization of secondary education and implementation of RMSA in true spirit. Infrastructure, logistics, administrative set up, etc.

4.2.10: LET US SUM UP

In the educational hierarchy, secondary education is an important level because it prepares students for both the workforce and further study. The establishment of a new Mission for Secondary Education along the lines of SSA should be taken into consideration in order to plan for a significant expansion of secondary education in the event that complete or almost full retention under SSA is achieved. The topic of this essay was the RMSA program's universalization of secondary education. By 2017 and 2020, it aims to achieve universal access to and retention in secondary education, having been put into place in 2009. Keeping in view the above, the present Unit discussed the issues of secondary education including RMSA which are very much important for achieving universalization of secondary education.

It can be concluded that facilities related to the provision of secondary education. Is not satisfactory in India, over-all the position of access to secondary education is bleak. The number of secondary schools per lakh population is very low. Because of high population and high density of population, accessibility of secondary education is a big issue in the country. Further, secondary schools are generally ill-equipped as a considerable percentage of schools do not have even basic facilities available on the school premises. It is, therefore, desired that government may give more attention in their plans towards the development of education in general and towards development of secondary education in particular. The government should take full benefits from the public money in secondary education should work with full commitment and sincerity. Indian government should make efforts towards capacity building of their educational functionaries as well as teachers working in these schools. As the demand for secondary education increases, there must be an accompanying emphasis on increasing the quality and relevance of that education. The demand for high skilled workers to actively and effectively participate in the global economy is driving the

push for quality and relevance. Policymakers and educators must re-examine every facet of the secondary education system to ensure that young people are gaining the skills and knowledge that they need to be successful in today's world. Only through increasing quality and relevance, secondary education can truly serve as a catalyst to economic growth and poverty reduction.

4.2.11: ASSIGNMENT

1. Elaborate the Progress of secondary education in India.
2. Explain the Problems and challenges of universal secondary education in India.
3. Briefly discuss the Government programmes and schemes for promoting universal secondary education in India.
4. Discuss the role Rashtriya Madhyamik Siksha Avijan (RMSA) to achieving the Universalization of Secondary Education.
5. State the present status of Universalization of Secondary Education in India.
6. Give some suggestions for overcoming the hindrance of Universal Secondary Education.
7. Mention the government schemes for promoting Universalization of Secondary Education.
8. Write a short note on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
9. What are the aims and objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)?

4.2.12: SUGGESTED READINGS

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EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-5
Development of Higher Education in Free India
Unit-1
Conceptualization of Higher Education

CONTENT STRUCTURE

5.1.1: Introduction

5.1.2: Objectives

5.1.3: Concept of Higher Education

5.1.4: Objectives of Higher Education

5.1.5: Role of Higher Education in National Development

5.1.6: Let us Sum up

5.1.7: Assignment

5.1.8: Suggested Readings

5.1.1: INTRODUCTION

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with

student enrolments at the second highest (Shaguri, 2013). The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities.

Today, Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent graduate (Masani, 2008). The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world. As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or PhD degree (Newsweek, 2011). As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 (Science and Technology Education, 2009) plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education (Mitra, 2008).

Despite these challenges higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation

5.1.2: OBJECTIVES

After going through this unit you will be able-

- To understand the concept
- To recognize the objectives of Higher Education.
- To explain the roles of higher education in national development

4.1.3: CONCEPTS OF HIGHER EDUCATION

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution-a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity,

and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

Higher education is a rich cultural and scientific asset which enables personal development and promotes economic, technological and social change. It promotes the exchange of knowledge, research and innovation and equips students with the skills needed to meet ever changing labour markets. The term ‘higher education’ with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). According to NEP-2020, Higher education is given after 5+3+3+4 years structure that is after 18 years of age.

The higher education system refers to the post-secondary education that follows completion of secondary education (high school or equivalent). It encompasses a diverse range of institutions, programs, and degrees designed to provide advanced knowledge and skills in various academic and professional fields. The structure of higher education varies across countries, but it generally includes universities, colleges, and vocational institutions.

Components of Higher Education

These components are

- Competencies (training and development of desirable critical competencies in today’s students)
- Learning Methods (incorporation of new learning methods)
- Information and Communication Technologies (ICTs) (implementation of current and emerging ICTs), and
- Infrastructure (use of innovative facilities, services, and systems to improve learning processes).

Institutions Involved in the Higher Education System in India

The types of institutions involved in imparting higher educational knowledge in India are also very important to be studied from the exam’s perspective.

- **Central Universities:** They are fully funded by the Union Government and are set up by an act in the parliament. As of 31st March 2023, there are 56 active central universities.
- **State Universities:** They are primarily funded and supported by the state government and are set up through the act in the state legislature. As of 31st March 2023, there are 486 universities in India.

- **Private Universities:** These include specialized and multidisciplinary research universities which are also set up by an act in the state legislature. As of 31st March 2023, there are 480 private universities in India.
- **Deemed Universities:** These are universities that are performing well and are at par with the universities of the central government on the advice of the Union Grants Commission (UGC). As of 31st March 2023, there are a total of 129 universities.
- **Institutes of National Importance (INI):** These are well-known institutions that train highly qualified individuals and are funded by the Indian government, including NIT and AIIM's institutes.
- **Colleges:** There are several colleges some of which are affiliated with private universities some are affiliated with public and some are autonomous colleges that also provide higher education in India.

Regulatory Bodies

Several regulatory bodies oversee the higher education system in India and they are:

- **University Grants Commission (UGC):** This is a regulatory body that provides funds to universities to establish education standards for the universities and analyze the growth of various higher education institutions. To continue with the degree-providing authority, the universities need to meet the criteria set by the UGC.
- **All India Council for Technical Education (AICTE):** This is a technical institute that plans, coordinates, and develops technical education in the country. The accreditation of universities and colleges is overseen by the NAAC and NIRF.

There are a few more regulatory and apex educational bodies that have been set up depending on the area they are catering to. They are mentioned below:

List of Other Regulatory Bodies

- Medical Council of India (MCI)
- Dental Council of India (DCI)
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
- Council of Architecture
- Distance Education Council (DEC)

List of Apex Educational Bodies

- National Assessment and Accreditation Council (NAAC)
- National Board of Accreditation (NBA)
- National Council of Educational Research and Training (NCERT)
- National Council for Teacher Education (NCTE)

- Council for Agriculture Research (ICAR)
- All India Management Association (AIMA)
- Bar Council of India (BCI)
- Centre for Development of Advanced Computing (C-DAC)
- Central Hindi Directorate (CHD)
- Central Institute of Educational Technology (CIET)
- Central Institute of English and Foreign Languages (CIEFL)
- Central Institute of Indian Languages (CILL)
- Commission of Scientific and Technical Terminology (CSTT)
- Council for Architecture (COA)
- Council of Scientific and Industrial Research (CSIR)
- Dental Council of India (DCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Central Council of Homeopathy (CCH)
- Central Council for Indian Medicine (CCIM)
- Rehabilitation Council (RC)
- National Council for Rural Institutes (NCRI)
- State Councils of Higher Education (SCHE)

5.1.4: OBJECTIVES OF HIGHER EDUCATION

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

The objectives of higher education encompass a wide range of goals that aim to fulfill various roles in individuals' personal, academic, and societal development. These objectives include:

1. **Academic Excellence:** One of the primary objectives of higher education is to provide rigorous and comprehensive academic programs that promote excellence in learning. Institutions strive to maintain high education standards and ensure that students understand their chosen disciplines deeply.
2. **Specialization:** Higher education allows students to specialize in specific fields of study, enabling them to acquire advanced knowledge and expertise in their areas of interest. The specialization prepares individuals for specialized careers and positions in their respective industries.
3. **Critical Thinking and Problem-Solving:** Higher education fosters critical thinking skills, encouraging students to analyze and evaluate information critically. It cultivates problem-solving abilities that empower graduates to address complex challenges in their professional and personal lives.
4. **Research and Innovation:** Higher education institutions are hubs of research and innovation. Encouraging students and faculty to engage in research contributes to advancing knowledge, technological breakthroughs, and developing solutions to real-world problems.
5. **Personal Development:** Higher education aims to nurture holistic personal growth in students. It focuses on character building, ethical values, leadership qualities, and a sense of social responsibility, preparing individuals to be responsible and compassionate citizens.
6. **Global Awareness and Cultural Understanding:** Higher education encourages exposure to diverse perspectives, cultures, and ideas. Promoting global awareness and cultural understanding helps students develop a more inclusive and open-minded worldview.
7. **Lifelong Learning:** Instilling a love for learning that extends beyond graduation is an essential objective of higher education. Graduates are encouraged to embrace lifelong learning to adapt to changing circumstances, pursue professional development, and stay relevant in a rapidly evolving world.
8. **Employment and Career Preparation:** Higher education equips students with the skills and qualifications to enter the workforce and pursue successful careers. It provides internships, practical experiences, and networking opportunities, enhancing graduates' employability.

9. **Social and Economic Mobility:** Higher education has the potential to uplift individuals from disadvantaged backgrounds, providing opportunities for social and economic mobility. It can break barriers and open doors to better opportunities and improved quality of life.
10. **Contribution to Society:** A significant objective of higher education is to foster a sense of civic responsibility and encourage graduates to contribute positively to their communities. Higher education is crucial in producing responsible and active citizens committed to making a difference in society.

The objectives of higher education encompass a profound and multi-faceted purpose, elevating the pursuit of knowledge beyond mere academic instruction. At the heart of this noble endeavor lies the mission to equip learners with the tools to thrive in their chosen professions and as responsible and compassionate members of society. Higher education is a bastion of academic excellence, fostering critical thinking, innovation, and research that push the boundaries of human knowledge. Beyond specialization and career preparation, it seeks to nurture holistic personal development, cultivating ethical values, leadership qualities, and a global perspective. Higher education empowers individuals to adapt to evolving challenges, contribute meaningfully to their communities, and champion progress in a rapidly changing world by instilling a love for lifelong learning.

5.1.5: ROLE OF HIGHER EDUCATION IN NATIONAL DEVELOPMENT

Higher education plays a crucial role in the national development of a country. It is considered the foundation of a nation and has a significant impact on various aspects of development. Firstly, education is essential for human resource development, as it improves human capacity and helps achieve desired goals. Secondly, higher education enhances individuals' understanding of their surroundings, their rights, and their ability to improve their own and others' lives. Thirdly, countries that invest heavily in education are leaders in innovation, global influence, employment, healthcare, technology, and even the military. Additionally, higher education is a key factor in social and economic policy, as it determines a person's status in society and affects all important state components such as the economy, security, and well-being. Overall, education drives development by fostering human capital, empowering individuals, and contributing to the progress of society as a whole.

India's illustrious second President, Dr. S. Radhakrishnan, as Chair of the University Education Commission (1948-49) immediately after India's Independence underlined the importance of higher education to lift India from its crushing twin burdens of poverty and underdevelopment in this seminal introduction to the Commission report:

“The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realisation of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social, moral and spiritual values.”

The country has established external quality assurance agencies in the 1990s to assure external quality. The National Assessment and Accreditation Council (NAAC) was set up by the University Grants Commission (UGC) in 1994 to accredit Universities and institutions of general higher education. The National Board of Accreditation (NBA) was established by the All India Council of Technical Education (AICTE) in 1994 to accredit programmes and institutions. NAAC accredits institutions and certifies for educational quality of the institution based on several criteria.

The importance of higher education in India cannot be overstated in today’s rapidly globalising and evolving world. India, with its vast population and emphasis on education as a pathway to personal success, has much to gain from a robust higher education system.

- 1. The Gateway to Opportunities:** Higher education acts as a gateway to numerous opportunities. In a country like India, where socio-economic disparities are prevalent, higher education can be a great leveller. It provides individuals from various backgrounds with the skills and knowledge necessary to thrive in the global workforce. The emphasis on higher education in India can help bridge the gap between different social strata, offering a more equitable chance for success to all.
- 2. Economic Growth and Innovation:** A direct correlation exists between the level of higher education in a country and its economic growth. Higher education contributes to the creation of a skilled workforce capable of driving innovation and productivity. In India, where the economy is rapidly growing and transforming, a well-educated workforce is essential to sustain this growth and compete internationally. Furthermore, higher education in India is a breeding ground for innovation and entrepreneurship, both critical for a country like India that is striving to make a mark on the global stage.
- 3. Social and Cultural Benefits:** Higher education also has profound social and cultural benefits. It fosters critical thinking, encourages the exchange of diverse ideas, and promotes an understanding and appreciation of different cultures. This is particularly important in a country as diverse as India, where higher education can play a role in promoting social cohesion and national unity.

4. **Personal Development:** Higher education is not just about professional growth, it's also about personal development. It offers individuals the chance to explore various fields, discover their passions, and develop a more profound understanding of themselves and the world around them. This holistic development is crucial in today's complex world where adaptability and lifelong learning are key.
5. **Challenges and Way Forward:** Despite its importance, higher education in India faces several challenges. These include issues of quality, accessibility, and relevance. Many educational institutions in India struggle with inadequate infrastructure, lack of qualified faculty, and outdated curricula that do not meet the demands of today's dynamic job market.

Higher education plays a pivotal role in nation-building. It equips individuals with advanced knowledge and skills needed to drive innovation, economic growth, and social development. It cultivates critical thinking, research abilities, and leadership qualities among citizens. Moreover, higher education institutions often serve as hubs for diverse perspectives, fostering tolerance and understanding. In essence, a strong higher education system is integral to a nation's progress, contributing to its intellectual capital, workforce, and overall societal advancement. In conclusion, the role of higher education in India is multifaceted, impacting economic growth, social progress, and personal development. While there are challenges, the potential rewards make it imperative for both the government and private sector to invest in and prioritise higher education.

There is an urgent need to undertake reforms in India's tertiary sector. Some reforms measures could include:

- Creation of independent quality assurance frameworks to address the quality deficit in the higher educational institutions.
- Matching of autonomy with accountability: this would involve the realignment of the regulatory functioning in such a way as to promote autonomy of institutions. This approach envisages that a paradigm shift to facilitation rather than regulation.
- Revisiting of the issue of multiplicity of entrance and eligibility examinations with the exploration of the possibility of a single national test.
- Permitting of foreign education providers in India for proper regulation and internationalisation of education by enhanced collaborations.
- For higher education to be a lever of development in India, its Universities must be globally ranked. Today not a single Indian University finds a place in the top 200

positions in the global ranking of Universities. Even India's top ranking institutions appear low in the global rankings. The idea of establishing accreditation agencies in India was to enhance standards and quality of higher education.

- As a measure of quality assurance, India established accreditation agencies in 1994. The institutions of higher education were supposed to approach the accreditation agencies to get their institution or programme accredited. Accreditation was voluntary and as a result only few institutions are accredited in India. This issue must be addressed urgently.
- India as a nation has travelled a long way from the India that Swami Vivekananda described so many years ago in 'The Essence of India'. He said: "The longest night seems to be passing away, the seeming corpse appears to be awaking and a voice is coming to us – away back where history and even tradition fails to peep into the gloom of the past, India, this motherland of ours is awakening! None can resist her anymore; never is she going to sleep anymore; no outward powers can hold her back any more. India that is to be, the future India, must be much greater than ancient India."

5.1.6: LET US SUM UP

Higher education is very important for the development and growth of a nation. Therefore, the government has to make various arrangements and set up several agencies and boards to monitor the overall functioning of the institutes. The Indian higher education system is also very important for the overall development of India and also to keep up with the educational standards of other nations.

5.1.7: ASSIGNMENT

1. Discuss the meaning, and objectives of Higher Education in India.
2. Briefly discuss the role of higher education in National development.
3. What are the importance of Higher education in India?
4. Mention the Institutions Involved in the Higher Education System in India.
5. What is the importance of higher education in the formation of the nation?

5.1.8: SUGGESTED READINGS

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EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-5
Development of Higher Education in Free India
Unit-2
Progress, Problems and Recent Development of Higher
Education

CONTENT STRUCTURE

- 5.2.1: Introduction
- 5.2.2: Objectives
- 5.2.3: Progress of Higher Education since 1947
- 5.2.4: Problems and Challenges of Higher Education in India
- 5.2.5: Recent Development: Autonomous College and RUSA
- 5.2.6: Government Programmes and Schemes for the development of Higher Education in India
- 5.2.7: Let us Sum up
- 5.2.8: Assignment
- 5.2.9: Suggested Readings

5.2.1: INTRODUCTION

India is one of the largest populated countries in the world. Any segment catering to the masses will automatically become the largest in the world. Indian higher education is thus one of the largest in the world. 'Higher Education System' refers to education imparted only after the 12th grade (i.e., after 10 years of primary and 2 years of secondary education). Higher education in India is provided by the rich presence of more than one hundred universities and more than forty-two thousand colleges in the country, which are

under the supervision of the Ministry of Education. The inclusion of technology in the form of teaching aids facilitates a lot of interaction in the higher education space, which helps in the 360-degree development of students across the nation. There has been a combined effort of both the public and private sector colleges and universities. The learning process is constantly improving, enhancing the other skills that help the students grow, such as communication skills, critical thinking, etc.

5.2.2: OBJECTIVES

After going through this unit you will be able-

- To understand the progress of higher education in India.
- To find out the Problems and challenges of higher education in India.
- To understand the Government programmes and schemes for promoting universal secondary education in India
- To understand the role of RUSA for promoting higher education in India.

5.2.3: PROGRESS OF HIGHER EDUCATION

India can take pride in claiming itself to have one of the largest educational system among developed countries of the World after China and U.S. with the reputation of having universities like Nalanda and Taxila in the early times. The references which stand well supported by the historians have enough evidences to justify this claim thereby establishing that higher education in India had its roots in the early times as well. The Mughal period did not have much to claim as this was a period of wars and instability.

During the early part of the colonial rule the Britishers were more into establishing themselves rather than caring for the education in the country more so the British rulers were skeptic about the spread of education in India as it may not generate awareness and awakening among the Indian masses. Once the British administrative juggernaut started rolling in India then they had to, out of compulsions, take some note of education in India which partially was also due to the pressure from Indian social and political leaders. But undoubtedly, in pre independence era, access to higher education was very limited. From the year 1883 till the independence the number of colleges in India were not only inadequate but in few hundreds and subsequently the enrolment of the students was also found to be low.

The term ‘higher education’ with respect to India denotes the tertiary level education that is imparted after 12 years of schooling. This includes undergraduate courses such as bachelor’s degrees, postgraduate courses such as master’s degrees and doctoral programs, as well as professional courses.

Gross Enrolment Ratio (GER) in Higher Education (18-23 Years) (2020-21)

The Gross Enrolment Ratio (GER) in Higher Education in India is 27.30%, which is calculated for 18-23 Years of Age Group. GER for Male Population is 26.7% and for Females it is 27.9%. (Gross Enrolment Ratio in 2021-22 & 2022-23 is not available)

Table: Gross Enrolment Ratio in Higher Education (During 2012-13 to 2020-21)

| Year | GER |
|---------|------|
| 2012-13 | 21.5 |
| 2013-14 | 23 |
| 2014-15 | 24.3 |
| 2015-16 | 24.5 |
| 2016-17 | 25.2 |
| 2017-18 | 25.8 |
| 2018-19 | 26.3 |
| 2019-20 | 27.1 |
| 2020-21 | 27.3 |

(Source: AISHE Reports)

The education scenario at the time of Independence was structurally flawed with inequalities characterized by gender, social and regional imbalances. It is on an increasing trend which has been indicated in the UGC report.

Table: Type-wise Number of Universities as on 31st March 2023

| S. No | Type of University/Institution | Number of University/Institution |
|-------|--|----------------------------------|
| 1 | Central Universities | 56 |
| 2 | State Universities | 486 |
| 3 | State Private Universities | 480 |
| 4 | Institutions established through State Legislation | 4 |
| 5 | Institutions deemed to be Universities | 129 |
| Total | | 1155 |

Universities/Institutions Listed by UGC under section 2(f) of the UGC Act 1956

Students Enrolment

During the academic year 2021-22, there had been 41843704* students enrolled(*) in various courses (Regular & Distance Education Programme) at all levels in Universities/Colleges/Stand alone institutions of higher education.

Table : All India Growth of Students Enrolment (2010-11 to 2021-22)

| Year | Total Student Enrolment | Increase over the preceding years | Percentage increase |
|---------|-------------------------|-----------------------------------|---------------------|
| 2010-11 | 27433749 | – | – |
| 2011-12 | 29184331 | 1684582 | 6.13 |
| 2012-13 | 30152417 | 968086 | 3.32 |
| 2013-14 | 32336234 | 2183817 | 7.24 |
| 2014-15 | 34211637 | 1875403 | 5.80 |
| 2015-16 | 34584781 | 373144 | 1.09 |
| 2016-17 | 35705905 | 1121124 | 3.24 |
| 2017-18 | 36642378 | 936473 | 2.62 |
| 2018-19 | 37399388 | 757010 | 2.07 |
| 2019-20 | 38536359 | 1136971 | 3.04 |
| 2020-21 | 41380713 | 2844354 | 7.38 |
| 2021-22 | 41843704 | 462991 | 1.11 |

Coverage: Figures of student's enrolment pertain to regular courses and Distance Education Programmes in Universities/Colleges/Stand Alone Institutions in the system of Higher Education is based on AISHE Reports-2010-11 to 2020-21 & for the year 2021-22.

Higher education is a significant tool of overall development of the country. It is important tools for processing work force into useful human resource. Productive human resource in each field becomes useful for national development in economically, technology and engineering, defence, space technology, medical science, tourism etc. The research paper analysis of educational institutions for Higher Education and various governing agencies of higher education are very important.

5.2.4: PROBLEMS AND CHALLENGES OF HIGHER EDUCATION

It is our 76th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example

for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below:

1. **Enrolment:** The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.
2. **Equity:** There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.
3. **Quality:** Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.
4. **Infrastructure:** Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large number of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.
5. **Political interference:** Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students organise campaigns, forget their own objectives and begin to develop their careers in politics.
6. **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain wellqualified teachers have been posing challenges to quality education for many years. Large numbers of NET / Ph.D. candidates are unemployed even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

7. **Accreditation:** As per the data provided by the NAAC, as of June 2010, “not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at ‘A’ level”.
8. **Research and Innovation:** There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India.
9. **Structure of higher education:** Management of the Indian education faces challenges of overcentralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).
 - Inadequate investments in higher education: The government’s expenditure on higher education is a mere 2.7% of the GDP against the recommended 6% by the Kothari Commission.
 - Disparities in access to higher education: Empirical evidence points towards the persistence of economic, social, locational, and regional disparities in access to higher education.
 - Limitations in accreditation: NAAC and NBA are currently reeling under the issue of inadequate capacity to bring all HEIs into the accreditation framework.
 - Learning outcomes and teaching outcomes: Deficiency of prerequisites amongst students to take up programs and the subsequent failure to achieve desired outcomes is much prevalent.
 - Research and innovation: India lags behind other countries in terms of research output, innovation, and patent registrations. Also there is a lack of adequate funding in research and innovation.
 - Lack of global standards of excellence: This has a direct impact on India’s capacity to reap its demographic dividend and acts as an impediment for HEIs to feature in top global rankings of institutions.

- Limitations in attracting students from abroad: India ranks third in the world in terms of having students pursuing higher education from abroad. However, globally, India occupies the 26th position among the top destinations for international student mobility.
- Absence of convergence between higher education and the skill ecosystem: Higher education contributes only 4% in offering skill training while the Ministry of Skill Development and Employment (MSDE) contributes 58%. The MSDE hasn't been involved in the higher education system either.

Suggestions Improving the System of Higher Education:

- **Regulation and Accreditation**
 - Consolidating the regulatory structure of this sector by eliminating the overlapping regulations.
 - Widening the accreditation network and acknowledging the diversity of standards during the assessment.
- **Expanding access**
 - Enhancing access to vulnerable communities by providing scholarships, fee reimbursement, etc.
 - Expanding access to cater to geographically underserved areas through Massive Online Open Courses (MOOC) and Open and Distance Learning (ODL).
- **Financing higher education**
 - Generating funds via new modes such as opening up of sophisticated research equipment to industry and other external users which will improve their utilization and also earn revenues.
 - Providing financial incentives like One-time financial grants to support filling up existing vacancies of faculty and One-time Catch-up grant to facilitate infrastructural upgradation.
- **Effective pedagogies and assessment practices**
 - Formulating a National Higher Education Qualifications Framework and Learning Outcome-based Curriculum Framework.
 - Create institutional mechanisms for periodic review of curricula by formulating guidelines for implementation of the revised curriculum.
- **Promotion of research and innovation**
 - Building a robust ecosystem of research networks by reaching out to local higher education institutions.

- Setting up a research funding body at the national level, which aims at achieving excellence in knowledge creation, people, and Research & Innovation infrastructure.
- **Skills, Employability, and Entrepreneurship**
 - Incorporating a formal vocational education structure into the college system with a credit structure that applies to both vocational and non-vocational education.
 - Revamping the curriculum for vocational education to incorporate skill courses with credits.
- **Technology for better reachability**
 - Promoting Research in Edu Tech by setting up Centers of Excellence (CoE) in premier Institutions along with Incubation support facility for startups.
 - Developing platforms using AI that could offer personalized learning paths, adaptive assessments, and real-time progress tracking to enhance the learning experience and outcomes.
- **Internationalization of higher education**
 - Expanding academic collaboration with Higher Education Institutions abroad for knowledge sharing and research collaboration.
 - Promoting program mobility and cross-border delivery of higher education programs.

There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive.

- Higher educational institutes need to improve quality and reputation.
- There should be a good infrastructure of colleges and universities which may attract the students.
- Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.
- There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
- Universities and colleges in both public private must be away from the political affiliations.

- Favouritism, money making process should be out of education system etc.
- There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only upto his own subjects.

5.2.5: RECENT DEVELOPMENT: AUTONOMOUS COLLEGE AND RUSA

Rashtriya Uchchar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

Objectives of RUSA

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Objectives include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole. The salient objectives of RUSA are:

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework
- Usher transformative reforms in the state higher education system by creating a facilitative institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions
- Ensure reforms in the affiliation, academic and examination systems
- Ensure adequate availability of quality faculty in all higher educational institutions and promote capacity building at all levels of employment
- Create an enabling atmosphere in the higher educational institutions to promote research and innovation

- Expand institutional base by creating additional capacity in existing institutions and establish new institutions, to achieve higher enrollment
- Correct the regional imbalances in terms of access to higher education by setting up institutions in un-served and underserved areas of the country
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons

Components of RUSA

RUSA aims to create new universities through upgradation of existing autonomous colleges and by conversion of colleges to a cluster. It will create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges. Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators is also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating states.

The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

- Creation of Universities by conversion of colleges in a cluster
- Creation of Universities by upgradation of existing Autonomous College
- Enhancing Quality and Excellence in select Autonomous Colleges
- Equity Initiatives
- Faculty Improvement
- Faculty Recruitment Support
- Infrastructure grants to colleges
- Infrastructure grants to Universities
- Institutional Restructuring, Capacity building and Reforms
- New Colleges (Professional)
- New Model Degree Colleges
- Quality and Excellence in select State Universities (new)
- Research, Innovation & Quality Improvement
- Upgradation of Existing Degree Colleges to Model Degree Colleges
- Vocationalisation of Higher Education (State as a Unit)

Guiding Principles of RUSA

- Incentivizing and dis-incentivizing
- Apolitical decision-making
- Norm based and outcome dependent funding
- Disclosure based governance
- Autonomy and accountability
- Equitable and inclusive development
- Quality and research focus

5.2.6: GOVERNMENT PROGRAMMES AND SCHEMES FOR THE DEVELOPMENT OF HIGHER EDUCATION IN INDIA

The Indian government has taken several initiatives to improve the higher education system in the country. Some of the major initiatives are:

- Education Quality Upgradation and Inclusion Program (EQUIP)
- Technical Education Quality Improvement Programme of Government of India (TEQIP)
- Institute of Eminence (IoE)
- Funding and Financing
 - Higher Education Financing Agency
 - Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
- Research and Development
 - Prime Minister's Research Fellows (PMRF)
 - The Scheme for Promotion of Academic and Research Collaboration (SPARC)
 - Impacting Research Innovation and Technology (IMPRINT)
 - Impactful Research in Social Sciences (IMPRESS)
- Technology and E-Governance
 - National Educational Alliance for Technology
 - National Academic Depository
 - e-PG Pathshala
- Surveys and Ranking
 - National Institutional Ranking Framework (NIRF)
 - All India Survey on Higher Education (AISHE)

- Vocational Education
 - National Apprenticeship Training Scheme (NATS)
 - SHREYAS Programme
- International outreach
 - Study in India Programme
 - Holding the IIT-Joint Entrance Exam (IIT-JEE) in 25 countries.
 - Setting up of branches of IITs in other countries
- Scholarships
 - Central Sector Scheme of Scholarship for College and University Students.
 - National Fellowship and Scholarship for Higher Education of ST Students.
 - Merit Cum Means Scholarship For Professional and Technical Courses CS (Minorities).
 - Pragati Scholarship for Girls.
 - Special Scholarship Scheme for North Eastern Region.

National Education Policy 2020 and Higher Education

The National Education Policy 2020 i.e. NEP 2020 is a comprehensive education policy introduced by the Government of India in July 2020. NEP 2020 aims to transform the education system in India by providing access to education for all, promoting diversity, equity, and inclusion, and preparing students for the 21st century.

NPE 2020 has introduced 5+3+3+4 education structure where the first five years of education are foundational, promoting multilingualism, emphasizing vocational education and skills training, introducing common entrance exams for university admissions, and leveraging technology to enhance learning outcomes.

The National Education Policy 2020 for higher education aims to transform the existing higher education system in India. This policy emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It aims to increase the Gross Enrolment Ratio (GER) in higher education, provide multiple entry and exit options, and allow students to choose courses according to their interests and aptitude.

The policy envisions setting up of a National Research Foundation, a National Education Technology Forum, and setting up of more Higher Education Institutions in the country. The policy is aimed at creating a holistic and flexible education system that is adaptive to the needs of the 21st century

National Education Policy 2020 for Higher Education:

- The policy aims to increase the Gross Enrolment Ratio (GER) in higher education to 50% by 2035.
- Around 5 crore seats to be added in higher education.
- The policy proposes the establishment of a National Research Foundation (NRF) to fund and promote research in all disciplines.
- The policy recommends the establishment of a single regulator for higher education, called the Higher Education Commission of India (HECI), to replace multiple regulatory bodies.
- The policy proposes the introduction of a four-year multidisciplinary undergraduate degree, with multiple exit options and opportunities for skill development.
- The policy proposes the establishment of a National Educational Technology Forum (NETF) to promote the use of technology in higher education.
- The policy recommends the development of a credit-based system for degree programs, which would enable students to pursue multiple degrees or programs simultaneously.
- The policy proposes the establishment of a National Academic Credit Bank (NAC-Bank) to facilitate the transfer and accumulation of academic credits across institutions.

NEP 2020 for UG Courses:

According to the NEP, undergraduate students will now have the opportunity to choose from several exit points in their program. For instance, a student may decide to leave after the first year, earning a certificate. If they leave after the second year, they will receive an Advanced Diploma for completing two years of study. Completing the third year will result in a Bachelor's Degree, while the fourth year will merit a Bachelor's of Research, as usual.

Table: NEP 2020 – UG Exit Options

| Option No. | Option | Academic Recognition |
|-------------------|--------------------------------|-----------------------------|
| 1 | After 1st year of UG Programme | Certificate |
| 2 | After 2nd year of UG Programme | Advance Diploma |
| 3 | After 3rd year of UG Programme | Bachelor's Degree |
| 4 | After 4th year of UG Programme | Bachelor's with Research |

The undergraduate degree will be of either 3 or 4-year duration, includes numerous exit possibilities within this time frame and suitable certifications-a certificate after one year in a subject or field, including vocational and professional sectors, or a diploma after two years,

or a Bachelor's degree after a three-year programme. The 4-year multidisciplinary Bachelor's degree will be the preferred option since it allows students to experience the entire range of holistic and multidisciplinary education while still focusing on their preferred major and minors. An Academic Bank of Credit (ABC) will be formed to digitally record academic credits gained from multiple recognised HEIs, allowing degrees from those institutions to be given based on credits earned.

Model public universities for holistic and multidisciplinary education, Multidisciplinary Education and Research Universities (MERUs) will be set up and will aim to attain the highest standards for multidisciplinary education across India.

A number of measures will be implemented to ensure that optimal learning environments are developed that are both engaging and supportive of all students. Within a broad framework of higher education qualifications that ensures consistency across institutions and programmes, as well as across the ODL, online, and traditional 'in-class' modes, all institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment. HEIs must transition to a criterion-based grading system that evaluates student progress based on each program's learning goals, as well as move away from high-stakes exams and toward more continuous and comprehensive evaluation.

Universities and colleges will set up high-quality support centres and will be given adequate funds and academic resources to encourage and support students from socio-economically disadvantaged backgrounds. Professional academic and career counselling will be available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

Features of the NEP 2020 for higher Education:

The features of the NEP 2020 for Higher Education has been given below:

- **Interdisciplinary education:** The NEP 2020 proposes the breaking down of rigid boundaries between different academic disciplines and faculties. It encourages universities to offer multi-disciplinary courses that allow students to explore various subjects and fields of study.
- **Flexible curriculum and credit transfer:** The NEP 2020 recommends a flexible curriculum that allows students to choose from a range of courses and subjects to meet their individual interests and career goals. The policy also proposes a credit-transfer system that enables students to shift between institutions without losing academic credit, thereby boosting mobility and promoting academic excellence.
- **Research and innovation:** The NEP 2020 aims to make India a global hub for innovation and research by encouraging universities to prioritize research and increasing investment in science and technology. The policy also recommends the

establishment of a National Research Foundation to support and fund research activities across all disciplines.

- Vocational education and skill development: The NEP 2020 recognises the importance of vocational education and skill development in preparing students for the job market. It proposes the integration of vocational education into mainstream education, offering apprenticeships, and work-integrated learning programmes to help students acquire relevant skills.
- Online education: The NEP 2020 acknowledges the importance of technology in education and proposes the development of a comprehensive digital infrastructure for education. It encourages universities to offer online courses and blended learning models to reach a broader student population and promote access to education.
- Inclusivity and Equity: The NEP 2020 places significant emphasis on promoting inclusivity and equity in education by addressing the needs of disadvantaged groups such as girls, low-income families, and students with disabilities. It also seeks to provide equal opportunities to students from all socio-economic backgrounds.
- Internationalization: The NEP 2020 aims to promote internationalization by encouraging collaborations with foreign universities, attracting international students, and facilitating student and faculty exchanges. The policy also recommends the establishment of a National Education Exchange Programme (NEEP) to promote educational exchanges between states.
- Autonomy and accountability: The NEP 2020 proposes greater institutional autonomy and decentralization of decision-making to improve the quality and effectiveness of higher education. The policy also emphasizes the importance of accountability, transparency, and regulatory mechanisms to ensure that institutions adhere to quality standards.

5.2.7: LET US SUM UP

India's journey in the educational realm over the past 76 years showcases both progress and challenges. While the country has expanded access and improved literacy rates, there is a pressing need to address issues related to quality, dropout rates, skills, and gender disparities. By focusing on these challenges and aspiring to create a well-rounded, inclusive, and technology-driven education system, India can ensure that its youth are prepared to contribute meaningfully to the nation's progress in the years to come.

The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building'. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a

changing economy and a changing world. The thrust of public policy for higher education in India has to be to address these challenges. However, one university can't make much difference. If the government welcomes more such initiatives, the future will be ours. We will be able to match and compete with other countries and the dream to be the world's greatest economy won't be difficult to achieve.

5.2.8: ASSIGNMENT

1. Elaborate the Progress of higher education in India.
2. Explain the Problems and challenges of higher education in India.
3. Briefly discuss the Government programmes and schemes for promoting higher education in India.
4. Discuss the role Rashtriya Uchchatar Siksha Avijan (RUSA) to achieving the Higher Education in India
5. Summarize the present status of Higher Education in India.
6. What are the challenges faced by Higher Educational Institutions (HEIs) in India?
7. What are the various recommendations for a better higher education ecosystem in India?
8. Write a short note on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
9. What are the aims and objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)?
10. Mention the government schemes for promoting Higher Education in India.
11. Explain the role of National Education Policy 2020 for promotion of higher education in India.

5.2.9: SUGGESTED READINGS

- Agarwal, Pawan (2006) Higher Education in India: The Need for Change (ICIER Working Paper No. 180). New Delhi: Indian Council for Research on International Economic Relations.
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EDE-418
DEVELOPMENT OF INDIAN EDUCATION
Block-6
ORGANISATION OF EDUCATION IN INDIA
Unit-1
**ROLE OF NCTE, UG, NAAC AND NCERT FOR THE PRO-
MOTION OF QUALITY OF EDUCATION**

CONTENT STRUCTURE

Unit-1: Role of NCTE, UG, NAAC AND NCERT for the Promotion of Quality of Education

6.1.1: Introduction.

6.1.2: Objectives.

6.1.3: UGC-Structure and Functions.

6.1.4: NCTE Structure and Functions.

6.1.5: NAAC Structure and Functions.

6.1.6: NCERT-Structure and Functions.

Unit-2: Functions of CUBE, NIEPE/ NUEPA, DEB, SCERT and DIET

6.2.1: Role and Functions of DIETS

6.2.2: Functions of NUEPA / NIEPA

6.2.3: Role and Functions of SCERT

6.2.4: Functions of DEB

6.2.5: Functions of CUBE

6.2.6: Lets Us Sum Up

6.2.7: Suggested Readings

6.2.8: Assignments

6.1.1: INTRODUCTION

The word administration means management, control and arrangement. It implies integration and development of the human potential. It is the practical and dynamic side of education. Administration lies at the heart of every successful enterprise. Good administration spells success and bad administration spells-disaster.

Educational administration is concerned with the implementation of educational plan in an efficient and effective manner in the center of learning.

In educative process, the whole teaching learning situation includes various elements such as the learner, the teacher, the curriculum and the socio-physical environment. Educational administration provides and manages there various elements of the teaching learning situation. A systematic administration is indispensable for the forward flow of efforts of the educational workers. Without a proper and strong administration no activity can possibly run smoothly and successfully.

Educational administration in India is democratic in nature. It is centralized no doubt but its emphasis is in decentralized unit upto village level. In a democate administration, both the central and state Govt. work together and in the formulation and implementation there should be close and continuous consultation in the true spirit of partnership.

At national level the Govt. of India has set up a large number of educational bodies to discharge specific responsibilities like UGC, NCERT, NCTE, NAAC, NUEPA, etc. Similarly, at the state level, the entire Education Department is under the control of Minister of Education. The Minister controls the educational policy and directs its execution. To carryout its responsibilities, the Ministry has set up a large number of bodies to discharge specific responsibilities like SCERT, DIET etc. In this Unit role, function and structures of UGC, NAAC, NCERT, NCTE, SCERT, DIET etc. have been discussed.

6.1.2: OBJECTIVES

After go through this Unit you will be able to-

1. Describe the functions of UGC
2. Compare the performance profile of SCERT and NCERT
3. Discuss the role of NCTE
4. Asses the role of NAAC in promoting quality in higher education.
5. Understand the significance of NAAC in promoting quality in higher education.

6.1.3: UGC STRUCTURE AND FUNCTIONS

Introduction

The University Grants Commission was brought into being on December 28, 1953, through an executive order of the Government of India and was made autonomous in 1956. It has a full time Chairman and Vice Chairman besides some honorary members. The UGC has the unique distinction of being the only grant giving agency in the country which has been vested with two responsibilities: that of providing funds and that of co-ordination, determination and maintenance of standard in institutions of higher education. The Chairperson of the UGC is nominated by the Government of India, Ministry of Human Resource Development, Department of Education; The University Grant Commission was setup under an act (3 of 1956) of parliament in 1956. The UGC Act was amended in 1972 with a view to regulating the unplanned proliferation of Universities by adding a proviso which said, “No grant shall be given by the Central Government, the Commission, or any other Organization receiving any funds from the Central Government, to a University which is established after the commencement of UGC amended Act 1972, unless the Commission has, after satisfying it self as to such matter as may be prescribed, declared such University to be fit for receiving grants”. As a result of this proviso, the State Government started consulting the UGC before establishing new Universities.

The University Grants Commission Act have been further amended in September 1984. The two main features of the amended Act which came into force with effect from 1.10.1984, are: 1) to enlarge the function of the Commission so as to enable it to establish in accordance with the regulation made under the Act, institution for providing common facilities, services and programmer for a group of universities or for the universities in general and maintain such institutions or provide for their maintenance by allocating and disbursing out of its funds such grants as it may deem necessary, and 2) to empower the UGC to determine the scale of fees charged by collage and to deny to and de-recognize the colleges, which violates the provision so that it cannot send up any candidate for the examinations. A report of the activities of the Commission is laid every year before both Houses of Parliament for assessment and agnizance.

Composition

It has a full time Chairman and Vice-Chairman besides some honorary members. The Commission consists of –

- i) a Chairman.
- ii) a Vice Chairman, and
- iii) Ten other members, appointed by the Central Government.

The Chairman is chosen from among persons who are not officer of the Central Government or of any State Government of India.

Not less than four are chosen from among person who are, at the time when they are so chosen, teacher of Universities: and the remainder are chosen from among person

- i) who have knowledge of, or experience in, agriculture, commerce, forestry or industry:
- ii) who are member of engineering, legal, medical or any other learner profession: or
- iii) Who is Vice-Chancellor of University?

Or who, not being teacher of Universities, are in the opinion of the Central Government, educationist of repute or have obtained high academic distinctions. The Act (30/1956) provided that not less than one-half of the member chosen from among persons who are not officers of the Central Government or of any State Government. A person appointed as Chairman, Vice-Chairman or other member after the commencement of the University Grants Commission (Amendment) Act 1985 shall, under he sooner becomes disqualified for continuing as such under the rules that may be made under this Act. The Chairman holds office for a term of five year or until he attains the age of sixty five years, which ever is earlier.

The Commission may appoint a Secretary and such other employees as it may think necessary for the efficient performance of its function and the terms and condition of service of the employees shall be such as may be determined by the Commission. The office of the Chairman and Vice-Chairman shall be whole time and salaried.

Historical Background

The present system of higher education dates back to Sir Charles Wood's Dispatch of 1854, famously known as the Magna Carta of English Education in India, recommended creating a properly articulated scheme of education from the primary school to the university. It sought to encourage indigenous education and planned the formulation of a coherent policy of education. Subsequently, the universities of Calcutta, Bombay (now Mumbai) and Madras were set up in 1857, followed by the University of Allahabad in 1887.

The Inter-University Board (later known as the Association of Indian Universities) was established in 1925 to promote university activities, by sharing information and cooperation in the field of education, culture, sports and allied areas.

The first attempt to formulate a national system of education in India came in 1944, with the Report of the Central Advisory Board of Education on Post-War Educational Development in India, also known as the Sargeant Report. It recommended the formation of a University Grants Committee, which was formed in 1945 to oversee the work of the three

Central Universities of Aligarh, Banaras and Delhi. In 1947, the Committee was entrusted with the responsibility of dealing with all the then existing Universities.

Soon after independence, the University Education Commission was set up in 1948 under the Chairmanship of Dr. S. Radhakrishnan to report on Indian university education and suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country. It recommended that the University Grants Committee be reconstituted on the general model of the University Grants Commission of the United Kingdom with a full-time Chairman and other members to be appointed from amongst educationists of repute.

In 1952, the Union Government decided that all cases pertaining to the allocation of grants-in-aid from public funds to the Central Universities and other Universities and Institutions of higher learning might be referred to the University Grants Commission. Consequently, the University Grants Commission (UGC) was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953.

The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country the UGC has decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata Bhopal Guwahati and Bangalore, The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well

Objectives

The objectives of UGC are:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities
- Framing regulation on minimum standards of education.
- Monitoring developments in the field of collegiate and university education disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and State governments and institutions of higher learning.
- Advising the Central and State governments of the measures necessary for improvement of university education.

Powers and Functions of the Commission

Powers:

It shall be the general duty of the Commission to take in consultation with the Universities or other bodies concerned, all such steps as it may think for the promotion and co-ordination of University education. (not technical or professional) and for the determination and maintenance of standards of teaching, examination and research in Universities, and for the purpose of performing its functions under this Act, the Commission may.

- (a) Inquire into the financial needs of universities;
- (b) Allocate and disburse, out of the Funds of the Commission, grants to Universities established or incorporated by or under a Central Act for the maintenance and development of such Universities or any other general or specified purpose.
- (c) Allocate and disburse, out of the Fund of the Commission, such grants to other Universities, as it may deem necessary or appropriate for the development of such Universities or for the maintenance, or development, or both, of any specified activities of such Universities or for any other general or specified purpose: Provided that in making any grant to such University, the Commission shall give due consideration to the development of the University concerned, its financial needs, the standard attained by it and the national purposes which it may serve, allocate and disburse out of the Funds of the Commission, such grants to institution deemed to be Universities in pursuance of a declaration made by the Central Government under section 3, as it may deem necessary, for one or more of the following purposes, namely:-
 1. for maintenance in special cases,
 2. for development,
 3. for any other general of specified purpose;

Functions:

Main functions of UGC are to:

- (a) Recommend to any University the measures necessary for the improvement of University education and advise the University upon the action to be taken for the purpose of implementing such recommendation;
- (b) Advise the Central Government or any State Government on the allocation of any grants to Universities for any general or specified purpose out of the Consolidated Fund of India or the Consolidated Fund of the State as the case may be;

- (c) Advise any authority, if such advice is asked, for on the establishment of a new University or on proposals connected with the expansion of the activities of any University;
- (d) Advise the Central Government or any State Government or University on any question which may be referred to the Commission by the Central Government or the State Government or the University, as the case may be;
- (e) Collect information on all such matters relating to University education in India and other countries as it thinks fit and make the same available to any University;
- (f) Require a University to furnish it with such information as may be needed relating to the financial position of the University or the studies in the various branches of learning undertaken in that University, together with all the rules and regulations to the standards of teaching and examination in that University respecting each of such branches of learning; give leadership in general higher education.

Teacher Development Programme

The University Grants Commission has been concerned about, the standard of teaching and research in social sciences, like other disciplines, and has been attempting to the standard by providing opportunities to the teachers to keep abreast of modern developments. To acquaint the teachers with the latest developments to facilitate them to exchange ideas with experts to obtain additional knowledge of the subject matter and to help them to get acquainted with new research work, new methods and techniques. The Commission has arranged the facilities of seminars, work shops, conferences, summer institutes, etc. for the teachers. Teachers are provided with T.A. and D.A. along with academic leave. The Commission has been supporting the efforts of universities and colleges in arranging such seminars, symposia, etc. Besides, a number of incentives in different forms are provided by the Commission. Some of these are given below: It organizes Refresher and Orientation courses for the teachers.

National Fellowships:

As many as 20 national fellowships, including all disciplines, are available for teachers of outstanding eminence, They are granted one or two years leave to devote themselves exclusively to research and writing of the results of their study. Teachers selected under the programme receive their normal salary and allowances and fellowship allowance of Rs. 250/-P.M. in addition to a grant of Rs. 5,000/-PA. towards contingent expenditure.

National Associateships Scheme:

The categories of awards are made under the scheme:

- (i) awards extending over a total period of five years; and
- (ii) Awards extending over a one-year period only.

National Lectures:

The scheme aims at enabling outstanding teachers and research scholars to visit universities/ colleges for delivering a series of lectures in their special fields and to participate in academic programmes of the host institution. The Commission provides to the selected teachers an honorarium of Rs. 1,500/-and a grant of Rs. 250/-for the lecture's preparation, of aids, etc., in addition to travel expenses.

Teacher Fellowships:

The objectives of the programme are improvement of the subject matter, enhanced competence of the teachers and improvement in the methodology of teaching. The scheme is specifically meant to provide opportunities to college teachers to work either for an M.Phil or Ph.D. degree. Teachers working in affiliated colleges are deputed on study leave on full salary. The UGC offers Rs. 250/-besides their salary along with a contingent grant of Rs. 2,500/-p.a.

The scheme has ceased to function since 31 August, 1981. However, theCentres of Advanced Study, Departments of Special Assistance, DelhiUniversity, and Jawaharlal Nehru University are continuing the awards.

Travel Grants for Attending International Conferences/ Seminars.

Travel grants are available to teachers in the universities/ colleges and to full-time post-doctoral fellows for participation in international conferences and seminars to present their research results and to benefit from participation in international conferences and seminars to present their research results and to benefit from participation in the discussions. The Commission's assistance in respect of teachers in the university is limited to the extent of 50 per cent of the travel costs, registration and living allowances provided the other 50 per cent is met by the university or by the state government. There is a similar condition for a teacher working in a college. The Commission will bear 50 per cent of the cost.

Utilisation of the Services of Retired Teachers:

Since 1961-62, the Commission had been implementing the scheme of utilization of the services of retired teachers but in October 1979, it decided to discontinue the scheme, It was however, agreed that the scheme, It was, however, agreed that the superannuated teachers should be eligible to participate in any of the following schemes:

- (i) preparation of university level books;
- (ii) educational innovations; and
- (iii) support for research projects.

Career Awards:

Like the teacher fellowship, this award is offered to young lecturers or readers below the age of 35, working in a university. The candidate must possess a doctoral or post-doctoral degree. The Commission pays the awardees full salary and a research grant of up to Rupees one lakh (including travel costs, and for any contingency, etc.) and two or three research fellows. The award is offered for a period of three years.

Staff Quarters and Teachers Hostels:

Besides the above mentioned facilities and many more for teacher development, the Commission continues to provide grants on a limited basis towards the construction of staff quarters and teachers hostels.

Let Us Check Our Progress

1. Narrate the structure of UGC.
2. Mention two important functions of UGC.

6.1.4: NCTE-STRUCTURE AND FUNCTIONS

Introduction

The Minister of Education, Govt. of India established in May, 1973, the National Council for Teacher Education, usually termed as the NCTE, for maintaining the standards in teacher education in the country with is the Department of Teacher Education, NCERT as a non-statutory body. The NCTE as a statutory body come into existence in pursuance of the NCTE Act 1993 on the 17 August, 1995.

Objectives

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the-country, the regulation and proper maintenance of Norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education: programmes including research and training of persons for equipping them to teach at pre primary, primary, secondary and senior secondary stages inschools, and non formal education, part--and distance (correspondence) education courses. time education, adult education

Organizational structure

NCTE has its headquarter at New Delhi and four Regional Committee at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and coordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, coordination, library and documentation, in-service programmes. The NCTE headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

Functions of the Council

It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purpose of performing its functions under this Act, the Council may

- (a) Undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- (b) Make recommendations to the Central and State Government, Universities, University Grants Commission and recognized institution in the matter of preparation of suitable plans and programmes in the field of teacher education;
- (c) Co-ordinate and monitor teacher education and its development in the country;
- (d) Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions;
- (e) Lay down norms for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course contents and mode of curriculum;
- (f) Lay down guidelines for compliance by recognized institutions for starting new courses or training and for providing physical and instructional facilities, staffing pattern and staff qualification;
- (g) Lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;

- (h) Lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions; 2
- (i) Promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- (j) Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognized institution;
- (k) Evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions;
- (l) Formulate schemes for various levels of teacher education and identify recognized institutions and setup new institutions for teacher development programmes;
- (m) Take all necessary steps to prevent commercialization of teacher education; and
- (n) Perform such other functions as may be entrusted to it by the Central Government.

Inspection:

- (1) For the purpose of ascertaining whether the recognized institutions are functioning in accordance with the provision of this Act, the Council may cause inspection of any such institution, to be made by such person as it may direct, and in such manner as may be prescribed.
- (2) The Council shall communicate to the institution the date on which inspection under sub section (1) is to be made and the institution shall be entitled to be associated with the inspection in such manner as may be prescribed.
- (3) The Council shall communicate to the said institution, its views in regard to the results of any such inspection and may, after ascertaining the opinion of that institution, recommend to that institution the action to be taken as a result of such inspection.
- (4) All communications to the institution under this section shall be made to the executive authority thereof, and the executive authority of the institution shall report to the Council the action, if any, which is proposed to be taken for the purpose of implementing any such recommendation as is referred to in sub-section (3).

Let Us Check Our Progress

- 1. State important objectives of NCTE.
- 2. What are the important functions of NCTE?

6.1.5: NAAC: STRUCTURE AND FUNCTIONS

Introduction

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is an autonomous body established by the University Grant Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India.

To address the issues of deterioration in quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) spelt out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.

Governance

The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational administrators, policy makers and senior academicians from a cross-section of the system of higher education are represented. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician in the area of relevance to the NAAC. The Director of the NAAC is its academic and administrative head, and is the member-secretary of both the GC and EC. The NAAC also has many advisory and consultative committees to guide its practices, in addition to the statutory bodies that steer its policies. The NAAC has a core staff and consultants to support its activities. It also receives assistance from a large number of external resource persons from across the country who are not full time staff of the NAAC

Vision and Mission

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions

The vision of the NAAC is:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC's vision into reality, defining the following key tasks of the organization:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects

- To stimulate the academic environment for promotion of quality of teaching learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovation in higher education.
- To undertake quality-related research studies, consultancy and training programme.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

The Methodology

For the assessment of a unit, the NAAC follows a three-stage process which is a combination of self-study and peer review. The three stages are:

- The preparation and submission of a self-study report by the unit of assessment.
- The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC.
- The final decision by the Executive Committee of the NAAC.

The self-study report to be validated by peers is the backbone of the whole exercise. Manuals have been developed to suit different units of higher education, with detailed guidelines on the preparation of the self-study report and the other aspects of assessment and accreditation.

Process for Accreditation

NAAC's process of assessment is towards holistic, systematic, objective, data-based, transparent and shared experience for institutional improvement. NAAC has formulated a three stage process for assessment and accreditation as given below:

The First-Step: Institutional Eligibility for Quality Assessment.

In the first step of Assessment and Accreditation, Institutional Eligibility for Quality Assessment (IEQA) is required to be obtained by an applicant institution at the beginning, while it is still in the planning stage for assessment. The benefits of this step for an applicant institution are:

1.
 - To get recognized as eligible to apply for the second step comprehensive Assessment and Accreditation process;

- To get feedback from NAAC if it does not qualify in the first step, about specific improvements to be made for reaching the required quality level
 - To receive assistance and suitable mentoring from NAAC in the latter case, for enabling it to qualify for IEQA in due course of time.
2. Preparation of the Self-Study Report by the institution, its submission to NAAC and in-house analysis of the report by NAAC.
 3. Per Team Visit to the institution for validation of the Self-Study Report followed by presentation of a comprehensive assessment report to the institution.
 4. Grading Certification and Accreditation based on the evaluation report by the peer team.

THE NEW METHODOLOGY

Introduction

A New Methodology for Assessment and Accreditation of Higher Education Institution has been prepared by NAAC. This New Methodology has come into effect from April 2007.

The New Methodology has been designed with a view to overcome some of the limitation of its earlier methodology, and to enhance its rigor, reliability and validity. Besides envisaging reduction in inter-team assessment variation. The New Methodology, is user-friendly, as it is also expected to enable NAAC to conduct the assessment of large numbers of institutions effectively and in a short time.

The New Assessment Instrument

Considering the wide variations in quality level of Affiliated/ Constituent Colleges and their large numbers in the country, the Assessment Instrument has been redesigned for a more effective assessment by the following processes:

- Identification of Key Aspects under each Criterion and appropriate Assessment Indicators under each Key Aspect:
- Provision of Key Aspect-wise differential weight ages under each Criterion;
- Changing the Grading Pattern from the earlier 9-point scale to the new 3 letter grades, viz, “A,B and C” for accredited institutions and “D” for those which are not accredited.
- Shifting the institutional overall scoring pattern from the earlier percentages to the Cumulative Grade Point Average (CGPA) System on a 4-point scale.

The new instrument has been designed to bring into operation the seven assessment Criteria into Criterion-wise Key Aspects. Each Key Aspect is further differentiated into

Assessment Indicators, to be used as guidelines provided by assessors to capture the micro level quality pointers. The Key Aspect-wise grade points yield Criterion-wise grades, by making use of Key-Aspect-wise and Criterion-wise weight ages. This can lead to a more accurate measurement of the quality of an institution.

Functions.

NAAC has the main function to

- arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects.
- stimulate the academic environment for promotion of quality of teaching learning and research in higher education institutions.
- encourage self-evaluation, accountability, autonomy and innovation in higher education.
- undertake quality-related research studies, consultancy and training programme.
- collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Let Us Check Our Progress

1. State the objectives of NAAC.
2. Mention important functions of NAAC.
3. Has NAAC improved quality of University education in India? Give arguments.

6.1.6: NCERT STRUCTURE AND FUNCTIONS

Introduction:

In the Third Five Year Plan (1961-66) it was proposed to establish a training and research centre at the national level which should be an autonomous body and work for the promotion of research and training facilities in varied fields of educational activity. This led to the establishment of a National Council of Educational Research and Training in 1961.

Several institutes and bureaus working under the Ministry of Education were merged into it. These were the Central Institute of Education, Central Bureau of Text Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education. Presently it comprises the National Institute of Education, New Delhi, four regional Institute of Education one each at Ajmer, Bhopal, Bhubaneswar and Mysore and Field Advisers units in state capitals or main educational centers in various States.

As the India's premier resource Institution in the field of school education and pedagogy, the NCERT came into being on 1.9.1961 as an autonomous organization registered under the societies Registration Act XXI (1860) to engage it self in the task of bringing about qualitative improvement in school and teacher education. This resource institution assists the Ministry in formulation and implementation of its policies and programmes in all the diverse fields of school education. NCERT functions through its six constituent units viz-the National Institute of Education (NIE) and the Centre for Educational Technology (CTE) at New Delhi and the four regional Institute of Education (RCES) as stated earlier.

National Institute of Education: The National Institute of Education located at New Delhi is concerned mainly with conducting research on problems of school education. It works through several departments such as educational psychology teaching aids, text-books, teacher education, etc. It does surveys and also assists different departments in their work. The other unit of NIE works on aspects like examinations, work experience and vocationalisation of education. The NIE has also a Library and Documentation unit on the campus. Every year the National Talent Search Unit conducts in all India competitive, examination for the final year students of secondary classes and awards a large number of scholarships to the meritorious students so that they could pursue courses in basic sciences and mathematics up to Ph.D level. NIE also organizes several training programmes, seminar and work shops for teachers, teacher educators, educational administrations, etc. In this process-it disseminates what is latest to those working at different levels in the fields of education.

Centre for Educational Technology: Realizing the importance of educational technology, NCERT set up in 1973, the Centre for Educational Technology (CET). Special managing committee manages its affairs. The Director of NCERT is also Director of CET. CET is concerned with innovations and their development in education, using various media for school education.

Regional Institute of Education - The primary objectives of each Regional Institute are;

- i) To attain excellence in teacher education.
- ii) To provide extension services to the training institutions in its area and be involved closely in programmes of improving school education with in the region in general and of teacher training in particular.

Besides these primary objectives, the other features of the regional institute

- (i) Interdisciplinary approach to teacher education,
- (ii) Internship in teaching.

- (iii) To direct the students and develop in them the habit of self reliance.
- (iv) To make provisions for in service training of teachers administrators and teacher educators.

The regional Institute of Education are not only teacher training institutions but also a constituent part of an ambitious programme launched by the N.C.E.R.T. to improve and enrich secondary education in the country. In addition to these, institutes also have the responsibility of offering in-service education and field services, undertaking research projects, evolving improved patterns of teacher education and preparing and disseminating instructional materials.

These institutes can help the National Institute of Education in inter-changing of new ideas, practices and procedures in order to make the best possible use of available resources. In other words, we can say that Regional Institutes help the NIE in achieving its objectives by facilitating easy communication between its various units and the educational institutions in their areas. They function as regional centers of the N.I.E.

Above all, the regional institute keeps in touch with the latest procedures and practices of staff growth and develop their own plans. They can make an outstanding contribution by producing instructional materials.

General Body of NCERT: The General Body of NCERT has the Union Education Minister as its President. All the education Ministers in the State and Union territories having legislatures, and the Chief Executive Councilor, Delhi are members of the Council. Other members of the General Body are; the UGC Chairman, Minister of Education, Govt. of India, four Vice Chancellors of Universities one from each region, 12 nominees of the Govt. of India among whom four are teacher and all members of the executive committee. With such a constitution, it becomes possible to take policy decisions at the highest level and in a mutually agreed manner.

Executive Committee: The administration of NCERT is vested in the Executive Committee with the Union Education Ministers as its President, and the Minister of State for Education as its Vice-President. Among others one of the Deputy Ministers of Education in the Union Ministry is its member. Other members of the Executive Committee are; the Director and joint Director of NCERT, the Chairman of UGC, one representative each of the Union Education Ministry and the Union Ministry of Finance, two teachers, three Members of the faculty of the NCERT and two eminent educationists. The Executive Committee takes decisions on all matters concerning the affairs of NCERT.

Recently, an Educational Research and Innovations Committee (ERIC) has been constituted to promote research and development projects of the constituent units of NCERT on all India level.

Objectives of NCERT:

The main objective of NCERT is to assist and advise the Ministry of Education in the implementation of its policies and major programmes in the field of education, particularly school education. The NCERT provides academic and technical support for improvement of school education through its various constituents, which are:

1. National Institute of Education, New Delhi.
2. Central Institute of Education Technology, New Delhi.
3. Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal.
4. Regional Institute of Education, Ajmer, Regional Institute of Education, Bhopal.
5. Regional Institute of Education, Bhubaneswar.
6. Regional Institute of Education, Mysore.
7. North Eastern Regional Institute of Education, Shillong

Functions:

The functions of NCERTS includes Research, Development, Training, Extension, Publication and Dissemination and Exchange Programmes. The NCERT also drafts, publishes and recommends school text books (from Class I to Class XII) of various subjects based on the recommendations of knowledgeable faculty in the subject.

Among the top priorities of NCERT are:

- Implementation of National Curriculum Framework.
- Universalisation of elementary education (UEE).
- Vocational education.
- Education of groups with special needs.
- Early childhood education.
- Evaluation and examination reform, information technology (IT) education.
- Value education.
- Educational technology.
- Development of exemplary text books / workbooks/ teacher's guide/ supplementary reading materials.
- Production of teaching-learning materials.
- Education of the girl child.

- Identification and nurturing of talent.
- Guidance and counseling.
- Improvement in teacher education.
- International relations.

Other functions of NCERT are:

To accomplish its task, the NCERT follows the following self-imposed guidelines:

1. To undertake, aid, promote and coordinate research in all branches of education, with special emphasis to school education.
2. To organize pro-service and in-service training, mainly at an advanced level.
3. To organize extension services for such institutions as are engaged in educational research, training of teachers or provision of extension services to schools.
4. To develop and/or to disseminate improved educational techniques and practices in schools.
5. To cooperate with, collaborate and assist the State Education Departments, universities and other educational institution for the furtherance of its objects.
6. To establish and conduct, in any part of to country, such institutions as may be necessary to realize its objectives.
7. To act as a clearinghouse for ideas and information on all matters relating to school education.
8. To advise the State Governments and other educational organizations and institutions on matters relating to school education.
9. To undertake the preparation and for the publication of such books, materials; periodicals and other literature as may be necessary for the furtherance of its objects.
10. To acquire by gift, purchase, lease or otherwise any property, movable or immovable, which may be necessary or convenient for the purpose of the Council and construct, alter and maintain any building or buildings for the purposes of Council.
11. To draw, make, accept, endorse, and negotiate the Government of India and other promissory notes, bills of exchange, cheques or other negotiable instruments.

12. To invest the funds of the Council in such securities or in such manner as may from time to time be determined by the Executive Committee and from time to time, to sell or transfer such investments
13. To sell, transfer, lease or otherwise dispose of all or any property of the Council.
14. To do all such things as the Council may consider necessary, incidental or conducive to its primary objects of promoting educational research, advance professional training of educational personnel, and the provision of extension services to educational institutions:

Let Us Check Our Progress

1. State two important functions NCERT.
2. Is NCERT a national leader in school education improvement? Give three reasons to justify.

Block-6

ORGANISATION OF EDUCATION IN INDIA

Unit-2

Functions of DIET, NIEPE/ NUEPA, SCERT, DEB and CIBE

6.2.1: DIET ROLE AND FUNCTIONS

Introduction

By the time of adoption of the NPE, elementary and adult education systems were already too vast to be adequately supported by national and State level agencies alone. The NPE implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralized manner had therefore become imperative. The NPE and POA accordingly envisaged addition of a third-district level-tier to the support system in the shape of District Institutes of Education and Training (DIETs). For wider quantitative coverage as well as qualitatively better support as these Institutes would be closer to the field, and therefore more alive to its problems and needs, for teacher education.

Pursuant to the provisions of NPE on teacher education, a Centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far.

The Programme of Action (POA), 1992 under NPE 1986, envisaged “setting of District Institute of Education and Training (DIET) to provide quality pre-service and in-service education to teachers [as well as to Adult and Non formal Education (NFE) personnel], to provide academic and resource support to the elementary (and Adult) education systems and to engage in action research and innovation in these areas”

In consonance with the above, the DIET Guidelines (1989) define the mission of DIETs in the following words: To provide academic and resource support at the grass roots level for the success of the various strategies and programmes being undertaken in the areas of elementary (and Adult) education”

In West Bengal, there are 57 Primary Teachers Training Institutes to impart pre-service teacher education programme for the Primary school teachers. DIETs are upgraded PTIIs

in which, along with the pre-service training for the primary School teachers, the teacher education programme for the upper-primary school teacher will also be conducted, the Govt. of India has already sanctioned 19 DIETS in West Bengal one in each district of the state during the 9th plan period and onwards, out of 19 DIETS 15 DIETS would be established by way on up gradation of the existing Government PTTIs and the remaining 4 DIETS i.e. Birbhum, South 24 Parganas, Purulia and Darjeeling would be newly set-up.

1. There are Sixteen DIETS in West Bengal and three more have been proposed the Existing Sixteen DIETs have come up in three phases.

List of DIETS in West Bengal

1St Phase:

Existing DIET Si. DIET North 24 Parganas,
DIET 24 Parganas [North]ii. DIET Malda, Sovangar
DIET Malda. DIET Paschim Medinipore, Jhargram
DIET Paschim Medinipuriv. DIET Jalpaiguri, Belakoda,
DIET Jalpaiguri. DIET Bankura
DIET Bankura
DIET Howrah

2nd Phase:

DIET Hooghly
DIET Nadiavi. DIET Howrah
DIET Burdawanvii. DIET Hooghly
DIET Murshidabadviii. DIET Nadia, Barajagulia
DIET Coochbeharix. DIET Burdwan, Kalanabgram
DIET Birbhum. Surix. DIET Murshidabad, Berhampur
DIET 24 Parganas [south]xi. DIET Coochbehaar.
xii. DIET Birbhum, Suri.
xiii. DIET South 24 Pgs., Kulpi
DIET Uttar Dinajpur
DIET DakhinDinajpur

3rd Phase:

DIET Purulia

Proposed DIETSxiv. DIET Uttar Dinajpur.
DIET PurbaMedinipurexv. DIET Dakshin Dinajpur.
DIET Silligurixvi. DIET Purulia
DIET KolkataProposed DIETS :
xvii. DIET PurbaMedinipure.
xviii. DIET Siliguri
xix. DIET Kolkata

DIETs: Mission and Role

The DIET Guidelines (1989) define the mission of DIET in the following words

To provide academic and resource support at the grass-roots level for the success of the various strategies with special reference to the following objectives:

Elementary Education

- Universalisation of Primary /Elementary Education
- Adult Education
- NLM (National Literacy Mission) targets in regard to functional literacy in the 15-35 age group.

The above is a general mission statement. It has been translated into specific goals for the DIET, so as to suit the need of individual states and districts, and are ultimately operationalised through specific performance norms set for individual DIETS.

DIETS: Pace-setting Role

Pursuit of excellence would have to be injected in all activities of the DIETS, in which context, it will have two inter-related aspects :-

- a. Excellence in the Institute's own work, and
- b. Helping the elementary and adult education systems in the district, in achieving excellence.

As far as the first aspect is concerned, efforts have been made to provide to DIETS all necessary physical and manpower resources.

In this context, DIETS have a very important pace setting role to play This will be expected to become models for other educational institutions inthe district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organizational climate, maintenance of a clean and attractive campus, etc. But up till now data do not demonstrate uniformly the quality of the DIETS activities.

DIETS: Linkages

Not merely every DIET establishes a close and continuing dialogue with the field (i. e. with elementary school, school complexes, teachers, head masters, school supervisors Instructors/Supervisors/Project Officers of AE and NFE, and with District level officers in these three sectors,) but also establishes close linkages with organizations and Institutions at the national, State, Divisional and district levels whose objectives and interests converge with its own, Some of these institutions would be as follows:-

At the Divisional Level

NGOs, institutions of higher education, secondary teacher education institutions, DRDA, local Radio Station (wherever applicable) etc.

At the Divisional Level

University Dept. of Education, Institution of Advanced Study in Education (LASE), NGOs and other concerned organizations and institution.

At State Level

SCERT, SIFT, SRC for Adult Education, NGOs

At the National Level

NCERT (including its Regional College within whose jurisdiction the state falls), NIEPA, Centre for Cultural Resources and Training (CCRT), Directorate of Adult Education, Central Institute of Indian Languages, Mysore, Kendriya Hindi Sansthan, Agra, other premier organizations/institutions and NGOs working in the area of elementary and adult education, etc. In specific terms, the linkages would be established through a meaningful and continuous dialogue in which institutions share problems, experiences, achievements, information and resources. The DIET may also work as an agency for implementing some of the programmes and activities of national and state level organizations.

DIETS to be Non-Vocation, Mainly Residential Institutions

Organisation of in-service programmes for teachers and training programmes for AE/NFE personnel is one of DIET's main functions. This activity would go on throughout the year, but would be peak during school vacations because that is when the Institute's resources would be free from the work-load of pre-service training, and also because that would cause minimum dislocation in schools. Therefore, DIETS are non-vacation institutions.

DIETS would also be expected to provide residential facilities to as many of their trainees as may be possible within the resources available for construction hostels.

Functions of a DIET

Their functions are as follows:

Training and orientation of the following target groups :-

- i) Elementary school teachers (both pre-service and in-service education)
- ii) Head Master, Heads of School Complexes and officers of Education Department up to Block level.
- iii) Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education)
- iv) Members of DBE and Village Education Committee (VECs) Community leaders, youth and other volunteers who wish to work as educational activities.
- v) Resource persons who will conduct suitable programmes for the target groups mentioned at (i) and (iii) above, at centers other than the DIET.

Academic and resource support to the elementary and adult education systems in the district in other ways e.g. by (i) extension activities and interaction with the field (ii) provision of services of a resource and learning center for teachers and instructors, (iii) development of locally relevant materials teachingaids, evaluation tools etc. and (iv) serving as an evaluation center for elementary school and programmes of NFE/AE. Action research and experimentation to deal with specific problems of the district in achieving the areas of elementary and adult education are also important.

Structure of a DIET: Certain General Considerations

A DIET would need to have staff strength in the following areas:

Foundations of Education and Pedagogy:

The subjects taught at the Elementary stages; namely

- Languages taught at the elementary level in the district (these may be two, three or even four, depending on the number of languages which are introduced in State at State at the elementary stage, and factors like bilingual character of a district)
- Mathematics
- Environmental Studies Social Science.
- Environmental Studies-Science.-

DIETS function for meeting the district specific needs planning and programming mode

Let Us Check Our Progress

1. What is the mission of DIET?
2. State the full form of DIET?
3. Write two functions of DIET?
4. What is the main role of DIET in teacher development?

6.2.2: NUEPA-FUNCTIONS

Introduction

The National University of Educational Planning and Administration (NUEPA), established by the Ministry of Human Resource Development, Govt. of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. NUEPA is the apex national institution of educational planning and administration and is actively engaged in educational research, training and consultancy. Its core activities include; full time M.Phil. Programme, Full time and Part time Ph.D. Programmes, National level and International level Diploma Programmes, training of educational planners and administrators research; Consultancy services at national and international levels; clearing house for dissemination of knowledge information; and providing a forum for exchange of views and experiences between practicing educational administrators, planners and academics. NUEPA also sponsors research in educational planning, policy and management.

Historical perspective

National University of Educational Planning and Administration (NUEPA) has its origin dating back to 1962 when the UNESCO established the Asian Regional Center for Educational Planners, Administrators and Supervisor which later became the Asian Institute of Educational Planning and Administration (AIEPA) in 1965. After four years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planner and Administrators. The AIEPA was later on merged with the National Staff College for Educational Planners and Administrators as its Asian Programmes Division in 1973. Subsequently, with increase and functions of the national staff college, particularly in capacity building, research and professional support services to the state Governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979. In recognition of the pioneering work done by the organization in the field of educational planning and administration the Ministry of

Human Resource Development, Government of India have empowered it to award degree by way of conferring on it the status of Deemed to be University in August, 2006, Under section 3 of the UGC Act. 1956. Like any Central 1 University, NUEPA is fully maintained by the Government of India. Since 2017 it is known as National Institute of Educational Planning and Administration (NIEPA)

Objectives

1. To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
2. To undertake, aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;
3. To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;
4. To offer M. Phil, Ph. D. and Post-Doctoral Programmes and award degrees in education planning, educational administration, educational finance, comparative education, school education, higher education, professional education, policy research, gender in education, discrimination in education, education and globalization, educational management and information system, etc;
5. To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;
6. To prepare print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;
7. To organize training, conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State Governments and Union Territories;
8. To offer, on request, consultancy service to Governments, including State Governments, educational institutions and institutions/ organizations in India and abroad.
9. To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators engaged in educational planning and administration;

10. To organize orientation programmes, seminars and discussion groups for persons including legislators in the field of educational planning and administration at the level of policy making in Central and State Governments;
11. To award consultancy work/services to other organizations/individuals;
12. To collaborate with other agencies, institutions and organizations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;
13. To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programmes:
14. To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University;
15. To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;
16. To undertake extra mural studies, extension programme and field outreach activities to contribute to the development of society;
17. To disseminate and advance knowledge by providing instructional research and extension facilities in such branches of learning as it may deem fit and to provide to students and teachers the necessary facilities and atmosphere for the promotion of innovations in education leading to restructuring of courses, new methods of teaching and learning and integral development of personality, studies in various disciplines. Interdisciplinary studies, and National integration and international understanding:
18. To conduct the above-mentioned programmes and courses in its off – Campuses, and off-shore campuses; and
19. To do or perform all such other acts, functions and things as may be deemed necessary, desirable or incidental by the National University in furtherance of the above objectives of the National

Various Departments and Courses:

The National University comprises ten Departments which are:

- (1) Development of Educational Planning.
- (2) Department of Educational Policy.

- (3) Department of Educational Administration.
- (4) Department of School and Non-formal Education.
- (5) Department of Higher and Professional Education.
- (6) Department of Educational Finance.
- (7) Department of Comparative Education and International Co-Operation.
- (8) Department of Inclusive Education.
- (9) Department of Educational Management Information System.
- (10) Department of Foundations of Education.

It has an outstanding multi disciplinary faculties. Its library is well stocked with a large number of titles, national and international journals and official documents in the area of educational Planning and Administration. The research Programme of NUEPA cover all level and types of education from both national and international development perspectives.

Functions

As the highest organization of educational planning and administration, it has the following functions:

1. Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in service programme.
2. Providing training facilities in educational planning and administration at State level and regional level to develop efficiency at their level.
3. Integrating educational studies and researches under the area of educational planning and administration and make the co ordinations in these activities.
4. Encouraging the workers to solve the problems of educational planning and administration by organizing seminars and workshops.
5. Arranging extension programmes for new developments and innovations in the area of planning and administration.
6. Establishing contact with other countries to understand the developments and innovations of the developed countries.
7. Providing guidance at National and State levels in the area of planning and administration.
8. It performs multi dimensional activities in educational planning and administration. Under extension programmes, the educational planning and administration journal, books and other booking area are published by the institute.

9. Review of studies of educational planning and administration of developed countries is also by the institute. It is used to develop education system and solve the educational problems.
10. Orientation courses are organized for the educational administrators to provide the awareness of new developments in the area of planning and administration.
11. Educational research reports are published.
12. The seminars and workshops are organized and their discussions and results are published.
13. Offers every year, about four dozen professional programmes. It includes long term and short term training programmes, seminars, conferences, meeting with senior national and international education policy-maker, planners and administrators.
14. Offers two (Six-month) diploma programmes in educational planning and administration-one each for the national and international participants or an average, each year, about thousand five hundred seniors planners and administrators participate in three programmes. ese
15. Offers full-time integrated M. Phill, Ph. D., full-time direct Ph. D. and part time Ph.D. programmes in educational policy, planning and administration from a broader inter-disciplinary social science perspective.
16. Publishes a number of documents in the matter of educational planning and administration. This publication includes book, Journal periodicals, research reports, studies etc.
17. Organizes pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
18. Undertakes aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States / UTs of India and in other countries of the world;
19. Organizes orientation and training programmes and refresher courses for University and college administrators connected with educational planning and administration;
20. Develops networking of institutions engaged in identical task as that of this University and to play supportive and collaborative role so that States / UTs and regional level are gradually undertaken by them;

21. Organizes orientation programmes, seminars and discussions groups for top level persons, including legislators, in the field of educational planning and administration of policy making level in central and State Governments;
22. Provides academic and professional guidance to agencies, institutions and personal.

Let Us Check Our Progress

1. State major functions of NUEPA., in relation to educational planning and monitoring.

6.1.3: SCERT ROLE AND FUNCTIONS

Introduction

SCERT is an autonomous body. It is a State level organization with powers and function similar to these of the NCERT. It is established and maintained in order to improve the standard of education in the State. The primary objective of the council is to improve the quality of the school education to suitable programmes of the research, training extension development and dissemination.

The State Council of Educational Research and Training (SCERT) is an autonomous body and the director of SCERT is the head of the organization. It has a General Body with the Hon. Minister for Education as Chairman. A Governing Body with Secretary to Government, General Education, as Chairman and Director of Public Instruction as Vice Chairman supervises the functioning of SCERT.

The SCERT aims at giving a new thrust and directions to school education in the State. It functions as the apex body at the State level dealing with planning, formulation, implementation and evaluation of all academic programmes at schools. Curriculum formulation, text book preparation, teacher training and research areas are of special focus for the SCERT. Hence various efforts are made to enhance the educational standards of teachers through different departments.

Structure: Each SCERT has own structural organization to faceplate execution of its function. The academic activities and programme in the SCERT are carried out by its various departments' units' wings. The SCERT generally has following departments:

- 1) Dept. of Pre-school and Elementary Education.
- 2) Dept. of Non-formal Education.

- 3) Dept. of Education Research and Special cum Renewal Project.
- 4) Dept. and Science of Mathematics Education.
- 5) Dept. of Population Education.
- 6) Dept. of In-service Teacher Education.
- 7) Dept. of Educational Technology.
- 8) Dept. of Examination Reform and Guidance.
- 9) Dept. of Research Co-ordination, Art & Aesthetic Education.
- 10) Dept. of Adult Education & Education for Weaker Sections.
- 11) Dept. of Publications.

General body and Governing body:

It has a general body within the control and guidance of the minister of education. A governing body with secretary and Govt., General Education, as Chairman and Director of Public Instruction (DPI) Vice Chairman, supervises the functioning the SCERT. Generally SCERT is headed by a Director who has the rank of a joint Director in the directorate. There is no separate cadder of the SCERT. The Director of SCERT is assisted by the joint Director, Deputy Director readers, lectures/research, officers and subject specialist/ technical assistants. Besides there are other officers and officials. The Director of SCERT maintains the course and personal touch not only with district level officers but also with the principals and the teachers so as to provide them with necessary and intellectual stimulation. The SCERT has a programme advisory committee under the chairmanship of the Director. There are also special advisory committee for programme like population education.

Objectives: SCERT aims at giving a new direction to school education in the State. It functions as the apex body at the state level for planning formulation and evaluation all academic programmes at schools. Curriculum formulation text book preparation, teacher training and research areas are special focus for the SCERT. The main objects of their activities are to acquaint the teacher with the innovation brought out in the field of school education through teachers training programme and workshop.

Historical Development

The Government of India initiated a scheme for setting up the State Institutes of Education in different states as far back as 1963 for qualitative improvement of school education in general and elementary teacher education in particular. Though initially only major States started these institutions, many other States followed suit in view of the need

for such academic institutions to coordinate all academic projects in every State or Union Territory.

Subsequently, in the course of time, in some states, specialized Institutes/ agencies/ units were established in some other specific areas like science education, English language teaching, educational technology, vocational guidance and counseling, etc. Later on when the number of the institutions/ units meant for providing academic support to school education increased, the need for effective coordination among them arose. In 1973, the Ministry of Education recommended that all such existing institutions or various units in the State Education Department be merged into a single organization and designated as the State Council of Educational Research and Training (SCERT). The process of upgradation of SIES to SCERT started during the mid-seventies. However, the SCERT in Andhra Pradesh had been set up way back in 1967. In some States the nomenclature of SIES remained the same but with increased functions and responsibilities.

SCERTS/SIES have been set up in almost all the States/UTs in the country. At present, 22 States have SCERTS while 7 others viz., Arunachal Pradesh, Goa, Jammu and Kashmir, Kerala, Sikkim, Manipur, Andaman and Nicobar Islands and Chandigarh (UT) have SIES. Four the Union Territories namely Pondicherry, Daman & Diu, Dadra and Nagar Haveli and Lakshadweep have neither an SCERT nor SIE, However, the academic functions in these UTs are being looked after by the academic wings of State Education Departments or State Training Centres, of these some have been recently upgraded as DIETS.

Role of SCERT

Earlier Role: The objectives of SIE envisaged initially included organization of in service for teachers and supervisory personnel dealing with elementary schools and the faculty of elementary teacher training institutions, research in elementary school education and elementary teacher education, and development of instructional materials for school teachers and teacher educators at the elementary level. They were also expected to coordinate the work of extension service centers located in the elementary teacher training institutions.

Changing Role

The National Policy on Education (NPE) 1986 and its POA envisaged additional role and functions for the SCERTS. The SCERT which is visualized as an apex organization in education at the state level. It is expected to guide, support and assist the state education department in its mission to improve the quality of school education and teacher education. It also functions as the state resource institution to provide academic support to all stages of school education from pre-primary to senior secondary stage of education.

There are, however, variations in the functions of the SCERTS related to pre-service education. In some States, the SCERTS look after pre-service education up to the elementary education level while in some other states their jurisdiction extends to secondary teacher education also. Besides, the SCERTS also plays an advisory role at the State level in connection with academic aspects of school education. In pursuance of the recommendations of NPE1986, resource institutions like District Institute of Education and Training (DIET) have been set up at the district level. The SCERTS have the mandate to supervise and support these institutions in order to facilitate their operationalisation and effective functioning.

Functions:

The State Council of Educational Research and Training discharges the following functions:

- Organises in-service training programmes for teachers, administrators and educators.
- Implements new educational techniques and methodologies.
- Co-ordinates with District Institutes of Education and Training (DIETS) and imparts guidance.
- Co-ordinates with various State councils of education, Regional Institute of Education, and bodies.
- Identifies disabled children in and out of schools through IED centers in the State.
- Creates awareness among teachers/students about the need of guidance by delivering lectures.
- Searches out educational problems and finds their remedies.
- Develops Teaching Learning Material (TLM) for various training programmes to get it printed.
- Organizes training programmes and workshops for teachers for the improvement of educational evaluation.
- Prepares question papers for school examination of various classes.
- Organizes calligraphic competitions for primary classes.
- Provides guidance to Board of School Education related to evaluation.
- Organizes Students Science Seminar.
- Organizes District and State level Science exhibitions.
- Guides the students/teachers to participate in National Level Science Exhibition.
- Solves problems of the field related to Science Education.
- Develops work experience syllabus for various levels.
- Popularizes computer literacy in schools.

- Creates awareness among children and instructors of non-formal centers run by NGOs.
- Reviews school text books in the area of population education.
- Organizes training courses for teachers to create awareness about the environment.
- Trains the teachers about the use of audio situations. visual aids in classroom
- Reviews, updates, edits and enriches the text books for various classes.
- Prepares manuscripts of text books for various classes for printing.
- Surveys problems related to the textbooks and takes remedial measures.
- Organizes training programmes for teachers for the knowledge of software and hardware.
- Develops software material for teaching-learning.
- Implements project on Integration of art and culture with education.
- Maintains films and video cassette library.
- Organizes National Integration camps for teachers and students.
- Reviews books / magazines for their suitability in school libraries.

Some Major Functions

1. Research:

Research is one of the major functions of the SCERTS/ SIES. The staff members are expected to conduct research studies related to the significant educational problems of the State to improve the quality of elementary and secondary education and teacher education. Besides, they are to conduct status studies and educational surveys to get benchmark data and develop information system related to school education and teacher education in the State for policy planning and management.

2. Development:

The development of curricular policies, syllabi and instructional material print and non-print, both for formal and non formal education system come under the purview of the SCERTS. The staff or SCERTS are expected to provide academic support and guidance to State Education Department in the formulation of policies in all matters related to school education, particularly elementary education. In view of this, they can review school syllabi, textbooks, workbooks from time to time; develop various types of instructional materials, teachers guides, supplementary materials, textual materials, training packages, audio-visual materials and evaluation tools and also translate books in regional languages. Besides, development of strategies and instructional materials for vocationalisation of secondary education in the state need immediate focus on the SCERTS

3. Training:

Continuing education of teachers, supervisors and other educational personnel in the system is an important function of the SCERTS/ SIES. They are also expected to plan, implement, monitor and evaluate all pre-service and inservice teacher education programmes, particularly at elementary level in the State. Almost all the SCERTS/SIES have made a good attempt in organizing various short duration as well as long duration inservice training/orientation programmes for schools teachers of different levels, master trainers and resource persons with the help of the DIETS. They are expected to play a major role in developing pre-service teacher education curriculum and training materials for the DIET faculty, organize need-based training programmes for them, monitor and evaluate their programmes and activities.

4. Extension:

The SCERT is expected to function as a think tank of the State Department of Education to promote innovations and action research for improved practices in school education and teacher education. For this, the SCERT organizes workshops for school teachers and the DIET faculty to guide them to design action research projects and evolve/ replicate innovative practices to improve classroom teaching and other institutional programmes. In-house staff development activities seminars, talks, conferences, research colloquia, panel discussions, extension lectures on latest developments and emerging problems in education by eminent academicians and scholars may be organized from time to time.

5. Dissemination:

Most of the SCERTS/SIES bring out reports of the research studies, newsletters, journals/magazines, annual reports etc.

6. Linkages of SCERT with Other Institutions:

Since the SCERT occupies the apex position in the organizational pattern of school education, it is essential that it should establish academic linkages and coordination with all other departments/ institutions working for elementary and secondary education in the State.

In the field of elementary education, the Directorate of Education, Department of Adult and District Institutes of Education and Training (DIETS) are the main institutes with which the SCERT has close relations and coordination. The SCERT is expected to guide and assist the State Education Department, Department of Adult Education and NFE in the formulation and implementation of policies and activities of elementary education, it is also expected that the SCERT faculty should provide academic guidance and support to the DIETS in their efficient functioning. It should be responsible for the development of pre-

service elementary teacher education curriculum and instructional materials and organization of continuing education for the DIET faculty.

In the area of secondary education the Directorate of Vocational Education, the Boards of Secondary Education Colleges of Teacher Education (CTES), Institutes of Advanced Studies in Education (IASSES) and other secondary level teacher training colleges preparing teachers for secondary education are the main institutions concerned with the educational development, training and research, Therefore, the linkages of the SCERT with these institutions of higher education system should be intimate and functional to the extent that while designing the teacher training programmes. In the areas of evaluation, research and innovations, the SCERT can seek guidance and sometimes undertake research and prepare evaluation tools for testing the pupils in colfooration with the CTES, IASSES, and University Departments of Education.

In the area of pre-school education, the SCERT is expected to prepare syllabus and guidelines for organising the play activities at the child play centres. Aanganwadees, Balwadies, etc. For this the SCERT has close contacót with the Social Welfare Department and other voluntary agencies which organize the pre-school/early childhood education centres.

The District Primary Education Programme (DPEP) launched in 1993 to improve the quality of primary education in some states in the country has created a parallel structure for the preparation of curriculum, instructional material and teacher training. In this context the SCERTS/SIES establishes suitable linkages with the state DPEP offices in order to help them to improve the quality of primary education through planning, monitoring and evaluation of in-service training of primary teachers and other functionaries at state, district, cluster and block levels.

SCERT in West Bengal.

The State Council of Educational Research and Training (SCERT) West Bengal, constituted as a pivotal post Graduate Research cum training Institute in the field of the school education of the state, is a non-vocational institute under the Department of School Education, Govt. of West Bengal. SCERT in W.B. is established in 1980 It is the state level counter part of NCERT and has been working for last 25 years for improvement of quality in school instate of W.B. Thus SCERT of W.B. symbolizes quest for quality and a philosophy of continuous improvement in school Education.

The function of the SCERT are as follows:

- i. To act as an agent of change in school education and life-long non-formal education in general and in teacher-education in particular.

- ii. To arrange for the in-service training and orientation of supervisory inspecting officers dealing with the pre-school, elementary, secondary and higher secondary education.
- iii. To arrange for the in-service training of teacher educations working in the teacher training institution for the teachers working at all the stages of education from preschool through higher secondary.
- iv. To organize programmes including correspondence-cum-contact course for the overall professional development of teachers, teaches educators and supervisory/ inspecting officers.
- v. To provide extension services to teachers training instruction at all the levels in the State.
- vi. To produce curricula. Instructional materials textbook etc. for the use of educational institution and teachers of pre-school, elementary secondary and higher secondary stages in the State.
- vii. To co-ordinate the work of extension service centers of the teacher training institution at the pre-school and elementary stages.
- viii. To prescribe curricula and text book for the schools and teacher training institution at the pre-school and elementary stages
- ix. To function at a controlling authority essentially connection with the academic aspect of elementary teacher education.
- x. To function at a controlling authority essentially connection with the academic aspect of elementary teacher education.
- xi. To conduct studies and investigation in various problems of education in general and in the training teachers and the teaching of the curricula at the levels of pre school elementary, secondary and higher secondary education.
- xii. In partial modification of the orders contained in this department Resolution No 712-Edn (CS) dated 21 may 1980, the G.O. N.O. 556-Edn (P) dated 28 July 1983 states that:-

A. The SCERT will be state level for organization with powers and function similar to those of the NCERT, New Delhi but without its autonomous status. It will be a Government Institution headed by a whole time officer, viz the Director, SCERT, West Bengal, who will have full control over the four Divisions of the SCERT. It will not be Directorate but will treat as a Post-Graduate Research Department.

B. The different constituents of the SCERT as mentioned in the Government order No-712-Edn (CS) dated 21st May 1980 should be treated to have completely merged in the SCERT to form its four Divisions and will have no separate entity.

The Director, SCERT will be the Ex-officio Member Secretary of the SCERT. As per the Memorandum No: 7-Edn (PS) /4P1/93 dated: 25th February 1993 the following has stated:

The State Council of Educational Research and Training (SCERT) West Bengal, constitutes as a pivotal Post Graduate Research-cum-training Institute in the field of the school education of the State is a non-vocational institute under the Department of Education (School Education) Govt. of West Bengal.

The SCERT of West Bengal will have the following major functions:

Curriculum and Materials Development In keeping with the challenge of time SCERT acts as a pivotal organization to user in change pertaining to methodology, syllabus, curriculum and the like, for qualitative improvement of School Education in the State. It also develops curricular, instructional materials etc. for the use of educational institutions and the teachers of primary, elementary secondary and higher secondary stages.

Orientation and Training: CERT plays a major role in including attitudinal improvement towards unity, equality and mutual co-operation by adopting suitable devices based on common core components. It organizes programme for overall professional development of teachers, teacher-educators, inspecting and administrative officers and office employees through orientation/ refresher courses and in-service training.

Research and Evaluation: It has to conduct studies and investigation in various problems of education in general and in the training of the teachers at all levels of School Education in particular and to undertake specific projects, studies, surveys and evaluation at all levels of Education

Extension and Dissemination of Information: SCERT provides and co-ordinate Extension Services to Teachers Training Institutions at all levels in the State, functions as a co-coordinating authority essential in connection with the academic aspects of elementary teacher education, co-ordinates programmes of the different subject teachers in the State and disseminates relevant and culturally compatible educational programmes and useful information through modern educational technology.

Let Us Check Our Progress

1. State the main objective of SCERT in West Bengal
2. What are the major functions of SCERT is production of text book?
3. Does SCERT has any pedagogical role? Give arguments.

6.2.4: DISTANCE EDUCATION BUREAU (DEB)

The Distance Education Bureau (DEB) is a body under UGC. DEB was established in India in the year of 2012. The Distance Education Council (DEC) was an organisation that was responsible for open learning and distance education since 1992. DEB was set up as a replacement to the Distance Education Council (DEC). It has been established to maintain quality or standard of open and distance education in India. Every university needs approval of DEB for running ODL system. University that has gained approval/ recognition from UGC-DEB is allowed to provide courses through online mode. Otherwise degree from universities distance mode will not valid or have any value.

Historical Context

Open and Distance Learning in India was introduced by Delhi University in 1962 through the School of Correspondence Courses and Continuing Education to enable those, who had aptitude to acquire further knowledge and improve their professional competence. Subsequently in 1968, Correspondence Courses were started by Punjabi University and University of Rajasthan. Meerut and Mysore University started these courses in 1969. In the eighties, the distance education system expanded further. Dr. B.R. Ambedkar Open University, Hyderabad was established in 1982 by the State of Andhra Pradesh. By an Act of the Parliament the Government of India set up Indira Gandhi National Open University in 1985 and it is a landmark development in the field of distance education in the Country.

Generally, the statutory authority for regulating higher education in India is the University Grants Commission (UGC), but the responsibility for promotion and coordination of open and distance learning (ODL) was vested on IGNOU (Indira Gandhi National Open University). The Distance Education Council (DEC) was set up by IGNOU in 1991 and became operational in 1992. The Vice Chancellor of IGNOU acted as the ex officio chairperson of DEC. The aim of DEC was to promote and coordinate the Open and Distance Learning system in the Country.

In May, 2007 a Joint Committee was formed by signing a MoU between UGC, AICTE and DEC for the period of three years till May, 2010. In August 2010, the Ministry of Human Resource Development (MHRD) constituted a committee for investigating distance education standards in India. The committee recommended the establishment of a new regulatory body, by replacing the Distance Education Council of India (DECI). It also recommended that until such body is established, the DEC may be shifted to UGC. On 29 December 2012, the MHRD published an Order transferring the regulatory authority of distance education from IGNOU to UGC.[2] In May 2013 IGNOU dissolved the DEC

and the UGC took over the entire assets and manpower,[6] and established the Distance Education Bureau.

The Joint Committee developed guidelines in the form of ‘Recognition of Open and Distance Learning (ODL) Institutions’ Handbook 2009. On 29 December 2012, the MHRD published an Order and transferred the regulatory authority of distance education programmes (excluding technical education) from IGNOU to UGC. The AICTE acts as a regulator for technical education through ODL mode. The Distance Education Council, which regulated the Distance Education programmes, was dissolved and all regulatory functions were undertaken by the UGC under DEB (Distance Education Bureau) with effect from 2013. The Ministry of Education (2014) has directed UGC to act as a regulator for higher education system in ODL mode, including for technical education in universities/affiliated colleges.

Objectives of Distance Education Bureau (DEB)

- To offer an alternative for wider opportunities in education
- To offer affordable and efficient education to students
- To provide educational facilities to all interested students
- To offer academic pursuits to individuals who are willing to upgrade their knowledge
- To educate those people who look at learning as life-long activity To ensure that each university complies with the rules and standards
- To maintain quality of education in these programs
- To increase the impact of distance education in our country

Role of Distance Education Bureau (DEB)

- The Department of Higher Education established the Distance Education Bureau for regulating the processes and activities carried out in distance education programs for higher education in the country. It is important to make sure that the colleges are working as per the standards established by the Distance Education Bureau.
- The Distance Education Bureau is an entity that ensures that all the universities offering distance education comply with the standards and rules to maintain the high quality of education in all the courses and programs.
- It aims to provide high-quality education for the students which will enrich them with good knowledge and incorporate key skills.
- The DEB takes care of all the activities and tasks related to distance education which includes course material formats, admission processes, document requirements, giving affiliation to the colleges, and conducting exams.

6.2.5: FUNCTIONS OF CABE

Introduction

The Central Advisory Board of Education (CABE) was formed for making recommendations on a wide range of educational issues, including curriculum, teacher training, and the expansion of educational facilities. It was also responsible for coordinating the work of various education-related committees and commissions, and for advising the government on the allocation of funds for education. The CABE played a significant role in the development of education policy in India and in the expansion of educational opportunities for all Indians.

CABE is chaired by the Union Minister of Human Resource Development and comprises members from various sectors, including education, research, administration, and parliament. The board has a mandate to review and make recommendations on legislation related to education, coordinate with state governments and other stakeholders to ensure the smooth implementation of education programs and initiatives, and provide a platform for discussion and debate on issues related to education.

CABE plays a key role in shaping the direction of education policy in India and in ensuring that the government's educational initiatives are aligned with the needs and priorities of the country.

Objectives of CABE

The objectives of CABE are as follows:

1. To advise the central and state governments on policies and programs for the development of education, including the allocation of financial resources for education.
2. To review the progress of education in the country and to suggest measures for its improvement.
3. To consider and advise on the implementation of the National Policy on Education and other national policies and programs related to education.
4. To advise the central and state governments on the formulation of plans and schemes for the development of education, including the promotion of research in education.
5. To advise the central and state governments on the regulation and coordination of educational institutions and the maintenance of standards of education.
6. To advise the central and state governments on the promotion of the use of regional languages and the study of languages other than English.

7. To consider and advise on any other matter referred to it by the central or state governments or any other body or agency concerned with education.

Full Form of CAFE

The full form of CAFE is the **Central Advisory Board of Education (CAFE)**. It is a committee of the Government of India that advises the Ministry of Education on matters related to education and educational policy. The CAFE was established in 1920 and is the oldest advisory body on education in India. Its mandate includes providing advice on curriculum development, teacher education, and other matters related to the improvement of education in the country.

History of CAFE-Central Advisory Board of Education

The **Central Advisory Board of Education** was founded in 1920 upon the recommendation of the Calcutta University Commission. The recommendation was to constitute an educational body that redefines the educational policies and develops ideas to set up educational institutes within the country and in abroad locations. However, it was dissolved in 1923 for economic reasons, but was reconstituted in 1935 and has been operational since then. It was decided that CAFE would organize meetings every year, but if you check the records, you will notice that there haven't been any meetings in some years. You will easily find CAFE's annual meetings proceedings on various online educational platforms.

Composition of CAFE

CAFE full form is Central Advisory Board of Education is headed by the Union Minister of Human Resource Development, appointed as the educational body's Chairman.

The representatives are appointed by universities, central departments, planning commissions, civic society, and NGOs. The elected members of the Rajya and Lok Sabha are also this body.

The detailed structure of the organization is given below:

- Chairman-Union Minister of HRD
- Vice-Chairman-The Minister of the State for Human Resource Development
- Representatives of the central governments
- Representatives of the state governments and union territories
- One ruling minister who is in charge of education

Functions of CAFE

To understand the functions of CAFE full form, you can read the below points:

1. CAGE reviews the progress and development of education in India periodically. It gives recommendations for girls' education and the rural educational system in India. It also works towards the univerzalisation of higher secondary education in the country.
2. It advises on the incorporation of cultural activities into the curriculum.
3. CAGE gives financial advice for developing higher and technical education in the country.
4. It identifies the areas where educational quality is not up to the mark and suggests the state and central government focus on these areas or provinces.
5. CAGE-Central Advisory Board of Education reviews and restructures how the state and the centre implement educational policies. It also guides agencies in implementing these policies and provides suggestions or recommendations if necessary.
6. It gives ideas regarding how state, centre, and union territories can coordinate and help each other regarding educational matters.
7. The Central Advisory Board of Education also passes resolutions regarding the modification of its structure and suggestions given by the department of higher education from time to time.

Conclusion

CAGE full form in education has been revived from time to time to deal with the rising challenges and issues related to education in the country. The emerging realities of digital education and online programs, the condition of the educational system in India, rising unemployment, etc., are some major concerns for the country. The **Central Advisory Board of Education** has been working to restructure the policies according to the challenges and changing educational scenarios.

CAGE also works to provide a free hand to educational institutes and prevent the avoidable intervention of the centre and the state. CAGE committees have stated the importance of autonomy of higher education and consider it to be the key to helping them achieve their goals and objectives. The universities cannot be pressured from within and external forces like bureaucracy, political parties, and society. UGC and other educational bodies like CAGE must formulate innovative strategies and policies to attain these objectives. CAGE-Central Advisory Board of Education releases many reports repeatedly to restore the conviction of educational bodies like colleges, institutions, and universities. Therefore, these bodies must remain updated on their latest meetings and proceedings to include the necessary policies in their curriculum.

Teachmint helps schools envision a future where their students are equipped with 21st-century skills. With our advanced learning management system, you can improve the teaching-learning experience. Our offerings like education erp, admission management system, fee management system, and others conveniently digitize educational institutions.

In conclusion, the Central Advisory Board of Education (CABE) plays a crucial role in shaping the educational landscape of India. Through its policy recommendations, collaborative efforts, and guidance on reforms, CABE contributes to the holistic development of the education sector. As India continues its journey towards educational excellence, CABE remains a key player in steering the course towards a brighter and more inclusive future for learners across the nation.

6.2.6: LET US SUM UP

In this Unit we have been acquainted with some bodies or agencies which are giving directions, control and leadership in either central-, state-and district-levels planning, administration and also quality bench-marking of our general education and, teacher education in multiple ways and means. All these organs of educational administration are working independently as well as collaboratively for translating our main policy of education in one hand and giving expert advice to the policy makers positioned at central, state and district levels of education administration.

The seven bodies so far as studied in this Unit are generally categorized under three steps of hierarchy of our education administration. For example UGC, NCERT, NCTE NAAC and NUPEA are the apex bodies in relation to general higher / university education, school education, teacher education, quality assessment and bench-marking in general higher education including teacher education and educational planning, development and administration and research in education respectively.

Secondly, SCERT is almost a parallel organization to NCERT but within the general administrative structure of a state. Thirdly, DIET is stationed in the district level with some defined role to play in the matter of elementary and non-formal or adult education.

These organizations may be different in the roles to play or in their positions in the education administration hierarchy; however, each one has linkages and interdependence. All the bodies generally aim at improving quality of education systems in numerous ways. Each has been given defined responsibility to shoulder and to perform efficiently.

6.2.7: SUGGESTED READINGS

1. SINGH, L.C. Teacher Education in India, NCERT, New Delhi, 1990
2. Sharma, Shashi Prabha Teacher Education: Principles, Theories and Practices, Kanishka Publishers, Distributor, New Delhi, 2005
3. Swain, Sanjay, K. Trends and Issues in Indian Education, Kalyani Publishers, Ludhiana 1998
4. Arora, GL and Chopra R.K (ed), Self-Learning Material for Teacher Educators, Volume ii, NCERT, New Delhi, 1998
5. Nanda, S.K. Indian Education and its Problems Today, Kalyani Publishers, New Delhi, 2000
6. Internet Sources: NCERT, UGC, NCTE, NUEPA, MHRD.

6.2.8: ASSIGNMENT

1. Discuss the role and Function of UGC in relation to University education.
2. Compare the Functions between SCERT and NCERT in relations to school education
3. Briefly state the Functions of DIET for quality enrichment of elementary education.
4. Explain the significance of NAAC in promoting quality in Higher Education.
5. Compare the performance profile of your SCERT with any other SCERT.
6. Discuss role of NCTE in teacher education in India
7. Expand your ideas on existence of so many organisations in the matters of control and directions of education in India.
8. Discuss the role of DEB in relation to Open and Distance Education.

PAPER-EDE418
DEVELOPMENT OF INDIAN EDUCATION (ELECTIVE)
BLOCK-7
Education of the Socially and Economically Disadvantaged
Section of the Society
UNIT-1

Education of SC, STs (Caste) and Women Education (Gender)

CONTENT STRUCTURE

Unit-1: Education of SC, STs (Caste) and Women Education (Gender)

7.1.1: Introduction

7.1.2: Objectives

7.1.3: Meaning of Socially and Economically Disadvantaged Section

7.1.4: Issues and concerns related to socially and Economically Disadvantaged Group

7.1.5: Education of the Scheduled Castes and Scheduled Tribes

7.1.5.1: Education of Scheduled Tribes

7.1.5.2: Education of Scheduled Castes

7.1.5.3: Suggestions for Educational Development Among Scheduled Castes And Scheduled Tribes Students

7.1.6: Education of Girl and Women Students

Unit-2: Education of Minority (Religion) and Rural Education (Locality)

7.2.1: Education of Minority

7.2.2: Rural Education

7.2.3: Let Up Sun Up

7.2.4: Suggested Reading

7.2.5: Assignment

7.1.1: INTRODUCTION

Children with socially disadvantages have always been present in any society. India has been making notable progress but still there are various social groups who are socially and economically disadvantaged and backward. In India, there are several disadvantaged

groups, such as women, minorities, SCs and STs, OBCs, PWDs, EWSs, who lag behind others in the field of education. Taking all together in the development of the nation is the prime goal of the Government of India. Accordingly, the National Education Policy (NEP) 2020 emphasizes the need to address the issues of students belonging to Socio-Economically Disadvantaged Groups (SEDGs). The students belonging to SEDGs face several challenges and difficulties in accessing quality education because of socio-cultural, economic, and historical reasons. The NEP 2020 has indicated people with the following identities as Socio-Economically Disadvantaged Groups (SEDGs) and emphasized on their increased participation in education, particularly in higher education; it is a big challenge to ensure equal access to quality education and the outcomes of the development to all. So, it is essential to make special efforts to equalize education opportunities among this group for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized and to ensure social justice. Considering from this point of view this Unit has focused on Education of Socially and Economically Disadvantaged Group, especially emphasised on the education of the scheduled castes and scheduled tribe, and education for girls, education of minority community and on rural education.

7.1.2: OBJECTIVES

At the end of this Unit, you will be able to:

- (i) Understand the meaning of the term Socially and Economically Disadvantaged Section
- (ii) Analyse the reasons for inequalities of opportunities in education
- (iii) Understand the need of equal opportunities in education
- (iv) Understand the reasons for the educational underdevelopment of the scheduled castes.
- (v) Discuss the special reasons for the educational underdevelopment of the scheduled tribes
- (vi) Understand the reasons for the educational underdevelopment of the girls and women
- (vi) Discuss about the various schemes and programs for the educational development of SC/ST, Muslim Minority and girl's and women's students
- (vii) Understand the reasons for the educational underdevelopment of the Muslim Minority in India
- (viii) Discuss about the rural education in India
- (ix) Suggest remedial measures for the promotion of educational development for girls and women's

7.1.3: MEANING OF SOCIALLY AND ECONOMICALLY DISADVANTAGED GROUP

The Socio-Economically Disadvantaged Groups (SEDGs) are those who, for historical reasons and the causes of their prevailing disadvantaged social, economic, educational, vocational, and locational conditions, cannot have equal access to the various facilities and opportunities available for education. In India, 'Socially and economically disadvantaged groups' include children belonging to the scheduled castes (SCs), the scheduled tribes (STs), and other socially and educationally backward classes, Minorities PWDs, EWSs and Women. Economically Weaker sections include children of families living under below poverty line (BPL) category, whose annual income is lower than the minimum specified family income by the Government. They also include other disadvantaged groups owing to social, cultural, economical, geographical, linguistic, gender, or such other factors. Some of the examples are —

- Urban deprived children;
- Child labour, particularly bonded child labour and domestic worker;
- children in ecological deprived areas where they are required to fetch fuel, water, fodder and do other household chores;
- Children in slum communities and uprooted urban habitations;
- Children in the family of scavengers and other such stigmatised professions;
- Children of trans-gender community;
- Children of sex workers;
- Children of itinerant or seasonal migrant labour who have mobile and transient lifestyle like construction workers, road workers and worker on large construction sites; children of landless agricultural labour;
- Children of nomadic communities and pastoralists, forest dwellers and people in remote areas, children residing in remote desert hamlets; and
- Children in areas affected by civil strife.

The NEP 2020 has indicated people with the following identities as Socio-Economically Disadvantaged Groups (SEDGs):

Gender Identity:

- Female (Girls and Women make up about half of all SEDGs and, in particular, those belonging to underrepresented groups have multiple disadvantages)
- Transgender.

Social Backwardness Identity:

- Scheduled Castes (SCs)
- Scheduled Tribes (STs)

Educational and Economic Backward Identity:

- Non-Creamy Layer among Other Backward Classes (OBCs)
- Economically Weaker Sections (EWSs)
- Students from the vernacular medium schools
- First Generation Learners

Minority Identity:

- Religious Minorities
- Linguistic Minorities

Persons with Disabilities and Benchmark Disabilities.

- A person with long-term physical, mental, intellectual, or sensory impairment,
- A person with not less than forty percent of a specified disability as certified by the certifying authority.

Vulnerable and Low Socio-economic conditions:

- Migrant communities, Denotified and Nomadic Tribes
- Low-income households Below Poverty Line (BPL)
- Child beggars and Children in vulnerable situation

Victims of or Children of victims of trafficking:

- Students who lost their parents
- Any other group of low socio-economic conditions

Less-developed, poor-access, and disadvantaged locations:

- Villages and towns
- Tribal Areas /Scheduled Areas as mentioned in the V and VI Schedule under the Constitution of India
- Slums
- Aspirational Areas with Special Educational Zones (SEZs)
- North East States
- Islands
- Conflict Prone Areas
- Disaster-prone areas, including flood, drought, earthquake, etc.
- Border Area

7.1.4: ISSUES AND CONCERNS RELATED TO SOCIALLY DISADVANTAGED GROUPS

Children belonging to socially disadvantaged groups may have both common and unique needs and challenges, impeding attempts to their inclusion in education. There is a need to have an in-depth understanding of the realities of the situation, faced by the children belonging to disadvantaged groups in the society. Early detection of different issues and concerns of children from the socially disadvantaged groups, is required at school level as soon as the child enters the school system. It is important to observe the classroom practices, seating arrangements, languages used, tasks, assignments, assessment of learning, choices and participation in different activities in the classrooms and outside, etc., hampering their inclusion in education.

Empowerment of the socially disadvantaged groups continue to be on the priority list of country's developmental agenda, as they still lag behind the rest of the society due to their social, economic and educational backwardness. As a first step in the exercise of bringing children from socially disadvantaged groups into school, a careful mapping of these children— who they are and where they live, must be undertaken systematically. The School Management Committee (SMC) may play a key role in the mapping exercises in the already identified Special Focus Districts (SFDs) of the government with concentration of SC, ST and minority communities. The RTE Act directs the government and every local authority to ensure that, the child belonging to weaker sections and disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. Inclusive strategies like identifying out-of-school children, bringing them into the school, enabling school and classroom environment, etc., in the School Development Plan (SDP) must be ensured by the SMC since the preparation of SDP has been entrusted to SMC under the RTE Act, 2009. The issues and concerns related to education of children belonging to disadvantaged groups are often local and context specific. SMC has to play an important role to identify such issues, try to curtail all forms of non-inclusionary practices (if any) and provide a conducive atmosphere.

7.1.5: EDUCATION OF THE SCHEDULED CASTES AND SCHEDULED TRIBES

For centuries the scheduled caste and scheduled tribes communities are characteristically deprived and disadvantaged. Education is a prerequisite for socio-economic development particularly for the weaker section. Education is an instrument of liberation and endows the deprived groups with confidence courage and ability to resist exploitation. This was recognized by the fathers of our constitution. The constitution of free India made a number of special provisions with the intention of safeguarding the interests and rights of the

scheduled caste and scheduled castes, who formed about 22% of the total population of India. The major objective was to accelerate the development of the tribal and bring them as early as possible up to the level of the general population. The scheduled castes and tribes constitute the poor and the most backward section of the Indian population. Article 46 under the directive principles of state policies in part IV of the constitution specifically stated that. The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the scheduled caste and the scheduled tribes and shall protect them from social injustice and all forms of exploitation. In pursuance of this policy, funds were provided by the state for various schemes for speedy educational upliftment of the scheduled caste and scheduled tribes.

7.1.5.1: EDUCATION OF SCHEDULED TRIBES

DEFINITION OF SCHEDULED TRIBES

Though the Indian Constitution has not defined clearly the term ‘Tribe’, Article 336 (25) of the Constitution says that Scheduled Tribes are the tribes or tribal communities or parts of or groups within such tribes or tribal communities which the Indian President may specify by public notification under Article 342 (1)

However, the term ‘tribe’ has been defined by various thinkers and writers in different ways. One or two definitions may be cited here.

1. Dr. D. N. Majumder: A Scheduled Tribe refers to a collection of families or group of families, bearing a common name, members which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation and developed as well as assessed system of reciprocity and mutuality of obligations.”.
2. Imperial Gazetteer of India: “A tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous, though originally it might have been so”.
3. Gillian and Gillin: “A tribe is a group of local communities which lives in a common area, speaks a common dialect and follows a common culture”
4. Mishra defines (2002) Scheduled tribes as people who (i) claim themselves as indigenous to the soil; (ii) generally inhabit forest and hilly regions (iii) largely pursue a subsistence level economy (iv) have great regard for traditional religious and cultural practices, (v) believe in common ancestry and (vi) have strong group ties. However, the list of Scheduled Tribes also varies from state to state in India. In West Bengal, the following tribes are known as Scheduled Tribes.

List of Schedule of Tribes in West Bengal [the Schedule Castes and Scheduled Tribes Orders (Amendment) Act 1976 and inserted by Act of 30 of 2000.]

1. Asur¹⁴. Hajaug²⁷. Mal Pahariya
2. Baiga¹⁵. Ho ²⁸. Mech
3. Bedia, Bediya¹⁶. Karmali²⁹. Mru
4. Bhumnji¹⁷. Kharwar³⁰. Munda
5. Bhutia, Sherpa, Toto, Dukpa, Kagatay, Tibeton¹⁸. Khond³¹. Nagesia
6. Birhor¹⁹. Kibau³². Oraon
7. Birjiya²⁰. Kora³³. Pabaiya
8. Chakma²¹. Korwa³⁴. Rabha
9. Chero²². Lepcha³⁵. Santal
10. Chikbaraik²³. Lodha, Kheria Kharia³⁶. SauriaPatiaria
11. Garo²⁴. Lohara, Lohra³⁷. Savar
12. Gond²⁵. Mugh, ³⁸. Mahli
13. Gaorait²⁶. Mahali

EDUCATIONAL PROBLEMS OF TRIBAL STUDENTS

Problem of Universal Access-

One of the challenges in providing education to tribal children is to setting up schooling facilities in small, scattered and remote tribal habitations. The majority of scheduled tribes live in sparsely populated inhabitations in interior and in accessible hilly and forest areas of the country. According to the Sixth All India Educational Survey (1993) there are about 176,500 habitations without schooling facilities mostly in tribal habitation and habitations of hardest-to-reach groups. The situation has improved substantially under the schemes like NFE, EGS and AIE, DPEP and SSA. As per latest estimate (2003-04), there are about 81,000 unserved habitations in the country. The largest number of unserved habitations without primary schools is in Bihar(14200) followed by Orrisa (13100), Assam (12300), Rajasthan (8000), West Bengal (6600) and Andra Pradesh (4100). These unserved habitations) are being covered under SSM.

School Factors

Some constraints are inherent in the educational system itself. The school climate has low retaining capacity, inadequate building and equipment, dissatisfied teachers, almost near absence of inspection and guidance from higher authorities, poor interaction with the local community, etc. These make the school a poor instrument for educational development. The stereotyped school calendar takes no account of the agricultural cycle in which the services of children may be demanded by the family. As such, the system itself provides a cause for absenteeism.

Content of Education

The content of education in the tribal areas does not necessarily take into account the socio-cultural environment of the area and the people. As such, pupils find it difficult to follow the curriculum. They also lack interest in it as it is not life-oriented.

Teacher factor

The neglect of the teacher has an adverse effect on educational progress of ST students. The maximum number of teacher appointed in tribal areas are from urban or Semiurban and non-ST communities who are not well acquainted with the language culture and needs of the children of the tribal community. They have inadequate residential facilities. So teacher absenteeism is on the rise. They lack positive, friendly and humane attitude towards the tribal community and are willing to teaching. The low level of motivation and aspiration of teachers is matched by all lower levels of motivation and aspiration of the students. In such circumstances, the educational system can not expected to deliver the goods.

Social Factor

Tribals are more traditional and custom-bound. They have become the victims of superstition and conservative practices. Some harmful habits like child marriage, infanticides, homicides, animal sacrifice etc. They have also conservative attitude towards education of their children.

Economic Factor

Extreme poverty is an important barrier of tribal education. About 90% of the tribals are engaged in cultivation of crudest type of most of them are landless and practice shifting cultivation. Children are regarded as economic assets and are needed at home for helping their parents in various economic activities. So the children from tribal communities fail to attend to educational institutions, which compels them to engage with household members for their livelihood.

Psychological constraints

Many children belonging to scheduled tribes are first generation learner. They come from poor home background. Parents of tribal students are illiterate. They can not realise the importance of education. They are indifferent in regarding education and their attitude towards their children's education is negative. The psychological constraints emerge from the fact the home of first-generation learners do not supplement the educational efforts made by school.

Problem of language and Medium of Instruction

Language is an important element of tribal culture. It has been observed that one of the important problems faced by the tribal children whose home language and school language is different. It means the medium of instruction in other than their mother tongue and it is one of the main reasons for the slow progress of tribal students. The child grows

up and socialises during the process of development in a language spoken by its parents, family and neighbours. So the language and vocabulary that she/ he builds around him/ herself is the tribal language through which she/he operates in his/her society. When she/ he goes to school, the language of the book, the basic vocabulary on which the primer is made, the language spoken by the teacher is all unintelligible to him/her. The result is that the child finds him/herself in a suffocating atmosphere and leaves the school at the earliest opportunity.

The tribal societies have their own specific learning styles. Most of them learn by imitation. The learning styles followed in school is suggestive i.e. do this, don't do this etc. This is not in their psychology. Hence difficulty in learning.

No tribal society subjects its children to physical punishment or ridicule. The school follows the punishment, ridicule or reward system in teaching-learning process. A tribal child will leave the school as soon as she/he is given a punishment because not even his/her father punishes her/him for errant behaviour. The entire socialisation process is conditional by imitating the elders-what elders do is right and is worth imitating and copying!

The value system of tribal societies is open very drastically different from the mainstream societies. Values of mainstream societies form the basis of content and attitude build up and, therefore, they ridicule the tribal way of life, causing an aversion to education among the tribals. The teachers, who are very often non-tribals, also try to impose their own values on the tribal children, which creates a social distance and, therefore, an empathy towards the teacher and the school.

Lack of perspective Action Plan:

Though the recommendations of various committees and working groups emphasize on the special measures to include tribals, the efforts have not yet been successful in desirable manner due to the lack of perspective action plans.

The tribal habitat is in the thick of the Nature. Nature plays an important role in the entire learning process of the tribal child. Our school basically is constructed as a building with four walls. The tribal child can not remain confined to the four walls for long. The major problem is taking the school out of four walls.

Timing of the school

The timing of the school does not suit the seasonal engagements of the tribals. As children are also working during peak agriculture seasons (Harvest seasons), children are absent themselves from school. If they do not find their own reality. They feel alienated from the formal education system due to rigid timing.

Medium of Instruction

The medium of instruction is another factor that stands in the way of problem of tribal education. The spoken dialect or mother tongue of tribal students differs very much from

the teaching dialect. This creates a problem of understanding and hence leads to a lack of interest and motivation, leading to dropping out of the formal system.

7.1.5.2: EDUCATION OF SCHEDULEDF CASTES

DEFINITION OF SCHEDULED CASTES

The term ‘Scheduled caste’ was coined by the Simon Commission in 1935 which came to be used for the people described as untouchables. According to Ambedkar, in early India, they were known as ‘broken men’ or ‘outcastes’. The British described them as ‘depressed classes’. In 1931 census, they were classified as ‘exterior castes’. Mahatma Gandhi designated these classes as ‘Horijans’-the children of God. The educated persons among the untouchables castes did not take to this nomenclature kindly as they thought that to single them out as the children of God merely means that attempts were being made to make their conditions tolerable rather than destroy the system which bred inequality (Roy Burman, 1977: 82). The framers of the Indian Constitution also adopted the term coined by the Simon Commission.

1. According to Dr. D. N. Majumdar the term ‘scheduled castes’ refers to the ‘Untouchable Castes’. The untouchable castes are those who suffer from various social and political disabilities many of which are traditionally prescribed and socially enforced by higher castes.”
2. Scheduled castes can also be defined as those economically, socially, educationally and politically backward castes which are kept at a distance by other castes as ‘untouchables’.
3. Scheduled castes are those untouchable castes which are subject to some disabilities in every walk of life-social, religious, economic and political

The Scheduled castes have developed their own peculiar value and motivational systems; their own attitudes towards life in society, and education; and perhaps also certain complexes. In spite of being treated as untouchables, they have always worked for and among the higher caste Hindus, and have therefore shared much of the common culture. They observe the same festivals, know and worship (in their own ways) the same gods and goddesses, and are familiar with the various customs, rites and rituals of the Hindus and other communities in those vicinity; they live and work. The problem of their integration with the society is hence just one of giving them equality of opportunity and status this involves changing the diehard attitudes of the upper castes. Working conditions in their own traditional occupations (such as those of scavengers, sweepers, butchers, chamars, khatiks, etc.) have to be so improved and perhaps mechanised that their unhygienicness and filthiness can be got rid of, leaving little rational reason for “Pollution” through their

contact. After all, these essential services exist in the more industrialised societies also, but those who perform them work differently and are not looked upon as doing a 'dirty' job.

The list of scheduled castes varies from states to states in India. In West Bengal the following castes are known as Scheduled Castes:

List of Scheduled of Castes in West Bengal [The Scheduled of Castes Orders (Amendment) Act, 1976 and inserted by act of 30 of 2000.]

1. Bagdi, Duley13. Dabgar25. Kadar
2. Bahelia14. Damai (Nepali)26. Kami (Nepali)
3. Baiti15. Dhoba (Dhobi)27. Kandra
4. Bantar16. Doai28. Kanjar
5. Bauri17. Dom, Dhangad29. Kaora
6. Beldar18. Dosadh, Dhari30. Karenga, Koranga
7. Bhogta19. Ghasi31. Kaur
8. Bhuimali20. Gonrhi32. Keot, Keyot
9. Bhuiya21. Halalkhor33. Khaira
10. Bind22. Hari, Mehtar34. Khatik
11. Charmakar, Machi23. JaliaKaibarta35. Koch
12. Chaupal24. Jhalo Malo, Malo36. Konai
37. Konwar45. Musahar53. Pod, Poundra
38. Kotal46. Namasudra54. Rajbanshi
39. Kurariar47. Nat55. Rajwar
40. Lalbegi48. Nuniya56. Sarki (Nepali)
41. Lohar49. Paliya57. Sunri (Excluding Saha)
42. Mahar50. Pan, Sawasi58. Tiyar
43. Mal51. Pasi59. Turi
44. Mallah52. Patni

EDUCATIONAL PROBLEMS OF SCHEDULED CASTE CHILDREN

First Generation Learners:

Many children belonging to the Scheduled Castes are first generation learners. They are not neat and smart. They come from a comparatively poor environment. The parents do not understand the importance of education and are distressed to find that the educating children mean the loss of a working hands. This poor motivation leads to heavy drop out. They do not have the tradition of learning, reading, writing and arithmetic. They may not

have formed the initial mathematical concepts. Their usage of standard of language may be poor and their vocabulary is underdeveloped. Their parents are mostly illiterate. So they do not find any family support or encouragement on motivation to supplement the learning in school. Lack of awareness about value of education and a low self concept of their parents negative and indifferent altitude of parents and lack of motivation in children acts as a barrier of educational development of Scheduled Caste students.

Poor Home Environment:

Home environment of the S. C. and S. T. students is very poor. Proper learning environment is not there. Because of the lack of a congenial home environment, and also due to absence of supervisory facility at home, these children may not be in a position to complete their home assignments. So absence of educational atmosphere in home causes under development of Scheduled Caste and Scheduled tribe students. In most cases, the SC/ST student do not perform well in Home Work.

Poverty:

Most of the SC and ST students are poor. Due to poverty parents are failed to meet the cost of books and other study material. Due to poverty the children of SC and ST community are mostly engaged in economic activity. The economic engagement of such children does not provide opportunities for necessary educational activity. As a consequence the time that they devote to study is much less as compared to other section of the population.

School Factors:

Some schools factors are also responsible for under development of SC and ST students. Most of the schools are single teacher schools and physical facilities and teaching learning materials are in adequate. The quality of inputs and functioning of the school leaves much to be desired. Besides, indifferent and passive attitude of teachers to the educational development of learner, from backward communities, teacher's absentism, etc. causes under development of education among disadvantaged group. The Non-SC, Non-ST and better teachers often do not like to teach them. All these have adverse affect on progress of education among dis-advantage group.

Social Distance:

The social distance between non-scheduled caste and Scheduled Caste, and Non-scheduled tribe and Scheduled tribes is also a major reason. This attitudinal distance among a advanced and disadvantage group are quite marked, which has been perpetuated for quite a long time and still persists among the students of two categories and also among the Non-SC and Non-ST teachers and SC and ST students. The unfriendly and inhumane behaviour of high caste. Hindu students and teachers acts as dis-inscentive to schooling of these children.

Traditional Vocation:

The vocation in which such families were involved traditionally, were such that they did not schooling as a basic pre-requisite. Most of them were engaged in unskilled or semiskilled jobs which were acquired without the use of literacy and numeracy attributes. Most of them were landless labourers or belonged to other profession specially assigned to them by tradition. As their parents are usually employed as landless labour or other manual or agrarian activities. The children are not able to conceptualise their future as educated persons. They hardly have a model to pursue or aspire to higher estimation of them selves. The economy of SC families do not consider 'education' to be a long term human resource development/investment with heavy economic return.

Social factor (superstition):

The people of SC community assumes that education developes negative attitude in the mind of the children. It (Education) is against the social practices of SC society. So, education is at times considered as a process which make the child unfit in his/her own social environment.

Content of the education:

The contest of education is, at time, not related to the experiences of the SC children, particularly their socio-economic background. The content is mostly urban based experiences and the SC child finds it difficult to relate it from its own "Known Level".

Schemes for Promotion of Education among Scheduled Caste Students

There are several centrally sponsored schemes for this purpose:

- (1) **Free Education:** The S.C. children are exempted from payment of any tuition fee for entire education right up to the university level, under certain conditions.
 - (ii) **Free textbooks etc.:** At the elementary stage, they are entitled for free text books and learning materials.
 - (iii) **Free Mid-day meals:** Under the new schemes, all children in primary schools are covered under free mid-day meal programme, which covers the children.
 - (iv) **Free uniforms:** There is a scheme of providing two sets of free uniforms to the children belonging to SC in elementary schools.
 - (v) **Stipends:** The SC children are entitled to get stipends at varying scales at different stages of education.

Schemes for promotion of educationof Scheduled Tribes Students

Like the schemes for promoting education of the scheduled caste, incentive schemes are available to scheduled tribes also. The schemes described earlier are also applicable in the case of scheduled tribe students. Besides these there are certain additional programmes which are given below:

- Preparation of text books in tribal dialects.

As a policy the Govt. of India, it has been resolved to prepare textbooks in tribal dialects-firstly for the tribes having more than one lakh population. Under this programme the NCERT and many other agencies like the Central Institute of Indian Languages (CIL), Mysore and State Governments are preparing textual materials in Santali, Gondi, Trula, Ho, Kurukh, Mindari Kharia and many other dialects.

- Orientation programmes for teacher educators in tribal life and culture.
- The NCERT conducts a programme orientation for teacher educators in tribal life and culture to make them sensitive to tribal societies. The non-tribal teachers posted in tribal areas are also eligible for their facility.
- Supplementary readers on tribal customs/tribal heroes etc.
- The NCERT has developed specific literature as supplementary readers written in Hindi for promoting better understanding of tribal life, culture, values, among the tribal and non tribal children for better understanding of tribal way of life. A compilation of folk tales and folk songs in Gondi dialect has also been developed and published by the NCERT

7.1.5.3: SUGGESTIONS FOR EDUCATIONAL DEVELOPMENT AMONG SCHEDULED CASTES AND SCHEDULED TRIBES STUDENTS

- (i) No 'Home work', that is, the teaching-learning process has to be comprehensive enough so as to provide enough opportunities and time to the student to practice and to solve difficulties through teacher assistance.
- (ii) Educational programme for SC and ST should have vocational orientation so that some economic return is immediately available to the child. Secondary curriculum should be vocationalizing.
- (iii) Content of education should be linked with real life, particularly curriculum of tribal education should be based on tribal life and culture. Curriculum should be flexible, suitable and relevant with their life, culture and vocation.
- (iv) To prepare favourable atmosphere for compulsory education of the children of SC/ST students.
- (v) To make survey of places for opening schools for hilly tribal regions. Micro level planning with family as a unit should be done.
- (vi) Establishment of Residential Schools in Tribal Areas. More schools should be opened in tribal areas within walking distance. 33
- (vii) Appointment of community teachers, particularly in tribal areas teacher should have working knowledge on tribal language and genuine aptitude for service in tribal areas.

- (viii) Amount of scholarship for SC/ST students should be increased and existing other incentive schemes should be strengthened.
- (ix) Establishment of Tribal Research Institution:
- (x) Establishment of ITI, Polytechnique and training Institutes.
- (xi) Parental attitude towards education ought to be changed.
- (xii) Arrangement of Functional Literacy Programmes for parents of SC and ST student should be done where such facilities are not available.
- (xiii) The SC and ST students should be exempted from payment of any tuition fee for entire education up to the University level.
- (xiv) Greater stress should be given to remedial teaching and pre-examination coaching services beyond school hours.
- (xv) Social outlook and attitude towards SC and ST population should be changed. Non-SC and Non-ST students and teacher should show more friendly and humane treatment towards SC and ST students.
- (xvi) All SC and ST children in elementary level should cover under Mid-day meal programme.
- (xvii) Special facilities may be provided to the girls' and women's. Appointment of female teachers and social workers should be done.
- (xviii) A programme of providing free text-book should be given high priority and introduced immediately all stages of education. A programme of book-banks should be developed in secondary schools and in institutions of higher education. Besides, the top 25% of the students in educational institutions belonging SC and ST students should be given grant annually for the purchase of book which need not necessarily be textbooks.
- (xix) Day Study Centres and Lodging Houses. A large number of day study centres at the Secondary and University stage should be provided for student of SC and ST communities who do not have adequate facilities for study at home.
- (xx) Transport facilities may be provided in the rural areas for the students of backward classes so that they are encouraged to attend educational institutions.

ROLE OF THE TEACHERS

The teachers can play an important role in developing a favourable school climate conducive to the educational progress of students belonging socially and Economically Disadvantaged group. Some suggestions in this regard are given here:

- (i) The teacher's own example in his behaviour towards students belonging to these castes is the most effective and powerful way to build up a congenial climate.

- (ii) The school staff should ensure non-discrimination between the children of different communities.
- (iii) The school staff should avoid the use of the caste names or derogatory words while calling roll or naming children.
- (iv) Teachers should provide equal opportunities to all the children to participate in the curricular and co-curricular activities of the school, including games.
- (v) Frequent meetings between the staff, school teachers and parents should be arranged. The details of the schemes for promoting education amongst them should be explained to the parents at these meetings. It should be impressed upon them that they must continue the education of their children.
- (vi) Special attention should be paid to motivating parents for the education of girls.
- (vii) Teachers should suggest to illiterate parents the advantages gained by attending functional literacy classes in the centre.

7.1.6: GIRLS AND WOMEN EDUCATION

Introduction:

Education of girls and women is an area of major national concern both as a development imperative and as a human right. India's performance on Gender Development Index is 108 rank (1999). Indian girls and women have been subjected to various kinds of social discrimination including education. They are viewed as the most deprived and disadvantaged and suffering section of the Indian population. Education is a critical factor of empowering women and realising the fact the govt of India has taken a number of steps to strengthen the educational base of the girls and women. Special commissions and committees were set up from time to time to assess the progress of girls education to propose suitable interventions to promote their educational participation. Several strategies were adopted to promote education of girls as an integral part of the planned socio-economic development of the country. Theoretically, all formal and non-formal education and training programmes are open to women. In addition, provision exists for opening of separate institutions or separate wings for women/girls exclusively. Education is free for girls up to the higher secondary stage and several states have made education free for girls right up to the university level. Besides free education for all children up to the age of fourteen, there are incentive schemes like free noon meals, free books, free uniforms and attendance scholarships for girls and children from disadvantaged groups. The national policies are designed to reach out to girls and disadvantaged groups. But the girls and women still have lagged behind in the field of education from other communities.

Table 1: Female Literacy Rates in India before Independence and after Independence.

| Year | Female Literacy Rate % | Male Literacy Rates % |
|------|------------------------|-----------------------|
| 1901 | 0.60 | 9.83 |
| 1911 | 1.05 | 10.53 |
| 1921 | 10.81 | 12.1 |
| 1931 | 2.93 | 15.59 |
| 1941 | 7.30 | 24.90 |

| Year | Table-2 | | Disparity Index (%) |
|------|------------------|-------|---------------------|
| | Literacy Rates % | | |
| | Female | Male | |
| 1951 | 8.86 | 27.15 | 18.29 |
| 1961 | 15.35 | 40.40 | 25.05 |
| 1971 | 21.97 | 45.96 | 23.99 |
| 1981 | 29.85 | 56.50 | 26.65 |
| 1991 | 39.29 | 64.13 | 24.84 |
| 2001 | 54.16 | 75.85 | 21.69 |
| 2011 | 65.46 | 82.14 | 16.68 |

Source: Report of Census of India from 1951-2011

The above tables revealed that the disparities between male and female literacy rates are still lagged behind. The gap has been persisting since 1901 and still persists. This gap is also observed in all the stages, all form and in all types of education due to several causes.

Legal Safeguards for Girl and Women in India

- The Prohibition of Child Marriage Act, 2006, prohibits child marriage. Under this Act, 18 years in the case of girls and 21 years in the case of boys is the legal age for marriage. The Act provides for punishment for acts of (conducting) abetting, solemnising a child marriage.
- The Protection of Children from Sexual Offences Act, 2012 (POCSO-2012) protects children from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Court for trial of such offences.
- The Juvenile Justice (Care and Protection of Children) Act, 2015, articulates that juvenile committing heinous offences such as rape and murder and who has completed or is above the age of sixteen years, can now be tried as an adult if the Juvenile Justice Board after due deliberations comes to this assessment.
- The Protection of Women from Domestic Violence Act, 2005, provides for more effective protection of the rights of women guaranteed under the Constitution, who are victims of violence of any kind occurring within the family.

IMPORTANCE OF GIRLS' AND WOMEN'S EDUCATION

Investment in girls' education yields some of the highest returns of all development investment both private and social benefit that accrue to individual, families and society at large by:

Reducing women's Fertility Rate

Women with formal education are much more likely to accept family planning method, delay marriage and child bearing and have fewer babies than women with no formal education.

Lowering Infant and Child Mortality Rate

Women with some formal education are more likely seek medical care ensure their children are immunised, be better informed about the nutritional requirements and adopt improved sanitation practices. As a result, their infant children have higher survival rates and tend to be healthier and better nourished.

Lowering Maternal Mortality Rate.

Women with formal education tend to have better knowledge about health care practices, are less likely to become pregnant at a very young age and seek pre and post-natal care. It is estimated that an additional year of schooling for 1000 woman helps prevent two maternal deaths.

Protecting against HIV/AIDS Infection.

Girls' education ranks among the most powerful reducing girls vulnerability. It slows and reduces the spread of HIV/AIDS by contributing economic independence, delayed marriage, family planning and work outside the home as greater information about the disease and how to prevent it.

Increasing women's Labour Force Participation Rate and Earnings

Education encourages an increase in income for wage earners and increase in productivity for employer.

Creating Inter-generational Educational Benefit

Mothers' education is a significant variable for children's educational attainment and opportunities. A mother with a few years of formal education is considerably more likely to send her children to school. In many countries each additional year of formal education completed by a mother translates in to her children remaining in school for additional one third to one-half year.

So, girls and women's education is important both for the women of themselves and for the family, society and the nation as a whole.

BARRIERS TO GIRLS AND WOMEN EDUCATION

There are several reasons for the low level of literacy in India, not the least of which is the high level of poverty. Although school attendance is free, the cost of books, uniforms, and transportation to school can be too much for poor families. Poor families are more likely to keep girls at home to care for younger siblings or to work in family enterprises. If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen.

The barriers to the education of girls can be explained in the following way:

Negative Parental Attitude

Negative parental attitude toward educating daughter can also be a barrier to a girl's education. Many parents view educating sons as an investment because the sons will be responsible for caring for aging parents. On the other hand, parents may see the education of daughters as a waste of money because daughter will eventually live with their husbands' families, and the parent will not be benefitted directly from their education. Also daughters with higher levels of education will likely have higher dowry expenses as they will want a comparably educated husband. However, education sometimes lowers dowry for a girl because it is viewed as an asset by the husband's family.

Inadequate School Facilities

An important barrier to education in India is the lack of adequate school facilities. Many states simply do not have enough class rooms to accommodate all of the school age children. Furthermore, the classrooms that are available often lack basic necessities such as sanitary facilities, availability drinking water. Lack of latrines can be particularly detrimental to girls' school attendance.

Separate Institution of Girls

Owing to cultural and social heritage, parents are reluctant to send girls to co-educational schools particularly from middle level and above. Both the Secondary Education Commission (1953) and National Committee on Women's Education (1958) recommended the establishment of separate institutions for girls with a view to promote education among them. But the percentage of girls' institution to total number of major types of educational institutions is still low. Although the movement of co-education has gained ground and finds favour with the educational administrators and planners from the point of view of economy and standards of education, there is still great necessity of establishing separate institutions for girls, because quite a large number of girls prefer to study in separate institutions, provided facilities for all courses are available and some standard are maintained in girls' institution as in boys' institutions.

India Has a Shortage of Female Teachers

Lack of female teacher is another potential barrier to girls' education. Girls are more likely to attend school and have higher academic achievement if they have female teacher. This is particularly true in highly gender-segregated societies. Currently, women account only 29 percent of the teacher at the primary level (MHRD, 1993). The proportion of teachers who are female is even lower at University level, 22 percent of instructors (CSO, 1992). These proportions reflect the historic paucity of women with the educational qualifications to be teachers. However, the proportion is likely to change in the future as women currently account for nearly half of those being trained as teachers. Again there are differences among the states; the states with the highest literacy rates are also the states with the highest proportion of female teachers.

Gender Bias in Curriculum Still Exists

As long ago as 1965, the Indian Government agreed to rewrite text books so that men and women would not be portrayed in gender stereotyped roles. However, a study of Indian text books done in 1980s found that men were the main characters in majority of lessons. In these lessons, men held high-prestige occupation and were portrayed as strong, adventurous, and intelligent. In contrast, when women are included they were depicted as weak and helpless, often as the victim of abuse and beating. These depictions are strong barrier for improving women's position in society.

Lack of Transport Facilities

Lack of transport facilities, particularly in rural areas for girls to attend middle and secondary schools, which are sufficiently far away from their habitations, is one of the major causes of the large scale drop out of girls after completing lower primary education.

Inadequate Hostel Facilities

Many girls desirous of pursuing education above middle level, which are available away from their homes, cannot avail themselves of these facilities due to lack of hostel arrangements. Girls particularly belonging to Scheduled Caste and Scheduled Tribe communities would continue their education at middle and above levels, provided they get free or cheaper residential facilities nearer the educational institution.

Insecurity

Parents often complain about existence of insecurity for girls to attend schools. Occurrence of cases of abduction and molestation of girls often dampen the enthusiasm of girls in pursuing education beyond a certain age, when their parents bind them to home.

Lack of Child-care Centres or Balwadis

As is known, girls are often required to look after their younger brothers and sisters

at home, when their parents go out for economic activities. They may like to go school, if arrangements for keeping their brothers and sisters in an attached child-care centre or Balwadies are made. The non existence or inadequate facilities for such arrangements, particularly in rural areas, have been one of the established reasons for non-enrolment of girls or a large-scale drop-out in class I.

Fixed Schooling Hour

Fixed schooling hours do not suit girls in rural areas, as they are wanted for domestic work at home or in farms and fields for collecting fire wood, coal waste, cow dung and fetching water during these hours. This is one of the causes of lower participation rates of girls in school education. The enrolment rates of girls and their retention can be improved, if education facilities are made available to girls during the period suitable for them, when they are free from domestic chores.

Unattractive School Environment

Most of the girls do not attend school or drop out after initial enrolment, because of lack of physical facilities and congenial environment in schools, particularly in case of mixed schools. Lack of proper place for girls' sitting in the class room, absence of separate arrangements of games and sports, existence of unkindful and negative attitude of teachers, and mainly atmosphere in the institution affect adversely the enrolment rates of girls in schools.

Illiteracy

Another problem in women's education in India today is provision of some basic education to the overwhelming majority of parents who have remained the reach of the formal system because of their age and social responsibilities as well as the literacy gap. The large majority of them are illiterate or semi-illiterate. The programme of adult literacy undertaken from time to time and introduction of Functional Literacy programme from Fourth Plan that continued in the Fifth and Sixth Plan in the form of Rural Functional Literacy has not created any visible impact on the problem of illiteracy. Although no official evaluation of the programme has been made, the available reports show little progress in this regards. Lack of proper physical facilities, unattractive environments, insecurity, lack of motivation, among other factors, are responsible for the slow progress of the adult educational programme for women.

It is an accepted fact that for making a well-balanced nation, the primary and most essential task is to provide educational facilities to all its population, specially the female folk. But due to many socio-economic factors, the girls and women are unable to get the required facilities. These barriers must be removed if we want to get a developed society.

SUGGESTIONS TO IMPROVE THE GIRLS' AND WOMEN'S EDUCATIONAL SITUATIONS

The gap between the educational development of boys and girls can be removed or atleast minimized by improving the rates of girls' enrolment and their retention. In this direction, the following measures may be suggested,

- **Free education:** Free education should be introduced for girls up to secondary stage by all states.
- **Separate Institution:** Wherever there is a demand for separate institutions for girls at the elementary stage, this should be established.
- **Access to Education:** Schooling facilities should be provided to the girls nearer to their place of residence. Mobile schools may be started for girl of migrant labourers, construction workers, etc.
- **Transport, Hostel Facilities:** Adequate arrangements should be made for free transport of girls to school. Free or cheap hostel facilities may be provided to them.
- **Change of Parents' Attitude:** Parental apathy towards girls' education should be removed. They must be recognised as an asset, not a burden.
- **Increase in the number of Female Teachers:** The number of female teacher should be increased mainly for co-educational and girls' schools.
- **Status in the Family:** The statues of the women must be improved within their own families.
- **Community Involvement in School Management:** Some persons of the local community must be included in school management board. In doing so, problems of girls and women of that area could be assessed and can be removed in order to give them education.

SCHEMES AND PROGRAMMES FOR GIRLS' EDUCATION

In order to achieve universalisation of elementary and secondary education, the government of India has initiated a number of schemes and programmes as under—

- **Samagra Shiksha**—It has been launched in 2018 and is one of India's major flagship programme, which envisages the 'school' as a continuum from preschool, primary, upper primary, secondary to senior secondary levels. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. Provisions of RTE Act, 2009, are being implemented through this scheme (earlier Sarva Shiksha and RashtriyaMadhamik Shiksha).
- **Kasturba Gandhi Balika Vidyalaya (KGBV)**—KGBVs (now under Samagra Shiksha) are residential upper primary schools for girls from SC, ST, OBC and minority communities.

KGBVs are set up in areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs provide for a minimum reservation of 75 per cent seats for girls from SC/ST/OBC and minorities communities and 25 per cent to girls from families that live below the poverty line.

BLOCK-7

Education of the Socially and Economically Disadvantaged Section of the Society

UNIT-2

Education of Minority (Religion) and Rural Education (Locality)

7.2.1: Education of Minority in India

Introduction

India is a multicultural, multi-ethnic, multi-religious, and multilingual nation with diversity as its strength. As per the National Commission for Minorities (NCM) Act-1992 five religious communities viz. Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis) have been notified as minorities. At present, it has notified six religious groups as minority group's viz., Muslim, Christian, Sikh, Buddhist, Zoroastrian (Parsi), and Jain. The Government of India has made provisions for both religious and linguistic minorities. Article 29 and 30 of the Constitution of India guarantee the rights of the minorities to conserve the language, script and culture to establish and administer educational institutions of their choice whether based on religion or language.

The **NPE, 1986** states that some minority groups are educationally backward or deprived. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This has been reiterated in the Revised Policy Formulations, 1992. The Programme of Action, 1992, first took note of the existing programmes for the Muslim Minorities. It also suggested a large number of Short Term, Medium Term and Long-term measures to promote education of minorities.

As per Census 2011, the population of Muslims is about 14.2 percent in India. The Muslim community constitutes about 72 percent of total population of minority communities of India. According to the Census 2011, the literacy rate of the country is 74.04% and of the minority communities is: Muslim 68.5%; Christian 84.5%; Sikh 75.4%; Buddhist 81.3%; and Jain 94.9%. At the all India level except the Muslims, all other religious groups have higher literacy rates than the Hindus who are a majority group. There is therefore, need to pay special attention to these groups in India.

Understanding the Minorities

Minorities are groups of people who do not enjoy a proportionate share of social, economic, or political power in a society. This is a sociological perspective. The Oxford Dictionary defines ‘Minority’ as “a smaller number or part, especially a number or part representing less than half of the whole; a relatively small group of people, differing from others in race, religion, language, or political persuasion.” A special Sub-committee on the Protection of Minority Rights, appointed by the United Nations Human Rights Commission in 1946, defined ‘minority’ as those “non-dominant groups in a population which possess a wish to preserve stable ethnic, religious, and linguistic traditions or characteristics markedly different from those of the rest of population.”

The Constitution of India does not define minorities. However, it uses the word ‘Minorities’ in Articles 29, 30, 350A and 350B. Article 29 has the word ‘minorities’ in its marginal heading and specifies that any section of citizens residing in the territory of India or any part thereof having a distinct language, script, or culture of its own shall have the right to conserve the same. Article 30 speaks specifically of two categories of minorities – religious and linguistic. The Articles 350A and 350B relate to linguistic minorities only.

According to the Report of National Commission for Religious and Linguistic Minorities, 2007, two types of minorities are recognized in India-Religious Minorities and Linguistic Minorities. At present, the categories of Religious Minorities include: Muslim, Christian, Sikh, Buddhist, Parsi (Zoroastrian) and Jain. As regards Linguistic Minorities, there is no majority at the national level and so the minority status is to be essentially decided at the State/Union Territory level.

A person belonging to any of the recognized religious minorities at the national level namely, Muslim, Christian, Sikh, Buddhist, Parsi (Zoroastrian) and Jain. These communities are notified by the Union Government under Section 2 of the National Commission for Minorities Act, 1992. Jain community was also notified as minority community on 27 January, 2014, according to the Gazette F.No.1-1/2009-NCM of India Extraordinary in Part II, Section 3, Sub-section (ii) by Ministry of Minority Affairs, Government of India dated 27 January, 2014.

POLICY FRAMEWORK

The Constitutional Framework

Article 29 and 30 of the Constitution of India guarantee the rights of the minorities to conserve the language, script and culture to establish and administer educational institutions of their choice whether based on religion or language. For the minorities, the following constitutional guarantees have been provided which are in addition to Articles relating to Fundamental Rights in part 111 of the constitution:

(i) Article 29. Protection of interests of the minorities

29 (1) Any sections of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

29 (2) No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of State funds on ground only of religion, race, caste, language or any of them.

(ii) Article 30. Right of Minorities to establish and administer institutions

30 (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institution of their choice.

30(1A) In making any law providing for compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.

30(2) The State shall not, in granting aid to educational institutions, discriminate on the ground that it is under the management of minority, whether based on religion or language.

(iii) Article 350A. Facilities for the instruction in mother-tongue at primary stage

It shall be the endeavour of every state and every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the president may issue such directions to any such state as he considers necessary or proper for securing the provision of such facilities.

The National Policy of Education, 1986

The NPE, 1986 states the following with regard to minorities: “some minority groups are educationally backward or deprived. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideas in conformity with the core curriculum” This has been reiterated in the Revised Policy Formulations, **1992**.

Programme of Action, 1992

The Programme of Action, 1992, first took note of the existing programmes for the Muslim Minorities. It also suggested a large number of Short Term, Medium Term and Long-term measures to promote education of minorities.

Several Government steps or programmes for the Welfare of Minorities

Prime Minister's 15-Point Programme for the Welfare of Minorities: Education of Disadvantaged Minority Children

India is a democratic country and the Constitution guarantees equal rights to all citizens. A democracy ought to protect the rights of all citizens. Therefore, protection of all marginalized groups including minorities becomes essential. Several steps have been taken by the Government for the progress and overall development of various religious minorities. One such initiative is the Prime Minister's New 15 Point Programme for the Welfare of Minorities. In May 1983, former Prime Minister Indira Gandhi issued a 15-Point Directive on

Welfare of Minorities. The Prime Minister's New 15 Point Programme is a comprehensive programme of affirmative action for the welfare of minorities.

The objectives of the programme are:

- Enhancing opportunities for education;
- Ensuring an equitable share for minorities in economic activities and employment, through existing and new schemes, enhanced credit support for self-employment, and recruitment to State and Central Government jobs;
- Improving the living conditions of minorities by ensuring an appropriate share for them in infrastructure development schemes; and
- Prevention and control of communal disharmony and violence.

Point Nos. 11 and 12 of the programme concern about education of minorities.

Point No.11

In many areas recruitment is done through competitive examinations. Often minority groups are handicapped in taking advantage of the educational system to compete on equal terms in such examinations. To help them overcome these handicaps, steps should be taken to encourage the starting of coaching classes in minority educational institutions to train persons to compete successfully in these examinations.

Point No. 12

The acquisition of technical skills by those minorities who are today lagging behind would also help in national development. Arrangements should be made to set up ITIs and Polytechnics by government or private agencies in predominantly minority areas to encourage admission in such institutions of adequate number of persons belonging to these areas.

National Commission for Minority Educational Institutions (NCMEI)

The NCMEI was established on 11 November 2004 to advise the Central Government or any State government on protection of the constitutional rights of the minorities to establish and administer educational institutions of their choice and other allied matters.

National Monitoring Committee on Minorities' Education (NMCME)

The National Monitoring Committee on Minorities' Education (NMCME) was revived on the 7th August, 2004 and reconstituted on expiry of its term w.e.f. 23rd August, 2007. The term of the Committee has expired on 22nd August, 2010 and has been reconstituted on 23rd December, 2012.

The Committee is chaired by the Hon'ble Minister of Human Resource Development, and has representations from eminent educationists, Members of Parliament, representatives of State Governments and representatives of Minority communities, educational institutions and other stake holders. Besides a Standing Committee of the National Monitoring Committee on Minorities' Education, five Sub-Committees on (i) Vocational Education & Skill Development of Minorities, (ii) Implementation of Schemes Aimed at Minorities, (iii) Mapping of Educational Requirements of Minorities – Region & District wise, (iv) Girls' Education and (v) Promotion of Urdu language and enhance compatibility amongst minorities through knowledge of English have also been constituted.

Recommendations of the Sachar Committee Report, 2006

On 9 March 2005, under the Chairmanship of Justice Rajinder Sachar, a Committee was constituted for preparation of a Report on the Social, Economic and Educational Status of the Muslim Community of India. The Report was submitted in November 2006.

According to the Report, one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school are likely to complete secondary education, compared to 62% at national level". The Report has also drawn attention to the low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education.

The main recommendations are stated below:

- Need for collecting data and creating a National Data Bank for the various Socio-Religious Communities in respect of their status.
- Five-yearly monitoring of its status and regular monitoring in the interim.
- Developing a Diversity Index (DI) in respect of institutions in order to mainstream the minorities and induce greater diversity, including allocation of grants to colleges and universities by the UGC.
- Sharper focus on school education, scanning content in school textbooks for reflection on social diversity.
- Setting up of high quality government schools in areas of Muslim concentration.
- Exclusive schools for girls from 9th to 12th standard 11.

Major Initiatives for Educational Advancement of Minorities in India

Muslims constitute a major minority group in India..Muslim community is one of the largest communities having socio-economic and educational backwardness in India. According to the report of the Sachar committee (2006) Muslim community as the most backward community of India. To address the low participation of the minorities especially Muslims, the Ministry of Human Resource Development has taken several significant initiatives. These are as follows:

Sarva Shiksha Abhiyan (SSA) addresses the issues of access, equity and quality and makes schools open and inclusive in the secular space of our polity. The coverage of the Scheme has been concurrently extended to recognize volunteering Madarasas/Maktabas supported under SSA as well as those other volunteering Madrasas/Maktabas which may not be registered or recognized but supported under SSA interventions in coordination with State Project Directorates.

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25% is accorded to girls from families below poverty line.

Adult Education: The Ministry of Human Resource Development has launched Sakshar Bharat, this Mission provides comprehensive opportunities of adult education, primarily to women with focus on disadvantaged groups, especially SCs, STs and minorities, in rural areas. The scheme has special focus on women, belonging to Minorities. It is proposed to cover 12 million Muslims (10 million women +2 million men) under the programme. Saakshar Bharat is being implemented in 410 districts where female literacy is less than 50%. The programme has been rolled out in 372 districts in 25States and 1 Union Territory.

Jan Shikshan Sansthans are imparting vocational training in 33 out of 90 minority concentrated districts in the country.

Scheme for Providing Quality Education for Madarasa (SPQEM) and Infrastructure Development of Minorities Institutions (IDMI): The Area Intensive and Madrasa Modernization Programme was recast in 2008 as two schemes, namely, the Scheme for Providing Quality Education in Madrasa (SPQEM) and Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI) for Elementary Secondary/Senior Secondary Schools. Under these two schemes financial assistance are provided to the institutions of Minority group for modernization and quality development.

Rashtriya Madhyamik Shikshan Abhiyan (RMSA)

The scheme of RMSA provides coverage of special focus groups viz. girls' education, children belonging to SC, ST, OBC and Educationally Backward Minorities was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality. After implementation of RMSA, many new secondary schools have been approved in Minority Concentrated Districts (MCD) and these schools have become functional today.

UGC schemes for inclusion of Muslim Minorities in Higher Education

In Higher Education, the GER for Muslim students is half that of the total GER. It is a serious problem. The UGC proposes to expand the number of schemes to achieve greater inclusion of Muslim minorities in higher education such as :

- PG Scholarships for students belonging to SC/ST/Minorities, Schemes for Promotion of higher education to Minorities,
- Establishment of Equal Opportunities Cell (EOC),
- Establishment of Residential Coaching Academy for Minorities,
- Post-Doctoral Fellowship,
- PG Scholarship for Professional courses,
- Schemes for Remedial and Coaching Classes through Universities and Colleges,
- Schemes for NET and Entry to Public Services Coaching Classes,
- Book bank scheme and Student Scholarship Scheme.

Scholarship Schemes for Minority Students:

The Ministry of Minority Affairs implements three Scholarship Schemes and one Fellowship Scheme for Educational Empowerment of students belonging to the minority communities at present –

- Pre-matric Scholarship Scheme,
- Post-matric Scholarship Scheme,
- Merit-cum-Means based Scholarship Scheme and Maulana Azad National Fellowship.
- Online Scholarship Management System (OSMS) has been put in place for the two Scholarship Schemes namely Post-metric and Merit-cum-means based Scholarship.
- Maulana Azad National Fellowship being implemented by University Grants Commission is also administrated online. Further, the total scholarship amount is being transferred into students Bank Account directly under these three Schemes.

Educational Problems of Muslim Minority Students

Indian Muslims are in a disadvantaged position. They are lagging behind in education

and socio-economic development in comparison with other religious minorities. According to the report of the Sachar Committee (2006), Muslim community is the most backward community of India. According to the Census 2011, the literacy rate of the country is 74.04% and of the minority communities is: Muslim 68.5%; Christian 84.5%; Sikh 75.4%; Buddhist 81.3%; and Jain 94.9%. In terms of access to education the Muslim community is the most backward community. The following problems and challenges are faced by the students of Muslim community in India.

- Historical and Socio-Cultural Problems Specific to Muslim Minority
- Patriarchal Dominance
- Religious Belief
- Traditional School System of Muslims
- Poor Socio-Economic Status
- Lack of Education among Muslim Girls
- Illiteracy and Lack of Social Awareness

Conclusion

Empowering backward communities, especially Muslims is not merely a question of charity, but a dire necessity. It is imperative for India to emerge as a modern, developed nation. Minorities need to be fully mainstreamed in social, political and economic spheres. The status quo is unacceptable and needs to be corrected at the earliest. We will have to facilitate an equitable share for minority communities in education, employment and economic activities to ensure their uplift.

7.2.2: RURAL EDUCATION

Introduction:

The real India lives in villages, this saying is as true today as it was when the country got independence almost 70 years back. The crucial motivating factor for the development of the economy in today's time is Education. Like in the body of human being liver is responsible for the proper functioning of the body, in the same way education acts like a backbone for the economy. To explore this significant role of education in India especially in rural India, author tries to explain the failures and problems being faced by the rural education. It also addresses the various initiatives taken by the government. There are broadly four stages of school education in India: namely, primary, upper primary, secondary education (SE), and higher secondary education (HSE). The combination of primary and upper primary schooling is termed elementary education. It is important to note that there is also a programme of pre-school education (for three to six-year olds), early childhood care and education (ECCE).

to private schools. However, due to lack of literacy and education, the rural India witnessed many drawbacks. However, in most of countries, rural sector is less developed than the urban sector and in India where rural sector is almost neglected; the rural education is really a serious matter of concern. India now suffers from the twin challenges of unviable sub-scale schools and a severe shortage of teachers which makes in-school interventions only marginally fruitful. Rural development is an eminent factor for the development of our economy. The real India lives in villages. As more than half of the population of the country lives in villages. The crucial factor for the development of the economy is Education. The basic objective of rural education is to ensure that every child in rural India to receive free and compulsory as well as quality education which will prepare them to compete in every challenging situation. In India rural sector is almost neglected and rural sector is less developed than the urban sector. It is true for education sector. Since 70 years passed from independence still the rural education has not been improved to that extent as compared to urban area. The rural education is really a serious matter of concern in India. The current rural education scenario in India is very alarming from literacy to level of higher education. There is a huge gap between urban and rural area in achievement in education. The rural area is lagged behind compared to urban area in development of education.

Major problems for underdevelopment of Rural Education in India:

Since independence government has taken number of steps for development of rural education in the country. In spite of several attempts, the progress in achieving the desired goal is not satisfactory. There are several problems faced by the rural education running in India. The most common problems that hinder the growth of rural education in India can be pointed out as –

- Lack of proper Transportation
- Financial problem of poor villagers
- Lack of Language Efficiency in English
- Lack of proper infrastructure of School
- Lack of quality teacher
- Government Duties
- Government Apathy
- Lack of digital infrastructure
- Uneducated Parents
- Cultural Difference
- Deficiency of Funds

- Lack of proper extra-curricular activities
- Lack of quality education
- Less number of Schools

Lack of proper Transportation:

This is one of the biggest problems being faced by the children going to village schools. As there are no proper transport facilities available, children don't like to travel miles to come to school.

Financial problem of poor villagers:

Usually, people in rural areas have little income sources which are usually consumed in basic survival, making education out of their income is insufficient. And a smaller number of government schools in local areas discourages parents more to spend on education, resulting in deprivation of education to their children.

Lack of Language Efficiency in English:

Most textbooks are in English and since people in rural areas either speak their native language or Hindi, but not English that defeats the purpose. This results in lack of their interest in studies. Though some of the students from villages are really brilliant, as they have a wealth of practical knowledge and know how to survive even in very harsh conditions of life, difficulty in understanding their textbooks, lack of facilities and their poverty are a hurdle in their education.

Lack of proper infrastructure of School:

The schools in rural areas have really lack of proper infrastructure facilities. There are no proper facilities for sitting, lack of building for classes, even there is any building lacks doors and windows. There is lack of trained teachers, sometimes one teacher for the whole school. Another basic facility that rural schools in India lack is the availability of drinking water and washrooms, if any, that is out of functioning. Because of non-availability of washrooms, female students hesitate to go to school. This leads to very poor quality of education being imparted, hardly fulfilling the need of education.

Issue of Teacher:

The common issue of rural schools in India is an inadequate number of teachers. This is because of frequent shortage of teachers, teachers are not found in many subjects to teach, particularly at the high school level. Quality of teachers is a major concern across the entire country, especially in rural India. The scarcity of quality teachers in rural areas remains a critical issue. The well-qualified teachers mostly live in the urban areas and they are not interested in going to rural areas due to lack of infrastructural facilities.

Excessive Teaching Load:

The average rural teacher is saddled with a heavier teaching load than his urban counterpart. Teachers are often assigned duties unrelated to teaching, such as election duties, population survey, distribution of mid-day meal etc. Moreover, non-teaching duties like election invigilation often keep teachers away from schools. Furthermore, teachers often have to report for duty far away from their home. With an inadequate transport system in rural India, the distance only adds to their woes and often results in absenteeism

Government Apathy:

A lack of government attention and apathy towards the development of rural schools contributes to their stagnation.

Lack of Digital Infrastructure:

All schools in rural and urban areas do not have internet access, making it difficult for students to access online learning resources and keep up with the rest of the world observed during the recent pandemic. The same is also true for devices and the Internet in homes. Today we live in a technology-driven world and the education system of today also using these modern technology to make teaching-learning process interesting and easier. Unlike schools of urban area, schools of rural area are not well equipped with basic modern gadgets like computer, laptops, tabs, high-speed internet, wi-fi etc.

Uneducated Parents:

Parents do not have the required knowledge to understand the need for education and refrain from sending their kids to school. Parent's illiteracy has a significant impact on the girl children in the rural areas in India.

Irrelevant Curriculum:

The syllabus prescribed seems to have no relevance to the life of rural people. Most of them talk about urban life and children hardly can understand these things from their education.

Deficiency of Funds:

Deficiency and unavailability of funds one of the major barriers for rural educational development. Due to deficiency of funds some schools cannot buy benches, blackboards, etc.

Lack of proper extra-curricular activities:

In rural schools' students are not able to involve in extra-curricular activities like sports,

swimming, singing, dancing and painting etc. such events and activities lead to the overall development of the children.

Lack of quality education:

Quality related issues are important factors of any education system. The rural educational institutions suffer a lot due to the lack of proper infrastructure. Supplementary materials for teaching in rural schools are marginal or nonexistent. Libraries are poorly equipped or nonexistent. The schools in rural India do not possess adequate number of well-trained teachers. Also, the student-teacher ratio is very high. So, it is very difficult to pay attention to every student. This leads to low quality education.

Less number of Schools:

In comparison to the number of schools in urban area, there are very few schools in rural areas. Due to non-availability of schools in nearby areas, students in rural areas have to walk long distance in order to reach their schools.

Remedies:

Suggestions for improving Rural Education in India

The following suggestions can be adopted for improving the education system in rural or remote areas:

1. The curriculum of rural education can be updated and should accompany Vocational education related to farming, gardening etc.
2. Some special sessions or classes can be arranged for the parents to make them realize the significance of education for their children.
3. Motivate the teachers they should be made to feel proud that by teaching in the rural or remote area they are acting as a helping hand in the development of economy.
4. To attract a greater number of students and create enthusiasm in them for learning, visual aids like projectors, televisions etc. can be used to show some educational movies.
5. To appreciate the efforts of students, some type of scholarships either in the form of gifts or books can be given to them who perform well in the class.
6. Boosting of free education
7. Equipping rural students and teachers with computer education
8. Establishment of more schools

Initiatives taken by the Government of India

For promoting education in rural area, Govt of India has been taken following initiatives:

- Lok Jumbish Project
- Operation Blackboard, 1986
- JahawarNavodaya Vidyalaya (JNV)1986
- Model School and Rajiv Gandhi National Fellowship Scheme
- Shiksha Karmi Project 1987
- District Primary Education Programme (DPEP, 1994)
- National Programme of Nutritional supportto Primary Education (School MealProgramme): 1995
- Rastriya Madhyamika Shiksha Abhiyan (RMSA)
- Samagra Shiksha:
- Digital Learningprogrammes like e-Path Shala, Diksha, MOOCs, SWAYAM, National digital library of India (NDL)

Conclusion

The fate of any country dependsfully in the education of its people. Therefore, more efforts have to be taken by thegovernmentto spread awareness amongthe rural people about the need and significance ofeducation.

7.2.3: LET US SUM UP

This Unit has offered you some information about education of some disadvantaged sections of Indian Society and their children. The issues dealt in this Unit in generally demonstrate disparities, inequality and roadblocks to holistic development of Indian populate although our Constitution envisages to reduce inequality in educational opportunity.

7.2.4: SUGGESTED READINGS

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7.2.5: ASSIGNMENTS

1. What do you understand by the term socially and Economically Disadvantaged Group?
2. Discuss various policies and programmes taken by government for the development of education of socially and Economically Disadvantaged Group in India.
3. Analyse the reasons causing under development of education in rural India.
4. What are the special problems of educational underdevelopment of Scheduled Tribe students?
5. State the causes of educational underdevelopment of the Scheduled Caste students. Suggest measures to ameliorate these causes.
6. What are the barriers to spreading girl's education? Suggest remedial measures to remove these barriers?
7. Analyse the educational problems of students of Muslim Minority Community. Describe various policies and programmes taken by government for the development of education of Minority Students.

8. Mention important problems of tribal education.
9. Specify the govt. scheme for promoting education among scheduled cast student.
10. State the govt. scheme for improvement of education of scheduled tribe students.
11. Suggest some remedial measures for the development of education among SC and ST students.
12. State the role of education in developing favourable climate in school conducive to the educational progress of SC and ST students.
13. Analyse the barrier of girls' and women's education in India.
14. Describe Government Schemes and Programme for the development of Girls Education in India.

EDE-418
DEVELOPMENT OF INDIAN EDUCATION

Block-8
Contemporary Issues in Education

Unit-1
**Liberalization Privatization, Globalization and its impact on
Education**

Content Structure

- 8.1.1: Introduction**
- 8.1.2: Objective**
- 8.1.3: Liberalization and its impact on Education**
- 8.1.4: Privatization and its impact on Education**
- 8.1.5: Globalization and its impact on Education**
- 8.1.6: Let us summing up**
- 8.1.7: Suggested Readings**
- 8.1.8: Assignment**

8.1.1: Introduction

The economy of India had undergone significant policy shifts in the beginning of the 1990s. This new model of economic reforms is commonly known as the LPG or Liberalization, Privatization and Globalization model. The primary objective of this model was to make the economy of India the fastest developing economy in the globe with capabilities that help it match up with the biggest economies of the world. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. The LPG or Liberalization; Privatization and Globalization model has a multi-dimensional impact on the system of education. In this unit you will learn about this model and understand its influence on Education.

8.1.2: Objectives

After go through the unit you will able to

- Understand the meaning of Liberalization and its impact on Education
- Acquaint with the concept of Privatization and its impact on Education
- Explain the term Globalization and realized its impact on Education

8.1.3: Liberalization and its impact on Education

Concept of Liberalization

The word denotes an “ideology” that one has the liberty or freedom to act one desire subject to conditions that the actions taken do not threaten the law and order of the society and preserves the social harmony. The liberalization is the “process” to promote spread of liberal values and thinking. It promotes development of ideas, promotes the tolerance level in society and is generally an indicator of how much is the society willing to uplift the vulnerable sections of the society. But in recent times, it is largely considered as an economic entity.

It refers to the spirit of freedom and openness. In relation to rules and regulatory structures of nations, it aims at to bring relaxation, flexibility, accommodation of diversities, tolerance of others’ interests. Liberalization is defined as making businesses free to enter the market and establish their venture in the country. Liberalization refers to relaxing certain reforms and policies.

In Education, it means removing the restrictions on schools and colleges by removing government control. Laws and Taxes that discouraged business men from opening schools are removed or reduced. It also allows schools to use teaching learning methods that is not used by public schools. Schools are free to focus on certain specialty.

Positives influence of Liberalization on Education

- It promotes skills in required in globalized world. Development of ICT skill and others vocational and Technical skill development. Facilitate research-based career for teachers and students
- It Increases in per capita income through enhanced earning capacity. The per capita income in India has witnessed growth commensurate with increase in private participation in Indian Education
- It has led to enhancement in the quality of curriculum in the private schools and colleges

- It leads to competition among educational institutions which will ensure that they do not charge excessive premium for education
- Education sector can become a large chunk of economic source
- Liberalization offers students an option of studying close to home. It can save India's immense capital by providing opportunity to thousands of students who left the country to study abroad
- It ensures the development of better industry-oriented graduates with specific skill sets (by allowing corporate)
- It increases in educated population which brings rapid developments in technology and communications
- It curbs brain drain which is also a nation's loss.
- Negative influence of Liberalization on Education
- Education system restricted itself to urban areas, ignoring the remote rural areas. Thus, it has become an economic activity rather than a public good.
- It has led to the near demise of public schools. The declining student enrolment ratio in public is evidence pointing this inference.
- Existence of low-quality colleges and universities in India
- Excessive Course Fee and high tuition fee
- Risk of fake institutions
- Running Private Educational institutions for commercial purpose
- Lack of fairness and Corruption is rampant in India. It may lead to false degrees, partial marking etc.
- Lack of Infrastructural Facilities.
- Possible Solution
- Regulating authority to be independent of the govt.
- Transparency
- Independent rating to rate institutions and to make it public
- Fostering accountability and responsibility on the part of the foreign universities and institutions
- Effective Liberalization of the education system by encouraging the migration of students from one state to another and providing more scholarships and loans to students from the poor and middle class

It may conclude that "Liberalization" with favourable regulations promoting Indian Education System. Then, Liberalism brings about the positive changes in Indian Society.

8.1. 4: Privatization and its impact on Education

Concept of Privatization

Privatization is defined as when the control of economic is shifted from public to a private hand. Privatisation is a process, which can be defined as the 'transfer of assets, management, functions or responsibilities [relating to education] previously owned or carried out by the state to private actors. It refers to a mode of doing things without any control of the Government. This practice may be at an individual level or at organizational level. Private actors may include companies, religious institutions, and non-governmental organisations.

Privatization in education means two things: first, making public education increasingly dependent on private funds, and, second, encouraging the development of private education by supporting it with public funds. The government's control over the curriculum, teaching methods, school rules etc. are also reduced for private schools.

Advantages and dis-advantages of Privatization in education:

Advantages:

- Privatization in education has increased the opportunities by increasing the scope of admissions in all levels of education
- Private sector has the potential and capability to take responsibility for higher education
- Industry and other professional organizations have mutual benefits
- Higher education gets financial support from industry and industry gets manpower as per their requirement
- The Govt. is relieved of its burden
- Due to ownership, levels of infrastructural quality of educational institution are increased.

Dis-advantages:

- Privatization has no doubt increased the quantity of schools but quality is yet to be enhanced
- Most Private institutions are meant for financially strong strata of the society and the poor children are bound to go to government schools.
- This has widened the gap between the poor and the rich.
- Though the job opportunities have increased but salary has decreased.
- Job security and satisfaction have lost.
- There seems no freedom for innovations in teaching as the private schools have their own set rules, methods, which teachers have to follow.
- These schools are making education their business which people generally call Commercialization of Education.

8.1. 5: Globalization and its impact on Education

Definition of Globalization:

Globalization means removal of barriers for free trade and closer integration of international economic system. (Joseph Stiglitz, 2000).

It refers to the transfer, adaptation and development of values, knowledge, technology and behavioural norms across countries and societies in different parts of the world (Chang). Sociologists Martin Albrow and Elizabeth King define globalization as: All those processes by which the peoples of the world are incorporated into a single world society.

Concept of Globalization

Globalization is described as the process by which regional economies, societies, and cultures have become integrated through a global network of communication, transportation, and trade. This process of globalization started in 1990s with the liberalization of economic policies. It refers to the extended area of activity and interaction among the nations. It can be an attitude towards interaction among the nations. This interaction encompasses the mutual interest of the nation towards development especially economic one. It refers to the emerging global culture in which people across countries consume similar goods and use a common language-English.

In Education, it implies free exchange of knowledge, students and teachers between different countries. Globalization means effecting or taking into consideration the whole world or all people. Globalization has allowed students to easily move to other countries to pursue higher education. It also allows foreign students to come to India. This leads to exchange of ideas and talent, and also improve relationship between various countries. Globalization also allows educational institutes to enter a partnership with foreign institutes

Globalization and Education:

The quantity and quality of education and training determine whether and how countries can participate in the processes of globalisation, such as global value chains, increased trade in final products, and migration. The processes of globalisation (as measured by FDI, trade and migration) affect the demand and supply of education and training.

Merits of Globalization in Education

Individualized and Self-learning – Students learn on their own from diverse sources of information.

Technology based learning – use of computer and computer mediated learning, e-learning, blended learning.

Increasing awareness and access to education – more institutions for general, technical and professional education.

No geographical limits-Helps solve geographical limits of education

Specialized courses – industry specific need-based courses being opened.

Participation of Private Enterprise in Education – made possible at all levels – from pre-primary to university level.

Student and Faculty exchange programs – exposure to foreign universities, study semester abroad.

Source of exports-A pool of well-educated nationals abroad can act as source for exports goods and services.

Increasing Quality of education-Globalization process helps to increase the Quality of education at all levels of Education,

Creating knowledgeable Society

Knowledge is spread throughout the world which creates a more knowledgeable populous. Literacy increases overall.

De-merits of Globalization in Education

- Powerful countries exert their values over others because of their influence
- Smaller countries have less power and say in governing their own values
- Globalization poses a mild threat to local cultural heritage
- Globalization of culture puts a heavy responsibility on the new generation to adapt himself to worldwide changes
- It requires teachers to enable their students with improved aptitude and skills to cope with new globally acceptable education system.

Conclusion

Globalization is transforming the institutional framework globally. It is changing the way in which governments perceive their role in the society. It has also far reaching implications for socio economic development and educational systems of countries all over the world. It is well known that the growth of the global economy has increased opportunities for those countries with good levels of education. Globalization has a multi-dimensional impact on the system of education. It promotes new tools and techniques in areas like E-learning, flexible learning, Distance Education and Overseas training.

Impact of LPG on Education System in India

Positive Impact

1. More Funding

LPG allowed funding from sources which were not available before (such as international funding). Education was no longer confined to public sector enterprises. It became easier for non-profit organisations to get involved in the financing of education.

Educational Opportunity

It increased the number of students receiving education due to opening of more schools, colleges and universities. Schools designed for diverse needs of the students started mushrooming all across India. Private parties opened schools focused on specific vocational skills which was of great benefit to students who wanted to grow academically yet don't want to pursue bachelor's/master's degree.

Boost in the service industry

The service sector of India has 55% contribution towards the nation's GDP, making us highly dependent on it. Opening up of the country's economy to newer fields led to creation of new subjects and fields of study which boosted the service industry. LPG gave rise to new industries such as tourism, hotel management, Computer technical service, Call centres etc.

Reduce Brain Drain

Brain drain refers to the immigration of talented and qualified persons to another country. After liberalization, Indians no longer needed to go outside India for advanced and higher level education as International standard of education is available in India.

Independence of Education Institutions

Private colleges are almost independent of political interventions. Professional institutes are autonomous in their administration and decisions. But they have to follow necessary guidelines notified by regulating agencies regarding admission, examination, recruitment of staff etc.

8.1.6: Let Us Sum Up

We have in the Unit been acquainted with four concepts such as distance education, privatization in education, globalization and its impact on education, education as a human right, and adult and non-formal education; and their contemporary position in Indian education scenarios. We have understood that the hidden agenda of these new concepts and their implications on Indian education articulates the fact that education is dynamic and its dynamicity is the resultant of different forces of human adventure in knowledge emanated either outside a country or inside a particular country like India. We have learnt

that human right to education is a necessary campaign throughout the world for about sixty years and our national parliament is going to enact child's right to elementary education right now; possibly this Act in process will ensure child's right to education up to certain age. Similarly, the adult and non-formal education is gradually shaping the life of millions, though the progress is never up to the marks. Distance education has now taken a powerful and effective mode of education not only for the adult learners but it is now operating also in school level education. The most powerful concept is globalization which is mostly expressed in terms of economics and market mechanisms with the engine of GATS. This has been a most popular subject of international and national debate whether it will be brain drain or brain gain in our own country Finally, privatization in education, a linked concept or resultant of globalization, has also been discussed in this Unit. It is our common experience that our clients, or their parents or guardians are leaning heavily to the private educational institutions and the national government is also encouraging privatization in education. The basic question is: to what extent are the private educational organizations providing quality education or are the public educational organizations imparting devalued education? Answers to these questions suffer from ambiguity even today in India.

8.1.7: Suggested Readings

- Coombs, Philip H (1970). World Educational Crisis-A System Analysis. Allahabad: A.H. Wheeler.
- Delors, Jacques (1996). Learning: Treasure Within. Paris: UNESCO
- Faure, Edgar (1972) Learning to be: The World of Education, Today and Tomorrow. Paris: UNESCO
- Illich, Ivan (1972). De-schooling Society. Penguin Education
- University News (2004) Special Issue-Private Participation in Indian Higher Education: Contemporary Issues and Challenges. New Delhi: Association of Indian Universities 42(07), February 15-22, 2004.
- Government of India Documents on Five-Year Plan (10th and 11.) and The Right of Children to Free and Compulsory Education Bill, 2008 [Bill No. LXV of 2008]

8. 1.8: Assignment

1. Why is distance education a useful system of education in India? Discuss critically present trends, issues and problems relating to this system of education in our country.
2. In what extent is privatization a solution for extension of educational opportunities in a lassie-faire society like ours?-Explain. Discuss critically its limitations and merits for providing quality education for the clients those who need for skilling and re-skilling.

3. Explain 'globalization' from educational perspective Identify and discuss its impact on education of a developing country like ours. In what way can globalization arrest regionalization and localization of education?-Explain with suitable examples.
4. 'Education is honoured and treated as Human Right. in our country'-Justify. Discuss the present governmental initiative for ensuring child's right to free and compulsory elementary education in India Do you think, this current venture is full-proof?
5. Identify needs for literacy and adult continuing education in India. Discuss state of affairs of this education system in our country. Give some suggestions for arresting hindrances to quality literacy and adult education in India.
6. What according to you is the potential of non-formal education in our country? What are the hindrances to implementation.

Block-8
Contemporary Issues in Education
Unit-2
Contemporary Issues in Education

Content Structure

- 8.2.1: Introduction**
- 8.2.2: Objective**
- 8.2.3: Education and Sustainable Development**
- 8.2.4: Open and Distance Education**
- 8.2.5: Human Right Education in Indian Context**
- 8.2.6: Non-formal Education**
- 8.2.7: Adult Education**
- 8.2.8: Quality Education**
- 8.2.9: Let us summing up**
- 8.2.10: Suggested Readings**
- 8.2.11: Assignment**

8.2.1 Introduction

The economy of India had undergone significant policy shifts in the beginning of the 1990s. This new model of economic reforms is commonly known as the LPG or Liberalization, Privatization and Globalization model. The primary objective of this model was to make the economy of India the fastest developing economy in the globe with capabilities that help it match up with the biggest economies of the world. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. The LPG or Liberalization; Privatization and Globalization model has a multi-dimensional impact on the system of education. In this unit you will learn about this model and understand its influence on Education.

8.2.2 Objective

After go through the unit the learner will able-

- To explain the meaning of “Sustainable Development”.
- To examine the three pillars of Sustainable Development
- To discuss the role of education in promoting Sustainable Development
- 4. To analyse the role of Open and distance Education in India.
- 5. To discuss about the concept of Human Right Education
- 6. To understand the meaning of Adult Education and Non-formal Education and
- 7. To grasp the meaning of Quality Education

8.2.3: Education and Sustainable Development

Introduction

The concept of sustainable development emerged in the 1980s in response to a growing realisation of the need to balance economic and social progress with concern for the environment and the stewardship of natural resources. The 1972 United Nations Conference on the Human Environment in Stockholm helped to focus attention on environmental concerns and led to the creation of many environmental ministries and non-governmental organizations (NGOs) working to conserve the planet’s resources. The term ‘sustainable development’ was popularised by the World Commission on Environment and Development (WCED) in its 1987 report (the Brundtland Report) entitled Our Common Future. Next in 1992, The United Nations Conference on Environment and Development, which took place in Rio de Janeiro in 1992, and which was strongly influenced by the terminology that was introduced in the Brundtland report, was an important milestone for making the concept of ‘Sustainable Development’ more concrete (Scott & Gough, 2003). This discussion eventually led to the consensus that sustainable development should be considered as a domain of research and action and that it should be considered a wanted policy domain that we should aspire to (Elliott, 2006). Ultimately, in its 57th meeting in December 2002, The United Nations General Assembly proclaimed the UN Decade of Education for Sustainable Development, 2005-2014, (DSED) “emphasizing that education is an indispensable element for achieving sustainable development”. It also designated UNESCO as lead agency to promote and implement the Decade.

Meaning of Sustainable Development:

The word sustainability is derived from the Latin *sustinere* (tenere, to hold). Dictionaries provide more than ten meanings for sustain, the main ones being to “maintain”, “support”,

or “endure”. The term ‘sustainable’ is relatively easy to interpret: it means ‘enduring’ and ‘lasting’ and ‘to keep in being’. So, Sustainable Development is ‘development that lasts’ (World Development Report, 1992). Though several authors have treated the concept of Sustainable Development in different ways. Therefore, no single definition is fully comprehensive to capture all the characteristics of the term. The wide range of definitions also reflects the inherent similarities and contradictions of the several interpretations of it. Here is summarization of the popularly accepted definitions belonging to various disciplines!

“Sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs”

-World Commission on Environment and Development (WCED, 1987)

“The alternative approach [to sustainable development] is to focus on natural capital assets and suggest that they should not decline through time.”-Pearce et al. (1989)

“Sustainable activity is...that level of economic activity which leaves the environmental quality level intact, with the policy objective corresponding to this notion being the maximization of net benefits of economic development, subject to maintaining the services quality of natural resources over time.”-Barbier and Markandya (1990)

“Sustainability is defined as...non-declining utility of a representative member of society for millennia into the future”-Pezzey (1992)

“Sustainable economy... is one that can be maintained indefinitely into the future in the face of biophysical limits.”-Daly (2005)

From the above definitions it is clear that a Sustainable Development is one in which resources are managed so as to maintain production opportunities for the future. Sustainability may be defined in terms of maintaining production or consumption potential over time.

Three Pillars of Sustainable Development

At the 2005 World Summit on Social Development it was asserted that Sustainable Development requires the reconciliation of its ‘three pillars’ or 3Es. These are:

1. Economic well-being requires gender-sensitive strategies. 70% of the world’s people living in absolute poverty are women. Segmentation of labour markets-horizontally and vertically-has only marginally improved. Economic well-being of any society cannot be achieved if one group is massively underprivileged compared to the other. Nor can an economy be called healthy without utilising the contributions and skills of all members of society.
2. Social equity is discrimination on the grounds of ethnic group, faith, political opinion, social status or sexual orientation is clear indicators of social inequity. No society can survive discrimination of any social group. to live in dignity, if there is

3. Environmental protection requires a solid understanding of women's relationship to environmental resources, as well as their rights and roles in resource planning and management. It also requires acknowledgement and incorporation of women's knowledge of environmental matters, as well as an understanding of the gender specific impacts of environmental degradation and misuse.

From the above picture it is clear that the three pillars of sustainable development-economic, environment and social have equal and interrelated importance. Stressing the environmental and social dimensions of sustainable development in the absence of economics neglects the financial capital needed to pay for progress. Building up the economic and social pillars of sustainability while neglecting the environment degrades the natural capital needed for growth. Focusing on economics and the environment without attention to social factors can lead to green growth for a few.

Education for Sustainable Development Paradigm:

Meaning of Education for Sustainable Development:

Many scholars agree at the point that ESD is an extension of environmental education that would promote a sense of responsibility and active learner's participation in resolving environmental problems (Tilbury 1995); a successor of environmental education (Hesselink et al., 2002); a basic understanding of the interrelationships among environmental, economic and social equity issues (PCSD, 1996); a dynamic extended environmental education, emphasizing critical thinking, problem solving skills and sensitivity (Huckle and Streling, 1997); a trick because it is a way of thinking as much as what we are thinking about (Wheeler and Bijur, 2000); and the recent version of environmental education (Bhandari, 2003 a & b).

Here some important definitions of ESD are presented below :

1. According to UNESCO, *"ESD is an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future."*
2. IUCN-The World Conservation Union articulates ESD *"about how to stimulate and guide participation and learning in achieving a society that develops sustainability."*
3. *"ESD means a lifelong learning process that leads to an informed and involved citizenry having the creative problem solving skill, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future"* (PCSD, 1996).
4. According to CCES4, an US-based non-profit organization, *"ESD is an approach to teaching and learning that meets the challenge of balancing the three "E's" and intergenerational equity. It is a lifelong process of gaining the knowledge, skills*

and values needed to create lasting economic prosperity, environmental health, and social justice.”

5. Similarly, TCSF5 another US-based non-profit organization has defined ESD as “*a new way of looking at the environment in which students (1) examine the network of dependant relationships that exist between the environment, the economy and the culture, and (2) come to understand that these interrelationships exist on the local, regional, national and global levels*”.
6. According to Agenda 21 ESD should “*deal with the dynamics of the physical, biological, social, economic and spiritual environment*” (United Nations, 1992).
7. Wagle (2003:182) states that “ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, which will improve the quality of life now without damaging the planet for the future”.

It can be elicited from these definitions that ESD is an empowering process in which the individual and community learn the connectivity among the three “E’s” together with three “R’s” (reading, writing and doing arithmetic skills) and use this knowledge to improve the quality of life of humans.

The core themes of ESD embrace the following:

- ESD is considerably broader in scope and complements the adjectival educations.
- ESD is a new model of education that builds on the existing good practices.
- ESD puts emphasis on practical skills that are good for self-employment and are increasingly sought by employers.
- ESD involves learner until their behaviours are changed and new values and ethics, formed.
- ESD goes beyond knowledge, skills and attitudes and blends them together.
- ESD is context-oriented and puts emphasis on learning, action, reflection and action research to respond to the local issues.
- ESD is student-centered and activity-based. (Janse van Rensburg, 2000).

Distinctive Features of ESD:

Some of the distinctive features of ESD can be drawn from various literatures. These are as follows:

- ESD is context and issue-based, and locally relevant.
- ESD seeks partnership across the society.
- ESD adopts an inter-disciplinary or trans-disciplinary approach. The issue comes before the discipline.

- ESD explores links between students' personal lives and wider environment and development concerns (both horizontally and vertically).
- The pedagogy combines the best practices of content integration (the economy, the environment and equity), inquiry-based learning; and authentic assessment. It takes the deep ecology approach.

Major thrusts of Education for Sustainable Development: The historic Earth Summit of 1992 endorsed Agenda 21, a blueprint for sustainable development in the 21st century. In Chapter 36 of Agenda 21, it has called countries to reorient their education system to incorporate environment and development issues (United Nations, 2002). It also identified four major thrusts to begin the work of ESD.

These are:

Promotion and Improvement of Basic Education: Access to basic education remains a problem for many-especially girl children and illiterate adults. Simply increasing basic literacy and numeracy, as currently taught, will not significantly advance sustainable societies. Instead, basic education must focus on imparting knowledge, skills, values, and perspectives that encourage and support citizens to lead sustainable lives.

Reorienting Existing Education at all Levels to Address Sustainable Development: Rethinking and revising education from nursery school through university to include more principles, skills, perspectives, and values related to sustainability in each of the three realms-social, environmental and economic-is important to our current and future societies.

Developing Public Understanding and Awareness of Sustainability: Making progress toward more sustainable societies requires a population that is aware of the goals of sustainable societies and has the knowledge and skills to contribute toward those objectives. Informed voting citizenry and knowledgeable consumers can help communities and governments enact sustainability measures and move toward more sustainable societies.

Training: All sectors of the workforce can contribute to local, regional, and national, sustainability. The development of specialized training programmes to ensure that all sectors of the workforce have the knowledge and skills necessary to perform their work in a sustainable manner has been identified as a critical component of ESD.

Difference between EE and ESD:

Environmental education was widely used since the late sixties. The historic Earth Summit of 1992 endorsed Agenda 21, a blueprint for sustainable development in the 21st century. ESD is an evolving concept that has grown and developed in the years since the Earth Summit. A series of United Nations conferences helped to further develop the concept of sustainable development and sustainability (Hopkins and McKeown, 2002:14). The international debate on education for sustainable development (ESD) was organized by

the IUCN-Commission on Education and Communication in 2000. A number of views were expressed in the debate that there are relationships between Environmental Education (EE) and ESD. “Despite the differences in opinion about the relationship between EE and ESD, most participants appear to regard ESD as the next evolutionary stage or new generation of EE” (IUCN, 2000:12). EE views the environment within the context of human influences i.e., in terms of economics, social equity, culture, political structures, etc. In other words, EE is environment-based and attaches its values on the environment. On the contrary ESD demands that the three “E’s” are considered a whole and should be promoted together, never one at the cost of other. Thus, ESD goes beyond EE to grapple the more complex issue of how to promote allthree “E’s” together. The basic differences between EE and ESD are presented in the following Table.

Conceptually, no significant difference exists between EE and ESD. However, at the operational level, there are some differences, especially in their approach and methodology (see Table 1 for details). Despite these differences, environmental education experts such as Fien (1993). Tilbury (1995). Huckle and Sterling (1997), Wheeler et al. (2002), Heselink (2000) and many others are of consensus that ESD and EE are synonyms. In other words, ESD is the advanced form of EE.

Strategies to Promote ESD:

The strategies envisaged here are anticipated to improve competence in the education sector, enhance its impact in the target area, and explore the scope for its extension and consolidation through following policy measures.

- Sensitizing the mass: Active advocacy at the mass level and mobilization of resources through talks, seminars, and use of media and publication should be initiated to increase public awareness on ESD.
- Revising the curriculum: Different course on Environment, Health and Population should be revised to see if it incorporates the issues related to conservation and sustainable development so that the practice can be integrated in the education system. Experts’ guidance, help and assistance should be sought in this regard.
- Implementing guidelines for the modified curriculum: Once the curriculum has been revised, proper guidelines should be developed for its implementation.
- Training the concerned authorities: Efforts should be taken for capacity building of professionals and to increase human capital through courses, trainings, and workshops. Since the teachers lack teaching skills and adequate knowledge regarding ESD, the teachers need to be trained and educational resource materials should be developed to support the education for conservation and sustainable development.
- Alliance with partners: There are a number of organizations both government and non-government striving towards achieving the educational goal to develop skills

and attitudes necessary to understand and appreciate the interrelation among the human beings, its culture and biophysical surroundings to entail practice in decision making and formulating code of behaviors about issues concerning environmental quality. Hence, these organizations should come together and work collectively to achieve the goals of conservation and sustainable development more effectively and efficiently.

- Developing strong supervision and monitoring mechanism: Effective use of legislation, enforcement, and adjudication measures is required to implement laws, rules, policies and programmes. Strong supervision and monitoring mechanism is very necessary here for effective implementation of the ESD programme.
- Mainstreaming the communities: The new generations (children and youth) including women, disadvantaged groups, and minorities should be the target in an inclusive manner to channelize the thoughts of ESD.
- Networking and Synergizing: at the local, national, regional, and global levels in a coordinated framework of proactive communication, creative interaction, and productive collaboration for sustained flow of the resources and assistance needed in the education sector and integrating the educational policies. Also, development of programs and activities with other existing and upcoming initiatives in the field at home and abroad.
- Linkage the stakeholders: In a school community the stakeholders include students, teachers, SMC and parents/ guardians. These stakeholders can draw upon resources from local NGOs and other infrastructures and natural resources of the community. Here a broad strategy is proposed for each group of stakeholders towards realizing ESD.

Challenges for ESD:

ESD has not yet been reflected in the formal education system. Local efforts and initiatives in isolated areas may require more time and resources for promotion in schools. The immediate challenges are:

- To train local communities in non-formal sector and teachers in formal sectors requires more time as the term “sustainable development” is not common and well-understood by the communities. Some aspects of environment are provided in the national curriculum, but the approach is not coherent and does not cover the wider range of sustainable development.
- To develop local capacities and demonstrate sustainable development principles in action through an integrated approach, incorporating gender sensitive social, economic and environment linkages.

- To develop partnerships amongst the major stakeholder organizations (central governments, local governments, CBOs and NGOs.) and to reinvent their roles. So that Community-based Organizations (CBOs) function as planners and implementers of their own sustainable development programme.
- To demonstrate viable options for sustenance and adaptation of sustainable development approaches.
- To document and disseminate knowledge from successful experiences and to link the use of local knowledge to support district and national level sustainable development policies.
- To make availability of adequate number of qualified teachers for promoting ESD among children enrolled in the schools. Here additional teachers' posts should be created on the basis of the size of enrolment in order to meet the increasing requirement.
- To provide an interactive teaching-learning environment, motivating and challenging with adequate facilities.
- To promote a policy combined with an appropriate mechanism of quality control which will reduce dropouts and stagnation rate contributing to the improvement of the completion rate of primary education as low completion rate of primary education has been and will be the main challenge of any basic education policy framework.

Check your Progress

1. What does "Sustainable Development" mean to you personally?
2. What are the key focus areas or thrust areas of Education for Sustainable Development?

8.2.4: Open and Distance Education System

Introduction

Today two terms that are being used almost inter-changeably are 'Open Learning' and 'Distance Education' and they are often combined to be known as Open and Distance Learning (ODL). Open learning is a philosophy and Distance Education is the mode used for translating it into reality as the two are complementary to each other.

Distance Education

Distance Education is an umbrella term which describes all the teaching-learning arrangements in which the learner and the teacher are separated by space and time. In

fact, it is a mode of delivering education and instruction to learners who are not physically present in a traditional setting of classroom. Transaction of the curriculum is effected by means of specially prepared materials (learning materials) which are delivered to the learners at their doorstep through various media such as print, audio/videotapes, Internet and World Wide Web, etc. Also, a technological medium replaces the inter-personal communication of conventional classroom-based education that takes place between the teacher and the learners. Communication between the institution, teacher, and learners is mainly through electronic media (telephone, chat sessions, email, website, etc) and also through postal correspondence and limited face to face contact sessions held at Study Centre's that are set up by the DE institutions as close to the learners' homes as possible

Open Learning

Open learning, which covers a wide range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit; pace and place of study; method of study and also the choice and combination of courses; assessment and course completion. The lesser the restrictions, the higher the degree of openness. The Open learning system aims to redress social or educational inequality and to offer opportunities not provided by conventional colleges or universities. Educational opportunities are planned deliberately so that access to education is available to larger sections of society.

The term open learning is used to describe learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional methods, modes of access, and other factors related to their learning process. It should be understood from this perspective that a learning situation or process should be open to everyone, under any circumstances, at any place and any time.

The main function of ODL system is to removing the barriers of time and space. It removes the major barriers to the pursue knowledge. Open learning incorporates removing the barriers and restrictions that are placed on learners as in the conventional education system. Open Distance learning means opening up learning opportunities to a wider range of people, and enabling them to learn more congenially and productively

It emphasizes openness in terms of learner's choices, most frequently in relation to access. The term openness refers to any teaching organisation or institution that offers a variety of choices to learners by giving them the opportunity to study and learn in ways that are independent of time and place.

In, many situations the term, open learning, is interchangeably to refer to e-learning, flexible learning and Distance learning. Current approaches to distance learning and e-learning opportunities offer learners a wide range of learning possibilities. Open learning is a new career avenue for both the teachers and new learners in the process of globalization. Thus,

ODL is a term that accepts the philosophy of “openness” and uses the “distance mode” of learning.

Characteristics of ODL system

ODL system has following distinguish characteristics:

- **No Upper Age Limit**
- **No Fixed Entry Qualification**
- **Openness with regard to place and time of study**
- **Flexibility in selection of courses**
- **Credit Accumulation and Self Paced Examination System**
- **Use of Educational Technology and ICT**
- **Learners Friendly and Learner’s Centric Approach**
- **Separation of teacher and learner in time or place, or in both time and place**

Objectives of the ODL system

The major objectives of the ODL system are:

- To democratize higher education to large segments of the population, in particular, the disadvantaged groups such as those living in remote and rural areas, working people, women, etc.
- To provide an innovative system of university-level education which is both flexible and open in terms of methods and pace of learning; a combination of courses, eligibility for enrolment, age of entry, the conduct of examination and implementation of the programs of study;
- To provide an opportunity for up-gradation of skills and qualifications; and
- To develop education as a lifelong activity to enable persons to update their knowledge or acquire knowledge in new areas.

Advantages of Distance Education

ODL system has following advantages-

- It makes education more affordable and accessible. The tuition fee is less than conventional mode.
- The philosophy of Open-learning is Education for all. It plays an important role in making education system inclusive. It is very helpful to achieve the goal of Education for all. It helps to reach the opportunities to the unreached or disadvantaged learners.

- It provides variety of learning materials to the learner's .Apart from SLM; it also provides a rich variety of multi-media learning materials like Audio Casets, Video casets, Computer based materials, interactive video, etc. And it makes teaching learning process more dynamic.
- It removes the barrier of time and space. It allows learners to engage in learning process from anywhere and anytime in his own free will. It allows individual learners to proceed to study at their own convenient.
- It removes the age barrier which is usually present in conventional mode. It opens the door of learning both young and old alike.Thus, it provides the opportunities of lifelong learning.

According to Van den Boom and Schlumans (1989), ODL is beneficial to society due to following reasons:

- Making education less expensive. Enabling more people take part in cultural life
- Relieving the overcrowded traditional universities
- Enabling more people to study while working
- Encouraging lifelong learning
- Making people more qualifications to enable them survive in today's employment world
- Opening up access to university students without formal entrance qualification

So, ODL occupies a special place in the Indian education system because of its major contribution in enhancing the gross enrolment ratio and democratization of education to large segments of the Indian population particularly to reach out to the unreached and to meet the demands of lifelong learning which has become more of a necessity in the knowledge society.

Check your progress

What is open and distance learning?

Discuss the role of ODL in Education for All.

8.2.5: Human Right Education in Indian Context

Introduction

Human rights education is an integral part of the right to education and has gained recognition as a human right in itself. People of all ages should have a human rights education, starting early in childhood and lasting throughout their adult lives. It should be part of both formal and non-formal education, and of lifelong learning.

The National Council for the Social Studies (NCSS) brought human rights education to national attention for the first time in September 1985. Human rights education is a fundamental part of quality education, as Article 29 of the UN Convention on the Rights of the Child (CRC) 1989. In 1993 the World Conference on Human Rights in Vienna reaffirmed the importance of human rights education, training and public information and declared that it is essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.” The General Assembly of the United Nations proclaimed the period 1995 to 2004 the UN Decade for Human Rights Education in 1995.

What is Human Right?

Human rights are those rights that belong to every individual—man or women, girl or boy, infant or elder—simply because she or he is a human being. They embody the basic standards without which people cannot realize their inherent human dignity. Human rights include civil and political and social, economic, and cultural including educational right.

The foundation documents of human rights law are the Universal Declaration of Human Rights (UDHR, 1948), the International Covenant on civil and Political Rights (ICCPR, 1966) and its Optional Protocol, and the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966). These four documents were known collectively as the International Bill of Human Rights.

Characteristics of Human Right

Human rights are universal. They are the birthright of every member of the human family. No one has to earn or deserve human rights. All people, regardless of gender, nationality, ethnicity, religion, language, age, class or other forms of identity, are equally entitled to human rights without discrimination.

Human rights are inalienable because people’s rights can never be taken away. You cannot lose these rights any more than you can cease to be a human being.

Human rights are indivisible and interdependent because all rights—political, civil, social, cultural and economic—are equal in importance and none can be fully enjoyed without the others. All human rights have equal status. They are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards.

Human rights are interdependent: all human rights are part of a complementary framework because human rights are not granted by any human authority such as a monarch, government, or secular or religious authority, they are not the same as civil rights, such as those in the US Constitution and Bill of Rights. Constitutional rights are granted to

individuals by virtue of their citizenship or residence in a particular country whereas human rights are inherent and held as attributes of the human personality.

Human rights are both abstract and practical. They hold up the inspiring vision of a free, just, and peaceful world and set minimum standards for how both individuals and institutions should treat people. They also empower people to take action to demand and defend their rights and the rights of others.

Examples of Human Rights

In the area of civil and political rights

- Right to life
- Freedom from torture and cruel, inhuman or degrading treatment or punishment
- Freedom from slavery, servitude and forced labour
- Right to liberty and security of person
- Right of detained persons to be treated with humanity
- Freedom of movement
- Right to a fair trial
- Prohibition of retroactive criminal laws
- Right to recognition as a person before the law
- Right to privacy
- Freedom of thought, conscience and religion
- Freedom of opinion and expression
- Prohibition of propaganda for war and of incitement to national, racial or religious hatred
- Freedom of assembly
- Freedom of association
- Right to marry and found a family
- Right to take part in the conduct of public affairs, vote, be elected and have access to public office
- Right to equality before the law and non-discrimination.

In the area of economic, social and cultural rights

- Right to work
- Right to just and favourable conditions of work
- Right to form and join trade unions
- Right to social security
- Protection of the family

- Right to an adequate standard of living, including adequate food, clothing and housing
- Right to health
- Right to education.

In the area of collective rights

Right of peoples to:

- Self-determination
- Development
- Free use of their wealth and natural resources
- Peace
- A healthy environment

Other collective rights:

- Rights of national, ethnic, religious and linguistic minorities
- Rights of indigenous peoples.

Definition and Concept of *Human Rights Education*

Human rights education is a fundamental part of quality education. **The General Assembly of the United Nations (1994)** defined human rights education as “a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.”

The General Assembly of the United Nations proclaimed the period 1995 to 2004 the UN Decade for Human Rights Education in 1995. **The Plan of Action (1995) for the Decade for Human Rights Education provides for the first time the definition of** “human rights education: human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;
- (e) The furtherance of the activities of the United Nations for the maintenance of peace.

The 2005 World Programme for Human Rights Education refined a little more this definition as shown in the added underlined texts:

- (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- (f) The promotion of people-centred sustainable development and social justice.

Therefore, Human right education is all learning that develops the knowledge, skills, and values of human rights. Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. Effective human rights education not only provides knowledge about human rights and the mechanisms that protect them, but also develops the skills and attitudes needed to promote, defend and apply human rights in daily life. In doing so, human rights education prompts behaviours' and action that uphold human rights for all members of society.

Human rights education activities should foster fundamental human rights values, such as respect, equality and justice, and should affirm the interdependence, indivisibility and universality of human rights. At the same time, educational activities should be practical and learner-centred—relating human rights to learners' real-life experience and enabling them to build on human rights principles as articulated in their own cultural context. Through such activities, learners are empowered to identify and address their human rights entitlements and to seek solutions consistent with human rights standards.

Human rights education is education, training and information aiming to build a universal culture of human rights. It provides knowledge about human rights and the mechanisms that protect them and also creates a human rights-friendly environment. Human rights education nurtures the skills needed to promote defend and apply human rights in daily life, such as critical thinking, problem solving and communication based on respect. It covers a broad range of issues and themes, encouraging reflection on core human rights values such as non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.

Effective human rights education has two essential objectives: learning about human rights and learning *for* human rights. Learning about human right is largely cognitive, including human rights history, documents, and implementation mechanisms. The ultimate goal of education *for* human rights is empowerment, giving people the knowledge and skills to take control of their own lives and the decisions that affect them.

Moreover, for those who have the responsibility for respecting, protecting and fulfilling human rights, human rights education develops their capacity to do so. Both what is learned and the way in which it is learned should reflect human rights values, encourage participation and foster a learning environment free from want and fear. The Assembly emphasized that the responsibility for human rights education rested with all elements

of society—government, nongovernmental organizations, professional associations, and all other sectors of civil society, as well as individuals.

Need for Human Rights Education

Human Rights Education declares a commitment to those human rights expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants, and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.

Human Rights Education promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.

Human Rights Education helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.

Human Rights Education engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action.

Human Rights Education affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

Importance of Human Rights Education

- Human rights education is key to quality education; it equips children and young people with the knowledge, skills and values necessary for global citizenship in respect of diversity, and for meeting the challenges of the 21st century.
- Human rights education is critical to ensuring equity in access to education and in learning outcomes for all children through its promotion of non-discrimination and non-violence.
- Human rights education has a vital role to play in reducing prejudice and shaping attitudes and behaviours that ensure respect for human rights and dignity for all people.
- Human rights are not dividends of development, but rather fundamental building blocks of development and education about and for human rights are essential for peaceful and sustainable futures.

Conclusion:

Human rights education is key to quality education. It equips children and young people with the knowledge, skills and values necessary for global citizenship in respect of diversity, and for meeting the challenges of the 21st century. Human rights education is critical to ensuring equity in access to education and in learning outcomes for all children

through its promotion of non-discrimination and non-violence. Human rights education has a vital role to play in reducing prejudice and shaping attitudes and behaviours that ensure respect for human rights and dignity for all people. Human rights are not dividends of development, but rather fundamental building blocks of development and education about and for human rights are essential for peaceful and sustainable futures. Governments have a duty to promote human rights in and through education. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights. Governments have a duty to promote human rights in and through education.

Check your progress

What is Human right Education?

Give Example of Five Human Right in Indian Context.

8.2.6: Non-formal Education

Introduction

Education is a basic human right. But, there are millions of people who for various reasons have missed out on the opportunity of formal schooling, thereby constraining them from basic literacy. NFE was encouraged to address this critical aspect and to provide mass education to the large majority who were outside the ambit of the formal school system.

Concept of Non-formal Education

Coombs and Ahmed provide a comprehensive definition of non-formal education, It is “any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children” (Coombs & Ahmed, 1974, p. 8). Coombs and Ahmed’s definition implies that non-formal learning includes several elements. It is systematically planned (to an extent) and structured around learning objectives. It takes place outside of compulsory educational provision but can take place anywhere.

The aim of the Non-formal education is to educate those not currently served by formal education (compensating for the limitations of the formal system), and another is to encourage social inclusion through targeting specifically marginalised learners. Non-formal learning is intentional from the learner’s perspective and the motivation for learning may be intrinsic to the learner. This is because non-formal learning represents a shift from institutionalised control over knowledge towards individualised control and self-directed

learning. It is also noteworthy that non-formal learning is generally less credential-based than formal learning, so relies less on formal qualifications.

NFE is an alternative form of education for adults and children that occurs outside of the traditional classroom environment. It is associated with a broader range of learning activities than formal learning, and this means that it tends to have less focus on cognitive performance and a more balanced emphasis on intellectual, emotional, social, and behavioural concerns. This shift in emphasis links with how non-formal learning is frequently directed to acquiring practical knowledge, skills or competencies in a concrete context, and therefore is less often focused on theoretical learning. These observations suggest that non-formal learning has a greater focus on procedural knowledge than on propositional knowledge forms, which has an implication for learning processes.

NFE has been gradually playing a critical role in achieving Education for all (EFA) goals and the MDGs. NFE can address the diversified learning needs of preschool children, out-of-school girls and boys, young people, and women and men in a changing society. NFE emerges in varied forms such as early childhood education, community learning centres (CLCs) for village people and urban dwellers, adult literacy classes, skills and vocational training in workplaces, distance education for those who live in remote areas, public health education, civic education, and continuing education for youth and adults both in developed and developing countries.

Example: Examples of non-formal learning from the research literature include

- Adult literacy programmes
- Non-formal schools for working and Street children
- Music learning in community groups
- Out of school activities

Characteristics of Non Formal Education

- It is well planned and no need of any school system.
- A participatory learning system
- It is open ended educational system
- No need for structured course and curriculum
- Age, Time and curriculum flexibility
- Involvement of both public and private sector in the process
- It is not necessary to conduct exam on regular basis
- Learning can have a structure (e.g., linear objectives) but doesn't always have one
- Learning is promoted through indirect teaching behaviours
- Learning is recognised by the learner

- Motivation for learning may be intrinsic to the learner and learning is intended by the learner
- Learning often has a voluntary element
- Learning can take place in educational institutions
- Learning may not be recognised through qualifications
- Learning may not heavily focus on propositional knowledge
- Learning involves cognitive, emotional, social, and behavioural elements
- Curriculum may not be written down
- Learning is focused on the learner and their needs
- Learning may complement formal learning/curricula
- Learning may not be linked to socialisation

Check your Progress

What is Non-formal Education?

Write important characteristics of Non-formal Education.

8.2.7: Adult Education

Concept of Adult Education

‘Adult education’ has been variously defined by different people and institutions. Adult education is also labelled as staff development, manpower development, in-service education, developmental education, continuing education, lifelong learning and many others. Adult education is used in different meaning.

In its broader sense it describes as a process—the process of adult learning. In this sense, it encompasses all practical experience of mature men and women by which they acquire new know ledges, understandings, skills, interests, attitudes and values. It is a process that is used by the adults for their self development, both alone and with others, and it is used by institutions of all kinds for the growth and development of their employees, members and client. It is an educational process that is often used in combination with production processes, political processes or service processes.

In its more technical term meaning “adult education” describe as a set of organized on by a wide variety of institutions for the accomplishment of specific objectives. In this sense, it encompasses all organised classes, study groups, lecture series, planned reading programme guided discussion, conference, work shop, correspondence course in which adult are engaged.

A third meaning combining all these processes and activities in to the one idea of a movement or field of social practice. In this sense, “adult education” brings together in to a discrete social system all the individual, institutions, associations, concerned with the education of adults and perceives them as working towards the common goals of improving the methods and materials of adult learning, extending the opportunities for adult to learn and advancing the general level of our culture.

‘Adult education’ has been variously defined by different people and institutions. It is more useful for us to have a look at a few definitions quoted and analysed some definitions.

According to Paulo Freire (1970) adult education “is a cultural action for freedom.” It means, it is a liberating force for adults.

Freedman (1972, quoted in Jarvis, 1990) considers adult education as a process which is part of cultural development, primarily the establishment of a means of communication between the cultural systems of transmitters (inventors, research workers, creative minds) and the cultural system of the receivers, i. e. groups for whom adult education is intended. We will find that there are two important elements in this definition. i) A process which is part of cultural development. ii) Communication between transmitters and receivers.

In view of the Education Committee of the OECD (1973) “adult education refers to any learning activity or programme deliberately designed for adults. Its ambit is taken as spanning non-vocational, vocational, general, non-formal, and community education and it is not restricted to any particular level.” As we can see this definition includes three essential elements: i) All activities and programmes for adults. ii) General, non-formal, vocational and non-vocational education. iii) Not-restricted to any particular level.

The General Conference of UNESCO (UNESCO, 1976) comprehensively defines adult education as the “entire body of organised educational processes, whatever content, level and method, whether formal or otherwise, whether they prolong or replace initial education in school\$, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development”. The above definition is broad and encompassing in the sense that it does not only define adult education but it also defines its content and scope.

UNESCO (2015) has defined three key domains of learning and skills

1. Literacy and basic skills
2. Continuing education and vocational skills
3. Liberal, popular and community education and citizenship skills

So, adult education is the education (formal, informal and non-formal) given to any person regarded as an adult by society in order to socially, economically, and culturally

improve and empower him/her, so that the person will be able to contribute meaningfully as a useful and the acceptable member of society. It is education based on the needs of the adult.

Characteristics of Adult Education

From the analysis of different definitions of Adult Education We can very clearly notice the following essential characteristics of Adult Education:

- Adult education includes all organised educational processes;
- It encompasses all content, levels and methods;
- It includes formal or non-formal education for adults; Adult Education: The Basic Concept, Terms, Features
- It prolongs or replaces initial education in schools, colleges and universities; and Objectives
- It develops abilities, knowledge, attitudes and behaviours; and
- It develops adults in two-fold manner-full personal development and participation in development process.
- It is Learner-centred and development oriented.
- It is Self-directed

Check your Progress

Explain the meaning of Adult Education in your own words

Write important features of Adult Education in India

Aim of Adult Learning and Education

For a long time, the 1976 “Recommendation on the Development of Adult Education” was the only normative and standard-setting document on adult learning and education (ALE) 1 .This UNESCO recommendation provided guiding principles for adult education policy and practice in UNESCO Member States, Since 2009, a revision of the 1976 Recommendation has been put into motion by UNESCO Institute for lifelong learning (UIL) based of the recommendations of the last two International Conferences on Adult Education (in 1997 and 2009.). UNESCO’s General Conference ultimately agreed on the revision in 2013. In November 2015, the UNESCO General Conference adopted the new Recommendation (RALE).

According to New Recommendation on Adult Learning and Education (ALE) 2015 (UNESCO)., the aim of Adult Learning and Education is:

- To equip people with the necessary capabilities to exercise and realizetheir rights and take control of their destinies.

- to promote personal and professional development, thereby supporting
- More active engagement by adults with their societies, communities and environments.
- to fosters sustainable and inclusive economic growth and decent workprospects for individuals. It is therefore a crucial tool in alleviating poverty, improving health and
- Well-being and contributing to sustainable learning societies.

Objectives for Adult Learning and Education

According to the Federal Republic of Nigeria (2004), the purpose of adult and non-formal education includes:

- i. To provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or (dropouts)...These include the nomads, migrant families, the disable, and the disadvantaged gender.
- ii. To provide functional and remedial education for those who did not complete secondary education.
- iii. To present education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- iv. To provide in-service, on-the-job, vocational and professional trainings for different categories of workers and professionals in order to improve their skills, and
- v. To give the adult citizens of the country necessary aesthetic, cultural, and civic education for public enlightenment.

Recommendation on Adult Learning and Education (ALE) 2015 (UNESCO) (RALE) defines six objectives for ALE

- to develop the capacity of individuals to think critically and to act with autonomy and a sense of responsibility;
- to reinforce the capacity to deal with and shape the developments taking place in the economy and the world of work;
- to contribute to the creation of a learning society where every individual has an opportunity to learn and fully participate in sustainable development processes and to enhance solidarity among people and communities;
- to promote peaceful coexistence and human rights;
- to foster resilience in young and older adult
- to enhance awareness for the protection of the environment.

Aims of Adult Education

Generally speaking, the aims of adult education should be to contribute to:

- Promoting work for peace, international understanding and, co-operation
- Developing a critical understanding of major contemporary problems and social changes and the ability to play an active part in the progress of society with a view to achieving social justice;
- Promoting increased awareness of the relationship between people and their physical and cultural environment and to respect and protect nature, the common heritage and public property;
- Creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes;
- promoting increased awareness of, and giving effect to various forms of communication and solidarity at the family, local, national, regional and international levels;
- developing the aptitude for acquiring, either individually, in groups or in the context of organized study in educational establishments specially set up for this purpose, new knowledge, qualifications, attitudes or forms of behaviour conducive to the full maturity of the personality;
- ensuring the individuals' conscious and effective incorporation into working life by providing men and women with an advanced technical and vocational education and developing the ability to create, either individually or in groups, new material goods and new spiritual or aesthetic values;
- Developing the ability to grasp adequately the problems involved in the upbringing of children
- Developing the attitude for making creative use of leisure and for acquiring any necessary or desired knowledge
- developing the necessary discernment in using mass communication media, in particular radio, television, cinema and the press, and interpreting the various messages addressed to modern men and women by society;
- Developing the aptitude for learning to learn.

8.2.8: Quality Education

Concept of Quality in Education:

Before understanding the meaning of quality of higher education, it is necessary to know what is really meant by the term 'quality'. The concept of quality has been drawn from

industry. Not very long-ago education and industry functioned independently of each other and displayed very contrasting ethos and values. This is no longer, true, as in recent years the two have moved towards each other, borrowing ideas and practices. Thus, as pointed out by Taskar and Packham (1993), in industry the Fordist values of hierarchy, power and control are being replaced by the post-Fordist values of autonomy, cooperation and sharing of responsibilities-values generally associated with the world of academia. On the other hand, educational institutions are adopting corporate patterns of organization, including strategic planning, delineation of responsibility and accountability. It is, therefore, not surprising that the concepts of standards and quality used in industry are being considered for application in the field of education.

The Webster's Dictionary describes it (quality), amongst other things, as a 'a degree of excellence' and 'superiority in kind'. In reality, it is a relative concept that means different things to different people (Sallis, 1993; Green and Harvey, 1993; Green, 1994). Quality is defined in them as, "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs".

Navartan (1977) defined quality in terms of functional utility of a product. Whereas Oakland (1988) defined quality as the degree of fitness for purpose and function. According to Crawford & Shutler (1999) Quality is a positive and Dynamic idea achievable by design and meaningful investment and not a negative idea of absence of defect."

According to MacDonald and Piggott (1990), Quality is defined as delighting the customer by continuous meeting and improving upon agreed requirements "Quality may be defined in the following way : "Quality is the extent to which product, services, processes and relationships are free from defects, constraints, and items which do not add value for customers."

In the field of education, while discussing quality, the focus of students may be on the facilities provided, of teachers on the teaching / learning process, of management and parents on the scores or grades achieved, and of prospective employers on the nature of the output.

The Indian philosophers and great thinkers have regarded quality of education as that which helps children to become conscious and productive citizen so that they are able to face future challenges in life. In Gandhiji's scheme, relevance was an important attribute of the quality of education. According to Dr. Radhakrishnan felt the quality of education. According to Dr. Radhakrishnan felt that quality in that which gives the children a purpose in life. Quality education must ensure the child's all round development. In an operational way of functional meaning of the term 'Quality Education', centers around the cognitive, effective and psycho-motor domains of a child's behavior.

According to Rabindranath Tagore, true education should realize at every step how our training and knowledge have organic connections with our surroundings. It must teach one

to live in harmony with all that exists around us. Dr. Radhakrishnan felt that quality is that which gives the children a purpose in life. Education in his view should aim at perfection of the individuals.

The NCFSE, 2005 states that “quality in education includes a concern for quality of life in all dimensions”. For this, “a concern for peace, protection of the environment and a predisposition towards social change must be viewed as a core component of quality, not merely as value premises”.

Green and Harvey (1993) have identified five different approaches to the viewing of quality in the field of higher education. According to them quality may be viewed:

- in terms of the exceptional (highest standards),
- in terms of consistency (without defects and getting it right the first time),
- as fitness for purpose,
- as value for money, and
- as a transformative process (transformation of the participants).

The concept of quality in education, is varied and multidimensional. At the level of individual learner, it is expressed in the quality of his learning, the knowledge, the understanding and skills acquired both in terms of breadth and depth and the extent to which the potential of the student is realized. It applies to all students at different stages of education. At the institutional level, quality is expressed in the high standard of performance and the way in which learners are helped to realize them. At the level of system as a whole, quality is expressed in terms of policies which facilitate learning in students and the climate of achievement and creativity in the institutions (Singh, 1986).

The International Commission on Education (1996), popularly known as Dolor’s Commission has recommended that each individual learner must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills, attitudes, and to adapt to a changing complex and interdependent world. To translate this aim into action, the broad concept of quality education revolves around four fundamental pillars of learning, i.e. ‘learning to know’, ‘learning to do’, ‘learning to live together’ and ‘learning to be’. ‘Quality education’ focuses on each of these pillars so that education is regarded as a total experience throughout life, dealing with both understanding and application and focusing on both the individual and the individual’s place in society

Quality in the field of education includes standards as well as the process of teaching and learning, the activities of the institutions. It does include the programs of the institution and the competencies of its graduates. Quality is a continuous effort of all those who are involved in, it can make the teaching-learning programs very successful one

Quality of education is highly contextual and relative in nature. It cannot be assessed by any one parameter as it largely depends on various indicators which are directly or

indirectly influence the functioning of an institution in general and the quality of education in particular.

NAAC has considered the following criteria for quality higher education.

1. Curricular Aspects (Curricular design and development, Academic flexibility, Feedback on curriculum, Curriculum update, Best Practices in Curricular Aspects)
2. Teaching-Learning and Evaluation (Admission Process and student profile, Catering to diverse needs, Teaching-Learning process, Teacher Quality, Evaluation process and reforms, Best practices in teaching, learning and evaluation)
3. Research, Consultancy and Extension (Promotion of research, Research and publication output, Consultancy, Extension activities, Collaborations, Best Practices in Research, Consultancy & Extension)
4. Infrastructure and Learning Resource (Physical facilities for learning, Maintenance of infrastructure, Library as a learning resource, ICT as learning resource, Other facilities, Best practices in the development of infrastructure and learning resources)
5. Student support and progression (Student progression, student support, student activities, best practices in student support and progression)
6. Governance and Leadership (Institutional vision and leadership, Organizational arrangements, Strategy development and deployment, Human resource management, Financial management and resource mobilization, Best practices in governance and leadership)
7. Innovative practices (Internal Quality Assurance System, Inclusive practices, stakeholder relationships)

Green and Harvey (1993) have identified five different approaches to the viewing of quality in the field of higher education. According to them quality may be viewed:

- in terms of the exceptional (highest standards),
- in terms of consistency (without defects and getting it right the first time),
- as fitness for purpose,
- as value for money, and
- as a transformative process (transformation of the participants).

Quality in higher is not for a fixed term but a continuous journey. The quest for quality/excellence never ends. The quality assessing committee visits the educational institutions every five years. The sustaining quality in education is must to enrich the dimension like curriculum aspects, teaching-learning process, research consultancy and evaluation, student support service, extension, publication and co-curricular activities of the institution.

Check your progress

What is Quality in Education?
State the need of quality in Education.

8.2.9: LET US SUM UP

We have in the Unit been acquainted with four concepts such as distance education, privatization in education, globalization and its impact on education, education as a human right, and adult and non-formal education; and their contemporary position in Indian education scenarios. We have understood that the hidden agenda of these new concepts and their implications on Indian education articulates the fact that education is dynamic and its dynamicity is the resultant of different forces of human adventure in knowledge emanated either outside a country or inside a particular country like India. We have learnt that human right to education is a necessary campaign throughout the world for about sixty years and our national parliament is going to enact child's right to elementary education right now; possibly this Act in process will ensure child's right to education up to certain age. Similarly, the adult and non-formal education is gradually shaping the life of millions, though the progress is never up to the marks. Distance education has now taken a powerful and effective mode of education not only for the adult learners but it is now operating also in school level education. The most powerful concept is globalization which is mostly expressed in terms of economics and market mechanisms with the engine of GATS. This has been a most popular subject of international and national debate whether it will be brain drain or brain gain in our own country. Finally, privatization in education, a linked concept or resultant of globalization, has also been discussed in this Unit. It is our common experience that our clients, or their parents or guardians are leaning heavily to the private educational institutions and the national government is also encouraging privatization in education. The basic question is: to what extent are the private educational organizations providing quality education or are the public educational organizations imparting devalued education? Answers to these questions suffer from ambiguity even today in India.

8.2.10: SUGGESTED READINGS

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Government of India Documents on Five-Year Plan (10th and 11.) and The Right of Children to Free and Compulsory Education Bill, 2008 [Bill No. LXV of 2008]

8.2.11: ASSIGNMENT

1. Why is distance education a useful system of education in India? Discuss critically present trends, issues and problems relating to this system of education in our country.
2. In what extent is privatization a solution for extension of educational opportunities in a lassie-faire society like ours?-Explain. Discuss critically its limitations and merits for providing quality education for the clients those who need for skilling and re-skilling.
3. Explain 'globalization' from educational perspective Identify and discuss its impact on education of a developing country like ours. In what way can globalization arrest regionalization and localization of education?-Explain with suitable examples.
4. 'Education is a honoured and treated as Human Right. in our country'-Justify. Discuss the present governmental initiative for ensuring child's right to free and compulsory elementary education in India Do you think, this current venture is full-proof?
5. Identify needs for literacy and adult continuing education in India. Discuss state of affairs of this education system in our country. Give some suggestions for arresting hindrances to quality literacy and adult education in India.
6. What according to you is the potential of non-formal education in our country? What are the hindrances to implementation.