
UNIT 5 SOCIO-PHILOSOPHICAL BASES

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5.1 INTRODUCTION

The social system prevalent in any society or country at any point of time is a sum total of several sub-systems such as political system, economic system, educational system, etc. Like any other sub-system, the educational system is inter-linked with all other sub-systems, that is, it impacts other systems and in turn, is influenced by all of them. This also implies that developments in one aspect of social life has implications for other aspects as well. However, education is called upon, on the

one hand, to contribute towards the stabilization of society by transmitting its culture from generation to generation and on the other, to contribute towards its further refinement. The relationship between education and social change is reciprocal. Education is an agent of social change but at the same time it has to respond to the changing nature and goals of society by re-organizing its goals, structures, content, processes and practices. In this unit, you will study in detail how education is linked with culture and how it functions as an instrument of socialization, social change, cultural transmission and cultural refinement. The unit also deals with some of the priorities and social concerns of the present times which ought to be addressed by the educational systems all over the world. Some significant historical developments will be taken up in the next unit of this block.

5.2 OBJECTIVES

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

- explain the linkages between education and other sub-systems of the larger social system;
- describe the role of education as an instrument of culture;
- explain the concept and usefulness of culture based pedagogy;
- describe basic characteristics and functions of social groups;
- explain the inter-relationship between education and social change;
- examine the need for educational re-organization in response to socio-cultural change; and
- explain the changing educational goals in the light of changing socio-cultural aspects of life.

5.3 EDUCATION, SCHOOLING AND SOCIETY

5.3.1 Education as a Sub-system

In every society, the larger social system comprises several sub-systems, such as polity, economy, religion, culture and education. Each sub-system is related to all other sub-systems and the relationship is invariably reciprocal. One sub-system may impact different sub-systems and in turn may get influenced by them in different situations at different points of time. For example, the educational system in any country has to be linked with its political system as the nature of polity is a source of educational goals and objectives. In a democratic society, the educational goals have to be in tune with the spirit and ideals of democracy, that is, promotion of equality, justice, tolerance and egalitarianism. Educational practices and methods are then designed to perpetuate democracy by enabling the students to develop faith in democratic values. Thus, the political system plays an important role in determining the goals, content and processes of education and the educational system in turn contributes significantly towards perpetuation of the political system. On the other hand, in totalitarian societies, promotion of conformity and obedience are cherished as educational goals.

Likewise, the polity and economy in any society have to be mutually compatible and reinforcing. In a totalitarian society, the economy is not open and liberal, whereas in a democratic society, private sector is encouraged by minimizing the government control and regulation. The policy of liberalization in the Indian economy has given impetus to privatization in the education sector also. The educational system of a country is also closely linked with its culture, past and present, in several ways, while the cultural values provide a basis for the delineation of the aims and ideals of education. Various manifestations and resources of culture like art, music, theatre, literature, living styles and patterns, beliefs and faiths are accepted as the content of education and various cultural practices form the basis of a variety of pedagogical procedures. The incorporation of culture in the educational curricula ensures its transmission to the next generation. However, education also contributes towards further enrichment and refinement of culture.

The educational enterprise in a society operates in a social milieu which is characterized by socio-political and philosophical thought on one hand and social customs, traditions, aspirations, goals, etc. on the other. Education, by no means, is an end in itself. It has to be an instrument for improving the overall quality of human life, therefore, it will have to derive its goals and practices from all those sub-systems of the social system which have a bearing on the quality of human life. In other words, these sub-systems provide the building blocks or the bases on which the structure of education is raised. These bases are broadly categorized as social, psychological and philosophical bases. The social bases include the political, economic and cultural aspects of social life and philosophical bases include philosophical thoughts and ideologies. This unit deals with social and philosophical bases of education. The socio-philosophical bases along with the content processes and practices of education undergo change over a period of time because of certain historical developments. Therefore, history also serves as a basis for the identification of the goals, content and process of education.

5.3.2 Education and Schooling

The words 'education' and 'schooling' should not be used interchangeably, as they do not mean the same. There is a general belief that education is received and imparted only in educational institutions like schools, colleges and universities. This view of education equates it with schooling but in reality it should be equated with 'learning'. A person continues to 'learn' throughout his life at home, in peer groups, at social and religious functions, at the work place and in many other situations. In this sense, education is a life long process and is not confined to schools only. However, schooling refers to the more organized form of education that takes place in schools. Its scope, no doubt, is more limited than education, but its influence on the life of individuals is very significant. It represents an organized and deliberate effort of the society to educate its young members in pre-specified ways to realise the pre-determined goals. Although schooling is only a subset of education, its impact on the life of an individual is immense. A young person spends a substantial amount of his time in the formal settings of an educational institution. The money spent on schooling and the size of the work force engaged in running the system of 'schooling' are also indicative of its importance. It is perhaps because of the overriding importance of 'schooling',

that the discipline of education has evolved, by and large, around formal ways of teaching and learning in the formal settings of 'schools'.

5.3.3 Major Purposes of Schooling

Steven Brint (1998) highlights three major purposes of schooling in contemporary societies: the transmission of school knowledge, socialization and the social selection. These purposes underlie the familiar activities of schools. The transmission of school knowledge specifically means the instruction of the uneducated members of a society by school authorities in the facts, theories, interpretations and reasoning abilities that are considered to be of consequence for the development of the individual and the larger society. The term 'school knowledge' refers to that segment of knowledge which is imparted in schools, which is only a subset of all knowledge in the world. This implies that school knowledge in a particular field of study is selected out of the total knowledge available in the field concerned. The selection of school knowledge is made in the light of certain principles of content selection such as relevance, compatibility with the level of children's cognitive development, usefulness, etc. In modern societies, the knowledge selected for transmission to the next generation is organized in the form of curriculum subjects. The knowledge transmitted in school, forms the basis for the learning of more knowledge by children in their later life through self study and other means. However, schools do not always succeed in transmitting the entire officially prescribed school knowledge to students. In addition, the transmitted knowledge has been learnt by the students is not generalized by the school but examinations, to some extent, give a measure of learning.

The second purpose of schooling is socialization. Sociologists use this term to describe the efforts of powerful members of a society to shape the behaviour and values of less powerful members. Schools supplement the efforts of family in socializing children. Like family, schools also make efforts to shape behaviour, moral values and cultural styles of children, in tune with the accepted social norms and standards. Every school frames its own rules to regulate students' behaviour in classrooms, school assembly, library, laboratory, play ground etc. This amounts to training for behavioural conformity. To ensure moral conformity, schools organize such activities that help the students to internalize the sense of 'right action'. A variety of activities such as lectures, debates, discussions, celebrations, self-study, etc. are organized to highlight the virtues like honesty, kindness, service, sacrifice, courage, tolerance, hard work, fairness, etc. The emphasis on the concepts of 'right' and 'wrong', 'good' and 'bad' aim at ensuring moral conformity. Schools also make arrangement for providing training for cultural conformity, or acculturation, which involves learning of approved styles and outlooks. Schools generally encourage certain ways of greeting each other and wearing of certain types of clothes and types of relationships with teachers, peers, and students. Such activities are meant for promoting cultural conformity but sometimes these are resisted by the students if they are not in tune with the changing cultural ethos and styles of the society. There are reports that many institutions in India made an attempt in the recent past to impose a particular 'dress code' on girl students but they had to retract in the face of students' resistance.

Check Your Progress 1

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

- 1) Explain why the enterprise of education cannot be organized in a country independent of its polity and economy?

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- 2) Explain how education is related to the larger social system and schooling?

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- 3) Are schools justified in making efforts to seek moral and cultural conformity?

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5.4 CULTURE AND EDUCATION

5.4.1 Nature of Culture

In every society, no matter how simple or complex, there exist standards, norms, customs, values, beliefs and conventional ways of behaving which shape the behaviour and preferences of its members. These behaviours may differ from society to society and from era to era, but they represent a process through which the social heritage or the culture, is passed on from generation to generation.

Man is not only a social animal, he is also a cultural being. Culture generally includes patterns and products of learned behaviour, as well as the material objects of the society and the artifacts produced. There are two broad categories of culture: (i) material culture, which is composed of man made objects or tools, (ii) non-material culture consisting of etiquette, sentiments, values and customs passed from generation to generation.

Culture may represent a unique human aspect of social interaction. Therefore, the culture of one people may appear very different from the culture of another. The nature of culture is dependent on the ideas of human beings on the one hand and language on the other. Man is the only living creature capable of communicating symbolically and storing his social heritage for transmission to the new generation. Therefore, 'culture' refers to the attitudes, values, beliefs and ways of acting and interacting that characterize a social group. Neither a single individual nor a group, nor an entire society can be understood without reference to culture. According to E.B. Taylor, "culture is that complex whole which includes knowledge, beliefs, art, morals, law, customs and other capabilities acquired by man as a member of society".

A number of sociologists and anthropologists have tried to define culture in their own ways. However, there is agreement on the following:

- i) Culture is transmitted from generation to generation;
- ii) It constitutes a heritage and tradition;
- iii) It is learned;
- iv) It is shared.

The smallest parts of culture are known as culture traits, which tend to form clusters known as culture complexes. The culture complexes in turn tend to form clusters which are called culture patterns. It is these culture patterns which distinguish one culture from others. Each society has a cultural configuration of its own. Even in one culture there may be a number of small configurations within the larger one, known as sub-cultures. For example, Indian culture includes several sub-cultures like Punjabi culture, Gujarati culture, Mizo culture, Tamil culture and Bengali culture. However, the sub-cultures of the 'whole culture' have some common threads which bind them together into a unified entity.

Anthropologists and other social scientists have often classified cultures into certain divisions on the basis of one major element like how people get their food or what type of implements they use, the religion they follow or the language they speak. There is great variability in cultures (no two cultures are alike), but certain characteristics are similar in all cultures. These are:

- i) Cultural behaviours are learned
- ii) Cultural behaviours are organized into patterns
- iii) Cultural patterns are taught by people and passed on from one generation to another
- iv) Cultures have both material and non-material aspects
- v) Cultures are uniformly shared by the members of the society
- vi) Cultural behaviours become a way of life.

5.4.2 Education as an Instrument of Culture

As already discussed in sub-section 1.3.2, education is the sum total of one's learning experiences during the life time and not just confused to organized formal

learning experiences in schools, but all learning experiences. Education as a cultural instrument performs three functions: (i) conservation, (ii) transmission, and (iii) renewal of culture.

In relation to culture, education indeed is a process of instilling in young people the traditionally inherited and contemporarily renewed values and beliefs which lie at the heart of cultures. This role of education aims at cultural conservation. Sociologists commonly conceive the function of education as the transmission of culture from generation to generation. In modern societies, the school, no doubt, is the major institution devised by the adult generation for maintaining and perpetuating culture. Besides imparting the tools necessary for survival, it also transmits knowledge and values to future generations. The values, beliefs and norms (rules of behaviour) of a society are maintained and passed to the next generation not merely by teaching about them but also by re-orienting the entire process of education in tune with the essential elements of culture.

Education also contributes significantly to the renewal of culture by bringing about change in the beliefs and values of society and in the norms of behaviour of individuals and groups in accordance with the changing times under the impact of modernization. In the post-Independence period, attitudes towards women and caste system have undergone a visible change. The beliefs in old customs and rituals have progressively lost their strength and intensity.

The National Policy on Education (1986) also highlighted the three functions of education mentioned in this section, namely, conservation, transmission and renewal of culture. It emphasized that education can and must bring about a fine synthesis between change-oriented technologies and the continuity of the country's cultural traditions. The curricula and process of education must be enriched by cultural content in as many manifestations as possible. Education has an acculturating role so as to refine the sensitivities and perceptions of individuals for the development of faith in scientific temper, socialism, secularism and democracy.

5.4.3 Culture Based Pedagogy

It is not enough to include cultural content in the school curriculum. It is also necessary to re-orient the process of curriculum transaction in the light of socio-cultural context of children. Teachers should make use of various manifestations of local culture to make their teaching interesting and relevant. Folk tales, songs, music, dance, local arts and crafts, occupations of the local people, local festivals, etc. may be used as teaching aids for teaching different school subjects. The local language should also be given due importance in teaching and the transition from the local language, dialect and accent to the school language should be gradual. In short, the local cultural resource should be fully utilized to contextualize not only the content but also the process of education. This will enhance comprehensibility of school knowledge for the students.

The curriculum framework for quality teacher education brought out by NCTE in 1998 and the national curriculum framework for school education brought out by NCERT in 2000, have highlighted the importance of culture specific pedagogies for enhancing the relevance and effectiveness of curriculum transaction, which shall certainly enhance the quality of students' learning.

Check Your Progress 2

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

4) Explain some major components of culture.

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5) Explain the concept of 'sub-culture'. Give some suitable examples.

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6) What are the important functions of Education as an instrument of culture?

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7) Are schools justified in making efforts to seek moral and cultural conformity?

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5.3 CULTURE AND SOCIAL GROUPS

5.5.1 Norms of Group Life

Society comprises a group or groups of people who have lived together long enough to become organized into a unit. The behaviour pattern of the culture determines the organization of persons in the society. The human society seems to be unique because it possesses cultural elements in its social structure such as

norms, values, beliefs, etc. which can be transmitted from generation to generation. The human beings possess this potential because of linguistic capabilities.

The cultural history of a given society acts as a determining force for the development of norms and standards for the individual and group behaviour. Indian culture, which is said to be the oldest culture of human society, has always been changing in response to new social developments. Over a period of time, it has assimilated various strands of thought and a variety of life styles, beliefs and norms emanating from different sources. Traditionally, India has been an agrarian society in which successive generations followed the occupations as well as the goal sets of the family or of the caste group. The technological advancements have introduced drastic changes in the social and cultural set up of Indian society.

The social base of the Indian society is the cumulative base of all ages – the ancient period, medieval period, British period and post-Independence period. The heterogeneity on the basis of religion, language, ethnicity, caste, race, etc. is a distinctive feature of Indian society. Its long tradition, which reflects both continuity and change, has been transmitted from generation to generation. During the post-Independence period, major changes have been introduced by legislation which seek to abolish social inequities and exploitation handed down by tradition and accord all democratic rights and constitutional privileges to all the members of society.

In every society, as children grow up they acculturate appropriate knowledge and skills and so become productive members of the social system. In varying situations, they are called upon to de-socialize and then again re-socialize, that is, they have to abandon useless skills and acquire new skills and knowledge in their place. In some cases, this may be due to advancements in technology or emerging new occupations. In this process, the importance of the group as an interacting unit can hardly be exaggerated.

In every society, the group is a major force in determining and shaping the behaviour of its members. On the other hand, an individual's life also influences the group life as social interaction takes place in groups. All the members of a group are interdependent and their influence on each other is reciprocal. Every group has certain common interests and similar patterns of behaviour which are shared by all its members. These norms define their roles and serve also to differentiate between members and non-members.

5.5.2 Basic Characteristics of a Social Group

A social group under the umbrella of a cohesive culture has the following basic characteristics:

- Group policy emerges from the synthesized action of its members. A group is called a cohesive unit if an overwhelming majority of its members agrees to a certain policy.
- There are norms governing the activities of the group. The norms in fact, are the blue print or design of a group activity. They prescribe patterns of behaviour that are necessary in order to maintain social order and interaction in any society.

- The group members identify themselves with the goals of the group in the given cultural context. They try to shape their behaviour and plan their actions in time with the group policy.
- The group has its units. Its members are conscious that there is a line of division which separates them from others.
- Reciprocity is the basis of cooperation among members of a group.

The group is an agency of 'socialization'. As a result of social interaction, human beings learn various social and cultural traits. A group is characterized by varying degrees of emotional stability. It also acts as an agency that satisfies some of the needs of the members.

5.5.3 Group Membership and Individual Behaviour

Every individual is a member of several social groups such as professional groups or associations, religious groups or cultural organizations. Every group sets its own norms and standards to regulate the actions and behaviour of its members. An individual member violating the group norms and policies may lose membership of the group. An influential and enlightened member of the group may try and succeed in modifying the group norms and policies.

The group provides its members with the primary lessons of social and cultural life. The traits like tolerance, accommodation and sympathy are necessary for our participation in-group life and these are learnt in the group. The individual in the group realizes that it is on the basis of social relations that the existence of the group is possible.

Group life stimulates activity among members of the group. In the group people act more efficiently than they would if they are alone. Researches have revealed that groups gain cohesion and are integrated to the extent that the individual members follow the group norms. In an integrated group attitudes and aspirations are also shaped mutually.

Check Your Progress 3

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

8) Explain how group life influences the life of members of the group.

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9) Enumerate the basic characteristics of a social group.

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- 10) Is it possible for an individual member to modify the group norms?
Discuss.

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5.6 SOCIO-CULTURAL CHANGE AND EDUCATIONAL REORGANIZATION

5.6.1 Education as an Agent of Social Change

The social system and its various sub-systems in any society are dynamic in nature. The social system constantly changes because of changes in its different sub-systems. Like the political system, economic system and legal system, education is also a powerful agent of social change. Education brings about changes in attitudes, beliefs and values of individuals which lay the foundation for social change. During the post-Independence period, the attitudes of majority of Indians towards women education, caste system, and inter-caste marriages have become relatively positive. There is evidence to suggest that education enhances the earning capacity of individuals which improves their life style including concern for personal hygiene. During the pre-Independence period, educated Indians recognized the value of freedom and spearheaded the struggle for freedom.

The governments make an attempt to bring about social change through legislation but many a time, such change remains only on paper if it is not supported by attitudinal change. The practice of *Sati* and untouchability have been banned through legislation but these are still practised in some parts of the country in the absence of appropriate modifications in the attitudes of individuals. The process of social change brought about by education is slow but it is always stable and sustainable.

5.6.2 Impact of Social Change on Education

The relationship between social change and education cannot be one sided – it has to be reciprocal. Education, no doubt, is a potent agent of social change but at the same time it is also influenced by the socio-cultural changes that take place in the society and consequently is obliged to re-organize itself in tune with the changed socio-cultural reality of the society. In the ancient period, scriptures and religious texts were the major components of educational curricula. The Ashram of the Guru, characterized by intimate relationship between the Guru and the disciples, was the primary educational institution. With the advent of Buddhism, education became more organized and large educational institutions were established at a number of places. During the medieval period, under the influence of Islam, Persian language and literature became essential components of the educational

curriculum. During the British period, the European system of education along with English language were introduced in educational institutions to produce the kind of manpower needed by the British government to run its administration. However, the indigenous system also continued along with the English system for sometime, wherein Sanskrit language and literature, arithmetic, epics like *Ramayana* and *Mahabharat*, religious texts and ancient works like *Panchtantra* and *Hitopdes* were taught to children in *Pathashalas*. The Britishers did not believe in the concept of 'mass education' as egalitarianism was not an objective of English education and hence only a limited number of people belonging to the upper strata of the society benefitted from it. However, after the attainment of independence, with the adoption of equality and justice as the guiding principles of our democratic polity, the concept of mass education has been emphasized and concerted efforts have been made to universalize elementary education. The Sarva Shiksha Abhiyan (SSA) is indeed the culmination of previous efforts and initiatives to achieve the goal of 'education for all'. Thus it is evident that educational goals, policies and strategies have to be adjusted time and again in response to the socio-cultural changes that occur in different periods of human history in a country or in a region.

5.6.3 Need for Educational Reorganization

It has been discussed in earlier sections that **socio-cultural changes in the society impact the content and objectives of education**. In the context of mutual relationship between education and social change, the question arises as to why education should be reorganized in response to changing socio-cultural realities of the society. What shall be the consequences if the education does not respond to social change? Education will lose its social relevance if it does not change and re-adjust itself to the changing realities, aspirations and priorities of the society. The products of an educational system which is not relevant, shall obviously lose contact with their socio-cultural context and therefore, shall feel alienated from their immediate environment. In addition, the failure of the education system to reorganize itself shall imply its stagnation, which in turn may lead to stagnation in the larger social system.

Check Your Progress 4

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

11) Is education the only agent of social change? Discuss.

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- 12) How have socio-cultural changes impacted the educational system in India during the post-Independence period?

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- 13) Explain three consequences of a situation where an education system inability to respond to socio-cultural changes.

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5.7 SOCIO-CULTURAL CHANGE AND REINTERPRETATION OF EDUCATIONAL GOALS

Educational aims and ideals need to be re-interpreted in every period of human history in the light of changing societal concerns and priorities. The reformulation or reinterpretation of goals forms the basis for the re-orientation of the content, process and techniques of education. During the past few decades, a few new educational goals have been emphasized. As an illustration, three such goals are being described in this section.

5.7.1 Acculturating Role of Education

It is often pointed out that during the past few decades in India, the social fabric of society has weakened because of the continuing erosion of social and moral values. In some parts of the country divisive tendencies are still prevalent and the feelings of national identity and the spirit of togetherness are still not as strong as they should be. The country is committed to secularism but fundamentalism is on the rise. We had accepted long ago the 'scientific temper' as a basic characteristic of our society but the prevalence of superstitions and irrational ways of thinking is still widespread in the country. The National Policy on Education – 1986 visualized education as an instrument of acculturation to address the above mentioned social concerns. It emphasized the acculturating role of education in the following words: "Education has an acculturating role. It refines sensitivities and perceptions

that contribute to national cohesion, a scientific temper and independence of mind and spirit – thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.”

5.7.2 Multiculturalism

Like many other societies, cultural pluralism is a basic characteristic of Indian society also. The scope for dialogue among different cultures and sub-cultures has increased tremendously because of rapid advances in the means of transport and communication. The world is fast becoming a global village and in fact the whole world has started entering our living rooms through satellite channels. Thus, every individual today gets enough exposure to other cultures – near as well as distant. The twentieth centuries has witnessed large-scale migrations from one country to another, largely because of economic reasons and sometimes because of social and political conflicts leading to oppression and persecution of minority groups. As a result of all these factors, many countries, which were earlier mono-cultural entities, have now become multicultural. Countries like the United States, Canada, Australia, and Britain have people from a large number of countries from all continents and people belonging to different races and professing different religions. Sometimes, people belonging to different cultures develop peculiar perceptions and prejudices against other cultures because of faulty socialization. The continuation of such prejudices may make it difficult for the people of different cultural backgrounds to live together peacefully and harmoniously. The educational system has responded to the phenomenon of ‘multiculturalism’ by introducing multicultural education in schools. The major objective of multicultural education is to enable the students to understand and appreciate all those cultures which form part of their environment. The underlying assumption is that it is the ignorance about other cultures which leads to development of prejudices and hence knowledge and understanding of them shall be the best remedy to de-socialize and then re-socialize the students in the desired direction.

5.7.3 Learning to Live Together

In its report entitled ‘Learning: the Treasure Within’ (1996), the International Commission on Education for the 21st century, popularly known as Delors Commission, emphasized ‘Learning to Live Together’, as the most important pillar of learning. Tensions and conflicts within nations and among nations are continuously on the rise. The same is true in the case of smaller units of the society such as family, communities, professional groups, etc. The countries or societies which fail to learn to live together, are bound to perish or disappear from the scene. To enable students to learn to live together, it is imperative to reorient the school curricula so as to include content appropriate for the development of tolerance and respect for other cultures. The content, which has the potential to spread hatred and contempt for other cultures would have to be reviewed and modified. The teaching-learning strategies should be based on the spirit of cooperation. Group methods of instruction should be encouraged as these provide an opportunity to the students to work in groups, to understand different members of the group and to resolve their differences and conflicts. This training shall prepare the students to resolve differences, conflicts or disputes between groups, societies and cultures.

Check Your Progress 5

- Notes :** a) Write your answers in the space given below.
 b) Compare your answer with those given at the end of the Unit.

- 14) Why has the 'Acculturating role of education' been emphasized in the NPE- 1986? Explain.

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- 15) Explain the rationale and scope of multicultural education.

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- 16) There is hardly any justification for accepting 'Learning to Live Together', as an Objective of Primary Education Discuss.

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5.8 LET US SUM UP

In this unit we have discussed that education is one of the sub-systems of the larger social system. All the sub-systems are inter-linked and inter-dependent. Education is a wider concept as it includes both formal and organized education a child receives in schools and informal education he/she receives outside the school. The major purposes of schooling are: (i) transmission of school knowledge, (ii) socialization, and (iii) social selection.

Culture and education are closely related to each other. As an instrument of culture, education transmits culture from generation to generation and hence contributes towards its stabilization and perpetuation. On the other hand, it also contributes towards cultural renewal and refinement.

An individual enjoys membership of several groups simultaneously. Each group has its own norms and standards of human behaviour in different situations. An individual's actions and behaviour are determined and shaped by the group norms. Influential members of a group have the potential to bring about change in its norms.

Education, no doubt, is an agent of social change, which it brings about by changing the attitudes, beliefs and values of individuals. However, education is also influenced by the socio-cultural changes that take place in society. It responds to the socio-cultural changes by re-organizing its content and process and by re-interpreting its goals and objectives. During the past few decades, acculturation, multiculturalism, and living together have been emphasized as desirable goals of education in the 21st century.

5.9 UNIT END EXERCISES

- 1) Explain how various sub-systems of the larger social system are inter-dependent on each other.
- 2) How do teachers in elite schools attempt children's socialization to the norms of school discipline?
- 3) Explain how teachers' professional organizations influence behaviour in schools.
- 4) Discuss the role of education as a vehicle of cultural renewal.
- 5) Discuss how socio-cultural changes have influenced the educational system during the post-Independence period.
- 6) Prepare a list of educational goals which need to be emphasized in the present times.

5.10 ANSWERS TO CHECK YOUR PROGRESS

- 1) The system of education in a country has to be linked with its polity and economy. Its goals and objectives are derived from the nature of polity. Since the polity and economy in any society have to be mutually compatible and reinforcing, the economic policies emanating from the political philosophy influence educational policies as well as practices.
- 2) Education is a sub-system of the larger social system, which comprises several sub-systems. It impacts other sub-systems and in turn is influenced by all of them. Schooling on the other hand is one of the agencies of education. It is a more organized form of education that takes place in schools.
- 3) In certain circumstances, schools may be justified in seeking conformity but it should not be stretched to the extent that it impinges upon the personal freedom of students.
- 4) Two broad components are:
 - i) Material culture comprising man-made objects or tools, and
 - ii) Non-material culture consisting of etiquette, sentiments, values, customs, etc.
- 5) Sub-culture refers to a small configuration under the umbrella of a broad or larger entity. Indian culture includes several sub-cultures based on geographical divisions, ethnicity, etc.

- 6) Conservation, transmission and renewal of culture are functions of education as an instrument of culture.
- 7) The use of culture specific pedagogies enhances the relevance and effectiveness of curriculum transaction, which in turn enhances the quality of students' learning.
- 8) Group life influences the life of individual members because they are required to internalize its norms, values, beliefs, etc. which get transmitted from generation to generation.
- 9) The basic characteristics of a group include: -
 - i) acceptance of certain policies by members,
 - ii) group activities governed by accepted norms.
 - iii) identification of members with the goals of the group,
 - iv) distinctiveness and separation from other groups, and
 - v) reciprocity among members.
- 10) Though the majority of individual members are governed by the norms of the group, an influential and enlightened member may try and succeed in modifying the group norms and behaviour. Social reformers and outstanding religious and political leaders are such individuals.
- 11) Education is only one of several agents of social change. Religion, political system, legal system, and economic system are some other agents of social change.
- 12) During the post-Independence period, the adoption of secularism, equality and justice as the guiding principles of our democratic polity have given impetus to the concepts of mass education, that is, education for all.
- 13)
 - i) Education will lose its relevance,
 - ii) The products of a system, which is not relevant, will feel alienated from their immediate environment.
 - iii) Inability of education to organize itself shall imply its stagnation which in turn may lead to stagnation in the larger social system
- 14) The NPE 1986 visualized education as an instrument of refining sensitivities and perception leading to national cohesion, a scientific temper and independence of mind and spirit. So the acculturation role of education has been emphasized.
- 15) To enable the students to understand and appreciate all those cultures which form apart of their environment and to re-socialize the students in the desired direction
- 16) "Learning to Live together" should be the objective of primary education to enable students respect and tolerant towards other cultures and religious and to resolve differences and conflicts among them as well as different groups and communities of the society.

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UNIT 6 EDUCATION: SOME SIGNIFICANT HISTORICAL DEVELOPMENTS

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Ancient Indian Education
 - 6.3.1 Vedic Education
 - 6.3.2 Post Vedic Education
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 - 6.3.4 Education in the Dharma Shastras
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6.1 INTRODUCTION

The beginning of education in ancient India can be traced to the education through the Upanishads and Dharamshastras. The most important contribution of the ancient Indian system of education is the concept of Gurukulas. Unfortunately, in spite of repeated attempts for the Indianisation of our education through institutions such as Vishwa Bharti University, Sri Aurobindo University, Jamia Millia Islamia, Vidya Bhawan and Banasthati Vidyapith, to name only a few, the Gurukula system of education is definitely on the decline. Aspirants from all over the world came to join ancient Indian universities such as Takshashila and Nalanda Universities which were world famous for the standard of scholarship.

While the British spread education in India solely motives, credit must be given to them for introducing the great western system of education which has undoubtedly contributed to the present system of Indian education.

After Independence, the Indian Constitution made special provisions for the propagation of education at various stages through the achievement of universal and compulsory education though it still remains an ideal not fully realized. Indian Government appointed scores of Commissions to assess the Indian system of education at various stages and at different times. The Government made all possible efforts to propagate education in India. The country has undeniably made much progress in all dimensions of education but we could never achieve the great ideal of total literacy, let alone universal elementary education.

6.2 OBJECTIVES

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

- understand ancient Indian, post Vedic, and Brahmanic education;
- explain the system of education in Dharma Shastras, and the Buddhist and Islamic periods;
- describe education under the East India Company, the constitutional provisions for education and the national policy of education; and
- explain the work of the various commissions, committees, the initiatives taken by all the ten five year plans and the current affairs in education.

6.3 ANCIENT INDIAN EDUCATION

6.3.1 Ancient Vedic Education

Education in the ancient Indian Vedic times focused on the following features:

Knowledge and Experience

The Gurukuls laid emphasis upon knowledge, obtaining of experience and students exhibited the knowledge obtained through discourses and discussions conducted in a concourse of scholars, Mukherjee opines that the objective of education was not merely reading, but the subjective assimilation of knowledge and experience.

Sublimation of Instincts

The objective of education was to sublimate the instinctive tendencies, to turn the mind away from material knowledge, and centre it upon the spiritual world, thus establishing control over materialistic and base tendencies.

Spirituality

In the Vedic period, Nature was regarded as divine and worshipped. During this period, many hypotheses concerning spirituality took birth. Knowledge came to be seen as the instrument of salvation. Fire sacrifices, fasting and taking of vows became a part of life. Education was given the objective of inculcating control over these aspects and learning right conduct based on them.

Growth of Character and Personality

This was achieved through an appropriate environment, lessons on right conduct, and teachings based on the life, character and ideals of great persons. Education

aimed at developing the virtue of self control, self respect, love, cooperation, sympathy, etc. in the students.

Fulfillment of Duty

Great importance was attached to developing such qualities as discipline, obedience, performance of hospitality, rendering help to others, fulfillment of social responsibilities, etc. Through such education, social skills were developed in the students. In addition, education was also provided for earning a livelihood, and for this, one or more skills were taught. Mukherjee says that this education was not exclusively theoretical or literary. It was related to one or the other manual skill.

Protection of Culture

During the Vedic period, considerable attention was given to the protection and propagation of national culture. Knowledge and skills were transmitted to the succeeding generations through the medium of schools, known as Gurukuls. Knowledge leads to man's physical as well as spiritual development. It is knowledge that leads man to his salvation. This truth lies concealed in the aphorism. Accepting this as the foundation, primacy was given to fire sacrifices, rituals, prayers, and religious festivals.

6.3.2 Post Vedic Education

Education in the Post Vedic times had the following features:

Realization of True Knowledge

According to this ideal, education enables the realization of true knowledge and achievement of the Absolute (Brahman). Real knowledge is the realization of the ultimate relation of soul, with the Absolute. This is not possible by sensuous knowledge of worldly matters which pollutes the soul and makes it forget its real form.

Realization of the Absolute

The post Vedic education was not meant only for the sake of education. It was for the sake of life. It has been rightly said in Mundkopenishad: "After achievement of real knowledge, all the doubts get destroyed and thus it enables the realization of Absolute (Brahman), and therefore, it makes it possible to fulfill the ultimate end of human life." Self-study was emphasized in the post-Vedic period. Upanishads are known as 'Para-Vaidya'. They are considered to be above all kinds of material knowledge (Vidyas). Their knowledge enables the unity of soul and the Absolute. The kind of knowledge which does not bring about the union of soul with the Absolute has no value. It does not deserve to be called knowledge. As the subjects of study increased, a student was expected to read all the texts of one subject and allied literature. The student who studied three Vedas was called 'Shrotriya'. It was said that real knowledge could be gained only through the study of three 'Vedas'. The study of 'Veda' has been divided into various branches and the branches into various sections. In the post-Vedic period the trend of specialized study was rather common and emphasized.

6.3.3 Brahmanic Education

Education in the Brahmanic times stressed on the following:

Religious Stamp

Mukherjee says, since the birth of the oldest Vedic poetry we find Indian literature for a period of more than a thousand years bearing an exclusively religious stamp. Even a thousand years after the compilation of "Rigveda" religious ideas continued to inspire education. The main aim of education was the propagation of religious ideas and principles. The teachers employed the following methods in order to encourage the students to have a religious outlook: -

- a) Every student by all means observed celibacy of mind, body, word and action.
- b) The student had to take keen interest in religious ceremonies frequently performed in the Gurukulas.
- c) The student had to participate in daily prayers in the morning and evening.
- d) Every student had to observe occasional fasting in the Gurukula.

Character Building

Realizing the significance of character in the life of man, the educationists of ancient India laid good deal of emphasis on character building. They used the following methods to achieve this task.

- a) **Freedom from Temptations:** The teacher kept him in an environment where his ideas remained free from various temptations of worldly pleasures and amusements.
- b) **Religious Instruction:** The teacher used to give religious education very often.
- c) **Study of Religion:** In the early student life, the study of religious books was considered essential.
- d) **Religious Rituals:** The students were encouraged to take part in every day religious rituals. They realized that spiritual development is possible only through the development of character.

Full Growth of Personality

Following methods were applied for the full development of the personality in the Brahmanic age.

- a) **Self Regard:** In Gurukula – life students were inspired to utilize their moral and spiritual powers for the development of their culture. A learned man was respected more than the kings. The king was respected only within his kingdom, while a learned man was respected everywhere.
- b) **Self Reliance:** Self-reliance is the mother of self-confidence, the basic element of every kind of development. Hence the Brahmanic educational system sought to develop it in various ways. Self-reliance gave the power of making social life successful without any fear.

- c) **Self Control:** In Brahmanic education, a lot of emphasis was given to self-control. The students seriously practised control over their sense organs. This was the reason why the student-life was kept simple as a rule accompanied by the principles of high thinking and high morality. Even sons of kings and rich persons had to lead the same student life as the son of a common man.

Beginning of Education at Appropriate Age

In order to make a man a successful citizen, his education must start at a suitable age. The parents in that age thought it their duty to send their wards to the Gurukula at the suitable age. Those who failed in this duty, by any reason were called the enemies of their wards. Dr. A.S. Altekar says, "Ancient Indians were convinced that no good results would follow if education began late in life."

Assisted All-Round Development

The individual education in the Brahmanic age enabled the teachers to look after the inner and outer development of the students. Thus, they educated them in such a practical way that they may not lose courage in the future struggle of life. They prepared them for the success of whole life.

Psychological System

The Brahmanic education was psychological. It was opposed to corporal punishments. The teachers educated the students on psychological principles.

Social Ideals

The Brahmanic education realized the social value of a man. It encouraged the social ideals in the students so that they would raise themselves above the selfish motives and give proper attention to social service and helpfulness.

Well-Regulated Life

Their daily routine was to observe celibacy and lead a regulated student life in the Gurukula. They paid due attention to their studies. The students habituated themselves for doing work at the proper time. From the beginning of their lives, they had a well-regulated life.

Development of Justice and Capability

Brahmanic education encouraged subjects like philosophy and logic. The teachers used to give opportunity to the students to judge and decide themselves. Therefore, they improved their talent to take decisions and to be impartial.

Self-Study

The students were encouraged to take up self-study and self-experiments. They followed the "Brahmayajna" of self-study. Realizing a self-study as Brahma-Yajna, Shatpath Brahman says "One who does carry on self study meets daily needs and has sound sleep at night. He does not only become the spiritual analyzer but also controller of sense organs. Besides, he has intellect, wit and wisdom, and improves his Prajna Shakti and fulfills all the four Dharmas and realizes the spiritual powers to fulfill the Brahman Dharma."

Intimate Relation of Teacher and Taught

Guru is one who destroys the ignorance and teaches religion. Teacher-taught relations were so close and affectionate that in Gurukulas some students even forgot their homes and remained as permanent members of the families of the Gurus. They were called 'Antevasin'.

Samavartan Upadesh (Valedictory Instructions)

The students used to spend the long period of twelve years with their Gurus in their families. After that period, having completed their education, they were allowed to go home to enter the family life. At the time of departure, the Guru used to give the final instructions as follows:

- i) Always speak the truth and follow the shishya's Dharma.
- ii) Never neglect self-study.
- iii) Occasionally present yourself to the acharya and give possible dakshina (gift).
- iv) Never neglect good deeds and useful things.
- v) Always consider your parents, 'Guru' and 'atithi' (guests) as Gods (Deva).
- vi) Always perform good deeds and follow the good qualities of elders.
- vii) Whenever some respected person comes, pay him due respect. Always maintain the feeling of regard while giving any 'dan' (gift) and this must be according to your capacity. Always think that all things belong to God and it would a mistake to think of it as one's own.
- viii) In case of doubt follow Brahmins with ideal character, good ideas, wise counsellors and followers of religious ways.

6.3.4 Education in the Dharma Shastras

Education in the Dharma Shastras focused on the following:

The Pivot of Education

The pivot of the whole educational system of ancient India was the teacher variously called 'acharya', 'guru', and 'upadhyaya'. In Manu and other Smritis there is some divergence about the greatness of the acharya. According to Manu Smriti the father (janaka) and the teacher are called father (pita), but the father who imparts the sacred Veda is superior to the father that gives birth, since the birth in spiritual learning is for a Brahmana of eternal benefit, here and hereafter. But in another place Manu says that an acharya is ten times superior to upadhaya, the father is superior to a hundred acharyas, while the mother is thousand fold superior to the father. According to Gautama, the acharya is the highest among all gurus while according to some, the mother is higher than acharya.

6.3.5 Buddhist System of Education

Buddhist education had many notable features, the most significant of which were the following:

Abilities of the Student

In the Buddhist period, every class in society, except the Chandals, had the right to receive education. It was denied only to the ill, the handicapped, the dishonoured and those punished for crimes. Education began at the age of 8. Till the age of 12, the student remained in a state of shramana. After attaining the age of 20, he was qualified to become a monk. Education was imparted through the medium of Pali.

Pababha Ritual

Before a student could enter a monastery for receiving education, he had to perform the 'pababha' ritual, in which, according to the 'Vinaypitaka', the student had his head shaved of all the hair, dressed himself in yellow clothes, placed his forehead at the feet of the monks living in the monastery, and then sat cross-legged on the floor to repeat the following words thrice – *I take Refuge in Buddha. I take Refuge in Dharma. I take refuge in Sangh.* He was then ordained to obey ten rules, which included abstaining from theft, killing of any living being, impure conduct, partaking of food at prohibited times, use of intoxicating things, use of cosmetics, taking things without being offered, accepting objects of gold and silver in alms, watching dances or listening to music, etc. After the performing of this ritual, the student was called a 'shramana' or 'samner'.

Upsampada Ritual

After attaining the age of twenty years, the student had to adopt 'Upsampada'. On this occasion, the presence of ten monks was essential. After this ritual, the male monks were called 'Bikshu' and female monks 'Bikshuni'. Even at this stage, monks were required to observe such rules as living under a tree, eating food obtained in their begging bowls, wearing clothes begged from others, and drinking the urine of cow as a medicine, etc.

Duration of Education

The total period of education was 22 years, composed of 12 years as pababja, and 10 years as upsampada.

Student Teacher Relationship

Students were required to serve their teachers, beg for alms, eat food thrice a day, wear three items of clothing, bathe themselves in pure water, and live a life of discipline. According to Dr. Altekar, as a teacher's relations with his new students was akin to the father-son or paternal relationship, they were linked to each other in mutual respect, faith and love. During this period, equality was the foundation of this relationship in which both students and teachers fulfilled their respective obligations and duties.

Education of Women

In the Buddhist period, women occupied a position inferior to men. Initially, they were prohibited from joining the Sangha or congregation. Later on, they were granted admission to such congregations and it was then that education of women progressed. Dr. Altekar points out that the permission for women to enter congregations gave great encouragement to women's education, particularly to

the education of women belonging to the noble and trading classes. There is considerable evidence to prove that women's education prevailed during this period. Separate monasteries were established for women. Among the women who attained fame were Sheel Bhattarika, Vijayanka, Prabhudevi etc. A lady named Sanghmitra went to Ceylon to propagate the Buddhist faith.

Vocational Education

The syllabus of education during this period was comprehensive. It included education in writing, agriculture, commerce, cottage industries, animal husbandry, elephant lore, archery, magic: knowledge of reviving the dead, knowledge of animal cries and sounds, prophesy, control over sensuous activities, the bodily gestures, medicine, etc. Dr. R.K. Mukherjee explains that the demand for the knowledge of Sippa or professional and scientific education was no less than the demand for general education or for religious studies.

Check Your Progress 1

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

1) What are the features of Education in ancient Vedic times?

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2) What was the Pababha Ritual?

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3) What were the main features in Brahmanic Education that made it different from other systems of ancient Vedic education?

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6.4 INDIAN EDUCATION IN MEDIEVAL AND MODERN TIMES

6.4.1 Islamic Education

Education in the Muslim period faced a shift and hence the focus was on the

According to Hazrat Mohammad, of all the gifts that parents can give to their children, the best is the gift of a liberal education. Islam had its origin between 570 A.D. and 632 A.D. Hazrat Mohammed collected his messages in the Holy Quran, and this text came to be an instrument of social direction for the Muslim Kings. During this period these kings made arrangements for education in order to serve their own interests. In the same manner, Ferozshah Tuglak of the Tuglak dynasty made efforts for the propagation of education. During the regime of Sikander Lodi (1489-1519), Indians too, had begun to learn Persian (Parsi). After obtaining knowledge of this language, they began to work in governmental departments. The Muslim rulers themselves felt the need for Hindu workers in the administrative sphere, and hence they made arrangements for the study of Indian languages. As a result of the contact between Hindus and Muslims, Urdu which was the spoken form of Persian mixed with Hindi, was evolved. The Mughal rulers who followed the earlier Muslim rulers had relatively greater interests in education, and hence it was in this later period that education developed more adequately. Akbar authorized the translation of many Indian texts, including the 'Mahabharata' and 'Ramayana', 'Atharvaveda' and 'Lilawati', into Persian.

In the Muslim period, system of education was founded on community basis. Hence, it is illogical to claim that the Muslim rulers sought to propagate education liberally. Whatever the extent to which they propagated education, it was motivated by their own objectives, selfish interests and ambitions.

Bernier, the famous French traveller who visited India during this period, observed that during the period which he had described, it was only natural to find deep and universal ignorance.

6.4.2 Education Under the East India Company

East India Company came to India exploring business possibilities but it ultimately thought of establishing its own empire in the country. Towards the achievement of this goal, they got involved with the politics in Bengal. They obtained the Diwani powers in Bengal and acquired full control over the Nawab. After acquiring the Diwani powers and the political grip over the Bengal they showed that they were progressive and that they wanted to promote the welfare of the people. They wanted to prove that they could control the affairs of the government much better than the Nawab. They paid attention to education in order to show that they were really interested in public welfare. They continued the government grants to educational institutions, though they did not think it wise to introduce any change in the educational setup. Able scholars, both Hindus and Muslims, continued to receive financial supports which they were already enjoying. The Directors of the Company thought that they should win the support of influential people for consolidating their position. Hence they provided for higher education and better government service for such people. Towards this end college were started at Calcutta, Madras and Banaras (Varanasi).

Expansion of Education by the Company

The company was given sanction to annually spend one lakh rupees on education, but no instructions were given by the British Parliament as how to spend this amount. So the Company approached its Board of Directors for instructions. The Directors showered praise on the Indian system of education and advised

that learned Indians should be suitably rewarded and great Indian books must be well preserved. The Directors further advised to help Indian teachers who were in financial difficulties and, to give adequate financial assistance to old schools lying in bad shape.

Check Your Progress 2

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

- 4) What were the major shifts in the focus of Education during Islamic period?

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- 5) What was the amount of annual sanction by East India Company for expansion of education in India?

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6.5 POST-INDEPENDENCE DEVELOPMENTS

6.5.1 Constitutional Provisions

The Constitution of India came into force on January 26, 1950. As it embodies our hopes and aspirations, it is but natural that education should find its place in this great document. A number of important provisions which have a direct or indirect bearing on education have been included in the Constitution. The outline of philosophy which should govern all our institutions, educational as well as others, are indicated in the preamble to the constitution.

Article 14 – Equality before Law : The State shall not deny to any person equality before the law or equal protection of the law within the territory of India.

Article 15 – Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

Article 16 – Equality of opportunity in matters of public employment.

Article 17 – Abolition of untouchability. ‘Untouchability’ is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of ‘untouchability’ shall be an offence punishable in accordance with the law.

- Article 24** – Prohibition of employment of children in factories, etc. No child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employments.
- Article 25** – Freedom to manage religious affairs.
- Article 28** – Freedom of attendance at religious instruction or religious workshop in certain educational institutions.
- Article 29** – Protection of interests of minorities.
- Article 30** – Right of minorities to establish and administer educational institutions.
- Article 41** – Right to work, to education and to public assistance in certain cases.
- Article 45** – Provisions for free and compulsory education for children.
- Article 46** – Promotion of educational and economic interests of schedule castes/ schedules tribes and other weaker sections.
- Article 246** – Subject matter of laws made by the Parliament and by the legislature of states.
- Article 337** – Special provision with respect to educational grants for the benefit of the Anglo-Indian community.
- Article 343** – Official language of the Union.
- Article 345** – Official language or languages of the state.
- Article 346** – Official language for communication between one state and another or between a state and the Union.
- Article 347** – Special provision relating to language spoken by a section of the population of a state.
- Article 350-A** – Facilities for instruction in mother tongue at primary stage.
- Article 351** – Directive for development of the Hindi language.
- Article 246** – Seventh Schedule

List I – Union List

- 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 any 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 financed by the Government of India wholly or in part and declared by the Parliament by law to be institutions of national importance.
- 65) 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.
- 66) Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions.
- 67) 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.

List II – State List

- 32) Incorporation, regulation and winding up of corporations, other than those specified in List I, and Universities; trading, literary, scientific, religious and other societies and associations: cooperative societies.

List III – Concurrent List

- 20) Economic and Social Planning.
- 25) Education, including technical education, medical education and universities, subject to the provision of entries 63, 64, 65 and 66 of List I; Vocational and technical training of labour.

6.5.2 National Policy on Education

Education is fundamental to our all-round development, material and spiritual.

- a) Education is the highway to derive the maximum benefit from the areas already created by the economic and technical development and a means to ensure that the funds reach all sections.
- b) **Education needs to be planned meticulously and developed with great sensitivity so as to make the best use of a human being who is a positive asset and precious national resource.**
- c) Education must prevent the erosion of long-cherished values.
- d) **Education should assist in the realization of the goals of secularism, socialism, and professional ethics.**
- e) Education should be an effective instrument in reducing rural-urban disparities.
- f) Spread of literacy and education among women is the largest single factor which can help in bringing down the growth of population in India.

- g) Education should develop the activity of the new generation to internalize new ideas constantly and creatively.
- h) Education should imbibe the new generation with a strong commitment to human values and to social justice.
- i) Education has an acculturating role. It refines sensitivity and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit.
- j) Education develops manpower for different levels of the economy.
- k) Education is a unique investment in the present and the future.

Revised Policy Formulation, May 1992

The National Policy on Education (NPE), 1986, is a landmark in the educational development of the country. A review of the NPE, 1986, was conducted during 1990-92. A CAGE Committee on policy was set up to make an in-depth study of the report of the Committee for Review of NPE, 1986. While broadly endorsing the policy, it recommended certain modifications in the light of the developments during the last few years and the experience gained in the implementation of the policy. The revised policy formulations containing these modifications recommended by the CAGE were tabled in the parliament on May 7, 1992.

Universalisation of elementary education, equalisation of educational opportunities, women's education and development, vocationalisation of school education, consolidation of higher education, modernization of technical education and improvement of equity content and process of education at all levels continue to be the themes of national endeavour in the field of education.

6.5.3 Commissions and Committees

Different Commissions and Committees on Education from time to time stressed different aspects of education some of these are discussed here: -

Radhakrishnan Commission (1948-1949)

The Inter-university Board of Education of the Central Advisory Board of Education recommended to Government of India that an All India Commission on Education should be appointed to inquire into the requirements of higher education in India and put forward recommendations for reorganization of University education in the light of the requirements of the country and its traditions. On November 4, 1948 the Government of India appointed the University Education Commission with Dr. Sarvepalli Radhakrishnan as Chairman. Hence, it is also known as 'Radhakrishnan Commission'. There were 10 members of the Commission.

Aims and Objectives

- The universities have to provide leadership in politics, administration, education, industry and commerce.
- The university should be organized as a centre of civilization to train intellectual pioneers of civilization.

- The aim of university education should be to produce intellectual adventurers.
- Universities should produce such wise persons who may make an incessant search for new knowledge and unceasing effort to plug the mission of life.
- Contents of education must accept the best of what modern advancement has to offer but without neglecting our cultural heritage from the past.
- One of the main functions of universities are to bring about the spiritual development of students.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathize with the poor, respect women, love peace and independence, and hate tyranny and injustice. University education should infuse these ideals into the youth.
- Education should discover the innate qualities of a person and develop them through training.
- Attention should be paid not only to the mental but also to the physical development of students in universities.
- Universities should give the most important place to the mother tongue in general education.
- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.

The Mudaliar Commission (1952)

The Secondary Education Commission (1952) was appointed with Dr. Lakshman Swami Mudaliar as the Chairman of the Commission. Therefore, the Commission is known as Mudaliar Commission.

Recommendations

- 1) **Development of Democratic Citizenship:** India can be a democratic republic if the citizens uphold and practise the values of discipline, tolerance, patriotism, cooperation and equality in thought, speech and writing. The essence of the word 'citizenship' should be inculcated and developed through education. According to the Mudaliar Commission, schools should maintain and develop all these qualities in the students. Citizens with these qualities can grow into ideal citizens capable of making the democracy a success.
- 2) **Development of Personality:** Secondary education must aim at the development of the personality of the students. The creative energy in the students should find proper expression. They should acquire constructive and valuable interests. They should be trained to preserve and conserve their cultural heritage.
- 3) **Education for Leadership:** Secondary education must impart education for leadership. Students should also be trained to take up the responsibilities of leadership in various fields of life, namely, social, cultural, political, industrial etc.

- 4) **Improvement of Vocational Capability and Efficiency:** In all the secondary schools, proper emphasis should be laid on crafts and productive work. This can be achieved through diversification of the course of study at the secondary level. The students may take up agriculture or some other technical or commercial course to add to the productive capability of the country.
- 5) **The Concept of World Citizenship:** The students should not only be encouraged and taught the qualities of patriotism and citizenship, as citizens of their motherland but they should acquire the values of a citizen of the entire world.

The Kothari Commission (1964-66)

The Kothari Commission was appointed under the provisions of a resolution of the Government of India setting up the Education Commission, dated July 14, 1964 under the chairmanship of Dr. D.S. Kothari, Chairman, University Grants Commission, New Delhi. The Committee studied the problems of education in India and submitted its 1600 page report to the Education Minister of India on June 29, 1966. It is a comprehensive report and expected to have so far wide political repercussions.

- 1) **Education and national objectives:** Education should be related to the life and needs of the person so that national objectives may be achieved. Following are the five objectives which should be achieved through a five point programme.
 - i) Increase in production.
 - ii) Social and national integration.
 - iii) Consolidation of democracy.
 - iv) Speeding the process of modernization.
 - v) Building the character through the development of social and spiritual values.
- 2) **Educational structure and standard:** General education should last for a period of 10 years: four years of lower primary, three years of higher primary and three years of lower secondary education. Prior to general education, primary education from one to three years should also be given. The theme of higher secondary education should be fixed for two years. After it the degree course should be of three years. The Graduate course should be extended from two to three years.
- 3) **Teacher status:** It is necessary to improve the economic, social and professional status of the teachers. The scale of pay of teachers of Government and non-government schools should be the same. A suitable increase should be allowed in the scales of the pay of teacher.
- 4) **Teacher's education:** Isolation of teacher's education should be removed and extension service department should be established in each training institution. Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education.

extension service department should be established in each training institution. Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education.

- 5) Equalization of educational opportunities: In India, two types of inequalities are found in the field of education.

a) In the education of boys and that of girls.

b) In the education of developed classes and of backward classes.

In order to remove these inequalities, lower secondary education should be made free up to the end of the Fifth Five Year Plan. Higher Secondary and University education should be given free to the poor and meritorious students. There is a need to reduce the cost of education. A sufficient number of textbooks should be kept in the libraries of educational institutions. Meritorious students should be granted financial help to enable them to purchase textbooks.

Fifteen percent of the total numbers of students should be granted scholarships at the secondary education stage. By the year 1976, 15 percent of the students of pre-graduated course should be granted scholarship. By the year 1986 this percentage should be increased to 25. A system of University scholarships should be started and 500 scholarships should be given to students, who are selected to receive education in foreign countries.

- 6) Expansion of school education: School education needs to be greatly expanded. Centers should be opened in each district and state. Managers of the private schools should be encouraged to expand primary education. Proper provision should be made for primary education of all boys and girls up to the age of five by the year 1975-76 and those up to the age of Seven, by 1985-86. Twenty per cent of the students at lower secondary stage and 5 percent of student at higher secondary stage should be given professional education. The number of students should be regulated at this stage.
- 7) School Curriculum: The Commission recommended different combinations for different classes from lower primary to higher secondary.

Amendment of the Three Languages Formula

The three-languages formula should be amended on the basis of the following principles:

- i) Hindi as national language of the Union should occupy an important place after the mother tongue.
- ii) The knowledge of English should be ensured and it should be a language for the students.
- iii) The most suitable stage for learning the three languages is the lower secondary stage.
- iv) The teaching of Hindi or English should be started in the period when utmost inspiration and need is experienced for it.
- v) The teaching of three languages should be made compulsory in any state.

On the basis of the above-mentioned principles, the Commission amended the three languages formula in the following manner to include:

- a) Mother tongue of regional language.
- b) National or the Union language or associate national language so long as it exists.
- c) One modern Indian or European language, which should be selected from the curriculum of the students and which should not be the medium of education.

Place of Hindi

English will continue to be used as the language of intellectual exchange in higher education. However, English cannot be the medium of exchange of views for the majority of the Indian people. In the course of time, this language will certainly be Hindi. Hence, efforts should be made to spread the study of Hindi to all parts of the country.

Place of Different Indian Languages

The study of Indian languages is difficult.. on account of differences in their scripts. Some lectures on modern languages should be published in Devanagari or Roman script. The formulation of a new policy on the study of languages in schools has become necessary. English will continue to be the associate language for an indefinite period. Besides this, proper policy is necessary for national integration. Therefore, the mother tongue should be made the medium of education at the school, colleges and higher education levels. In addition to Hindi, all modern Indian languages should also be developed so that they may become the medium of exchange between the States.

Place of English

English should be used as the medium of instruction in all Indian educational institutions or universities. The study of English should be started from the school stage. Six universities should be developed wherein English would be the medium of education. These six universities should be selected from amongst the existing universities, one of which should be a University of Industrial science and one should be a University of Agriculture.

Place of Classical Languages

Sanskrit language occupies a special importance and position in the national education system. However, the Commission does not agree with the view that Sanskrit or any other classical language should be included in the three-language formula. A mixed curriculum of mother tongue and Sanskrit should be formed. However, as public opinion is not in its favour, the Indian classical languages can find their place only as optional subjects in the curriculum. Such optional subjects should be started in classes higher than VIII class.

School Administration and Supervision

Provision should be made for common school system of public education. Administration should be kept separate from the supervision and teaching. Upto the district stage, it should be in the hands of the District School Board. The

work of supervision should be conducted, by the education departments in the secondary schools. A state 'Board of Schools' should be established in each state in order to perform the work of the prevalent secondary education board. A National Board of Education should be established in the Ministry of Education in order to advise the Government with regard to school education.

Higher Education

The University Grants Commission should develop six universities from among the existing universities into major universities where the best type of graduation, teaching and research work should be performed. Clusters of advance courses should be started in each university. The teachers imparting education in universities and schools should be sent to major universities to acquire knowledge relating to their subjects. The teacher as well as students should not be allowed to leave one institution and to join other institutions during a session of study. In order to admit the students in the University, the system of selective admission should be adopted. The regional language should be the medium of pre-graduate courses. English should be the medium of postgraduate courses. The examiners should be given remuneration for examining the answer-books. Wherever there are degree colleges, they should be organized into universities.

Agriculture Education

Dr. D.S. Kothari, has remarked, "It is important to observe that in our system of education Agriculture had not received the importance that is to be given today." Each state should have at least one Agriculture University. At least 25 students should be granted scholarships to study in such universities. New universities should be established. The knowledge of agriculture should be made a part of general education in primary schools. Agriculture should also be included in the curriculum of secondary schools and universities. Agriculture polytechnics should be established.

Vocational, Technical and Engineering Education

Having completed school education, the students should be provided facilities for attending short courses, correspondence courses and short extensive courses. Special provision should be made for providing engineering education to girls. The students receiving education in the engineering colleges should be given practical training in the trade. Provision should be made for imparting education in Chemical Technology, Aeronautics and Astronomy.

Education of Science

Study centres should be established for the higher education in Science and Mathematics. The number of students taking such subjects in the university should be increased. Famous Indian scientists working in foreign countries should be invited to return to India. Science and technology should be made an indivisible part of the education system. Efforts should be made to develop the study of Chemistry and Physics. A new degree should be started higher to M.Sc. Its courses should be stated on optional basis. This course should be of one year or even lesser period. The curriculum of such courses should be organized in such a way that it may fulfill the needs and requirements of the present time. Summer

institutes of science should be established. Efficient teachers of secondary schools and universities should be invited to impart science education in such institutes.

Adult Education

Illiteracy should be wiped out in all corners of India within a period of 20 years. To achieve this, schools should be converted into the centres of community life. More efforts should be made in the rural areas as compared to urban areas to wipe out illiteracy. The curriculum of the educational institutions should be organized in such a way that the adults may acquire general knowledge and experience. Correspondence courses should be started for the expansion of education. A network of libraries should be spread throughout the country. The newly literate persons should be supplied with books and other materials according to their interests. The programmes for teaching the adults should be organized in the universities also. A National Board of Adult Education should be established for organization and administration of adult education. Such board should also be established at the national level and district level.

The Government of India has welcomed the suggestion of different Commissions. It has already implemented some of the suggestions and the efforts are still being made to implement the rest of the suggestions.

6.5.4 Five Year Plans

The effort made to strengthen the educational setup through the ten five years plans have been detailed below: -

First Five Year Plan

The Planning Commission tried to reorganize education under the first five-year plan. The following were the main points of this reorganization scheme:

1. To convert primary education into basic education, to expand social, secondary, vocational and technical education.
2. To introduce necessary changes in secondary education according to the needs of the rural population, and accordingly to reorganize secondary and university education.
3. To encourage women's education especially in rural areas.
4. To effect coordination between various aspects related to education.
5. To arrange for training of teachers of all levels.
6. To improve the salaries and facilities of teachers. To make the educational system more useful and effective.
7. To give more aid to states which are educationally backward.

The Central Planning Commission recommended that basic education should be expanded as primary education. This expansion, it was expected, would ultimately strengthen secondary education as well. Under the first five-year plan the schemes were formulated for the following:

1. To make higher education more realistic and relevant to life.
2. To spread literacy.
3. To strengthen coordination between the various aspects of education.
4. To provide educational facilities in urban and rural areas.
5. To develop vocational and technical education.
6. To reform the examination system.
7. To check wastage in university education and
8. To establish greater coordination between the various stages of education.

Second Five Year Plan

The experience gained during the first five-year plan became the basis for the second five-year plan. In this new plan, the incomplete programmes were to be completed along with some new ones.

An educational conference was convened in 1954 to discuss the various educational schemes and programmes for the first five-year plan. Causes of failure of the programmes were discussed and new schemes were formulated for the second plan in view of the needs of the nation and aspirations of the people. The conference reached the following decisions:

1. Basic education should be expanded as far as possible.
2. Secondary education should be reorganized and should be converted into multipurpose schools.
3. To reorganize University education.
4. To develop military education.
5. To spread social and cultural education.
6. To reorganize and develop vocational and technical education.

In the second five-year plan, only those items were taken up which could be fully implemented. So new targets were minimized. The 60 per cent target of compulsory primary education for children between 6 and 14 years of age was reduced to 40 per cent, although the expectation was to reach 50 per cent.

During the second five-year plan, an attempt was made to procure financial assistance from the UNESCO. In this plan, special attention was paid to the development of Sanskrit, regional languages, music, dancing, fine arts, and literacy and cultural works.

Third Five Year Plan

In the third five-year plan, primary education and literacy drive were to be especially encouraged. The objective of this plan was to make primary education compulsory for children between 6 and 11 years of age. Some programmes for the development

of secondary, higher, vocational, industrial, technical and science education were also made. Improvement of the condition of teachers and their training was another aspect of the plan in the area of education.

In the third plan, a sum of Rs. 500 crores was assigned while in the second; only Rs. 273 crore had been assigned. In this plan technical education was given preference over other items and a sum of Rs. 130 crore was reserved for this. The remaining sum of Rs. 370 crore was to be distributed over other items of development of education. Primary education was given Rs. 180 crore, secondary education Rs. 90 crore, and higher education Rs. 75 crore and other items of education Rs. 25 crore.

- a) **Primary Education:** It was planned to make primary education available to all children between 6 and 11 years of age. In the second plan, only 24 per cent of primary schools were to be converted into basic ones and only 60 per cent were to be given primary education. In the third plan a large number of teachers were to be trained and many basic schools were to be opened both in urban and rural areas. Schemes were formulated for meeting these targets.
- b) **Secondary Education:** In the third plan it was decided to open more high schools. In the second plan, 1550 high schools were to be converted into multi-purpose schools. But in the third plan, 9000 high schools were to be reorganized into multipurpose schools. It was thought that there would be 15 per cent increase in the number of children between 14 and 17 years of age in secondary schools. It was also aimed to give a vocational bias to secondary education. For this purpose, teachers were to be especially trained and guidance workers were to be appointed.
- c) **University Education:** At the time of the beginning of the third five-year plan there were 41 universities and 1050-degree colleges in the country. There were about 634000 students in these institutions. In the third plan, it was planned to increase the number of science students to 40 per cent of the total strength of students. It was planned to improve the standard of university education by making libraries, reading rooms and laboratories better equipped and by instituting more scholarships for students for encouraging higher research. The salaries of teachers were also to be raised. More hostels were to be constructed and student welfare plans were to be started. In many parts of the country three-year degrees course were introduced for the better organization of the universities in the areas.
- d) **Social Education:** Community and literacy centres, Janta Colleges, new libraries and reading rooms were to be started for social education.
- e) **Moral Education:** The Government of India became alive to the necessity of some kind of moral education for youth. So experts were requested to suggest proposals and plans in this direction.
- f) **Technical Education:** In the third plan, it was planned to increase the number of students in polytechnics to 28900 from 13165 in the second five-year plan. The number of students in engineering schools was to be raised to 11500 from 5882 in the second plan.

The Fourth Five Year Plan and Education

- a) **Financial Arrangement:** For the fourth plan, the government provided Rs. 1,260 crore. This sum was two and a half times more than what it was for the second plan. In this plan greater attention was paid to qualitative development and less to quantitative development. The various schemes of education were framed with this major objective.
- b) **Primary Education:** A sum of Rs. 398.52 crore was provided for primary education in the fourth plan and it was planned to make primary education available to all the children between 11 and 14 years of age in the country by 1981. It was estimated that by 1970-71 at least 93.1 per cent of children within the age group of 6 and 11 years and 47.4 per cent of children between the age group of 11 and 14 years would receive education. 81.5 per cent of girls between 6 and 11 years of age and 29.6 per cent between 11 and 14 years of age would receive education.
- c) **Secondary Education:** On the basis of the previous plan it was estimated that about 5 lac students would take admission to secondary schools during the fourth plan period. Accordingly facilities had to be organized for secondary education. Education in the sciences and vocational education were particularly emphasized. A sum of Rs. 279.17 crore was provided for secondary education.
- d) **Higher Education:** The Planning Commission directed that under the fourth plan no new universities should be opened. It recommended that provision for better education in colleges should be made and a sum of roughly Rs. 132.45 crore was provided for qualitative development of higher education. The Commission suggested that hasty efforts should be made for controlling admission to universities.
- e) **Vocational and Technical Education:** It was decided to start six technical institutes of university standard and 18 polytechnic schools. It was also planned to develop the already existing technical schools further for vocational and technical education a sum of Rs. 250 crore was provided.
- f) **Physical Education:** The importance of physical education was recognized in the fourth plan. The Kunzaru Committee had also recommended for the encouragement of physical education. The National Fitness Course and National Discipline Schemes were encouraged. The Central Government helped these programmes by providing trained teachers for the purpose. Small children were to be imparted physical education through sports and games.
- g) **Adult Education:** In the fourth plan, it was decided that efforts should be made to make ten crore adults literate and two crore educated. The Planning Commission encouraged the various schemes for this purpose and increased the grant to Rs. 91 crore. For social education, a sum of Rs. 71 crore was given and for cultural programmes also the same amount was separately sanctioned.

- h) **Stipends:** In the fourth plan a sum of Rs. 55 crore was assigned for giving stipends to deserving students. During the fourth plan period the country was passing through great financial difficulties. So the number of national scholarships was reduced to 3,700 from 16,000.
- i) **Development of Languages:** Rs. Twelve crore was assigned for the development of Hindi, Sanskrit and other languages. During 1965-66 in the non-Hindi speaking States Rs. 11 lac was given to various educational institutions. For the development of Sanskrit Rs. 4.33 lac was spent.
- j) **Text Books:** The National Council of Educational Research and Training contributed a great deal in the improvement of textbooks. The Council prepared 13 textbooks pertaining to training of teachers. These books were translated into various regional languages by an educational board appointed by the Council. The Council produced many textbooks for primary and secondary schools. These books were prescribed in schools in many States.

During the fourth plan period special efforts were made to develop Hindi. Many new Hindi technical terms were coined in the fields of agriculture, science, medicine and other areas. In medicine 5,000, in agriculture 8,000 and in humanities and social studies about 18,000 new Hindi terms were coined. About 123 books were translated into Hindi and distributed among various states.

- k) **Suggestions for Reforms in Education:** The Planning Commission gave a number of suggestions for reforms in education. The Education Committee appointed by the Planning Commission suggested that there should be two diploma courses after the high school examination. One course should be of two years' duration and another of four years. After completing primary education, a student who is at least 14 years of age should be given training in some technical vocation. An examination should be held after this training. Children above 19 years of age should not be given this training. The students having passed this examination should be given preference in suitable government service. The Committee was also in favour of raising the salary of teachers. The Committee also recommended that the age limit for graduation from a university should be raised to 30 years of age.

The Fifth Five-Year Plan and Education

During the fifth five-year plan, more attention has been given to qualitative development and to effecting a closer coordination between the various stages of education. Rs 1726 crore was allocated in the fifth plan for education.

- a) **Primary Education:** All the States in the country have made primary education compulsory for children between 6 and 11 years of age. Attempts have also been made for giving a new orientation to training institutions engaged in preparing teachers for primary school.
- b) **Secondary Education:** It was planned to increase the enrolment in schools. It was estimated that in all, about 20 lac more students would be enrolled in higher secondary schools during this plan period. Accordingly, funds were allocated for secondary education. Vocationalization of secondary education has been a special scheme of the plan period.

- c) **University Education:** More attention has been given to qualitative improvement. Efforts have also been made to provide more facilities of higher education to the weaker sections of society in areas which have been educationally backward so far. It was planned to provide facilities for higher education through evening colleges, and correspondence courses and by allowing students to appear at university examinations privately. It was also decided to encourage summer institutes, seminars and workshops at university centres.
- d) **Scholarship and Language Development:** A provision was made to increase the number of national scholarships to 7,000 in 1977-78 and to 10,000 in 1978-79. It was also decided to give 20,000 loan scholarships yearly during the plan period.
- e) **Special attention to Development of Hindi:** A plan was made to appoint at least 2,000 additional teachers for teaching Hindi in junior high schools and secondary schools during 1974-77. It was also decided to encourage the activities of Kendriya Hindi Sansthan, Agra; the Central Institute of Indian Languages, Mysore; the Rashtriya Sanskrit Sansthan, New Delhi and the Central Institute of English and Foreign Languages, Hyderabad.
- f) **Technical Education:** During the fifth plan it was decided that the courses of technical education would be diversified and centres of studies in material science, engineering, energy studies and ocean engineering would be established. It was also considered necessary to further develop the regional engineering colleges and engineering departments of universities.

The Sixth Five-Year Plan and Education (1978-1983)

General Education Policy to be followed:

1. Adult Education for the age group between 15 to 35 years of age will be encouraged.
 2. Compulsory primary education for children between 6 and 14 years of age will be enforced throughout the country. It was decided that about half of the total amount sanctioned for education as a whole would be spent on spreading compulsory primary education.
 3. Attempts will be made to enroll boys and girls from the scheduled castes, scheduled tribes and other weaker sections of the country.
 4. Greater attention will be paid to the qualitative development of secondary and higher education.
 5. Vocational education will be introduced in secondary schools.
 6. An effort will be made to increase facilities for education in those areas which are educationally backward and where most of the adults are illiterate.
 7. As far as possible education will be made rural oriented.
 8. Science Education will be encouraged.
- a) **Primary Education:** It was proposed to expand primary education for meeting the constitutional obligation. It was also decided to control wastage

at this stage. Quantitative development had to be achieved by enrolling maximum number of students in class I. This it was expected that by the end of the plan all the children not receiving education would come to school for education. It had been decided to start condensed courses of primary education for those children between 9 and 14 years of age who had never been to school so far. This type of programme was to be especially encouraged. For those children between the age group of 9 to 14 years who left school without completing primary education part-time programmes were to be introduced. It was also planned to provide free textbooks and midday meals. Ashram schools for children of scheduled castes and scheduled tribes were to be opened in larger numbers than ever before. Special attention was to be paid to enrolment of girls in schools.

- b) **Secondary Education:** In the sixth plan greater emphasis has been paid to qualitative development and to vocationalization of education. It was decided that new schools would be opened only in backward areas. In the qualitative development plan teaching of mathematics and science was to be improved. The students were to be engaged in social services. Better training for teachers was to be arranged. Vocational courses to be instituted were expected to be more beneficial than those introduced during the fifth plan period. In the sixth plan Rs.300 crore was provided for the development of secondary education. In order to arrange for this sum contribution from local communities was also invited.
- c) **Higher Education:** No provision was made for starting new universities during the sixth plan. New colleges could be opened only when the necessary resources had already been procured. Open-air universities and correspondence courses were to be started for making higher education available to interested persons. Private candidates at university examinations were to be encouraged for popularizing higher education. From all this it appeared that emphasis would be on qualitative improvement except for those who wanted to take examination privately. Towards this end the following policy was to be followed: -
 - 1. Admission to universities was to be made on the basis of merit.
 - 2. In the undergraduate classes the medium of instruction would be an Indian language. Good textbooks in Indian language would be produced. Study of foreign languages was to be encouraged.
 - 3. Some autonomous colleges were to be established. The policy of decentralization of powers between the various departments of the universities and affiliated colleges was to be followed.
 - 4. Grants from U.G.C. were to be decided on selective basis, and not given to all as a rule.
 - 5. Extension programmes were to be an integral aspect of higher education.
 - 6. Postgraduate studies were to be permitted only in universities.
 - 7. Teachers were to be given more facilities.
 - 8. Fundamental research was to be encouraged.

- d) **Technical Education:** The framers of the plan observed that the existing facilities in technical education were inadequate. Therefore, in the sixth plan top priority was given to technical education both for quantitative and qualitative development. Textbooks were to be improved. New centres for advanced research were to be opened.
- e) **Adult Education:** In the sixth plan also, such existing programmes of adult education as (1) Nehru Youth Centres (2) Farmers' literacy programmes for rural areas (3) Labour institutes and multipurpose centres in cities (4) Adult education departments in various universities (5) National Service Scheme (6) Financial help to voluntary organizations working for adult education, were to be encouraged further.

It was planned to include at least 560 lac adults in the adult education plan. Greater attention was to be paid to poor people within the age group of 15 to 35 years. The emphasis was to be imparting on social education and not only the spread of literacy. Under this social education programme, attention was to be paid to health education, family planning, developing occupational ability, use of science in daily life, cultural activities, physical education and creating consciousness of individual, social and national problems. For the achievement of all these objectives new reading materials were to be prepared and new workers were to be trained.

The Main Objectives of Education During the 7th Five-Year Plan

(April 1, 1985 to March 31, 1990)

1. To pay special attention to education of the backward classes.
2. To emphasize vocationalization of education at the secondary level.
3. To pay attention to specialization at the university stage.
4. To emphasize the scheme of universalization of education as laid down in the National Policy on Education (1986).
5. To reform and expand technological and vocational education.
6. To open a number of centres for social education.
7. To improve the condition of teachers by raising their salary scales by enlisting the cooperation of the central and state governments.

In order to meet the above objectives a sum of Rs. 6382.65 crores was earmarked for the purpose. Out of this amount it was decided that Rs. 5457.90 crores would be spent on improving general and technological education. Rupees 360 crores was fixed for development of adult education.

Educational Programmes During the 7th Five-Year Plan: Technological Education

The following objectives were laid down for improvement of technological education:

1. to effect qualitative improvement.
2. to modernize the laboratories and working systems of engineering colleges.

- Invest in basic and utility-oriented research and promote interdisciplinary research in all the subjects and all the disciplines.
- Encourage twinning with R&D institutions and industries for symbiotic R&D programs.
- Create opportunities for faculty for spending more time on research thorough "joint-employment" opportunities in R&D institutions and industries.
- Promote "Quality" consciousness and monitor performance of educational institutions.
- Create an enabling organizational and administrative structure for making it more user-friendly.
- Expand links with international educational and research institutions for enriching the students and faculty.
- Expand study abroad opportunities for foreign students.
- Focus on exporting of higher education.
- Create independent financial support structure for venture capital for academic initiatives and student educational loans.
- Carefully examine and create tuition and other fees structure that will, without burdening the students from poorer social and economic backgrounds, sustain the system.
- Devise a mechanism for proactive efforts to attract students from disadvantaged groups in the mainstream of higher education.
- Enhance opportunities for mobilizing and optimizing the financial resource base.
- Develop opportunities for enhanced financial support for innovative and creative institutions.

Location of Colleges: Rural/Urban

Total number of colleges upto 1999-2000 : 11594

- Colleges in rural areas (40.4%) : 4683
- Colleges in urban areas (59.6%) : 6911

UGC would promote teaching and research in emerging areas in humanities, social sciences and pure sciences. The emphasis would be to support such areas that cut across disciplines and subjects like health, gerontology, environment, biotechnology, disaster management, defence strategies, applied sociology, stress management, WTO and its impact on economy, history of science, Asian philosophy and many other areas as would be identified by subject experts.

There are disciplines like defense and strategic studies, insurance and banking, economics and world trade which are in a true sense multidisciplinary in nature, cutting across disciplines of sciences, humanities and social science and which are of importance in the rapidly changing global scenario. These and allied disciplines

need to be studied and researched in a more organized manner. The institutionalization of such activities is a need of the present time:

Types of Institutions of Higher Education : 1999-2000

Types of Institutions	No. of Institutions
Central Universities	17*
State Universities	167
Open Universities	6
Institutions Deemed to be Universities	42
Colleges	11594

* Includes Indira Gandhi National Open University and one Central Agricultural University, Imphal.

Sector 6: Outreach Activities and Life Long Learning

It is an accepted practice to pass on the benefit of conventional education to the society. The society is a very important bridge for bringing higher education to a level of utility. Indeed, one of the important components of the society, i.e. the business community can contribute effectively to conventional education. The outreach activities of any university can be in the field of traditional languages, positive health, community development and many such areas. Society also looks for life long learning. UGC has been using adult and continuing education as an effective tool for life long learning and outreach activities. This very useful activity was to be further consolidated in the Xth Plan.

Adult and Continuing Education

Objectives: To undertake literacy programmes, population education, science for people, environment education, legal literacy and technology transport, continuing education and extension.

Target: All eligible universities and colleges.

Justification and Anticipated Impact: The departments/centres will undertake short-term courses, Certificate or Diploma Courses for graduates or postgraduates, for equipping them with the necessary skills in the changing socioeconomic environment. Adult Extension Education will conduct skill based short-term courses. For outreach activities the departments will frame programmes to reach the society. It would, therefore, help to impart education to those not eligible for university based courses and community outreach by reaching out to the needs of the society.

6.5.5 Quality and Standards in Education

N.C.E.R.T.

The National Council of Educational Research and Training (N.C.E.R.T.) was established in September 1961 in New Delhi as an autonomous body. Qualitative improvement and excellence in school education and teacher education are some of its major objectives. To achieve them, the N.C.E.R.T. undertakes programmes related to research, development, training, extension and dissemination of educational information through its constituent departments – the C.I.E.T., the

regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore and 17 field offices located all over the country.

The N.C.E.R.T. continues to coordinate and monitor activities related to the U.N.I.C.E.F.- assisted projects in elementary and non-formal education and U.E.F.P.A.- assisted National Population Education Project (school and non-formal education.) The N.C.E.R.T. maintains effective liaison with State education authorities and state level institutions for providing academic inputs to the school education system.

During 1992-93, the major achievements of N.C.E.R.T. Were directed towards Early Childhood Care and education (E.C.C.E.), Universalisation of Elementary Education (U.E.E.), Minimum Levels of Learning (M.L.L.), orientation of content and process of education at the school stage, improvement of science education in school, computer literacy, vocationalisation of education, teacher education, education of SCs/STs and minorities, education for women's equality, education of disabled children, utilization of educational technology, educational survey and data processing, National Talent Search Scholarship, promotion of educational research and publication of textbooks for C.B.S.E. affiliated schools in the country.

N.C.E.R.T. develops curricula and syllabi and prepares textbooks for classes I-XII. The syllabi prepared by the N.C.E.R.T. form the basis for prescription of schemes of studies by Central Board of Secondary Education (C.B.S.E.) for the students of schools affiliated to the Board. The syllabi and textbooks so prepared by N.C.E.R.T. are given to state/UT agencies for use in their schools after adoption/adaptation. It also develops instructional material for childhood education and training packages for teacher educators and supervisory personnel. N.C.E.R.T. organizes Jawaharlal Nehru National Science Exhibition every year in which a large number of school students from all over the country participate. The council produces science kits for the use of school students. It prepares comprehensive guidelines for curriculum evaluation and school-industry linkages as well as for pre-service and in-service education of teachers on vocationalisation of education. Training courses for the officials involved in the integrated education Programme for Disabled Children are also conducted by the N.C.E.R.T.

U.G.C.

Coordination and determination of standards in higher education is a subject in the Union List and, hence, a special responsibility of the Central government. This responsibility is discharged mainly through University Grants Commission (U.G.C.), which was established in 1956 under an Act of Parliament to take measures for promotion and coordination of university education and determination and maintenance of standards in teaching, examination and research in universities. To fulfill its objectives, the commission can enquire, among other things, into the financial needs of universities, allocate and disburse grants to them, establish and maintain common services and facilities, recommend measures for improvement of university education and give advice on allocation of grants and establishment of new universities.

National Council for Teacher Education

The National Council for Teacher Education (NCTE) has been established under the National Council for Teacher Education Act, 1993, as a statutory body with effect from August 17, 1995, with the objectives of achieving planned and

coordinated development of teacher education system, regulation and proper maintenance of norms and standards of teacher education and for matters connected therewith. As per provisions of the Act, four Regional Committees for the northern, southern, eastern and western regions have been set up at Jaipur, Bangalore, Bhubaneswar and Bhopal respectively. These Committees consider the applications of institutions of teacher education for recognition/permission in accordance with the provisions of the NCTE Act. The Council has laid down norms and standards for pre-primary, elementary, and secondary level teacher education institutions and for B.Ed. through correspondence/distance education mode. During the year 1997-98 the NCTE had held a number of seminars, workshops, symposia, awareness meetings, etc. The NCTE have also taken up a number of projects and studies for the development of teacher education in the country.

National Institute of Open Schooling

The National Open School (NOS) was established in November 1989 as an autonomous organization, in pursuance of the National Policy on Education (1986), by the Ministry of Human Resource Development, Government of India. It was established to provide education to school dropouts and those who could not attend regular classes. The Open School of the Central Board of Secondary Education established in July 1979 was subsumed in the NOS.

Open Schooling is a significant innovation for complementing formal education. The mission of NIOS is universalisation of education, enhancing social equity and justice and creating a learning society. The marginalized groups, namely, rural youth, girls and women, scheduled caste and scheduled tribes, handicapped, and ex-servicemen are priorities for NIOS.

With about 40,000 students in 1990, NIOS has student strength of more than three lakh students literally from each state and UT. NIOS network of study centres consists of around 667 accredited Vocational Institutions (AVIs) for vocational courses all over the country. NIOS make provision for teachers for tutoring and also counselling the students, at the accredited institutions. It also encourages setting up of the State Open Schools. Such schools have started functioning with the support of NIOS in the states of Haryana, Madhya Pradesh, Karnataka and West Bengal, Punjab, Rajasthan, Andhra Pradesh and Tamil Nadu. Negotiations are on for setting up of State Centre for Open Schooling in Manipur. During the Ninth Five Year Plan period, 15 State Open Schools were planned to be established.

Indira Gandhi National Open University

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in September 1985 for the introduction and promotion of open university and distance education system in the educational pattern of the country and for the coordination and determination of standards in such systems. The major objectives of the university include widening access to higher education to larger segments of the population, organizing programmes of continuing education and initiating special programmes of higher education for specific target groups like women, people living in backward regions, hilly areas, etc.

The IGNOU provides an innovative system of University level education, flexible and open in regard to methods and pace of learning, combination of courses,

eligibility for enrolment, age of entry, methods of evaluation, etc. The University has adopted an integrated multimedia instructional strategy consisting of printed materials and audio-video aids, supported by counselling sessions at a network of study centres throughout the country. It conducts both continuous evaluation as well as term-end examinations.

The IGNOU introduced its programmes in 1987 and has so far launched 39 programmes consisting of 486 courses. During 1997, over 1.63 lakh students have registered for various programmes of study. The University has established an extensive student support service network consisting of 18 regional centres and 315 study centres situated in different parts of the country. A Distance Education Council (DEC) established by the University as a statutory authority is an apex body for coordination and determination of standards in distance education. Doordarshan commenced telecast of IGNOU'S programmes in May 1991 while the Mumbai and Hyderabad stations of All India Radio started broadcasting selected audio programmes of the IGNOU from early 1992.

Check Your Progress 3

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

- 6) What is the specific article in Indian constitution that ensures free and compulsory education for all the children upto the age of 14 years?

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- 7) List the major recommendations of the Secondary Education Commission?

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- 8) What is the amended three language formula?

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- 9) National Open School is the feature of which five year plan?

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10) What are the major objectives of IGNOU?

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11) List the different bodies of education system constructed to enhance the quality.

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12) What are the basic issues taken up in the ninth five year plan of action?

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6.6 LET US SUM UP

In this unit, an attempt has been made to highlight some significant historical developments in education. The ancient Indian Vedic education, post Vedic education, Brahmanic education, education in Dharm Shastras, the Buddhist system of education, Islamic education and education under the East India Company have been explained in detail. Further the constitutional provisions of education have been elaborated. The National Policy on Education, and the revised National Policy of Education, (Programmes of Action) have also been highlighted. The details of University Education Commission, Mudliar Commission and Kothari Commission have been given. All the ten five year plans and the current situation in education have been explained.

6.7 UNIT END EXERCISES

1. "There is no country other than India, where quest of knowledge has enrooted itself as deeply and so rapidly that the keen desire of gaining knowledge had produced so permanent and violent influence." On the basis of the above statement of Prof. F.W. Thomas, explain with suitable examples, the aims and forms of education adopted in ancient India.
2. Write a critical note on education in the Dharma Shastras.
3. Show the continuation of the Brahmanical tradition in the Buddhist system of education. Point out fundamental differences.
4. Explain the organization of education during the Muslim period in India.
5. What were the major difficulties before the East India Company in the first quarter of the nineteenth century with regard to framing an educational policy?

6. Describe the provisions for education in the Indian Constitution.
7. Evaluate critically the recommendations of National Policy of Education, 1986 and Programme of Action. Suggest suitable measures for the implementation of the policy.
8. What are the problems faced by Indian universities? What proposals have been offered by the Radhakrishnan Commission to solve those problems?
9. Critically examine the recommendations of the Mudaliar Commission for the reorganization of secondary education in India. How far have these been implemented?
10. The appointment of the Education Commission, 1964 has been criticized on the ground that there was no need for the appointment of a Commission (Radhakrishnan Commission) and the Secondary Education Commission (Mudaliar Commission). State what can be said in defense of the appointment of the Commission.
11. "Indian education is facing manifold problems which are to be tackled." Discuss.

6.8 ANSWERS TO CHECK YOUR PROGRESS

- 1) Knowledge and experience, sublimation of instincts, spirituality, growth of character and personality, fulfillment of duty and protection of culture.
- 2) Taking three refugees in Budha, in Dharma and in Sangha by the student before entering into the monastery in Buddhist system of education is called Pababha Ritual.
- 3) The main feature in Brahmanic Education that made it different from other systems of ancient education in Samvartan Updesh (Velidictory Instruction).
- 4) 1) Change in medium of Education i.e. Urdu.
2) Education was founded on community basis not liberally.
- 5) Rupees One lakh per-annum.
- 6) Article-45
- 7) 1) Development of Democratic citizenship
2) Development of personality
3) Education for leadership
4) Improvement of vocation capability and efficiency
5) The concept of world citizenship.
- 8) Reformulate three language formula includes following:
 - 1) Study of mother tongue of regional language
 - 2) Study of National and associate national language so long as it exists.
 - 3) Study of one modern Indian or European language.

- 9) 8th Five Year Plan.
- 10) The major objectives of the university include widening access to higher education to the various target groups like women, people living in backward region, hilly areas, etc.
- 11) The different bodies for that purpose are – NCERT, UGC, NCTE, NIOS, IGNOU, etc.
- 12) Mobilization of community support for school improvement programme, alternative education, education of working children, vocationalization of education and distance education, revision of curricula.

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UNIT 7 EDUCATION SUPPORTS REQUIRED

Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Resources in Education
- 7.4 Types of Resources
 - 7.4.1 Financial Resources
 - 7.4.2 Human Resources
 - 7.4.3 Physical Resources: Infrastructure and Learning Resources
 - 7.4.4 Other Resources
- 7.5 Resource Mobilization and Utilization
 - 7.5.1 Resource Mobilization at Various Levels
 - 7.5.2 Efficient Resource Utilization
- 7.6 Let Us Sum Up
- 7.7 Unit End Exercises
- 7.8 Answers to Check Your Progress
- 7.9 Suggested Readings

7.1 INTRODUCTION

You have already learnt that education is the responsibility of the state. In a country like India where lots of developments are taking place in education and related areas, demand for more funds would continue so as to keep pace with this development. Spending on education, health care, nutrition etc. is no longer considered as a social measure, these investments are in human resource development – a key factor for rapid economic growth, so there is a need to manage the resources with cost effectiveness. These budgets have to be prepared in a more scientific manner within the frame of the principles of economics because we are managing our education within financial constraints and such a situation demands that we should know what the available resources for education are, and how we can utilize them effectively for quality education to achieve faster economic growth.

7.2 OBJECTIVES

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

- define the resources in education;
- identify different types of resources for education;
- discuss the importance of various resources in quality education;

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7.1 INTRODUCTION

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7.2 OBJECTIVES

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

- define the resources in education;
- identify different types of resources for education;
- discuss the importance of various resources in quality education;

- explain the process of efficient resource utilization at various levels; and
- explain the role of teachers and managers in efficient resource utilization.

7.3 RESOURCES IN EDUCATION

Educationists have been defined education differently. According to Plato, education is a system which guides the youth to proper logical discourses supported by rules and regulations accepted on the basis of preceding generation. Aristotle had recognized education as a social and practical art. According to him, it is a part of politics since it is equally interesting to all, its training should be common for all children and its organization should be the responsibility of the state. It is evident from the definition that education is in the interest of all the groups and institutions of the society, education is required and give strength to the institution, for its improvement and survival. Every institution has its own important role in a healthy society and for the betterment of society, it is the responsibility of government to educate all citizens. Education is a process where various resources are required in an effective manner. To arrange these resources in a proper manner and in time, as and when required, for completing the educational process is the responsibility of educational administration. For achieving the aims of education it is very much desired that education should be based more on practical experiences because first and foremost the aim of education is to educate an individual to solve the problems of life. To impart this type of education lots of resources are required. The present education from pre-primary to higher education is divided into four stages i.e. pre-primary, primary, secondary and higher education. These are different levels of education and funding and availability of resources and their utilization differ at these different levels of education.

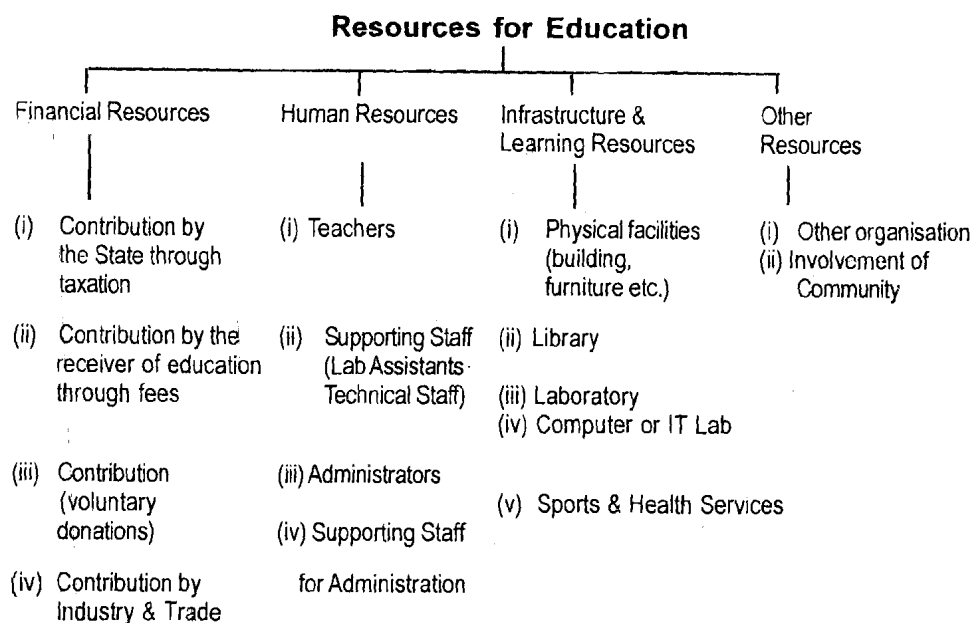
Effective functioning of any institution of the society depends upon the support it gets from various other institutions. In the process of education, government and religious institutions play important roles. The major responsibility of education is with the states. Then comes the responsibility of the local government and lastly, it is the responsibility of the educational institution to utilize all the resources and produce good results.

Inadequate resources constitute a bottleneck in realizing any target. Education in India faces financial constraints. Grants-in-aid received from Government is a major resource, while fees and other resources are meagre. Available financial resources are not sufficient and this non-availability of resources is a great hurdle in achieving the targets of education.

The importance of education in human life has increased in modern times. In this era, a child needs to learn more to lead an effective life. With the advancement of human civilization, the accumulated experience, knowledge and information have increased tremendously and consequently, the need for better education has also increased. Education of an individual is always directed towards the fullest possible growth of the human abilities Education also takes upon itself the responsibility for striking a balance while developing these abilities, so that a harmonious personality can be developed.

The process of education includes various steps in which activities have to be performed, to achieve predetermined objectives. To conduct this process effectively

we need various resources. The major resources for education can be categorized as follows:



Check Your Progress 1

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

1) Define resources in education.

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2) Discuss the importance of financial resources.

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7.4 TYPES OF RESOURCES

7.4.1 Financial Resources

Independent India with its written constitution took upon itself the major responsibility of the education of its people. Under the directive principles of state policy, the constitution specifically provided for: (i) free and compulsory education up to the age of fourteen; (ii) promotion of educational and economic interests of the scheduled castes and scheduled tribes and other weaker sections of the society. It also provided for equality of opportunity of education for all its citizens

irrespective of caste, creed, sex, religion, etc. In order to achieve equal opportunity in the true sense, it made provisions for protective discrimination by giving special free concessions, financial subsidy and reservation of seats to students from the weaker sections of society. These constitutional provisions required increasing State intervention in education and also a suitable financing policy to support this intervention.

Education was initially included in the State List but was brought under the concurrent list of the activities of the union government after the 42nd amendment of the constitution. Henceforth, the State instead of taking over the education system completely, followed the policy of supporting the endeavour of private bodies on the one hand and starting its own institutions of education on the other. Since the level of educational development was low in India and the educational facilities were poor, the State laid great stress on providing educational facilities for primary, secondary and higher education, as well as for adult education.

The organizational pattern which emerged during the last 50 years can be described as follows:

- 1) Private managed but government aided schools and colleges;
- 2) Private managed schools and colleges without government aid;
- 3) Central and State Government managed schools;
- 4) Central and State Government supported autonomous institutions like universities and institutions of higher learning; and
- 5) Private managed universities without government aids.
- 6) Adult education centres supported and managed both by private bodies and the State.

Although private bodies were allowed to manage and promote education, the content of courses at the school level, was coordinated by the Boards of Secondary Schools in respective States and for the Union Territories, by the Central Board of Secondary Education. At the college and university level it was determined by the respective universities. It may be mentioned here that the direct intervention by the State in determining the content of education was limited. What was to be taught was by and large determined by the respective coordinating agencies and the universities. This practice continues till today. The form of education in terms of number of years of schooling and higher education was, however, determined by the State and Central Governments.

After independence the State gave greater financial support to the development of education by mobilizing resources through taxation. In order to promote the education of its people the State also took specific policy measures. It gave:

- i) Fee concessions to weaker sections;
- ii) Financial subsidy to students belonging to scheduled castes and scheduled tribes;
- iii) Tax rebates to philanthropists and donors who contributed to educational development; and
- iv) The State also regulated the fee and kept the rate low in the state supported and state managed institutions of education.

The first two financial policy measures proposed to redistribute the resources for education in favour of the weaker sections. The policy of low fees was to enable the poor sections of the society to benefit from education, i.e., to subsidise their education. The policy of rebate also helped in mobilizing funds for education.

Education has to be provided on a large scale and it requires huge amounts of money. This work cannot be done without the help of government. Education takes the nation to the path of progress. So the government has a great responsibility in this regard. The government has to pay attention to all levels of education; neglecting any levels will be harmful for the country. Government has to pay equal attention to primary, secondary, higher, technical and vocational education.

7.4.2 Human Resources

In any educational institution, the human resources required are broadly classified as Teaching Staff and Non-Teaching Staff:

Teaching Staff

The demand on teachers in terms of competence, professionalism and dedication impose on them an enormous responsibility. Expectations are high and needs are seemingly limitless. In many countries, quantitative expansion has often resulted in a shortage of teachers and increase in class size with consequent pressure on the education system. The teaching profession is one of the most highly organised in the world, and it plays a powerful role in education. Teacher's role should not be restricted to only teaching and learning. The responsibilities of curriculum development, preparation of text books and other reading material and teaching aids should also be transferred to teachers, which traditionally was the responsibility of the 'expert group' in the education system. To shoulder all these responsibilities, a teacher requires continuous opportunities for learning, exchange of ideas and views, innovations and experimentations. Continuous learning is unavoidable for their professional growth. Pre-service education of teachers will aim at providing knowledge, skills, attitudes and values necessary to function effectively as teachers and to continue to grow professionally.

The powerful relationship between teacher and learner is central to the teaching process. In order to make this process effective, good teachers are required at all levels of education. At present, in India, teacher education for primary level is of two years duration in most of the states and the entry qualification for primary teachers is high school pass. At the secondary level, the entry qualification is Bachelor's degree with a graduate level teacher education course of one-year duration. For higher education, National Eligibility Test for lecturer was introduced but there is no pre-service training for teachers at this level, and only in-service programmes are run for their professional improvement.

An important development which contributed significantly to the improvement of both school and teacher education was the establishment of National Council of Educational Research and Teaching (NCERT) as an autonomous body by the Central Government; state governments also established State Institutes of Education (SIE) which were later upgraded as State Councils of Educational Research and Training (SCERT). The NCERT, working on close collaboration with the SIEs/SCERTs, brought about significant improvement in the curricula and textbooks of schools and teacher education. It also organises in-service education

programmes for professional growth of teachers and teacher-educators at all levels. More recently, District Institutes of Education and Training (DIET) have been established with central assistance in all districts, to provide both pre-service and in-service education at the primary level. Thus we now have a network of institutions at district, state and national levels to provide in-service education to teachers and teacher educators at all levels of school and teacher education. They also bring about improvement in curriculum and textbooks.

In 1973, the Government of India set up an advisory body for teacher education entitled the National Council for Teacher Education (NCTE) with the Education Minister, Government of India as its President, and the Director, NCERT, as its Member-Secretary. The Department of Teacher Education of NCERT functioned as its office.

The NCTE as an advisory body of the Government of India functioned until 1973, when the NCTE Act was passed by the Parliament, and NCTE as a statutory organization was created. During this period, (1973-93) the Department of Teacher Education of NCERT tried to implement the recommendations of NCTE and brought about a lot of improvements in teacher education in the country. Through a joint session of U.G.C. Panel on Teacher Education and a committee of NCTE, a draft document on Teacher Education Curriculum Framework was developed in 1976. This document was revised in the light of discussion at two national conferences of teacher educators and was approved in 1978. The NCERT published and widely circulated this document among state governments, universities and teacher education institutions. It prepared supplementary materials in the form of books to help in the implementation of the recommended curriculum. It interacted with universities and state governments and tried to bring about changes in the teacher education curriculum on the lines recommended by NCTE. It interacted with universities and state governments and tried to bring about the changes in teacher education curriculum on the lines recommended by NCTE. As a result of all these efforts, many changes were brought about in teacher education curriculum. The theoretical principles were related to Indian conditions. More time and attention were given to the practical aspects of teacher education. Skills were developed in all these areas before sending them to schools for practice teaching. Working with community and work experience (or socially useful productive work) were introduced as new areas of practical work. More attention was given to practical work in educational technology. Student teachers were also taught to conduct tests and do practical work in administration, scoring and interpreting tests. Student teachers were sent to schools for a block period of time for teaching practice and were also involved in all activities of the school. These were some of the changes brought about through the implementation of the new curriculum framework.

- 1) The qualifications of primary teachers have been revised from X years to XII years of general education followed by two years of teacher training. Earlier, the requirement was one year of teacher training. Similarly, qualifications of secondary and senior secondary school teachers have also been fixed and raised to graduate and post-graduate levels with the requirement of full-time teacher training. With the establishment of NCTE, the teacher training qualification is being further streamlined. NCTE has now recommended two years of teacher training. The qualifications of college and university teachers

have also been revised and upgraded, these teachers are now required to have a degree at the doctoral or M.Phil levels in the concerned subjects and qualify in the National Eligibility Test (NET).

- 2) The need for continuing education for the teaching and educational administration community has been recognized. Several new initiatives and infrastructures have been developed to support the training needs of the staff. The District Institutes of Education and Training (DIETs) have been set up for frequent and continuing in-service education of primary and elementary teachers. The extension services movement which was initiated in the mid 1950s for inservice education of the secondary teachers has unfortunately been closed down. Nevertheless, efforts are on with the State Councils of Educational Research and Training (SCERT) and Institutes of Advanced Studies in Education (IASEs) to bring in a new thrust on continuing education of secondary teachers. The Academic Staff Colleges have been set up in about 48 universities for providing continuing education, both subject-based as well as methodology-oriented, to college and university teachers. The Technical Teacher's Training Institute (TTTIs), Indian Society for Technical Education (ISTE) and Indian Institute of Technology (IITs) conduct large number of training programmes for in-service education of technical teachers. National Institute of Educational Planning and Administration (NIEPA), now National University of Educational Planning and Administration (NUEPA), at the national level, and similar state level institutions or the Administrative Staff Colleges of the states offer training programmes for the educational administrators – the principals of schools and colleges, District Education Officers (DEOs) and the staff of the directorates of education. During the last few - about three - decades, there has been a steady development of provision for in-service education of teachers for continuous quality improvement. Whether these efforts have actually resulted in quality improvement or not, remains a matter of debate, in the absence of empirical evaluation and data. It does, however, indicate the growing concern of the state for quality improvement.
- 3) In the early 1960s, National Council of Educational Research and Training (NCERT) was set up. During the last few decades of its existence, NCERT has set up a new standard for curriculum and textbooks in school education. This has influenced the state practices and increasingly there has been an articulated concern and effort to improve the quality of textbooks in the states. Over these years, the textbooks have been supplemented by enrichment material in the form of workbooks and other such material. In 1962, the television was pressed into service to complement school education. It has steadily grown and now there are various programmes. The Central Institute of Educational Technology (CIET) and the State Institutes of Educational Technology (SIET) network support the requirement of school television. (UGC's "Country-wide Classroom" programme offers television programmes for higher education. IGNOU's programmes on television support the needs of the students learning through the distance education mode. In order to feed these television channels, a large number of video programmes in education have been developed. Besides these three sets of programmes mentioned above, UGC has developed a number of video courses on Psychology, History, etc., which are available from 'Educational International

India'. Similarly, the TTTIs and IITs develop a large number of video programmes on technical education, higher technical and engineering education, etc. The computer-based multi-media is a comparatively recent but fast development. A variety of computer-aided instructional material is now available from various sources, primarily from the private enterprises. While the utilization of computer-aided instructional material is quite restricted in the Indian classrooms, the increase in their export performance indicates their quality and potentiality. However, with the availability and usage of computer at all levels – both within the institutions and at homes- this is becoming an upcoming area of quality management.

Technical qualification is required for supporting staff to teach them at entry point but there is no provision for in-service programme for them. Some of them are highly qualified and are demotivated for present job. Promotional avenues are also very few. There should be provision for incentives in their service to motivate them for efficient resource utilization.

Administration Staff

Administration and management of educational institutions is not different from the administration and management of other government organizations. At present in primary and secondary level schools, principals are responsible for administration and management of the school. On the basis of their teaching experience and on handling a few tasks of management, they are appointed as principals and there is no provision for pre-service training. NUEPA is organizing in-service programmes for school Principals but there are not sufficient programmes to cover the whole population of this category. They are more or less responsible for utilization of resources available with them, but only a few who are self-motivated for administration utilize the available resources with them – the others just cope with day-to-day problems and pass their tenure as administrators. Basically, the responsibility of a manager or supervisor does not end with just managing or supervising subordinates; rather it begins with a positive approach and does not end at all. A manager is thus supposed to perform the role of friend, philosopher, guide and teacher too. It is important that he/she develops him/herself for performing these roles. Having been self-motivated is not enough, support from seniors and the organization is also required.

Administration of universities and colleges/institutions of higher learning include academic administration, financial management and control and general maintenance of campus activities. At present, in universities, basically, there are two types of administration, academic as well as general administration; Academic administration is executed by Heads and Deans and general administration by Assistant Registrar, Deputy Registrar, Registrar and Officers in finance and others in-charge of departments. Though pre-requisite qualifications are prescribed, on the basis of promotion schemes most of them get higher posts. Again there is no provision for organizing training programmes within or outside the university campus. Administrators are guided mostly by their previous experiences, and administration is totally based on past experience.

The introduction of HRD system is, thus, essential in any organization for its betterment and overall development. However, it is worthwhile to note that it is the top management of the organization who should genuinely believe in the HRD

philosophy and its introduction based on actual needs and in creating a climate conducive to the organisation's development. The place of work should be a source of joy and place of enjoyment so that people may give their best to the organization. The employees feel happy if the top management is able to inculcate the feeling in them that the organization belongs to them. This feeling can be generated only when the organization is able to take care of employees' basic needs through various welfare measures and introduce an appropriate type of managerial system. The employees should also be allowed to discover their own capabilities and potential so that they can become more committed. It is not enough for the top management to take a decision on HRD in a boardroom; it should also take follow up action to implement the decision. It is more important to implement the decision and go all out to introduce HRD system for better performance, higher productivity and output, happiness of workers, career planning and other related matters for the achievement of organizational effectiveness, efficiency and development.

It has been accepted that all training can be categorized under the heads of knowledge, skill, and attitude. At one time little distinction was made between these three training areas. Skills were seen to be acquired when knowledge of the methods and processes of system was passed on, either by word of mouth or in writing. New recruits were expected to become proficient in a job after being told what to do. Those who were unable to absorb the information and apply it fairly were discharged. The approach to attitude in training was negative. Employees were often seen to have the wrong attitude when they failed to meet the employer's demands. It did not occur to anyone that inculcating the right attitude, i.e. one, which was accepted as constructive, could have a reinforcing effect on learning. The work of behavioural scientists, coupled with pressures from the work force calling the application of fairness and common sense have helped in bringing about a changing approach in recent years. Trainers are now well aware that people cannot be treated as machines, and the extent to which the employer's goals can be achieved by simply telling them what to do is limited.

7.4.3 Physical Resources: Infrastructure and Learning Resources

In building an educational institution, the primary consideration should be that it should cater to the educational needs of the children and should be instrumental in securing future development. Sometimes teachers complain that they have found themselves substantially limited in their teaching work by the infrastructure facilities available to them. They have also felt that classrooms have been built by engineers in a traditional way with the emphasis on expediency and are not improving the teaching/learning process. In addition to serving the educational needs from the point of view of library, laboratory and classrooms, the building also has to be designed aesthetically. It should be appealing to the eye and should be sound in respect of light ventilation and several other considerations which influence the quality of education in the school. It is the educational administrator who is supposed to know best the educational needs and requirements in terms of the size and shape of the classrooms, laboratories, libraries, playgrounds etc.

Instructional method based on practical, experimental and investigative work is mostly carried out in laboratories but also extends to project and fieldwork.

Practical work occupies an important place in the education of scientists and engineers. It is based on the assumption that learning by doing is best for acquiring technical skills. During the past twenty-five years a major re-appraisal of uses and methods in laboratory teaching has taken place. In country like ours, the high cost of laboratory work, makes it difficult to continue providing facilities and resources of the necessary standard. Severe constraints and overloading of timetables lead to serious problems in meeting syllabus requirements in qualitative and quantitative terms. Due to these reasons, there is lot of dissatisfaction with the effectiveness of conventional laboratory work which does not foster the understanding of scientific concepts and the application of scientific principles to solving problems. We may summarize the current goals of practical work thus:

- Teaching technical skills relevant to the subject.
- Understanding scientific principles and the process of scientific enquiry.
- Developing systematic problem solving skills.
- Venturing into the development of professional attitudes, practices and commitments.

The fundamental principles on which laboratory teaching is based are that students teach themselves and each other. Although the students essentially learn through their own efforts, it is the teacher who conducts the experiments, imparts instructions and guidelines. The library is the hub and the centre of the intellectual and literary life of the school and play the same role in fostering interest in all other subjects, as the laboratory plays for science subjects. In fact even in the case of science subjects it plays an important role. Scientific journals are very expensive and its not possible for students to buy these, hence library journals provide the latest information and developments in the area.

A library should have computer facilities, since such facilities make the library very effective and time saving and these are the assets for students to be utilized for learning purposes. Through proper regulation of these services, we should make available to students and staff, reading materials of interest and value to them. These institutions also have craft and productive work centres which maintain a balance between theoretical and practical studies. At present in India schools with adequate finances have their own workshops and craft rooms.

Other facilities which provide recreation opportunities and help to perform better in the learning process are sports, canteen, lawns and gardens. For various reasons, they are also helpful in getting effective results. Special events such as dances, exhibitions, celebration of national days and community meetings are good opportunities for improvement in learning level and educational interaction in general. Equipments such as audio-visual aids, black boards, laboratory apparatus, bulletin boards, display boards, machines and other apparatus used for learning various skills are essential resources for learning and helping to produce quality education.

7.4.4 Other Resources

Many of the agencies in the area where a school or college is situated can provide resources. We can say that there are sources to provide resources for education i.e. intellectual or information resources, material resources, physical facilities, institutional resources such as library, teaching aids and good will resources.

People or resource persons available in the nearby locality also play an important role besides teachers, who are useful in educational development. These include village leaders/area leaders, members of panchayat, officials of development departments, members of voluntary organizations, radio, T.V. programme participants, cultural groups etc. Many of them are traditional communicators who pass on ideas and messages more effectively.

Check Your Progress 2

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

- 3) "Availability of resources is essential for quality education". Discuss.

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- 4) Identify the types of resources available for education.

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7.5 RESOURCE MOBILIZATION AND UTILIZATION

7.5.1 Resource Mobilization at Various Levels

Most of the finances for education come from the state, which mobilizes most of its resources from taxation. Fees are another source. The Constitution of India provides for free and compulsory education upto the age of 14 years. Thus, with the constitutional provisions no fees or very nominal fees can be charged for school education. This provision for free and compulsory education is applicable till elementary education level.

Private, aided and unaided schools also operate within the system but they charge high fees. Government schools which charge very nominal fees or no fees are inadequately provided funds. Due to non-availability of resources these schools impart low quality of education while the schools charging full cost of education provide high quality education. This type of education is a result of economic inequalities and are against the basic principles of social justice and equality of educational opportunity. The state should provide funds to improve the quality of government schools and help them to come up to the pace of high quality institutions.

At the level of higher education, the situation is different. At present, the number of private universities and colleges has increased tremendously. The government universities are producing good quality products but in the case of private universities

and colleges, there are variations. Some universities are producing high quality products and in some, since resources are less, they are only giving degrees. Though the state mobilizes most of the resources from the middle and lower class people in the form of indirect taxation, it is giving inadequate support to the education of both the classes. The differences between the quality of education provided by government and the private sector has put poor and middle class people in disadvantageous positions and has perpetuated inequalities in higher education and in the job market also.

Resource allocations among the three levels of education are found to be more favourable to higher education, though the constitutional obligation of free and compulsory primary education is not yet achieved in the country.

A major issue in educational financing in India is only at the higher education level. Few courses are run by universities, which are self financed. They are also generating funds by providing land and building on rent but only a few school are experimenting this for generation of funds. Fully aided schools are not taking interest in it. This exercise is possible in urban areas not in villages and small towns. Most of the educational institutions are not cost conscious in their financial management and as a result, the institutes are run as non-viable institutes.

At the institutional level, the major source of finance is fees from students. At primary and secondary levels as we have discussed, there is little scope for collecting fees and the amount received from fees are very nominal in the case of government schools. In the case of private schools all the costs of education is met from the fees paid by the students. At the higher education level, fees are again very nominal and do not cover even 10% of the institutional cost. There is no indiscriminate subsidization at the institutional level, as equal amount of fees are charged from students from all the income groups. As a result, students from lower income and working groups are under represented in higher education particularly in the professional courses.

7.5.2 Efficient Resource Utilization

A variety of resources flow into the education sector – physical, human and financial. They flow from various sectors – central, state and local governments. Foreign governments are also contributing to education of other countries, community resources external and internal resources – institutional and non-institutional resources available within education sector and outside.

No economy can drain the resources for the activity sake, now its conscious effort of government that we are spending this amount for economic growth of the nation, it is considered consumption activity. Human resource development can be considered as a contribution towards faster economic growth. We know well that education these days is public service and provided by Government at subsidized rates. The social resource costs on education are higher than what is paid by the individual households. The institutional cost is largely funded by government. The consumers in this process are not the real paymasters. Others are paying for their education through levies of taxes and this cost also includes all monetary and non-monetary efforts which the community as a whole contributes to the education process. These are the inputs for education and students are the output of the process. And here arises the need to calculate the cost of education unit cost to assess the cost spent on human capital, a real resource of the community.

The resources allocated to education are not necessarily sufficient, and the combinations of various resources are often unbalanced. Mobilisation of resources has been suggested by various committees and commissions. It is the responsibility of institutional management to look into the matter and utilize the resources effectively.

Financial resources play an important role in education. Financing of education should be based on financing for productivity and economic growth, financing for equity, financing for efficiency, and financing for diversity. When emphasis is on quality of education, we have to build a good monitoring system, staff, and to recruit fresh staff, entry qualifications have to be fixed to select effective candidates. NCERT, NCTE, NUEPA and DIETS are making efforts for continuous education of teaching staff, which is required for effective utilization of human resources. Proper utilization of various other sources i.e. infrastructure facilities has also been suggested and institutions are implementing these. They are renting their facilities and generating funds and adding more facilities in schools to produce quality products.

Recognition of the fundamental right to a minimum level of education by government has provided the leeway for further education. Part of this recognition may be attributed to political expediency. Political leadership gets its legitimacy and strength from the degree of its responsiveness to meet social aspirations of the people. Developing nations have become increasingly conscious of the social aspects of economic planning. It is now generally held that economic growth should be a means towards the eradication of hunger, illiteracy, disease and reduction of existing social and economic inequalities. All ailments of society can be removed through quality education for all. At present the education system requires efficient resource utilization on the one hand and mobilization of resources for adding more facilities at the other. As we have pointed out, it is the responsibility of institutional management to generate and manage available resources in an effective manner. For this, proper management techniques should be utilized. Cost benefit analysis is a technique which can help in making better decisions relating to investments. This analysis is a practical way of appraising the desirability of a project involving public expenditure in terms of net social gain to the society. This technique has been primarily developed for use in the private sector and is often unsuitable for the public sector. But in this era of globalization, where competitions are there at every step, to prove our worth and for ensuring our survival, we have to appraise our system on the cost effective scale.

Check Your Progress 3

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

- 5) What do you understand by efficient resource utilization? Suggest measures for effective utilization of resources.

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- 6) Discuss the role of teachers and educational administrators as resource allocators and managers.

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7.6 LET US SUM UP

In the beginning, our discussion focused on education and support required. We have discussed the concept on the basis of facilities required for education. Then we discussed different types of resources in education and efforts made in this direction to improve the condition by the government. We have also noted the importance and role of various resources. Thereafter we discussed mobilization of resources and lastly we tried to understand the necessity to utilize available resources.

7.7 UNIT END EXERCISES

1. Prepare list of resources required at different levels of education for quality education.
2. Identify community resources that can be utilized for effective education process.
3. Suggest measures for efficient utilization and mobilization of resources.

7.8 ANSWERS TO CHECK YOUR PROGRESS

You may elaborate your answers on the following lines:

- 1) Meaning and scope of various resources in education.
- 2) Importance of financial resources for effective management of education.
- 3)
 - i) Resources in Education.
 - ii) Importance of various resources in managing educational institutions.
 - iii) Define quality.
 - iv) Discuss the importance of availability of resources for quality of education.
- 4) Discuss various types of resources and their further categorization.
- 5)
 - i) Define efficient resource utilization.
 - ii) Why is efficient resource utilization the demand of the hour in education?
 - iii) Suggest measures for effective utilization.
- 6)
 - i) Role of teachers in managing various resources for education.
 - ii) Role of administrators in managing various resources for education.

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UNIT 8 COMMUNITY PARTICIPATION AND SUPPORT IN EDUCATION

Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Role of Community
 - 8.3.1 What is Community?
 - 8.3.2 Community Support and Participation
 - 8.3.3 Appraisal of Historical Perspectives
 - 8.3.4 Community Participation in Educational Development
- 8.4 Institutionalisation of Community Participation
 - 8.4.1 Janshala Programme
 - 8.4.2 Lok Jumbish Project
 - 8.4.3 M.V. Foundation
 - 8.4.4 Ensuring Better Participation of Community in Educational and Schooling Process
- 8.5 Let Us Sum Up
- 8.6 Unit End Exercises
- 8.7 Answers to Check Your Progress
- 8.8 Suggested Readings

8.1 INTRODUCTION

Education is universally acknowledged to be one of the key inputs contributing to the process of national development. For development of human resources, investment in education is essential to empower people with appropriate knowledge, skills, values and attitudes, to enhance their quality of life, to improve their productivity and to enable them to participate more fully in the development process. Policy makers, educators and others involved in education are seeking ways to utilize limited resources effectively and efficiently in order to identify and solve problems in the education sector and to provide quality education for children. Until the middle of the last century, responsibility for educating children rested with the community. There still are places where communities organize themselves to operate schools for their children today. There are various initiatives to outline the potential of community supports, participation, and involvement to improve elementary education in a bigger way.

Community support and involvement in planning and management of elementary education in India is as old as our civilization. Various commissions and committees have reiterated the significance of community participation in achieving the goal of universalizing elementary education. The National Policy on Education (1986) and its POA (1992) also envisage greater role of community in the field of education at the local level. The 73rd and 74th constitutional amendments relating to Panchayat Raj Institutions have further enhanced the move towards decentralization of education and community participation.

In preparing and implementing any efforts to promote community support, participation and involvement in education, it is important to understand the scenario of community support in education i.e. community initiative, awareness, participation and ownership in the promotion of education. Further, a deeper understanding of these issues is important since the link between community involvement and educational access, equity and quality is not simple and involves various forms. In this module, we will be discussing the meaning and concept of community participation in education. This Unit also documents some of the experiences on involvement of the community in the elementary education and discusses the scope of community participation at great length.

8.2 OBJECTIVES

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

- explain the meaning of community, community support and participation in education;
- describe the involvement and participation of community in education from historical perspective;
- analyze the scope and extent of community participation in elementary education;
- appreciate some of the successful experiences of community participation in primary education in India; and
- the need for empowering community and schools for effective partnership.

8.3 ROLE OF COMMUNITY

8.3.1 What is Community?

Let us now define the term 'community'. Community can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. There are many sociological and anthropological definitions of community. The common elements of these definitions are that community means a local environment of people who have interests in common as well as different interests. A community has an identity, a sense of place, of "Us" and "them". A community is all of "We", who are not "they" and this is a collective significance of a distinctive name. (International Encyclopedia of Education, 1985).

As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous, and some united, while others are conflictive. Some communities

are managed and governed by leader chosen democratically who acts relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1964) points out three aspects of communities:

- 1) First, community is a group structure whether formally or informally organized, in which members play roles which are integrated, around goals associated with the problems from collective occupation and utilization of habitational space.
- 2) Second, members of the community gave some degree of collective identification with the occupied space.
- 3) Lastly, the community has a degree of local autonomy and responsibility.

Brey (1996) presents three different types of communities; the first one is the geographic community, which is defined according to its member's place of residence, such as a village or district. The second type is the ethnic, racial and religious community, in which membership is based on ethnic, racial or religious identification, and commonly cut across membership based on geographic location. The third one is the community based on shared family or educational concerns, which include parents association and similar bodies that are based on families' shared concern for the welfare of the students.

A.R.Desai in his famous book on rural Sociology has articulated, "The word community has, for the past many decades, denoted religious or caste groups or on some instances economic groups not necessarily living in one locality. But with the inauguration of Community Project Development (CPD) in this country, it is intended to apply it to the concept of village community as a whole, cutting across caste, religious and economic differences." Further, community has been variously defined in the discourse on education as 'parents' the 'larger community' and 'elected representatives' or member of such local structures as village education committees (VECs). It is apparent here that 'community' is not a homogeneous, monolithic entity, but one that lends itself to varying interpretations. This aspect of the heterogeneity of community could be viewed from two distinct perspectives:

- i) 'Local class-caste composition when parents, as the background for children are taken into consideration,
- ii) The class composition of Elected representatives influences the nature of involvement as well as the nature of conflicts arising from such involvement. One can only draw context-specific notions of the word 'community'. The need for contextualised understanding of the term can lead to multiple interpretations.

8.3.2 Community Support and Participation

Community support and participation has to be perceived as a context-specific expression based on the degree of involvement of people, to bring certain systemic changes with a basic objective of ushering in development and improvement in the quality of life of the participants. This involvement could be in health, education, social security etc.

The term participation can be interpreted in various ways, depending on the context. Shaffer (1994) classifies different degrees or level of participations, and provides seven possible definitions of the term including:

- Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- Involvement through the contribution (or extraction) of money, materials and labour;
- Involvement through 'attendance' (e.g. At parents' meeting at school), implying passive acceptance of decisions made by others;
- Involvement through consultation on a particular issue;
- Participation in the delivery of a service, often as a partner with other actors;
- Participation as implementers of delegated powers; and
- Participation "in real decision making at every stage," including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role.

Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- Collecting and analyzing information;
- Defining priorities and setting goals;
- Assessing available resources;
- Deciding on planning programmes;
- Designing strategies to implement these programmes and dividing responsibilities among participants;
- Managing programmes;
- Monitoring progress of the programmes; and
- Evaluating results and impacts.

As we are aware, education takes place not only in schools but also within families, communities and society. Education is a socialization process, which should ideally be seen as a partnership among students, schools/teachers and parents/community.

Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take full responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and societies must support parents and families in the upbringing, socializing and education of their children. This in turn can be called community support and participation in education.

Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents and communities.

Schools, families, and communities can work productively together to improve community participation:

- 1) *Parenting* – to help all families establish home environments that support children's learning at schools;
- 2) *Communicating* – to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programmes and their children's progress in schools as well as help teachers to learn about how children do at home;
- 3) *Volunteering* – to recruit and organize parental help and support;
- 4) *Learning at home* – to provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning;
- 5) *Decision making* – to include families in school decisions, to have parent leaders and representatives in school meetings; and
- 6) *Collaborating with the community* – to identify and integrate resources as well as services from the community in order to strengthen school programmes, family practices, and student learning.

The term 'community support and participation in elementary education' is a comprehensive one. It can be construed as the total participation of the community in the system to facilitate the achievement of the goals of UEE. Complete community participation could be considered as a tool for self-development and empowerment of the community. The type of participation also ensures community development because it fulfills the most important requirement of development (i.e. literacy), which, in turn, enhances the individual's economic mobility, and range of choices. Another aspect related to this is the manner in which the communities create conditions for greater participation of children in education and the obligations of the community vis-à-vis education. Does their role end with the participation of children, or is there something beyond this? Are there any specific roles and responsibilities of the community that would enhance effectiveness of the education system? What are the implications of such participation on the specific roles of the government, educational bureaucracy and other stakeholders? These issues are particularly important in the Indian context as a significant proportion of the enrolled children are first generation learners and the stakes are high in the country for investing in education.

8.3.3 Appraisal of Historical Perspectives

India has a long tradition of communities supporting education. In the precolonial period, facilities for mass education were maintained locally with the help of parents and local communities. The community also contributed space for school and materials for the students. The content of the education was designed and outlined by the teacher and the community together.

In British India, local bodies like the Panchayats and municipalities were set up and, apart from other functions, they had the responsibility of organizing school education too. The government stipulated the content of education, but the organization and administration of the schools was left to the local bodies. There are also anecdotes of the setting up of private schools by local communities.

Universal elementary education has become one of the constitutional commitments of independent India. After independence, primary and middle schools were taken out of the control of local bodies and were transferred to governmental regulation. Thus centralization of education started which alienated it from the community. The notion began to magnify the governmental role and diminish the role of community; therefore it was the government's responsibility to look after it. Centralization though born out of an intention to improve the quality of education, failed to effect such a change. However, even in this bleak scenario, the community was coming forward in certain places to improve the conditions of schools.

The B.G. Kher Committee (1953) emphasized the need for decentralization of management to attract community involvement at the grassroots level. It recommended involvement of all types of local bodies to promote and manage education in the interest of mass education. Subsequently the Balwant Rai Mehta Committee (1957) recommended that primary education should become the responsibility of the Panchayats. While the matter of standards remained with the Department of Education, financial and administrative aspects of management were transferred to Panchayati Raj Bodies. In spite of some deficiencies, some significant gains were noted as a result of this move.

Further, the Bongirwar Committee (1971) viewed education as an instrument of social change and stated that education cannot function in isolation from social forces. The village schools have an important role to play in creating a proper environment in rural areas. Therefore, the local people must be associated with the working of schools. This committee recommended transfer of more functions to Panchayati Raj bodies including transfer of teachers, academic administration and supervision of the school etc. Ashok Mehta Committee (1978) advocated transfer of substantial powers and responsibilities in education to Zila Parishads. These powers and responsibilities included transfer of teachers, monthly transfer of salary funds from the state and composition of a Board of Education for maintenance of quality and standard of education.

Community participation has been acknowledged as one of the effective strategies of achieving the goal of UEE as has been reflected in the recommendation of various commissions/committees on education. The need for decentralized planning of school education especially of primary education has been strongly stressed in NPE 1986 (as revised in 1992) which recommended not only promoting participation of the community in elementary education but also a movement

towards empowering the local community to take major management decisions in this regard. It proposed adopting the Eleventh Schedule of the Constitution which provides among other things for entrusting with Panchayati Raj Bodies, education including primary education, secondary education, teacher training, vocational education, adult and non-formal education, literacy and cultural activities. The subsequent 73rd and 74th constitutional amendments gave further momentum to this move towards decentralization and community empowerment in the management of education. Taking cognizance of the 73rd and 74th amendments, C.A.B.E., set up a special committee under the then Chief Minister of Karnataka, Veerappa Moily in 1993 to formulate a framework for decentralized management of education under the Panchayat Raj Institutional (PRI) framework. The committee recommended the setting up of Village Education Committees (VECs) and Panchayat Samitis on Education at the block level. Since 1994 the PRIs and VECs have been involved in education in different states, though their participation is uneven across the states.

Community participation (parents, community as well as local elected bodies) was visualized as one of the basic components of all major UEE projects which were initiated in pursuance of NPE 1986 recommendations like Bihar Education Project, U.P. Basic Education Project, DPEP, Lok Jumbish etc. In DPEP, decentralization and community participation are being put into practice on a very large scale. Sarva Shiksha Abhiyan (SSA) which is the latest nation-wide programme formulated by the Government of India to universalize elementary education also lays emphasis on community ownership of the school system. This will be augmented by effectively involving the Panchayati Raj Institutions, school management committees, village and urban slum level Education Committees, Parent Teacher Associations, Mother Teacher Associations, women's groups, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools. The SSA works on a community based approach to planning and monitoring the system of elementary education. It envisages cooperation between teachers, parents and PRIs.

8.3.4 Community Participation in Educational Development

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal.

Community participation is institutionalized through establishment of structural bodies like PRIs, VECs, and PTAs/MTAs. These arrangements have come up as a sequel to 73rd and 74th constitutional amendments for involving local community. Village Education Committee that comprises seven to fifteen members has the responsibility of promoting enrolment, assisting in smooth functioning of the school, and mobilizing resources for school improvement. VECs have been entrusted with the responsibility to check attendance, school functioning and accountability of teachers. To ensure their empowerment, training is imparted in the desired task they have to perform. Further, the role of Parents Teacher Association and Mother Teacher Association has become more prominent as a sequel to the National

Policy on Education and District Primary Education Program. The major functions of PTAs and MTAs include contacting parents of the children who do not go to school and children who remain absent, and promoting local support.

The scope of community participation in the educational process has been expanded and widely acknowledged over the decades. The decentralized system envisages the community as an active partner in the process of planning, designing, implementing, monitoring and evaluating the school activities. Community support and participation can be enhanced through following measures.

Utilizing Existing Resources: We have been committed to delivering education to children but learning materials as well as human resources are limited in our country. The focus has shifted to finding efficient and effective ways to utilize existing limited resources. Involving parents, families, and communities in the process of data collection can reveal to them factors that contribute to lower enrollment and attendance and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agents of educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive in classrooms on time and perform effectively in the classrooms.

Developing Relevant Curriculum and Learning Materials: The schools consider the community as the center of learning as well as the focus of education, which enables community life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum. The oral tradition is transcribed and local crafts, jobs and economic activities, health problems, geography, landscapes, transport, sports, dances, food, animals, vegetation, and minerals are also described and classified for use in learning experiences. Community involvement helps achieve curricula and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their *own* lives in their community, they can easily associate what they are learning with what they have already known.

Identifying and Addressing Problems: Communities can help identify and address factors that contribute to educational problems, such as low participation, access and poor academic performance.

Promoting Girls' Education: Community participation can contribute to promoting girls' education. Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located at a distance, due to their concern about the security of their daughters on the way to and from the school. In addition, since girls are important labourers in the household, helping

their mothers to do the chores and take care of their young siblings, the time spent going to and from school seems too much of a waste for the parents.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers who greatly help in girls' education. Furthermore, in places where communities are indifferent to girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

Creating and Nourishing Community-School Partnerships: There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling. Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms to talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems.

Increasing Accountability: Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. When parents contribute their time, labor, materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teachers' performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

Ensuring Sustainability: Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the programme.

Improving Home Environment: Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. The parent and the community are some of the key factors to determine school effectiveness because they can prepare children's readiness to come to school and their cognitive development, by ensuring children's well-balanced nutrition and health.

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to education delivery such as:

- advocating enrollment and education benefits;
- boosting morale of school staff;
- raising money for schools;
- ensuring students' regular attendance and completion;
- constructing, repairing, and improving school facilities;
- contributing in labour, materials, land, and funds;
- recruiting and supporting teachers;
- making decisions about school locations and schedules;
- monitoring and following up on teacher attendance and performance;
- forming village education committees to manage schools;
- actively attending school meetings to learn about children's learning progress and classroom behavior;
- providing skill instruction and local culture information;
- helping children with studying;
- garnering more resources from and solving problems through the educational bureaucracy;
- advocating and promoting girls' education;
- providing security for teachers by preparing adequate housing for them;
- scheduling school calendars;
- handling the budget to operate schools;
- identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and
- preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

Check Your Progress 1

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

1) What is community?

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- 2) Define community support and participation in education.
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- 3) Explain how school, family and community can work together to bring educational development?
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- 4) Which structural bodies have been established for institutionalizing community participation?
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- 5) How can community support and participation be enhanced for educational development?
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8.4 INSTITUTIONALISATION OF COMMUNITY PARTICIPATION

Let us now deliberate on a few examples, which reflect the community participation in planning and management of elementary education at grass roots level in our country.

8.4.1 Janshala Programme

Janshala (GOI-UN) Programme is a collaborative effort of the Government of India and five UN agencies- UNDP UNICEF, UNESCO, ILO and UNFPA- to provide programme support to the ongoing efforts towards achieving UEE. Janshala, a community based primary education programme aims to make primary education more accessible and effective especially for girls and children in deprived communities, marginalized groups, SC/STs/minorities, working children and children

with specific needs. A unique feature of Janshala is that it is a block-based programme with emphasis on community participation and decentralization. The programme covered 139 blocks including 10 cities in 30 districts of nine states – Andhra Pradesh, Chattisgarh, Jharkhand, Karnataka, Madhyapradesh, Maharashtra, Orissa, Rajasthan and Uttarpradesh.

All the states have covered the programme areas with micro planning which include formation and capacity building of VECs, MTAs and PTAs. States have also held orientation and training programmes for the VEC members to ensure their continued involvement with the schools. Nearly 20,000 habitations/schools have been covered under this activity so far. Involvement of the community was particularly high in the alternative schools opened under the programme in unserved habitations in rural areas and slums in urban areas providing access to nearly 120 thousand children. In addition, bridge course camps have been organized to bring different categories of out of school children into the mainstream of elementary education. The greatest beneficiaries of this intervention were girls who were out of school. A few residential bridge course camps exclusively for adolescent girls are run by the programme in Andhra Pradesh and Uttar Pradesh. There has been an emphasis in states to develop the capacity of PRI members in **understanding** issues related to primary education and better management of schools.

Some of the other major areas of achievement are in teacher training, **multigrade** teaching, intervention for education of the disabled, setting up of block and cluster resource centers, strengthening of schools, ECCE and ICDS centers, strengthening capacities at state, district and block level.

8.4.2 Lok Jumbish Project

The Lok Jumbish Project (LJP) was started in 1992 in Rajasthan. The focus of the project has been on achievement of universalization of elementary education with decentralized planning and community support. The Lok Jumbish process of planning and management is based on authentic grass roots level information, community participation, government-NGO collaboration and gender quality. It has attempted to make education a people's movement ensuring active and sustained participation of people at every level. The unit of decentralized planning in Lok Jumbish is the village and the unit of decentralized management is the community development block. The project has developed sound techniques of community mobilization through school mapping and micro planning.

At the Block Level, a Block Steering Group (BSG) of five persons is constituted. A team of four persons is constituted at the cluster level to translate the ideas of the Lok Jumbish into action in villages; they are responsible for penetrating into rural areas, earning the confidence of the village community, providing necessary support as facilitators through active participation in the activities, and coordinating with the BSG. The cluster personnel take up environment-building activities through personal contacts and media.

When the villagers come forward, a core team called Prerak Dal (motivational group) in every village is set up constituting women member's nearly half the membership. A separate women's group is also set up from the very beginning. The members of these groups are trained through sharing of information. The emphasis in training is on confidence building, creating genuine interest in children's

education, on learning the techniques of preparing the village map, household survey of the school or NFE center, and analyzing the educational status of their respective villages through preparation of a village map, information gathered from house to house contact and discussing the matter in the village assembly. In the meantime, the women's group engages the community, especially women on issues of the girl child, her status and education and also raises its voice against social injustice towards their fellow women. Through a detailed mapping exercise, every household and every school going child is mapped and the existing education facilities in the village are assessed.

Survey is used as a method of interaction with the village community. A village education plan prepared initially by the core team becomes a basis for continuous follow up by the VEC. The LJP made a conscious effort to focus on repair and maintenance of existing school buildings and construction of new ones with the full support of the village community. The LJP strongly takes into consideration the community commitment to sending and retaining children in schools, participation in improving school environment, etc. It also responds sensitively to the demands made by the community for more teachers, buildings, Sahaj Shiksha Kendras (non-formal education centers) etc. and makes the functionaries, teachers and others accountable to the community.

'People' are the most precious asset of Lok Jumbish. In spite of many hurdles the project could make a mark in constant improvement of enrolment and retention of children in LJP blocks.

8.4.3 M.V. Foundation

The MV Foundation is a Registered Society working to mainstream bonded children with the formal school system. Starting from 30 villages of Shankarpally Mandal in Rangareddy district of Andhra Pradesh, the project has now expanded to adjoining mandals of that district.

For eliminating child labour and to universalize elementary education among out of school children, the organization uses the following strategies.

- 1) Situational analysis involving village area survey of school going and non-school going children, focusing on reasons as to why children remain out of school.
- 2) Awareness generation and community mobilization among the villagers with reference to key issues and problems for eliciting their participation.
- 3) Creation of youth forums, identifying local level volunteers/activists for providing continuous support to the community and schools.
- 4) Enrolment of all children in the 5 to 8 years age group.
- 5) Establishing different types of non-formal centers for the 9-14 years out of school children to facilitate their mainstreaming into formal schools.

MVF believes in identifying volunteers preferably first generation educated youths (from underprivileged social groups) who are willing to get all non-enrolled children to special school camps. These camps are of 3-9 months duration, fully residential with provision of food. The volunteers work as teachers in these camps. After the

camp, the volunteer admits the child in a government school and arranges stay in a Welfare Hostel, if needed. The volunteer becomes a Para teacher in the government school and sets up a Parent Teacher Association to put community pressure on the school. The focus is on improving the functioning of the government school and Welfare Hostel System by putting community pressure

The MV Foundation experience clearly demonstrates that even children from the poorest households would like to study if provided an opportunity. The organization firmly believes that community support is of utmost practical importance in educating them. Considerable attention is paid to creating a feeling of ownership of the school in the entire village community. The project therefore ensures the participation of community through involvement of parents/volunteers on the one hand and the Mandal Education Committee on the other. It also emphasizes the need for improving the accountability of government schools.

The 'bottom up community based' approach adopted by the organization from the very beginning, through campaigns, visits and discussions and in utilizing existing institutions, agencies and individuals is visible in the acceptance of and positive response to the programme by the community at large. The children, parents, teachers and villagers perceive the approach as both useful and relevant.

8.4.4 Ensuring Better Participation of Community in Educational and Schooling Process

Although community participation can be a strong tool to tackle some educational problems, it is not a panacea that can solve all the problems encountered in the education sector. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature. This section illustrates some issues that need to be addressed in order to improve the practices of involving communities in the education delivery and schooling processes.

To Understand the Nature of Community: As discussed previously, no community, group or household is homogeneous. Thus, it is crucial to examine and understand community contexts, including characteristics and power balance. It is important to examine the degree of community participation in some activities in society, since some communities are traditionally involved in community activities, while others are not used to working together with schools or even other community members. Careful examinations of communities are necessary to successfully carry out activities promoting community participation.

Within the education sector, it is important to understand the current formal structure and the function of school /parent /community organizations. Furthermore, the following questions are useful in understanding the actual nature and performance of the organizations in the community, beyond the mandated functions.

- How do existing school/parent/community organizations participate in school affairs?
- What level of participation is actually achieved by such organizations?
- Does the level of participation differ widely by region (rural/urban), by the social and economic class of pupils and their families, and between public and private schools?

- Does the Government simply assume that these organizations exist, or does it actively seek to learn if they exist and what they do?
- Is there any attempt made in the Government's data gathering exercises to learn about the existence and activities of such organizations?

To Assess Capabilities of Communities and Responsible Agencies: It is necessary to assess community contexts and the agencies responsible for promoting community participation efforts, in order to create specific plans or components of the projects. When the agencies are not willing to collaborate with communities in achieving the objectives, it is important to help them understand why community participation is important. If they disagree, but implement the plans because they are told to, the results would be unfavorable. Communities also need to have a good understanding of why they need to collaborate with schools and what benefits can be yielded.

However, understanding and willingness are not enough. It is important to assess capabilities to carry out plans to promote community participation, including institutional capability, technical capability, financial capability and political capability. Community participation in education requires communities to have: financial knowledge to handle funding transferred from outside and technical knowledge and skills to run schools and political will to collaborate with agencies responsible for implementing efforts. It also requires teachers and other school staff to have political will not only to work with parents and communities but also to attempt to involve them in school operation. Implementing agencies are required to have the technical capability to carry out active community participation, encouraging and involving communities in a great range of school management.

School /parent /community organizations also need to have certain knowledge, skills and attitudes to realize full community participation in education. Preparing the environment that can facilitate active community participation is also important.

Key factors for effective participation are:

- An open and democratic environment
- A decentralized policy with greater emphasis on local initiatives
- Reform in public administration
- Democratization of professional experts and officials
- Formation of self-managing organizations of the poor and excluded
- Training for community activism and leadership
- Involvement of NGOs and
- Creation of collective decision making structures at various levels that extend from the micro to the meso and macro levels and link participatory activities with policy frameworks.

To establish Communication Channels: In order to exercise any kind of community participation, there is a need to have an understanding among all stakeholders. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community is essential because it usually takes a long period of time

to yield any benefit. Also all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people.

To Conduct Continuous Assessment: It is important to conduct assessment of any practices of community participation continuously, once the implementation gets started. The communities are always evolving and so are their needs and demands. Therefore, the strategies need to be modified and tailored accordingly. Specifically, the assessment should look at the degree of the effects of the practices; also it is important to make sure that the different stakeholders' voices be reflected in the implementation practice.

To Build Awareness Among the Community Members: The community needs to be aware about its changed roles and functions as a partner in educating children. Awareness building exercises are needed for parents and community leaders, school functionaries, the members of elected local bodies like VECs, PTAs/MTAs and other educational personnel. Capacity building is required in general management issues and academic and professional development. There cannot be any generic format for designing and implementing awareness and capacity building of the community. This has to be designed in a contextual manner. The teacher education institutions working at sub- district and district level i.e. Block Resource Centers and DIETs can organize such activities. As mentioned in the DIET guidelines, one of the functions of DIET is to give training and orientation to members of VECs, community leaders, youth and other volunteers. Besides, a capacity building programme has to focus on developing awareness and skills in school mapping, micro planning, resource mobilization, etc.

Check Your Progress 2

Notes : a) Write your answers in the space given below.

b) Compare your answer with those given at the end of the Unit.

6) Explain the salient features of Janasala programme?

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7) What strategies does M.V. Foundation use for eliminating child labor and universalizing elementary education?

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8) What are the key factors for effective community participation?

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8.5 LET US SUM UP

Community participation has been acknowledged to be one of the vital building blocks in the strategies for attaining the goal of Education for all at national and international levels. The community participation and support in the process of educating children becomes a necessity so the education is more responsive to the local needs, reflects more accurately the local perceptions and produces a sense of ownership and responsibility. As a consequence to the National Policy on Education (1986), the meaning, nature and concept of community participation has steadily been changing over a period of time. It is apparent here that 'community' is not a homogeneous, monolithic entity, but one that lends itself to varying interpretations. Community support and participation has to be perceived as a context specific expression. Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education. In this module we have deliberated upon the concept, meaning and role of community participation and involvement in education. Further we have traced the role of community from a historical perspectives. Some of the practical experiences have been highlighted in order to develop an understanding about the role of community in the present scenario. Further, community participation can be enhanced through utilizing existing resources, considering the school as the center of learning, promoting girls education, enrolment etc. Various innovative efforts have been taken to ensure community support and participation in school education. In this changing scenario, we need to ensure better participation of the community by understanding community as a whole, establishing communication channels, conducting continuous assessment, building capacity and developing communication channels among stakeholders.

8.6 UNIT END EXERCISES

- 1) Survey your own village/locality and analyze the extent of community participation in elementary education.
- 2) Develop a detail plan for empowering community for achieving the goal of EFA.
- 3) Appraise the role of community under SSA. Give your critical views on this.

8.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) Community can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race. It is applied to the concept of the village community as a whole, cutting across caste, and religious and economic differences. Further community has been variously defined in the discourse of education as 'parents' the 'larger community' and 'elected representatives' or members of such local structures as village education committees.
- 2) "Community support and participation" has to be perceived as a context-specific expression based on the degree of involvement of people, to bring certain systemic changes with a basic objective of ushering in development

and improvement in the quality of life of the participants. This involvement could be in health, education, social security etc.

Communities and society must support parents and families in the upbringing, socializing and education of their children. This in turn can be called community support and participation in education. It can be construed as the total participation of the community in the system to facilitate the achievement of the goals of UEE. Complete community participation could be considered as a tool for self- development and empowerment of the community.

- 3) Schools, families, and communities can work productively together for educational development by-
 - 1) *Parenting* – to help all families to establish home environments that support children’s learning at schools;
 - 2) *Communicating* – to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children’s progress in schools and teachers to learn about how children do at home;
 - 3) *Volunteering* – to recruit and organize parental help and support;
 - 4) *Learning at home* – to provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning;
 - 5) *Decision making* – to include families in school decisions, to have parent leaders and representatives in school meetings; and
 - 6) *Collaborating with the community* – to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.
- 4) Community participation is institutionalized through establishment of structural bodies like PRIs, VECs, and PTAs/MTAs. These arrangements have come up as a sequel to 73rd and 74th constitutional amendments for involving the local community. Village Education Committees that comprise seven to fifteen members have the responsibility of promoting enrolment, assisting in the smooth functioning of schools and mobilizing resources for school improvement. VECs have been entrusted with the responsibility to check attendance, school functioning and accountability of teachers. To ensure their empowerment, training is imparted on the desired task they have to perform. Further, the role of Parent Teacher Association and Mother Teacher Association has become more prominent as a sequel to the National Policy on Education and District Primary Education Program. The major functions of PTAs and MTAs include contacting parents of the children who do not go to school and children who remain absent and promoting local support.
- 5) Community support and participation can be enhanced through:
 - Utilizing existing Resources
 - Developing Relevant Curriculum and Learning Materials

- Identifying and Addressing Problems
- Promoting Girls' Education
- Creating and Nourishing Community-School Partnerships
- Increasing Accountability
- Ensuring Sustainability
- *Improving Home Environment*

The following is a list of ways through which communities can contribute to the education delivery such as:

- advocating enrollment and education benefits;
- boosting morale of school staff;
- raising money for schools;
- ensuring students' regular attendance and completion;
- constructing, repairing, and improving school facilities;
- contributing in labor, materials, land, and funds;
- recruiting and supporting teachers;
- making decisions about school locations and schedules;
- monitoring and following up on teacher attendance and performance;
- forming village education committees to manage schools;
- actively attending school meetings to learn about children's learning progress and classroom behavior;
- providing skill instruction and local culture information;
- helping children with studying;
- garnering more resources from and solving problems through the education bureaucracy;
- advocating and promoting girls' education;
- providing security for teachers by preparing adequate housing for them;
- scheduling school calendars;
- handling the budget to operate schools;
- identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and
- Preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

- 6) Janshala, a community based primary education programme aims to make primary education more accessible and effective especially for girls and children in deprived communities, marginalized groups, SC/STs/minorities, working children and children with specific needs. A unique feature of Janshala is that it is a block-based programme with emphasis on community participation and decentralization. Involvement of the community was particularly high in the alternative schools opened under the programme in unserved habitations in rural areas and slums in urban areas. In addition, bridge course camps have been organized to bring different categories of out of school children into the mainstream of elementary education. The greatest beneficiaries of this intervention were girls who were out of school. The programme in Andhra Pradesh and Uttar Pradesh runs a few residential bridge course camps exclusively for adolescent girls. There has been an emphasis in states to develop the capacity of PRI members in understanding issues related to primary education and better management of schools.
- 7) M.V. Foundation uses the following strategies for eliminating child labor and universalizing elementary education:
 - 1) Situational analysis involving village area survey of school going and non school going children, focusing on reasons as to why children remain out of school.
 - 2) Awareness generation and community mobilization among the villagers with reference to key issues and problems for eliciting their participation.
 - 3) Creation of youth forums, identifying local level volunteers/activists for providing continuous to the community and schools.
 - 4) Enrolment of all children in the (5 to 8) years age group
 - 5) Establishing different types of non-formal centers for the 9-14 years out of school children to facilitate mainstreaming into formal schools.
- 8) Key factors for Effective Community Participation are:
 - An open and democratic environment
 - A decentralized policy with greater emphasis on local initiatives
 - Reform in public administration
 - Democratization of professional experts and officials
 - Formation of self managing organizations of the poor and excluded
 - Training for community activism and leadership
 - Involvement of NGOs and
 - Creation of collective decision making structures at various levels that extend from the micro to the meso and macro levels and link participatory activities with policy frameworks.

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