
UNIT 1 ORGANISED OPERATIONS OF EDUCATION-I

Structure

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1.1 INTRODUCTION

Education is essentially a field of practice. Educational practices occur in different environments, namely, formal, non-formal and informal environments. In formal and non-formal environments, the operations of education are organised and structured, but in the case of informal environments, the operations are unorganised or unstructured. Organised operations of education take place in formal and non-formal learning environments. In the present unit and Unit 2, we focus our discussions on organised operations of education in the formal learning environment and in Unit 3 and 4, the discussions centre around organised operations of education in the non-formal learning environment.

In this unit, we discuss educational operations at school and higher education levels. Discussions on school education will pertain to the historical background and status of Pre-primary, Primary, and Secondary and Higher Secondary Education. Similarly, the background and status of higher education will also be touched upon in this unit.

1.2 OBJECTIVES

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

- describe the background, status and types of education at the pre-primary, primary, secondary and higher stages;
- discuss the historical development of the aforesaid in our country;
- explain the administrative mechanisms of the related programmes on education; and
- describe the various innovative programmes adopted at various levels in order to achieve the aims of our national educational policies from time to time.

1.3 SCHOOL EDUCATION SYSTEM

School education comprises four levels, namely, Primary, Upper Primary, Secondary and Higher Secondary. The National Policy on Education (1968) and the National Policy on Education (1986) envisaged a uniform (10+2) pattern of school education across the country. Although education is on the concurrent list, states are free to evolve their own pattern of school education. Elementary education consists of classes I to IV and classes V to VII (or in some cases VIII) as primary and upper primary stages respectively, while secondary education constitutes classes VIII to X or IX and X. Classes XI and XII constitutes higher secondary stage. Within a state, however, there is a uniform pattern and a total of 15 years of education is expected up to the undergraduate level. 10 years of schooling is followed by 2 years of Higher Secondary/Junior College which is followed by 3 years of Study leading to a first degree and 2 years of study leading to a post-graduate degree (Fig. 1.1). In the subsequent sections, we shall examine the details of educational operation at each stage along with its historical development and current status.

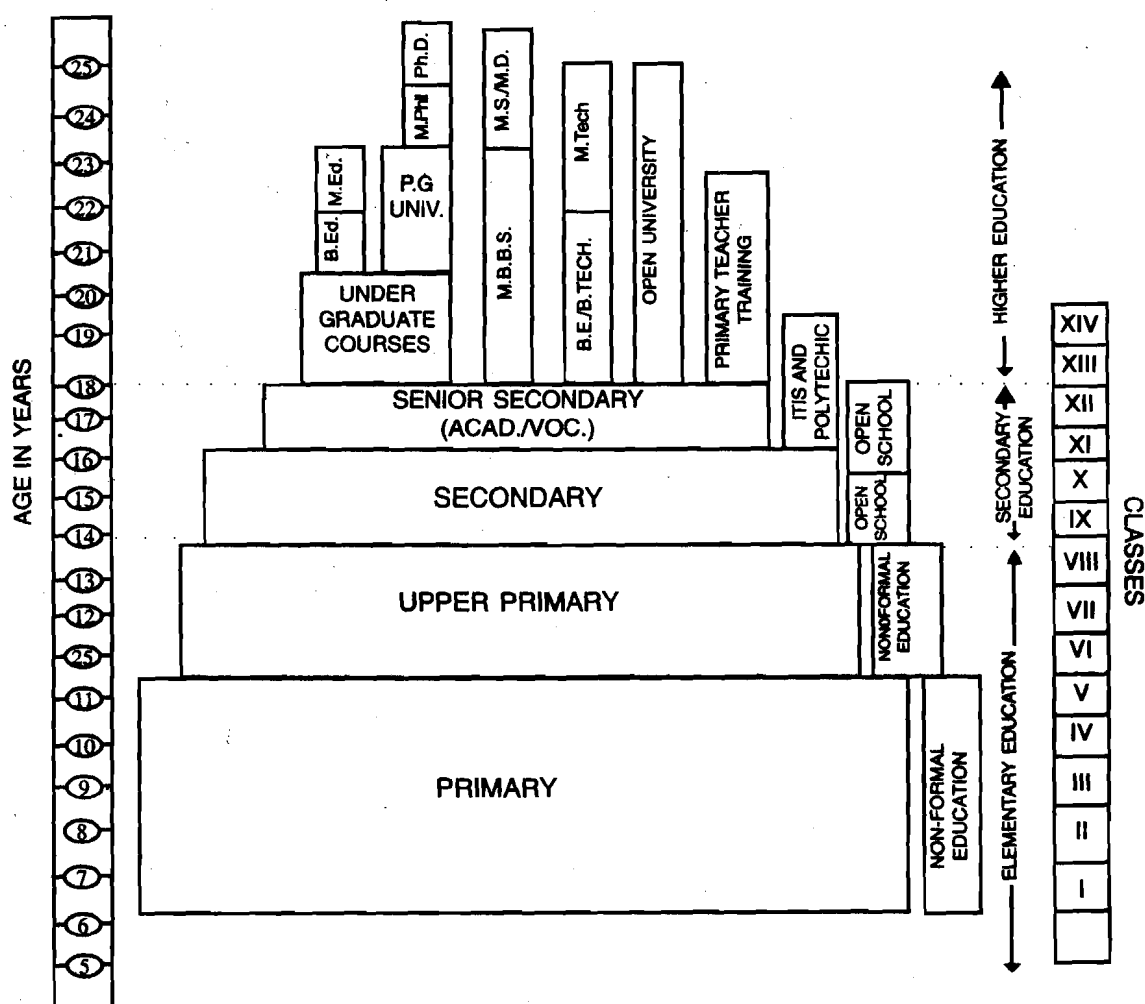


Fig. 1.1: Structure of Education in India

Source: Government of India (2000). *Country Paper India on Quality Education in Global ERA challenges to equity and opportunity for adversity*, MHRD, Dept. of Education, New Delhi

Let us concentrate first on the early stage of education i.e. pre-school or pre-primary or Nursery Education in the following section:

1.3.1 Pre-School/Pre-primary/Nursery Education

The pre-primary education of a child extends from birth to school entry (up to six years of age). According to some, it includes parental education, pre-natal, post-natal and pre-school care till the child enters the regular primary school.

Need

Educators right from Plato to Maria Montessori and Gandhiji have emphasized the importance of pre-primary education. In fact, an eminent educationist went to the extent of saying, "Give me the first five years of the child and take the rest of my life." That means the early years form a very impressionable and formative period in the growth and development of the child. It has been observed by education commissions and committees appointed from time to time that pre-primary education, in fact, is essential for the physical, social, intellectual, psychological and emotional health of children. The objectives of pre-primary education are:

- 1) To provide children healthy external conditions such as light, sunshine, open space and fresh air;
- 2) To organise a healthy, happy and regular life and provide children constant medical care;
- 3) To assist children to form wholesome personal habits;
- 4) To provide children opportunities for the exercise of their imagination and for the development of their interests and skills and
- 5) To achieve a real unity between the external environment and home life.

Development of Pre-primary Education in India

The idea of pre-primary/nursery education is more than 2000 years old, and goes back to the time of Plato. Comenius gave the idea of the 'School of the Mother's Knee'. Early in the 18th century, 'infant schools' were founded in Italy, Germany and England. Rousseau and Pestalozzi reiterated the principles of 'knowing and doing', and 'nature' and 'nurture'. In the 19th century Froebel gave shape to the concept of the modern kindergarten, where education aimed at development through play activities. In 1909 the Macmillan sisters started the first nursery school in London with the object of caring for the neglected children of poor parents. They said, "Educate every child, as if he were your own." At about the same time, Madam Montessori, a young physician in Italy, established schools where children were encouraged to use various materials for developing their motor and mental skills. She named her school a "CASABAMBINI" which implied that the atmosphere was not strict, formal or business-like, but affectionate and intimate as at the child's home.

In India also such schools were organised and run, initially by missionaries. Madam Montessori lived in India from 1940 to 1948 and trained several groups of teachers and opened schools in big cities. However, for a long time, these schools were meant only for the privileged few. The Sargent Report of 1944 called upon the Government to make adequate provision for pre-primary education. The Report considered it an essential adjunct to any national system of education. The Secondary Education Commission (1952-53) observed: "At this stage the child is introduced to the joy of learning through companionship and recreational activities and is slowly guided in proper habits of life, such as cleanliness and healthy modes of living as well as cultivation of social habits so necessary later for a community life".

The Education Commission (1964-66) also suggested the significance of pre-primary education for all children, targeting 50 percent of children in the age group of 3 to 5 years for enrolment at this stage. In 1967, a Committee of Members of Parliament set up to draft a 'Statement of National Policy', also emphasised the significance of pre-school education. It said:

"Greater attention needs to be paid to the development of pre-primary education. Voluntary organisations conducting pre-primary education should receive encouragement and financial assistance, especially when they are working in rural areas, urban slums or for the children of weaker sections of community. Every encouragement should be given to experimentation, particularly in developing less costly methods of expansion."

A study group on the development of the pre-school child organised with Mrs. Swaminathan as Chairperson in 1972, gave detailed suggestions and support to take up the programmes such as integrated services for child development countrywide, followed by greater expansion of schools and teacher training programmes. The Five-Year Plans also allocated special targets and funds for the same.

Types of Pre-Primary Schools Prevailing in India

- 1) Kindergartens run by convents or missionaries.
- 2) Privately managed nursery schools catering to the needs of the richer sections of the society.
- 3) The Montessori schools (not strictly based on the Montessori method but influenced by Madam Montessori's ideology). These types of schools constitute the largest group of schools.
- 4) Pre-basic schools: These are inexpensive schools run without even the minimum necessary equipments or teaching aids (based on Gandhiji's ideology).
- 5) Privately sponsored schools: These schools try to combine ideas of Montessori and Pre-basic education.
- 6) Anganwadis, Balmandirs, single-teacher schools and single-room schools are also being run by various agencies.

Teacher Preparation

There are specialised courses like Montessori training, and diploma and degree courses run by Home Science Departments of different Universities, Bharatiya Vidya Bhavan and many other institutions. The nursery school curriculum offers many learning experiences, carefully planned and based on the spontaneous interests of children such as music, play, literature, story telling, science, and field trips.

Though this stage of education is a sound foundation for future, it has remained neglected for reasons such as lack of political will, poor community support and indifferent parental care.

In 1992, the Reddy Committee of CABE (Central Advisory Board of Education) recommended that Integrated Child Development Scheme (ICDS) relating to Early Childhood Care and Education (ECCE) should continue as centrally sponsored schemes from Eighth Plan onwards. It further suggested that the Anganwadi workers should play an expanded role and should be the focal point for a number of activities and

support services for women and children, such as child care, family welfare, nutrition and health. The recruitment and training of Anganwadi workers should be so organised as to ensure that they have the necessary skills to discharge this expanded role.

1.3.2 Primary Education

Primary education constitutes a significant stage as the foundation for the entire structure of education. It deserves the highest priority from the Government because of the constitutional obligation to provide universal compulsory and free education for children between 6 and 14 years of age. It is crucial for spreading mass literacy, which is a basic requirement for economic development, modernisation of social structure and the effective functioning of democratic institutions.

The Historical Perspective

When the British first came to our country, they found a more or less widespread system of indigenous education consisting of both elementary and higher learning institutions. These institutions were woven in to the texture of the social and cultural life of the people. It should be noted that during the Pre-British days, an Indian village was self-sufficient and most villages had their own schools known as 'Pathshalas' or 'Maktabas'.

In 1835, a missionary (Adam) in his report estimated that the provinces of Bengal and Bihar had about 100,000 schools. There were roughly 2 schools for every three villages and a school for every 400 persons. The syllabus of such schools was not ambitious and comprised only the 3 R's and accounts. Further, it was noted that these schools lacked in teaching-learning aids; the textbooks used were unsuitable and the teaching methods adopted were obsolete. Most of them were single-teacher schools. Discipline was slack but the punishment was severe. Hours of attendance were irregular and holidays were numerous. Children used to meet generally in the houses of teachers or community centres like temples or mosques. Teachers were paid poorly and teacher training was unknown.

The present system of primary education can be attributed to the efforts of Christian missionaries. The striking features of missionary schools were as follows:

- 1) The tenets of Christianity were compulsory.
- 2) The curriculum included grammar, history and geography in printed text-books.
- 3) Classes were held regularly at fixed intervals;
- 4) Sundays were declared holidays.
- 5) Regular classes based on timetable were introduced, as more than one teacher was available.
- 6) Instructions were imparted through the language of the people.

Development during the British Period

The first important step towards the spread of primary education was taken in 1854, as a result of the recommendations of Wood's Despatch. The 'Despatch' supported improvement of indigenous schools and opening of new government schools and providing grants-in-aid to private schools for the spread of primary education. As a result of local Cess Acts in 1864, primary education made greater strides forward during 1870 to 1881. Under the Local Board Act, during 1883-84, the control of local bodies

over local resources was enlarged. But progress was not satisfactory as local bodies failed to show a crusading spirit, for which they cannot be blamed, as they did not receive proper financial aid from the government.

The slow progress of primary education during the 19th century may give rise to several questions. The progress was very disheartening. It is observed that this was due to several mistaken policies of the British Government. These were:

- 1) First they crushed down the indigenous system of primary education and when brought under the British Government during the second half of 19th century, indigenous schools ceased to exist and very few new schools were set up to replace the network of the indigenous system.
- 2) The East India Company adopted a Downward Filtration Policy for educational development. The Charter Act of 1813-sanctioned only one lakh rupees and General Committee on Public Instruction set up in 1823 in Calcutta found it impossible to cater to the needs of masses. Hence, higher education of the richer classes became the immediate concern and not the education of the masses.
- 3) The third very important reason is that the British government neither reorganised the principle of compulsory education nor acknowledged the duty of the state in providing free and compulsory education to all children of school-going age. Such an idea was considered utopian for India when England itself had not recognised the principle of compulsory primary education.

Some additional factors responsible for the slow progress of primary education during this time were centralised policy and the neglect of rural India where more than 80 per cent people lived; neglect of Indian industries and failure to raise the standard of the life of the people, and imbalanced allocation of funds according to which only 0.88 percent of the total revenue of the country was spent on education. Let us know more about the movement of compulsory education at the primary level.

The Movement for Compulsory Primary Education

In 1884, for the first time, the Deputy Education Inspector of Broach, Mr. Shashtri voiced the demand for compulsory primary education in his annual report. The Agitation for compulsory primary education gained pace during the years 1890 to 1918. Baroda was a pioneer in introducing compulsory primary education for the entire Gaikwad State in 1906. G.K. Gokhale made two attempts in 1910 and 1911 to move a resolution and a bill to Imperial legislation for making provision for compulsory elementary education. Gokhale no doubt failed, but the seeds he sowed were seen to bear fruit soon. There was an unprecedented expansion of primary education on a voluntary basis. Act of 1919 after the First World War stimulated greater interest in education. During 1919-1947 a new outlook for the first time, which introduced Provincial autonomy in 1937, and Indian Ministers who took up the direct responsibility of the state legislature showed greater interest in the spread of education. The inadequate budget for education was the main reason for the lack of development of primary education. This motivated Gandhiji to work out inexpensive plan of Basic Education.

In 1917, Shri Vitthalbhai Patel again placed the Bill for Compulsory Primary Education in the Bombay Provincial Legislature. The success was partially achieved in 1918 when the First Act accepted compulsory primary education in India. After the Congress

Ministry came to power, in spite of numerous difficulties, compulsory education flourished in the following decade. In 1943 primary schools were set up in 229 towns and 10617 villages.

Check Your Progress 1

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

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

1) What is the basic objective of pre-primary education?

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2) Do you think that pre-primary education should be made compulsory? Why?

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3) State the reasons of slow progress of primary education during the British rule.

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4) State efforts made during the British rule for making primary education compulsory.

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Position after Independence and Current Developments

The educational policy of the Government of India in the Post-Independence era has emphasised the provision of free and compulsory education to all children at least up to the elementary stage. Targets were set up for each plan period, which were continuously revised due to inability to achieve the targets even after five decades of Independence. In 1957, the All India Council of Elementary Education was set up. Later on, CAGE set up one Standing Committee on Elementary and Basic Education through which the Central Government took up several activities related to elementary education such as, 1) all India educational survey; 2) draft model legislation for compulsory primary education; 3) expansion of training facilities for primary school teachers; 4) emergency teacher training; 5) housing for teachers in rural areas; 6) expansion of education for girls and 7) production of text books and literature for primary school children. Due to the amendments of the Constitution, local bodies like Zilla Parishad and Village Panchayats became directly responsible for the administration of primary schools. (Refer Block 2, Unit 7 for further details).

Article 45 of the Constitution made primary education a national priority by declaring that:

“The State shall endeavour to provide within a period of ten years from commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

Though there has been remarkable progress in the expansion of primary education, the target of 100 per cent access, retention and achievement remains a great challenge before our country even after the 10th Plan.

The problems which obstruct the realisation of such a target include:

- i) wastage of resources and stagnation;
- ii) problem in enrolment of tribal and aboriginal communities and those living in remote hilly areas;
- iii) migrating population and
- iv) the socio-economic backwardness of less privileged sections of society such as scheduled Castes and women.

The National Policy and Education (1986) and Programme of Action (1992) again reiterated that “every effort should bestow overriding priority to adult literacy and Universalisation of Elementary Education (UEE) and provide to programmes in these two areas total support – financial, administrative, political and academic – a support which is commensurate with the priority”.

In order to achieve UEE, a few key processes were worked out in consultation with States and Union Territories, which involved the following measures.

- 1) To overcome the problem of school dropouts and emphasise retention and achievement rather than merely enrolment;
- 2) To strengthen the alternative systems of schooling particularly the Non-Formal Education system for working children, girls and children from disadvantaged or marginalized sections of society;

- 3) To shift the focus from educationally backward states to educationally backward districts and adopt a decentralized approach by increasing the involvement of the community and the participation of Panchayati Raj institutions in planning and management;
- 4) To improve school effectiveness, teacher competence, training and motivation;
- 5) To introduce Minimum Levels of Learning (MLL) for enhancement of learners' achievement;
- 6) To effect micro planning which will provide the framework of universal access and universal participation while MLLs would be the strategy for universal achievement;
- 7) To ensure overall efficiency in planning and management and to lay stress on participative processes;
- 8) To ensure convergence of different schemes of elementary education and related services such as Early Childhood Care and Education (ECCE), school health and nutrition programmes, etc.

Thus a holistic approach has been adopted and some strategies have been initiated to achieve the goal of UEE. Let us examine these strategies in some detail:

Minimum Levels of Learning

India is one of the few countries, which took the initiative in 1991 to lay down the Minimum Levels of Learning (MLL) to be achieved at the primary school stage. This new approach integrates various components of curriculum, classroom transaction, evaluation and teacher orientation. The first phase of the programme was implemented through voluntary agencies, research institutes, SCERTs (State Council for Educational Research and Training) etc.

It has now been decided to upscale the MLL programme through institutional mechanisms throughout the country. National resource institutes like National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), State Council for Educational Research and Training and District Institutes of Education and Training (DIETs) are being networked for this purpose. In 1996-97 more than half of the States were implementing the programme with the assistance of more than 200 DIETs. Curriculum revision, rewriting of textbooks to make them competency-based, enhancing their pedagogical value, and training of teachers in the classroom processes are the major activities being undertaken. The District Primary Education Programme (DPEP) adopted MLL as a major strategy for improvement of quality in primary education.

Legislative Measures

A significant change that has come about in recent times in the perspective towards elementary basic education is that it is viewed not merely as a service provided by the State but as a 'right' of every individual. The Supreme Court of India has recognised education as a fundamental right flowing from the right to life and liberty. It is with this perspective that efforts were made to incorporate education as a fundamental right of all children up to fourteen years of age in the Indian Constitution so that participation in education by all children becomes obligatory as a legal requirement for the state as well as for the parents.

Operation Blackboard (OB)

In recognition of the fact that unattractive school environments, unsatisfactory conditions of school buildings and insufficiency of instructional materials in primary schools act as de-motivating factors in enrolment and retention in primary schools, the NPE 1986 called for a drive symbolically called 'Operation Blackboard' for substantial improvement in the quality of primary schools. The scheme was started in 1987-88 and recommended that every primary school should have:

- 1) at least two reasonably large rooms with separate toilet facilities for boys and girls;
- 2) at least two teachers, one of them a woman;
- 3) essential teaching-learning resources including blackboards, charts, a small library, toys, games and equipments for work experience.

The programme for items No. 2 and 3 is funded fully by the Central Government and the school building is mainly the responsibility of the state wherein funds could be availed from the Jawahar Rozgar Yojna (JRY). The expanded version of this scheme included an additional classroom, office provisions, an additional teacher, etc. to the earlier recommendations.

Special Orientation Programmes for Primary Teachers (SOPT)

A new initiative namely the Special Orientation Programme for Primary Teachers (SOPT) has been taken up by National Council of Educational Research and Training (NCERT) since 1993-94 to give training to primary teachers in use of OB gives expanded forms material and MLL strategy with focus on the teaching of Language, Mathematics and Environmental Studies.

Apart from this, Shiksha Karmi Project (SKP) in Rajasthan which functions with assistance from the Swedish International Development Agency (SIDA), the National Programme of Nutritional Support to Primary Education (NP-NSPE) which has been operational from 1995 onwards and which ensures that school children get sufficient nutrition in the form of either cooked meals or supply of food grains, DPEP (a centrally sponsored World Bank supported programme which operated in 1994 (DPEP-I) and in 1996-97 as DPEP-II, Lok Jumbish Project which functions with the help of SIDA in Rajasthan are all working towards the achievement of the targets of UEE through community participation, empowerment and capacity building.

Sarva Shiksha Abhiyan

Recently, with a view to achieving the goal of UEE by 2007 and quality elementary education by 2010 as enjoined by the Constitution, a new educational development programme has been designed and implemented from the year 2001 onwards. In the first phase 48 educationally backward districts with low female literacy rates have been identified as the target for implementation of the strategy. The experience of more than 200 districts covered under DPEP and various NGOs in this sector are being utilised to implement the strategy. The main elements included in this programme called Sarva Shiksha Abhiyan (SSA) are:

- Expansion and upgradation of facilities for early childhood care and education;

- A concerted effort to promote enrolment, participation in education and attainment of minimum levels of learning by those children who have yet not been brought within the ambit of elementary education;
- Special attention to the enhancement of enrolment levels and participation rates of girls and disadvantaged segments of the population such as Scheduled Castes/ Scheduled Tribes, child workers and those coming from slums and landless families;
- A significant reduction in drop-out rates;
- Integration (in selected districts) of educational inputs provided under different educational programmes such as Operation Blackboard, Mid-day meal scheme, schemes for free uniforms and textbooks and attendance scholarships;
- Convergence of educational inputs with those provided by other developmental departments concerned with poverty alleviation, employment generation, immunisation, health and hygiene, rural housing, population and family welfare and woman's empowerment;
- Local level planning in collaboration with the community and NGOs with habitation as the target for provision of facilities
- Flexible schooling and alternative arrangements, for education of children for instance, through non-formal education (NFE) centres, particularly in sparsely populated areas.
- Regular monitoring and supervision of activities to ensure timely remedial action.

The earlier NFE scheme has been modified and a new centrally sponsored scheme called National Guarantee Scheme (NGS) and Alternative and Innovative Education (AIE) have been included as part of the Sarva Shiksha Abhiyan strategies for children in the age group 6-14 years, children who do not have access to formal schooling facilities.

Thus, in this Section, you have been introduced to issues related to primary education and its current status in India. Now we go further up the educational ladder i.e. to the level of Secondary Education.

Check Your Progress 2

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

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

5) What is the constitutional requirement for primary education?

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6) What is the holistic approach to UEE?

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7) Explain in brief (any two):

1. MLL 2. OB 3. SOPT 4. SSA

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1.3.3 Secondary Education

Secondary education is that stage of the educational ladder, which helps the pupil to become a good citizen of the modern complex society. It develops the potentialities, abilities, interests and qualities of character that would help the individual to enter life as a knowledgeable and sociable person. Thus, secondary education is really nation-building education as it plays a decisive role in the economy of a developing country.

What is Secondary Education?

The term secondary education is simple but it means different things to different people. In the words of Mukherji (1974) it stands for three things: i) a stage, ii) a type, and iii) a standard. As a stage, it stands for what comes next to elementary education. As a type, it stands for a certain intelligible classification of things to be learnt, which is constantly being modified and enlarged, but fundamental of which can be expressed by a still more elusive name, humanism or liberal education. As a standard, it aims at that measure of evaluation of which universities can take cognisance.

There was considerable divergence in the duration of secondary education, but ultimately, after Independence a uniform pattern has been evolved with the 10 + 2 + 3 pattern wherein secondary education is from standard VIII to X and Higher Secondary from standard XI to XII. Let us examine how the present secondary education system evolved.

Early Attempts during the British Rule

Prior to the coming of the British, there was no formal system of secondary education in India. As stated earlier, 'Pathshalas' and 'Maktabs' were the only institutions imparting education through the indigenous system. A number of steps were taken by missionaries and nationalists to start secondary schools during the late 18th and early 19th centuries. Lord Macaulay's Minute and subsequent resolutions passed by the government in 1935,

led to the establishment of schools teaching European literature and science. In 1837, English was made the Court language. In 1844 Lord Hardinge accepted a resolution according to which higher posts were thrown open to educated Indians. This was one of the main objectives of setting up secondary schools to satisfy the rich Indians to learn the language of the rulers. However, by 1852, there were only 52 secondary schools throughout the country.

Wood's Despatch, (1854), gave a further impetus to the cause of secondary education by introducing the system of grants-in-aid to such schools. In 1857, the establishment of the Universities of Calcutta, Bombay and Madras also created domination of universities and controlled secondary education through matriculation examination. The main defect of the system was that secondary education began aiming at preparation for college education and had no terminal programmes. The courses were unrelated to life and were too academic having no provision for vocational or technical courses. The Hunter Commission in 1882 made certain revolutionary suggestions for secondary education. For instance it suggested: "High school education should be diversified, providing two broad parallel courses – course A leading to the university and Course B of a more practical and modern type to equip the youth, on leaving the school, for commercial, and vocational pursuits."

Rise of Nationalist Movement

In 1915, in the Imperial Registration Council, a resolution was moved demanding that the mother tongue and not English should be the medium of instruction. It was opposed on many grounds. Textbooks were written in provincial languages and English being as an inter-provincial language continued as medium of instruction. During this period secondary schools were under dual control, for the purpose of grant-in-aid under Department of Education and for permitting the students to appear for matriculation examination under universities. This duality of control resulted in open conflicts. Later on in 1917, the Sadler Commission (the Calcutta University Commission) recommended for the first time, an independent Board of Secondary Education to control Secondary/ Higher Secondary Education (intermediate colleges). These suggestions were accepted by several provinces and the number of high schools and intermediate colleges increased. However, problems relating to the training of teachers and their conditions of service and salaries continued to persist.

The Hartog Committee in 1929 remarked that Secondary Education made a significant contribution to building up a governing class. The Committee, however, regretted the fact that the matriculation examinations of the Universities still dominated the whole course and pointed out that the large number of failures in this examination led to a lot of wastage. To eliminate such wastage, it suggested the introduction of diversified courses at middle level intended for rural pursuits, and better training of a prolonged duration of secondary school teachers with a provision for refresher courses and better conditions of services.

The Abbot-wood Report of 1937 again advocated the reorganisation of education keeping in view the need for vocational education. As a result of this report, a number of Polytechnics and commercial, technical and agricultural high schools came into existence. The Sargent Committee appointed by Central Advisory Board of Education gave comprehensive suggestions for Post-war educational developments in 1944. Its suggestions were related to age of pupils at the time of admission, selective admission

and promotion procedures of students, two types of high schools (academic and technical), need for varied curriculum to satisfy masses which was not to be restricted by the requirements of universities, and expanding facilities of teacher training. Thus new horizons were opened up at the dawn of Independence. Let us discuss the system of secondary education as evolved after Independence.

The Post-Independence Developments in Secondary/Higher Secondary Education

In 1948, the Tarachand Committee recommended that secondary schools should be multipurpose in nature but uni-purpose schools need not be discouraged. It suggested the teaching of regional language as a compulsory subject when English ceased to be the medium of instruction in the universities. English was to be taught from Standard VIII as a compulsory subject. In 1949-50, the University Education Commission, headed by Dr. S. Radhakrishnan, felt that secondary education was really the weakest link in our entire educational machinery. It was the report of the Secondary Education Commission (1952), popularly known as Mudaliar Commission, which suggested suitable measures for reorganisation. It is a very comprehensive report covering all aspects of secondary education. It gave detailed suggestions for:

- 1) Reorganisation of the educational pattern;
- 2) Diversification of courses offered in seven streams;
- 3) Opening of residential schools;
- 4) Three language formula;
- 5) Mode of examinations inclusive of co-curricular programmes;
- 6) Setting up of Boards of Secondary, Higher Secondary, school education and Central Board of Secondary School Education (CBSE).

In 1955, the All India Council of Secondary Education (AICSE) was set up. Later on, all the functions were transferred to National Council of Educational Research and Training (NCERT) and Director of Extension Programme for Secondary Education (DEPSE), National Institute of Education (NIE). It was the Education Commission (1964-66), headed by Dr. D.S. Kothari which recommended reorganisation of secondary education, which was consequently adopted and implemented through various measures as follows:

1) *Pattern*

The pattern of 10 + 2 + 3 was the significant suggestion, which was later on uniformly implemented throughout the country. The break-up of ten years could be:

- i) seven to eight years of primary education;
- ii) Two to three years of Secondary education and
- iii) Two years of higher secondary school or junior colleges.

2) *Curriculum*

The Commission considered it necessary to vocationalise secondary education in a large measure and to raise enrolments in vocational courses by 20 percent of total enrolment at the lower secondary stage and 50 percent of the total enrolment at the higher secondary stage by 1986.

The Commission stressed the need for providing a variety of part-time and full-time facilities in vocational education to meet the specific needs of boys and girls in urban and rural areas at both the lower and higher secondary stage. In non-vocational schools, a common curriculum of general education for the first ten years of school education was suggested. The diversification of studies and specialisation were to begin only at the higher secondary stage.

3) *Towards Equalisation of Educational Opportunities*

To achieve the objective of making opportunities equal, the Commission recommended:

- a) (Lower) secondary education should be made tuition-free in all government local authority and aided schools;
- b) Attempts should be made to extend tuition-free education to all needy and deserving students during the next ten years;
- c) There should be liberal provision of scholarships;
- d) Improvement of quality : i) by a well-regulated scheme of expansion, ii) proper planning and location of schools, iii) improvement of teaching methods, and iv) guidance and better supervision.

On the recommendation of the Commission, a National Policy on Education (1968) was drafted to implement the above proposals.

Present Status and Thrust for Secondary Education

In accordance with the priority accorded to vocationalisation of education in the NPE, a centrally sponsored scheme of vocationalisation of secondary education was introduced in 1988.

a) *Vocationalisation of Education*

The scheme aimed at 1) enhancing employability; 2) reducing the mismatch between demand and supply of skilled manpower and 3) providing an alternative for those pursuing higher education without particular interest or purpose. A centrally sponsored scheme for Pre-Vocational Education at lower secondary stage was introduced from the year 1993-94 primarily to impart training in simple marketable skills to the students of classes IX and X to develop vocational interests and to facilitate students in making a choice of vocational courses at the higher secondary level. The target laid down in the revised policy was to divert 10 per cent of higher secondary students to the vocational stream by 1995 and 25 percent by the year 2000.

In order to provide expert inputs in policy formulation and implementation on a continuing basis, Joint Council of Vocational Education (JCVE) has been set up at the national level under the chairmanship of the Minister of HRD with counterpart organisations at the State level. Even a Standing Committee of JCVE was constituted to perform the laid down tasks effectively under the chairmanship of the Education Secretary.

Pt. Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) was set up at Bhopal in 1993 under the overall umbrella of NCERT. It acts as an apex level research and development organisation in the field of vocational education and provides academic and technical support to the various programmes such as, development of competency

based curriculum in six major areas (82 courses) which can be adopted by States/UTs with modifications based on the need and relevance of those courses in that particular area. The CIVE is also inter alia engaged in conducting programmes for training of teachers and orientation of key functionaries.

Vocational Education at the Higher Secondary Education

The higher secondary scheme of +2 is implemented through the State Governments/UTs. So far, all States except Lakshadweep have joined the programme. Upto the end of 2006-07, 21,000 vocational sections had been approved in 9,583 schools creating capacity for diversion of 10 lakh students to the vocational stream at +2 stage. About 150 courses have been introduced at the +2 level in six major areas, viz., Agriculture, Business and Commerce, Engineering and Technology, Health and Para-Medical Services, Home Science Services and others.

Administration: The scheme at the +2 level envisages setting up of administrative structures at the centre, state, district and school levels. The Bureau of Vocational Education is operating at the Central level to oversee the implementation of the programme. The scheme lays considerable emphasis on practical training of students both during the course of study as well as after completion of courses. As many as 60 vocational subject fields have so far been covered under the Apprenticeship Act.

Weakness of the programme implementation: The main weaknesses which have been observed are: 1) a general preference in society for formal education; 2) lack of micro level attention, non-availability of trained teachers and textbooks and 3) inadequate linkages with industries and limited avenues for vertical mobility. In 1997 a review meeting was conducted with Education Secretaries of all States/UTs to bring to their notice the above weaknesses and discuss strategies for the implementation of Vocational Education Programme during the 9th Plan. Collaborative arrangements have been worked out with the Ministries of Railways and Health, the Handicraft Board etc. A large number of industrial enterprises in both public and private sectors were also addressed by the Ministry with a view to involving them in vocational education programme. The policy also emphasised the need for making available non-formal, flexible and need-based vocational programmes to school dropouts and neo-literates.

A computerised Management Information System (MIS) has been developed for vocational education for the detailed information. The National Informatic Centre (NIC) in collaboration with the Department of Education and NCERT has prepared the guidelines – one for filling up the format and the other for feeding the data through computer software prepared for the purpose.

With a view to evaluating the performance of the vocational education programme, external agencies were awarded the work of conducting region-wise evaluation. The final report has been submitted by Operation Research Group (ORG).

b) *Integrated Education for the Disabled Children (IEDC)*

As a result of the Education Commission's recommendation, in 1974, the then Department of Social Welfare launched the centrally sponsored scheme of IEDC. The implementation of the scheme was transferred to the Department of Education in 1982.

NPE (1986) also envisaged special attention to the education of disabled children for achieving the goal of Education for All. An Administrative Cell is to be set up by the State Education Department to implement, monitor and evaluate the programme in each State. The scheme was revised in 1987 and 1992 mainly to rationalise the existing provisions and incorporate new ones with a view to increasing financial ceilings, enlarging the scope of the scheme to train the specialised teachers and supporting all categories of handicapped children except those orthopaedically handicapped. In 1987, the NCERT with UNICEF assistance launched the Project Integrated Education for the Disabled (PIED) through a composite area approach in one administrative block each in Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan, Tamil Nadu, Delhi Municipal Corporation and Baroda Municipal Corporation.

c) **Promotion of Yoga in Schools**

The NPE (1986) stressed the importance of Yoga as a system of promoting integrated development of body and mind. Efforts are in progress to introduce Yoga in all schools and teacher training centres. A centrally sponsored scheme for promotion of Yoga in schools was launched in 1989-90, which was revised in 1992 to enhance assistance for training of Yoga teachers. Assistance has been provided so far to a number of organisations/ institutions in 12 States/UTs. The Kaivalyadham Shreeman Madhavo Yoga Mandir Samiti, Lonavala, Pune is being continuously assisted both for maintenance and developmental expenditure on research and for teacher training programmes.

d) **Science Education**

At the secondary level, a centrally sponsored scheme for 'improvement of science education in schools' was initiated in 1987-88. Under the scheme, State Government/ UTs Administration and voluntary agencies are provided assistance for research and innovative programmes. Assistance is available for provision of science kits to upper primary schools, upgradation and strengthening of science laboratories in secondary and higher secondary schools, supply of books on science related subjects to secondary and senior secondary schools and training of science and mathematics teachers.

e) **Kendriya Vidyalaya Sangathan (KVS)**

The Government of India approved the scheme of Kendriya Vidyalayas (KVs) in 1962 on the recommendation of the second Central Pay Commission with the idea of encouraging the growth of secondary schools which would have a common syllabus and medium of instruction for providing uninterrupted education to the children of Central Government employees who are liable to frequent transfers. In 1965 an autonomous body called the KVS was set up to run these Vidyalayas. Over the years, the number of Kendriya Vidyalayas increased to more than 979 as on October 2007. These schools are in India, Moscow and Kathmandu and affiliated to CBSE.

Salient Features: 1) KVs are fulfilling their commitment to provide the educational needs of transferable Central Government employees to a large extent; 2) admissions are given to children whose parents had the large number of transfers during the preceding seven years; 3) all KVs are co-educational and composite institutions; 4) common curriculum, common text books and bilingual medium of instruction i.e. Hindi and English are followed; 5) all KVs are affiliated to the Central Board of Secondary Education (CBSE); 6) teaching of Sanskrit from class V to IX is compulsory; 7) quality

of teaching is kept high by maintaining proper teacher-pupil ratio; 8) upto class VII no tuition fee is charged and SC/ST students, children of armed forces killed in the wars of 1962, 1965 and 1971, and girls are exempt from tuition fee upto class XII.

f) *Navodaya Vidyalaya Samiti*

In order to provide high quality modern education to talented children predominantly from the rural areas, without regard to their socio-economic background, Government of India launched the scheme of establishing one Navodaya Vidyalaya (NV) in each district of the country. Navodaya Vidyalaya schools are fully residential (co-educational institutions providing education upto Senior or Higher Secondary stage). Education in NVs including boarding and lodging, textbooks and uniforms is free. As on March 2007, 565 NVs have been established.

Admission Procedure: Admission in NVs is made at the level of Class VI through a test conducted by the NCERT in the concerned district in which all children who have passed Class V from any of the recognised schools in the district are eligible to appear. Admission from the children of urban areas is restricted to 25 percent and the rest is meant for students from rural area. Efforts are made to ensure that at least 1/3 of students selected are girls.

g) *National Institute of Open Schooling (NIOS)*

NIOS (earlier known as National Open School) was established in 1989 as an autonomous organisation providing education through distance education mode. (Refer for more details to the section of Open/Distance Education in Unit 2.)

h) *Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools*

One of the main factors responsible for the slow progress of enrolment of adolescent girls in rural and tribal and other remote areas is the traditional societal inhibitions against their movement outside the school, home and locality. Thus, girls remain particularly disadvantaged. The NPE (1986) and POA (1992) encouraged NGO participation in Education. It was decided to launch this scheme during VIII plan period.

Universalization of Secondary Education

Given the high transition rate of about 85% from class VIII to IX and the anticipated progress in Universalization of Elementary Education, the Government of India has taken proactive measures to plan and provide for universal access to secondary education in the first phase by the year 2015 and to senior secondary education in the second phase by 2020. In order to achieve the goal of universalization of secondary education, Government of India set up a Committee of CAGE in September 2004 under the Chairmanship of Mr. Ghanshyam Tiwari, Minister of Education, Rajasthan. The Committee has provided twelve recommendations and has said that the guiding Principles of Universal Secondary Education should be Universal Access (in terms of physical, social, cultural and economic terms), Equality and Social Justice. Relevance and Development, and Structural and Cultural Aspects.

Check Your Progress 3

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

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

- 8) Describe the reorganisation of secondary education as suggested by the Education Commission (1964-66).

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- 9) Why did University Education Commission (1949) consider secondary education as the weakest link in our educational machinery?

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- 10) What is meant by vocationalisation of education?

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1.4 HIGHER EDUCATION SYSTEM

Today, the system of higher education in India is the second largest in the world, comprising over 317 universities and more than 17,625 colleges, about 12 million students (Varma, 2007) and about 4.88 lakh teachers (MHRD, 2006-07). Out of 17,625 colleges, 14,000 are under UGC purview, 5,589 are recognised by UGC under Section 2(f) of the UGC Act, 5,273 are getting UGC support under Section 2(b), and 3,492 are accredited by the UGC (Varma, 2007). Out of 317 universities, 164 universities are recognised by UGC under Section 12(b) and 140 have been accredited by the UGC (Varma, 2007). The modern Indian higher education started growing with the establishment of the universities of Calcutta (Kolkata), Bombay (Mumbai), and Madras (Chennai) in 1857.

A university, as commonly perceived, consists of a community of people of superior intellect, engaged in critically examining all aspects of human life and activity, working towards the preservation, transmission and generation of knowledge. If this perception is acceptable, then a university, as an institution, can be traced back to ancient times. India has a long tradition of learning corresponding to the colleges of modern times. There were 'Gurukulas' and 'Ashramas' run by individual scholars (Rishis) in ancient times. There also existed 'parishads' or assemblies of renowned scholars, where disputable points in connection with the Vedic literature were discussed. In India, centres of learning having the attributes of the university described above existed at Takshshila in the North, Nalanda and Vikramshila in the East, Vallabhi in the West and Kanchipuram in the South.

1.4.1 Historical Development of Higher Education in India

Information about Indian institutions of higher learning that flourished between the first and eighth century AD is available from records. At Takshshila, the most ancient of these institutions, students were admitted at the age of 16 and could study three basic subjects: Vedas, Grammar and Philosophy or learn some 17 crafts, including medicine, surgery, astronomy, agriculture, commerce, dancing and painting. Nalanda at its zenith had about 1500 teachers and 8500 students. Admission was based on strict entrance examinations in which only about 20 per cent of students whose average age was 20 years of age were successful. The curriculum included a wide range of subjects - both Brahmnical and Buddhist. Vikramshila had six colleges, each with 108 teachers. Vallabhi, with about 6000 priests, was a rival institution to Nalanda and promoted all branches of religious learning as well as medicine. Kanchipuram attracted scholars from all over the country and they were all devoted to the study of Vedas and Vedangas. During the medieval period, Muslim rulers set up their own institutions of higher learning, which were known as 'Madrasas' and the medium of instruction was generally Persian, but the study of Arabic was compulsory for Muslims.

Higher Education during the British Period

The present system of higher education in India has its roots in Mount Stuart Elphinston's minutes of 1823 in which he pressed the establishment of institutions for teaching English and the European Sciences. In 1834, the Elphinstone College was started at Bombay. The idea of establishing universities in India on the model of the London University (i.e. affiliating type) was first given in Sir Charles Wood's Despatch in 1854, which has been called a 'Magna Carta' of English Education in India. It described the aim of Indian higher education as the diffusion of the Arts, Science, Philosophy and literature of Europe and the study of Indian languages. These recommendations were enlarged to include Law, Medicine and Engineering and were followed by the establishment of the Universities of Calcutta, Bombay and Madras in 1857. The University of Allahabad was established in 1887 and by 1927, the number of universities reached 12. In order to facilitate co-ordination in the activities of these universities, the Inter-University Board (converted to the Association of Indian Universities in 1973) was established in 1925. A need was felt for a comprehensive plan of educational development due to steady growth by 1943. The Sargent Report of 1944 was the first attempt to formulate a national system of education. It pointed out the failure in making university education relevant to community needs and suggested means for improvement and as a result of the recommendations of the Sargent Plan in 1945, the University Grants Committee was set up with a limited purpose of dealing with the three Central Universities of Aligarh, Banaras and Delhi. It was empowered to deal with all universities, but remained a recommendatory body without funds at its disposal.

1.4.2 Higher Education in Post-Independence India

Even at the time of Independence it was known that all was not well with the Indian university system and successive commissions and committees appointed to examine the situation highlighted the shortcomings of the university and college education in a detailed manner and suggested remedies. The University Education Commission (1949-50) in its report stressed that Indian Education must be rooted in its cultural heritage. It gave guidelines for structuring of higher education and recommended the reorganisation of the University Grants Commission having powers to allocate grants within total limits set by government. An interim University Grants Commission was set up in 1953 and it was given autonomous statutory status by an Act of Parliament in 1956.

The Education Commission (1964-66) recommended special inputs for major universities to ensure quality of research, development of other universities and affiliated colleges, improvement in teaching and evaluation by reorganising courses and examinations, expansion of facilities for selective admissions, opportunities for part-time courses and special attention to women's education. Based on the recommendation of this report the subsequent National Policy on Education (NPE) 1968 was adopted. Nearly twenty years later, in 1985, in the document 'Challenge of Education' Government of India recognised that "general conditions of universities and colleges is a matter of concern" and accepted that the NPE 1968 has failed in translating detailed strategies for implementation. Thus, the NPE 1986, aimed at consolidation and expansion of facilities prevailing in the existing institutions of higher learning. Even the Acharya Rammurthy (Review) Committee (1990) report suggested need for development of autonomous colleges, redesigning of courses and programmes, establishment of State Councils of Higher Education to develop co-ordinating mechanisms, transformation of teaching methods, enhanced support system for research and creation of National Council of Higher Education to co-ordinate general, agricultural, medical, technical and other professional fields of education and delinking degrees from jobs except in case of occupation specific courses. It further suggested the constitution and development of rural universities to be instruments in transforming rural areas. The Programme of Action (POA) 1992 gave details about the steps to be taken for successful implementation of these ideas.

Affiliating System and Autonomous Colleges

Many of the ills of Indian higher education can be attributed to the system of affiliation. Most of the conventional universities are affiliating universities sometimes having more than 300 colleges affiliated to them. For many universities conducting examinations has become the most important function. The affiliating system restricts the function of the better institutions that would otherwise regularly revise and update their curricula and introduce innovative programmes. In order to allow such growth of colleges the concept of autonomous colleges was introduced in India. However, the number of such colleges is small due to the lack of support from the government of the respective States. Most such institutions are found in Tamil Nadu. It is assumed that autonomy will enable the university and the colleges to deliver relevant quality education. However, it has been emphasised that autonomy will have to be complemented by accountability. In the years following Independence, in the late sixties and seventies, Indian higher education underwent rapid growth with the conversion of the 'elite system' of the Pre-Independence period to a mass system. In consonance with this change, UGC in 1977 adopted the third dimension of higher education.

Today society has high expectations from the universities. This is especially true of India, where government functionaries tend to pass on every newly visualised programme to universities – whether they are programmes related to adult literacy environmental awareness, eco-restoration, protection of human rights, or disaster management. As a consequence, the same set of people is expected to competently discharge the functions that require different qualifications and expertise. On the other hand, not many universities tend to concentrate their energies on teaching, research and extension in the same order. Agricultural universities have in-built extension programmes, while technical institutions undertake consultancy services and interact with industries. Hence, the emphasis on various functions vary considerably in Indian Universities.

1.4.3 Functions of a University in Modern Times

In the nine hundred and odd years following the establishment of the first European University at Bologna, the University system periodically has added to their responsibilities. Today it has multiple functions are mentioned below:

- 1) To foster the spirit of free enquiry and promote independent and critical thinking.
- 2) To be a repository of knowledge, responsible for its transmission through teaching and extra-mural programmes.
- 3) To be the place for pursuit, generation and application of new knowledge and for the search of truth.
- 4) To be the training ground for competent professionals including doctors, engineers, business managers and administrators.
- 5) To render service to society, anticipating its needs and assisting in achievement of economic and social objectives.
- 6) To facilitate the formation, development and implementation of national policies and programmes.
- 7) To promote values and assist in the preservation of cultures and traditions.

With rapid developments in communication technology, we have now entered a period of accelerating change and universities are failing in keeping pace with society's demands. It has to move at a pace that is most useful to society as a whole, not to industry alone. It is necessary to add here, that, functioning under the shadow of the communication revolution, higher education has to make the best use of it. The universities have to find ways to cope with this 'knowledge explosion' and there is no option but to make academic structures flexible by regularly updating curricula. We will have to re-evaluate our perceptions relating to teaching-learning methodologies and the nature of research undertaken by the universities. As many see it, with distance and continuing education becoming increasingly important, there is a need for convergence of the formal and non-formal streams of higher education. With the setting-in of globalisation, quality, benchmarking and networking will need to be areas of priority. And as was emphasised in the World Declaration on Higher Education adopted in Paris in 1998 (UNESCO 1998), partnerships at national and international levels, based on common needs, interests, mutual respect and credibility should be a prime matrix for renewal of higher education.

India is a large country with a strong base in science and technology. In certain areas its capabilities are equal to the best obtained in the developed countries. It has ambitious plans for industrial and technological development. Its major drawback is that the available expert manpower is simply not sufficient to meet the projected demands of the country. This can be remedied only if our higher education system expands significantly and diversifies to meet these challenges. It is necessary that government continues to shoulder major responsibilities as regards the funding of higher education. The universities also should take up self-assessment activity for finding out the areas of over expenditure as also those that are inadequately supported. At present in India we find different models of university. The university models adopted by our country are mainly: 1) affiliating university model, 2) the 'Deemed University' model, 3) the Open University Model, 4) Unitary-Residential University Model (one campus university like JNU, Delhi University, M.S. University, Baroda, etc.) 5) Agricultural University Model. Thus, at present universities as visualised above may be handled with diversification of management system, laying stress on the value of each mode. With the rapid growth and development of the university system in India, the responsibility of quality control has become a major issue.

Development of Information and Library Network (INFLIBNET)

The INFLIBNET is a project on Information and Library Network based on computer communication network for linking library and information centres in universities to enable them to optimally utilise their resources. It has created a centralised database of academic holdings, which will ultimately lead to a national union catalogue for on-line access. It also helps university libraries to computerise their records by offering them facilities for downloading from its authenticated master file. During 1995-96, the INFLIBNET programme was converted into an Inter-University Centre under Article 12 of the UGC Act. This Centre acts as a registered autonomous society. INFLIBNET project enables the readers and researchers to access any of the resource materials available in any place in India and even abroad. This is to enhance the quality of teaching and research in higher education.

National Assessment and Accreditation Council (NAAC)

NAAC was set up in 1994 as a statutory body working in co-ordination with the University Grants Commission to assess and accreditate the institutions of higher education in the country. This involves the preparation of a self-study profile by the institution, validation by the peer group experts and final decision by the Council. NAAC provides ratings to these institutions that reflect the quality. Though the assessment and accreditation is voluntary, the UGC has already indicated that its development support to educational institutions will be related to the outcome of assessment and accreditation. Till March 2007, NAAC had accredited 3,492 colleges and 140 universities in the country, based on several parameters like qualifications of faculty, availability of books, sports facilities, infrastructure and so on (Varma, 2007).

National Education Testing (NET)

The UGC and CSIR conduct tests in science and social science subjects twice a year for the award of Junior Research Fellowships (JRF) and an eligibility test for the teaching profession. Universities and colleges are required to consider the candidates for teaching jobs of only such persons who have qualified these tests. These tests have proved to be important indicators of quality of students engaged in the teaching and research profession.

Check Your Progress 4

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

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

11) What is the concept of a University?

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12) What was the purpose of higher education during the British rule?

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13) What are the features of an autonomous college?

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14) What will be the major areas of priority in higher education in the era of globalisation?

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1.5 LET US SUM UP

In this unit, we considered the need, importance and objectives of pre-primary/ nursery education, the various types of pre-school programmes offered at present and significant provisions available and needed. We also tried to describe the nature of primary education before and after Independence with respect to the provision in the Indian Constitution (Article 45) and Directive Principles of State Policy for Universal, free and compulsory primary education for all upto the age of 14 years. We have learnt about a number of motivating programmes like MLLs, OB, Alternative Schooling, DPEP and Sarva Shiksha Abhiyan. Further, we understood that the status of secondary education seen as the weakest link in the educational system and programmes undertaken to reorganise it by bringing about changes in structure, courses, curriculum revision, vocationalisation, providing the alternative of distance education, and empowering the teachers through qualitative training programmes make it a strong terminal as well as preparation stage. At the higher education stage, we discussed the development of university and affiliating college system, their objectives and essential improvements together with the latest developments like NAAC, and NET for qualitative improvement.

1.6 UNIT-END ACTIVITIES

- 1) Visit an Anganwadi near your home, observe the classroom activities and prepare a report.
- 2) Visit any one DIET of your district and conduct a case study of its operations (academic and administrative).
- 3) Study the programme offered by Doordarshan in the morning channel "Gyan Darshan" for a month and give your observations on it.
- 4) Analyse programmes of any one secondary school of your area and indicate innovations being tried there.
- 5) Collect the constitutional provisions related to educational development.
- 6) Do you think that education at higher level/university level should be privatised? Prepare a report after collecting information from various sources.

1.7 POINTS FOR DISCUSSION

- 1) Why should we make elementary education compulsory for all?
- 2) Vocationalisation of education has not been able to achieve its objectives satisfactorily. Why?
- 3) Education at secondary level should be universalised. Why?
- 4) How will you achieve the target of UEE if you are appointed for that purpose with charge of a district?

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1.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) The basic objective of pre-primary education is to foster all around development of children, i.e. physical, social, intellectual, psychological and emotional health of children.
- 2) Yes, pre-primary education should be made compulsory as it prepares a child in a holistic way for higher levels of education.
- 3) The reasons for slow progress of primary education during the British rule were closing down of the indigenous system of primary education, less funds for the education of the masses and not giving recognition to the principle of compulsory primary education.
- 4) The major efforts made during the British rule for making primary education compulsory were:
 - Demand for compulsory primary education by the Deputy Inspector of Broach, in 1884.
 - G.K. Gokhale's attempts in 1910 and 1911 for legislation on compulsory primary education.
 - Bill For compulsory primary education in 1917.
 - Gandhiji's Basic Education programme
- 5) Refer to Article 45 of the Indian Constitution.
- 6) The holistic approach to UEE includes addressing the problems of dropout and retention, strengthening the alternative systems of schooling, decentralisation approach to planning, improving school effectiveness, introducing M.L.L, micro-planning etc.

- 7) Refer to discussion on strategies for Universalization of Elementary Education.
- 8) The Secondary Education Commission (1964-66) recommended for 10+2+3 pattern of education which is seven to eight years of primary education, two to three years of secondary education and two years of higher secondary schools or junior colleges.
- 9) The University Education Commission in 1948 under the Chairmanship of Dr. S. Radhakrishnan, which had to report primarily on University Education in India had necessarily to review the position of Secondary Education as well and it made certain notable suggestions. The Commission recommended that the standard of admission to University courses should correspond to that of the present Intermediate examination, i.e., after 12 years of the study at School and Intermediate College. The commission thought it unfortunate that neither the public nor the Government had realised the importance of Intermediate colleges in the Indian educational system, and remarked that "our Secondary Education remains the weakest link in our educational machinery and needs urgent reforms."
- 10) Vocationalisation of education aims at enhancing employability, reducing mismatch between demand and supply of skilled manpower and providing an alternative for those pursuing higher education without any interest.
- 11) A University comprises a community of people of superior intellect, engaged in critically examining all aspects of human life and activity, working towards the preservation, transmission and generation of knowledge.
- 12) The purpose of higher education during the British rule was to impart education in Arts, Sciences, Philosophy and literature of Europe and Indian Languages.
- 13) The autonomous colleges can revise and update their curricular and introduce innovative programmes on their own.
- 14) The areas of priority for higher education in the era of globalisation are quality, benchmarking and networking.

UNIT 2 ORGANISED OPERATIONS OF EDUCATION-II

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Professional Education
 - 2.3.1 Teacher Education
 - 2.3.2 Medical Education
 - 2.3.3 Agriculture Education
 - 2.3.4 Technical Education
- 2.4 Open and Distance Learning System (ODLS)
 - 2.4.1 Correspondence Course Institutes (CCIs)
 - 2.4.2 Open Universities (OUs)
 - 2.4.3 Online Learning
 - 2.4.4 National Institute of Open Schooling
- 2.5 Let Us Sum Up
- 2.6 Unit-end Activities
- 2.7 Points for Discussion
- 2.8 Suggested Readings/References
- 2.9 Answers to Check Your Progress

2.1 INTRODUCTION

In Unit 1 we discussed different levels of school education and higher education in our country as part of organized operations of education. Apart from school education and higher education, educational operation takes place in organized form in the areas of professional education, and open and distance education. The main thrust of this unit will be on professional education and open and distance education. Under professional education, we will discuss teacher education, medical education, agriculture education and technical education, along with their historical development and present status. Open and Distance Learning System (ODLS) which has made rapid progress in democratizing education will also be touched upon in this unit.

2.2 OBJECTIVES

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

- describe different phases of the development of teacher education in India;
- discuss the role of National Council for Teacher Education and Academic Staff colleges in the professional development of teachers;
- state the teacher education facilities at pre-primary, primary and secondary levels;
- discuss the historical development of medical education in our country;
- state the role and functions of AIIMS;

- describe the historical development of agriculture education in our country;
- discuss the growth of technical education during the British period and after Independence;
- enumerate the historical development of distance education;
- explain the main issues related to distance education;
- define online education;
- explain the role of communication and information technologies (CIT) in open and distance learning system (ODLS).

2.3 PROFESSIONAL EDUCATION

In Unit 1 we discussed the stages of education up to higher education. Apart from pursuing liberal higher education, one can also opt for professional education. There are options for students to enter professional fields like teaching, engineering, medicine, law, agriculture, etc. In the present section we shall discuss teacher education with its educational operations.

2.3.1 Teacher Education

The teacher holds a pivotal position in education from pre-primary to university or in any professional education system. In India the teacher has traditionally been considered as a God (Guru Devo Bhawa). In the indigenous system the teacher played a central role in the all-round development of pupils. In the nineteenth century, with the advent of the modern system of education, a concept of teacher education emerged. Hence teacher education in India has passed through certain stages, which can broadly be divided into three phases. These are:

- 1) Pupil-teacher system
- 2) Teacher training
- 3) Teacher education

Let us try to understand the main features of these three phases.

Pupil-Teacher System (1800-1882)

This phase is from 1800 to 1882 when there was almost no interest in teacher education per se. The method of training teachers prevalent in indigenous schools at the beginning of the 19th century was known as 'monitorial system'. There the pupils of the school were divided into homogenous groups for learning and each group was entrusted to the monitor – an advanced student. It was the duty of the monitor to give lessons to his group, assist the pupils in learning and report their progress to the teacher. This system originally developed in Madras and later on the British adopted it as a means for imparting primary school education at a very low cost.

Institutions for training teachers were first started by the Danish missionaries in India. Later on, educational societies based at Bombay, Madras and Calcutta, which appreciated the need for training teachers set up some centres for this purpose. The Bombay Native Education Society set up in 1827 also trained teachers on those lines. In 1826, the Church Missionary Society at Calcutta set up a Central School for girls and training

classes for lady teachers were organised with efforts of Mrs. Wilson who continued up to 1836. The Hunter Commission in 1882-83 recommended that the standard of teaching should be improved and emphasised adequate inspection and proper training of teachers. It suggested the need for organising an examination for teachers in principles and practices of teaching and urged that those who were successful should be permanently employed in private or government schools. The duration of the training course varied from province to province. So far as training of secondary teachers was concerned, there were only two training colleges in that period, the Government Normal School, Madras (1856) and Lahore Training School (1881) and these institutions admitted graduates and undergraduates in the same class to be trained as secondary teachers.

During this period, two schools of thought regarding teacher education emerged in Europe- the German practice laid great stress on the study of pedagogy while the French education laid stress on the thorough instruction in the subjects, which a teacher was supposed to teach, i.e. knowledge of subject matter. This controversy influenced the teacher education scene in India too and opinions were divided on the content of teacher education.

Teacher Training (1882-1947)

After the Hunter Commission made its recommendations, six training colleges and fifty training schools were set up by the end of the nineteenth century. The Government of India Resolutions of 1904 stressed the following points:

- 1) The equipment of a Training College should be at par with that of an Arts College;
- 2) The training course for graduates should be a one-year course leading to a university degree. Training for undergraduates should be of two years duration;
- 3) Theory and Practice should both form part of the training course;
- 4) A practicing school should be attached to each training college;
- 5) Every possible care should be taken to maintain a connection between the training college and the school.

The Calcutta University Commission known as Sadler Commission suggested the formation of a Department of Education in each university and the inclusion of Education as a subject for B.A. and intermediate courses. Further, it suggested improvement in the physical facilities of a training institute and setting up of an experimental high school with every training college. In 1929, the Hartog Committee recommended:

- 1) General improvement in the standard of primary school teachers and lengthening of duration of training courses for this purpose.
- 2) Provision of adequate staff to the training institutions.
- 3) Arrangement of in-service education of teachers.

As a result of the suggestions, refresher courses for in-service education were organised and the training institutions were equipped with laboratories, libraries and practising schools. Later on the Sargent Report of 1944 made the following recommendations:

- 1) Provisions should be made for training different categories of teachers for different durations.
- 2) Refresher courses should be regularly organized.

- 3) Suitable candidates should be picked up early from their high schools for becoming teachers.
- 4) Research facilities should be provided.

Later on, after achieving Independence, the new concept of teacher training emerged. Let us examine its development in free India.

Teacher Education

After Independence, based on the recommendations of the Secondary Education Commission (1953-54), the Education Commission (1964-66), the National Policy on Education (1968) and the National Policy on Education (1986) teacher preparation is being organized through many types of teacher education institutions offering certificate, diploma, degree, post-graduate, special and integrated courses. Teacher education courses are both pre-service and in-service in nature. Pre-service teacher education is imparted to those who are aspiring to join teaching profession. In-service teacher education is meant for those who are working as a teacher at different levels of education. The institutions imparting teacher education programmes are:

- 1) Training Centres for pre-primary teachers
- 2) Training Schools for primary Teachers
- 3) Training institutions for undergraduate and graduate teachers
- 4) Regional Colleges of Education (at present Regional Institutes of Education under NCERT)
- 5) Training Institutes for special teachers
- 6) State Institutes of English
- 7) Extension Services department for in-service programmes
- 8) National Council of Educational Research and Training (NCERT)
- 9) State Councils of Educational Research and Training (SCERTs)
- 10) District Institutes of Educational Training (DIETs)
- 11) Academic Staff Colleges (For college/university teachers)
- 12) Institutes of Advanced Study in Education (IASE)
- 13) Colleges of Teacher Education (CTEs)
- 14) Open Universities and Correspondence Course Institutes (CCIs)

Let us try to briefly examine the significance of a few of these in the promotion of quality in teacher education.

Academic Staff College (ASC)

The NPE (1986), underlining the crucial link between teacher motivation and quality of education, highlighted the need for improving professional competence of teachers. To operationalise the intentions of NPE (1986), the University Grants Commission (UGC) established Academic Staff Colleges (ASC) to ensure the professional development of teachers through orientation programmes and refresher courses to realise the goal of qualitative improvements in teaching and research. Thus, ASCs are nodal centres for

motivating and training all those concerned with improving the quality of higher education. In a decade of their existence nearly 45 ASCs have trained more than 1,25,000 college and university teachers all over the country. As on May 2007, there are 57 Academic Staff Colleges.

District Institute of Education and Training (DIETs)

The NPE (1986) and Programme of Action (POA) envisaged the setting up of DIETs in each district of the country. Many DIETs are working actively all over the country. These institutions conduct pre-service and in-service training programmes for elementary school teachers for improve their competence in subjects and methods of teaching. They also conduct for motivating action research programmes and promote quality of learning by participating in projects like District Primary Education Programme, Non Formal Education, Alternative Schooling, etc. Since its inception in 1987, there are 568 DIETs/DRCs in the country.

Regional Institutes of Education

Regional Institutes of Education were earlier known as Regional Colleges of Education (RCEs) which started in 1961. They were designed to meet the emerging needs of secondary education with reference to diversification and vocationalisation. These institutions are well equipped with laboratory, library and residential facilities. They have tried to experiment with integrated professional and general programmes by running content-cum-pedagogy courses and have also run part-time Summer Schools-cum-Correspondence courses also for working teachers. The five RIEs are located at Ajmer, Bhubaneswar, Bhopal, Mysore and Shillong in the five regions of the country respectively. At present they are concentrating on in-service programmes for school teachers.

Pre-Primary School Teachers Training

There are a number of courses for teachers at this level, like, Montessori, Kindergarten, Nursery and Pre-Basic, Happy Education etc. or a university/colleges running Child Development Courses in Home Sciences. Several Nursery Teachers Training Institutes are offering pre-primary school teachers' training programmes.

Primary School Teachers' Training

The courses for primary school teachers are being run by State Departments of Education and now DIETs are also organizing both pre-service and in-service courses. The recent development is encouraging private and self-financed institutions to provide training of two years duration for primary school teachers. The eligibility requirement for these courses is now revised to +2 pass certificate from 10+ stages. IGNOU also offers a Certificate in Guidance (CIG) at primary level and a Diploma in Primary Education (DPE) for trained and under-trained teachers at primary level.

Training Colleges for Secondary Teachers

In almost all universities in the States, there are affiliated, aided and now 'self-financed colleges providing Bachelor of Education (B.Ed) programmes. A few Departments of Education in the universities also run B.Ed programme. Post-graduate programmes like M.A. in Education and Master of Education (M.Ed) are also run for researchers, administrators and lecturers in B.Ed. colleges or DIETs by the university departments.

Over and above these, there are specialised institutions for training teachers in English language, Science Education, Physical Education, education of disabled children etc. through distance mode of education. Indira Gandhi National Open University (IGNOU) is also providing in-service teacher education programmes for primary school teachers (Diploma in Primary Education), for secondary school teachers (Bachelor of Education), and for higher education teachers (Post-graduate Diploma in Higher Education) through distance mode organised through its Regional Centres in the States. Similarly, State Open Universities (SOUs) and Correspondence Courses Institutes (CCIs) are also offering teacher education programmes for different levels of education.

National Council for Teacher Education (NCTE)

The National Council for Teacher Education, since 1973, was an advisory body to the Central and State Governments on all matters pertaining to teachers, with its Secretariat in the NCERT. It could not perform essential regulatory functions to ensure maintenance of standards in teacher education from pre-primary school level to higher secondary school level. The NPE (1986) envisaged National Council for Teacher Education with statutory status and necessary resources as a first step in overhauling the system of teacher education. The NCTE came into existence in pursuance of the NCTE Act 1993 (No. 73 of 1993) on 17th August 1995.

The main objective of the NCTE is to achieve planned and coordinated development of teacher education throughout the country, the regulation and proper maintenance of norms and standards in teacher education systems and for matters connected with it. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and higher secondary stages in schools, non-formal education, part-time education, adult education and distance education courses.

Organisational Structure: The NCTE has its headquarters at New Delhi, and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. It has administrative and academic wings to deal with functions for running the courses related to teacher education. Recognition needs to be sought from NCTE Regional Committees not only to start any new programme on teacher education, but also in respect of the existing courses at all levels of teacher preparation. As on 1st January 2007, 7,461 Teacher Education Institutes offering 9,045 courses were recognised by NCTE with an approved intake of 7,27,155 teacher trainees (MHRD, 2006-07).

General Objectives of Teacher Education

The NCTE (1998) has given the following objectives for pre-service teacher education.

- To promote capabilities for inculcating national values and goals as enshrined in the Constitution of India;
- To enable teachers to act as agents of modernization and social change;
- To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child;

- To transform student teachers into competent and committed professionals willing to perform the identified tasks;
- To develop competencies and skills needed for becoming an effective teacher;
- To sensitize teachers and teacher educators about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc.
- To empower teachers to cultivate rational thinking and scientific temper among students;
- To develop critical awareness about the social realities; and to develop managerial and organizational skills.

General Objectives for In Service Teacher Education

The NCTE (1998) has given the following objectives for in-service teacher education.

- Upgrade the qualifications of under-qualified and /or untrained on-the-job teacher;
- Upgrade the professional competence of serving teachers;
- Prepare teachers for the new roles;
- Provide knowledge and skills relating to emerging curricular changes-content, process and evaluation;
- Make teachers aware of critical areas and issues, like, competency-based learning, multi-grade, multi-level and multi-channel teaching, teaching students for the disadvantaged group, meeting educational needs of children with learning problems, developing inquiry skills, use of mass media in educational development of dyslexic children; and
- Overcome gaps and deficiencies of pre-service education.

Thus, professional education of teachers is being organised at different levels and for diversified needs. The programme needs continuous revamping and revision keeping in view the developments of modern pedagogy and the requirements of various disciplines. Emphasis on practical training in actual field situations should be encouraged in order to create awareness among teacher trainees about their role in transforming Indian society into a truly value based democratic and secular society.

2.3.2 Medical Education

The concept of medicine is not altogether a new one in our country. Local practice of medicine at village or tribal levels and traditional remedies (popularly referred to as grandmother's remedies) were prevalent in various interior parts of our country in the past and to some extent even today. These were not formalized medical educational services but hereditary ones. In 1822, the beginning of a formal set up for such training opened the doors for professional education related to medicine. Mukherjee (1974) referred to three phases of such a development namely: i) first period (1800-1857); ii) second period (1857-1902); and third period (1902-1973) for all professional courses including Engineering, Technology, Law, Forestry, Agriculture, Education, Veterinary Science, Fine Arts, Home Science, etc.

Let us look at developments related to the field of Medicine:

The First Period (1800-1857)

The East India Company, first of all, started the Calcutta Native Medical Institution for training Indian assistants as medical officers. In 1823, 'The Calcutta Medical and Physical Society' was set up, which published a medical journal for a number of years. In 1826, medical classes were attached to the Calcutta Sanskrit Colleges and Madrassa. Training offered here was of an orthodox nature. Human anatomy was learnt with models of wax or was never learnt at all. In 1835 these classes were closed. In 1826 a native Medical School was set up by Elphinston but abolished in 1832, as it didn't prove to be a success.

The medical schools of Bengal and Bombay imparted medical education. Later on the Calcutta Medical College was founded in 1835, and a medical college in Poona in 1836 and The Grant Medical College, Bombay, was founded in 1845, which was recognized by the Royal College of Surgeons, England in 1855 and was finally affiliated to Bombay University. In 1835 a medical school for training apprentices was set up at Madras and a college branch was added to it in 1843. This branch also got recognition in 1955 on the same lines as the Grant Medical College and was affiliated to Madras University on its establishment.

The Second Period (1857-1902)

In addition to the three medical colleges started during the first period, one more medical college was started at Lahore (1860). Thus, there were 21 Medical Schools by 1901-1902. The Madras Medical College was offering a course leading to licentiate in Sanitary Science. The need for Veterinary Science was also felt and the Government set up veterinary colleges at Lahore (1882), Bombay (1886) and Calcutta (1893). Except Lahore Veterinary College, all other colleges imparted instruction through English medium.

The Third Period (1902-1973)

The most important body in medical education, the Indian Council of Medical Research was set up in 1912. Since its inception it has been engaged in promotion and co-ordination of research. It maintains permanent research centers namely, 1) Nutrition Research Laboratory, Hyderabad, 2) the Virus Research Centre, Poona, 3) T.B. Chemotherapy Centre, Madras, 4) Cholera Research Centre, Calcutta, 5) Indian Research Centre in Reproduction, Bombay and 6) Occupational Health Research Institute, Ahmedabad.

Medical education advanced rapidly after Independence. In 1956-57 there were as many as 99 medical colleges and 109 medical schools in the country. The medical schools were closed later on. In 1971, there were 95 medical colleges and 15 dental colleges in our country. Almost all colleges offer first-degree course (M.B.B.S.). For providing post-graduate training to select doctors a scheme to upgrade certain departments has been adopted. In many areas of specialization post-graduate courses are being offered.

Some institutions assist in the development of qualitative education in the field of Medicine. These are: 1) The Medical Council of India and 2) The All India Institute of Medical Sciences. Let us examine their contribution.

Medical Council of India

It was established in 1934 under the Indian Medical Council Act, 1933 (now repealed) with the main function of establishing uniform standards for higher qualifications in Medicine and recognition of medical qualifications in India and abroad. The number of medical colleges had increased steadily during the years after Independence. It was felt that the provisions of the Indian Medical Council Act were not adequate to meet with the challenges posed by the very fast development and the progress of medical education in the country. As a result, in 1956, the old Act was replaced by a new one. This was further modified in 1964, 1991 and 2001.

The objectives of the Council are as follows:

- 1) Maintenance of uniform standards of medical education, at both undergraduate and post-graduate levels.
- 2) Recommendation for recognition/de-recognition of medical qualifications in medical institutions in India or foreign countries.
- 3) Permanent registration/ provisional registration of doctors with recognised medical qualifications.
- 4) Reciprocity with foreign countries in the matter of mutual recognition of medical qualifications.

Functions of the Council are as follows:

- 1) Inspection/visit to medical colleges with a view to maintaining proper standards of medical education in India.
- 2) Permission to start new medical colleges, new courses including P.G. or higher courses, increasing the number of seats etc.
- 3) To provide recognition/derecognition to medical qualifications (Indian/ foreign)
- 4) To maintain Indian Medical Register of persons who hold recognized medical qualifications.
- 5) Re-offer registration facilities like permanent, provisional or additional qualification or for good standing certificate for doctors going abroad.

All India Institute of Medical Sciences

This institute was established in 1956 as a nucleus for 'nurturing excellence' in all aspects of health care.

Background

Creating a nation imbued with a scientific culture was Jawaharlal Nehru's dream, and immediately after Independence he prepared a grand design to achieve it. Among the 'temples of modern India' which he designed, was a centre of excellence in the medical sciences. Nehru's dream was that such-a centre would set the pace for medical education and research in South-East Asia and in this he had the wholehearted support of his Health Minister, Rajkumari Amrit Kaur.

The health survey and development committee chaired by Sir Joseph Bhore, an Indian Civil Servant, had in 1946 already recommended the establishment of a national medical

centre which would concentrate on meeting the need for highly qualified manpower to look after the nation's expanding health care activities. The dreams of Nehru and Amrit Kaur and the recommendations of the Bhore Committee converged to create a proposal, which found favour with the government of New Zealand. A generous grant from New Zealand under the Colombo Plan made it possible to lay the foundation stone of All India Institute of Medical Sciences (AIIMS) in 1952. The AIIMS was finally created in 1956 as an autonomous institution through an Act of Parliament to serve as a nucleus for nurturing excellence in all aspects of health care.

All-India Institute of Medical Sciences was established as an institution of national importance with the objective of developing patterns of teaching in medical and para-medical courses for all branches of medical education, so as to demonstrate a high standard of medical education in India; to bring together in one place educational facilities of the highest order for the training of personnel in all important branches of health activity; and to attain self-sufficiency in post-graduate medical education.

Functions

Main functions of AIIMS are as follows:

The Institute has comprehensive facilities for teaching, research and patient care. As provided in the Act, AIIMS conducts teaching programs in medical and para-medical courses both at undergraduate and post-graduate levels and awards its own degrees. In the field of medical research AIIMS is the leader, having maximum research publications by its faculty and researchers in a year. AIIMS also runs a College of Nursing and trains students for B.Sc. (Hons.) and Nursing (Post-certificate) degrees.

Twenty-five clinical departments including four super speciality centers manage practically all types of disease conditions with support from pre-and para-clinical departments. However, burn cases, dogbite cases and patients suffering from infectious diseases are not entertained in the AIIMS Hospital. AIIMS also manages a 60-bed hospital in the Comprehensive Rural Health Centre at Ballabgarh in Haryana and provides health cover to about 2.5 lakh people through the Centre for Community Medicine.

Specific functions of AIIMS are as follows

- To develop a pattern of teaching in all branches of undergraduate and postgraduate medical education, so as to demonstrate high standard of medical education in all medical colleges and other allied institutions in India.
- To attain self-sufficiency in postgraduate medical education.
- To impart undergraduate and postgraduate teaching in medical and related physical biological sciences.
- To provide nursing and dental education
- To undertake innovations in medical education
- To provide producing medical teachers for the country
- To conduct research in medical and related sciences
- To provide health care: preventive, primitive and curative; primary, secondary and tertiary levels.
- To organise community based teaching and research in medical education.

Check Your Progress 1

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

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

1) What is the basic objective of teacher education programmes?

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2) What are the main functions of the Medical Council of India?

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3) How does All India Institute of Medical Sciences fulfil the dreams of Jawaharlal Nehru and Amrit Kaur?

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2.3.3 Agriculture Education

India, being a predominantly agricultural country, with 80 percent of the population belonging to rural areas and traditionally depending on farming, education related to agricultural science is a field which needs utmost attention. India has a very strong agricultural education system consisting of one Central Agricultural Univeresity, thirty-one State Agricultural Universities and four National Institutes of Indian Council of Agricultural Research having the status of Deemed to be University. (<http://www.dare.gov.in>).

Let us try to survey the development in this professional area:

First Period (1800-1857)

During this period not a single agriculture education institution existed in the country, though the need for imparting scientific agricultural education was stressed.

In 1820, an Agricultural and Horticultural Society was set up in Calcutta. An 'Agricultural Farm' was established at Madras in 1854 and a school of agriculture was added to it in 1886. An agricultural branch was added to the Poona Engineering College in 1879. Thus, agricultural education started getting sufficient attention during this period. The Famine Commission of 1880 and the Agricultural Conference of 1883 advised Government to direct its attention to agricultural education in rural schools. In 1889 Dr. J.A. Voelaker of the British Royal Agricultural Society was sent to India to advise the Government of India on questions concerned with agriculture. Subsequently, two conferences were held in 1890 and 1893 to discuss the proposals of Dr. Voelaker. It was agreed that elementary agricultural principles should be included in the curriculum of village schools as a principal subject, necessary textbooks written and proper teachers trained for the same. The Central Government examined these recommendations and reviewed the problems in its Resolution of March 1879. The Government held that:

- 1) The agricultural degrees, diplomas or certificates should be placed upon the same footing as corresponding Arts or Science degrees.
- 2) There should not be more than four institutions having advanced diplomas.
- 3) The diplomas should be eventually compulsory in the case of certain appointments.
- 4) A special school course leading to the agricultural diploma, degree or certificate is required.
- 5) The practice allowing schoolmasters, either before or after appointment, to undergo a course for a few months on a government farm is one, which deserves consideration.

As a result of these recommendations, agricultural education received increased attention. The Madras Agricultural Farm was raised to the status of a school in 1885 and the Poona Agricultural Branch was fully developed. Agricultural schools were opened in Coimbatore (1876), Nagpur (1890) and Kanpur (1892). An Agricultural Branch was added to the Sibpur Engineering College in 1899. In many high schools agricultural classes were added. Bombay University recognised Agriculture as a subject and a diploma course from 1892 to 1899 and then a degree course were started.

Third Period (1902-1973)

Agricultural education received a great deal of attention in the twentieth century. In 1901 the post of an Inspector General of Agriculture for the whole of India was created at the Centre and the State departments of Agriculture were expanded. The Resolution of 1904 admitted that the provision of agricultural education was insufficient in the country, and Government of India drew up a scheme of setting up of an agricultural college in each important province. Accordingly, agricultural colleges were started at Kanpur (1906), Coimbatore (1909), Sabour (1909), Lyalpur (1910) and Poona (1908). A new impetus was given through the generous donation of £30,000 by Henry Philips of Chicago. The greater part of this amount was used for establishing the Pusa Research Institute (1908).

As a result of the recommendations of a Royal Commission on Agriculture in 1928 which studied agriculture and rural life, the Indian Council of Agricultural Research and the Indian Agricultural Research Institute, were established, both at New Delhi. In

1964-65 the number of higher education institutions in agriculture rose to 45 and that of agricultural school to 95. Agriculture was introduced as a subject in primary and secondary schools and later on in higher secondary schools also.

On the lines of the land-grant colleges of USA, an agricultural university was set up in each State. To co-ordinate and intensify research at selected centres in the different parts of the country, more than 40 to 50 projects were sponsored by the Indian Council of Agricultural Research. The following institutions are actively involved in providing research facilities in agriculture and allied branches:

A) *Agriculture Research*

- 1) Central Rice Research Institute, Cuttack.
- 2) Potato Research Institute, Patna.
- 3) Botanical Survey of India, Calcutta.
- 4) Sugarcane Breeding Institute, Coimbatore.
- 5) Central Vegetable Breeding Station, Kulu Valley.

B) *Dairy Research*

- 1) Indian Dairy Research Institute, Bangalore.
- 2) Amul Dairy, Anand.

C) *Research in Fisheries*

- 1) Central Inland Fisheries Research Station, Manivampur (West Bengal).
- 2) Central Marine Fisheries Research Station, Mandapam (Madras).
- 30 Deep Sea Fishing Station, Bombay.

It is being observed that Agriculture Education has crossed the boundaries of family related courses and is now providing a variety of courses in areas like:

- 1) Horticulture
- 2) Sericulture
- 3) Floriculture
- 4) Sea-food and Fisheries
- 5) Forestry
- 6) Veterinary Sciences
- 7) Seed development Research
- 8) Crossbreeding

In the subsequent section, we shall discuss technical education, another significant branch of professional education, inclusive of engineering and technology.

2.3.4 Technical Education

Background

At one time India was noted for the superior quality of its science and technology. Mohenjodaro, for instance, provides good examples of our knowledge of town planning, civil engineering and architecture. Even earlier in the Rigveda, there is a reference to canals and dams. When Alexander the Great invaded India, steel ergots were among the things he took away, suggesting an era when India produced steel of fine quality. Many such examples are available from our history. Later on while India remained stagnant other countries progressed. Earlier the USA was not an advanced country. Today it is a highly developed country controlling the world as super power. The USSR also, through their seven-year plans, developed from a backward agrarian country into an industrially advanced State and as another super power.

At one time, in India, technological efficiency was a matter of hereditary endowment. Secondly, the State never paid serious attention to promote it till 1940. Technical workmanship, the training in work done by hand has long been neglected in favour of the intellect and we have been accustomed to place technical education third in the educational hierarchy. University education received the greatest importance and then the secondary education. Even in European countries technical education was initially neglected since Cardinal Newman had propounded that university education should be primarily non-vocational.

But slowly, a wave of enthusiasm in favour of technical education steadily grew and India became aware of the three dominant forces – Machine, Movement and Energy – that characterised twentieth century civilisation. The State as well as educationists started giving support for organising technical education on a sound basis.

Technical Education during the British Period

During British rule, no comprehensive system of technical education was developed as an integral part of the national system of education. The growth of technical education can be seen to fall distinctly in three main phases:

First Phase (1800-1857)

During the early period sporadic attempts to organise technical education were made to satisfy the administrative needs of the East India Company, which needed trained engineers, technicians and artisans for government jobs. Three engineering colleges were established at Roorkee (1847), Calcutta (1857), and Madras (1858). An engineering college and a mechanical school were set up in Poona in 1854.

Second Phase (1857-1902)

Wood's Dispatch (1854) stressed the importance of professional and vocational education. But the government continued the *laissez faire* policy of the previous period. The 'Poona engineering class' was converted as a college in 1866 and Victoria Jubilee Technical Institute Bombay, was founded in 1887 mainly through private efforts, to provide courses suited for growing Bombay mill industries.

Third Phase (1902-47)

During the last decade of the nineteenth century, there was an insistent demand for technical education and at almost every annual session, the Indian National Congress

stressed the need for promotion of technical education. The government could not remain passive and began deputing a few selected candidates to the UK and the USA for technical training. In 1904, an organisation called the Association for the Advancement of Science and Industrial Education was established and it started sending Indian students abroad for advanced studies in arts and industries. In Bengal, the National Council of Education established the College of Engineering and Technology at Jadavpur. This institution provided opportunities to study for diplomas in Mechanical, Electrical and Chemical Engineering. In 1911, Sir Jamshedji Tata started an important institute for Post-Graduate Studies in Engineering and Technology at Bangalore. However, the credit for introducing degree courses for the first time in our country goes to University of Banaras for the beginning made in 1917. Between 1921 and 1937 a number of institutions were set up so that students did not have to go abroad for higher studies. These included Indian School of Mines, Dhanbad, Harcourt Technological Institute at Kanpur and School of Chemical Technology at Bombay. To coordinate the development of technical education and to promote research that would benefit the country as a whole, Government of India prepared a most comprehensive plan on all India basis. Important aspects of the plan are listed below:

- 1) The creation of the Board of Scientific and Industrial Research in 1940 to promote industrial research;
- 2) The establishment of Delhi Polytechnic (1941);
- 3) The appointment of an 'ad hoc' committee (Sarkar Committee) in 1945 to look at the possibilities of providing advanced technical education in India on the lines of Massachusetts Institute of Technology. For post-war requirements, the Committee recommended not less than four higher institutes for technical education, one each in North, South, East and West.
- 4) The establishment of the All India Council for Technical Education by a Resolution of Government of India on November 30, 1945, which is, still an active national body. (For more details see Block 2, Unit 7).
- 5) The appointment of the Scientific Man-Power Committee in 1947 for assessing the requirements of personnel for different grades for the next ten years.

Technical Education after Independence

In 1947, there were 38 institutions with a total admission capacity of 2,940 students per year for degree courses, and 58 polytechnics with an admission capacity of 3,670 students for diploma courses. Planned development put greater emphasis on the development of education and the Central Government played a significant role from time to time. The Government of India appointed a number of Committees of technical experts under the Ministry of Education. Again, through the national bodies like the AICTE and its four regional committees technical education expanded institution-wise, curriculum-wise, and course-wise (at graduates and post-graduates levels). At the state level, a separate Director of Technical Education co-ordinated the promotion of technical education.

- a) The technical Education system in India is a four tier system comprising: 1) post-graduate courses and research; 2) first degree courses; 3) diploma courses and 4) vocational and industrial training. Each tier is self-contained and neither the diploma courses nor the industrial courses are a preparation for the new higher tier.

- b) **Rapid progress of Technical Education:** During the period which saw steady and rapid progress in third Five Year Plan the Central Government approved a scheme of setting up Regional Engineering Colleges (RECs), initially nine in number, and 27 Polytechnics. Training of craftsmen also received due attention. Several new projects also were taken up like i) setting up of the Indian Institute of Science, Bangalore; ii) organisation of new branches; iii) establishment of higher technical institutions (like IITs); iv) provision of scholarships and fellowships, v) establishment of Vigyan Mandirs and vi) promotion of scientific research.
- c) **Indian Institute of Science:** Established in 1911, the IIS owes its inception to the princely donation of the prominent industrialists, and the Tatas' family. The Central Government has been giving generous grants to it since 1946. The Institute offers courses like: (1) Post-graduate courses in Automobile Engineering, Power Engineering (Electrical and Mechanical), Foundry Engineering, Power Engineering (Civil and Hydraulics), Soil Mechanics and Foundation Engineering, Electronics, Acoustics, Aeronautical Ultra Sound and Micro-wave, line communication and Internal combustion and many other courses. (2) Research training is provided in (a) Internal Combustion; (b) Hydraulic Machines; (c) Technical Gas Reactions; (d) Physical Metallurgy and (e) Radio and Electronics Communication Engineering.
- d) **Indian Institutes of Technology (IITs):** Initially five Indian Institutes of Technology (IITs) were set up in the country at Kharagpur, Bombay, Madras, Kanpur and Delhi. Later on two more IITs at Roorkee and Guwahati were established. It is now proposed to establish 3 new IITs in the states of Andhra Pradesh, Bihar and Rajasthan. Proposals have been submitted to the Planning Commission to establish 20 more IITs during the 11th five year plan (MHRD, 2006-07). These are Institutes of National Importance and premier centres of education and training in engineering and applied sciences at the undergraduate level and provide adequate facilities for post-graduate studies and research. IITs offer 1) four-year undergraduate programmes; 2) integrated Master's degree of five years duration with subjects like Physics, Chemistry and Mathematics, Bio-chemical engineering and Bio-technology; 3) M. Tech. Degree courses in various specialization; 4) one-year post-graduate diploma courses in selected areas and 5) Ph.D. programmes in different branches of engineering sciences, humanities and social sciences. IIT's system is committed to the pursuit of excellence and to modernize their laboratories with funds provided by Government of India. There is a Joint Entrance Examination (JEE) to qualify for admission to the IITs. In this IIT academic programmes commenced in three disciplines from the academic year 1995-96, namely, Computer Science and Engineering, Electronics and Communication Engineering and Mechanical Engineering.
- e) **Indian Institutes of Management (IIMs):** The four IIMs located at Ahmedabad, Bangalore, Calcutta and Lucknow were set up by the Government of India with the objective of providing high quality management education through teaching, training, research and consultancy. These institutes are the Centres of Excellence in management education.

The first three institutes offer academic programmes, viz., Post-graduate studies in Management (equivalent to MBA); Fellowships for Ph.D. Programme; Management Development Programmes, Organisation-based Programmes and

Research and Consultancy for Industries. The Institute at Lucknow started functioning with effect from 1985-86. Government has established two more IIMs, one at Indore (M.P.) and the other at Kozhikode (Calicut, Kerala) in 1997-98. It has been decided to establish a 7th IIM at Shillong in the North-East. (MHRD, 2006-07).

As a follow up of the National Policy on Education (1986) these institutes have established research centres to meet the needs of non-corporate and under-managed sectors like Agriculture, Rural Development, Public Systems Management, Energy, Health Education, Habitat etc. These institutes have also set up computer-aided management centres with the objective of promoting the development of application of software in the area of industry-oriented management techniques.

- f) **Asian Institute of Technology, Bangkok (AIT):** AIT, Bangkok is an autonomous international graduate institute providing advanced education in Engineering, Science and allied fields. It is governed by an international Board of Trustees, whose members came from different countries along with those from India. The Government of India has agreed to provide assistance to AIT for i) deputation of teachers/experts in specialised areas of Engineering and Technology, meeting the entire cost of their deputation; ii) annual grants up to Rs. 3 lakh for purchase of equipment from India, purchase of books and payment for subscription on academic and technical journals published in India and expenditure on academic related activities in India.
- g) **Regional Engineering Colleges (RECs):** Under the scheme of establishment of Regional Engineering Colleges, a Central Government Scheme, seventeen colleges so far have been established one in each major state. Each college is a joint and co-operative enterprise of the Central Government and the State Government concerned. All the seventeen colleges offer first degree course of four years and fourteen of these have facilities for post-graduate and doctoral programmes.

The colleges are administered by Boards of Governors with the Minister for Technical Education of the respective State where the College is located as Chairman, with a fair degree of autonomy. Academically, the colleges are affiliated to the respective universities in the region where the RECs are located. The Government of India meets the entire non-recurring expenditure and 50 percent of the recurring expenditure on graduate courses, while the balance 50 per cent is borne by the respective State Governments. The entire expenditure on post-graduate courses is met by the Government of India. The Ministry of Human Resource Development took the initiative to provide a special grant of Rs. one 1 crore to each REC annually for the 8th Plan Period to develop 17 RECs into institutions of excellence at par with the IITs. In 2002, the MHRD, Govt. of India decided to upgrade, in phases, all the original 17 RECs as National Institutes of Technology, on the lines of IITs. There are currently 20 NITs. The Govt. of India has introduced the National Institutes of Technology (NIT) Act, 2007 to bring 20 such institutes within the ambit of the Act and to provide them with complete autonomy in their functioning (Wikipedia, The Free Encyclopedia).

- h) **World Bank Assisted Technician Education Project:** As per the NPE (1986) the government launched a major project to revamp the technical education, which is being implemented in two overlapping phases with the assistance of the World

Bank to enable the State Governments to upgrade their polytechnics in capacity, quality and efficiency. The project under two phases covers 17 States and 2 Union Territories and involves 535 polytechnics. It is primarily a State Sector Project and the entire cost is provided by State Governments from their respective State Plan allocations.

An important feature of the project is that it gives thrust to the technical education of women's (through 39 new women Polytechnics besides additional places of 9,200 women in co-ed polytechnics). The project also provides for additional hostel facilities for girl students. Mid-term review of Phases I and II conducted by the World Bank, showed satisfactory performance and noted that envisaged objectives would be achieved.

- i) **All India Council of Technical Education:** This is an apex body 'granting recognition and approval for new courses, and institutions' established in 1945 which still functions actively to guide, support and govern technical education in India. For more details about AICTE refer Block II Unit 7 (Course No.4).
- j) **Indian Institutes of Information Technology (IIITs):** At present there are three IIITs at Gwalior, Allahabad and Jabalpur under the Government of India. A new IIIT (Design and Manufacturing) has been approved to be established in Tamil Nadu.

Funding of Technical Education

Till the early nineties technical education in the government-run institutions was fully funded by the Central and the State Governments. However, though government still provides a major share of funding to the technical institutions like IITs and RECs, they are now expected to raise resources through increased tuition fees, consultancy and endowments. The withdrawal or serious curtailment of government allocated funds to higher education institutes, before any commitments are materialised from private sector in this domain may signal the further decline and eventual non-viability of the Indian higher education system.

National Board of Accreditation (NBA)

NBA was established in 1994 as a quality-monitoring agency under AICTE. It conducts assessment and accreditation to the technical institutions on a voluntary basis.

The responsibility of maintaining standards in the different professional programmes rests with different statutory 'Councils' that have been established through acts of Parliament. These include:

- 1) Bar Council of India (BCI)
- 2) Pharmaceutical Council of India (PCI)
- 3) Indian Nursing Council (INC)
- 4) Dental Council of India (DCI)
- 5) Central Council of Homeopathy (CCH)
- 6) Central Council of Indian Medicine (CCIM)
- 7) Veterinary Council of India (VCI)
- 8) Rehabilitation Council of India (RCI)

In the next Section we shall discuss the recent developments such as Open and Distance Education systems, which are alternatives to the formal education system that is Open and Distance Education System.

Check Your Progress 2

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

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

- 4) Should family related agriculture courses be emphasized in agriculture education? Justify your answer.

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- 5) State major problem faced by technical education in India.

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2.4 OPEN AND DISTANCE LEARNING SYSTEM (ODLS)

Open education is a term that has been used interchangeably with distance education. Open education is a structural device to reduce rigidities and consciously increase openness and flexibilities of the educational system (Dewal, 2004). Distance education, according to Holmberg (1992), is a non-contiguous, guided, didactic instructional system. Otto Peters (1983) says, "distance education has elements of industrialised education system with its emphasis on division of labour, mechanisation, mass production, concentration and control". Keegan (1986) has argued that six elements comprise distance education. These are separation of teacher and student, use of educational media, two-way communication, auto instructional learning material, occasional seminars, and industrialised form of education. In the simplest language it can be said that distance education is the process of learning in which there is spatial and usually temporal distance between the teacher and learner whereas open education refers to the process of making learning available to a learner at a place and time of his/her choice, and at a rate suitable to the learner. The term 'Open education' also implies open access to learning regardless of previous qualifications or age of the learner. A third term which is being used quite often is flexible learning, defined as "a means of making it possible for learners to gain access to education and training provisions tailored to their needs and aspirations.

While discussing distance education in Indian Context, Kulandaiswamy (1992) refers to it as the third stage in the evolution of education. First Stage being represented by Gurukulas of Ancient India, the second stage by Conventional Classroom System. Highlighting its advantages, he describes that characterised by flexibility high productivity and capability to readily respond to market demands, it is an instrument that can satisfy the requirements of equity and universal education.

In India, higher education through distance mode is imparted through the following types of institutions: 1) Correspondence Course Institutes (CCIs) attached to the conventional universities, and 2) the Open Universities (OUs) i.e. Indira Gandhi National Open University and the State Open Universities. The CCIs were established largely to meet the increased demand for higher education immediately following the years after Independence. The second type of institution i.e. the open universities were started to provide a flexible and open form of education in which the quality of education could be ensured. Today both the forms are firmly established. At the school level, there is National Institute of Open Schooling and State Open Schools. Let us start with CCIs.

2.4.1 Correspondence Course Institutes (CCIs)

The Education Commission (1964-66) in its report strongly advocated the promotion of correspondence education. It recommended "Opportunities for part-time education through evening colleges and own-time education through programmes like correspondence courses should be extended as widely as possible and these programmes should also include courses in Science and Technology." Correspondence courses mainly represented the preparation of print material and dispatch by post along with personal contact programmes. Correspondence education started with Delhi University in 1962. In later years, it made rapid progress. At present there are about 119 odd correspondence course institutions in the country. As the number increased the UGC prescribed in 1978-79 certain guidelines for running these programme

- Only one university in a state should offer Correspondence education programmes at the undergraduate level;
- Only those universities which have well-established teaching departments should offer these programmes,
- Every student should be compulsorily required to return a certain number of response sheets,
- Where there is high concentration of students, establishment of study centres should receive priority; and
- Provision for contact programmes should be an essential feature of correspondence programmes. (Kulandaiswamy, 2004)

However, the quality of instructional material, staff-development and student support services offered in the correspondence programmes by different universities were discouraging. Taking into consideration the deficiencies of Correspondence Course Institutes (CCIs) and the recommendations of NPE (1986), the University Grants Commission (UGC) felt the need to change the functioning of CCIs to the distance education mode. According to Kulandaiswamy (2004) it is only with the objective of remedying this situation and upgrading or transforming the correspondence education programmes of conventional universities that the Distance Education Council (DEC)

was set up as part of IGNOU. A package developed in 1993 jointly by the UGC and DEC envisaged that: (1) an autonomous structure for the institutes and directorates of correspondence programmes; (2) training programmes for the staff in the methods and process of distance education; (3) revision and redesign of the learning materials in self-instructional mode; (4) use of electronic media; and (5) establishment of study centres and organisation of contact programmes.

2.4.2 Open Universities (OUs)

By the end of the nineteen sixties, the idea of starting an open university was discussed by a Working Group Committee chaired by G Parthasarathy in 1974. The Committee recommended that the Government of India should establish an open university by an Act of Parliament so that students from the remotest part of the country can have access to its instruction and degrees. While the central government was still deliberating on the issue, in 1982, the Government of Andhra Pradesh set up the first Indian Open University at Hyderabad. This provided the impetus the establishment of the Indira Gandhi National Open University in 1985 at New Delhi. At present there are 14 open universities in the country.

The IGNOU has a pivotal role to play in the development of open/distance education in India. IGNOU has, in addition to teaching, the added responsibility of promotion of distance education, of coordination and maintenance of standards and of providing financial assistance and academic support to State Open Universities (SOUs). The latter objectives are achieved through its significant wing viz. Distance Education Council (DEC).

With unprecedented developments in communication technology and with an increase in the demand for quality education, higher education through distance education mode has crossed national boundaries. The expansion of distance and flexible education offers a unique opportunity to these systems to internationalise their operations with a focus on countries having large communities of people of Indian origin. Hence, along with meeting the educational needs of learners, IGNOU has expanded its operation beyond the national boundaries and at present offering academic programmes in 37 countries.

In India, at present, about 24 per cent of registered students belong to the distance education stream. The programmes offered through the distance stream are no longer confined to the Arts, Social Science and Commerce streams. It is possible to offer management, science, technology, computer applications, engineering, agriculture and even medical programmes through the distance mode. It is significant that even conventional educational institutions are increasingly offering distance education programmes.

Issues Related to CCIs and Open Universities

There are three major issues pertaining to distance education at higher education level. These are : i) Coordination, ii) Maintenance of standards and quality and iii) funding. The first two issues are addressed by IGNOU through Distance Education Council which was established in 1992. As per the IGNOU Act (1985), it is mandated to: i) to perform functions of an open university; and ii) to function as a national agency for coordination, promotion and setting standards of distance education systems in the country. Apart from these two major functions, DEC has taken over the funding

responsibility of state open universities and CCIs with effect from December 1998. IGNOU is directly funded by MHRD, Govt. of India. When we talk of maintenance of quality, certain aspects need to be considered. To Kulandaiswamy (2004), these are: i) entry qualifications; ii) prescription of minimum requirement in the core content and duration; iii) adherence to meeting certain minimum needs in counselling and audio-visual back up; iv) attention paid to self instructional features of the course material; v) standardisation of examination and evaluation processes; vi) establishment of criteria of equivalence in individual academic programmes of different open universities/distance education institutions; and vii) development of staff training programmes. So far as the issue of funding is concerned, Kulandaiswamy (2004) believes that there must be clear norms for funding distance education. While the distance education system may be cost-effective and a high percentage of the cost may be recovered by way of fees, it may not be appropriate to assume that it can be fully self-supporting. It is because substantial investment is required for setting up the institution; development of study materials; making educational provisions for the disadvantaged groups and those who are in the remote areas.

2.4.3 Online Learning

That the advancement in information and communication technologies is changing the character of education is a well-accepted fact. The ICTs have been instrumental in the introduction of new methodologies that have allowed the development of the concept of student-centred learning. Computer Aided Learning (CAL) entered the scene in India ago more than a decade. Packaged educational products are freely available and the learning process has been enhanced dramatically by multimedia, computer simulation, audio-video conferencing and virtual reality. Today online learning (or e-learning) which is anchored in computer networks (internet) is making its presence felt. It is being made use of by both the formal and distance education systems. A few degree level programmes are being offered online in many developed countries. A variety of courses are being offered on the web. Originally thought of as a means of providing continuing Adult Education to older people, the Internet is today instrumental in imparting professional education to all. The question arises – will ‘social India’ and ‘economic India’ be able to keep up with ‘technological India’? It is time for the Indian universities to make necessary collaboration with communication technology business houses. It is being reported that Anna University, Chennai and Karnataka State Open University, Mysore, have taken a first step in this direction by signing agreements with ‘virtual education’ agencies. The Tamil Virtual University established in 2001 provides Internet based education resources and opportunities for the Tamil Diaspora as well as those interested in learning Tamil language and its history, art, and culture. At present many educational institutions are providing online education. IGNOU offers online education in IT related courses like Bachelor of Information Technology (BIT) and Advanced Diploma in Information technology (ADIT). The Ministry of Human Resource Development, recognising the importance of web-based education, has taken up e-learning as a focus area and created e-learning platform called “**Sakshat, New vistas for all round education The one Stop Education Portal**”. It provides the visitor to explore the world of web-based knowledge resources, know about scholarships opportunities and details, test and upgrade your knowledge and skills through online testing and evaluation, become a super achiever, and to interact with your teacher/mentor or cohort group in real time or asynchronously. You may visit Sakshat at <http://www.sakshat.ac.in>.

2.4.4 National Institute of Open Schooling

It is the non-formal and adult education sectors of education which motivated MHRD, Government of India to establish in 1989, to offer school drop-outs, an opportunity to return to the mainstream and continue their education. The age range of NIOS students is 15 to 50 years with a heavy concentration in age group of 20-35 years. Most of the students belong to the weaker or deprived sections of society and about 40 percent students are women.

This institution provides education to its students through distance mode. The admission to various courses of the NIOS was 1,12,214 during 1997-98. During 2005-06, it has increased to 2,67,000. The number of study centres has continued to increase every year. During 2004-05, there were 2482 accredited institutions (AI) and accredited vocational institutions (AVI), apart from 245 Open Basic Education (OBE) institutions. In collaboration with National Literacy Mission, the NIOS has taken up the project on Open Basic Education for providing education to neo-literates at the level of III, V and VIII standards. It has also developed learning materials in 14 subjects initially in the media of English/Hindi – which was extended to regional languages, too, namely Urdu, Gujarati, Telugu, Bengali, and Kannada. It proposes to add more languages in the coming years. It has also set up exclusive departments for vocational education and student support services. NIOS has provided guidance for the setting up of State Open Schools (SOS) in Haryana, Madhya Pradesh, Karnataka and elsewhere and similar such schools have been set up in West Bengal, Gujarat and Punjab.

Communication and Information Technology (CIT) in ODLS

The professional view of educational technology is that it is an instructional system design that comprises both 'technology in education' and 'technology of education'. While the former involves the design of instructional devices by applying physical sciences and engineering technology, the latter includes the creation of technology of learning by applying behavioural sciences. Distance education is obviously concerned with both aspects. Distance education in its first phase i.e. the Correspondence model utilised only the print medium. In the second phase i.e. the multimedia model, audio-video cassettes, computer assisted learning, interactive video were added to the print medium. In the third stage i.e. tele-learning model audio conferencing and video conferencing were added. In the fourth stage i.e. the flexible learning model, interactive multimedia, Internet based access, computer-mediated communication were added.

Check Your Progress 3

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

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

6) State the difference between correspondence education and distance education.

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7) How are virtual classes replacing the real classrooms?

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8) What are the three major issues concerning Open and Distance Education System?

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2.5 LET US SUM UP

In this Unit, we focused on educational operations in the context of professional education and open and distance learning system. In professional education we covered teacher education in major three phases and the NCTE's role in teacher education. Medical education as developed and empowered through MCI and AIIMS and their role in developing various specialised courses at graduate and post-graduate levels was described. The field of agricultural education also has crossed variety of boundaries in our country under the rural universities of each state and number of Research Institutes. Technical education, its administration and development and bodies like AICTE, IITs, IIMs, RECs etc. as efficient centres for development in the field have been noted. Open and Distance Learning at university level, school level and at life-long educational level also have been discussed at alternative modes of education. The gradual replacement of the real classroom by virtual classrooms and online learning by the second half of the 21st century, which is now a distant dream, has also been discussed. While discussing the above educational systems relevant contextual issues related to financial, administrative and technical personnel also have been highlighted.

2.6 UNIT-END ACTIVITIES

- 1) Collect information with regard to teacher education facilities at pre-primary, primary and secondary levels in your state and prepare a report on it.
- 2) Visit any medical college in your state and assess the type of medical education being provided by the college.
- 3) Find out the progress of technical education in your state since Independence.
- 4) Conduct a survey of open and distance learning opportunities in your state in terms of number of institutions, number of programmes, and number of students.
- 5) Find out from the Internet the educational institutions in India offering online programmes

2.7 POINTS FOR DISCUSSION

- 1) "Quality of education in our country depends on the quality of teacher education". Discuss.
- 2) Discuss how technical education contributes to national development.
- 3) Does Open and Distance Learning System (ODLS) ensure access, quality and equity in providing educational opportunities to masses? Justify your answer.

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2.9 ANSWERS TO CHECK YOUR PROGRESS

- 1) The basic objective of teacher education programmes is to prepare teachers for different levels of education, i.e. pre-primary, primary, elementary, secondary, higher secondary and higher education levels by developing the requisite competencies through the study of pedagogy/andragogy.
- 2) The main functions of Medical Council of India are to establish uniform standards for higher qualifications in medicine and recognitions of medical qualifications in India and abroad.
- 3) AIIMS fulfils the dreams of Jawahar Lal Nehru and Amrit Kaur by producing highly qualified human power to look after the nation's expanding health care needs.
- 4) Yes, the family related agriculture courses be emphasized in agriculture education as many learners after getting formal education join family farming for their livelihood.
- 5) The major problem in technical education is the curtailment of government allocated funds which has forced technical education institutions like IITs and NITs to raise their increased tuition fees, consultancy and endowments.
- 6) Correspondence education mainly emphasizes preparation of study material, their dispatch to students through post and organization personal contact programmes. On the other hand, distance education delivers education to the learners through multiple media like print material, audio-video programmes, assignments, academic counselling, broadcast and telecast, teleconferencing, interactive radio counselling, practical activities, etc.
- 7) With the advent of online learning, virtual classes are replacing real classroom as the learners can get all kinds of learning experiences synchronously and asynchronously through online learning platform.
- 8) The three major issues pertaining to distance education at higher level are coordination, maintenance of standards and quality and funding of distance education institutions.

UNIT 3 INNOVATIVE ALTERNATE MODELS OF EDUCATION

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Background
- 3.4 Alternative Innovative Programmes/Projects
 - 3.4.1 Non Formal Education (NFE) Revised as Education Guarantee Scheme and Alternative Innovative Education (EGS and AIE)
 - 3.4.2 DPEP
 - 3.4.3 Janashala
 - 3.4.4 The Shiksha Karmi Project (SKP)
 - 3.4.5 Lok Jumbish
 - 3.4.6 Eklavya
 - 3.4.7 Mirambika
- 3.5 Education for Working Children
 - 3.5.1 National Child Labour Projects (NCLPs)
 - 3.5.2 M.Venkatarangaiya Foundation
- 3.6 Mahila Samakhya
- 3.7 Let Us Sum Up
- 3.8 Unit-end Activities
- 3.9 Points for Discussion
- 3.10 Suggested Readings/References
- 3.11 Answers to Check Your Progress

3.1 INTRODUCTION

In Units 1 and 2, we discussed organized operation of education in formal system. In the present unit, and the following unit, focus of discussion will be on how education operates in a non-formal environment. The operation of education in a non-formal environment has been mainly due to the inability of formal education system to address the growing needs of the masses to avail of educational opportunities. Moreover, the Constitutional Directive to provide free and compulsory elementary education could not be catered to by formal system. In consequence, several innovative models of education have recently emerged as a considered response of the state and the NGO sectors to the inability of the formal system to universalize elementary education (UEE).

The models are meant to meet the requirements of hard-to-reach group comprising the SCs, STs, the children of the rural poor residing in remote locations and children of poverty groups in urban slums. As a result of these models, alternative structures and special strategies were evolved which provided a new understanding of how education operates in non-formal environment.

These alternative approaches and the resultant growth of sufficient understanding and experiences were subsequently fed into a comprehensive time bound National Plan of Action for Education for All (2003) which is dealt in Unit 4. But the present Unit focuses on innovative alternate models of education, their objectives, salient features, and achievements.

3.2 OBJECTIVES

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

- state the background of non-formal education in India;
- point out the need for alternative innovative programmes/projects;
- discuss the salient features of Employment Guarantee Scheme/Alternative Innovative Education and the strategies adopted by it.
- state the objectives and achievement of District Primary Education Programme (DPEP).
- explain the concept and philosophy of Shiksha Karmi project (SKP);
- describe the contribution of Lok Jumbish to Universalisation of elementary education;
- discuss the concept and achievement of Eklavya and Mirambica.
- discuss the role of National Child Labour Projects (NCLPs) in the rehabilitation of Child Labour.
- enumerate the role of the Mahila Samakhyas (MS) in the empowerment of women.

3.3 BACKGROUND

The Directive Principles of State Policy enjoined on the State to endeavour to provide free and compulsory education to all children up to the age of 14 years within a period of 10 years from the commencement of the Constitution, i.e., by 1960. In late seventies, it was realized that the formal system was not responsive enough to draw and retain children from the disadvantaged groups, especially girls. A Working Group on Elementary Education was set up under the Chairmanship of Sabanayagam, the then Education Secretary Govt. of India. The Working Group commissioned studies in the nine educationally backward states, which accounted for three fourths of the non-enrolled children in the country. The Group concluded that special strategies were needed to reach out to these children and that there was need to de-formalize the formal system and create complimentary delivery structure which would be less rigid and would cater to the special requirements of these groups of children. The Central Scheme of Non Formal Education for out of school children in the age group 9-14 years was formulated in 1979 and was later revised to cover children from six to fourteen years of age in the nine educationally backward states. In 1980s, it was apparent that not only educationally backward states require attention but also certain districts in the educationally advanced states. This led to the concept of decentralized district based planning for reaching out to the disadvantaged children in rural remote locations and in urban slum areas. This scheme was operational till 2001, when it was revamped to form the current Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE) Programme for the hard-to-reach groups.

In 1986, the National Policy on Education put major emphasis on reduction of educational disparities suggesting specific strategies to reach girls, SC/ST, and children living in the rural and remote habitations, educationally backward minorities and the physically challenged children. The focus on rural children, especially girls, was further sharpened in the Revised Programme of Action 1992.

The 1990 witnessed intense EFA activities following the World Conference on Education for All at Jomtien, Thailand, with a strong rural and gender focus, additional financial outlays for primary education, innovative girl child/people-centred projects and mobilization of the communities. Several innovative programmes and projects such as the Bihar Education Project, Uttar Pradesh Basic Education Project, Andhra Pradesh Primary Education (APEP), Shiksha Karmi, Lok Jumbish and the District Primary Education Programme (DPEP) were launched with external assistance. Janshala, another primary education project for disadvantaged groups and areas was taken up by the Government of India with combined support of five UN agencies, namely, UNDP, UNFPA, ILO, UNESCO, and UNICEF. The NGO movement has been gaining strength and some outstanding projects like that of the M. Venkatarangaiya Foundation have influenced the formulation of several of the above named initiatives. Doosra Dashak focused on education of out of school adolescents, which is a very recent initiative of an NGO in Rajasthan. Likewise, Pratham is another prominent basic education programme for children of the urban slums. All of these programmes are now subsumed under the Sarva Shiksha Abhiyaan (SSA), which is a culmination of the basic principles and strategies evolved in these programmes. The emphasis is now on operationalizing the Fundamental Right to Education for children in the age group 6-14 and universalizing elementary education by the year 2010 with support from the community, the NGOs and the Corporate Sector. Let us discuss some of the above-mentioned innovative programmes and projects.

3.4 ALTERNATIVE INNOVATIVE PROGRAMMES/ PROJECTS

As part of the attempt to universalize elementary education, several alternative innovative programmes were initiated. Some of these are discussed here.

3.4.1 Non-Formal Education (NFE) Revised as Education Guarantee Scheme and Alternative Innovative Education (EGS and AIE)

The scheme of Non Formal Education (NFE) was introduced in 1979-80 to cater to the out-of-school children in the age group 6-14 who were still outside the formal system of education. This programme was focused on the ten educationally backward States and the urban slums, hilly, tribal and desert areas (Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan, West Bengal, Uttar Pradesh, Orissa and Andhra Pradesh). The programme was implemented both by the States/Union Territories as well as the NGOs in the ratio of 60:40 for running coeducational centers, 90:10 for girls' centres, and 100% assistance to the voluntary agencies. A total of 2,33,946 NFE centers were run by the States/UT governments and another 58,618 centres through 816 voluntary agencies. *The scheme was revised to make it a viable alternative where formal education cannot reach or where children by force of circumstances are unable to utilize the formal education facilities*

EGS / AIE

The revised scheme known as *Education Guarantee Scheme/Alternative Innovative Education (EGS / AIE)* now brought under the ambit of SSA will cover all the unserved habitations throughout the country where there are no learning centers within a radius of one kilometer. EGS / AIE programme for children in the age group 6-14 years

was operationalized from April 1, 2001 and has been made a part of *Sarva Shiksha Abhiyaan* (SSA), the national programme framework for universalization of elementary education (UEE) w.e.f. From April 1, 2002.

Madhya Pradesh Education Guarantee Scheme is the forerunner of the National EGS/AIE. The MP EGS itself grew out of the experiments of Alternative Schooling model adopted by the District Primary Education Programme (DPEP). The Government of Madhya Pradesh initiated the scheme of EGS in 1997 as a community-centred initiative for universalization of primary education. EGS is a shared responsibility of the local community and the State government. It focuses on hitherto un-served sections of society in habitations without a primary school within one kilometer **provided demand comes from the community** for at least 25 learners in tribal areas and 40 learners in non-tribal areas. EGS has fixed time limit of 90 days within which the demand from the community has to be responded to by the government. EGS utilizes PRIs for non-academic monitoring and schoolteachers, Cluster Resource Centres (CRCs), Block Resource Centres (CRCs), and DIETs for academic monitoring. The scheme seeks to create parity for tribal areas in terms of access to primary education, thus contributing to equity. The innovation of EGS by Madhya Pradesh evoked an overwhelming interest in the country and has been adopted at the national level under its programme of UEE.

Main Strategies

The scheme of EGS/AIE, applicable throughout the country, is flexible and operationally proactive and would support the following broad strategies to mainstream in order to reach children:

- 1) Setting up of schools in school-less habitations (EGS).
- 2) Interventions for mainstreaming out of school children via bridge courses, back to school camps, condensed courses, residential camps, drop-in centers for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps.
- 3) Special strategies for very specific, difficult groups of children who cannot be mainstreamed.

Salient Features of the EGS/AIE

- All habitations that do not have a formal school within a radius of one kilometer will have one EGS center at the earliest.
- The quality of non-formal education will be upgraded to a level matching the formal education system.
- The local community will be more active in the implementation of the scheme; it will provide instructors with enhanced honoraria.
- As part of the scheme an elaborate school mapping exercise will be undertaken.
- The community has to identify and appoint a teacher (Guru Ji) for the school and also identify a suitable space for the school. The school runs for five hours per day and is operational for 200-225 days in a year. The children study in the school up to Class V.

- The EGS/AIE, being part of SSA, has no separate budget but expenditure is incurred from the overall budget provision of SSA.
- The present scheme has enhanced cost parameters compared to the NFE Programme and the Central-State ratio of assistance has been made uniform as 75:25. The Voluntary Sector shall continue to receive 100 % assistance within the overall ceiling. The investment cost per child has been increased from Rs. 375 to Rs. 845 at the primary level and from Rs. 500 to Rs.1200 at the upper primary level. Budgetary provision exists for honorarium to teachers; material and equipment for the Centre; material for learners; training of teachers for 20 days and for procuring books for each center. Each EGS School also receives a School Improvement every year for any repairs or for any additional material and equipment required for the Centre.
- The scheme is implemented and monitored by state level societies set up/ identified by the state/UT governments, which have powers to appraise and approve proposals under state and voluntary sectors. Greater powers have been delegated to the states for scrutiny and sanction of such proposals through the mechanism of Grants-in-Aid committees.

3.4.2 District Primary Education Programme

The District Primary Education Programme (DPEP) takes a holistic view of the primary education development and seeks to operationalise the strategy of UPE through district specific planning with emphasis on decentralized management, participatory processes, empowerment and capacity building at all levels. The programme is structured to provide additional inputs over and above the provisions made by the state government for elementary education. The programme fills gaps, seeks to revitalize the existing system, is contextual and has a marked gender focus.

Objectives

- to provide access to primary education to all children
- reducing primary dropout to less than 10 percent
- increasing learning achievement of primary school students by at least 25 percent
- and reducing gender and social groups gap to less than 5 percent

Programme Components

The Programme components comprise: construction of additional classrooms and new schools; opening of non formal/alternative schooling centers; appointment of new teachers; setting up of Block Resource Centres and Cluster Resource Centres; teacher training; development of teaching-learning materials, research-based interventions, special attention to the education of girls, SC, ST and other vulnerable children; integrated education for children with disability and a distance education programme for improving teacher training.

Criteria for Selection of Districts

Educationally backward districts with female literacy below the national average and districts where TLC had been successful and had generated demand for education of children

Coverage and Funding

The programme was initially launched in 1994 in 42 districts of 7 states and has now been extended to cover 273 districts of 18 states: Assam, Andhra Pradesh, Kerala, Karnataka, Haryana, Maharashtra, Madhya Pradesh, Chattisgarh, Tamil Nadu, Madhya Pradesh, Himachal Pradesh, Rajasthan, Orissa, Uttar Pradesh, Uttranchal, Bihar, Jharkhand, and West Bengal. In 26 districts of Madhya Pradesh and Chattisgarh, the project has come to a close on 31 December 2002. In 118 districts of DPEP I Phase, the project was completed in 2003. Thereafter, the project has continued in 129 districts of states: Andhra Pradesh, Bihar, Gujarat, Orissa, Uttar Pradesh, West Bengal, Rajasthan, Jharkhand and Uttranchal.

DPEP is an externally funded project, and 85% of the cost is met by the Government of India and the remaining 15 percent shared by the concerned state governments. IDA provided provided \$260 million and \$425 million under Phase-I and Phase-II respectively. The European Union provided \$150 million, The Overseas Development Agency(ODA) extended a grant of \$80.21 million. The grant from the Netherlands amounted to \$25.8 million.

Under the IDA credit, 211 districts of 16 States, namely, Assam, Andhra Pradesh, Kerala, Karnataka, Haryana, Maharashtra, Madhya Pradesh, Chattisgarh, Tamil Nadu, Himachal Pradesh, Orissa, Uttar Pradesh, Uttranchal, Bihar, Rajasthan and Jharkhand are covered. A grant from EC amounting to RS. 623 core is available for 17 districts of Madhya Pradesh and 9 districts of Chattisgarh. Netherlands has provided a grant of Rs. 215 crore for the DPEP in 8 districts of Gujarat. Another three districts of Gujarat are funded under the state sector. A grant amounting to Rs. 927 crores has been tied up with the DFID, UK for 5 districts of Andhra Pradesh, 10 districts of West Bengal, and 8 districts of Orissa. UNICEF has provided a grant of Rs. 36 crore as co-financing arrangement along with the IDA credit for DPEP in Bihar and Jharkhand.

In-depth Review of the Programme

The programme is supervised through periodic Supervision Missions. Internal Supervision Missions (comprising representatives of Government of India and external funding agencies) have been carried out to review the implementation of the programme. The reviews and various evaluation studies have brought out that the programme has resulted in significant increase in enrolment especially among girls, improvement in learning achievement, reduction in repetition rates/drop out with increased community involvement and improvement in classroom processes.

3.4.3 Janashala

Janashala Programme

Janashala, a Government of India-United Nations (GOI-UN) Programme, is a collaborative effort of the Government of India and five UN agencies, namely, UNDP, UNICEF, UNESCO, ILO, and UNFPA to provide programme support to the ongoing efforts towards achieving UEE. Janashala, 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/ST/minorities, working children and children with special needs. A unique feature of Janashala is that it is a **block-based programme** with emphasis on community participation and decentralization. The blocks were selected on the basis of different indicators such as

low female literacy, high incidence of child labour, and concentration of SC and ST population.

The UNDP, UNICEF and UNFPA had committed a contribution of US \$ 20 million for the programme, while UNESCO and ILO had offered technical know how. This is the first ever programme in the world where five UN agencies came together to support an initiative in education. The programme was initiated in March 1997. The programme, which was initially for five years from January 1998 to December 2002, was extended for two more years, i.e., up to December 2004.

Six Key Elements of this Programme

- Strengthening community-based mechanisms for school management support;
- Developing government and local bodies schools as 'empowered community schools';
- Improving teaching methodology for multi-grade classrooms through pre and in-service teacher development programmes to make them more interactive, child-centred, and gender sensitive;
- Developing a teacher empowerment package for teachers of community schools;
- Facilitating information exchange on best classroom practices, policy and community participation; and
- Applying an integrated social development approach, which combines educational and developmental activities and resource inputs by all agencies and ministries.

Coverage

- The programme covers 139 blocks and 10 cities in 30 districts of 9 states: Andhra Pradesh, Chattisgarh, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh with a total project outlay of Rs 103.13 crore.
- Janshala has started a large number of alternative schools in small and remote habitations in the programme areas besides evolving strategies and setting up schools with community participation in the urban slums of Jaipur, Hyderabad, Ajmer, Bharatpur, Puri and Lucknow. Other major areas of achievement include teacher training, multigrade teaching, interventions for education of the disabled, setting up block and cluster resource centers and strengthening capacities at the state, district and block levels.

Achievements

All the states have covered the programme areas with micro planning which includes formation and capacity building of VECs, MTAs and PTAs. The 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. The involvement of the community was particularly high in the alternative schools opened under the programme. A total of 3200 alternative schools were opened under the programme in unserved habitations in rural areas and urban slums providing access to nearly 120000 children. In addition, bridge course camps were organized to bring awareness among different categories of out of school, the

children in the mainstream of education. The greatest beneficiaries were the out-of-school girls. There has been an emphasis in states to develop the capacity of PRI members. For improvement of academic monitoring and regular academic support 1500 Cluster Resource Centers have been set up.

Check Your Progress 1

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

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

1) What is the basic objective of EGS?

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2) What were the major criteria of selecting a district for DPEP?

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3) What is the uniqueness of Janashala programme?

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3.4.4 The Shiksha Karmi Project (SKP)

The *Shiksha Karmi* Project (SKP) aims at universalisation and qualitative improvement of primary education in remote, arid and socio economically backward villages of Rajasthan with primary attention given to girls. The SKP is an innovation to transform dysfunctional schools into reasonably efficient schools. It attempts to make provision for quality education with the help of locally available youth in rural remote habitations of the state. The SKP was launched in 1987 with the financial assistance from Sweden. SKP has an implementation structure, which could be freed from the government style of decision-making and at another level it was owned by the government, which could give legitimacy to intervention in the mainstream education. Thus, the Rajasthan Shiksha Karmi Board (RSKB) was set up as a registered autonomous society in October 1987 to administer the project planning, implementation, coordination and management. The

RSKB has a governing Council and an Executive Council. These bodies also have representatives of the Department of Education of the State of Rajasthan.

The project identifies teacher absenteeism as a major bottleneck in the universalisation of primary education. It was realized that a primary school in a remote village with a non-resident teacher often tended to become dysfunctional and both parents and teachers failed to relate to such an institution, leading to a high drop out rate and low enrolment. Under the SKP, such schools are taken up and local teachers who are often less qualified but are specially trained into the philosophy and work culture of SKP replace the regular teachers. A *Shiksha Karmi* (SK) is a local person with minimum qualification (Class VII for men and Class V for women). SKs are given intensive training through induction programme as well as periodic refresher courses.

During the first phase of the SKP (1987-94), an amount of Rs. 21.12 crore was spent which was shared by the Swedish International Development Agency (SIDA) and the government of Rajasthan on a 90:10 basis. In the second phase (1994 -1998), this cost sharing was done on a 50:50 basis for a total amount of Rs. 72.11 crore, after which SIDA withdrew in the wake of the Pokhran nuclear test. After an in-depth evaluation of the project, the DFID of UK agreed to share the costs on a 50:50 basis with effect from July 1999 till June 2003 in the third phase at an expenditure of Rs. 240 crore.

The Concept and Philosophy

The *Shiksha Karmi* literally means education worker, who is a full time teacher belonging to the same village in which he or she resides and substitutes the formally qualified teacher in the formal government schools. SKs are expected to render voluntary service. The *Shiksha Karmi* or para - teachers are the educational equivalent of barefoot doctors; men and especially women who make up for their lack of formal qualifications with enthusiasm to learn and motivation to teach. Their commitment to providing quality education is enhanced by innovative training programmes, which encourage them to experiment with diverse teaching learning methods. The *Shiksha Karmis* are trained to teach children both at the formal primary school and/ or in the *Prehar Pathshala*.

Prehar Pathshalas (PPs) of SKP are schools with timings convenient to the out of school children who cannot attend the formal school on account of certain constraints like preoccupations at home. In *Prehar Pathshalas*, condensed formal school curriculum and specially prepared learning materials are followed. Under the innovative and experimental activities, *Angan Pathshalas* have proved effective in attracting and retaining girls to primary schools. *Mahila Sahayogis* have confirmed their utility and importance in motivating girls to attend schools/ *Prehar Pathshalas* in remote areas. Integration of children with partial disability into day schools and *Prehar Pathshalas* has been successfully attempted on a pilot basis.

Objectives

- Universalization of primary education in remote socio-economically backward villages in those blocks of Rajasthan where primary schools have become dysfunctional;
- Qualitative improvement in primary education in such villages by adapting form and content of education to serve the local needs and conditions
- Enrolment of all boys and girls in the age group 6-14 years
- A level of learning equivalent to the norm for Class V.

Role of NGOs and Community

Non-Governmental organizations (NGOs) and the community play a pivotal role in the implementation of the SKP. The SKP addresses this through decentralized initiatives involving the community. At the grassroots level, *Panchayat Samities*, *Shiksha Karmi Sahayogis*, subject specialists of NGOs, SKs and the village community constantly interact with each other to achieve the goals of the project. Thirty-five NGOs in the state are providing support to SKP in different areas and fields. These areas include:

- Running and organizing of SKP: the number of female SKs in SKP is small. The minimum qualification for a woman to become a SK is passing Class V or VII. Currently, 13 SKPs are running in the state to improve the educational level and TLM construction skills of female SKs. All SKP centers are being run with the help of NGOs.
- The NGOs are involved in running the *Angan Pathshalas*, an important activity of SKP.
- Currently, subject specialists of NGOs and the Shiksha Karmi Sahayogi are providing double support to SKs for improvement of teaching skills. Presently, 30 units of SKP are receiving this support.
- There are nine Resource Units in the project out of which two are being run by the NGOs, namely, Praud Shishan Samiti, Kota and Rajasthan Vanvasi Kalyan Parishad, Udaipur.
- SK Vidyalayas are being operated in *vidyalaya viheen grams* by NGOs in the SKPs

The Role of the Village Education Committees (VECs)

The Village Education Committees (VECs) have contributed to the improvement of school environment, augmentation of the infrastructure and facilities, larger enrolment of children through school mapping and micro planning in the *Shiksha Karmi* schools. Enrolment of girls and their attendance and retention in primary schools is one of the serious challenges in achieving UEE in Rajasthan. The SKP has emerged as a unique tool of human resource development. It has enabled talented rural youth to blossom into para professionals with self-respect and dignity. A significant number of children in SKP belong to the SC, ST and other deprived groups. The experience of SKP demonstrates that motivation of SKs working in difficult conditions can be sustained over a long period of time by recurrent and effective training, sensitive nurturing, community support, regular participatory review and collective problem solving. The success of SKP has brought to it national and international recognition.

Monitoring

There is an inbuilt monitoring process at the village, block, headquarters and state levels. There is a provision of joint biannual reviews by the concerned international agency, the Government of India and the Government of Rajasthan as also independent evaluation by the national and international experts. These exercises are carried out through interaction with all functionaries and the beneficiaries.

Achievements

As on 30 September 2002, there were a total of 3516-Day Schools; 100 *Angan Pathshalas*; 76 Upper Primary Schools; 3153 *Prehar pathshalas*; and a total enrolment of 260083

students. Girl's enrolment ratio in SKP areas has reached the level of 95.3%. There were a total of 13 SKP, 9 Resource Units and 2700 MT. The average attendance was 88.73% with a retention rate of 66.20%. A total of 1104 villages in SKP have achieved 100% enrolment. The enrolment ratio as per a recent survey is 97.21%; the same being 95.3% for girls.

3.4.5 Lok Jumbish

Lok Jumbish translates as a movement of the people. It has a holistic approach to the problem of universalizing primary education and is implemented at the interface of the local community, the teaching profession, the educational administration and the learners. An innovative project, Lok Jumbish was launched in Rajasthan in 1992 for achieving universal primary education through people's mobilization and participation with assistance from Swedish International Development Authority. The first phase of the project (June 1992 to June 1994) was implemented at a project cost of Rupees 18 crore shared by the SIDA, Government of India and the Government of Rajasthan in a ratio of 3:2:1. The third phase of the project commenced, in July 1999, with the assistance of DFID, UK, Government of India and Government of Rajasthan on a sharing pattern.

Objectives

Following are the major objectives of the Lok Jumbish:

- Providing access to primary education to all children between 5-14 years of age;
- Ensuring that all enrolled children regularly attend school or non-formal centres and complete primary education;
- Ensuring that quality of education is improved by emphasizing active learning, child-centred processes and achievement by all children at least up to the minimum levels of learning;
- Making modifications in content and process of education to better relate it to the environment, to people's culture, and to their living and working conditions;
- Involving people in planning and management of education of their children;
- Creating structures and setting in motion processes that would empower women and make education an instrument of women's equality;
- Pursuing the goal of equity in education between boys and girls, between socially or educationally disadvantaged sections and the rest of the society and between children with disabilities and others.

Structure and Functions

An independent autonomous body, the Lok Jumbish Parishad has been set up for the management of this programme. The General Council and the Executive Committee have representatives from the Ministry of Human Resource Development, Government of India, the Government of Rajasthan and Districts official from the state.

A village is taken as a unit of decentralized planning and management. Lok Jumbish Block consists of 5-7 clusters comprising 25-35 villages. At the Block level, there is a Block Steering Group and a Block Education management Committee. Environment building is the first step carried out by the Block Steering group/NGOs in conjunction

with the Prerak Dal and a separate Women's Committee of each village. This is followed by school mapping in which village maps are prepared by the villagers based on household surveys. The VEC is responsible for maintenance of the education registers and retention registers as also creation of Sahaj Shiksha Kendras (non-formal education centers) for children residing in remote and small habitations, working children, girls who are engaged in sibling care and other domestic work and children who are nine years old and above, who have never attended a formal school and or who are unable to attend formal schools.

Present Thrusts (Phase III)

- Strengthening the system of educational management and moving towards convergence between the Lok Jumbish Management on the one hand and the apparatus of the State Department of Education and Panchayati Raj institutions on the other.
- Elimination of bottlenecks in improvement of the school system, particularly with regard to the placement of teachers.
- Enhancing access to primary education, greater emphasis on the primary stage but also taking into its ambit the upper primary stage, with continued focus on girls' participation.
- Improvement of quality of education and revamping of all aspects of teachers' training and content and process of education, to improve learning and to make education child-centred.
- Stepping up of the quality of school infrastructure, giving due attention to setting up and use of school library.
- Taking well coordinated and planned steps for elimination of wage employment based child labour, and strengthening of *Sahaj Shiksha* as a strategy to provide satisfactory education to children who cannot attend school.
- Sharpening of focus on gender equity particularly with reference to the content and the process of education and taking steps to make education an instrument of women's equality.
- Institutionalization of structured and informed participation of village community by making the VECs the fulcrum of decentralized management.
- Examination of what it involves to take up UPE activities in urban areas, designing programme activities for those areas and testing them in the field.
- Attending to the issue of sustainability
- Emphasis on micro planning to sustain increase of enrolment and retention, with particular emphasis on improvement of class-to-class transition.

Major Achievements of the Project

Project interventions were made in several components of primary education like teacher's training, minimum levels of learning, opening of new schools and non formal education centers by undertaking activities like environment building, school mapping, opening new primary schools and upgradation of primary schools to middle schools. (India Year Book 2003, p82).

- i) **Additional educational facilities:** The schools, which were opened and upgraded, and teachers who were appointed during phases I and II of the project continue to be under operation during the third phase.
- ii) **School materials and equipment:** A sum of Rs.1 0,000 is provided to each primary school and Rs.14, 000 to each upper primary school for provision of materials and equipment for the school. Carpets have been provided in 60 blocks during Phase III of the project.
- iii) **Minority education:** In two districts of Bikaner and Barmer, 25 schools each are provided with minority education facilities in Urdu language.
- iv) **Low-cost/short-duration hostel:** Five low-cost hostels are already running for the boys and girls of SC/ST families in Pratapgarh (Chittorgarh). There is also provision of opening 88 short-duration hostels during the current year.
- v) **Sahaj Shiksha Kendra:** Children over 9 years, who are not attending regular class, are attending Sahaj Shiksha Kendras. Under the programme *Shiksha Aapke Dwar*(*Education at your doorstep*), in 13 districts, 5928 Sahaj shiksha Kendras were to be opened and upto October 2002, 497 centers have been opened. At present, there are 7172 Sahaj Shiksha Kendras with a total of 1.46 lakh children.
- vi) **Shiksha Mitra :** The Lok Jumbish Project has started a programme called Shiksha Mitra under elementary education to cover all children in the third phase. The Kendras is opened if more than 10 children of the age group 6-14 years are available. During the current phase 2930 Shiksha Mitra Kendras were proposed to be opened and upto October 2002, 1142 centres were operational. The total enrolment in these Kendras is about 47,000.
- vii) **Balika Shiksha Shivir :** Balika Shikshan Shivirs are the short-term residential camps for adolescent girls who had missed the opportunity of schooling in their right age of school entry due to lack of access and family compulsions. 154 shivirs were proposed, against which 98 Balika Shikshan Shivirs are in operation. 9000 girls are studying in these camps.
- viii) **Muktangan :** 'Muktangan' literally means the open courtyard. This concept was picked up as a possible approach to take the most marginalized children in tribal areas. Presently, 34 Muktangans are in operation in which 1154 boys and 786 girls are studying. It is proposed to open 100 *Muktangans* under the programme *Shiksha Aapke Dwar*.
- ix) **Teacher's training:** In order to build capacity of teachers, different kinds of training programmes are organized. During the summer vacation (May to June 2002), in 71 blocks, training was given to 19209 teachers. For the up- gradation of academic subjects during May-June 2002, 23028 teachers were given training in 57 blocks, 5600 *Shiksha Sahyogis* working under Rajiv Gandhi Swarn Jayanti Pathshalas are given 30 days training by the LJP.
- x) **Text Book Development:** With the help of NGOs, subject books, curriculum development and text book development for upper primary classes, which was initiated last year, continued this year also and books for Classes 6 to 8 on subjects other than English were initiated.

- xi) **Mobilization activities:** Every block has 5 to 7 clusters and each cluster has 25 to 30 villages. *Lok Jumbish Karmiks* make door-to-door visits for social mobilization and convene *Gram Sabhas*. *Help of village women is taken in forming school mapping at the village level, different organizations (Prerak Dal), Mahila Samooch, Gram Shiksha Samiti and Bhagwan Nirman Samiti.* Upto October 2002, 16670 villages formed 14567 Gram Prerak Dals and 13469 school mappings were completed.
- xii) **Early Childhood Care and Education Programme:** Under the ECCEP component of the project, the following 3 activities are carried out, ICDS intervention; Balwadi; School readiness. In 4 blocks, 160 balwadis are running. In the Baran block, 40 centres are running under the school readiness programme. In 7 blocks, 911 Anganwadi Kendras are running pre-primary education under the ICDS programme.
- xiii) **School Health and Education:** The primary objective of the programme is to provide education and opportunity for development to the children with disability. At present, this programme is in operation in 7 blocks and it is proposed to start it in additional 9 blocks.
- xiv) **Role of NGOs:** At present 53 NGOs are working in 63 clusters under the LJP programme.

Check Your Progress 2

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

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

4) What is the basic philosophy of Shiksha Karmi?

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5) What is Lok Jumbish?

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6) List at least five major achievements of the Lok Jumbish project

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3.4.6 Eklavya

Eklavya Educational Foundation came into being in the year 1996 with a mission to revolutionise education in India. It is a non-government, non-profit organisation established by young professionals, educators and businessmen to set up and run schools and teachers' training colleges in a professional, modern and ethical manner.

Eklavya Philosophy

Eklavya believes that education is an infrastructure as important as nation's roads, electricity and telecom. Education is also the 'real', long-term solution to the problems and challenges faced by a nation. The nature of education determines the character and skills of the next generation. Pre-primary and primary education are the most crucial, as they deal with the ages when the basic character of an individual is formed.

Eklavya's Mission

Eklavya's mission is to work towards bringing about a revolution in the field of school education through multi-pronged approach. Broadly, Eklavya will:

- set up and run high quality school,
- work to create conditions that will attract the best minds in the field of education including creating such persons through high quality training,
- work to integrate parents and the community in the educational process, and
- encourage and aid adoption of relevant modern technology as significant educational enabler.

Eklavya's Approach

Eklavya approach is practical. It seeks to influence more by practice than by precept. High quality schools, effective teacher training programmes and demonstrated improvements in teaching methods would be Eklavya's desired vehicle of change.

The central focus of education is the child. Eklavya believes that every child is unique and has inborn gifts and talents. The role of the school and teacher is to help the child discover and develop his/her talents by focussing individually on him/her, and not in a 'mass production manner'.

Eklavya Institute of Teacher Education (EITE)

Eklavya Institute of Teacher Education was established in 1998 on the outskirts of Ahmedabad. It has been established to train world-class teachers of tomorrow who would be thinking individuals, open minded, flexible in approach and life-long learners.

The Institute's approach is hands-on, research-based. It offers full time and part time teacher education programmes in English and Gujarati media and conducts research on topics of relevance to real-life classroom situations.

Eklavya School

Eklavya School started in 1997. It is an English- medium day school affiliated to the Council for the Indian School Certificate Examination. The school aims to provide all round development for each student, laying emphasis on academics, sports, music, fine arts, communication and mathematics, through an innovative curriculum designed to make learning enjoyable. The education imparted in the school inculcates among students 'a sense of purpose' in whatever they do and make learning process a pleasure and adventure, so that they acquire knowledge to weigh and consider outcomes with reason.

Taleem

Eklavya Education Foundation's Taleem Division develops and creates novel and original educational games, which stimulate, motivate, and encourage basic educational and intellectual skills. Taleem's materials may be used both as teaching aids in the classroom context from which point of view they are easy to replicate as well as learning games at home or during parties and outings for children and adults alike. Teaching Learning Materials can make learning much more effective and enjoyable in classroom.

3.4.7 Mirambika

The Mirambika Teacher Education Institute, *Mirambika* Free Progress School, Mira Nursery School, The Mother's International School and *Matri Karuna Vidyalyaya* located in the same campus in Delhi strive to create an awakening of cultural and spiritual values in accordance with the teachings of Sri Aurobindo and the Mother. While the overall philosophy of these institutions is the same, they have different foci and they cater to different clientele groups.

Concept

In this system each student is free to study any subject. He/she chooses to study at any given time but the freedom has to be properly guided. The student has to be watched with care, sympathy and wisdom. The teacher must be a friend and a guide, must not impose himself but may intervene when necessary. There is a great stress on individual work of the student. The essential aim is to encourage and stimulate the student to find genuine interest and joy in work. Free progress system will need the following:

- Rooms of silence
- Rooms of consultation
- Rooms of collaboration
- Lecture rooms

Mirambika Teacher Education Institute

Mirambika Teacher Education Institute provides an environment where trainees can develop their consciousness, attitude and understanding and where, from the very start, theory and practice are integrated. The institute runs two types of courses: (I) Two year Nursery and Primary Teacher training course, and (ii) Three year Innovative, Nursery and Elementary Teacher Training course. The learning strategies aim at self-awareness, integrating spirituality and individual choices and learning to learn.

Check Your Progress 3

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

7) What is Eklavya's approach to UEE?

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8) What is the main focus of Mirambika?

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3.5 EDUCATION FOR WORKING CHILDREN

Magnitude of the Problem

The concern for children and the problem of child labour continue to be areas of great concern, article of faith and commitment for successive governments. In terms of absolute numbers the magnitude of working children is very large. According to the 1971 Census, the estimated number of working children was 10.7 million, which increased to 13.6 million as per the 1981 Census but declined to 11.28 million as per 1991 Census. As per NSSO 55 round number of working children was 10.4 million. (1999-2000)

Constitution and Policy Framework

The framers of the Indian Constitution consciously incorporated relevant provisions in the Constitution to secure compulsory universal primary education as well as labour protection for children. Various Commissions and Committees have gone into the problems of child labour and made several recommendations. India's judiciary, right up to the apex level, has demonstrated profoundly against the practice of child labour. India's policy on child labour has evolved over the years against this backdrop.

The present regime of laws relating to child labour has a pragmatic foundation and is consistent with the international labour conference resolution of 1979, which calls for a combination of proactive measures for humanizing child labour wherever the same cannot be eliminated in the short run.

3.5.1 National Child Labour Projects (NCLPs)

In pursuance of this policy, the Ministry of Labour has been implementing, since 1988 a scheme of National Child Labour Projects (NCLPs) for the rehabilitation of child labour. The major activities undertaken include the establishment of special schools, which provide a package of welfare measures, including non-formal education, skill/craft training, supplementary nutrition, stipend, health care etc. to children withdrawn from employment.

In the wake of the announcement of the new programme of elimination of child labour worldwide in hazardous occupations, on 15th August 1994, the ambit of the NCLP was enlarged. New area specific projects (as against industry-specific projects) were started in the child labour endemic districts.

The Cabinet Committee on Economic Affairs (CCEA) had approved in January, 1999 the continuance of the scheme during the Ninth Plan and also approved the increase of number of projects from the existing 76 to 100. As of date, there are over 100 National Child Labour Projects in 13 child labour endemic States for rehabilitation of approximately 2.11 lakh working children withdrawn from hazardous occupations.

The Projects have been distributed as follows: Andhra Pradesh (22); Bihar (3); Jharkhand (5); Karnataka (5); Madhya Pradesh (3); Chattisgarh (5); Maharashtra (2); Orissa (18); Rajasthan (6); Tamil Nadu (9); Uttar Pradesh (11); West Bengal (8); Punjab (3).

Once children are mainstreamed to formal schools, it would be necessary to have a plan of action to ensure a 'follow up' or tracking of these children to monitor their progress in schools and provide help in case they are not able to cope with the curricula.

Evaluation of National Child Labour Projects

A comprehensive exercise to evaluate the National Child Labour Projects in the country was conducted by independent agencies in 2001. 50 National Child Labour Projects were covered in the first phase. The evaluation exercise was coordinated by the V.V.Giri National Labour Institute. The findings and the recommendations that have emerged, inter alia, include the following:

- In most areas, the community has welcomed the opening of the NCLP schools. This has provided opportunity to fulfill the educational needs of the locality. Given the fact that more than 60% children in NCLP schools are actually children withdrawn from work indicates that the NCLP has been successful in their attempts to withdraw children from work and provide them education. The special schools need to be continued. There is need to relocate the NCLP schools in some project areas where they are most required.
- Selection of teachers is mostly done by the Project Society. In areas where the community has been involved in the selection, the levels of the motivation of instructors are found to be higher.
- While some districts are pursuing their teaching through the non-formal education method, others are using the formal school syllabus. One positive aspect of using the formal syllabus is that it has enabled a smooth transition of children from the NCLP centers to mainstream education. A mix of both types of curricula is also

followed in some pockets where mainstreaming has also been affected. Adoption of different curricula has reflected itself in terms of varied levels of mainstreaming in different regions.

- Provision of midday meal and stipend has been important motivational factors for parents to send their children to special schools. In some projects stipend money is used for supplementing the nutrition component or for providing uniforms to children.
- There seems to be wide community support for these arrangements, which are normally undertaken after taking the parents of the children into close confidence.
- Most projects provide adequate teaching learning materials to the students.

Assistance to Voluntary Organisations

Under the Grants-in-aid scheme, voluntary organizations are being financially assisted to the extent of 75% of the project cost for taking up welfare projects for rehabilitation of working children. Financial assistance may also be given for useful and action-oriented research and study on the subject of child labour and preventive measures to discourage further addition of children into employment.

3.5.2 M. Venkatarangaiya Foundation

The twin problems of child labour and lack of access to mainstream education for poor children have been addressed together, with remarkable success, by one exemplary non-government organization (NGO). This is the M.Venkatarangaiya Foundation (M.V. Foundation) in the Rangareddy district of the state of Andhra Pradesh. The M.V. Foundation and its leading activist Shanta Sinha have been felicitated with Ramon Magsaysaya Award in 2003. The M V Foundation instituted in 1981, began functioning as a charitable non-profit Trust in 1991.

Goals of the Foundation

- i) to create awareness among the disadvantaged sections of the society regarding their social, economic and political predicament.
- ii) to facilitate processes towards building of a civil society through collective action, participation and community-based initiative.
- iii) to work towards elimination of child labour.

Achievements

More than 15,000 children in 300 villages of the Rangareddy district have benefited from the programmes of the MVF. Between 1992 and 1996 the number of MVF appointed Para -teachers in government schools in the region from 5 to 545. The number of Para – teachers appointed by the parent-teacher associations and various gram panchayats grew from 2 to 500. The number of villages included in the programs grew from 15 to 300.

Consequently, the attitude of the village communities towards their children has changed. There is now a greater pride in them and a greater sense of responsibility towards children related issues. In agriculture, for the employers, it has meant a change in cropping patterns and, to the adult labour, greater bargaining power. Further, adult labourers have also been forced to work more productively.

The MVF's strategy is based on age group and gender. Children in the age group 9-14 years are run through a bridge course, which utilizes what they already know to enable them to catch up with regular school children of their own age. Younger children are admitted directly to government schools in their respective regions. In all cases, there is a detailed follow-up programme, which ensures minimal dropout.

For the girl child, the approach is more intensive. The Foundation has identified the need to deal with the older girl children through programmes aimed specifically to meet their special needs. Experience of the MVF has shown that much of the thinking on the issue of girl child labour is constrained by the exaggerated importance given to certain stereotyped roles assigned to the girls. Thus the role girls play in bringing up their siblings, in the domestic work and in assisting their mothers at home have often been viewed as an inevitable and immutable aspect of their lives. While it is true that girl children do play a major role in domestic activities, what the MVF experience has shown is that they too are amenable to a programme which draws them away from their traditional roles and that they are willing to face the challenges and grasp the opportunities that the education system presents.

At another level, the MVF has redefined the role of government school teachers by making them part of the community. The government schoolteachers have been drawn into a number of activities of the MVF. They are associated with the enrolment drive, in conducting bridge courses and in training.

Outcomes

The foundation has shattered several myths.

- That poor parents are forced to pull their children out of school because of their economic circumstances.
- That the only form of education deliverable to poor and the rural children is some flavor of non-formal education (NFE).
- That children prefer to work to support their families rather than go to school.
- That teachers are not motivated to work and often abandon their responsibilities.

3.6 MAHILA SAMAKHYA

The Mahila Samakhya programme was designed to mobilize and organize women for education through creating an environment for learning. The Mahila Samakhya (MS) programme was started in 1989 with Dutch assistance to translate the goals mentioned in the NPE into action. From 2005-06, the programme is being funded by the Government of India from domestic sources. The MS programme recognizes the centrality of education in empowering women to achieve equality. Mahila Samakhya has adopted an innovative approach, which emphasizes the process rather than mere fulfillment of targets. It seeks to bring about a change in women's perception about themselves and the perception of society with regard to women's traditional roles. Under this programme, education is understood as a process of learning to question, critically analyzing issues and problems and seeking solutions. The MS endeavours to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and

information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become empowered.

The *Sangha* or women's group at the village is the nodal point where all activities are planned. The *Sangha* provides the space where women meet, and begin the process of reflection, asking questions, voicing their opinion fearlessly, thinking, analyzing and articulating their needs and finding solutions through corrective action. The programme is now forging solidarity amongst *Sanghas* to provide support for their autonomous functioning. Federation of *Sanghas* are being formed in older areas.

The *Sahayogini*, the leader, is the key link as well as motivator, supporter and guide for 10 villages. She mobilizes and organizes women into *Sanghas* and is the link between the 10 villages and the educational support structure and institutions right up to the district level. She also coordinates activities with the district unit. The MS programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level educational process. The MS has provided specialized inputs for vocational and skill development, as well as for the educational needs of girls in general and adolescent girls in particular. It endeavours to develop gender-sensitive pedagogical and learning material.

A National Resource Group (NRG) has been constituted by the Department to advise and guide the programme. The NRG provides a vital interface for the programme with the voluntary sector, the women's movement as well as resources and training institutions. This body debates various conceptual issues and concerns, advises on evaluation of the programmes and also advises the Government of India on policy matters concerning women's education. A National Project Office at the Centre is headed by a National Project Director and support staff. In the state, the programme is implemented through an autonomous registered MS society. The State Education Secretary is the Chairperson of the Executive Committee of this society. The EC is an empowered body, which takes care of administrative and financial decisions, including an in-depth examination of specific interventions. A full-time State Programme Director (SPD) is the Member Secretary of the Executive Committee and is responsible for financial management, administrative matters, programme planning and implementation. The District Implementation Unit (DIU) administers the project at the district level and is assisted by a District Programme Coordinator (DPC), Resource Persons and support staff. In places where the MS is strong, block-level units are also set up.

The Ninth Plan outlay for the MS scheme was Rs. 35 crore, out of which a sum of Rs. 31.41 crore was spent. The Tenth Plan outlay for the scheme is Rs. 98.47 crore. The Scheme expanded in the Tenth Plan period (2002-03 to 2007-08)

Currently, the MS programme is operating in 83 districts covering more than 20,380 villages in 11 states of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh, Assam, Jharkhand, Uttranchal and Chhatisgarh

The effectiveness of the Mahila Samakhyas strategy has resulted in its being adopted by other basic education projects. The MS programme is supported by the DPEP in 13 districts of Bihar and five districts each in Madhya Pradesh and Assam and six districts

of Uttar Pradesh. The experience of the programme since its inception has validated the MS approach as an effective means to mobilize and organize women and enable them to take charge of their lives.

Several evaluation studies have shown that the MS programme has been highly successful in design and implementation. It has:

- Helped generate a demand for literacy
- Increased women's recognition and visibility both within the family and the community.
- Given women the strength and ability to demand accountability from Government delivery systems.
- Increased women's participation in Panchayati Raj Bodies
- Created an awareness of the need to struggle for a gender-just society.
- Generated demand for primary education of both boys and girls

Check Your Progress 4

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

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

9) Discuss the major activities under the NCLP?

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10) What is the objective of Mahila Samakhya?

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11) How is the objective being achieved?

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3.7 LET US SUM UP

In order to reach the unreached through innovative and alternate models of education several programmes/projects have been initiated. Decentralized district wise planning introduced in the 1990s is expected to address local needs and demands more effectively. Some of the common features of these projects have are stated below:

- All the above projects have a strong gender focus.
- These are contextual, people-based, and responsive to specific needs of hard to reach groups and areas;
- These are process-oriented, emphasize participatory learning and seek constant support from parents and community
- The projects actively involve the people at the grassroots through democratic devolution of powers though the PRIs, creation of village education committees, PTAs and school management bodies. Micro-planning and participatory school mapping exercises are carried out for involving people in the local level planning.
- Attempt is made to provide quality education to all children maintaining parity with the formal system and at times contributing ideas and strategies for improving the latter.
- Accent is on building capacities at all levels to include teachers, planners, administrators, VECs, and PRI members amongst others.
- There is flexibility of management and creation of multiple levels of leadership.
- Convergence of resources from multiple agencies and ministries, public-private partnership, integration and mainstreaming are some of the other key features.

3.8 UNIT-END ACTIVITIES

- 1) Select a district in your state or in any other states where District Primary Education Programme was in operation. Collect information regarding the impact of the programme on universalisation of primary education.
- 2) Identify any NGO in your state working for universalisation of primary education. Find out the activities being undertaken by it for achieving universalisation of primary education.
- 3) Collect information regarding the efforts being undertaken by both Governmental and Non-governmental agencies in your state for achieving universalisation of primary education.

3.9 POINTS FOR DISCUSSION

- 1) Do alternative education programmes contribute to universalisation of elementary education (UEE)? Justify your answer.
- 2) "Alternative education programmes have redefined the operation of education." Discuss.

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3.11 ANSWERS TO CHECK YOUR PROGRESS

- 1) The basic objective of Education Guarantee Scheme (EGS) is to set up a formal school within a radius of one kilometer.
- 2) Major criteria for selection of DPEP districts
 - i) Educationally backward district
 - ii) Female literacy below the national average
 - iii) Districts where TLC had been successful
 - iv) TLC had generated demand for education of children
- 3) The uniqueness of Janashala programme is that it is a community board and block-based primary education programme which makes primary education once accessible and effective, especially for girls, deprived children in marginalized, SC/ST and minority groups, working children and children with special needs with a decentralized approach.
- 4) The basic philosophy of Shiksha Karmi Project is to transform dysfunctional schools into reasonable efficient schools by rendering voluntary service. The project was launched in 1987 in Rajasthan to provide quality education with the help of locally available youth in rural remote habitations of the state.
- 5) Lok Jumbish is an innovative project, which was launched in Rajasthan in 1992 for achieving Universal primary education through people's mobilization and participation.
- 6)
 - i) Low cost hostels for boys and girls.
 - ii) Provision of minority education facilities in 25 schools.
 - iii) Establishment of Balika Shikshan Shivirs, short-term residential camps for adolescent girls.
 - iv) Establishment of 'Muktangan' for marginalized children in tribal areas.
 - v) Textbook development for upper primary classes.
- 7) Eklavya's approach to Universal primary education is to provide high quality schools, effective teacher training programmes through practice than by precept.

- 8) The main focus of Mirambika is to create an awakening of cultural and spiritual values in accordance with the teachings of Sri Aurobindo and the Mother.
- 9) The major activities of the NCLPs are to establish special schools to provide non-formal education, skill/craft training, supplementary nutrition, stipend, health care, etc. to children withdrawn from employment.
- 10) The objective of the Mahila Samakhya was to mobilize and organize women for education through creating an environment for learning.
- 11) The objective of the Mahila Samkhya is achieved by the Sangha or Women's group at the village level and the Sahayogini, the leader. The Sangha is the nabal point where all activities are planned and provides the space where women meet and deliberate on needs, problems and solutions. The Sahayogini mobilizes women into Sanghas and acts as a link between the villages and the educational institutions at right up to the district level. The Mahila Samakhya Programme is advised and guided by a National Resource Group (NRG).

UNIT 4 EDUCATION FOR ALL IN INDIA: JOINT RESPONSIBILITY OF STATE AND COMMUNITY

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Background
- 4.4 Constitutional and Legal Basis
- 4.5 Recent World Wide Development of EFA
 - 4.5.1 The Indian Response
 - 4.5.2 Current EFA Strategies
 - 4.5.3 Major EFA Goals Set by India
- 4.6 Overview of Major EFA Programmes
 - 4.6.1 Early Childhood Care and Education (ECCE)
 - 4.6.2 Universalization of Elementary Education
- 4.7 Sarva Shiksha Abhiyan: A Comprehensive Strategy for UEE
- 4.8 Literacy and Life Skills Programmes for Adults
- 4.9 Let Us Sum Up
- 4.10 Unit-end Activities
- 4.11 Points for Discussion
- 4.12 Suggested Readings/References
- 4.13 Answers to Check Your Progress

4.1 INTRODUCTION

In Unit 3, we discussed innovative alternative models of education meant for universalisation of elementary education. Apart from these initiatives, India has been implementing a number of specially designed programmes to move towards the goals of ensuring universal primary education and of eradicating adult illiteracy. In this unit, we look at the recent and current initiatives in the field of Education for All which addresses three major age groups, 0-6 years for Early Childhood Care and Education (ECCE), Universalization of Elementary Education (UEE) for the age group 6-14 years, and Adult Education for age group 15-35 years and above. In 2003, a National plan of Action for Education for All was prepared in response to the goals set by the Dakar World Conference, whereby education for all is to be achieved by 2010. Looking at the magnitude of the task and past experiences, Education for All has been made a joint responsibility of the state and the community. Hence, the main focus of this unit shall be to highlight the educational schemes jointly operated by both the state and the community.

4.2 OBJECTIVES

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

- describe the history of community-supported education in India;
- enumerate the constitutional provisions regarding education;
- state the goals of Education for All (EFA) as identified in Dakar Summit;
- state the major EFA programmes initiated by the Government of India;
- discuss the various initiatives taken for universalisation of elementary education (UEE);
- discuss the objectives and strategies of Sarva Shiksha Abhiyan for UEE; and
- describe the major initiatives taken to promote adult Literacy.

4.3 BACKGROUND

India has a long tradition of community-supported education. In the nineteenth century, village communities supported the village schoolmaster for teaching their children. The *Gurukulas*, *Pathshalas*, *Tols*, *Makhtabs* and *Madrassahs* were community-supported institutions. It was only with the advent of the British that a state system of education was founded and Directorates of Public Instruction were set up after 1854 when formal education became open for all regardless of gender, caste, class or religion in which Christian missionaries led in setting up of private schools. A major achievement of the Indian Social Reformers, who formed the vanguard of Indian renaissance in the nineteenth century to the British initiative, was setting up of educational institutions in all parts of the country. The role of leading organizations like, the Theosophical Society of India, Brahmo Samaj, Arya Samaj, Prarthna Sabha, Ramakrishna Mission, Dev Samaj, Sanatan Dharam Sabha, Deoband School of Islamic Studies amongst others was noteworthy.

The system of Grants-in-Aid was made functional and a large number of government-aided institutions came up besides some elite private schools. It is perhaps important to mention that education of girls progressed largely through private initiative till independence. At the time of independence, community initiative was very prominent, especially in secondary education, which was largely urban based. The ratio of private to public expenditure was 85: 15. Over time, the situation has reversed with the State becoming the major provider of resources for education at all levels. The Constitution assigned specific roles to the central and the state governments through the instruments of the Union List, State List and the Concurrent list.

As on 2004-05, India has 63596 pre-primary schools; 767520 primary schools; 274731 middle schools; 101777 high schools; 50272 junior colleges/higher secondary schools; 41 Board of Intermediate Secondary Education; 10377 arts, science and commerce colleges; 1302 engg, tech. and architecture colleges; 136 research institution; 13 institutions of national importance; 96 institutions deemed to be university, 298 Universities; 5119 technical/industrial/craft schools; 1171 polytechnic institutes; 1465 teacher training school; 1082 teacher training colleges and 817 medical colleges (Selected Education Statistics, 2004-05). Literacy rates have shown a substantial improvement. The total literacy rate which was only 18.33 percent in 1951, rose to 52.21 percent in 1991 and further increased to 65.4 percent in 2001. In 2004-05, it was 67.3 percent (75.85 percent for males and 54.16 percent for females). Female literacy rate has shown much higher growth, reducing the male-female differential in literacy rates. Rural urban gap has narrowed. Yet we have large number of illiterate persons at age 7+ out of whom

more than two thirds are female. More than 281.2 million students are enrolled at the school stage and 12 million plus in higher education including professional and technical courses. Female education has grown at a much faster pace in the last decade on account of a strong gender focus and proactive policies and programmes. About forty two percent of the total students are girls. And yet India is ranked 128 on Human Development Index among 177 nations (www.undp.org).

4.4 CONSTITUTIONAL AND LEGAL BASIS

Major Steps Taken by the Constitution

- In the beginning education including technical education, medical education and general higher education was in the State List in the Constitution subject to the provisions of entries 63,64,65, 66 of the Union List and vocational and technical training.
- Education was brought on the Concurrent List as per the 42nd Constitution Amendment Act 1976, Entry 25 making it a joint area of responsibility for the Centre and the States.
- Article 45 of the Directive Principles of the Constitution of India enjoined on the State to endeavour to provide free and compulsory education to all children up to the age of 14, a promise we have failed to keep. Education is now a fundamental right for children in the age group 6-14 years.
- The 86th Constitutional Amendment Act 2002 has added a new Article 21 A to direct the state to provide free and compulsory education to all children of the age of 6-14 years in such a manner as the state by law determines. The said act also substitutes Article 45 with a directive to the State to provide early childhood care and education for all children till they attain the age of 6 years. It has also been made a part of the fundamental duties enjoining the responsibility of the parents to send their children to school.
- By virtue of the introduction of a new Fundamental Duty Article 51 A (k) in part 4 of the Constitution, the onus of providing elementary education to all children now lies on the state and the parents both.
- The Tenth Five Year Plan (2002-07) had proposed to provide education to all children who were never enrolled or dropped out without **completing eight years of elementary schooling as a fundamental right**; expand the support services of **crèche/day care services** and thus help reduce the burden of working/ailing mothers and relieving the girl child from the burden of sibling care; encouraging both family/community participation; **protect children from all types of exploitation** through strict enforcement of the Immoral Traffic (Prevention) Act, 1956; Child Labour (Prohibition and Regulation) Act, 1986.

4.5 RECENT WORLD WIDE DEVELOPMENT OF EFA

The Dakar Conference of the World Education Forum met in April 2000 to review the progress made to achieve the goals of Education for All (EFA) since the First World Conference on Education for All held in 1990 in Jomtien, Thailand. The framework of action adopted in Dakar identified the following six goals of EFA:

Dakar Goals

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

4.5.1 The Indian Response

Both on the literacy and the primary education fronts, India has been implementing a number of specially designed programmes to move towards the goals of ensuring universal primary education and of eradicating adult illiteracy. However, as a follow-up of the Dakar Framework of Action for Education for All (EFA), an attempt has been made to link national goals and targets with the global targets of EFA. Apart from the increase in literacy rates and schooling facilities, there have been developments in the following areas as well:

- A separate Department of Elementary Education and Literacy, headed by an independent Secretary, was created in November 1999 within the Ministry of Human Resource Development to specifically focus on EFA goals.
- A Constitutional Amendment Act has been passed by the Parliament to make elementary education a fundamental right. A central legislation to enforce this right, which is under preparation, will contain the following: Delineation of responsibility of various State Organs such as central government, state governments and local bodies; Setting the parameters of acceptable quality of education; and Providing for remedial mechanisms at various levels for redressal when this right is violated.
- High priority has been accorded to the education sector in the Tenth Five Year Plan with an allocation of Rs.43,825 crore as against Rs.24,908.38 crore made available in the Ninth Plan, representing an increase of 76 percent. *During the Tenth Plan Rs.28,750 crore has been allocated for Elementary Education. For adult education, Rs.209.70 crore (23.30 crore for North East region) has been provided in 2002-03 (BE) as against Rs.200 crore made available the previous plan. Rs.2125 crore have been allotted for secondary and Higher Education against*

Rs.1920 crore in 2001-02. The total Central Plan allocation for education has been enhanced by 18.7% from Rs. 5,920 crore in 2001-02 (BE) to Rs 7,025 crore in 2002-03 (BE). *Out of this Elementary Education has received the highest priority with allocations increasing from Rs. 3,800 crore in 2001-02 to 4,302.30 crore (excluding Rs 364.70 crore earmarked for the North-Eastern Region) in 2002-03 (BE) amounting to 61% of the total provision for education.* (Economic Survey, 2002-03). Expenditure on education as percentage of GDP increased from 3.84 to 4.11 in the government sector. The approved Annual Plan outlay for the Department of School Education and Literacy during 2006-07 was Rs.34,325 crores

4.5.2 Current EFA Strategies

At the present juncture, based on EFA 2000 Assessment and other reviews, the strategy for achieving total literacy and universal elementary education in India focuses on several interrelated strategies.

- a) Government of India and the state governments are actively engaged in preparing contextual action plans which would be implemented through the programmes of *Sarva Shiksha Abhiyan* (SSA) and National Literacy Mission (NLM). The focus is on reaching the unreached through innovative and alternatives models of schooling. Decentralized district wise planning introduced in the 1990s is expected to address local needs and demands more effectively.
- b) The second strategy is to actively involve the people at the grassroots level through democratic devolution of powers. Though there are variations across the states, there is a decisive move towards decentralization of educational governance all over the country. In some states, this is done by transferring powers to the Panchayati Raj institutions (local self-governing bodies) while in others it is done through the creation of empowered Village Education Committees and school management bodies. Micro-planning and participatory school mapping exercises, as in Lok Jumbish, are other means of involving people in the local level planning for EFA.
- c) While recognizing that the problem is closely linked to poverty and deprivation, employment of children in work is viewed as a direct denial of their fundamental right to education. Though direct action from the State has been slow to come, it has become a major plank of action in several parts of the country due mainly to the significant role played by the NGOs. But greater support and cooperation from parents and employers is critical for achieving success in this area.
- d) Another policy level action with far-reaching impact is the effort to remove legal hurdles in according elementary education a fundamental right. Towards this, the Indian Constitution has been amended, making basic education a justifiable right in line with the international convention on child rights.
- e) Social mobilization and eradication of adult illiteracy are attempted through mass literacy campaigns, largely as a national programme but planned and implemented at the district level. These are complemented by actions initiated by state governments such as the *Jan Sampark Abhiyan* (people's contact campaign) of Madhya Pradesh and by civil society organizations such as Prajayatna (people's effort) in Karnataka.

- f) Recent years have seen much greater coverage of elementary education in the media, particularly TV, thereby helping to articulate public perceptions and mobilizing public pressure groups. This has been coupled with an important move in many states toward 'right to information', which has helped to place facts related to elementary education in the public sphere. Many state governments are attempting to use ICT capabilities for this purpose.
- g) Emergence of grass root level community action groups and their coalitions at the national and state level to articulate the voice of the civil society in favour of EFA is also a significant development.

4.5.3 Major EFA Goals Set by India

- i) Integrated Child development Services Scheme being universalized- early childhood care and education an important component of the scheme.
- ii) Sarva Siksha Abhiyan (Movement for Education of All) launched with the aim of providing eight years of quality education to all children in the age group 6-14 by 2010.
- iii) A complete plan for adolescent, especially girls, in the Tenth Five Year Plan.
- iv) National Literacy Mission to provide functional literacy in the age group 15-35.
- v) Achieve sustainable threshold level of 75 per cent literacy by 2007.
- vi) Special schemes targeted at girls, apart from focus on girls in general education.
- vii) Removal of all disparities including gender, in primary (class I-v) by 2007 and elementary (I-viii) by 2010.

Check Your Progress 1

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

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

- 1) What are the major goals of Education for all?

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- 2) What are the major goals of EFA set by India?

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3) How are these goals being purposes?

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4.6 OVERVIEW OF MAJOR EFA PROGRAMMES

4.6.1 Early Childhood Care and Education (ECCE)

Early childhood care and education (ECCE) acquires critical importance as a major compensatory programme in India where more than half the children are born and live in dire poverty. The very concept of ECCE connotes early intervention in the "care" and "education" of the child for a holistic development. Health, nutrition and physical, mental, social and emotional needs of a child are to be consciously catered for. Presently, there are several programmes of ECCE (mainly state-supported) to include ICDS, crèches, Balwadis, ECE centres, pre-primary schools in state and private sectors, and many experimental and innovative projects like child-to-child programme, child media laboratory, mobile crèches and Vikaswadis.

The National Policy on Education 1986 as updated in 1992 places high priority on ECCE and recognizing the holistic nature of child development ECCE is to lay special emphasis on children belonging to underprivileged groups and first generation learners. In addition, it is seen as serving as a school readiness programme and as a support service for girls in UEE as also for working women in low-income groups.

The Integrated Child Development Service (ICDS) Scheme is a flagship scheme of the Department of Women and Child Development aimed at the holistic development of children in the age group 0-6 years and pregnant lactating mothers from disadvantaged sections *The scheme seeks to provide a package of supplementary nutrition, immunization, health check-up, referral services, pre-school non-formal education and health and nutrition education.* Starting from 33 blocks in 1975, the scheme now extends to 5,652 projects (4533 – rural, 759 – Tribal and 360 – urban slums). 4761 projects were operational as on 30th September 2002. The beneficiaries comprised 33.2 million children (0-6 years) and about 6.2million pregnant and lactating mothers. Universalization of ICDS is expected early in order to cover all 5,652 blocks/ wards over the country benefiting 54.3 million children and 10.9 million expectant and nursing mothers (2001-02). The scheme runs through a network of 5.8 lakh **Anganwadi Centres (AWs)** at the village level. Out of 5,652 projects, 922 projects in 10 States are being assisted by a loan from the World Bank. The budgetary outlay for 2002-03 under ICDS (including World Bank assisted ICDS Project) was Rs.1, 921.17 crore as against the actual expenditure of Rs.1, 496.85 crore in 2001-02. During April 2001-September, 2002, the beneficiaries receiving supplementary nutrition at AWs increased from 2.9 crore to 3.94 crore. Keeping in view the special need of the North-Eastern States, construction of 4800 Anganwadi Centres has been sanctioned under ICDS. Additional central assistance of Rs. 75 crore under the *Pradhan Mantri Grammodhya Yojana* has

been extended to fill the existing financial gaps for implementing the special nutritional programme of ICDS (2001).

Launching of Balika Samriddhi Yojana - to extend a special package to girl children belonging to families below the poverty line so that they enter school and complete ten years of schooling from classes I to X (1997).

Introduction of Kishori Shakti Yojana – to improve the nutritional and health status of girls in the age group 11 to 18 years and to equip them with vocational skills so that they can be gainfully engaged (2000)

Evaluation: Despite some drawbacks in the programme, evaluation studies indicate a very positive impact of the ICDS on the health and nutrition of pre school children who also have comparatively better enrolment, achievement and retention. Reduction in IMR and proportion of low birth weight babies going down is noticed though not on expected pace. According to a NCAER study, the programme has benefited 505 of the eligible children even though the AWs are available at a distance of 100-200 metres. The AWs are adequately staffed but the requirements of adequate in-service training exists. Adolescent Girls' programme being operated under the ICDS requires trained personnel, community involvement and more funding, among others.

4.6.2 Universalization of Elementary Education

The goal of universalization of elementary education (UEE) continues to elude us after five decades of development planning on account of low provision, low enrolment, low retention and poor achievement amongst children from amongst the historically disadvantaged sections of society – the Scheduled Castes (SC), Scheduled Tribes (ST), other educationally and economically backward groups, the minorities and more specifically the girls from these groups who face *the triple jeopardy* of caste, class and gender. The 1990s saw a renewed commitment and higher allocations for universalization of elementary education through national programmes for the disadvantaged viz., Uttar Pradesh Basic Education Project, Bihar Basic Education Project, Andhra Pradesh Basic Education Project to begin with and currently ongoing centrally sponsored initiatives like Operation Blackboard (OB), District Primary Education Programme (DPEP), National Programme of Nutritional Support to Primary Education Programme, Education Guarantee Scheme and Alternative and Innovative Education, Mahila Samakhya, Teacher Education, Lok Jumbish, Shiksha Karmi Project, Janshala programme and Pradhan Mantri Gramodaya Yojana (elementary education component).

Despite large scale expansion of the educational system, the goal of universal elementary education of eight years remains elusive on account of the rank poverty of 270 million Indians (Economic Survey, 2001) and half our population surviving on \$ 1 a day. The proverbial battle has been to get the children from the Scheduled Castes and Scheduled Tribes, religious and linguistic minorities and other backward castes and groups into the school and to help them complete 5 to 8 years of education. It is estimated that 70 – 80% children in this age group are attending school (National Health and Family Survey, 1998-99 and the National Sample Survey, 1997).

Operation Blackboard

Besides creating minimum facilities of classrooms, teachers and teaching learning equipment, operation blackboard has laid special emphasis to recruit more and more

women among the additional teachers being provided under the scheme. This has been done with the explicit purpose of providing women teachers for rural schools which are not only under staffed but have very low presence of female teachers. Shortage of women teachers in rural areas in seem as a negative factor for the growth of girls' education in rural communities.

The National Programme of Nutritional Support for Primary education known as Midday Meal scheme was launched in 1995. Under the programme the scheme is to provide free of cost food grains to children at the rate of either 100 grams per school day per student in states / UTs where cooked meal is provided or three kilograms per month per child where food grains are being distributed subject to minimum 80% of attendance at school 90% of the primary schools are now covered under the programme. This programme has definitely increased enrolments among the very poor sections of our society.

The former Non-Formal Education Scheme has been restructured recently as the Education Guarantee Scheme and the scheme of Alternative and Innovative Education to allow more flexibility and is operationally more proactive. The Education Guarantee Scheme and the scheme of Alternative and Innovative Education would enable out of school children to return to mainstream school by bridge courses and 'back to school' camps. The revised NFE scheme allows for opening of an EGS centre in habitations not having a primary school within one kilometer and there are at least 100,000 such school less habitations with country.

The District Primary Education Programme (DPEP) was launched is 1994 as a centrally-sponsored scheme providing special thrust to achieve universalisation of Primary Education (UPE). The programme is structured to provide additional inputs over and above the provisions made by the state governments for elementary education. DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and opening of new schools, opening of non-formal/ alternative schooling centres, appointment of new teachers, setting up of Block Resource Centres (BRCs), Cluster Resource Centres (CRCs), teacher training, development of teaching learning materials, research-based interventions, special interventions for education of girls, Scheduled Caste children, Scheduled Tribe children, disabled children etc. The programme has established the value of decentralised planning to be a more meaningful involvement of the community. Presently 248 districts in 18 states have been covered under the programme. DPEP has added 10,000 new formal schools and 15,000 are in the pipeline. Special care has been taken to provide toilets for girls 53,000 Alternative Schooling Centres of various kinds and about 16,000 summer schools have been set up so far. Enrolment in primary classes increased by about 20 lakh (13 lakh in formal schools and 6.3 lakh in alternative modes between 1995-96 and 1999-2000 in phase I districts and 186.9 lakh in 1998-99 to 198.2 lakh in 1999-2000 in phase II and III districts. The overall GER in phase I districts increased from 83.9% in 1995-96 to 95.1% in 1999-2000. Gender gap in enrolment is closing rapidly.

The **Lok Jumbish** was launched in Rajasthan in 1992 to achieve education for all through people's mobilisation and their participation. It shows the impact of micro planning and school mapping by the concerned communities, men and women, more importantly, on the universalisation of primary education. A diversity of gender interventions is an important feature of Lok Jumbish in the form of Sahaj Shiksha, Prehar Pathshala, Balika Shivirs, Mahila Shikshan Kendras, Adhyapika Manch, one-

to-one ratio among men and women in the administrative structures and two women to one man at the lowest levels. These interventions have implications for other regions seeing the highly positive impact on girls' educational participation and the rise in female literacy in the LJ blocks in particular. Rajasthan has registered a 20 percent point increase in female literacy in the population of seven years and above. The LJ and other promotional schemes of the Rajasthan Government appear to have given the desired results.

The forerunner to Lok Jumbish, the Shiksha Karmi project has been a tremendous success in mobilizing the local youth with the fervour of selfless ideology for serving primary schools that were suffering on account of teacher absenteeism.

Evaluation studies on the Total Literacy Campaigns (where women accounted for two thirds of the learners) point to the highly positive impact of the social mobilization phase of these campaigns on school enrolments and female literacy that has progressed faster. Over the last three years, IGNOU has registered its presence in 148 low female literacy districts.

The **Mahila Samakhya** is currently working in 20,380 villages in 83 districts of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh Assam Jharkhand and Chhatisgarh. In several states Mahila Samakhya has been incorporated in the District Primary Education Programme (DPEP) as a strategy for promoting girls' education and women's empowerment. Such empowerment has had a very positive effect on educational participation of girls. There is indication for further strengthening these linkages with elementary education of girls by giving the women's groups a more active role in management of the school by designing more flexible approaches for their participation. Evaluation studies of the **Mahila Samakhya** approach indicate that this programme has been able to build capacities and self-confidence among these women's collectives and has become a vehicle of women's empowerment.

Progress and Shortfalls

Considerable progress has been made in terms of provision of facilities and enrolment of children in the relevant age group. However, the goal of UEE continues to elude us. This is largely on account of the inability of the system to enroll and retain girls and children from the disadvantaged groups.

- On account of intense efforts, India has achieved near universal access to primary schooling through formal and non-formal/alternative schooling facilities. However, middle school facilities continue to be very limited especially in rural areas. *During 1950-51 and 2004-05, the number of primary schools have gone up from 209671 to 767520; middle schools have increased from 13596 to 274731 and the high/higher secondary schools have gone up from 7416 to 101777.*
- The scheme of **Non-Formal Education (NFE)** was introduced in 1979-80 to cater to the out-of-school children in the age group 6-14 who were still outside the formal system of education in the ten educationally backward states. A total of 2,33,946 NFE centers were run by the States/UT governments and another 58,618 centres through 816 voluntary agencies. The scheme has been revised to make it a viable alternative where formal education cannot reach or where children by force of circumstances are unable to utilize the formal education facilities. The revised scheme known as **Education Guarantee Scheme/Alternative Innovative**

Education (EGS/AIE) will cover all the unserved habitations throughout the country where there are no learning centers within a radius of one kilometer. EGS/AIE programme for children in the age group 6-14 years was operationalised from April 1, 2001 and has now been made a part of Sarva Shiksha Abhiyaan (SSA), the national programme framework for universalization of elementary education (UEE) w.e.f. from April 1, 2002.

- **All schoolless habitations are being serviced by the EGS/AIE centers since 2001.** During 2001-02, an amount of Rs. 61.43 crores was released to the State Implementing Authorities for the running of 63,075 EGS centers. During 2002-03 (up to September, 2002, an amount of Rs. 36.68 crores was released to the states for the EGS programme. *"Further, 66988 Alternative schools and EGS Centers have been opened in unserved habitations under the DPEP"*. Till March 2006, 111416 EGS(primary) centres were functioning. For 2006-07, 100654 EGS centres have been sanctioned for 4771395 children (MHRD, 2006-07).

Growth of Enrolment at the Elementary Stage

- More than 282 million students are enrolled at the school stage as on 2004-05. Female education has grown at a much faster pace in the last decade on account of a strong gender focus and proactive policies and programmes. Forty two percent of the 215 million students are girls. *In India as on 2004-05 a total of 130.8 million children enrolled in primary schools/ classes out of which 69.7 million are boys and 61.1 million are girls. In classes VI-VIII of the 51.2 million children were enrolled out of which 28.5 million are boys and 22.7 million are girls (Selected Educational Statistics, 2004-05).*

Faster Growth of Girl's Education

The enrolments of girls at the elementary stage have grown steadily over the last five decades. The number of girls at the primary stage has gone up from 5.38 million in 1950-51 to 61.1 million in 2004-05. The number of girls at the middle stage has increased from 0.53 million in 1950-51 to 22.7 million in 2004-05. At the high/higher secondary stage, the number of girls has increased from 0.2 million to 15.4 million, the number of boys enrolled has increased from 1.3 million to 21.7 million between 1950-51 and 2004-05. In fact, the growth rates for girls have always been higher than that for boys for both starting from a much lower base but also on account of sustained state effort to promote education of girls as an important part of planned development. The total enrolment at the Primary stage has increased 7 times, from 19.2 million in 1950-51 to 130.8 million in 2004-05. In case of Upper Primary stage, it increased 17 times, from 3.1 million in 1950-51 to 51.2 million in 2004-05. The increase in enrolment at Secondary/ Senior secondary accounted 25 times, from 1.5 million in 1950-51 to 37.1 million in 2004-05. The girls' enrolment increased by 11, 45 and 77 times respectively during the same period in the above institutions.

Percentage Share of Girls to Total

The percentage of girls to the total has shown a steady increase since independence at all levels of education. During 1950-51 and 2004-05, the percentage share of girls among the children enrolled at the primary stage went up from 28% to 44% and from 16% to 40% at the middle stage from 13.3% to 39% at the Secondary/ Higher Secondary level

and from 10% to 40% in higher education. The Regional Variations in the share of girls to total number of students ranges from 37.78% in Bihar to 49.9% in Meghalaya at the primary stage from 31.34% in Uttar Pradesh to 50.48 in Sikkim at the upper primary/ middle stage; from 25.68 in Bihar to 52.23% in Kerala and from 18.32% in Bihar to 52.24% in Kerala.

Table 4.1 : Percentage of Girls in Total Enrolment by Groups at the Elementary Stage in 2004-2005

Category	Primary stage Classes I = V	Middle Stage Classes VI-VIII
All Communities	43.8	40.9
SC	44.0	41.0
ST	46.0	42.0

Source: (Selected Educational Statistics 2004-2005)

Percentage Share of SC/ST Children

Since independence, India has followed a policy of protective discrimination in favour of the historically disadvantaged groups of population, the Scheduled Caste (SC) and Scheduled Tribe (ST). The impact of these policies is evident in the enhanced educational participation of these groups of population. It is evident from the data above that the percentage share of Scheduled Caste (SC) and Scheduled Tribe (ST) girls to the total SC, ST children is not very remarkably different from the overall percentage share of girls in general population at the primary stage. At the middle stage SC and ST girls are way behind. It is perhaps pertinent to state that the percentage share of SC, ST children to the total is similar to the proportion of these groups in the total population at the primary stage but the situation is not satisfactory for both ST boys and girls at the middle stage. The SC and ST population constituted 16.33% and 8.01 % ST respectively at 1991 census.

Enrolment Ratio

Enrolment ratios moved up constantly till 1990-91 giving gross figures of 86 for girls and 114 for boys at the primary stage and to 47 for girls and 77 for boys at the middle stage. The enrolment ratios appeared to be moving towards net figures in 1999-2000; these ratios being 85 for girls and 104 for boys at the primary level and 50 for girls and 67 for boys at the upper primary stage. In 2004-05, enrolment ratio was 110.7 for boys and 104.7 for girls at primary level and 74.3 for boys and 65.1 for girls at middle level (Selected Educational Statistics, 2004-05). This was perhaps on account of improved enrolment at the right age and better retention. However, unless an attempt is made to collect age specific ratios separately, it would be difficult to come to any conclusion, because girls still continue to enter late and drop out earlier. The Regional variations in enrolment ratios for all groups are very vast ranging from 71.18 in Bihar to 142.71 in Sikkim for girls and from 69.94 in Chandigarh to 129.49 in the union territory of Dadar and Nagar Haveli at the primary stage from 24.29 for Bihar to 95.38 in Kerala for girls and from 39.66 for Bihar to 84.82 in Rajasthan for boys at the upper primary/ middle stage.

Table 4.2: Enrolment Ratio by Stages, by Sex/Caste/Tribes in India at the Elementary Stage from 1980-81 to 2004-05*

Groups/Year	Classes I-V (6-11 years)			Classes VI-VII (11-14 years)		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
<i>All students</i>						
1980-81	95.8	64.1	80.5	54.3	28.6	41.9
1990-91	114.0	85.5	100.1	76.6	47.0	62.1
2004-05	110.7	104.7	107.8	74.3	65.1	69.9
<i>SC students</i>						
1980-81	105.4	57.8	82.2	41.4	16.2	29.1
1990-91	122.7	80.6	102.2	61.4	33.3	47.7
2004-05	123.3	106.6	115.3	77.9	61.5	70.2
<i>ST students</i>						
1980-81	94.2	45.9	70.0	28.2	10.8	19.5
1990-91	126.8	78.6	103.4	51.3	27.5	39.7
2000-2001*	128.1	115.5	121.9	73.9	59.5	67.0

* *Provisional*

Source: Selected Educational Statistics 1995-96 & 2004-05

The overall gender gaps persist but the situation of SC/ST girls as a whole appear to be better than the non-scheduled groups on account of a large number of SC/ST beneficiary oriented schemes like free education, stipends, bursaries, hostels, books and uniforms that are not available to non-scheduled poor, landless children. While these incentives have had a positive impact on enrolment of children from SC and ST groups, the drop out rates for these groups continue to be high.

Out-of-School Children

- The flip side is the vast number of out-of-school children in the age group 6-14 years. Close to 40 million children in this age group have still to be brought into schools out of whom 27 million are girls and 13 million are boys.

Table 4.3: In School and Out of School Children in India at Elementary Stage in 2001-02

	Classes I-V (6-11 yrs.)				Classes VI-VIII (11-14 yrs.)			
	Boys	Girls	Total	% Girls	Boys	Girls	Total	% Girls
1	2	3	4	5	6	7	8	9
India								
Population	60422000	57835000	118257000	48.91	38495000	3597300	7446800	48.31
In-School	64006431	49820547	113826975	43.77	25289419	1752058	4281000	40.93
Out-of-School	- 3584431	8014453	4430025		13205581	1845241	3165799	58.29

Source: Census of India 2001 and Selected Educational Statistics 2001-02

Check Your Progress 2

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

4) What are the major initiatives taken under ECCE?

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5) List the national programmes, which are meant to achieve universalization of elementary education.

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4.7 SARVA SHIKSHA ABHIYAN: A COMPREHENSIVE STRATEGY FOR UEE

The Sarva Shiksha Abhiyan (SSA) is the newest effort of the Government of India to universalize elementary education in a mission mode. Literally meaning Education for All Campaign, the SSA aims to provide useful quality education to all children in the age group 6-14 years by the year 2010. The SSA is expected to cover the entire country with a focus on educational needs of girls, SC and St and other children in difficult circumstances. The SSA will thus address the needs of 19.4 crore children in 12.3 lakh habitations. (MHRD, Annual Report, 2006-07).

In order to signify the nation's priority for elementary education, a *National Sarva Shiksha Abhiyan Mission* was established with the Prime minister as its chairperson and the MHRD Minister as its vice-chairperson. Conceived as a centre state partnership, the states are being requested to establish state-level implementation societies with the concerned State Chief Minister in the chair. Several states have already implemented this.

The SSA does not envisage any separate structures but would only try to bring convergence of all efforts. An attempt will be made to have functional decentralization right up to the school level and to ensure community participation through the *Panchayat Raj* Institutions (PRIs) and the Tribal Councils in Scheduled areas, including the *Gram Sabha* (the Village Council). States would be encouraged to enlarge the accountability framework by involving the NGOs, teachers, activists and women's organizations and groups, among others. Under the SSA, District Elementary Educational Plans will be

prepared based on community based habitation plans to ensure, community ownership, accountability and transparency. Education of girls especially those belonging to the scheduled castes and the scheduled tribes, will be one of the principal concerns of the SSA. There will be greater focus on the educational participation of children from the SC/ST groups, religious and linguistic minorities, other disadvantaged groups and children with special needs. Efforts will be made to mainstream gender concerns in all the activities. Every activity will be judged in terms of its gender focus. Besides mainstreaming, special efforts like the *Mahila Samakhya* type of mobilization and organization, back-to-school camps for adolescent girls, large-scale process-based constitution of *Mahila Samooths*, will also be attempted.

The SSA recognizes the need for special efforts to bring the out-of-schoolgirls to school. This would require a proper identification of girls who are out of school in the course of micro planning / school mapping. Experiences across the States under Mahila Samakhya and the DPEP have registered the need for a clear perspective on women's issues. The provision for girls' education would have to be situated in the local contexts and interventions designed to suit the specific community needs in this regard.

Goals of the Sarva Shiksha Abhiyan

- All children in the 6-14 age group in school/EGS centre/bridge course by 2003
- All children in the 6-14 age group complete five years of primary education by 2007
- All children in the 6-14 age group complete eight years of schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridging of all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

- The SSA is the last ditch effort of the government to fulfill the Constitutional obligation. The success and failure of SSA will make us or break us. We can ill afford to fail and let education pass by another generation adding 291 million illiterates.
- SSA is both an opportunity and challenge for management experts to identify the planning and management strategies required for the Programme to succeed.

Proposed Strategies

- Institutional reforms are to be undertaken to improve the efficiency of the delivery system
- Community ownership of school-based interventions through effective decentralization
- Involving women groups, VEC member and members of PRIs
- Institutional capacity building by national, state and district level institutions like NUEPA, NCERT, NCTE, SCERTs, SIEMATs, DIETs etc.
- Community-based monitoring systems with full transparency

- Educational management Information System (EMIS) correlates school level data with community-based information
- Habitation as a unit of planning: Habitation plans are the basis for formulating the District Plans
- Accountability to Community
- Pre project phase will include household surveys, community-based micro planning and school mapping
- Training of community leaders
- School level activities
- Support for setting up information system at local level
- Adequate office equipment
- Diagnostic studies
- Thrust on quality by improving the curriculum and through child-centred activities and effective teaching learning strategies and locally relevant and interesting teaching learning materials
- Focus on teacher development
- Media advocacy and communication for mobilizing and motivating the stake holders, community and opinion leaders and the public for achieving the goal of UEE
- Priority to education of girls and other disadvantaged groups.

Gender Focus in SSA

- Special mainstreaming camps for out of school girls under the Alternative and Innovative Education component;
- Provision of process-based community participation with a focus on the participation of women;
- Provision of context specific innovative intervention for girls' education – up to Rs. 15 lakh per intervention and up to Rs. 50 lakh in a district in a particular year;
- Free textbooks for all girls up to Class VIII;
- At least 50% of the teachers to be appointed have to be women;
- Community-based monitoring, partnership with research and resource institutions and periodic feedback on interventions.
- Specific strategies are made to cover out of school girls belonging to special groups like child labour, street children, adolescent girls, girls belonging to certain backward communities, children from migrating families etc.

4.8 LITERACY AND LIFE SKILLS PROGRAMMES FOR ADULTS

There was a considerable degree of awareness of the importance of adult education in the pre-independence period though efforts at adult education during this period were

modest. This led to the gradual emergence at the policy level of the view that the State must shoulder the primary responsibility in this regard. The strategy followed immediately after independence and in successive Five Year Plans to provide education to the masses made a distinction between universalisation of elementary education (UEE) and adult education. Overriding priority was given to primary education on the assumption that the expansion of primary education would automatically take care of problems of illiteracy. It was only in 1977-78 that the government decided to accord due weightage to adult education along with the programme of UEE, and the **National Adult Education Programme (NAEP)** was launched on 2 October 1978. For the first time, adult education was put on the educational agenda of the nation and thereby made central to the development approach that was pursued. However, the NAEP was not very successful because it was traditional, honorarium-based, hierarchical and government – funded and controlled.

Following the renewed thrust on adult education, the National Literacy Mission was set up in 1988. It has worked through a volunteer-based **Total Literacy Campaign (TLC)** mode in which effective mobilization formed the bed rock and majority of the learners were women. The TLC has covered 559 of the total number of 588 districts so far. The continuing education programme is going on in 292 districts and TLS are going on in 172 districts. The focus is on the promotion of literacy and awareness among the women and the SC/ST and backward classes. The dramatic social mobilization under the TLCs had an enormous impact on other social sectors notably women's empowerment, health, and environment awareness. The TLCs have served the cause of promoting equity in society, in redefining gender relations and in questioning caste-based social categories.

Literacy Status

- The impact of the renewed efforts and heavy resource inputs and gender inputs in the area of primary education and the voluntary-based Total Literacy Campaigns of the National Literacy Mission (set up in 1988) appear to have given dividends in raising the literacy levels of the population at age 7+.
- According to the Census of India 2001, the literacy rate for the population aged seven years and more works out to be 65.38; this rate being 75.85 for males and 54.16 for females. Thus, three fourths of the males and more than half of the females (Age 7+) are literate in a population of over a billion.
- It is heartening to note that for the first time since independence, the absolute number of illiterates have shown a decline. During 1991-2001, this decline is as large as 31.96 million, the same being 21.45 million among males and 10.51 million among females.
- Female literacy rate has shown much higher growth, reducing the male-female differential in literacy rate and rural urban gap has somewhat narrowed. Yet the gender gap and rural urban disparities continue to be substantial especially amongst the historically deprived sections of population to include the Scheduled Castes, the Scheduled Tribes and certain minorities.
- However, the numbers of illiterates are still huge, 296 million in all, out of whom 190 million (64 %) are female.

Table 4.4 : Rural Urban Differentials in Literacy rates in India 1951-2001

Year	Male	Female	Persons
1	2	3	4
		1981	
Rural	49.60	21.70	36.00
Urban	76.70	56.30	67.20
Total	56.38	29.76	43.57
		1991	
Rural	57.90	30.60	44.70
Urban	81.10	64.00	73.10
Total	64.13	39.29	52.21
		2001	
Rural	71.40	46.70	59.40
Urban	86.70	73.20	80.30
Total	75.85	54.16	65.38

Note: The literacy rates for the 1981, 1991 and 2001 Census relates to population aged seven years and above. The 1981 Literacy rates exclude Assam where census could not be conducted and the 1991 literacy rates exclude Jammu & Kashmir where Census could not be conducted due to disturbed conditions. The 2001 Census, literacy rates exclude entire Kachchh district, Morvi, Maliya-Miyana and Wankaner talukas of Rajkot district, Jodiya taluka of Jamnagar district of Gujarat State and entire Kinnaur district of Himachal Pradesh where population enumeration of Census of India, 2001, could not be conducted due to natural calamities.

Source: Census of India 2001

The Dakar Framework for Action: EFA Focus Areas in Adult Literacy

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programme.
- Achieving a 50% improvement in levels of adult literacy by 2015, specially for women, and equitable access to basic and continuing education for all adults.

Adult literacy in India

- On the basis of the trend indicated by the results of NFHS (1998-99) and 2001 census, it is estimated that the literacy rate of the adult population at age 15+ was 61%.
- Extrapolation of this trend indicates that by the year 2015, adult literacy rate in India will be around 80%.

NLM: The Current Thrust Areas

- Achievement of 75% literacy level by 2007

- A multi pronged strategy to address, regional, social and gender disparities in literacy
- Refocusing the literacy, Post Literacy (PL) and Continuing Education (CE) programmes to increase and strengthen women's participation so as to bridge gender gap in literacy
- Encouraging post Literacy and Continuing Education districts to pay special attention to mobilization and organization of women into neo-literate and self-help groups
- Special attention to socially disadvantaged groups like SC/ST and women
- Regional disparities, especially low literacy states, are identified for special attention
- An integrated approach to make basic literacy, post literacy and continuing education phases into a learning continuum
- **Zilla Saksharta Committee** (District Literacy societies) would have freedom to use grass roots participatory networks like Youth Clubs, Nehru Yuvak Kendras (NYKs), *Mahial Mandals*, Voluntary agencies and local self government bodies (PRIs) as partners in continuing education implementation
- **Zilla Saksharta Committees (ZSS)** are now empowered to co opt NGOs in implementation of Community education (CE) programme including devolving funds to run CE centers in areas where the NGOs are active.
- Increase in number of **Jan Shikshan Sansthan (JSS)** to 122, which will provide non-formal vocational training to neo-literates
- Extension of activities of JSS which are performing well to neighbouring districts
- JSS to specifically take up literacy and skill up-gradation programmes for the socially disadvantaged and women in particular.
- Content of Continuing Education (CE) programmes in disadvantaged areas to address issues affecting health, quality of life and skill improvement.
- Special relaxation in matter of funds allocations in the case of scheduled tribes.

Importance of Continuing Education

Given the short duration of the initial literacy phase, which addresses mainly the literacy objective, CE and PL are visualized as integral to sustaining literacy and for raising the quality of life of people. The mainstream CE activities include not only libraries and reading rooms but as focal points for diverse continuing education programme, training, information, discussion, development, culture, sports, recreation and promotion of other individual interests. CE schemes also take up programmes like quality of life improvement, income generation depending upon local conditions, needs and resources. There is a trend towards increasing the role of the community, not only in management of activities at the CE centre but with regard to the range of CE programmes itself. The NLM expected to cover all districts under CE by the end of the Tenth Five Year Plan period, i.e., 2007.

EFA: A Partnership Model

- Partnership among Centre, States and Local bodies
- Greater involvement of NGOs at all levels
- Expanding Role of the Corporate Sector
- Partnership with Private sector
- Collaboration with UN agencies and other bi lateral agencies

Check Your Progress 3

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

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

6) What is SSA?

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7) Discuss any four major goals of SSA.

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8) What are the major initiatives taken to promote adult literacy?

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4.9 LET US SUM UP

In India, education started as a community initiative and role of private sector was quite important. Over a period of time, especially after independence, education became a major responsibility of the Government and for every thing people looked to the government. Constitutionally, education became a responsibility of the States of the

Indian Union but not all the states had the resources and commitment to discharge their responsibility. As a result, despite Constitutional commitment and support from the centre, the Constitutional goal of UEE remained unfulfilled even after five decades of independence.

We have come a full circle and now it is realized that education is too important to be either left to the states only or became only the responsibility of the centre. Education now is rightly a joint responsibility of the centre, the states, the community and agencies and individuals representing the civil society. The role of external funding and cooperation from the corporate sector are welcome signs. We have grown tremendously through our experiences in providing formal and alternative models of elementary education with the philosophical underpinnings of social justice and equity for all, specially in the area of elementary education. Both, the state level and NGO projects of the 1990s, some of which have been discussed in unit 3, have provided insights on the basis of which our revised strategies are based and get duly reflected in the National Plan of Action on Education for All 2003. This is a major stride India is making to achieve not only our constitutional goals but also measure up to the global goals set at Dakar in respect of Education for All.

4.10 UNIT-END ACTIVITIES

- 1) Visit at least two Anaganwadi Centres in your locality and survey the type of activities carried out there.
- 2) Select and assess two initiatives going on in your state to promote universalization of elementary education.

4.11 POINTS FOR DISCUSSION

- 1) Is EFA panacea for UEE?
- 2) In spite of all kinds of initiatives taken by the Government, UEE still remains a distant dream. Discuss.

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4.13 ANSWERS TO CHECK YOUR PROGRESS

- 1) See Dakar Goals under section 4.5
- 2) See Major EFA Goals set by India under sub-section 3.5.3
- 3) EFA goals are pursued by the following strategies:
 - a) Preparation of contextual action plans to be implemented by Sarva Shiksha Abhiyan (SSA) and National Literacy Mission (NLM).
 - b) Involvement of people at grassroots level through democratic devolution of powers.

- c) According elementary education a fundamental right.
 - d) Eradication of adult literacy through mass literacy campaigns.
 - e) Wide coverage of elementary education through media and information technologies.
- 4) The major initiatives taken under ECCE are ICDS, Crèches, Balwadis, Anganwalis, ECE centres, Pre-primary schools, child-to-child programme, Child media laboratory, mobile crèches, and vikaswadis.
- 5) i) Operation Blackboard
ii) Mid-day meal scheme
iii) Education Guarantee Scheme
iv) DPEP
v) Lok Jumbish, Shiksha Karmi
vi) Mahila Samakhya
- 6) SSA stands for Sarva Shiksha Abhiyan, which means Education for All. This is a comprehensive strategy to achieve Universal elementary education by year 2010.
- 7) All children in the 6-14 age group in school/EGS centre/bridge course by 2003

All children in the 6-14 age group complete five years of primary education by 2007

All children in the 6-14 age group complete eight years of schooling by 2010

Focus on elementary education of satisfactory quality with emphasis on education for life
- 8) The first initiative to promote adult literacy was National Adult Education Programme (NAEP), which was launched on 2nd October 1978. The second initiative was the National Literacy Mission, which was set up in 1988. It worked through a volunteer based Total Literacy Campaign (TLC) mode.

UNIT 5 INFORMAL EDUCATION

Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Informal Education: The Concept
- 5.4 Differences between Formal, Non-formal and Informal Education
- 5.5 Compartmentalisation between Formal, Non-formal and Informal Education
- 5.6 Need for Informal Education
- 5.7 Beneficiaries of Informal Education
- 5.8 Agencies of Informal Education
 - 5.8.1 Family
 - 5.8.2 Peer Group
 - 5.8.3 Organisations Providing Various Educational Programmes
 - 5.8.4 Consumer Education
 - 5.8.5 Information and Communication Technology
- 5.9 Let Us Sum Up
- 5.10 Unit-end Activities
- 5.11 Points For Discussion
- 5.12 Suggested Reading/References
- 5.13 Answers to Check Your Progress

5.1 INTRODUCTION

In the preceding units you have studied about formal and non-formal systems of education and that education is a joint venture between government and community. In the present unit you will study about the informal system of education. It is so called because it is that part of learning which one receives throughout one's life from other individuals, organisations, institutions (other than formal educational institutions) and incidental occurrences whose influence is immense. In this unit, you will study in detail about the concept, need, beneficiaries and agencies of informal education.

5.2 OBJECTIVES

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

- define the concept of informal education,
- differentiate between formal, non-formal and informal education,
- explain the need for informal education,
- identify the type of beneficiaries of informal education,
- discuss the different agencies of informal education, and
- discuss the role played by each agency of informal education in the development of an individual.

5.3 INFORMAL EDUCATION: THE CONCEPT

In this section, we have tried to explain the term 'informal education' which is one of the three basic learning systems comprehensively. The term 'informal', according to the Oxford dictionary, means something without formality or ceremony; some thing that happens outside the formal system. Thus, informal education is a process of lifelong learning; learning that takes place at all times, before, during and after formal education. It enables individuals to acquire knowledge, values, skills and attitudes from their day-to-day experiences, resources and educative influence of the neighbourhood. It, thus, has 'add on' value to our world of knowledge and is for one's own development. It is natural and self-motivated and based on autonomous efforts, relies on one's inner desires or strategies, and is permanent and continuous in nature. It is not pre-planned and does not require teachers. It results in gaining experience, updating our professional knowledge or special interests and meets our physical, emotional, intellectual and social needs. In fact, it relies on the educational value of non-educational activities. The chief characteristics of informal education are given below:

- There is no age restriction, institution or place restriction; it has no formal curriculum, no rules and regulations, no supervision of outside agencies, no code of conduct (strictly speaking), but there is a lot of education though not through a structure process.
- It is voluntary and on a vertical and horizontal continuum.
- It includes culture, social heritage and one's contribution to the culture of one's own generation.
- Techniques of learning are flexible.
- Learning takes place at the individual's own pace and not in terms of any model of rules and regulations.
- It prepares an individual for various complementary roles in tomorrow's life and to strike a balance between change and continuity.
- It emphasises learning and gathering information, knowledge and formative skills.
- It is integrated education, covering work and play and results in full development of an individual's personality.
- It is an open, non-competitive and non-prescriptive system of education.
- The teacher's role is like that of any other member of the society.

5.4 DIFFERENCES BETWEEN FORMAL, NON-FORMAL AND INFORMAL EDUCATION

By now, you know fairly well the concept of informal education and its main characteristics. You have also studied about formal, non-formal education and informal education in Block 1 of MES-012. Let us recapitulate what we know about these forms of education. Formal Education (FE) is a process by which one person, the teacher, does impart something to another – pupil. This process occurs in childhood and youth and prepares one for adult life. This process is customarily associated with educational

institutions – schools, colleges and university, technical and professional education. These institutions are deliberately planned and organised to exercise a specific influence on learning behaviours. These institutions have specific and limited working hours; are the result of planning, hierarchically structured, chronologically graded; require heavy investments in terms of equipment and furniture and staff. These are supervised by trained personnel. Time, curriculum, methodology of teaching, rules etc., are fixed. Learners learn what is to be designed for them by others and prepare for board/university examinations. This system caters to the needs of a comparatively smaller segment of population, whereas a larger segment comprising socio economic weaker section is left out of the formal system of education. The system is not incidental in nature.

Non-formal Education (NFE) is a well-planned scheme of education devised as an alternative to FE. It is carried out outside the framework of formal system of education. It has no pre-set parameters of time, age, space, curriculum and method of learning. Its educational content is improvised for each group, as and when required. Open school, open learning institutions and distance education are all forms of NFE. The objectives of NFE are to motivate children of 6-14 years of age and those who have not gone to school to receive education and develop expertise in work experience and occupation in which they are engaged. NFE also helps learners to develop mastery in language skills and healthy attitudes, skills and habits. It further develops in them a sense of good citizenship. Thus, NFE is life oriented and is linked with general development. It is also flexible, need based, relevant to life, and is less expensive.

5.5 COMPARTMENTALISATION BETWEEN FORMAL, NON-FORMAL AND INFORMAL EDUCATION

By now, you have been told about significant features of all the three systems of education. You can, therefore, very well appreciate that there is no watertight compartmentalization between the three systems. The three systems are complementary and mutually reinforcing elements. None should receive undue emphasis at the cost of the other. Each has its own role in the development of social control and social adjustment. The nature and method of conducting an activity categorises it as a particular system of education. For example, radio and television programmes are informal agencies of education but if these programmes are curriculum based and are broadcast during working hours of educational institutions, these can be considered as programmes of formal education. On the other hand, if an educational institution organises programmes for adults on handicrafts, agriculture, industry, foundry, black smithy, etc. then, we can say that these programmes provide informal education. Libraries provide a lot of informal education. Students attending non-formal education centres can move on to formal schools provided they meet certain requirements. Distance education may be termed as both formal and non-formal education, depending on the type and mode of educational activity. Formal and non-formal education are alike in the sense that both are organised by the society to improve upon informal learning. They, however, differ in their institutional arrangements, subject matter and clientele. A balance has to be maintained between these agencies because they preserve values of the past and make individuals move on the path of progress and to maintain a framework of 'life-long education' that provide a flexible and diversified system of formal, non-formal and informal education. All educational activities are part of this conceptual framework.

5.6 NEED FOR INFORMAL EDUCATION

Informal education has received attention both at national and international levels. The Central Advisory Board of Education prepared a paper titled 'Education in the Fifth Five Year Plan 1974-79'. In this paper it stated, "Another major transformation needed in the present educational system is to give it a large informal education". The UNESCO document "Learning to be" (1973) also held informal education as valid. The International Commission on Education for the 21st Century (1993-96), appointed by UNESCO, has identified four pillars of education, namely (i) learning to know, (ii) learning to do, (iii) learning to live together and (iv) learning to develop one's personality and be able to act with full responsibility. Informal agencies of education (discussed later in this unit) help to promote all the four pillars of education.

Education is not literacy. Education is learning regardless of when, how and by whom it occurs. It is much more than conventional academic skills and subject matter. Informal education is a life long process and enables an individual to acquire knowledge, skills, attitudes and values from daily life and environment. The extent to which one benefits from such learning and is able to utilise this learning to new situations depend on one's intelligence, level of maturity, efforts and time available.

Advancement of science and information communication technology has brought many facilities at the doorsteps of common man for learning and has contributed towards expansion of informal learning. The formal education received by some creates in them a desire and a need for supplementary knowledge. A feeling of lack of knowledge in others creates in them a desire to learn and gain more knowledge, skills, attitudes and values through a variety of ways. One of them is informal education. Last but not least, the educational value of non-educational activities is constantly increasing. This shows that many individuals can learn in many more ways and at many more places than ever before.

5.7 BENEFICIARIES OF INFORMAL EDUCATION

The following categories of people benefit from informal education:

- People of all ages that have not received formal education
- Drops out and out of school children
- Learners of formal education institutions during their period of study
- Educated and semi-educated people
- Intellectuals and professionals who wish to update and polish their knowledge
- People who want to solve their problems, which need new adhoc learning for their solution
- People who wish to benefit from opportunities provided by professionals and community services
- People who seek personal satisfaction through recreational, cultural and leisure time activities

So far we have described the concept, characteristics, need and beneficiaries of informal education. In the next section, we deal with agencies of education.

Check Your Progress 1

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

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

1) Explain the concept of informal education.

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2) Why is the informal system of education needed?

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3) Name any four segments of society that are likely to benefit from informal education.

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5.8 AGENCIES OF INFORMAL EDUCATION

Some of the agencies that provide informal education are described below:

5.8.1 Family

The family is a universal, primary, and an all-inclusive social institution. It is as old as man himself. It is a group of persons united by ties of marriage or adoption, interacting and intercommunicating with each other and living as a single unit. It may be a nuclear family comprising husband, wife and their children. A joint family or an extended family on the other hand may have grand parents, uncles, aunts, and their families living together under one roof. Parents, in a family, have the responsibility for the upbringing of their children and creating and maintaining a culture.

a) Functions of a Family

Ogburn and Tibbits (1933) describes the following functions of a family for its members:

- i) Affectional : family provides an atmosphere of love for all.
- ii) Economic : family provides the required goods and services.
- iii) Educational : family imparts knowledge about mores and desirable knowledge.
- iv) Protective : family protects child from all unfavourable influences.
- v) Recreational : family provides means of play and recreation.
- vi) Religious : family initiates religious rituals, traditions and beliefs.
- vii) Status : family provides a status by providing social pattern of behaviour.

Besides, the above-mentioned functions, some more functions are performed by a family. These are briefly described below:

- i) Physical Functions : Bringing the child to this world, his/her rearing and upbringing, providing physical comforts, nourishment, clothing and shelter.
- ii) Cognitive/intellectual function : Providing good means and environment to meet his/her needs for learning, opportunity for self-expression and guidance in formal education.
- iii) Moral functions : Inculcating good habits and sense of responsibility.
- iv) Emotional function : Understanding sibling differences and treating them accordingly.
- v) Social function : Teaching etiquettes, proper code of conduct and behaviour towards others; social attitudes.
- vi) Healthy environment : Providing cohesiveness and smooth functioning of family, absence of broken homes and of delinquency, crimes, drugs, alcohol and violent sub-culture.

b) Significance of Family

- i) Family is the only institution where a child is born and has a father and a mother and general siblings too. Thus, there is a strong and enduring association between a child and his/her parents. Members of family derive a feeling of satisfaction and recognition.
- ii) Family plays an important role in the upbringing of the child and its transition from infancy to adulthood to old age. Again, the first lessons in intellectual, morality and moral behaviour and religious education are received in the family.
- iii) A child has his/her first lessons in social relationships, social patterns, social interaction, social learning, social processes, social structure as well as enculturation and acculturation. The process of socialisation of education begins in the family.
- iv) Definite behaviour patterns, mannerism, speech, vocabulary, patterns of earning and spending, religious feelings, sentiments, roles and responsibilities are learnt first in the family.

- v) Ties of love and affection, unity, solidarity, loyalty, faithfulness, cooperativeness and mutual good, democratic atmosphere and humanism in the family provide for emotional development of the child.
- vi) Family is essential for a child's education and to learn what not to do in the society – cheating, dishonesty, drug addiction, etc.
- vii) Family has a major influence on the cognitive development and scholastic performance of a child. Home environment affects academic achievement, language ability, and other socio-emotional abilities of the children. Activeness of family and intellectual and conducive home environment also lead to children's success in later life.
- viii) Each member in the family has a definite role/status, which may vary under different situations and with the passage of time.

Let us stop here and try to recapitulate what we have studied in this section. Before proceeding to the next agency of informal education, answer the questions presented in the 'Check Your Progress-2'.

Check Your Progress 2

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

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

- 4) What attitudes and behaviours should a child learn in the family so that he/she performs rightful acts in the society?

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- 5) Give any four points describing significance of family as an agency of informal education.

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5.8.2 - Peer Group

Besides, family social groups have a significant place in man's life. Man has moved and lived in social groups because of common interests, mutual protection, and satisfaction of physical needs, common culture, and sense of accomplishments. People of all age levels form groups but here we are more concerned with peer groups of children and adolescents. In this section, you will study about the concept of peer groups, classification of peer groups, characteristics and educational value of peer groups.

a) Definition of a Peer Group

According to Mac Iver and Page (1977), a group means “any collection of human beings who are brought into social relationship with one another”. Ogburn and Nimkoff (1966) state, “When two or more individuals come together and influence one another, they may be said to constitute a social group.” Thus, a social group consists of people bound together by specific norms of behaviour, common interests and influence one another, have limited membership and common objects of loyalty. A peer group comprises children/youth/ adults of almost of the same age and status. These groups are many and varied. A child or youth will be a member of quite a few peer groups. Our concern in this sub-section, as stated earlier, is mainly with peer groups of children and adolescents.

b) Classification of Groups

Groups can be classified on the basis of closeness of relationship and field of specialisation. Cooley (1909) categories groups as primary groups and secondary groups. Let us understand what these primary and secondary groups mean.

i) Primary Group

Primary groups are characterised by face-to-face and intimate association, and strongest bonds of inter-group relations and cooperation. They play a significant and fundamental role in forming the social nature and ideals of individuals. There is a ‘we feeling’ which binds the members in a common whole. Family, playgroup, community or neighbourhood are some of the primary groups.

- Family is also a formal group, which we have discussed in detail in the preceding section.
- Play groups: As the influence of family fades and becomes less over time, the influence of other children of similar age and economic status increases. Then the child moves among his/her friends. Such groups are called childhood playgroups and they play a significant role in developing the personality of the child. Children learn social traits that help them to become good citizens in future. These groups are temporary in nature, have common interests, concerns, manners, needs, modes of speech, activities and intimate face-to-face relationships and ‘we feeling’. The first playgroup is generally small, comprising two or three children. It is formed to carry out some specific activity of the moment. It is also likely to be a heterogeneous group consisting of both boys and girls of 7 to 8 year olds from the neighbourhood. They play and mix together freely unless some adult family member puts some restriction. There is no awareness of cultural or religious differences or of organisation. Leadership and opposition are short-lived and can change with the activity. The activity is highly imaginative and group members develop their own status and symbols. For example, a child may enact the role of a police officer in one activity and of a thief in another.

Playgroups of adolescents and teenagers are of a different nature, depending on the age and interests of their members and nature of activity. They also take leadership roles and prepare for future life. Their membership is selective, based on sex, economic status and sometimes religious affiliation and is not accidental or residence-based. Such a group selects its own activity. The members share their views, interests and problems unhesitatingly.

Sometimes peer groups may be in conflict with adult ideologies and face their disapproval. Such groups are called gangs. Gangs are of three types, namely, criminal gangs, conflict gangs, and drug addicts. Their activities are anti-social, violate some social expectations and are, therefore, considered bad. A gang has rigid interpersonal relations of status within a group, recognising leadership of one member by other members. It being a small group, its members know one another as whole persons and not as fragments. When such a group breaks, life breaks biologically, morally and intellectually because it has social, political, economic, cultural and educational influence on its members. Activities of a group on the whole are controlled. Their members have a strict discipline and strict rules governing their behaviour. Ability to perform and not the age is the main criterion for membership. Members use passwords and symbols and have secretive meeting places to carry out their activities. They are often defensive because of their anti-social activities. They also roam about here and there and engage in bad habits such as drinking, smoking, gambling etc. Maladjustment in the family, population density (less space at home), language used in the family or neighbourhood, low economic status, lack of recreational activities/facilities at home and/or living in slum areas may lead to the formation of gangs. Sometimes the fact that parents and community are not able to fill the gap in the need(s) of adolescents results in the creation of gangs. Efforts of gang adolescents need to be redirected, rechannelized and substituted to give them opportunities and facilities for doing constructive and creative work and get themselves educated.

A clique is a form of organisation that can be placed midway between an informal playgroup and a gang. It is a group of 2 to 3 persons having identical interests. Therefore, they move together and share their experiences and confidences. They are formed due to hostile attitude of parents or stiff competition with other groups. Children of the same socio-economic status can also form cliques. School and classes are other important factors that can help in the formation of cliques.

ii) *Secondary Groups*

To a large extent, secondary groups reflect and are an expression of the cultural life of the society. They are characterised by a casual relationship and are a result of single bond relationship. These groups have a definite organisation, select officers and engage in activities that have links with the purpose of the group. They may have face-to-face interaction but it is not essential and frequent as in a family. There can be continuous entering and dropping of individuals as members. Social clubs, professional associations, religious bodies, political party organisations, folk dance groups, Non Resident Indians (NRIs), first and second generation foreign-born members (e.g. Pravasi Indians) who promote the interests of their original country, boy scouts and girl guides etc., are some of the examples of secondary groups:

c) *Characteristics of Peer Groups*

Some of the salient characteristics of peer groups, according to Aggarwal (2002), are given below:

The members have:

- i) Feeling of oneness and unity,
- ii) Common interests,
- iii) Mutual obligations,

- iv) Common values,
- v) High expectations,
- vi) Members possess a 'we feeling',
- vii) Members are interrelated in many ways,
- viii) Members are expected to obey the norms.

d) Educational Value of Peer Groups

Peer groups, though not a formalised agency of education, act as an agency of socialisation. Their educational significance is discussed below:

- i) Children learn about modern, sophisticated and upto date knowledge from various sources including electronic media and share it with other children. It thus becomes a part of their mental equipment.
- ii) The peer group acts as an important means for moulding behaviour of its members who learn about rules of adult morality and inculcate social values.
- iii) Members develop allegiance to the group and achieve social recognition in view of the ideals and values it holds, e.g. a group based on games will give more respect to its good players. A literary group's members show more respect to its more learned members.
- iv) It provides training in leadership as well as in following the leader. It develops coping skills and skills for dealing with stress resulting from inter-group opposition.
- v) Its members learn the vocabulary of others.
- vi) Its members, who may belong to different socio-economic strata, work and move together. They, thus, learn attitudes, values and behaviour patterns of their new friends. They also develop social awareness towards future social activities.
- vii) Its adolescent members sometimes provide sex education and opportunities for self-identification, self-discovery and social identities.
- viii) It acts as a training group in learning about modes of social mobility, models of new social roles and inculcates habits and social qualities so essential for success in life.
- ix) Its members can enhance their academic achievements by discussing educational matters among themselves.
- x) Its members indulge in recreational and leisure time activities.
- xi) It teaches children about their culture. Children also come to know their social environment.
- xii) It maintains social flow. Children from lower socio-economic strata (SES), when move with their children of higher SES, feel motivated and aspire for better performance and to move higher in life.
- xiii) It supplements formal education.

Let us pause here for a moment to check what we have learned in this section.

Check Your Progress 3

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

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

6) Differentiate between primary and secondary groups.

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7) What is a peer group? What are its educational values? (Give any three points).

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8) What are anti-social sub-cultures and gangs? Suggest any two measures to deal with this problem.

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5.8.3 Organisations Providing Various Educational Programmes

Organisations like Bharat Boy Scouts and Girl Guides, YMCA, YWCA, Nehru Yuvak Kendras, Village Literacy Centres, training centres in factories, resident welfare associations etc. help the youth and others to have concrete activities like games and sports, gymnasium programmes, music, dance, dramas and folk art. They also arrange excursions, visits to historical places, literacy programmes, debates, quizzes, discussions etc. Problems of health and nutrition, vocational choices, human behaviour, interpersonal relations and hobbies are discussed and universal values are inculcated among the youth. These organisations, further, help the youth in the process of socialisation development of personality cognitive and non-cognitive domain and find meaning in life. The specific contributions of a few such organisations is given below:

a) YMCA

Perhaps you are aware that the Young Men's Christian Association (YMCA) works for youth empowerment the world over. The first YMCA in India, according to World Service History in India, was set up in 1875. The YMCA's programmes in our country include development of a computer training school in Kurnool, micro-business loan programme for women in Vellore, and leadership and institutional support and community development initiatives for Ranchi. Besides this, YMCAs are also said to provide medical attention and consultation for common illnesses, and small emergencies. For more serious cases, they refer the patients to larger hospitals and even provide the YMCA ambulance for transportation. In some parts of the country, YMCA carryout programmes like 'Campaign against Substance Abuse, HIV/AIDS, Peace-Transforming the Society, Culture of Peace and Anti-Addiction'. They also work for upholding universal values, and have deep concern over the increased use of alcohol, pan masala and tobacco among youth. They organise programmes for general awareness, education, training of peer leaders, street dramas of communities and public places, anti-addiction slogan contests, World Temperance Day, etc.

b) YWCA

Like the YMCA, Young Women's Christian Association (YWCA) is a worldwide movement in which women of all age groups, denominations, background and interests work, pray and share responsibility together to achieve the aims and purposes of YWCA. While doing so, it maintains a respect for the faith and tradition of each member. In India there are 62 local YWCAs which campaign for the welfare of women and support legislation reforms for removal of discrimination of women; equal wages for equal work put in by women, baby food code and maternity benefits, and ban on sex determination tests and dowry and sati practices among women. They also work on issues related to human rights, health, peace, environment and energy, refugee and migrant women and leadership by young women. Their action programmes are given below:

- i) Training in social work
- ii) Community development programmes
- iii) Hostels for working and student women
- iv) Recreation and sports
- v) Adult education and training in management skills
- vi) Adult education/leadership training.
- vii) Professional and business women's groups
- viii) Crèches and day care facilities for children for working women.
- ix) Counselling – careers, marriage and family life.

YWCA in India has undertaken networking with YWCAs of the world and also supports the Policy Statement on Development adopted at the 24th National Convention, 1994 which states: "We the YWCA of India do reaffirm the world YWCA Policy Statement on Development and we strongly affirm that the process of development is through the struggle for justice, further stating our commitment to....".

c) **Bharat Scouts and Guides Organisation**

Boy Scouts and Girl Guide movements though started as separate movements in pre-partition India, were merged on 7th November 1950 under the name of the Bharat Scouts and Guides (BSG) though the Girl Guides Association joined BSG on 15th August 1951. BSG is a voluntary, non-political, non-sectarian and non-commercial organisation. It works for character development of youth and of selfless service to the country. The organisation has structures at local, district, state and national levels and also has hierarchies. Its chief patrons are the President of India and the Vice-President of India respectively.

d) **Nehru Yuvak Kendra**

For multipurpose advancement of youth and out of school students, *Nehru Yuvak Kendras* serve to educate and train youth as per their needs and the requests of the community. They also organise cultural, entertainment and recreational programmes and activities like performing arts, games and sports, dance, music etc. They help young people to participate in community life, and provide them elementary training, vocational training for handicrafts, employment or self-employment, new techniques of agriculture and arraying farmers' clubs. They also arrange discussions, debates, conferences, talks, and visits to instil confidence, knowledge of the past culture and civil sense among the youth. Lastly, they provide education about health and family matters to people. A few activities organised by many youth organisations are described below:

i) ***Excursions***

Excursion trips to various religious, historical, hilly and industrial cities and other places provide knowledge pertaining to various aspects of life of people of those places, their professions, educational facilities, art and architecture, places of entertainment, history of the place and so on. For example, if you plan to visit Goa in India, you may collect some information about that State before your visit and some information may be collected on your visit to Goa. At the end of the visit, your knowledge may be richer by the facts regarding Goa's size its population, capital city, language, literacy rate, location, major industry, famous tourist spots, staple food of people, famous temples, etc.

ii) ***Exhibitions, Competitions and Meetings***

Some organisations organise activities like exhibitions, competitions and meetings. They have educational significance because what is told during the meetings leaves a deep impression on individuals mind, Elocutions, debates, games and sports, competitions arranged by a community, peer groups of adults' can have significant influence on individuals and participants so they learn about social values besides updating their knowledge on educational issues.

iii) ***Dramatization Role-play, Stimulation, Story Telling***

These are some of the oldest methods by which education (formal, non-formal and informal) can be provided. Communities have been using these methods for telling stories of their past, stories of great saints, cultural heritage, freedom movements, social concepts and ideas in different social settings, ill effects of illiteracy, drugs, alcohol etc. on the people. In rural India, yatras, community fairs, drama and theatres organised by village clubs, and in urban areas street plays, theatres, cinemas, etc. are powerful means of educating the masses on various aspects of social and cultural life.

In conclusion of this section, we can say that youth organisations should be secular and non-political in nature. Their programmes should be attended by a large number of youth. The youth movement should be a national movement and should be based on social and cultural ideologies of the country. They should satisfy psychological needs of the youth. To achieve these goals, activities of these organisations should be meticulously planned before their actual execution.

Check Your Progress 4

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

b) Compare your answers with those at end of the unit.

9) What are the major contributions of YMCA or YWCA?

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10) Write a short note on Bharat Scouts and Guides organisations.

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11) In what way are excursions are useful means of providing informal education?

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5.8.4 Consumer Education

Consumer education provides knowledge, skills, attitudes, values and understanding to the common people to become effective consumers. It equips them with the ability to make right choices and to sort out problems regarding purchases effectively. Further it helps people to seek more information and appropriate help at the most appropriate time. Thus, consumer education changes people's attitude and buying behaviour, empowers them and builds their confidence. It is, thus, a socio-economic movement that protects consumers' rights against sellers. Consumer education focuses on environment, conditions of producers, globalization and sustainability.

In India the consumer has been exploited for a very long time due to various reasons. These vary from scarcity of goods, to wide spread illiteracy to absence of strong consumer movement. Adulteration, abuse of fractional weight and measures, misleading advertisements, poor quality of goods and spurious products are some of the practices used to exploit consumers. There are many loopholes in some laws and their implementation is faulty. Consumers are ignorant of their rights, responsibilities and remedies provided under the law. When cheated, the Indian consumers hesitate to go to courts since legal procedures are time consuming, complicated and expensive. In view of the complexity of the market place, technology and impact of liberalisation, consumers need to be protected. To make the consumer movement a success, cooperation of consumers, business community, consumer associations and the government is needed. Also, exploitation is against the very nature of Directive Principles of State Policy enshrined in the Indian Constitution. Consumer education is also needed so that business may become a means for human and social welfare, to serve the society and act in a responsible way.

Objectives of Consumer Education

Consumer education aims to provide of practical life skills in order to play our role as consumers more effectively. The Constitution of India provides social, economic and political justice. The National Consumer Policy, therefore, aims to promote and protect consumers' rights against exploitation in consumer market. The **Objectives** contained in the final draft of The National Consumer Policy adopted after consultation on March 3, 1998 are as follows:

- i) Strengthen production and distribution patterns which are responsive to the needs of consumers, with the goal of promoting sustainable consumption on an equitable basis;
- ii) Advocate and promote ethical conduct, transparency, consumer participation and responsiveness in the choice of appropriate technology and environmental responsibility in providing goods, services and technology to consumers at all levels;
- iii) Promote the development of market conditions which provide consumers with appropriate choices at fair prices and right quality, and lesser burden on the environment;
- iv) Promote assessment of consumer impact in every area of governance where consumer interests are affected;
- v) Promote participation of consumers in every area of governance particularly in the Panchayati Raj system;
- vi) Promote adoption of Citizens' Charters for greater accountability and transparency in governance;
- vii) Encourage policies and programmes to enable sustainable production and consumption patterns; and
- viii) Promote regional and international cooperation in the field of consumer protection, sustainable consumption and production patterns.

Moreover, the **National Consumer Policy** intends to:

- i) Empower consumers to have access to the basic needs of life;
- ii) Protect consumers from hazards to their life and safety;
- iii) Enhance the access of consumers to adequate information to enable them to make informed and benign choices according to individual as well as societal needs;
- iv) Promote consumer education through formal as well as non-formal education systems so as to help consumers in their decision making;
- v) Promote accountability and transparency through adoption of Citizens' Charters;
- vi) Provide a expeditious and inexpensive system of delivery of justice;
- vii) Promote an independent consumer movement in the country by providing assistance to consumer – and other relevant groups to form their own organisations and giving them the opportunity to present their views in the decision-making process.
- viii) Initiate and implement appropriate mechanisms for exchange of information on measures of consumer protection, nationally, regionally and internationally.

Measures to Protect Consumers

The following measures can be adopted to protect consumers:

- 1) **Voluntary Measures:** Voluntary measures include a social awareness of products and goods among consumers and others to increase their power and rights in relation to sellers. These also refer to activities of voluntary organisations designed to protect consumers' rights. Further, these measures imply organised efforts of consumers seeking redressal, restitution and remedy for dissatisfaction caused by practices and policies of business. Factors like increased income, expectations for better quality products, legislation for consumer protection etc. has given rise to consumerism among conscious people. The following approaches can lead to consumerism:
 - Self-regulation by business community
 - Formation of consumer associations
 - Alert and conscious consumers
 - State support from legislature, judiciary and executive.
- 2) **Statutory Measures:** Several laws have been passed from time to time to protect consumers. Therefore, consumers need to be made aware of them. Some of these laws are: Essential Commodities Act, 1955; Prevention of Food Adulteration Act, 1954; Drug and Cosmetics Act, 1940; MTRP Act, 1969, Protection of Civil Rights Act, 1955; Public Insurance/Liability Act, 1991 etc. The Consumer Protection Act, 1986 is one of the significant steps to protect consumers' rights and empowering them against unfair trade practices of manufacturers and public utility services. Its salient features are given below:
 - a) It safeguards consumers' interests against defective goods, unsatisfactory services, unfair trade practices and other forms of exploitation.
 - b) It applies to all goods and services.
 - c) It lays time frame for disposal of cases.

- d) It provides for simple, inexpensive and quick disposal of grievances.
- e) It covers all sectors – public, private, co-operative etc.
- f) It provides for consumer protection councils in every state.
- g) Its provisions are compensatory in nature.
- h) It provides for three-tier machinery comprising District Forums, State Commissions and National Commission to protect and promote consumer's rights.
- i) It covers six rights which are given below:
 - a) Right to Safety : Provides protection against marketing of goods that are hazardous to life and property.
 - b) Right to Information : Right to be informed about quality, quantity, potency, purity, standard and price of goods or services to protect consumers from unfair trade practices.
 - c) Right to choose : Right to access to a variety of goods and services at competitive prices.
 - d) Right to be heard : Right to represent and consumers' interests will have due consideration at appropriate forums.
 - e) Right to seek redressal : Right to get relief against unfair and restrictive trade practices or unscrupulous exploitation.
 - f) Right to Education : Right to know all about one's rights as a consumer.

By an amendment carried out in 1993, scope of this Act has been widened it was cover paid services like medical services rendered for a charge.

- 3) **Consumer Welfare Fund:** This Fund was set up in 1992 by the Departmental Revenue and it became operational in January 1999. The funds are used for the welfare of consumers so as to strengthen consumer movement in the country. It also aims at assisting voluntary organisations in spreading consumer education.
 - i) Work of individuals and organisations doing work for consumer protection especially in rural, tribal and other backward areas should be recognised.
 - ii) Government's efforts declaring 24th December, as National Consumer Day should be appreciated.
 - iii) Department of Consumer Affairs has launched the following initiatives:
 - Setting up of consumer clubs in schools, right across the country to educate children about the consumer rights and responsibilities in a friendly manner.
 - To involve students in consumer movement in an interactive way. Video programmes on consumer education in Hindi have been prepared targeting primary, upper primary and secondary level schools and made available to schools, consumer clubs and state governments.

Check Your Progress 5

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

12) Describe the need for consumer protection in India.

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13) Describe a few measures by which you can protect consumers against exploitation by sellers.

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5.8.5 Information and Communication Technology (ICT)

As you know, economic, social and political changes are taking place in the world through information and communication technology (ICT) at a very fast rate. ICT as a revolution is not confined to science and engineering only. It is bringing dramatic changes to improve the resource allocation process, to implement programmes' efficiency, for attacking problems of rural poverty, environmental degradation and improving our lives in a big way. In this section we will discuss how big media/mass media (press, radio, TV) little media (tape recorder, films, strips, and audiocassettes) and electronic media can be useful in impacting informal education.

a) Mass Media Communication

Mass media in education is of great help in spreading literacy, is useful in social education, provides significant education on all aspects of life as well as in a simplified way on complex matters such as performing operations, experiments etc. These media further help in modifying behaviour, attitudes and habits of individuals, have appeal to various senses and is thus useful in developing motivation. These also help in reinforcing group dynamics.

- i) **Radio:** Radio is an important and comparatively less expensive means of communication, education in reaching out to remote, vast, inaccessible and large areas of land. It motivates, inspires and attracts vast, wide or scattered and even

illiterate audiences. Besides the regular programmes like drama, music, talks, news bulletins and reviews, most radio stations broadcast educational programmes exclusively meant for the educated, students and the learned. There are also programmes for children and women. There are also discussions and talks by learned people and great leaders, quizzes, question hour sessions, etc. which are extremely useful for creative thinking, effective learning and imaginative response. Areas like art, literature, history, religion, agriculture, and economic and political issues are also covered. Radio has worldwide publicity. Therefore, its range of influence and appeal is very wide.

- ii) **Television:** Television (TV) has many features common with radio but has more effective appeal for both young and old as it is audio-visual medium. TV brings places, processes, people, events (which otherwise can't be seen) closer to viewers. It is a promising means achievement of educational objectives. It can show objects, which the naked eye cannot see or are hidden from view and can demonstrate processes, which take place over a long period of time. It is also an invaluable aid to understanding and memory and help in restricting our opinions and views. It is especially valuable for vocational training and adult education. TV is a good means of providing distance education, promotes equalisation of educational opportunity for reaching remote areas, makes quick and lasting visual and aural impression and directs attention to the exact details of an objective. It also brings events, demonstrations or film presentations immediately after the event. It can dissolve one picture into another to indicate time lapse. Technical advancements in the areas of production, distribution and utilisation; interactive telecast system, still-picture television etc. have enhanced the value of TV as an educational, entertainment and knowledge giving source.
- iii) **Press:** Press is an important passive agency for providing informal education. Newspapers, magazines, books, journals, and periodicals published and printed by a community have great influence in moulding opinions and shaping morals, attitudes, values, behaviours, character and personality of their readers. Happenings in social, economic, political, educational, sports, spiritual, cultural life, etc. at local, state, national and international levels are reported in the newspapers the next day. Journals, periodicals and papers give reports of surveys, findings of studies, articles, reviews of books by research reports, opinions of readers etc.

b) **Little Media of Communication**

Pictures, posters, photographs, CCTV, sound motion pictures, educational films and documentaries, audiocassettes etc. come under this category. Little media also play the same role as big media but on a small scale as their viewership is limited. A few of these are described below:

- i) **Photographs, pictures and posters:** We generally find use of photographs and posters in villages and in modern homes, hospitals, dispensaries and other public places. It is essential that the pictures used actually convey what they intend to convey and should be aesthetically made. These should reflect the interest and tastes of people. This medium is heavily used for population control campaigns, *Sarva Shiksha Abhiyan* for spreading primary education and for agricultural and health related issues.
- ii) **Still pictures** may take the form of slides, filmstrips, flip charts, charts, photographs or drawings printed in any form of booklet. Pictures are used in illustrating concepts on describing a thing as stimulating questions.

News groups provide information on the Internet which is not restricted to people one knows but enable them to post public messages related to a topic and to reply to them with the help of servers and 'special news readers' software. News groups are organised for different topics and categories. Moderated messages are more focussed and of better quality.

Mailing lists is still another way of communicating with people on the Internet on a particular topic. In this technique messages are communicated through e-mail. A number of copies of the reply, if any, are made to the message received. These are then sent to each member of the mailing list.

vi) Some real time communication techniques are explained below:

- a) **Internet Chat:** Internet chat is not chatting in the true sense of the word. It is in fact using Internet chat software by which typed messages transmitted immediately between group members. Chee-Kit-Looi (2002) states that chat group members can remain anonymous and need not give their identity. Also a temporary history of the conversation can be recorded.
- b) **Internet Telephony:** With the advent of Internet telephony one need not carry bundles of data across the world. By this Internet telephony method a conversation much like the telephonic conversation takes place by using computer speakers and Internet in the former case and only telephone instrument in the latter case.
- c) **Video Conferencing:** is a technique where in the use of video cameras connected to two or more individuals' computers is made. Images and sounds are sent through the Internet. It is an interactive electronic communication among two or more locations. Live interaction between the source and the receiver takes place.

Check Your Progress 6

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

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

14) Name three mass media communications that can reach out to a vast audience.

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15) Name three media of communication that reach out to smaller audience.

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- 16) How has Information Technology brought about a revolution in providing informal education to people?

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5.9 LET US SUM UP

Let us have a quick look at what we have tried to convey to you through this unit on informal education. Informal education means knowledge, attitudes, values and skills one receives outside the portals of formal education institutions. It is universal and includes daily process of adding some learning to our knowledge. It is both a desirable and essential part of a well-ordered society. There are no watertight compartments between formal and informal education. Both complement and supplement each other. Informal education is beneficial for people of all ages and all strata of society. Informal education can be provided by different agencies. Family, peer groups (primary and secondary groups), youth organisations such as YMCA, YWCA, Nehru Yuvak Kendras, Bharat Scouts and Guides provide informal educations. Youth festivals and excursions to different places also provide informal education. Consumer education and ICT are other means of providing informal education to individuals.

5.10 UNIT-END ACTIVITIES

- 1) Observe your own family and the neighbouring families. Find out how families play a significant role in the education of children.
- 2) Recall the experiences you have gained from your peer group. Analyse how they have contributed to your becoming an educated person.
- 3) Find out the youth organisations in your locality working for education of people and assess how they contribute to the education of people.
- 4) Interview a few students, some businessmen, some working people, and some housewives who are regular users of Internet and find out how it helps them in their lifelong learning.

5.11 POINTS FOR DISCUSSION

- 1) Should consumer education be made a movement? Justify your answer.
- 2) Mass media like radio, television, etc. play a great role in providing informal education to people. Discuss.
- 3) "Informal education is a life long process". Explain.



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Situations**

- 11) Excursions impart informal education by providing knowledge pertaining to various aspects of life of people, their professions, art and architecture, history of the people and place, etc.
- 12) There is a need of consumer education in India. It makes business a means for human and social welfare and to serve the society in a responsible way.
- 13) See measures to protect consumers.
- 14) Radio, Television, Newspaper
- 15) Educational films, Audio Cassettes, CCTV.
- 16) Information Technology has brought about a revolution in providing informal education to people. Computers, Internet facilities like email, websites are effective means of engaging people in educational activities anywhere and anytime. An individual sitting at home or at any place can learn a lot about anything he/she wishes from Internet.