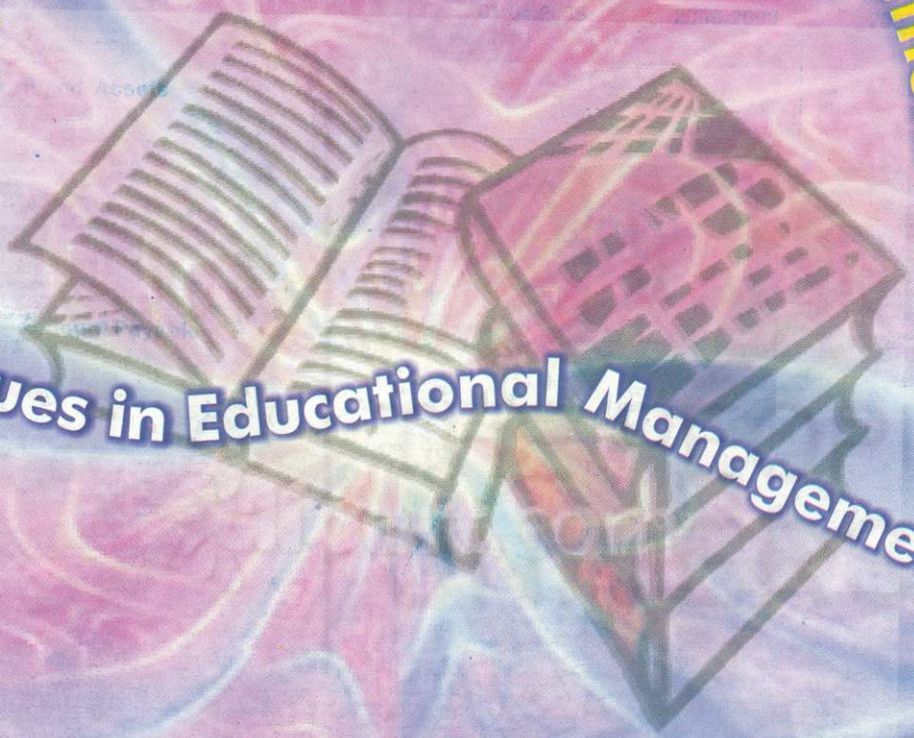
Indira Gandhi National Open University
School of Education

MES-041
GROWTH AND DEVELOPMENT
OF EDUCATIONAL MANAGEMENT

Introduction to Educational Management



Issues in Educational Management

Emerging Trends in Educational Management

Issues in Educational Management:
Sectoral Dimensions

2

"शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।"

– इन्दिरा गांधी

ignou
THE PEOPLE'S
UNIVERSITY

"Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."

– Indira Gandhi

Indira Gandhi
National Open University
School of Education

MES–041
Growth and Development of Educational Management

Block

2

ISSUES IN EDUCATIONAL MANAGEMENT: SECTORAL DIMENSIONS

UNIT 6

Formal Sector 5

UNIT 7

Non-Formal Sector 25

UNIT 8

Governmental Sector 57

UNIT 9

Non-Governmental Sector 71

Expert Committee

Prof. Lokesh Koul
Prof. Emeritus (Education)
Himachal Pradesh University,
Shimla, H.P.

Prof. Snehaben Joshi
Formerly with Deptt. of
Educational Administration,
Faculty of Education and
Psychology. M.S. University of
Baroda, Vadodara,Gujarat

Prof. K. Sudharao
Senior Fellow
Higher Education Unit
National University of
Educational Planning and
Administration (NUEPA)
Aurobindo Marg
New Delhi

Prof. S.L. Jena
Former Director
State Council of Educational
Research and Training (SCERT)
Bhubaneshwar, Orissa

Dr. Nayan Tara
Faculty, Public Systems
Indian Institute of Management
Bangalore

Prof. B.B. Khanna
School of Management Studies
IGNOU

Prof. S.K. Panda
STRIDE, IGNOU

Prof.M.L. Koul
Director, SOE, IGNOU

Prof. S.V.S. Choudhary
Vice Chairman, NCTE
Delhi

Ms. Poonam Bhushan
Lecturer (Selection Grade)
Special Invitee
SOE, IGNOU

Prof. Vibha Joshi
SOE, IGNOU

Course Preparation Team

Course Contributors

Dr. Subhash Arya
Lecturer, Lady Irwin College of
Education, University of Delhi
Delhi

Dr. Sudarshan Mishra
Lecturer, Army Institute of
Education, Delhi

Mr. Trilokes De
Consultant, IGNOU

Unit Design and Editing

Prof. Vibha Joshi
SOE, IGNOU

Proof Reading

Mr. Trilokes De
Consultant, SOE
IGNOU

Chief Editor

Prof. C.L. Anand
Former PVC, IGNOU

Production

Prof. M.L. Koul
Director
School of Education

Mr. S.S. Venkatachalam
Assistant Registrar (Pub.)

M. Sumathy Nair
S.O. (Pub.)

July, 2009

© Indira Gandhi National Open University, 2009

ISBN-978-81-266-4076-8

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information on Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by Director, School of Continuing Education, IGNOU.

Lasertypesetted at Graphic Printers, Mayur Vihar, Phase-I, Delhi-91.

Printed At :- Kalyan Enterprises ,215/5 Ambadker Gali Moujpur,Delhi -53

BLOCK 2 ISSUES IN EDUCATIONAL MANAGEMENT: SECTORAL DIMENSIONS

Block Introduction

The term system of education refers to a society's total pattern of formal institutions, agencies and organisations that transmit knowledge and the cultural heritage and that influence the social and intellectual growth of the individual. (The New Encyclopaedia Britannica Vol. 18 pp.115)

Educational management is a field of study and practice concern with operation of educational organisations. The process of deciding on the aims of the organisation is at the heart of educational management. There are so many issues related with educational management. But our discussion confined with Formal Sector, Non-Formal Sector, Governmental Sector and Non-Governmental Sector. A brief introduction of each unit is given below.

In unit 6 **Formal Sector**: Any educational institution covers different kinds of institutions such as schools, colleges, universities, training institutions, research organisations, etc. Education is a process, begins at birth, of developing intellectual capacity, skills and social awareness, especially by instruction. The formal education has explained certain objectives, while educational process is characterized by continuity, intensity and systematic approaches.

Unit 7 consists of **Non-Formal Sector**. Non-Formal Education (NFE) provides instruction that is not obligatory and unstructured and is learnt outside the context of a formal school. Non formal education is conceptualised as an organised educational activity, occurring outside the traditional framework of formal educational system.

The unit 8 titles **Governmental Sector**. Education in India is regulated at both central and state government levels. As a result regulations often differ from state to state. The constitutional amendment of 1976 includes Education in the concurrent list. It has been observed that Education is one of the most common place activities to be found in any society.

Unit 9 explores with **Non-governmental Sector**. Alternative education is accepted as an important aspect of strategy to achieve universalisation of education. As universalisation of education can not be achieved only through formal system of education, the role and relevance of non-governmental sector is equally significant. Here we have discussed the non-governmental sector, where education can be made possible to much wider groups and in their contexts, medium of instruction, by using local experts and resources and also the timings and venue suitable to the target audience. Impact of globalization and emergence of social reforms, along with governmental sector, non governmental sectors also play vital role towards realising the development of the society.

Course 1 Growth and development of Educational Management

Block- 1 Introduction to Educational Management

Unit – 1 Concept, Meaning and Scope
Unit –2 Historical Perspective: Indian Context
Unit –3 Theories, Models and Practices in Educational Management
Unit –4 Principles and Techniques in Educational Management
Unit –5 Management of Innovations

Block –2 Issues in Educational Management: Sectoral Dimensions

Unit –6 Formal Sector
Unit –7 Non-formal Sector
Unit –8 Government sector
Unit –9 Non- Government Sectors

Block –3 Emerging Trends in Educational Management

Unit –10 Various Emerging Approaches in Educational Management
Unit –11 Comparative Perspectives
Unit –12 Roles & Applications of Information and Communication Technologies (ICTs)
Unit –13 Action Research Approach

ignou THE PEOPLE'S UNIVERSITY

UNIT 6 FORMAL SECTOR

Structure

6.1 Introduction

6.2 Objectives

6.3 Formal Educational Sector: An Overview

6.4 Education System

6.5 School Education

- 6.5.1 Pre-primary Education
- 6.5.2 Primary and Elementary school Education
- 6.5.3 Secondary and Senior Secondary School Education

6.6 Higher Education

- 6.6.1 Tertiary Education
- 6.6.2 Technical and Professional Education

6.7 National Knowledge Commission (NKC)

- 6.7.1 Suggestions and Recommendations on different aspects of School Education
- 6.7.2 Suggestions and Recommendations on different aspects of Higher Education

6.8 Let Us Sum Up

6.9 Unit-end Activities

6.10 References

6.11 Answers to Check Your Progress

6.1 INTRODUCTION

The education system of a society is largely reflected by the pattern of formal institutions, the agencies and their organisations which are responsible for transmitting knowledge and the cultural heritage. An education system would influence both the individual and the society. No education system is static, it is always in a process of change. Changes may not be always visible or felt. As human beings are dynamic and changing as per the societal demands, a system catering to them is also subject to modification. The administrative structures and controls help in understanding a given educational systems in a society better.

In the present unit, the focus is on what constitutes formal education sector and its features, management structure and important issues concerning its administration and control.

6.2 OBJECTIVES

After going through this unit you will able to:

- explain the concept of formal sector in education;
- describe working of the formal sector in the field of education;
- understand the various issues related to management of formal education institutions.

- appreciate the government's priorities in the formal education sector;
- discuss the issues related to management of education system in the formal education sector; and
- analyze various issues in educational management with special reference to formal education institutions such as school education, higher education, technical and professional education etc.

6.3 FORMAL EDUCATION SECTOR

Education as a process, begins at birth, developing intellectual capacity, skills, and social awareness, especially by instruction. The formal education could be explained with the help of certain objectives, while educational process is characterized by continuity, intensity and systematic approaches. It also allows continuation of the information that is assimilated in knowledge. Further, it strives for developing, improving and creating abilities and capacity of the learners and also facilitates process of individual and societal adjustments. In short, the broad features of formal education are :

- familiarization of persons with intellectual studies;
- possibility to combine different theoretical sciences; and
- creation of a strong base for further development of knowledge.

UNESCO (1997) defines formal education as *Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old.* Formal education in India refers to the hierarchically-structured education system from the kindergarten through the university, including institutions of technical and professional education and training. It is generally highly structured and rigid with respect to age, time duration, mode of transaction, target learners, evaluation process, etc.

The development of formal structure in education system is associated with the complex nature of societies as a result of continuous progress and development. The outcome reflects need for efficient means of knowledge, skills and cultural transmission. As a result, formal education is evolved and consequently formal institutions i.e., schools are established. The specialists involved in transmitting knowledge, skills and values are called teachers.

Today, we are familiar with the formal education and its agencies i.e., schools, colleges, universities on one hand and on the other hand the specialists imparting knowledge, skills and values to children. The specialists are known as teachers or tutors or instructors and they have become an integral part of the formal system.

6.4 EDUCATION SYSTEM

In India, educational system has 12 years of formal schooling (excluding 2 to 3 years of pre-school education), 3 to 4 years of under –graduate education, 2 to 3 years of post- graduate education, and 3 to 4 years of doctoral level education. The description of school education system in the country is explained below.

In India school education is compartmentalised into four stages and it covers twelve years of schooling: primary, upper primary or middle, secondary and higher secondary.

Earlier 10+2+2 system of school education was followed which covered ten years for Matriculation, two years of Intermediate Education and two years of undergraduate study leading to a university degree. The Mudaliar Commission also known as Secondary Education Commission (1952-53), suggested 11 years of schooling in which three classes (ninth, tenth and eleventh) constituted the secondary and higher secondary stages. This arrangement had a provision for diversification of education after class eighth. It also recommended an additional eleventh year of schooling which, in a way, shifted one year from the university stage to the school stage. This Commission is also known for the establishment of multipurpose schools at the secondary level, giving impetus to vocationalisation of education.

The Education Commission (1964-66) recommended common school system, consisting of 8 years of elementary education, 2 years of secondary education and 2 years of senior or higher secondary system of education.

Later on the National Policy on Education 1986 as updated in 1992 endorsed this recommendation and consequently school education in all states is of 12 years duration. Still one can observe variations among states in class composition of elementary and secondary stages.

There are considerable differences between the states in terms of the organizational patterns within these first 10 years of schooling. The government is committed to ensuring universal elementary education (primary and upper primary education) for all children up to the age-group of 6-14 years. Primary education includes children of six to eleven years of age-group and covers from class one through five. Upper elementary or middle school education caters to the student age group eleven through thirteen and includes classes six through eight. The secondary stage covers classes IX and X whereas higher secondary stage constitutes XI and XII classes. The student age groups are 14-15 years and 16-17 years in secondary and senior secondary stages respectively. School education up to secondary education is called as **common school education**. This stage is a decisive one as it provides opportunities for specialization areas like academic streams – science, arts, commerce and also vocational streams in the formal schools as well as vocational job-oriented courses in training institutes and polytechnics. In addition to this, a large number of secondary school passouts join the world of work. While senior secondary/higher secondary education/ intermediate education/pre-university education is the terminal stage of formal school education and prepares students for further or tertiary level education in all i.e., academic and professional courses.

Higher education in India provides an opportunity to specialize in a field of study and it includes technical education, professional education, colleges and universities in general. It is also known as post senior secondary stage.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Write any three features of formal education .

.....

.....

.....

.....

2. What is common school education?

.....

.....

.....

.....

6.5 SCHOOL EDUCATION

The structure of school education in India is given in Figure 6.1 below:

Duration (In years)

Years	School Level	Age
2 years	Senior or Higher Secondary	17-18 years
2 years	Secondary IX and X	15-16 years
3 years	Upper-Primary or middle classes VI to VIII	12-14 years
5 years	Primary Classes I to V	6-11 years
2 to 3 years	Pre-primary	4-6 years

Fig. 6.1 : Educational Structure at School Level

(as per NPE recommendation)

6.5.1 Pre-Primary Education

Pre-primary education in the country is outside the domain of the formal school education. The research findings have reported positive impact of pre-school experiences on successful completion of primary and elementary levels education eventhough this stage of education is scattered, at times unrelated and many times could be equated to formal teaching at classes before primary school stages. The structure, objectives, duration, curriculum, teaching-learning strategies, evaluation and linkage to primary education system needs overhauling. Even availability of suitably and adequately qualified trained teachers, other functionaries and teacher training institutions are scarce. The main issues concerning pre-school education system are:

- Linking pre-school system to primary and elementary school system
- Teacher training programmes for pre-school teachers and other functionaries
- Recognition of teacher training programmes
- Linkage between early childhood care stage to early childhood education
- Training of Anganwadi workers, pre-school teachers and functionaries and early childhood care functionaries
- Formalisation of pre-school education system

In our country, the pre-primary schools a part of Ministry of Child and Social Welfare, are run by the government in every state along with ICDS. The pre-primary schooling time is basically morning time.

6.5.2 Primary and Elementary School Education

Primary Education is the first stage of compulsory or basic education. It is the

foundation on which the development of every citizen and the nation as a whole hinges. It is considered as fundamental to all-round development of the individual. Thus primary education for all in India has also been one of the major challenges for the government.

In formal or conventional school education elementary education in India means eight years of schooling from the age of 6 to 14 years. The government has made elementary education compulsory and free in the government or state funded schools. Eventhough the achievement of the goal of universal elementary education has been on the positive direction, still cent-percent attainment of EFA is a distant dream. The NPE 1986, further clarified that elementary education structure would comprise 5 years of primary education and 3 years of upper primary education.

After the District Primary Education Programme (DPEP) of 1994, the govt. has now launched the "Sarva Shiksha Abhiyan" or SSA. It was launched in 2001 to universalise and improve the quality of elementary education in India through community ownership of elementary education. In order to effectively decentralize the management, it has involved Panchayati Raj institutions, school management committees, village and urban – slum level of education committee, parents-teachers association, mother-teacher association and tribal autonomous councils and other grassroots-level structures.

Issues confronting primary schooling in the country are as follows :

Primary schooling in formal sector is mostly run by government and mainly in the rural and backward areas. At the primary stage, one teacher is incharge of one class and teaches all subjects . Many a times a teacher with no mastery of mathematics and English at senior secondary stage has to teach those subjects too. The situation is common in primary schools located in far-flung and rural pockets. In upper primary or elementary stage, the provision of subject-wise teachers is existing but availability of teachers in the schools located in difficult and disturbed areas is a question. A teacher having no science background teaches science or mathematics. Provision of subject-wise recruitment of teachers exits. They are trained specially for teaching certain subjects only.

Subject specific teachers are appointed at the upper elementary or middle level. For example, mathematics teacher will teach mathematics to students from classes VI to VIII, or language teacher will teach respective language, a science teacher would teach science subjects, and so on. Even there is a further specialisation that science teacher with life science background will teach topics in life science and chemistry and teacher with mathematics and physics background will teach these two subjects only. Even in social sciences this specialisation exist. Even though the provision exists, availability of teachers and more so women teachers for girl students and schools in rural areas is a difficult task.

India's concern to attain universalisation of elementary education immediately after independence and subsequently declaration in Dakar and Jomtien international forum reflects its commitment in providing elementary education to all. Even the guidelines to have a primary school within a radius of a maximum of one km walking distance for students and an elementary school for three primary schools resulted in accessibility of primary and elementary education in the formal sector throughout the country.

The NPE and POA have expressed some important concerns that still confront elementary education, in order to make it compulsory. They are as follows:

- The emphasis needs to significantly shift from mere enrolment to retention.
- Retention has to be achieved through appropriately decentralised participative planning with community involvement.
- Infrastructure support provision in terms of improved school environment, satisfactory condition of school buildings and provision of appropriate teaching-learning materials are a major imperative.
- Qualitative improvement in elementary education through child-centred, activity-based teaching-learning process is required.
- Restructuring of pre-service and in-service teacher education is also an imperative condition.
- Addressing the focal issue of equity of access and quality is a paramount concern.
- Need for providing quality education to the hard-to-reach, marginalised and disadvantaged groups of children through appropriately flexible strategies.

The major issues with respect to elementary education in the formal sector are:

- **Access:** Improving access and enabling all children to complete elementary education of good quality is a central goal of the Indian education policy. The speed with which access is provided to all children is dependent to a large extent on the success with which the central and the state governments manage the supply-and demand – side interventions in elementary education.

  Availability of schooling facilities is one of the indicators of enhanced access. As per norms, a habitation (cluster of households) is entitled to have a primary school if the total population is 300 or more and there is no school within a distance of one kilometer. For upper primary, the corresponding norm is a total population of 500 or more and a distance of three kilometers.

  The Government of India has launched a major scheme called Operation Blackboard (OB), to provide physical infrastructure in terms of school buildings, classrooms, additional teachers and teaching-learning material. The three components of the scheme are:

- Provision of a building comprising at least two reasonably large all-whether rooms, with a verandah and toilet for boys and girls;
- Atleast two teachers-one of them preferably a women in every school; and
- Provision of essential teaching-learning materials including blackboards, maps, work experience.

An extensive and major programme was implemented in select states of the country in 1994. It was DPEP. It tried to put into practice the vision encompassed in the POA of reconstruction of primary education through decentralised district-specific projects that would follow an integrated approach instead of a piecemeal implementation (EFA: The Indian Scene, 1993). It laid emphasis on local area planning with the district plans being formulated in their own manner rather than being derived from a state plan project document. Besides, it also attempted to infuse greater vigour and professional inputs in planning and appraisal. One of the main aims which has implications for various education sectors is to provide access to primary education to all children through formal or alternative systems (DPE Guidelines, GOI, 1995).

The incentives that led to increased enrollment and more formal primary schooling are as given here :

- Provision of free textbooks to SC/ST and girls children.
- Awareness generation and involvement of local community through detailed microplanning exercises ensured that children come to schools and continued to come everyday to reduce the wastage, stagenation and dropouts rates.
- Introduction of National Programme of Nutritional Support (Midday Meal Scheme in August 1995).

In SSA the major obstacles found were infrastructure upgradation. repair and upgradation of existing schools, funds which have been provided in this scheme and even provision of additional classrooms were also kept on demand basis. A significant supply-side intervention proposed by SSA is the norm of arranging for extra teachers either through fresh recruitment or rationalisation of existing teacher's positions. The norm provision of teachers in SSA is based on the teacher-student ratio 1:40. For every 40 children, one teacher would be provided and each primary school would have atleast two teachers to overcome the difficult situation of multigrade existing in most schools, located in difficult areas.

The VEC and the PRIS are important bodies in providing the much needed interface with the community to ensure that all children have access to schools either through formal or non-formal alternative means. This would be done through active habitation-based microplanning to identify out-of-school children, working children, children with special needs and of difficult and marginalised sections.

Equity: This issue is important as still large numbers of children are not enrolled in primary schools. The major problem is of the glaring disparities in access and participation of certain sections of the population and specific geographical pockets. They have still failed to fully benefit from the various interventions in Elementary Education. There is tremendous need in the present context to rectify historical inequities through their equitous addressal in the policy framework on education. These female children have been kept away from mainstream education primarily due to historical, cultural and economic considerations. Considering this issue input-based interventions have included increasing the number of schools, classrooms and teachers along with recruitment of female teachers. This boosted enrolment, attendance and retention. It has been found that provision of proper toilet facilities and separate one for girls is also an important factor. For ST children, the main factor for non participation is cultural discontinuity and alien language of instruction in schools. The teachers in tribal intensive locations would need to act as a change agent , generating awareness, ensuring community involvement and earning the children's trust. Teaching -learning materials would need to be prepared in the local dialect. As a step in attracting children, tribal-culture friendly architecture has been attempted in the school buildings in tribal areas and this has lead to improved access.

Quality: Etymologically the term 'quality' means a high degree of goodnees or worth. The quality of Elementary Education is linked to its relevance to the learner. There are certain directional indicators that characterise quality Elementary Education. They are:

- Improvement in provision of infrastructure and human resources for elementary education.
- Provision of improved curriculum and teaching-learning materials.

- Improved quality of teaching -learning processes through introduction of child-centred methodology.
- Attention to teachers development.
- Increased focus on specifications and means of learner's achievement patterns.

Better Infrastructure and Human Resources

Operational blackboard, SSA interventions based on better provisions for infrastructure, teaching -learning resources, number of teachers in a school, provision of renovation and repairs in the school building and constitute better infrastructure.

Regarding teachers, there would be 2 teachers per school or one teacher for every 40 children. In the upper primary schools the teachers would be provided on the basis of subject teaching and teaching overload.

Provision of Quality Teaching – Learning Resources

Majority of the classrooms in the country face a multi-level situation. The classroom comprises children from multi-age, multi-ability and multi-socio-cultural background. Appropriate handling of such children is needed. Therefore teacher's capacity-building is necessary.

Focus on Teachers Development

As per NPE 1986 recommendation provision for decentralization of the technical and academic inputs are to be created for better capacity building for working teachers. Subsequently, DIETs are to be established in all districts to cater to the needs of the elementary education. In 1990, ICT and distance mode have been used for teacher training as another initiative by NCERT and IGNOU. The establishment of NCTE, as a statutory body of the Government of India by an act of the Parliament, has also worked extensively for pre-service and in-service teacher development in the country.

Attention paid to Management Structure and Institutional Capacity Building

Keeping to the country's commitment to UEE, efforts were made to explore and mobilize all possible resources for achieving this target at the earliest. The Micro Planning, Operation Blackboard, Non formal Education, Minimum Levels of Learning (MLL) are the centrally-sponsored schemes that were placed under UEE mission to have effective interventions in achieving the target.

Management Information Systems (MIS)

MIS is considered as an integral part of management of the programmes of UEE. In this regard, Educational Management Information System (EMIS) and the Project Management Information System (PMIS) were designed to monitor the progress and have detailed information about schools and each child – the enrollment status, reasons for dropping out, etc.

Community Mobilisation

In elementary education community involvement and community responsibility existed even in pre-independence time. The enactment of 73rd and 74th Amendment Acts (Panchayati Raj Act.), 1992, is the step in empowering community for viable strategies and interventions for promoting UEE at the village level.

Concerns for the Future

Some of them are as follows:

- Shift from mere enrollment to retention and completion of elementary schooling.
- Reaching out to marginalized, difficult to reach hamlets.
- Provision of teachers from within the community.
- Provision of women teachers and women escorts and linking education to life and livelihood.

Considering the supply and demand equation, some of the major points to be considered are:

- Primary Education being a State's responsibility.
- Higher public expenditure required for elementary education.
- Need to keep unit costs low and efficiency levels high.
- Reduction of costs to parents by providing appropriate incentives.
- Medium of instruction to be the mother tongue; and
- Girls education to receive primacy with appropriate measures.

Ultimately, country needs a sustainable system of elementary education that can withstand with the passage of time, political change and social transformation and yet have inbuilt flexibility to contribute significantly for UEE.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

3. Highlight the main issues influencing elementary education in the country.

.....

.....

.....

.....

4. Mention the major issues in respect to elementary education in the formal sector.

.....

.....

.....

.....

5. What is management information system ?

.....

.....

.....

.....

6.5.3 Secondary and Senior Secondary Education

Secondary education is considered as terminal stage of education in many countries. But it is different in our country. The Task Force Report (1997) (Encyclopaedia of Indian Education, NCERT, p.1539) stated the explanation thus "one was the decision of the constitution makers to make education compulsory upto the age of 14, the second was the pre-eminence which higher education has enjoyed ever since the establishment of the universities. In consequence secondary education did not receive the requisite attention".

Presently, secondary education is managed mostly through government schools, government aided and unaided schools both in rural and urban areas. Private managements play a very significant role in secondary education in terms of access, equity and quality issues.

As per sixth All India Education Survey of NCERT, Government and private managements manage secondary education practically on equal basis. This scenario is quite different from the primary and upper primary schools which are managed by the government and local bodies with only 10 to 15% being under private management.

In providing secondary education the norms suggested for opening of a school is the walking distance of 5 kms as compared to 1 and 3 kms for primary and upper primary schools respectively. However, this distance refers to the maximum walking distance for a child to reach a school. The actual situation differs across states and between urban and rural areas. The availability of sufficient number of secondary schools established by state and private managements with adequate resources in various pockets also determine their location. As a result most of the private schools are located in thickly populated areas and rural areas are mostly dependent on government run schools.

There has been a quantitative expansion of secondary education in the country since independence. The growth has been partly due to increasing number of children completing elementary stage of education and partly due to rising aspirations of the people for secondary education. The pressure for secondary education will grow further as the goals of UEE complete realisation. It is also being increasingly realised that elementary education may not be able to provide the adequate foundation or base for production tasks which in the context of scientific and technological advancement and their application to production processes, require much higher levels of knowledge and skills. Therefore is likely to lead to a growing demand and need for universal secondary education.

Vocationalisation of Education at the secondary level has been emphasised by many committees and commissions from time to time. The intention was to emphasis the "learning by doing' aspect. Therefore, inclusion of practical work, craft work, vocational and technical education have been stressed (All India Education Plan, 1939; Sargeant Report – CABE, 1943) in pre-independence era. Similarly, in the post-independence period, secondary education commission (Mudaliar Commission 1952) offered diversification at the secondary level with provision of training in crafts/vocations. Education Commission (Kothari Commission, 1964-66) suggested restructuring of education into a uniform 10+2+3 pattern of education implying 10 years of common education for all. It gave priority to work education programme in school education and also recommended that 50% of the school passouts after secondary education could go for vocational stream. It also made observation that generally half of the school passout population only go for higher education and the

equal number join the work force without acquiring any employable skills. The commission, thus recommended academic and vocational streams at 10+2 level. In this context recommendation for diverting of the students to vocational education with the period of 20 years has also made. The NPE, 1986 states that the establishment of vocational courses or institutions will be the responsibility of the government as well as employers in the public and private sectors and special steps are required to meet the needs of women in rural and tribal areas and the deprived sections of the society. The recommendations led to the development of the centrally-sponsored scheme of vocationalisation of secondary education. The NPE (1986) put the target of 10% diversion of secondary education passouts in states to vocational stream in 1990 and 25% in 1995. Even, the Acharya Ramamurthy Committee, a review committee on NPE recommended " vocationalisation for all". The NPE (revised), 1992 included generic vocational courses for senior secondary students.

Status of Vocational Education

The Vocational Education programme at 10+2 level has emerged as a single largest programme of Technical and Vocational Education and Training in the country and almost all the states have been covered under the Centrally-Sponsored Scheme (CSS) of Vocationalisation of Higher Secondary Education offering vocational courses in the areas of Agriculture, Business and Commerce, Engineering and Technology, Health and Education for the Disabled, Home Science and Humanities & Science and Education.

Pt. Sundar Lal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal was established in 1993 as a constituent institution of NCERT and as an apex level Research and Development institution in the field of Vocational Education. Another provision of "Pre-Vocational Education (PVE)" at lower secondary stage was added in 1993-94. It suggested :

- Need for having a fresh look at the present courses considering the demands of the market and industry requirements.
- Development of generic skills like life-long learning, special learning, contextual learning and learning the use of ICT, interpersonal skills etc.
- Need for multimodular courses for rural development and for rural youth and agriculture based vocation to provide job opportunity in their locales.

ISSUES IN SECONDARY EDUCATION

Access, quality, relevance, modernisation and diversification are the five important issues concerning secondary education in the country.

Access: Providing secondary schooling to all elementary school passouts is not possible in the existing formal education infrastructure in the country. Creation of additional school buildings, appointment of regular and trained teachers and providing funding from central and state governments is a very difficult task. Even role of private partners in creating secondary and senior secondary educational facilities at formal schooling is the need of the hour but formal sector is not in a position to accommodate all.

The number of secondary education aspirants will be increasing many folds due to the commitment of the country for providing equal educational opportunities. Presently, the policy of opening of school refers to one secondary school for every three upper primary schools. This is creating a need for more schools as a result of expansion of upper primary education in the years to come.

Quality of secondary education in the present context , as accepted, is directly dependent on the performance at the board examinations. There is a need to relook at this issue in the context of relevance. NCERT's Curriculum Framework addresses the emerging development issues along with other social concerns and provides a basis for curriculum design, teaching-learning materials and intense training programmes for teachers.

Relevance, this issue would need to be addressed in terms of variety of subjects and the combinations which are offered as a part of school curriculum for 10 years schooling and at +2 stage. Courses on entrepreneurship, preparation for adulthood, career planning and vision of quality life are some of the dimensions which the schools of tomorrow need to address. Need for delinking quality with performance at the Board examination needs immediate actions.

Diversification could be seen as a need for flexibility in selection of courses from a wide variety of courses considering the employment/vocational and academic orientations. There would be a possibility of schemes like **earn while learn,** encouragement to join parental occupations', self-employment with possibility to continue education. This would need relooking at the system of certification, admission to continuing and higher education programmes along with credit accumulation possibility and grading system.

Today, secondary education is seen as a stage by itself and could be seen as a vision of investment by society rather than a road leading to higher education. This creates a need for more realistic and modernised version.

Modernisation needs to be seen in the Indian context. The steps taken in modernisation must consider the Indian youth, emerging market demands, skills needed for employability on one hand and inculcation of independence, self-reliance, decision-making skills, etc. On the other hand need for right combination of skills, attitudes, values, approaches and opportunities need to be inbuilt in secondary level itself. Sharing of resources-physical, academic and financial must be explored and used in increasing intake capacity of secondary and senior secondary levels at the formal level.

Secondary education follows elementary education. Secondary education is generally the final stage of school education. The secondary level educational institutions are called secondary schools. They are also termed as high schools, middle schools, colleges, vocational schools and preparatory schools. The purpose of secondary education is to provide foundation for both higher education and vocational education.

Besides the five major issues in secondary education, some of the common situation-specific issues are:

- Accessibility of secondary education within the recommended distance of 5 kms walking distance.
- Actual position in rural and urban situations.
- Availability of minimum number of students and private managements with adequate resources in various pockets.
- Availability of trained teachers
- Accessibility of vocational courses in secondary and senior secondary schools in urban-slum and rural areas.
- Availability of female teachers and female escorts in rural areas.

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

6. Mention the five important issues concerning secondary education.

.....

.....

.....

.....

7. What were the major findings of Task Force Report regarding secondary and senior secondary education ?

.....

.....

.....

.....

6.6 HIGHER EDUCATION

The final level of the structure of Indian education is tertiary education. It is referred as the third stage or post senior -secondary education . Students undergo this education after the completion of a school providing a senior secondary education. Colleges , Universities, institutes of technology, medical, pharmacy etc. are the main institutions that provide tertiary education. In our country the higher education is generally described as undergraduate , post graduate and doctoral level programmes. Generally, undergraduate level courses in academic disciplines like Arts, Science, Commerce, etc. are of three years duration while professional courses at undergraduate level in technical courses are of four to five years duration.

6.6.1 Tertiary Education

Definition of Higher Education devised and accepted by UNESCO Conference (1962) is as follows:

Higher Education is defined as all types of education (academic, professional, technological, or teacher education) provided in institutions, such as universities, liberal arts colleges, technological institutes and teachers' colleges for which: (a) the basic entrance requirement is completion of secondary education ....; (b) the usual entrance age is about 18 years; and (c) in which the courses lead to giving of a named award (degree, diploma, or certificate of higher studies).

Higher education has special value in the emerging society. According to a recent study of world bank, in 192 countries physical capital and natural wealth account for only 16 and 20 per cent respectively of the total wealth. Quality of higher education institutions is found to be having a strong bearing on the physical and academic infrastructure. For this financial assistance has to be given by UGC to all the higher education institutions. The teacher is the main component for sustaining quality and excellence in higher education. Hence, for the induction and retention of quality teachers and up gradation of the skills of existing teachers and more innovative programmes should be introduced .

After independence a good deal of emphasis has been given to higher education in our country. At that time the most important challenge was not just to guarantee the expansion of education, but also to improve the quality and link education to society's needs and developmental goals. It is necessary that the road map of the futuristic higher education scenario be chartered clearly to facilitate the production of future Indian population to be able to work inland as well as abroad. The UGC has mentioned few considerations on which relevance of education can be seen. These are: (a) basic foundation in the various subjects and disciplines; (b) promoting skills; (c) facilitating employability; and (d) inculcating right values that meet the human resources requirements for economic, social and cultural ends of the society.

6.6.2 Technical and Professional Education

- The GOI founded the Central Advisory Board of Education (CABE) in 1936. The All India Association of Principals of Technical Institutions (APTI) was formed in 1941.
- On the recommendation of the CABE, the GOI decided on 30.11.1945 to set up the All India Council for Technical Education (AICTE) to coordinate and supervise technical education above the high school stage. The AICTE proved to be an effective agency for the spectacular growth and expansion of Technical Education in the country after independence.
- Technical Education and Professional Education include institutions for Pharmacy, Architecture, Computer/Information Technology and Engineering Institutes both at the degree and diploma levels.

Structure of Technical Education

The Structure of Technical Education in the country has basically four levels. The certificate level programmes introduced in 1950 under the Craftsman Training Scheme (CTS), trained craftsmen who function as skilled workers in different trades in industry. Under this scheme, training is imparted in Industrial Training Institutes/Centres (ITIs/ ITCs) spread all over the country. The period of training varies from one or two years after 8 to 12 years of schooling depending upon the trades. The CTS is under the charge of the Directorate-General of Employment & Training in the Ministry of Labour.

The second level of Technical Education is the diploma level training offered in polytechnics. The duration of courses is generally 3 years. Eligibility is generally completion of 10 years of schooling. The third level is of the degree level courses which are of 4 years duration after 12 years of schooling.

PG programmes leading to post-graduate and doctoral degrees form the fourth level of technical education. PG Programmes leading to ME/M.Tech degrees are of 1-1/2 years duration after BE/B.Tech. The doctoral programmes take 3 to 4 years after ME/M.Tech.

Management of Technical Education

There are three main agencies which control Technical Education at the national level. They are Bureau of Technical Education (BTE) in the Ministry of Human Resources Development (MHRD), University Grants Commission (UGC) and All India Council for Technical Education (AICTE).

The BTE undertakes the processing, monitoring and evaluation of centrally-funded institutions such as IITs and IIMs. It also deals with apprenticeship training such as National Institutes of Technology (formerly Regional Engineering Colleges), Asian

Institute of Technology (AIT) (Bangkok) and Colombo Plan Staff College (CPSC) at Manila.

The state government is responsible for the administration and financing of government colleges and polytechnics. In the formal sector there are many aided private institutions and self- financed institutions at various levels. These institutions have their management bodies or Boards of governors with representation from the Government. The funding percentage varies as per the nature of affiliation under non-plan but they also get assistance from central and state governments for implementing their sponsored schemes.

Some of the centrally-funded institutions in formal sector are:

Indian Institutes of Technology (IITs)

Indian Institute of Science (IISc)

Indian Institutes of Management (IIMs)

National Institute of Industrial Engineering (NIIE)

National Institute of Foundary and Forge Technology (NIFFT)

Schoolof Planning and Architecture (SPA)

Indian School of Mines (ISM)

Indian Institute of Information Technology and Management (IIITM)

Indian Institutes of Information Technology (IIITs)

North-Eastern Regional Institute of Science and Technology (NERIST)

Sant Longowal Institute of Engineering and Technology (SLIET)

National Institutes of Technology (NITs)

Technical Teachers' Training Institutes (TTTIs)

There have been a number of technological universities and autonomous colleges providing technical education at the formal sector. They have been set up in a few states to give more focus and better direction to technical education at the UG and PG levels. University of Roorkee, Jawaharlal Nehru Technological University (JNTU) at Hyderabad, Anna University at Chennai, Jadavpur University at Kolkata and Dr. Ambedkar Technological University at Lonere (Maharashtra) are some of the technological universities. Many other technical education institutions have been awarded autonomous status. They are free to frame their own curriculum and conduct examinations but the degree certification is of the affiliated university.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

8. Name a few centrally funded institutions in formal sector.

.....

.....

.....

.....

9. Mention three main agencies which control Technical Education at the national level ?

.....

.....

.....

.....

Management Education

The development of management education in India is mostly a post-independence phenomenon. Soon after the formation of AICTE's All India Board of Management Studies in 1953, the Indian Institute of Social Welfare and Business Management, Kolkata started the PG Diploma in Management in 1954. Afterwards, the Universities of Andhra Pradesh, Bombay, Delhi and Madras started this programme.

Similarly the Administrative Staff College of India at Hyderabad was established in 1956. It was followed by setting up of IIMs at Kolkata in 1961, Ahmedabad in 1962, and so on. Now there are a large number of IITs and IIMs in India engaged in producing quality graduates in the respective fields.

Issue concerning Management Education in the country are:

Education in Computer and Science Education

In 1977 the first undergraduate programme in computer science was started by NIT, Allahabad. Subsequently other engineering colleges started offering BE/B Tech in Computer Sciences. In 1980, MCA programme was started on a demand for trained persons as system analysts due to PC and virtual revolution in computer applications. In addition to this, several universities introduced 2 or 3 papers in computer applications in their undergraduate courses in Arts, Science and Commerce streams for familiarizing students in basics of computer science. PG and post-polytechnic level courses also were designed and offered to equip students with working knowledge of computers in the time of automation and virtual working requirements. Similarly at the UG level, Bachelor of Computer Applications (BCA) programme was started as 3 years programme by many universities.

Two institutions have been set up by the Government of India to meet the increasing demand for IT professionals. They are the Indian institute of Information Technology (IIIT) at Hyderabad and the Indian Institute of Information Technology and Management (IITM) at Gwaliar. Many more such institutions have been coming up in the country. As a part of UGC's scheme of vocationalisation at the first degree level, courses in Computer Applications and Computer Maintenance have been introduced in a number of universities and colleges.

Education in Planning and Architecture

Formal education sector in planning and architecture is linked to the setting up of the School of Planning and Architecture (SPA) in Delhi in 1955 and another one as the Centre for Environmental Planning and Technology (CEPT) at Ahmedabad in 1962. Presently, SPA has been elevated to the deemed university status and it is the first university of its kind in the whole of Asia. One of the glaring issues of concern in this area of courses is the regional imbalance in the distribution of institutes of architecture in the country.

Today privatization of higher education specially in the field of professional and technical education has already commenced. In the era of globalization and liberalization, it can not be checked eventhough it's impact may or not be positive. In a developing country like ours privatization of higher education is necessary to make it accessible to aspiring young generation. As the quality of higher education is at a stake, it is the responsibility of the government to monitor privatization as it monitors its own public institutions to provide a bench mark model to the heads of higher educational institutions so that the products, the graduates of the universities/ institutions have in addition to the subject knowledge, the necessary human skills which they can use to strive for excellence when they enter the profession (Sant, 2004). To bring the private institutions of higher education under its umbrella, the apex body and state Governments should exercise some control over standards of private institutions through a policy accreditation. At the same time recruitment of teachers in private universities and colleges should be under some kind of government control.

6.7 NATIONAL KNOWLEDGE COMMISSION (NKC)

6.7.1 Suggestions and Recommendations on different aspects of school education

Quality school education is the foundation to the knowledge society. As per NKC's recommendations the primary responsibility for school education is borne by the state governments, and therefore any policy changes must be with the full participation and involvement of the States. And also positive changes in systems of schooling will require the active involvement of the central government as well as state governments, not only in the matter of providing resources but also in promoting organizational and other changes. Recommendations and suggestions have been made for more resources, decentralization and flexibility. The most important areas of possible inventions suggested are:

a. Central legislation for the Right to Education, backed by financial commitment

b. More flexibility in disbursement of funds

c. Decentralization and greater local autonomy

d. Expansion of functional literacy

e. Planning for school infrastructure

f. Enabling and regulating mechanisms for private schools

g. Database on school education

h. More coordination between departments

i. National evaluation body for monitoring quality

j. Revamping school inspection

k. Teachers and teachers training

l. Reforms in the curriculum and examination system

m. Use of ICT

n. English Language teaching and

o. Interventions to ensure access of educationally deprived categories

6.7.2 Suggestions and recommendations on different aspects of higher education

NKC report also made suggestions and recommendations in Higher and Technical Education. Action on some of these is being taken as follows:

- To expand capacity and improve quality of higher education, the Government has established 5 new Central Universities and 14 other new Universities based on world-class standards.
- The Government is in the process of setting up additional eight Indian Institutes of Technology (IITs), 10 National Institutes of Technology (NITs), 20 Indian Institutes of Information Technology (IIITs) as far as possible in the Public-Private Partnership mode, three Indian Institutes of Science Education and Research (IISERs), seven Indian Institutes of Management (IIMs) and two Schools of Planning and Architecture (SPA). Many of them have already started functioning.
- The Committee for Rejuvenation and Renovation of Higher Education has been set up for the review of UGC/AICTE.
- The Science and Engineering Research Board Bill 2008 has been introduced in the Parliament.
- The National Mission on Education through Information and Communication Technology (ICT) has been launched to leverage the potential of ICT in the teaching learning process with an aim to enhance the GER in Higher Education by 5 percentage points by the end of the XI Plan. Under this Mission 20,000 institutions of Higher Education and nearly 10,000 University Departments will be provided connectivity, beginning with a minimum of 5 Mbps for each one of them. The Central Government will bear 75 per cent of the connectivity cost for 5 years. The estimated cost of the Mission is Rs. 4612 crore.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

10. Mention any three recommendations given by NKC for school education.

.....

.....

.....

.....

11. Write any four suggestions for higher education given by NKC.

.....

.....

.....

.....

6.8 LET US SUM UP

The present unit began with the meaning of the formal education and discussed the relevance of formal sector in education system. Here the two main education sectors i.e. school and higher education have been encompassed comprehensively. The focus also is on highlighting the main issues related to all types of education. The institutions under formal education sector and the NKC report's recommendations pertaining to various aspects of school education and higher education system respectively have been discussed.

6.9 UNIT-END ACTIVITIES

1. Visit a primary school, in your or nearby locality and interview teachers and the head of the school about the facilities and difficulties they face in school. Some of the points you could include here are:
   - Location of the school
   - Number of teachers
   - Capacity building provision for teachers
   - Community or parental involvement
   - Grants received
   - Students' readiness for schooling
   - Any other point(s)

Write a report highlighting the problems school faces and your suggestions for minimising those problems.

6.10 REFERENCES

National Curriculum Framework for School Education (2000), NCERT, Delhi

National Policy on Education (1986) MHRD, Govt. of India, New Delhi.

Encyclopedia of Indian Education (Vol.I) NCERT, New Delhi,2004

Encyclopedia of Indian Education (Vol.II) NCERT, New Delhi,2004

Aggarwal, Yash , *Primary Education in Delhi : How Much Do The Children Learn,* NIEPA, New Delhi, 2000.

www.knowledgecommission.gov.in

www.knowledgecommission.gov.in/recommendations/higher.asp

*www. en.wikipedia.org/wiki/**Education**_in_**India***

Khandelwal, B.P.; (2005) Secondary Education in India from Encyclopedia of Indian Education, Rajput, J.S. (Gen. Edi.) NCERT Vol.II, New Delhi, p. 1539

Sripati, V. and Thiruvengadam, A.K. "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, Oxford University Press. 2004.

6.11 ANSWERS TO CHECK YOUR PROGRESS

1. a. Familiarization of persons with intellectual studies.

   b. Possibility to combine different theoretical sciences and

   c. Self appreciation and self evaluation

2. General education is provided to all students upto first 10 years called as common school education.

3. a) Temporal Barriers

   b) Paradigmatic Pattern

   c) Access, Equality and Quality

4. a) Access

   b) Equity, and

   c) Quality

5. MIS as Educational Management Information System and the Project Management Information system were designed to monitor the progress and have detailed information about schools and each child.

6. a) Access

   b) Quality

   c) Relevance

   d) Diversification, and

   e) Modernisation

7. Decision of the constitution makers to make education compulsory upto the age group of 14 years and the importance accorded to higher education since the establishment of the university. Consequently secondary education did not receive the due attention.

8. a) Indian institutes of Technology (IITs)

   b) Indian Institute of Science (IISc),and

   c) Indian Institutes of Management (IIMs)

9. a) Bureau of Technical Education (BTE)

   b) University Grants Commission (UGC) , and

   c) All Indian Council for Technical Education (AICTE)

10. a) More flexibility in disbursement of funds.

    b) Database on school education.

    c) National evaluation body for monitoring quality.

11. a) To expand capacity and improve quality of higher education, the Government has set up 15 new Central Universities and 14 other new Universities based on world-class standards.

    b) The Committee for Rejuvenation and Renovation of Higher Education has been set up for the review of UGC/AICTE.

    c) The Science and Engineering Research Board Bill 2008 has been introduced in the Parliament.

UNIT 7 NON FORMAL SECTOR

Structure

7.1 Introduction

7.2 Objectives

7.3 Non-formal Sector An Overview

7.4 Categorisation of Non formal Education

- 7.4.1 Activity wise
- 7.4.2 Provider wise
- 7.4.3 Target Groups wise
- 7.4.4 Age Groups Wise

7.5 Non formal Education : Issues in Management

7.6 Issues in Educational Management with Special References to Non Formal Educational Institution.

- 7.6.1 School Education
- 7.6.2 Higher Education
- 7.6.3 Professional and Technical Education

7.7 Extension as the Third Dimension at Higher Education

7.8 Open and Distance Learning in NFE

- 7.8.1 Distance Education for vocational and continuing education
- 7.8.2 Distance education programmes for teachers
- 7.8.3 Open and Distance Learning Recognisation of courses and degrees
- 7.8.4 Distance Education Council

7.9 Educational Policies

7.10 Role of NFE Institutions

- 7.10.1 National Literacy Mission (NLM)
- 7.10.2 Continuing Education (CE)
- 7.10.3 Jan Shikshan Sansthan (JSS)
- 7.10.4 Directorates of Adult Education (DAEs)
- 7.10.5 State Resource Centres (SRCs)
- 7.10.6 State Literacy Mission Authorities (SLMA)
- 7.10.7 Integrated Child Development Services (ICDS)
- 7.10.8 Community Polytechnics (CP)

7.11 Let Us Sum Up

7.12 Unit-end Activities

7.13 References

7.14 Answers to Check Your Progress

7.1 INTRODUCTION

The international community made a collective commitment to the attainment of Education for All (EFA) goals in April 2000, at the World Education Forum held in Dakar. These targets reflect the growing recognition that non-formal education (NFE) is no longer the peripheral domain of education for 'marginalised' groups but it

who do not have access to formal schooling due to various reasons. EFA goals also advocate the expansion and improvement of early childhood care and education, learning and life-skills programmes, and basic and continuing education for all adults. In this context formal education which is hierarchically structured and rigid characterized by uniformity to a large extent may not fulfill the long-cherished goals of EFA. Therefore NFE, because of its flexibility in terms of organization, timing, duration of teaching and learning, clientele groups, age group of learners, contents, methodology of instruction and evaluation procedures can reach the target of EFA in developing countries.

Educational management is the dynamic side of education. It is the totality of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of education. As a student of educational management and administration apart from teaching you have to carry out number of functions such as, development of goals and policies basic to teaching and learning, stimulating the development of appropriate programmes for teaching and learning, procuring and managing personnel and materials to implement teaching and learning, etc. both in formal and non-formal settings. In order to be an effective manager, one has to understand the significance of the various events and issues towards preparing and implementing dynamic policies for smooth functioning of the system both in formal and non-formal settings. In this unit, an attempt has been made to provide brief overview of educational management in non-formal sector and various issues therein.

7.2 OBJECTIVES

After going through this unit you will be able to

- describe the role of non-formal sectors in the education system.
- acquire awareness of various issues in Educational Management pertaining to Non Formal Education.
- analyze various issues in Educational Management with special reference to Non -Formal Education institutions.
- discuss management of non-formal education through various modes.
- explain with examples emerging trends in non formal education.
- acquire awareness of recommendations of various educational policies on management of non-formal educational institutions.
- discuss the role of UGC towards promoting non-formal education.
- explain the various initiatives taken by the Government towards promoting non-formal education at different stages.
- analyse the management of programmes under unrecognized sectors.

7.3 NON FORMAL SECTOR: AN OVERVIEW

Before providing an overview of non-formal sectors in education, let us understand the terminologies such as, formal education, informal education and non-formal education.

The definition of formal education is already included in the previous unit.

'Informal education', often termed as 'incidental education', is seen as the unorganized education acquired through interaction with parents, peers, friends, and other members of the society. Hence, informal education is in fact accepted as a life-long process through which every individual acquires attitudes, values, skills, and knowledge, to a large extent conditioned by his/her environment.

Non-Formal Education (NFE) is conceptualised as an organized educational activity, occurring in the traditional framework of formal education system. It may take place within or outside educational institutions and caters to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, work skills, life skills, vocational skills and general culture. Formal education is highly structured and rigid. Non-formal education programmes do not necessarily follow the 'ladder' system and may have different duration. The major characteristic feature of NFE in India is its flexibility in terms of organization, timing, duration of teaching and learning, clientele groups, age group of learners, contents, and methodology of instruction and evaluation procedures. It is this characteristic feature of NFE, which has made it a critical mode for reaching out to the hardest-to-reach groups of children and youth, both in rural and urban India, in order to achieve the much desired goal of education for all. One of the best examples is the courses and programmes of studies offered by open and distance learning institutions at school and university level institutions in the country.

7.4 CATEGORISATION OF NON FORMAL EDUCATION

As per UNESCO (2005) there are four categories of NFE. These are

Types of NFE activities;

Types of NFE providers;

Types of target groups; and

Types of age-groups.

These four categorisations are the components of a conceptual framework for NFE. One categorisation alone, for example 'types of NFE activities', does not describe an NFE programme or NFE course, because these are constituted of various NFE categorisations. Rather, an alternative is to use a combination of the NFE categorisations to describe an NFE programme. For each of these four categorisations, you will find a number of core NFE categories. The core categories for each of the four categorizations are described below in detail.

7.4.1 Activity wise

There are nine core categories of NFE activities. They are:

1. *Early Childhood Care and Education (ECCE)*: ECCE is meant for Care services for children under three years and Education service for children over three years (Pre-primary education under Balwadi). It also includes parenting education.

2. *Literacy*: It includes Basic literacy, Post-literacy, and Continuing education. It is organised primarily to impart the ability to identify, understand, interpret, create, communicate and compute using printed and written materials. It also involves a continuum of learning in enabling individuals to develop knowledge and potentials to participate fully in the community and wider society.

3. *Equivalency schooling*: It includes child labour schools, open schools, bridge schools and other alternative schools. It is primarily organised for children and youth who did not have access to or who have dropped out of formal primary/ basic education. Typically, these programmes aim at providing the equivalency to formal primary/basic education as well as mainstreaming these target groups into the formal system, upon successful completion of the programme.

4. *Life-skills training*: It involves education about health & hygiene, Immunisation, HIV/AIDS prevention education, Nutrition, Family planning, Drinking water and sanitation, Environmental preservation, Civic education, Leadership Development, and Home economics.

5. *Income generation training/non-formal vocational training*: It involves education about entrepreneurial skills development, micro-credit, coop/self help groups, Management training, book keeping and accounting training.

6. *Rural development*: It involves education about agricultural extension, animal husbandry, watershed, forest management, soil conservation and irrigation, fisheries management, drinking water and sanitation.

7. *Further education/ further professional development*: It involves education about courses through distance mode, language training, short-term professional training, and ICT training.

8. *Religious education*: It involves education about individual interest promotion programmes, traditional music, traditional arts and craft, and indigenous knowledge preservation. These programmes are organized in churches, mosques, temples, synagogues, and other places of worship.

9. *Cultural/traditional education*: It involves education about agricultural extension, animal husbandry, watershed, forest management, soil conservation and irrigation, fisheries management, drinking water and sanitation.

We now have a clearer idea of the range of cross-sectoral activities that make up the domain of NFE. But which agencies provide NFE? By 'providers', we mean those responsible for planning and delivering NFE. It may be found both in government sectors and civil society. A 'provider' may be:

- A *main provider*, i.e., an agency primarily responsible for planning and delivering an NFE programme, as well as managing the budget; or
- A *co-provider*, i.e., a partner, giving support to the main provider in organising and delivering a specific NFE programme, which is not directly responsible for managing the programme's resources. The co-provider may of course be a main provider of a different NFE programme.

7.4.2 Provider wise

There is a difference between provider and sponsor. A sponsor usually is the grant or resource giving body and may not be directly involved in the day-to-day planning, delivery, and management of the NFE programme. A main provider may, at the same time, also be a sponsor for a specific NFE programmes. But a sponsor is not necessarily the main provider. Core categories under provider-specific are presented below.

1. *Government Level 1*: An agency or department directly administered by government at the central level.

2. *Government Level 2*: An agency or department directly administered by government at the state level.

3. *Government Level 3*: An agency or department directly administered by government at the District-level.

4. *Co-operative*: An agency or society set up for the production or distribution of goods, in which profits are shared by contributing members.

5. *Public enterprise*: A public enterprise in the areas of industry, agriculture or services.

6. *Private enterprise*: A private enterprise in the areas of industry, agriculture or services.

7. *Educational/ training institutions*: A public or private training institution, e.g. schools, vocational training institutions, Folk Development Colleges, agricultural colleges, etc.

8. *Professional association/ trade union*: An autonomous or semi-government association or union set up for certain professional groups.

9. *Religious bodies/ missions*: A religious organisation or an agency administered by a religious organisation e.g. Buddhist, Christian, Hindu, Islamic, etc.

10. *National branch of international Non- Governmental Organisation (NGO)*: The branch or area office administered by an international NGO office headquarters at the national level.

11. *Local branch of national NGO*: The branch or area office administered by a national NGO office headquarters at sub-national level.

12. *Local NGO*: An NGO with only one office at sub-national level

13. *Community- based organisation (CBO)*: An organisation or association formed at community level, i.e. within or between villages.

14. *Private bodies/individuals*: Single individuals or groups of individuals undertaking NFE activities.

15. *International organisation/ development agency*: A multilateral agency, e.g. UNESCO, UNICEF, UNDP, etc.; or a bilateral agency, e.g. DFID, USAID, CIDA, SIDA, DANIDA, GTZ, etc., or an international Donor agency, e.g. World Bank, African Development Bank, etc.

After discussing about various categories of NFE providers, the next sub-section is on target group wise categorisation.

7.4.3 Target Groups wise

Different types of NFE target groups are as follows:

1. *Illiterates*: Individuals who do not fulfil the national criteria used to define the term 'literate'. This often refers to a person who cannot read and write with understanding a simple statement related to his/her everyday life.

2. *Literates (basic level)*: Individuals of any age who have acquired a basic level of literacy, according to national criteria.

3. *Literates (advanced level)*: Individuals of any age who have acquired an advanced level of literacy, according to national criteria.

4. *Out-of-school children and school drop-outs*: Children of formal school age who do not have access to or have dropped out of formal schooling.

5. *Marginalised adolescents and youth:* Youth, including adolescents, who did not have access to or have dropped out of formal schooling, and/or who are living in conditions of difficulty which would include social exclusion, physical disabilities, marginalisation and discrimination as well as economic circumstances that make them more vulnerable.

6. *Women and girls*: This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target the female gender, in order to address gender inequalities, or interventions that are specifically relevant to women and girls, such as maternal health education.

7. *Rural poor*: This refers to individuals living below the national poverty line in rural areas.

8. *Urban poor*: This refers to individuals living below the national poverty line in all statutory towns and all other places which satisfy the national criteria for defining 'urban'.

9. *Ethnic/linguistic minority groups*: This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes tribal groups, indigenous groups, linguistic minorities, nomads, etc.

10. *Groups living in special circumstances*: This target group may overlap with one or several of the other categories, but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes migrant workers, refugees, demobilised soldiers, etc.

7.4.4 Age Groups Wise

Core categories for this groups are: 1) Young children; 2) Children; 3) Youth; 4) Adults; and 5) Senior adults or senior citizens. While finalising the framework for conceptualising NFE, one must ensure the target age-groups that one intend to use when mapping and monitoring NFE.

We now have a clearer idea of the range of cross-sectoral activities that make up the domain of NFE. Similarly, there are various agencies which provide NFE. The above indicates cross-sectoral nature of NFE activities. It takes place within and between different development sectors. It is planned and provided by diverse governmental and non- governmental agencies working in partnership. It targets a wide range of children, youth and adults, from different social and economic backgrounds, who have not had the opportunity to benefit from or have dropped out of formal basic education.

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Differentiate between Formal and Non-formal education.

.....

.....

.....

.....

2. What are the different sectors acting in NFE?

.....

.....

.....

.....

7.5 NON FORMAL EDUCATION: ISSUES IN EDUCATIONAL MANAGEMENT

Non-formal education is one of the major initiatives for overall development of our country. NFE consists of a range of cross-sectoral activities. It is provided through different cross-sectoral activities by various agencies for different target groups and age groups. Again, the nature of NFE programmes varies from general to specific. Generally, success of an NFE intervention greatly depends on proper planning, efficient management, regular monitoring and comprehensive evaluation of the programme. Policy makers, planners, administrators, teachers, volunteers, and students are the various personnel usually involved in it. NFE believes in everybody's participation and commitment. When so many agencies and personnel are involved there is a need of collaboration, cooperation, and coordination. Hence, NFE management requires a critical analysis, understanding, planning and implementation.

Educational management is the totality of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of education. The administrators of NFE require an organization through which they have s to plan for short- range and long-range programmes, their goals, objectives and their proper implementation. Their tasks are manifold: organizing people, coordinating people/agencies, assigning responsibilities, planning and coordinating their activities, mobilizing financial resources, guiding their utility, monitoring and supervising programme, interpreting rules and regulations, decision-making, evaluation and follow-up.

Similarly in planning, the various people involved have to interact with one another in order to

- identify areas of common concern;
- engage in meaningful dialogue and discussion ;
- search for solutions of related problems;
- commit to social action; and
- carry out planned action.

The expected problems and anticipatory difficulties are taken into account and strategies are made to overcome or manage them. These include proper financial and personnel management, identification of target groups, economic consideration with respect to time, money, people and material resources. A planned programme consists of details of macro and micro needs and its objectives have to cater to its needs. Strategies are specified for achieving the objectives. Plan of action is to clearly specify of actual activities such as, process of enrolling, motivating and

retention of learners; process of using financial and human resources; monitoring ongoing activities; evaluation process, etc.

The management of NFE involves number of conflicting issues. These issues are broadly classified as general issues and specific issues.

The general issues are:

- Compartmentalization or distinction between academic vis-à-vis vocational programmes.
- Allocation of funds for education under NFE sector by governments, private bodies, corporate and public private ventures and so on.
- It is a voluntary programme without any rigidity thus not taking case of proper linkages with formal education.
- Programmes are not according to a set pattern.
- They have to be prepared according to the needs of target audiences.
- Attendance is not mandatory.
- Learners do not have a good impression about NFE.
- Most of the teachers at NFE centres are untrained and under qualified.
- Lack of clear conceptual framework of NFE
- Lack of data on NFE: providers, programmes, learners, teachers, input, output, efficiency, impact.
- Lack of appropriate methodologies for data collection
- Lack of a sound information base.
- Duplication of activities between government and NGOs and inter-NGOs
- Parallel reporting structures
- Different information needs at community, district and national levels
- One-way information flow.

Specific issues related to management of NFE are

- subject matter or syllabus
- physical aspect or infrastructural resources
- publicity
- implementation and
- Educational institution.

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

3. State two significant general issues of management of NFE.

.....

.....

.....

.....

4. What are the different specific issues related to management of NFE?

.....

.....

.....

.....

The following section describes the specific issues related to management of NFE of educational institutions

7.6 ISSUES IN EDUCATIONAL MANAGEMENT WITH SPECIAL REFERENCE TO NON FORMAL EDUCATIONAL INSTITUTIONS

In the above section, we have discussed in brief about issues related to management of NFE in general. The issues related to management of NFE of educational institution are discussed in the following section.

7.6.1 School Education

Non- Formal Education in the Indian context has developed a restricted meaning of an alternative delivery system of education for children who are not able to participate in the formal school education. Non-Formal Education has therefore, been limited to providing a second chance to those children who are out-of- school.

NFE scheme introduced in 1979-80 has been modified and called the Education Guarantee Scheme & Alternative and Innovative Education (EGS & AIE) which is a part of the overall national programme framework for Universalisation of Elementary Education (UEE) i.e., Sarva Shiksha Abhiyan (SSA). The salient features of the EGS & AIE are:

- Alternative schools for unserved habitations not having a school within a radius of one km.
- Residential or non-residential bridge courses of varying duration, depending upon the age and prior education of the children.
- Long duration residential camps for adolescent girls.
- Remedial teaching for difficult groups of children such as in urban slums, migratory children, minority girls and so on.
- Greater community mobilization and participation.
- Children in remote, school-less habitations.
- Support to Makhtabs/ Madarsas to adopt formal school education curriculum.
- Bridge Courses for lateral entry in formal schools.
- Short duration summer or winter camps or schools.

The Education Guarantee Scheme (EGS) is a transitory facility till a primary school replaces it in about two years. Formal curriculum is taught in EGS centres and all enrolled children are provided free textbooks and mid- day meal. The centre is managed by the local community bodies viz. Parent Teacher Association (PTA), Village Education Committee (VEC) or the Gram Panchayats. A local teacher is engaged by the community for teaching in such centres. Under the AIE (Alternative and Innovative Education) component, flexible strategies are being implemented for education of children who cannot be directly enrolled in a school/ EGS centre. The strategies include residential and non-residential bridge courses, back to school camps, seasonal hostels, drop-in centres and other alternative schools.

To address the issue of seasonal migration for varying period for work in brick kilns, agriculture, construction, etc., SSA encourages identification of districts, blocks and villages from where to which there is a high incidence of migration/immigration and focuses to bring such children to regular schools. It also explores alternatives inter-alia, seasonal hostels, work site schools, residential and non-residential bridge courses, etc.

Bridge courses often run in scattered areas. It is not always possible to have centralized monitoring of these centres from State or district level. In Jharkhand, the Mata Samitis (Mother's Groups) are authorised at the habitation level to take care of the overall management and control of bridge course centres. Mata Samitis have elected presidents from among the parents and the Head Master of the nearby school is the member secretary, in which the children are to be enrolled subsequently. The body has its own bank account; accountabilities are fixed with different persons with different responsibilities. Since the mothers of the children are involved in monitoring, it is expected that they become active stakeholders rather than being mere signatories. In Tamil Nadu, a very strong cadre of Self Help groups (consisting only of women), the VEC and the local NGO is involved in management of bridge course centres. Similarly, PTAs in Madhya Pradesh are the local level management body for implementing and monitoring bridge course centres.

Some examples of AIE interventions are:

- Hard to reach children centre (Assam)
- Residential Bridge Course for Domestic Child Worker (Andhra Pradesh)
- Boat School for fishermen community(Andhra Pradesh)
- Learning Centres and residential Bridge Course for street and working children (Delhi)
- Residential Camp for Older Children (Gujarat)
- Special schools for Migrating Community (Jammu & Kashmir)
- Flexi schools, tent schools, Mobile schools & Sandhya Kalika (Karnataka)
- Mobile Schools & Shiksha Gar for Migrating Children (Madhya Pradesh)
- Human Development Centre for Urban Deprived Children (Madhya Pradesh)

Under AIE, provision for supporting community-run unrecognized/unregistered Madarsas/ Makhtabs to introduce into formal curriculum in areas where children in these institutes are not going to regular schools, following intervention were made:

- Teachers of these Madarsas are given in-service training

- If the teacher is not qualified to teach formal curriculum, community provides a teacher wherever necessary who is trained under SSA.

In 2007-08, 2752 such Madarsas have been supported under AIE. Seasonal Schools and Residential Camps were established for Migrating Children (Maharashtra). Seasonal Hostels were provided for Migrating Children (Orissa). Drop-in Centres and Special Residential Camps were established for older children (Tamil Nadu). Residential Camps and Transportation Facility provided for slum areas (Rajasthan). Residential Bridge Courses were given (Uttar Pradesh). Multigrade Learning Centre was established for children in forest areas (Kerala).

7.6.2 Higher Education

Indian Higher education system has extension as its third dimension besides teaching and research. The higher education institutions have been organising varied types, nature and duration of activities under NFE. Some of them are given below.

Orientation Programmes and Refresher Courses

The UGC has established 57 Academic Staff Colleges (ASCs) for conducting specially designed Orientation Programmes of four weeks duration for newly appointed teachers and Refresher Courses of three weeks duration for in-service teachers at college/ university level. The Orientation Programmes are intended to inculcate in young lecturers, the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence. The Refresher Course provides opportunities for serving teachers to exchange experiences with their peers and learn from each other. It is a forum for keeping abreast with the latest advances in their subjects.

Adult and Continuing Education

The UGC has been implementing a programme of Adult and Continuing Education with the following broad approaches:

- The continuing education programme should be targeted towards those who have had the benefit of university education but need to return either for updating knowledge or skills or acquiring new skills.
- The Adult, Continuing & Extension Education should include programmes of training of a short-term nature aimed at various groups who do not normally enter the university system.
- Community outreach activities should include the responsibility to reach out to society, whether it is specific for disadvantaged groups or organisations or schools or a geographical community.

Under the programme, the UGC provides financial support to the Centres or Departments of Adult Education in universities for both their activities and programmes. Many universities have been approved for support under the scheme.

7.6.3 Professional and Technical Education

NPE' 86 has recommended that *vocational and technical courses of wide variety will be provided for children and youth who pass out of the non-formal stream. Shramik Vidyapeeth and Voluntary agencies will be involved in this process.* As a result number of NFE activities were started by various agencies for professional and technical education of the youth. Many institutions offer part-time and week ends programmes for working people at the diploma and degree level programmes.

While others provide lateral entry in the second year programme at the second and third levels in technical eduction, quite a few professional bodies/societies organise training programmes and conduct examinations which are considered equivalent to a degree or diploma as the case may be.

Some of them are discussed below.

Jan Shikshan Sansthan (JSS)

The objective of the Scheme of Jan Shikshan Sansthan is the educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups. It runs about 380 vocational programmes with varying duration. These encompass a wide variety of skills like mehndi, stitching and tailoring, beauty parlour, cane and bamboo making, fabric painting, computer applications, motor winding, mobile repair, television repair, automobile repair, genset repair training of health attendant, laboratory technician and security guard.

Community Polytechnics

The scheme of Community Polytechnics was started under the Direct Central Assistance Scheme in 1978-79 in 35 Polytechnics to promote Community/Rural Development on Scientific-lines through Technology transfer. The scheme envisaged to generate self and wage-based employment opportunities, through non-formal training, and competency and need-based courses, in various trades and multiple skills. AICTE recognises Polytechnics under the scheme of Community Polytechnics.

Indian Institutes of Technology (IITs)

The Continuing Education Programme (CEP) of IIT (Bombay) has significantly contributed to the industry by running tailor- made programmes for their new recruits. Similarly, CEP of IIT, Madras has been very active in promoting activities for the benefit of working professionals in industries and faculty members of other technical institutions and CEP of IIT, Roorkee offers short-term courses for in-service engineers under QIP programme.

National Institute of Open Schooling (NIOS)

The NIOS offers open vocational education package courses of six months to one-year duration, vocational, life enrichment, stand-alone vocational subjects, as well as vocational subjects in combination with academic subjects. The broad vocational areas comprise subjects ranging from Agriculture, Computer Science and IT, Engineering and Technology, Teacher Training to Business and Commerce as well as Health and Para-Medical courses. The curriculum can be placed in the categories of equivalency or alternative schooling, life skill training as well as training in income generation programmes. It uses the existing infrastructure of Partner Institutions, like the Governmental Institutions, Industrial Training Institutions (ITIs), the NGOs, and

Private Institutions called Accredited Vocational Institutes (AVIs). Potential Beneficiaries of this scheme are the rural poor and urban slum dwellers, the socially and economically deprived, the disabled or differently-abled, unemployed youth and adults, employed and partially employed workers, formal school drop-outs, women and girls, migratory population, hill and desert dwellers, life-long learners, hobby skill learners and open schooling for all learners.

Directorate General of Employment and Training (DGET)

Directorate General of Employment and Training (DGET), Ministry of Labour and Employment, has evolved a framework for Skill Development based on Modular

Employable Skills (MES) to address the out-of-school youth and existing workers, especially in the informal sector. MES would benefit different target groups like workers seeking certification of their skills acquired informally; workers and ITI graduates seeking skill upgradation, early school drop-outs and the unemployed. The curricula has been developed ranging from agriculture to food processing and banking and accounting. The curriculum is approved by the NCVT (National Council of Vocational Training) and the time taken to gain the qualification will vary according to the pathway taken and will be kept very flexible for persons with different backgrounds and experience.

DWCRA

DWCRA was introduced in 1982-83, as a sub-scheme of the Integrated Rural Development programme (IRDA). It aims at developing income-generating skills and promoting activities among poor women in rural areas, subsequently improving their social and economic status. The basic unit under this scheme is a group of 10-15 poor women. Any economic activity suited to groups of women in line with their skills, aptitudes and local conditions can be taken up under the scheme. NGOs are also involved in the implementation of the programme and are supported by the Council for Advancement of People's Action and Rural Technology (CAPART), an organisation set up under the Ministry of Rural Areas and Employment to coordinate the development work of voluntary agencies in India. However, due to poor backward and forward linkages, lack of spontaneous financial support and selection of non-viable activities, several groups of beneficiaries are no longer supported.

Training of Rural Youth for Self-Employment (TRYSEM)

TRYSEM was established in 1979, to develop technical and entrepreneurial skills among rural youth from families below the poverty line aged 18-35 years and to enable them to take up income-generating activities. Training given under this scheme is based on the needs of the area, and is provided at training centres such as ITIs, community polytechnics, extension training centres, Krishi Vigyan Kendras, khadi and village industry boards, state institutes of rural development or institutions run by voluntary agencies. Training under this scheme is normally for six months, during which the trainees receive a stipend. Besides, financial assistance is also provided to the training institutions and master craftsmen. However, due to weak linkages with the overall strategy of self-employment, it could not survive as successful venture. The training is generally unrelated to the development of capacity or aptitudes of the trainees and demand for a particular skill.

Prime Minister's Rozgar Yojana (PMRY)

Launched in 1993, to provide wage employment and self-employment to educated unemployed youths aged between 18 to 35, the scheme envisages compulsory training for entrepreneurs for a period of 15 to 20 working days for the industrial sector after a loan is approved. Many youth seek assistance under the scheme. However, almost half of the total applications are rejected by the taskforce committees of the District Industry Centres (DICs) citing the important reason as lack of adequate technical skills. Therefore, the need for more training facilities is being increasingly felt by the youth before setting out on their ventures. Also there is a lack of publicity campaigns on the various aspects of PMRY like eligibility, fund availability, skills required and markets. As a result, there is little awareness among the youth about the scheme.

Apart from the schemes mentioned above, there are various other schemes which provide informal apprenticeship as well as on-the-job training by various ministries.

They are:

- Vocational Training in Krishi Vigyan Kendras – Farm Science Centres
- Vocational Training in Khadi and Village Industries
- Swarn Jayanti Gram Swarojgar Yojna
- Stree Shakti
- Swarn Jayanti Sahari Rojgar Yojna

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

5. How is an EGS centre managed?

.....

.....

.....

.....

6. State at least five agencies that are providing technical education through non-formal mode.

.....

.....

.....

.....

7.7 EXTENSION AS THE THIRD DIMENSION AT HIGHER EDUCATION

It is commonly known that through the dimension of teaching, there is dissemination of knowledge, through research new knowledge is generated and through the dimension of extension there is application of knowledge in real life situations, which leads to the further generation of new knowledge. The Kothari Commission (1964-66) first articulated the concept of Extension and the TRINITY of Teaching, Research and Extension. The Commission stated that Extension was essential for:

- making education relevant to real life situations
- preventing the alienation of the educated from society
- developing in the educated a sense of responsibility towards society
- deepening the teacher's knowledge through a wider exposure to real life situations

In 1977 the University Grants Commission(UGC) first incorporated Extension into its Policy Statement for Higher Education when it stated that

If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as teaching and research. This is

a new and extremely significant area which should be developed on the basis of high priority.

The aim of inclusion of extension dimension is to promote meaningful and sustained linkages between the Universities and the community. First objective was to take knowledge and other institutional resources to the community and vice-versa and second objective was to gain insights from interactions between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It was visualised as a two-way communication between the academician and the society. The result would be an intellectual intervention in providing suggestions or solutions to overcome the societal problems through an educational process.

The opportunity to introduce the Extension Dimension in Universities was taken when the National Adult Education Programme (NAEP) was announced by the Government of India in 1978. Centres/Departments for Adult and Continuing Education were set up in Universities. Thereafter, the Adult Education Programme as Point 16 of the 20-Point Programme of the Government of India was introduced (1983-1989) followed by the Area Based Approach Programme (1989-1992) and the Total Literacy Campaign (1992-1997) of the National Literacy Mission. In the Ninth Plan, the UGC continued the Adult and Continuing Education Programme in a manner that facilitated the Centres/Departments of Adult and Continuing Education and Extension to cast their own Plan of Action for the Extension Dimension specific to their own University. The main focus of the various programmes introduced by the UGC from time to time has been on Adult Literacy, Post-literacy and field outreach programmes. In the Ninth Plan, the UGC implemented the schemes under its Non-formal Education Bureau.

As visualized earlier in the Ninth Plan, all Universities are to establish a Department for institutionalizing extension and for meeting the current demands of adult and continuing education in their respective areas of operation. It is suggested by the UGC that the following programmes be conducted in order to cater to the needs of the different target groups. Departments can formulate the proposals by keeping the following programmes in mind.

1) Developing the discipline of Andragogy/ Adult Education and Continuing Education through academic programmes and courses such as: Foundation Courses; Certificate and Diploma Courses; Undergraduate, postgraduate, M.Phil, Ph.D., optional/regular courses; Courses integrated with different degrees such as B.Ed., M.Ed. and Professional Degrees; Projects related to continuing education and extension and field outreach in-built into a discipline of studies; and conduct of inter-disciplinary research in Adult, Continuing Education & Extension.

2) Developing courses/programmes for people at different socio-economic and educational levels for the acquisition of employable vocational skills according to the needs and demands of urban and rural, local, national and international markets such as;

3) Development of a credit system for courses in adult & continuing education leading to an Associate Degree/Diploma in adult & continuing education for the benefit of students who are pursuing courses on the campus.

4) Programmes such as Leadership and Human Resource Development for developing the potentialities of students and out- of- school youth, particularly of the girl students and women and training of elected representatives of local,

self-government, self-help groups and persons from community-based organizations, NGOs, under-privileged and resource-deprived communities.

5) Conduct courses and awareness programmes for facilitating improvement in the quality of life of the people.

6) Courses and programmes catering to individual interests of adults for promoting personal development.

7) Social and Citizenship Role Awareness Programmes for enhancing knowledge, awareness and functional skills of the student youth and out –of- school youth in areas such as environment, food, shelter, health, family welfare, etc. which affect them.

8) Resource Support Programmes to support and evaluate TLC, PLP, CE, Sarva Shiksha Abhiyan, women's empowerment, etc. in collaboration with or for the NLM, State Literacy Mission (SLM), Zilla Saksharta Samiti (ZSS), Centres for Women's Studies, Population Education Centres, Open Universities, People's Organizations, Community-Based Organizations, Civil Societies and others.

9) Special programmes for indigenous population groups, slum dwellers, tribals and other vulnerable sections of society.

10) Equivalency Programmes offered by the Non-Formal Education Sector of the Ministry of Human Resource Development of the State and Centre, Open Schools, Institutes, etc. may be facilitated, developed and expanded.

11) The work of the students involved in adult education, continuing education, extension and field outreach work should be considered for academic credits in addition to or as a part of their regular course of studies. For determining academic credits, standards may be evolved and adopted.

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

7. What are the major purposes of Extension education of UGC?

.....

.....

.....

.....

8. What are the different steps taken by UGC for Extension education?

.....

.....

.....

.....

7.8 OPEN AND DISTANCE LEARNING IN NON-FORMAL EDUCATION

Education should be considered in relation to global economic, social and cultural development. There have been major changes occurring in the world economy, mainly because of expansion of new information and communication technologies. In a knowledge-based society, the major challenge is processing information into knowledge and applying it in work and everyday life. In developing countries like India, human knowledge resource development through initial and continuing education is not only seen as crucial for economic growth, and social impact. For example, in reducing the birth rate, increasing the empowerment of women and improving quality of health, education and environment in rural and urban slums. The resources available for the development of knowledge are far from its expectation. In spite of number of efforts for considerable quantitative growth in recent years, there are still intolerable inequalities both between and within nations. *There are about 880 million illiterate adults in the world and some 113 million children between 6 and 11 deprived of any schooling at all. In higher education also. inequality in opportunities is expected to continue, especially in view of projected population growth* (UNESCO, 2000). Besides the problem of access to education, the low quality and irrelevant education are also of major concern. Under such conditions, it is practically unrealistic to expect traditional face-to-face structure to provide an adequate basis for knowledge development. A developing country like India should find new methods that will dramatically improve both its children's schooling and its continuing education system. It is therefore relevant to look not only at new technologies but also alternative approaches in pursuit of increasing access, improving cost-effectiveness and quality, as well as learning outcomes. In efforts to meet the new and changing demands for education and training, open and distance learning may be seen as an appropriate substitute for the face-to-face methods that still dominate most educational systems.

Use of open and distance learning for masses to raise their quality of basic education is common in the country. Some of these programmes have a direct impact on the target population, i.e., the programmes directly cater to the learner. The others have an indirect effect, i.e., the programmes are intended to improve the capacity of the teachers and trainers.

Direct attempts are:

- to offer equivalence courses for young people and adults outside conventional school environments (e.g., open schools)
- to raise the quality of instruction in schools, through the use of carefully designed instructional media (e.g., educational television and interactive radio programmes), and
- development of support communication – the use of mass media for education and extension work in literacy, health, nutrition, family planning and agriculture.

Indirect attempts are:

- teacher education
- supporting school management and inspection, and
- training of adult educators and practitioners

Distance education has been used to a considerable effect in the non-formal and community development sectors of education. Mass communication methods, often linked with some kind of group meetings and face-to-face support, were seen as one way of delivering a wide range of educational and skills programmes in support of agriculture, health and nutrition, political education, etc. to large numbers of adults. There is much anecdotal evidence of the effectiveness of small-scale non-formal education projects using distance mode.

7.8.1 Distance Education for Vocational and Continuing Education

Open and distance learning has played significant role in technical and vocational education. It has two main reasons:

1) To respond effectively to the growing demand of working adults who have difficulties in getting training in conventional education because of lack of flexibility in the timing and location of courses;

2) To provide an opportunity for the empowerment of those most disadvantaged by existing provision, the unemployed, the disabled, women and others.

Electronically supported open and distance learning programmes using the World Wide Web are now substantially employed in technical, vocational and professional education. In addition to management, business studies and technician training, it also provides education for agriculture and for public administration, health services, etc. The need for recurrent and continuous updating of knowledge and skills is recognized as a fundamental demand in society today, and open and distance learning with its decentralized and flexible delivery and its modular structure of courses and curricula has become an obvious way of meeting this need.

Yashwantrao Chavan Maharashtra Open University delivers programmes on agriculture, marital relations, personality development, ageing, child care, nutrition, first aid, vocational skills, and entrepreneurial development, to illiterate adults, new literates, less educated adults, leprosy patients, unemployed youths, etc.

7.8.2 Distance Education Programmes for Teachers

Capacity building of institutions and personnel at the national, state, district and sub-district levels is being facilitated through DEP-SSA (Distance education programme-Sarva Shiksha Abhiyan), a joint venture of IGNOU and SSA. The programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials for training of untrained teachers. Other than this, states like, Madhya Pradesh are training their untrained teachers in collaboration with local universities. Operation Quality programme of Madhya Pradesh covers more than one lakh teachers.

The Centre for Distance Engineering Education Programme (CDEEP) of IIT, Bombay provides quality Engineering Education to students, college teachers and working professionals.

7.8.3 Open and Distance Learning- Recognition of Courses and Degrees

We have the experience in the past about providing low quality correspondence education through various universities and institutions. There was no statutory body to control and maintain the quality of the distance education courses. There was growing mass dissatisfaction among the students, teachers, parents and educationists

about the quality of the programmes. As a result, Distance Education Council (DEC) was established for the promotion of the Open University and distance education systems in the country and for the coordination and determination of standards of teaching, evaluation & research in such systems.

7.8.4 Distance Education Council (DEC)

To ensure the quality of education and to assure the standard of degree/diploma earned through distance mode of education Distance Education Council (DEC) was established vide Clause 16 of IGNOU's Act approved by the Parliament and Statute 28. DEC has prescribed the guidelines for determination of standards for the Distance Education systems in the country. It is therefore, necessary for all Centres/ Institutions/Directorates imparting education through distance mode to get their Degrees/Diplomas/Certificates (Programmes) recognized and approved by the DEC.

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

9. State at least two main reasons for Open and distance learning to play a significant role in technical and vocational education.

.....

.....

.....

.....

10. State at least two main functions of DEC.

.....

.....

.....

.....

7.9 EDUCATIONAL POLICIES

Eradication of illiteracy was part of the agenda at the dawn of independence. The first five-year plan of 1951-56 allocated 3.5 percent of the planning budget to 'social education' (another name for adult education) that would include literacy and was to be integrated with the Community Development Programme. This level of commitment was not sustained during the subsequent five-year plans: second plan of 1956-61 had 1.6 percent, third plan of 1961-66 had 0.3 percent, fourth plan of 1969-74 had 0.1 percent and fifth plan of 1974-79 had 0.3 percent (Bhola, 2007).

The Education Commission (1964-66) emphasized the need for an accelerated programme for literacy promotion, using a combination of the selective and mass approaches that could mobilize all men and women in the country including students and teachers. It also pointed out that for literacy to be worthwhile it will have to be functional. The Commission asked for a provision of part-time general and vocational education to the young adults in the age group of 15-30. It also felt the need of use of media as a tool for building a literacy environment. Finally, it suggested establishment of a National Board of Adult Education to provide national focus and direction both to the state and the civil society institutions.

The National Policy Resolution of 1968 accepted the recommendations of the Education Commission (1964-66) and asked that adult education be harnessed to the movement of total national development and to enable people's participation not only in improving economic productivity but also in building democratic institutions, promoting national integration and for realizing the socialistic patterns of future society.

National Policy on Education (1986) in order to strengthen the NFE Scheme recommended for the provision of NFE centers based on the micro planning and they will invariably cater to the needs of children, especially girls, who are unable to attend the formal school. It advocated active community participation in the setting-up and supervision of all NFE centers and adequate training and re-orientation programmes to NFE personnel, especially instructors through district level institutions like DIETs, DRUs, State level institutions like SCERT, and National institutes like NCERT and NUEPA. Project administration will be strengthened for effective decentralization of management. Necessary administrative and management in-puts will be provided at the State and Districts levels. Arrangements will be made for assessment of children in the NFE stream with reference to an equivalent stage in the formal system so that lateral entry in the formal school could be made. Vocational and technical courses of wide variety will be provided for children and youth who pass out of the Non-Formal stream.

National Policy on Education & Programme of Action (1992) recommended following action points for NFE:

- Persuation of the State Governments/Union territories to formulate detailed action plans for the state as a whole for each district for achieving total literacy.
- Mobilization and harnessing of components of education system at the university, college, school level for promoting literacy as a part of social obligation.
- Strengthening and stabilization of the State Resource Centres to support the literacy and adult education programmes.
- To evolve different strategies for post-literacy and continuing education for different parts of the country keeping in view the local needs and priorities, levels of achievement in the basic literacy phase.
- To initiate planning for post-literacy programmes preferably in the middle of the basic learning phase of the campaigns so that the time gap/interval between final stage of the basic literacy phase and initial stage of the post-literacy phase is minimised.
- Continuation of government support to post-literacy programmes for a period of at least two years before the community takes them over for implementation on a long-term basis.
- Involve employers, trade unions and the government departments/ undertakings to provide facilities of reading rooms, libraries etc. for the neo-literate learners and their employees, etc.
- Involve the University Grants Commission in literacy and post literacy movement by galvanising the entire higher educational system to discharge the social obligation.
- Setting up of post-literacy centres in SC/ST areas in order to provide facilities for continued literacy for adult neo-literates, specially women.
- Formation of cooperatives of women neo-literates to enable them to become self-employed/better wage workers.

- Opening of additional Shramik Vidyapeeths in urban, semi-urban and rural areas and promotion of more agencies/institutions in the non-formal sector for the purpose of imparting vocational skill development to the neo-literates and conducting such programmes.
- Creation of enabling structures for working neo-literate women in the form of creches, day-care centres by the village level agencies and other departments/ organisations.

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

11. State at least two main recommendations of Indian Education Commission (1964-66) towards promoting NFE.

.....

.....

.....

.....

12. What are the actions proposed for post-literacy under National Policy on Education & Programme of Action (1992)?

.....

.....

.....

.....

7.10 ROLE OF NFE INSTITUTIONS

Earlier we have discussed NFE institutions (NFE providers) at various levels in brief. At the National level, training programmes are designed by the National Literacy Mission, Directorate of Adult Education, and educational institutions. At the State level, the programmes are designed and organized by the State Resource Centres, State Literacy Mission Authorities and other educational institutions. At the district level, the training programmes are designed and organized by State Resource Centres, the District Institute of Education and Training (DIET), the Zilla Saksharata Samities (ZSS), Jan Shikshan Sansthans (JSS) and the NGOs, while at the community level, the training programme is run by the ZSS, the JSS, NGOs, the Block Resource Centres (BRC) and the Literacy Resource Centres (LRC). The institutions working for the promotion of NFE in the country have been discussed below:

7.10.1 National Literacy Mission (NLM)

National Literacy Mission was set up in 1988 to impart a new sense of urgency and seriousness to adult education. After the success of the areas specific, time bound voluntary based campaign approach first in Kottayam city and then in Ernakulum district in Kerala in 1990, NLM had accepted the literacy campaigns as the dominant strategy for eradication of illiteracy. National Literacy Mission (NLM), defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life. Thus, the goal of NLM goes beyond the simple achievement of self-reliance in literacy and numeracy of functional literacy.

In the later decades, on a more pragmatic level, the NLM was launched to impart functional literacy to non-literates in the country in the age group of 15-35 years in a time bound manner. It eventually aims at ensuring that the Total Literacy Campaigns (TLC) and their sequel, the Post-Literacy Programme (PLP), successfully move on to Continuing Education (CE), which provides a life-long learning and is responsible for the creation of a learning society.

Ever since its inception the National Literacy Mission has taken measures to strengthen its partnership with NGOs and to evolve both institutional and informal mechanisms to give voluntary organisations active promotional role in the literacy movement. Now under the scheme, NGOs are encouraged and provided with financial assistance to run post literacy and continuing education programmes in well defined areas.

The Bureau of Adult Education and National Literacy Mission under the Department of School Education and Literacy of the Ministry of Human Resource Development functions as the Secretariat of the National Literacy Mission Authority (NLMA). The General Council of the NLMA is headed by the Minister of Human Resource Development and the Executive Council is headed by the Secretary (Elementary Education and Literacy). The Directorate of Adult Education provides necessary technical and resource support to the NLMA.

With a view to ensuring effective implementation of the literacy campaigns the NLM has now introduced more meaningful and rigorous evaluation system. Each literacy campaign is now required to take up concurrent evaluation of the ongoing programme through an outside agency nominated by the State Directorates of Adult Education. The State Directorates have been asked to empanel agencies for undertaking concurrent evaluation. Concurrent evaluation aims at quick mid-term appraisal of a project to assess the strengths and weaknesses of an ongoing programme and to identify correctives for improvement of the programme.

The National Literacy Mission has a three-tiered structure. At the apex is the National Literacy Mission Authority supported by the Directorate of Adult Education, which controls the programme at the national level. The State Literacy Mission Authority directs activities at the state level, supported by the State Directorate of Adult Education. Finally, the Zilla Saksharta Samiti helps make the programme a reality in districts and villages all over the country. In urban areas, Nagar Palikas are being encouraged to take up the challenge.

7.10.2 Continuing Education (CE)

The impact of literacy and adult education programmes clearly shows that in the future, skill development and increased economic opportunity must form one of the major components of initiatives in this area. The challenge before the National Literacy Mission is to create a continuing education system where the effervescence of the mass upsurge of the literacy campaigns can be channelled into structuring a continuous and life-long learning process.

In order to meet the above challenges, the scheme of Continuing Education (CE) was launched in 1995 as a fully funded centrally- sponsored scheme. The scheme initially envisaged 100 per cent assistance to the states for the first three years of implementation. The state governments were required to share 50 per cent of the expenditure during the 4th and 5th years of the project, and thereafter take over total responsibility for the programme. The programme was to be taken up after the conclusion of the total/post literacy campaign in a district with the objective of providing life-long learning facilities. The basic unit of the scheme was the continuing education centre (CEC) with a Nodal Continuing Education Centre (NCEC)

overseeing the working of a cluster of CECs. The centres follow an area-specific and community-based approach. The scheme envisages one CEC for each village to serve a population of about 1500-2000 people. About 10 such centres form a cluster with one of these acting as the NCEC. The centres are run by full-time facilitators or Preraks, and Assistant Preraks who are drawn from the community itself. The continuing education centre serves as:

- Library and reading room
- Teaching-learning centre for continuing education programmes
- Vocational training centre
- Extension centre for facilities of other development departments
- Discussion forum for sharing ideas and solving problems
- A composite information window for the community
- Cultural centre
- Sports and recreation centre

The continuing education scheme is visualised as a mechanism for integrated human resource development. Well-organised and coordinated infrastructure for continuing education can advance the course of literacy in the country leading to the rise of a learning society.

7.10.3 Jan Shikshan Sansthan (JSS)

The scheme of was launched for the first time in 1967 as Shramik Vidyapeeth, a multi-faceted adult education institution, aimed at improving the vocational skills and quality of life of the industrial workers and their family members as well as those persons who had been migrating from rural to urban settings. The scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in 2000. Along with the change in its name came the change in its focus. A scheme that was meant for the industrial workers and their families was expanded both in terms of its clientele and focus and was extended to the rural areas. There was logic for its expansion. Total Literacy Campaigns launched after the setting up of the NLM in 1988, had transformed the literacy landscape of the country and created an army of neo-literates who having realized the power of the written word, now wanted to use it to improve their livelihoods through skill development. The post-literacy programme had given a few of them the taste of vocational skills but the continuing education programme promised to extend it to many more beneficiaries. That became the rationale of setting up more Jan Shikshan Sansthans, to match the needs of the districts. Today, there are 221 Jan Shikshan Sansthans in the country and they are expected to act as district level resource support agencies especially in regard to organization of vocational training and skill development programmes for the neo-literates and other target groups of the continuing education programme. The current aim is that the JSSs should progressively move towards having 50% of their beneficiaries from amongst the neo-literates.

The scheme of Jan Shikshan Sansthan is a unique scheme initiated by the Government of India. JSSs are institutes of People's Education focusing on the poor, the illiterates, the neo-literates, the under-privileged and the un-reached. The Jan Shikshan Sansthans are different as they provide training on skill development, link it with literacy, vocational skills and provide training for Life Enrichment Education (LEE) to the people. They do not work in isolation but aim for convergence with other

stakeholders in society. It is their endeavour to shape their beneficiaries into self reliant and self-assured employees and entrepreneurs.

The Government of India provides annual fixed grant to these institutes in a set pattern. The funds provided by the government are to be spent under different heads, the ceiling for which has also been prescribed in the guidelines prepared by the Government. There is no interference of the Government in the affairs of the Sansthans except monitoring their performance and also ascertaining before releasing further grants whether the funds are being utilized as per the guidelines issued by it. The Government of India representative in the Board of Management of the Institute facilitates in taking appropriate decisions and guides the institution in organizing various programmes and activities.

The Jan Shikshan Sansthans offer a large number (371) of vocational training programmes from candle making to computer courses. The performance of Jan Shikshan Sansthans is evaluated every three years.

7.10.4 Directorate of Adult Education (DAE)

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

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

Monitoring of literacy campaigns is one of the important activities of the DAE. In order to ensure reliability as well as steady flow of information in literacy campaigns, the State Directorates of Adult Education (SDAEs) have been asked to monitor literacy campaigns. The Directorate has taken steps to strengthen the monitoring system by involving State Directorates in regular monitoring of the progress of literacy campaigns in each of the districts. SDAEs are required to hold monthly meetings in which the presence of Secretary, Zilla Saksharata Samitis, Director, SRC and other resource persons has been made mandatory.

7.10.5 State Resource Centres (SRCs)

These Centres (SRCs) have carved out a niche for themselves among the professional adult education organisations in India. In order to revitalise, re-energise and expand the role of SRCs, plans are being drafted to not only increase their number but also to equip them with the necessary infrastructure and resource facilities that will enable them to play the role of catalytic agents. They would be actively involved with actual field processes in implementation and would have a key role to play in training, material production and other resource support activities. All SRCs are expected to provide academic and technical resource support. This is mainly done by organising training programmes, material preparation, publishing of relevant material, extension activities, innovative projects, research studies and evaluation.

Another point that needs to be stressed in so far as SRCs are concerned is the retention of their voluntary character and autonomous functioning. Efforts have been recently made to ensure that they are assigned only to voluntary agencies or institutions of higher learning. State-run centres will be discouraged as a matter of policy.

The SRCs at the moment are divided into three categories of A, B & C which receive an annual grant of Rs. 36, 25 and 10 lakhs, respectively. During the Ninth Five Year Plan, the State Resource Centres are proposed to be divided into two categories of A & B - which will receive an annual grant of Rs. 60 and Rs. 40 lakhs, respectively. The grading is done on the basis of the volume of work. Upgradation is based on performance or increased workload. Also, new resource centres are initially graded in the lower category. As the SRCs are 100 per cent centrally -funded, it is imperative that they follow certain financial norms and ensure financial discipline.

7.10.6 State Literacy Mission Authorities (SLMAs)

The SLMA is a body registered under the Societies Registration Act with an SLMA Council, headed by the Chief Minister, and Executive Committee, headed by the Chief Secretary / State Education Secretary. The State Directorate of Adult Education is the secretariat of the SLMA and the Director of the State Directorate of Adult Education is the Member Secretary of the GC/EC, SLMA. NLM has also empowered the SLMAs to approve the projects for Continuing Education with funds placed at their disposal. Composition of General Council/Executive Committee includes non-governmental organisations, eminent educationists, social activists, elected representatives, programme implementers, representative of the Continuing Education Departments of Nodal Universities and the Government of India nominees. SLMAs also ensure adequate representation of Panchayati Raj Institutions in the Council and the Executive Committee. For sanctioning of projects the EC of SLMA constitutes a Project Approval Committee (PAC) with 4 members from its Executive Committee of whom one is an official.

The functions of General Council of SLMAs are:

(i) Laying down policies and giving guidance and direction for efficient and effective functioning of the Centre.

(ii) Broadly monitor the progress of the literacy programme and agencies involved in the movement.

(iii) Mass mobilisation of all the sections of the people.

(iv) The representative of the Government of India (NLMA) may withhold his/her agreement or concurrence to any of the proposals/recommendations/directives/ orders/resolutions/ agreements of the General Council. In all such cases the matter will be referred to the Executive Committee of the NLMA for final decision.

The functions of Executive Committee of SLMAs are:

(i) Holding quarterly review meetings to review the progress of the performance of the TLC/PLP/CE districts.

(ii) Arranging the evaluation of TLC/PLP/CE project whenever they become due.

(iii) Holding orientation workshops for collectors and other district level functionaries.

(iv) Sanctioning research projects and studies.

(v) Holding sensitization workshops for evaluation agencies in the State.

(vi) Undertaking media activities at the State level to promote literacy programmes in the State.

(vii) Monitoring the progress of TLC/PLP/CE districts.

(viii) To plan programmes and activities from the grassroot/Panchayat level, bottom upwards to block level, Municipal level, district level and State level.

(ix) To sanction, monitor and review Continuing Education Programmes in the respective States.

(x) The representative of Government of India (NLMA) may withhold his/her agreement or concurrence to any of the proposals/ recommendations/ directives/ orders/ resolutions/ agreements of the Executive Committee of NLMA for final decision.

(xi) Performing any other functions with the purpose of implementation of TLC/ PLP/CE projects.

7.10.7 Integrated Child Development Services (ICDS) Scheme

Government of India proclaimed a National Policy on Children in August 1974 declaring children as, "supremely important asset". The policy provided the required framework for assigning priority to different needs of the child. The programme of the Integrated Child Development Services(ICDS) was launched in 1975 seeking to provide an integrated package of services in a convergent manner for the holistic development of the child. Today, it represents one of the world's largest programmes for early childhood development and is the foremost symbol of country's commitment to her children of providing pre-school education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality, on the other. ICDS is an inter-sectoral programme which seeks to directly reach out to children, below six years, especially from vulnerable and remote areas and give them a head-start by providing an integrated programme of early childhood education, health and nutrition.

The main Objectives of ICDS are:

- Lay the foundation for proper psychological development of the child
- Improve nutritional and health status of children 0-6 years
- Reduce incidence of mortality, morbidity, malnutrition and school drop-outs
- Enhance the capability of the mother and family to look after the health, nutritional and development needs of the child

- Achieve effective coordination of policy and implementation among various departments to promote child development

The Scheme provides an integrated approach for converging basic services through community-based workers and helpers. The services are provided at a centre called the 'Anganwadi'. The Anganwadi, literally a courtyard play centre, a childcare centre, located within the village itself. A package of following six services is provided under the ICDS Scheme:

- Supplementary nutrition
- Non-formal pre-school education
- Immunization
- Health Check-up
- Referral services
- Nutrition and Health Education

The three services namely immunization, health check-up and referral are delivered through public health infrastructure viz. Health Sub Centres, Primarily a Community Health Center under the Ministry of Health & Family Welfare.

The ICDS team comprises anganwadi helpers, anganwadi workers, supervisors, Child Development Project Officers (CDPOs) and District Programme Officers (DPOs). Anganwadi Worker, a lady selected from the local community, is a community-based frontline voluntary worker of the programme. She is also an agent of social change, mobilizing community support for better care of young children, girls and women. Besides, the medical officer, lady health visitors (LHVs) and auxillary nurse midwife and female health workers from nearby primary health centres (PHCs) and Health Sub-Centre form a team with the ICDS functionaries to achieve convergence of different services.

ICDS is a Centrally-sponsored Scheme implemented through the State Governments/ UT Administrations with 100% financial assistance for inputs other than supplementary nutrition which the States were to provide out of their own resources. From 2005-06, it has been decided to extend support to States up to 50% of the financial norms or 50% of expenditure incurred by them on supplementary nutrition, whichever is less. This Central assistance has been proposed to ensure that supplementary nutrition is provided to the beneficiaries for 300 days in a year as per nutritional norms laid down under the Scheme.

Ministry of Women and Child Development has the overall responsibility of monitoring the ICDS scheme, using its extensive network for gathering community level information on implementation. A Central Cell established in the Ministry collects and analyses the periodic work reports in prescribed formats received from the State Governments. The existing Management Information System ensures a regular flow of information and feedback between each Anganwadi and the project, between each ICDS project and the State Government, and between the State Government and the Government of India.

To reduce the incidence of mortality, morbidity, malnutrition and school dropout is one of the objectives of the ICDS Scheme. The surveys have revealed that there has been significant impact of the scheme. [Source: Sample Registration System]*.

7.10.8 Community Polytechnics

The working group on Technical Education, of the AICTE in February 1978, recommended that selected Polytechnics, should act as focal points, to promote Community/Rural Development on Scientific lines through Technology transfer. As a result, the scheme was initiated under the Direct Central Assistance Scheme in 1978-79 in 35 Polytechnics. The scheme envisaged the Community Polytechnics to act as important centres for the application of Science and Technology in rural areas and generate self and wage- based employment opportunities, through non -formal training, and competency and need-based courses, in various trades and multiple skills. Community Polytechnic Scheme is run by the MHRD, GOI.

The rationale for choosing Polytechnics for implementation of the scheme of Community Polytechnics is based on the fact that Polytechnics are equipped with adequate infrastructure in the form of Buildings, Lecture Halls, Laboratories, Workshop, Hostel etc. which could be used for linking such Centres of Knowledge to the Rural Community. Besides, polytechnics have qualified and trained faculty, whose services could be utilized for Vocational Training and Transfer of Technologies.

Check your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

13. Describe management structure of National Literacy Mission.

.....

.....

.....

.....

14. Explain the management structure of an ICDS centre.

.....

.....

.....

.....

7.11 LET US SUM UP

The unit began with the meaning of the term non-formal education and its major categories like activities, providers, target groups and age -groups wise. Further discussion on issues pertaining to management of NFE sector and institutions associated with it was taken up. UGC has recognised extension as the third dimension along with teaching and research dimensions in higher education system. The role of open and distance learning in education in non-formal sector has been also explained. In addition to the above points educational policies in NFE, role of NFE institutions like NLM, CE, JSS, DAEs, SRCs, SLMAs, ICDS and community polytechnics have been covered.

7.12 UNIT-END ACTIVITIES

1. Explain with examples the range of cross-sectoral activities under the domain of NFE.
2. From your experience state at least two issues related to NFE. Suggest one activity for each issue that may solve these issues.
3. Critically analyze the various NFE programmes initiated in higher education sector with special reference to India.
4. State the needs of extension education in India. Explain the steps taken by UGC so far.
5. Critically examine the recommendations of various committees and commissions in India after independence towards promoting NFE at the school level.
6. Visit a nearby NFE centre and observe its activities for a week. Give your comments on its activities. Your answer may include the nature, relevance, objectives and target audience of the ongoing activities.

7.13 REFERENCES

Aggarwal, J.C. (2007). *Recent developments and trends in education.* New Delhi: Shipra

Bhola, H. (1999). Literacy Campaigns: A Policy perspective, in Wagner, D., Venezky, R., and Street, B. (eds.) *Literacy: An International Handbook.* Boulder: Westview Press.

Bhola, H.S. (2007). Adult education in India after independence. In M. Mukhopadhyay and M. Parhar (Ed.), *Education in India Dynamics of Development.* New Delhi:Shipra.

Bush, T. and West-Burnham, J. (Ed.)(1994). *The Principles of Educational management.* Longmen Publication.

Christian, J. (1995). Educational management: Conceptual clarification. In H.M. Singh (Ed.) *Fundamentals of Educational Management.* New Delhi: Vikas Pub. House Pvt. Ltd. Pp. 3-10

Dewal, O.S. (1995). Open Learning in Indian School Education. In M. Mukhopadhyay and S. Phillips (eds). *Open Schooling: Selected Experiences.* Canada: Commonwealth of Learning.

MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992).* New Delhi: MHRD, Govt. of India.

MHRD (2008). *Annual Report 2007-08.* Department of School Education and Literacy & Department of Higher Education, MHRD, Govt. of India, New Delhi.

Mitra, A. (2007). India: Non-formal education. In UNESCO (2008). *Country Profile commissioned for the EFA Global Monitoring Report 2008, Education for All by 2015: will we make it?* Paris: UNESCO.

Mukhopadhyay, M. and Tyagi, R.S. (Ed.) (2001). *Governanace of School Education in India.* New Delhi: NIEPA.

National Institute for Educational Planning and Administration (NIEPA). (2002).

Concepts *and Terms in Education Planning: A Guidebook.* New Delhi: NIEPA.

Padmakar, S. (2002). *Realizing the Potential of Education Management in India. Educational Management & Administration.* 30 (1), 101-08.

Sapra, C. L. (1993). Towards 2000 and Beyond: Preparation of Educational Managers in India. *Journal of Educational Administration.* 31 (4), 51-66.

Singh, U.K. and Sudarshan, K.N. (2001). *Non-Formal and Continuing Education.* New Delhi: Discovery Pub.House.

UNESCO (1997). *International Standard Classification of Education (ISCED).* Paris: UNESCO.

UNESCO (2005). *NFE-MIS Handbook Developing a Sub-National Non-Formal Education Management Information System.* Paris: UNESCO.

7.14 ANSWERS TO CHECK YOUR PROGRESS

1. Formal education can be defined as the hierarchically structured education system from the kindergarten through the university, including institutions of technical and professional education and training. It is generally highly structured and rigid with respect to age, time duration, mode of transaction, target learners, evaluation process, etc. Non-formal education programmes do not necessarily follow the 'ladder' system and may have different duration. The major characteristic feature of NFE in India is its flexibility in terms of organization, timing, duration of teaching and learning, clientele groups, age group of learners, contents, and methodology of instruction and evaluation procedures.

2. Government Level 1 (central level), Government Level 2 (state level), Government Level 3 (District-level), Co-operative agency or society, public enterprise, private enterprise, educational/ training institutions, professional association/ trade union, religious bodies/ missions, national branch of international NGO, local branch of national NGO, local NGO, community based organization, private bodies/individuals, and international organisation/ development agency.

3. i) The NFE sector in India still tends to equate education with basic literacy and numeracy while other skills are relegated to acquisition of technical skills as in a vocational education programme.

   ii) The allocation for NFE comprises a small proportion of the total education budget.

4. i) subject matter,

   ii) physical aspect,

   iii) publicity,

   iv) implementation and

   v) Educational institution.

5. An EGS centre is managed by the local community bodies viz. Parent Teacher Association (PTA), Village Education Committee (VEC) or the Gram Panchayats. A local teacher is engaged by the community for teaching. Under the AIE component, flexible strategies are being implemented for education of children who cannot be directly enrolled in a school/ EGS centre. The strategies

include residential and non-residential bridge courses, back to school camps, seasonal hostels, drop-in centres and other alternative schools.

6. Jan Shikshan Sansthan, Community Polytechnics, National Institute of Open Schooling, Directorate General of Employment and Training, and Training of Rural Youth for Self-Employment (TRYSEM)

7. i) To extend knowledge and other institutional resources to the community and vice-versa

   ii) To gain insights from a contact between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research.

8 i) Focus on Adult Literacy, Post-literacy and field outreach programmes,

   ii) Opening of Departments/Centres of adult and continuing education,

   iii) Developing the discipline of Andragogy/ Adult Education and Continuing Education through academic programmes and courses,

   iv) Developing courses/programmes for people at different socio-economic and educational level,

   v) Social and Citizenship Role Awareness Programmes,

   vi) Resource Support Programmes to support and evaluate TLC, PLP, CE, Sarva Shiksha Abhiyan, women's empowerment, etc. in collaboration with various agencies,

   vii) Support to equivalency programs offered by the NFE Sector.

9 i) To respond effectively to the growing demand of working adults who have difficulties in getting training in conventional education because of lack of flexibility in the timing and location of courses;

   ii) To provide an opportunity for the empowerment of those most disadvantaged by existing provision, the unemployed, the disabled, women and others.

10 i) To ensure the quality of education and

   ii) to assure the standard of degree/diploma earned through distance mode of education.

11 i) Emphasized the need for an accelerated programme for literacy promotion, using a combination of the selective and mass approaches that could mobilize all men and women in the country including students and teachers,

   ii) Provision of part-time general and vocational education to the young adults in the age group of 15-30.

12 i) Evolving different strategies for post-literacy and continuing education for different parts of the country keeping in view the local needs and priorities, levels of achievement in the basic literacy phase,

   ii) Initiating the planning for post-literacy programme preferably in the middle of the basic learning phase of the campaigns so that the time gap/ interregnum, between close of the basic literacy phase and commencement of the post-literacy phase is minimised,

iii) Continuation of government support to post-literacy programmes for a period of at least two years before the community takes them over for implementation on a long- term basis,

iv) Involving the University Grants Commission, Organically and effectively in literacy and post literacy movement by galvanising the entire higher educational system to discharge the social obligation,

v) Setting up post-literacy centres in SC/ST areas in order to provide facilities for continued literacy for adult neo-literates, specially women.

13. The National Literacy Mission has a three-tiered structure. At the apex is the National Literacy Mission Authority supported by the Directorate of Adult Education, which controls the programme at the national level. The State Literacy Mission Authority directs activities at the state level, supported by the State Directorate of Adult Education. Finally, the Zilla Saksharta Samiti helps make the programme a reality in districts and villages all over India. In urban areas, Nagar Palikas are being encouraged to take up the challenge.

14. ICDS is a Centrally-sponsored Scheme implemented through the State Governments/UT Administrations with 100% financial assistance for inputs other than supplementary nutrition which the States were to provide out of their own resources. Ministry of Women and Child Development has the overall responsibility of monitoring the ICDS scheme, using its extensive network for gathering community level information on implementation. A Central Cell established in the Ministry collects and analyses the periodic work reports in prescribed formats received from the State Governments. The existing Management Information System ensures a regular flow of information and feedback between each Anganwadi and the project, between each ICDS project and the State Government, and between the State Government and the Government of India.

UNIT 8 GOVERNMENTAL SECTOR

Structure

8.1 Introduction

8.2 Objectives

8.3 Governmental Sector: An overview

8.4 Constitutional Position

8.5 The Educational System

- 8.5.1 School Education
- 8.5.2 Higher Education and Technical Education

8.6 Government Interventions

- 8.6.1 School and Vocational Education
- 8.6.2 Higher and Technical Education

8.7 National Knowledge Commission (NKC) on Education

- 8.7.1 School Education
- 8.7.2 Higher Education
- 8.7.3 Vocational Education

8.8 Let Us Sum Up

8.9 Unit End Activities

8.10 References

8.11 Answers to Check Your Progress

8.1 INTRODUCTION

Education along with health has been recognised as an essential component for the development of any society or nation. In other words education and health are the two main indicators of a society's developmental standards. In this context role of the state or the nation in providing education to its citizens becomes important. Similarly state control of education may take the state towards an enhanced status as has been witnessed in most of the developed countries in the world. Education is primarily a state responsibility even in a country like USA, which has a free market economy and which follows an avowed ideology of privatisation. According to Glenn Johnson about 78% enrollment in public institutions in USA has government support and nearly 60% funds are from the government and even 22% enrollment in higher education by private institutions get federal financial aid to the students.

In India since time immemorial education has been accepted as an important activity and supported by the rulers and philanthropists. This has been discussed in detail in the **Unit 2; Historical Perspectives in the first block of this course**. Education is seen as a suitable enterprise for governmental support and regulation may be a moot point regardless of a society's political or economic pattern. At the same time it is one of the most common place activities to be found in any society. In fact, education of an informal character is going on at all levels. While democratic societies, for instance, have usually been enthusiastic patrons of public or mass education. The democratic principles do not prescribe maintaining a system of schools as compulsory provision for public education.

In Indian Constitution, the Article 46 states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of society and in particular of the scheduled castes and scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation".

In the present unit an attempt has been made to sensitize you about the need of government sector in education keeping in view the impact of education on individual and societal development on one side and on the other the Indian constitutional commitments for the welfare of citizens and the country. The focus is to highlight management issues pertaining to educational institutions under the governmental sector.

8.2 OBJECTIVES

After completing this unit, you should be able to:

- explain the place of the Governmental sector in education system;
- state the National Bodies associated with the management of education system in India;
- analyse the management issues related to education in the governmental sector; and
- appreciate the contribution of National Bodies in educational management in Indian context.

8.3 GOVERNMENT SECTOR: AN OVERVIEW

In the country education has been considered as a welfare activity and always patronized by the kings, rulers, traders and so on from times immemorial. The origin of the Indian Education Department dates back to pre-independence days when for the first time a separate Department was proposed However, the general awakening in the country due to the struggle for freedom, there was a vociferous demand for education. The demand for compulsory primary education found articulation through Gokhale's Resolution in Parliament in 1910, which sadly, was defeated. However, qualitative improvement in terms of infrastructure provision, curriculum reforms, teacher development and equitous access to education for SC/ ST and girls was brought about. Soon after attaining independence on 15th August 1947, a full fledged Ministry of Education was started on 29th August 1947. The nomenclature and responsibilities of the Education Department have undergone various changes from time to time. At present the Ministry has two Departments namely

- Department of Higher Education
- Department of School Education and Literacy

The Ministry of Education is presently designated as Ministry of Human Resource Development (MHRD) and the two departments listed above are mainly responsible with education under the governmental sector. This sector emphases formal and non-formal initiatives undertaken by the governmental sector. Similarly at the state level, a separate department has been functioning which is responsible for creation, funding and monitoring activities pertaining to education sector at all levels.

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Mention the main departments of Education.

.....

.....

.....

.....

2. Write the present nomenclature of MHRD.

.....

.....

.....

.....

8.4 CONSTITUTIONAL POSITION

Education is seen as an instrument for achieving the equality of opportunity for all. Federal nature of the country has made provision in the Constitution of India (1950) for division of powers between the centre and the states. Constitutionally, parliament has exclusive powers to make laws on the subjects included in the first list , known as the Union list. Similarly every state has full powers to make laws with respect to any of the subjects given in the second list. In addition to these two lists, a third list is also there called the Concurrent list. Here both the Union and state governments have concurrent powers of making laws on the subjects enumerated in the third list. Basically, education was included in the state list according to the division of powers under constitution (Entry 11 of the state list of the 7th schedule). Union government has been given exclusive powers to deal with institutions of national importance like IITs, IIMs, and so on (entry 63, 64, 65 of the Union list of the seventh schedule).

Several Articles in the Constitution and specific amendments related to education and educational opportunities are also included. The Fundamental rights and Directive Principles of State Policy are based on the mandate given in the Preamble. Fundamental Rights given in the Constitution confer on the citizen equal rights and opportunities in political, economic and social spheres (Article 14), protect the interests and rights of minorities to start their educational institutions (Articles 29 & 30) and empowers the state to use affirmative discrimination in favour of certain historically disadvantaged sections of the society (Article 13).

As per the Article 45 on the Directive Principles of State Policy, the Constitution directs the State, " to endeavour to provide free and compulsory education to all the children up to the age of 14 years within ten years of the promulgation of the constitution". And Article 46 also directs the State to " promote with special care the educational and economic interests of the weaker sections of the society, in particular, the Scheduled castes and scheduled tribes, and to protect them from all forms of exploitation."

Promotion, enrichment and propagation of Hindi language so as to make it the medium of expression for all people of the country has been entrusted to the Union government

as a special responsibility. Central government has been given the responsibility for the scientific and technical education, vocational training and research, national institutions, coordination of higher education while education in general has remained under the jurisdiction of state governments.

Before 1976, education was the main responsibility of the States in the country. The Constitutional Amendment of 1976 took an important decision to include education in the Concurrent List. This resulted into responsibility sharing between Centre and States substantively and further resulted into various financial and administrative implications (42nd Constitutional Amendment). The role and responsibilities of the States in education have remained largely unchanged and a larger responsibility of Central Government is laid in reinforcing the national and integrated character of Indian education, maintaining quality and standards including those of the teaching profession at all levels. Additionally, the study and monitoring of the educational requirements of the country are also entrusted to the Union government.

Presently, education as subject is placed under Concurrent list and responsibility is shared by the centre and states. In the education sector, lead role in policy formulation and planning to direct overall educational development throughout the country rest with the Central government .

In 2002-03, the 93rd Constitutional Amendment Bill (86th Constitutional Amendment Act) was passed in both the houses of the Parliament which resulted into elementary education as a fundamental right. Here the role of state government becomes very crucial in implementing the constitutional provisions, since it is the duty of the states to provide free education to all children irrespective of their caste, class, gender and religion.

The constitutional provisions, amendments and various Acts pertaining to education and India's commitment in UEE at the international forums have made the role of government sector more significant. Therefore national commitment for education as a welfare activity and responsibility to provide education to all irrespective of social, economic and geographical barriers puts emphasis on governmental sector to create educational opportunities in areas where non-governmental sector is not coming forward.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this Unit.

3. Write briefly the significance of Article 45 for education

.....

.....

.....

.....

4. Which Constitutional Amendment Bill declared primary education as a fundamental right?

.....

.....

.....

.....

8.5 THE EDUCATIONAL SYSTEM

The education system in India can be broadly categorized into the School Education system and Higher Education System. As you have studied in the earlier units, school education system covers 12 years of schooling including elementary, secondary and senior secondary levels. Pre- schooling is still outside the purview of the formal school education. The post senior secondary education is called tertiary or higher education system. Besides academic courses, the education system offers vocational courses as well. At higher education level these courses are known as technical and professional education programmes and at the school education level they are known as vocational courses. Now at the undergraduate level and universities a number of job-oriented programmes and courses have been introduced.

8.5.1 School Education

Even though the pre-school is not included as an integral component of Indian school education, its importance has been well recognized. The national initiative in the form of ICDS, a flagship scheme of the central government to provide nutritional suppliments to both child and mother needs no authentication. Similarly need for government support in the form of many centrally as well state -sponsored schemes at the primary/elementary levels, residential schools for rural children, offering number of incentives to backward children, etc. show their commitment to provide educational opportunities to all. Even the pockets devoid of schooling in the country and in those places where the private partners are not coming forward, role of government becomes more important.

National Knowledge Commission recommendations on School Education **(NKC)'s recognizes that the primary responsibility for School Education is borne by the state governments, and therefore any policy changes must be with the full participation and involvement of the states. NKC also believes that positive changes in systems in schooling will require the active involvement of the central government as well as state governments, not only in the matter of proyiding resources but also in promoting organizational and other changes.**

Role and importance of government sector in providing educational opportunities in one and all is of much importance in pockets not providing viable alternatives to private partners. In the coming text government's contribution in various levels have been presented.

Pre-primary Education

Basically, pre primary education sector is under non-formal sector. It is outside the purview of formal education sector. In urban areas private partners do manage it to a considerable extent but lack of pre-school education in the rural areas, urban slums and unauthorised colonies are common. The provision of appropriate pre-school education is not available in the country. The very nature of place of pre-school education sector outside the formal education and even lack of training facilities for anganwadi workers and pre-school functionaries, reflect the plight of this level. The Initiative of Integrated Child Development Scheme (ICDS), a centrally-sponsored flagship programme of the union government shows the concern and commitment of the government in providing pre-school education and nutrition to children in the age range of 0-6 years. Planning a national level programme, providing guidance and directions to state governments for effective implementation and proper monitoring of the scheme in all centres is a mammoth task.

Elementary Education

Elementary education in the age group of 6-14 in the Indian national perception is essentially for all.n to lead to improved health conditions on one hand and on the other a major factor in slowing population growth rate. As per national education system, it contains eight years of schooling. State- wise variations exists. Some states have 5 years of primary and 3 years of upper primary while others have 4 years of primary and 3 years of upper primary structure.

Thus one of the primary concerns is to implement national structure of elementary education all over the country so that all children can avail similar quality educational inputs irrespective of the disadvantages.

The major issues concerning elementary education are:

- Providing elementary schooling in hamlets devoid of formal schooling for all school-age going children
- Effective community involvement for quality elementary education
- Ensuring retention and completion besides enrollment of school-age going children
- Training and retraining of teachers, para-teachers and community members on a regular basis in order to get realization of EFA target by the country
- Mobilizing private partners in providing elementary education in difficult and disadvantaged population areas.
- Improving quality of schooling
- Ensuring continued and regular attendance
- Providing incentives for enrolment and attendance
- Providing incentives to teacher volunteers to work in schools located in hard areas.
- Creating feasible and effective linkage between pre- primary and primary schooling
- Creating lateral entry provision in formal schooling for children
- Creating due linkage between formal and non-formal education opportunities at this level.

Secondary Education

As you have studied in the earlier units, the secondary education consists of two stages. These are secondary and senior secondary stages. Secondary stage consist of classes 9 and 10 and senior secondary classes 11 and 12. Secondary stage has common schooling as per the national education structure. It is considered as terminal stage of education in many country. In India it is different. As per the Task Force Report (1997) explanation " **one was the decision of the constitution makers to make education compulsory upto the age of 14, the second was the pre-eminence which higher education has enjoyed ever since the establishment of the universities. In consequence secondary education did not receive the requisite attention"**

Presently secondary education is managed mostly through government schools, government aided school and unaided schools throughout the country. The

government sector bears about half of the secondary education schools in the country. One of the striking observations reported is as follows: **this scenario is quite different from the primary and upper primary schools which is managed by the government and local bodies, I.e., about 85 to 90 %.**

In providing secondary education the norms suggested for opening of a school is the walking distance of 5 kms as compared to 1 and 3 kms for primary and upper primary schools respectively. The availability of sufficient number of secondary and senior secondary schools is the sole responsibility of the government in the difficult and scarcely populated areas. It has been found that most of the private schools are located in thickly populated areas and rural areas are mostly dependent on the government- run schools.

Besides common school education upto first ten years of formal schooling for all, government responsibility is of paramount importance in providing further education at senior secondary level. Senior secondary education should have higher and technical education opportunities as well as employability avenues for those who want to join the world of work. Thus vocationalisation of education is an integral part post - secondary education. Vocational education programme at 10+2 level has emerged as a single largest programme of the Technical and Vocational Education and Training in the country and almost all the states have been covered under the Centrally Sponsored Scheme (CSS) of Vocationalisation of Higher Secondary Education offering vocational courses in different areas. There are numerous issues pertaining to the secondary and senior secondary education in the country. Some of them are similar to elementary education like access, equity and quality. The issues of relevance, diversification and modernization are specific to this state. Further the planning, development, implementation, and coordination with states in carrying out all activities effectively and monitoring are all major responsibilities of the governments at the centre and the states.

At this level, training and retraining of teachers on a regular basis as pre-service and in-service level for teachers under academic and vocational streams is a challenging task. Similarly designing, developing and offering courses having relevance to the emerging areas of studies and job markets is one more challenging area. In addition to it, modernisation of secondary and senior secondary education is another issue.

Similarly provision of state- of- the- art craft training institutions, polytechnics and craft and vocational training institutions by state and central governments is equally needed. Thus a due coordination mechanism between institutions under public and private domains is must in order to produce suitable work force for various trades and vocational areas. Even proper linkage for vertical mobility for trained skilled workers, their trainers, coordinating agencies and other bodies is equally essentially.

The proper and due linkages between formal and non-formal educational opportunities is also required so that students can continue their education and career related opportunities. For example students can accumulate their credits for learning while studying through various modes.Even mobilising resources from all sectors, their proper coordination and developing a district, state and national level plans with detailing out of roles and responsibilities are one of the main government activities. If country is planning to attain universalisation of secondary education in the near future, role of government sector is of paramount importance. The next stage of education is known as higher education and it includes general higher education and technical & professional education. The following section discusses about this.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

5. Highlight any four major issues concerning elementary education ?

.....

.....

.....

.....

6. What was the Task Force Report (1997) about?

.....

.....

.....

.....

8.5.2 Higher Education and Technical Education

This stage of education is also called as post senior secondary education. It can be mainly divided into higher education and technical education. You have read about the development of higher education and technical education as higher education system in the earlier units in this course. Here we will be discussing about the university education and its relationship with government. In the post-independence period, the GOI appointed the University Education Commission in 1948 to offer suggestions for enabling the Indian Universities to meet the new responsibilities. The Commission felt that all a universities should be constituted as autonomous bodies. It recommended that the universities should be teaching institutions rather than the affiliating type. Similarly technical education institutions have been under the government sector.

After independence, there was an upsurge in the demand for higher education and virtual explosion in the number of universities and colleges. In the modern India, the higher education has expanded fast and mostly under the government sector. India today ranks fairly high in the network of higher education institutions. In terms of scientific and technical manpower India is often described as the third largest force in the world.

Presently, the higher education system in India is was managed by the Government sector. Most of the universities, institutions of national importance, all national level institutions and a large number of UG and PG colleges are under government sector. After the liberalisation, globalisation and privatisation policy, higher education has invited many national and international private initiatives. Still the coordinating agencies are governmental bodies like UGC (for general higher education), AICTE (for technical and management education), etc.

The issues pertaining to this stage are similar to school education stage like access, relevance, quality, diversification, modernisation and teacher development. Similarly challenges for government sector are many and various . Like mobilising and providing resources for higher and technical education in the country, creating additional institutions of quality standards and recruiting qualified faculty and other trained personnel, developing guidelines for effective coordination between institutions of higher learning, affiliated institutions, accreditating agencies and monitoring bodies at state, national and international levels.

8.6 GOVERNMENT INTERVENTIONS

Various initiatives have been undertaken in the education system in providing wider and better educational opportunities to all. Some of them have been listed under school education, higher education and technical education.

8.6.1 School Education and Vocational Education

District primary Education Project and presently Sarva Shiksha Abhiyan: Centrally -sponsored schemes for attaining the target of providing elementary education to all with the help of international funding agencies. The focus has been to create educational opportunities to children in the age group 5-14 years in their habitations by involving community and locally available teachers.

Midday Meal Scheme, again a centrally-funded scheme to give nutritional support to primary school children.

Kendriya Vidyalaya Project to provide school education to children of government employees with transferable liability throughout the country.

Navodaya Vidyalayas, another centrally-sponsored initiative as Navadaya Vidyalaya Scheme to promote the quality of secondary education specially to the deserving children in rural areas.

Other Schemes and programmes

The following centrally -sponsored schemes are in operation at present.

i) Improvement in Science Education in school

ii) Operation blackboard

iii) Minimum Levels of Learning

iv) Vocationalisation of Education at senior secondary stage

v) National Institute of Open Schooling

vi) Promotion of Educational Technology by MHRD in collaboration with Department of Electronics.

These are some of the common initiatives at the government sector to maximize educational opportunities at the school education levels by formal and non-formal modes.

8.6.2 Higher and Technical Education

Some of the initiatives taken in higher and technical education are as follows:

1. Creation of universities and colleges in the country
2. Creation of specialized universities like Agricultural Universities
3. Setting up of coordinating, examining and accreditating agencies
4. Creation of Advanced Centres of studies in Universities
5. Granting of autonomy to colleges
6. Establishment of institutes of nation importance in technology, management and other professional areas.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

7. Highlight the major centally-sponsored schemes.

.....

.....

.....

.....

8. Write any four initiatives on Higher and Technical Education

.....

.....

.....

.....

8.7 NATIONAL EDUCATION COMMISSION (NKC) ON EDUCATION

8.7.1 School Education

AS per NKC recommendations on different aspects of school education the most important areas of possible interventions could be :

- Central legislation for the Right to Education, backed by financial commitment
- More flexibility in disbursal of funds
- Decentralization and greater local autonomy
- Expansion of functional literacy
- Planning for school infrastructure
- Enabling and regulating mechanisms for private schools
- Database on school education
- Better co-ordination between departments
- National evaluation body for monitoring equality
- Revamping school inspection
- Teachers and teacher training
- Reforms in the curriculum and examination system
- Use of Information and Communication Technologies
- English language teaching
- Interventions to ensure access of educationally deprived categories

8.7.2 Higher Education

The recommendations of NKC on Higher Education have been as follows:

A. EXPANSION

1. Create many more universities
2. Change the system of regulation for higher education

3. Increase public spending and diversity sources of financing
4. Establish 50 National Universities

B. EXCELLENCE

5. Reform existing universities
6. Restructure undergraduate colleges
7. Promote enhanced quality

C. INCLUSION

8. Ensure access for all deserving students
9. Affirmative action

8.7.3 Vocational Education

The recommendations of NKC on Vocational Education have been given below:

1. Place Vocational Education entirely under the Ministry of Human Resource Development (MHRD)
2. Increase the flexibility of vocational education and training (VET) within the mainstream education system
3. Quantify and monitor the impact of vocational education
4. Increase resource allocation to vocational education
5. Expand capacity through innovative delivery models
6. Enhance the training options available for the unorganized and informal sector
7. Strengthen the current institutional structure
8. Ensure proper certification
9. Undertake a re-branding exercise

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

9. Write any four recommendations on different aspects of School Education as given by NKC.

.....

.....

.....

.....

10. Mention the recommendations of NKC on Higher Education.

.....

.....

.....

.....

11. List any four recommendations given by NKC on Vocational Education .

.....

.....

.....

.....

8.8 LET US SUM UP

Education is unique investment in the present for the future. This cardinal principle is the key to the national policy on education. The concept of national system of education implies that all students irrespective of caste, creed, location or gender have access to education of a comparable quality, up to a basic level. The Constitution of India is the ultimate document which guides education policy in all sectors. The emphasis has been given to free and compulsory education to all children up to the age of fourteen years and education, in general, is the concurrent responsibility of the union and the state.

National Institutes of Technology, Indian Institutes of Technology, Indian Institutes of Management, Indian Institutes of Information Technology are centres of excellence in the field of Technical and Management Education at the Higher Education in the country. All these institutes are comparable to their international counterparts and are fully funded and regulated autonomous organisations in the government sectors.

8.9 UNIT END ACTIVITIES

1. Prepare a list of government institutions at school level in your district or city. Prepare a report considering the following points:
   - centre and/or state government institutions
   - source of funding – state, centre
   - any scheme(s) going on in them such as mid-day-meal, etc
   - any other.
2. Visit a primary/elementary school in your area and prepare a list of all government sponsored schemes for promotion of education for disadvantaged children . Interview the principal or teacher in-charge on the impact of these schemes on student enrollment, retention and achievement. Prepare a report.

8.10 REFERENCES

http://www.knowledgecommission.gov.in/recommendations/Vocational3.asp

http://www.knowldgecommission.gov.in/recommendations/higher4.asp

Bush, T. and West-Burnham, J. (Ed.)(1994). *The Principles of Educational Management* . Longmen Publication.

Christian, J (1995). Educational Management : Conceptual Clarification . in H.M. Singh(Ed.) *Fundamentals of Educational Management.* New Delhi : Vikash Publication House Pvt. Ltd, Pp.3-10

Dewal, O.S.(1995). Open Learning in India School Education. In M.Mukhopadhyay and S. Phillips(eds.). Open Schooling : Selected Experiences. Canada: Commonwealth of Learning .

MHRD(1986). National Policy on Education- 1986 (with Modifications undertaken in 1992), New Delhi: MHRD, Govt. of India.

MHRD (2008), Annual Report 2007-08. Department of School Education and Literacy & Department of Higher Education, MHRD, Govt. of India, New Delhi.

Mitra, A. (2007). India: Non-formal education. In UNESCO(2008). *Country Profile Commissioned for the EFA Global Monitoring 'Report 2008, Education for All by 2015: Will we make it ?* Paris : UNESCO

Mukhopadhyay, M. and Tyagi, *R.S. (Ed.) (2001). Governance of School Education in India.* New Delhi: NIEPA.

Padmakar, S. (2002). *Realizing the Potential of Educational Management in India. Educational Management & Administration.* 30(1), 101-108.

Sapra, C.L(1993). *Towards 2000 and Beyond:* Preparation of Educational Managers in India. Journal of Educational Administration . 31(4), 51-66.

Singh, U.K. and Sudharshan, K.N. (2001). *Non-Formal and Continuing Education.* New Delhi: Discovery Pub. House.

8.11 ANSWERS TO CHECK YOUR PROGRESS

1. a) Department of Higher Education

   b) Department of School Education and Literacy.

2. The Ministry of Education is presently designated as Ministry of Human Resources Development.

3. As per the Article of 45 of Constitution on the Directive Principles of State Policy, the Constitution directs the state, 'to endeavour to provide free and compulsory education to all children upto the age of 14 years within 10 years of the promulgation of the Constitution.

4. In 2002 -03 the 93rd Constitutional ammennment Bill (86 Constitutional Amendment Act declared for elementary education as a fundamental right.

5
   - Providing elementary schooling in hamlets devoid of formal schooling for all school age going children.
   - Effective Community involvement for quality elementary education.
   - Improving quality of schooling
   - Ensuring continued and regular attendance

6. The Task Force Report mentioned "One was the decision of the Constitution makers to make education compulsory upto the age of 14, the second was the pre-eminence which higher education has enjoyed ever since the establishment of the universities. In consequence secondary education did not receive the requisite attention".

7.
   - Improvement in Science Education in school.
   - Operation Blackboard
   - Vocationalisation of Education at Senior Secondary Stage.
   - National Institute of Open Schooling

8. (i) Creation of Universities and Colleges in the country.

(ii) Creation of specialized universities like Agricultural University

(iii) Granting of autonomy to college

(iv) Creation of Advanced Centres of Studies in Universities

9. i. Central legislation for the Right to Education, backed by financial commitment

ii. More flexibility in disbursal of funds

iii. Expansion of functional literacy

iv. Planning for school infrastructure

10. i. Create many more universities

ii. Change the system of regulation for higher education

iii. Increase public spending and diversity sources of financing

iv. Establishment of 50 National Universities.

v. Reform in existing universities

vi. Restructure undergraduate colleges

vii. Promote enhanced quality .

11. a. Place Vocational Education entirely under the MHRD

b. Monitoring the impact of vocational education

c. Expand capacity through innovative delivery models

d. Strengthen the current institutional structure.

UNIT 9 NON-GOVERNMENTAL SECTORS

Structure

9.1 Introduction

9.2. Objectives

9.3 Non Governmental Sector: An overview

- 9.3.1 Origin, Structure and Ideology of NGOs
- 9.3.2 Structure of NGOs

9.4 Alternative Education

9.5 Private Initiative in Education

9.6 Open Distance Education and NGOs

9.7 Non Governmental Organisations: Partners for Change

9.8 Inclusive Education and Role of NGOs

- 9.8.1 Inclusion of disabled, socially and economically backward
- 9.8.2 Role of NGOs in Inclusive Education

9.9 Major Challenges

9.10 NGO Management

9.11 NGO Management Model

- 9.11.1 Legal Basis
- 9.11.2 Deciding Organisational Values
- 9.11.3 Staffing
- 9.11.4 Administration
- 9.11.5 Finance

9.12 Let Us Sum Up

9.13 Unit-end Activities

9.14 References

9.15 Answers to Check Your Progress

9.1 INTRODUCTION

'Education for all' has been the major focus of government policies since independence. However, limited resources and increasing demand have created a rift between supply and demand. Providing access to primary education to all school-age going children has been a challenging mission for the country. It has been realized that government is not able to accomplish this task through educational system in the formal and governmental sectors. The country needs cooperation and contribution of other collaborators from private initiatives, corporate ventures and even individuals and small registered groups. In the present context, non-formal sector has been encouraged actively in education and development sectors. Even the participation of parties outside government bodies is increasing in developmental areas like education, health, environment, pollution and others. Considering the commitment of the country in realizing the mandate of education for all to the laid target date, the role of non governmental sector is very important.

Lets ponder as to what we mean by the non-government sector, its role in the field

of education, the personnel working in this area. What is the organizational structure of this sector?

All these are very important questions.

Alternative education is accepted as an important aspect of strategy to achieve universalization of education as it can reach out to those who are marginalized. Those who have not been able to gain benefit from formal education system due to one reason or another, have gained access to education breaking several socio-economic and cultural barriers.

NGOs play a crucial role in achieving the aim of "education for all" and quality education. Keeping human welfare as main focus, NGOs can compliment government agencies. A combined effort can lead to better results. There are a large number of NGOs which are working in the direction of educating people.

NGOs are working in various areas like education, health, agriculture, sustainable development, women empowerment etc. One of the major strengths of NGOs is their being action-oriented. They are taking responsibilities and performing on field, moving beyond just planning and paper work.

"An NGO is an independent, flexible, democratic, secular, non-profit people's organization, working for and /or assisting in the empowerment of economically and socially marginalized groups."

The involvement of non governmental organisations in education has increased in recent times. Their role in advocacy as well as education has been a great thrust towards inclusion of marginalized in the mainstream. The involvement of NGOs in education is found in formal and non-formal sectors. Educational institutions under formal education sector like private universities, self-financed educational institutions run by registered societies or corporate houses are the examples under NGOs initiatives in education. Similarly, non-formal educational initiatives managed by private bodies are also initiatives in education sector. The basic distinction is the nature of educational activities and programmes of studies. Examples are private universities like Amity University and all progressive self- financed schools in the country, technical institutes like Birla Institutes of Technology and Science (BITS) and other professional institutes run by private management in the formal sector mainly and also offering short-term courses for faculty and working personnel in industry and allied areas. Similarly, running training and job/recreation-based courses, offering courses under basic and school- based programmes under open and distance education, summer courses, orientation programmes come under non-formal education. NGOs are basically the non-governmental initiatives in educational venture.

The main aim of this unit is to acquaint you with the various forms of alternative education and role played by non governmental organizations in it.

9.2 OBJECTIVES

After studying this unit you should be able to:

- explain the nature of Non Governmental sector in Education;
- assess the role of Non Govermental Organisations in Education;
- describe the important aspects of Alternative Education;
- explain the role of NGOs in Inclusive Education;

- appreciate the role of NGOs through cases of private initiatives and NGOs working on alternative education from field;
- analyse issues related to NGO management in education sector;
- identify barriers to management of NGOs;
- evolve NGO-specific management model; and
- recognize important aspects of NGO management.

9.3 NON GOVERNMENTAL SECTOR: AN OVERVIEW

9.3.1 Origin, Structure and Ideology of NGOs

The World Bank defines NGOs as **'groups and institutions that are entirely or largely independent of government and characterized by humanitarian or cooperative rather than commercial objectives; private organisations that pursue activities to relieve suffering, promote the interest of the poor, protect the environment, or undertake community development.**

There exists a great deal of diversity in the structure, organization and nature of NGOs. The basic ideology which they follow may be responsible for the enormous diversity which exists. They pursue different approaches to cater to different segments of societies. For example, NGOs working in education sector cater to different sections of the society depending on different needs.

9.3.2 Structure of NGOs

Understanding the structure of NGOs can be done by considering their

- purpose/objective
- size
- source of finance
- area of focus, and
- effectiveness

There are three levels of NGOs. They are:

- Grass roots Organisations
- Intermediary NGOs and
- International or Donor NGOs.

Among these, the grassroots organisations are largest in number and generally they are smaller in size, the grass roots organization are generally localized but they are able to reach deep into social setup. *Figures 4.1 and 4.2 deal with the structure and levels of NGOs respectively.*

The Donor NGOs are much bigger in comparison but don't work directly with people who benefit as they generally concentrate on funding.

Intermediary NGOs are in between in size and work at the regional level.

One of the main reasons for the emergence of NGOs, according to developmental perspective is failure of the state to deliver goods. Failure of state in utilizing available resources in development of society has been criticized by many and seen as an opportunity to provide a substitute.

There are groups which work to influence policy and people who are influential in the state mechanism or otherwise. They attempt to give alternatives to state models, provide voice to the unheard and mobilize resources.

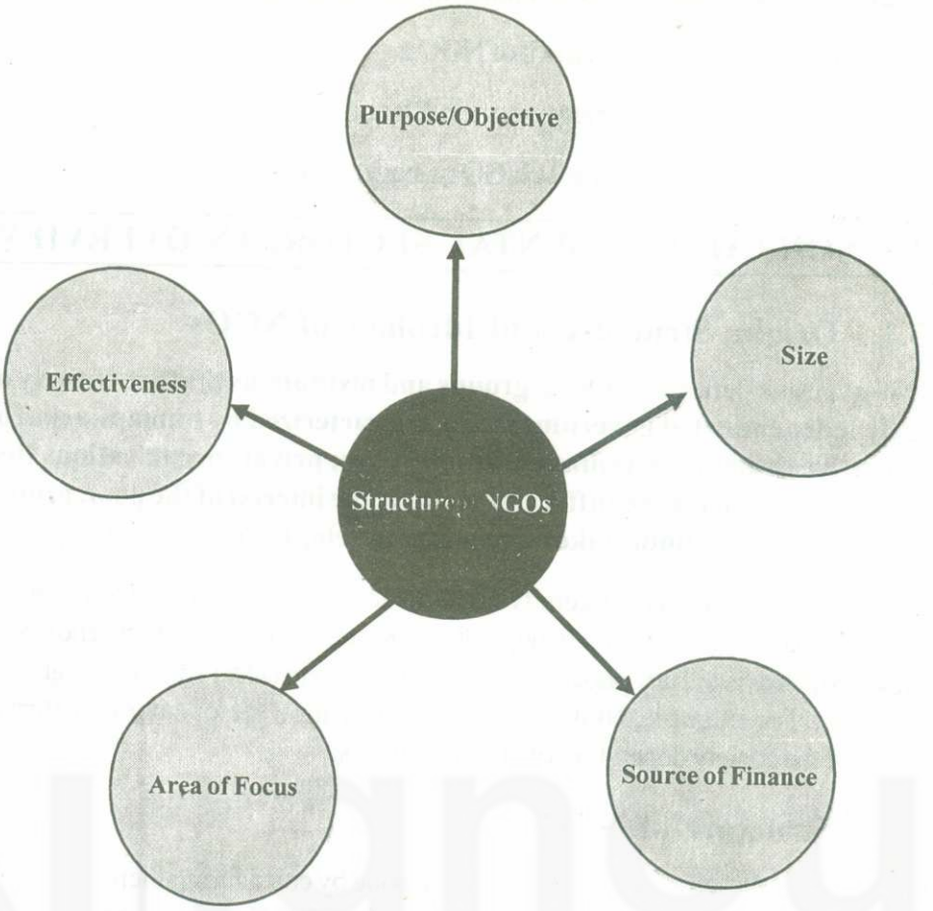


Fig. 9.1: Structure of NGO

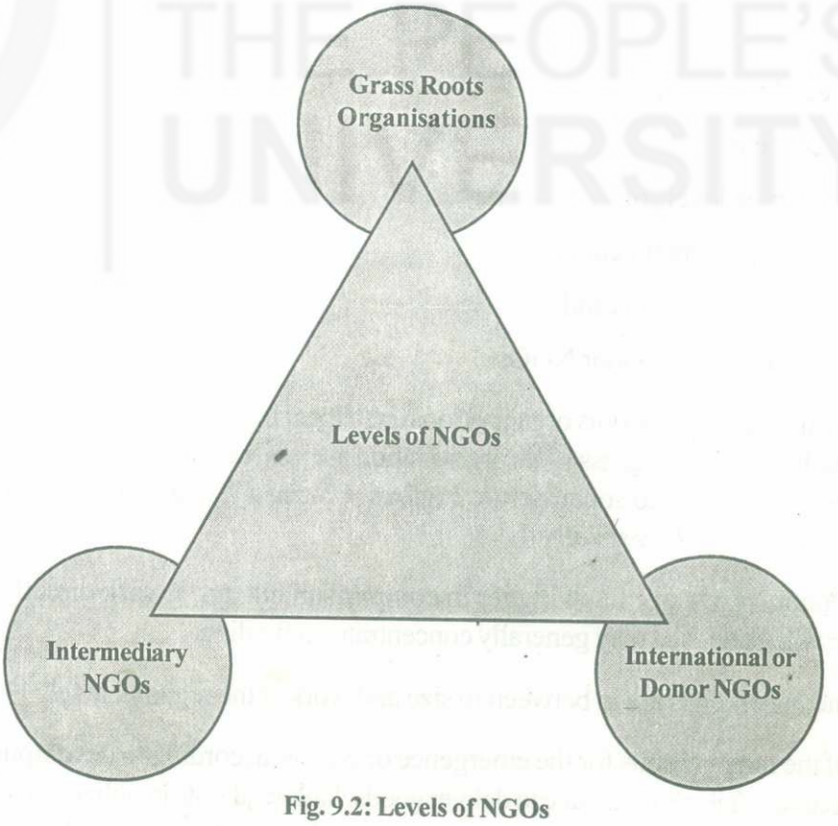


Fig. 9.2: Levels of NGOs

9.4 ALTERNATIVE EDUCATION

With the growing impact of globalization the pattern of social life has changed in rural as well as urban areas. The growing need of quality education as well as need of taking education to all has lead to opening up of different possibilities of reaching the goal of universalization of education as well as providing career opportunities. Alternative education in India has become a vital component of the whole system. It has reached individuals who dropped out from the mainstream due to various reasons and also to those who could never get the opportunity to attend formal schools.

Non-formal education is seen as a vital aspect of India's current strategy on education as it can reach out to working children, girls and those children who cannot attend full time schools due to several socio-economic compulsions and cultural barriers

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

1. Describe structure of NGOs.

.....

.....

.....

.....

.....

.....

.....

.....

2. What kind of role is played by corporate sector in functioning of NGOs in India?

.....

.....

.....

.....

.....

.....

.....

.....

9.5 PRIVATE INITIATIVE IN EDUCATION

The education system in India is facing serious challenges at all levels of education may it be primary, secondary or elementary level. These include access to an infrastructure of good quality, increase in retention rate, and efficiency and effectiveness of the schools. "In the recent years, there has been a considerable emphasis on decentralized management and involvement of community in micro planning; the

outcome is quite mixed one. This is partly due to the inadequate planning and lack of managerial and professional competencies at various levels. (Aggarwal, 2000).

NGOs and Private Players

With globalization there has been emergence of new players in social reforms also. Private sector is more active in its role towards society. In various ways these private sectors have influenced education of the marginalised, agriculture, environment etc. Private players may have different reasons for joining a non-profit approach to social reforms but their influence, direct or indirect, can not be ignored. Various multinationals have been criticized for their policies and practices which negatively influence society, may it be child labour or polluting environment. But influence of state policies have somewhere checked their negative impact. Due to social pressure concept of 'Corporate Social Responsibility' has emerged. It is supposed to work towards achievement of objectives valued by society in lieu of subsidies they get from the state and resources they utilise. Various NGOs were approached by different corporate bodies for providing services to society in different ways. The responsibilities taken up in helping underprivileged have reached grassroots level in many areas. Some corporate organisations extend financial help to NGOs handling community projects. Some examples are IBM kidsmart program introducing technology at the pre-school level. The corporate giants like Wipro (Ajim Prem Ji Foundation) and Infosys have established their own foundations through which they are handling various community projects especially in the field of education. Similarly, contribution of private partners in higher, technical and professional education is also growing. The increase in the number of self-financing institutions in teacher education, management education, technical education, medical education, pharmaceutical education and so on need no justification. The need of the hour is to have efficient monitoring system, proper guidance and timely training inputs to them so that quality education is ensured.

9.6 OPEN DISTANCE EDUCATION AND NGOS

Open schools have presented an opportunity for those who have dropped out of the formal education system or failed to get entry due to some reason. It also gives opportunity to those who want to continue quality education with their profession. Most of the courses, professional or otherwise, are available with flexible timing and fees. Individuals from different corners of the world have access to quality education through open education system. IGNOU (Indira Gandhi National Open University) is a pioneer in open education system in India. Facilities provided by IGNOU are landmark in education. For education of marginalized also existence of Open education has worked as a boon.

These course are utilized by various individuals through NGOs also. For example Sahara Manovikas Kendra, an organization working for mentally challenged individuals, gives opportunity to these students to take their examination through open school. Teachers who join as volunteers in some of the NGOs working for Children with Special Needs do required courses through open universities and in providing education through open education. So far open schools and open universities are under governmental sectors in our country. But they have partnerships with NGOs in imparting their academic as well as vocational life skill-based and enrichment courses through a large number of NGOs supported institutions across the length and breath of country.

9.7 NON GOVERNMENTAL ORGANISATIONS: PARTNERS FOR CHANGE

Non-Governmental Organisations (NGOs) have emerged as crucial contributors in the development in the country in recent years. They have contributed extensively in social development programmes in rural as well as urban areas. Due to their close work with people at grass-roots level, they have contributed in bringing up the reality of marginalized.

Various educational projects like ***LokJumbish***, ***Jan Shikashan Sansthan*** etc. have helped in developing community resources. Local communities have specially gained from this partnership with NGOs and have developed successful programmes like ***Digantar***. This has helped in improvement of infrastructure facilities for education promoting greater access to quality education. Many NGOs work as local resource for major initiatives taken by state in the country.

NGOs have contributed in:

- Mobilizing resources at micro and macro levels
- Infrastructure development in different pockets of society
- Teaching and training
- Monitoring and facilitating
- Research and development
- Providing alternative curriculum or modifying curriculum for disadvantaged.

There are lakhs of NGOs actively working in various projects in education across the country.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

3. Describe the role of NGOs.

.....

.....

.....

.....

4. Write names of any two NGOs in Education.

.....

.....

9.8 INCLUSIVE EDUCATION AND ROLE OF NGOS

9.8.1 Inclusion of disabled, socially and economically backward

Education for Children with Special Needs has been a concern in the global society

since long. In India it gained momentum after independence. The role of NGOs in this area is one of the most influential factors in improvement of education of children with special needs. Efforts from individuals and organizations have paved way for better conditions and facilities for those who were marginalised and kept behind curtains for long. The main influence of these efforts has been on sensitization of society about those who are challenged. For long it was considered that disability is a result of curse from god due to which people were scared to even tell others that their child is challenged. Education of these children was not at all considered important and possible. Convincing parents is a task which needs to be done with great sensitivity and care.

One of the examples of NGOs working in this field is Amarjyoti, a foundation working for children with challenges since long. Initially, when an organization starts working for education of Children with Special Needs they face difficulty in getting the students out of their homes.

9.8.2 Role of NGOs in Inclusive Education

Advocacy

For sustaining an effort like education of children with special needs it is important that a strong advocacy is done by those who are associated with it. Convincing donors and other government organizations about the efforts done by an NGO becomes very critical. In this field government has given support to some of the groups who have worked efficiently and presented their work properly. International groups as well as local resources are utilized by many NGOs for collection of funds and developing infrastructure.

Infrastructure development

Building resources for challenged is another important task because when you try to educate children with special needs, you need to strengthen their abilities in all sense. Like for a physically challenged child it is important that his/her physical needs are also addressed like giving an artificial limb to the child etc. There is new technology available in different countries which can be very helpful for challenged. Developing these resources locally or getting them from outside both needs attention by organizations working in these areas.

Teaching and training

Teaching children with the special needs requires specialization. Special schools have provided challenged with an opportunity to get education and training which helps them in living with dignity in society. Courses for teacher training for getting teachers for Children with Special Needs are provided by various universities in India. For example Universities in Delhi have courses like B.Ed. Special Education (Mental Retardation), B.Ed. Special Education (Visually Impaired) which are specialized courses recognized by RCI(Rehabilitation Council of India).

Monitoring and facilitating

In recent years there has been an effort towards educating children with special needs in Integrated and Inclusive setups. NAB (National Association of Blinds) is another organization which works for visually impaired learners. Visually impaired students go to their integrated schools in the morning and come back to NAB for their special education. These teachers also go to these respective schools and facilitate for better education.

Supporting new possibilities in the field of special education has been given importance in many developing organizations. Teachers and teacher educators have taken up research in this field to facilitate education of the challenged.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

5. Mention any two areas of contribution of NGOs.

.....

.....

6. Write the points highlighting role of NGOs in Inclusive Education.

.....

.....

9.9 MAJOR CHALLENGES

Major challenges faced by NGOs in present scenario are

- lack of awareness among people
- excessive inflence from state
- lack of proper management system

One of the major issues for the NGOs working in India is lack of awareness in society. If there is lack of trust among those for whom the organization is working, then it becomes very difficult for them to implement their programme effectively. Thus acceptability of NGOs is a major concern. It becomes crucial that NGOs get the support of locals.

Excessive government influence is another area which sometime influences working of NGOs in many states. When NGOs provide alternative to state-run programme, they are in direct conflict with them. Sometime state policies don't match with the work done by NGOs which creates situations where NGOs face a lot of barriers.

9.10 NGO MANAGEMENT

Lack of proper management systems is one of the shortcomings of this sector although some of NGOs are very well managed. It may clearly be understood that NGO management is different from the management of corporate and government organisations as NGOs work inside civil society and have different ideologies on which they are based.

"NGOs should be managed by the combination of human behavioural approach, psychological conscious and ethical practices backed by the cultural realities of the region, which may be different from one country to another, area to area, even in the same country".

The Management of NGOs is different from traditional management because of the difference in their mission, objectives, planning, ideology, culture and execution of planning.

If we try to find a specific definition of NGO Management, it will be very difficult to find one. Generally, the concepts of general management are used in NGO management. The major emphasis of NGO management is to work for the people and with the people utilizing all possible resources to achieve goals of the organisation.

Initially, two branches of NGO management which emerged were (a) Trial and error practices and (b) strategic management.

NGOs are generally considered to be working on non-profit basis with different objectives than corporate or Governmental Organizations. Thus they rely heavily on their experience, which they gain on field after 'trial and error'. There is more flexibility available with them as there is no cut throat competition or financial goals to be achieved. The problem comes when the management model of corporate sector is tried directly without considering the ideology on which NGOs are working.

In strategic management there is a greater flexibility available as organization tries to adjust to the environment in which they operate.

But the success of this type of management depends on how the organization copes with dynamic conditions. Eventually it was understood that a distinct management system for NGO management was required.

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

7. Write any two major challenges faced by NGOs.

.....

.....

.....

.....

8. How is the management of an NGO different from that of the traditional management?

.....

.....

.....

.....

9.11 NGO MANAGEMENT MODEL

In last few decades need for management model for NGOs has emerged which is distinct. According to Ian Smillie and John Hailey " NGO sector has grown in size, importance and in the scope of its activities, the first generation of NGOs has reached a significant level of experience and success and they are now in a position to teach younger counterparts about the pitfalls associated with growth and change, both in organizational sense and with regards to the world in which they live".

NGOs have different Identity. Corporate sector supplies goods and services and NGOs work to fulfill society's needs in a different sense, generally working for marginalized.

NGOs are created by the people and work for the people rather than self gain. It is thus clear that their vision, planning, coordination, human resource development and

leadership will also be seen differently. Generally the working style of NGOs is distinct from Government and commercial organisations. NGOs discourage participatory management and power lies with the founder of organization. This is in contrast with the nature of work they are associated with, that is, working for the people by the people, which demands more participatory and systematic management. Thus need for better management model is there. A model may be seen in Table 9.1.

Table 9.1: NGO Management Model

Alternative Provider / Alternative service delivery	State	NGO
Geographical Coverage	National/ Mass system	Excluded, marginalized, disadvantaged
School/ Class size	Large to small	Very small
Curriculum	Government	Adopted from government
Assessment	School leaving certificate	Ongoing, formative
Language of Instruction	National/ local	Local
Time Table	Structured/inflexible	Flexible
Recruitment of Teachers	National	Community based
Payment of teachers	Govt. pay scale/permanent	Voluntary
Teacher training	Pre-service with some in service	Often untrained with on the job support

Management strategies for NGO sectors can be evolved from Mike Hudson's strategic management process model, considering core concepts of vision, mission, objectives, strategies and performance management. Core concepts of the strategic management process model are:

The vision: organization's view of the desired future

The mission: purpose of organization

The objectives: what organization wants to achieve in fixed timeframe

The strategies: way human and financial resources will be managed

Performance management: feedback about performance of organization to administration

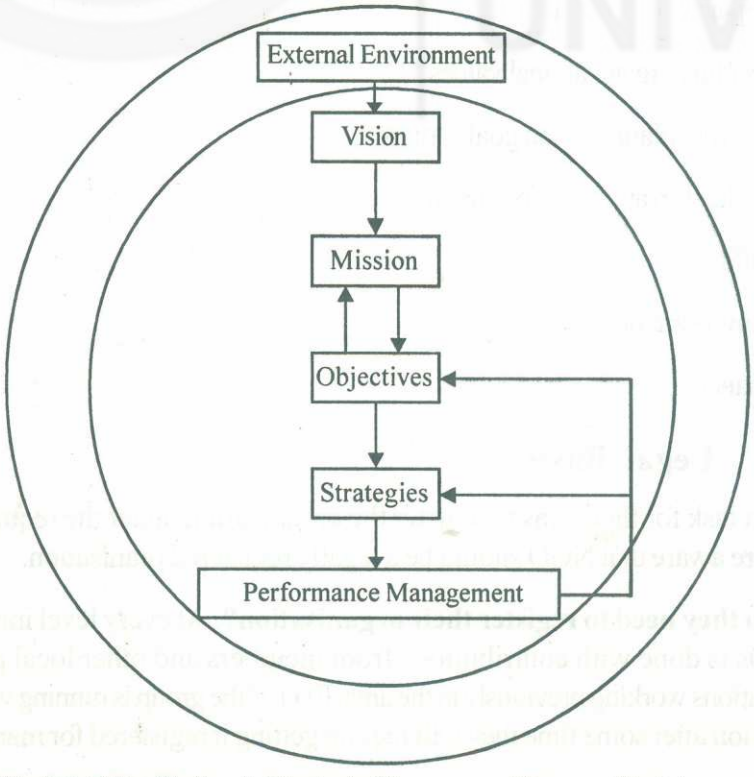


Fig. 9.3: Mike Hudson's Strategic Management Process Model

Check Your Progress

Notes: a) Space is given below for your answers.

b) Check your answers with the one given at the end of this unit.

9. Name the person-behind evolution of strategic management process model NGO management.

.....

.....

.....

.....

10. Mention one concept of the strategic management process model.

.....

.....

.....

.....

After cyclone devastated one of the coastal cities of India, it took several years to recover. Everything was affected from infrastructure to the spirit of people. After several years situation in some fronts remained grim. Manoj and Rajiv decided to take initiative in helping those who suffered. Being an educationist Rajiv suggested starting an NGO to help develop some infrastructure to give education at primary level. Manoj, an Engineering Manager with local firm, suggested starting the NGO with two other friends who could help them in advocacy and collecting finance. They decided that before starting the firm they will take all the important steps for smooth implementation and better services.

They divided their whole task in different parts i.e.

1. Preparing legal base
2. Deciding organizational values
3. Strategic planning and goal setting
4. Leadership and decision making
5. Staffing
6. Administration
7. Finance

9.11.1 Legal Basis

The first task for them was to register the organization under the required acts as they were aware that NGO should be a legally registered oranisation.

Why do they need to register their organisation?: At every level initially work in NGOs is done with contributions from members and other local people and organizations working previously in the area. Even if the group is running well without registration after some time they will require getting it registered for many reasons.

They reasons they considered for registering were as follows:

- For setting up an organization it is important that they buy some basic assets which are registered in the name of organization.
- When there is a group of people who come together and jointly make efforts to raise finance in different ways, it is important that there is accountability.
- Registered organization binds members of the organization by some regulations.
- For financial transactions to be done registration details are must at every step.
- Donors from foreign countries can only help registered NGOs. Credibility of registered organization is much more than individuals or non registered organisations.
- Organization must be registered for filing income tax return.

After deciding the name of organization they applied for registration with the competent authority. The aim was to help in improvement of primary education in the area for which they needed some infrastructure to utilize it as main centre from where they could operate. With their plan of action and resources they expected on time registration. Registration was given to the organization after checking the required credential by the authority.

9.11.2 Deciding Organizational Values

Determining organizational values and purpose is the first step for establishing an NGO. It has to be done keeping the mission and ideology in mind. It is a clearly written statement which reflects the existence of the organization. Target community should be kept primary while doing so. Long term objective should also be kept in mind that predicts what the organization will be in future.

Strategic planning for long-term and goal setting for annual targets is important for success of an NGO.

"While the articles of incorporation prove the accountability of the organization to the external world, the bylaws represent the responsibilities of the NGO to itself" Olenick, (Arnold J. & Philip R. Olenick). The bylaws of an NGO specify how it will run. For smooth functioning of an organisation there should be some rules and regulations which bind the NGO towards welfare of the people and achievement of its goal. They vary from organization to organization. The board should approve the bylaws and followed by all the members associated with the organisation.

9.11.3 Staffing

Not all people working for non-governmental organizations are **volunteers**. They may have different reasons for joining an organization. These reasons should be considered before involving individuals in the projects. For successful implementation of the project undertaken understanding staff requirements is very important. Following aspects should be given due importance:

- Total requirement of staff
- Staff required with specialization
- Salaries and other benefits to be paid
- Time period for the requirement of staff
- Staff training

- Mode of selection
- Specific requirements of organisation

After deciding on these points the organization drafts and advertises for the vacancies available in the organization specifying the nature of job and other details. After selection through the committee formed the new recruited staff is asked to join within a stipulated time. Providing guidelines at the time of induction is an important exercise. It helps in familiarizing them with the organization. Important aspects they should know about the organization can be mission statement, objectives of the organization, details about the work done, information about funding sources, contact details of associated people etc.

Generally, on-job training is given in this sector. As observed in many areas new recruits are kept at initial period of probation or contract where they are supposed to work in field to reach up to an expected level. Considering example of one of the NGOs working in Jaipur, where teachers join the alternate schools and start **teaching directly under** experienced workers. Their progress is monitored by them.

9.11.4 Administration

For proper administration of any organization it is important that there is a proper system of planning, implementing and evaluating the projects which are undertaken. All the parts of the system need to be working with each other to maintain smooth functioning. Different branches need to perform their role as per requirements. Those who are doing advocacy should be able to gather required support for the organization to sustain. Proper planning and deciding objectives to be achieved is the task of governing body and executive body. Utilization of resources, implementing the plans at grass roots level and evaluating is the work which becomes most important aspect.

While constituting Governing Body it is important to consider the following points:

- Representation of women
- Time period for tenure decided

Strong legal, financial, and technological skills should be the basis for selection of board members. They should know how to work best for the public. They should be clear with the mission of organization and have progressive ideas to guide. Size of the board can be different depending on organizational requirements.

9.11.5 Finance

A system of recording the source and utilization of money is very important aspect. Although it is non profit-making organization still having an effective account management system is critical. Taking help of a professional accountant or a firm is always recommended to check the regularity and precision.

Preparing and reviewing financial statements are an important task which should be done on regular basis. Monthly, quarterly and annual statements can be prepared separately and reviewed regularly so that status of the projects can be checked and compared with the planning done. Proper budgeting is required for better implementation so that there is no shortage of funds or under utilization in any area.

After the funds have arrived from the source, allotment is done for the projects which are already going on or are supposed to start in future. Need assessment of the programme can be done identifying the issues related to the project. Detailed

planning should be done for each activity in long term or day-to-day work. It can include training programmes, salaries, infrastructure improvement or development, daily expenses like daily hiring of vehicles, stationary etc. All the transactions which take place should be arranged in proper order.

Money required by an NGO primarily goes to the cause undertaken by the organisation. Fund raising can be done through various ways. It can be done by the members by directly going to the society or reaching out donors through a proper advocacy plan.

Come Up With a Fundraising Plan. To have a good fund raising strategy it is important to identify the needs of organization and what source can help in providing. The organization should develop a good level of trust with the source and have a transparent working style.

Foundations working at ground level can also gather support directly from them. By holding camps and events, which showcase the work of organization and possibilities of community participation organization can gather support and finance.

9.12 LET US SUM UP

The unit described the origin, structure, ideology and levels of non-governmental organisations. Other major points discussed were alternative education and private initiatives in education in the NGOs sector. In addition to this, role of NGOs in open and distance learning and inclusive education were discussed. Further, NGOs role as partners for change in the education system has been covered. Finally, NGO management and NGO management model have been discussed in detail.

9.13 UNIT-END ACTIVITIES

1. Visit an NGO providing education related activities in your neighbourhood area. Prepare list of the personnel i.e. teachers, trainers etc. and the nature of programmes they offer. Also collect the sources of grants for the building and other infrastructure and the financial assistance to the NGO and its students. Write a report describing the major problems it encounters in managing various activities.

2. Discuss Mike Hudson's Strategic Management Process Model using examples from an NGO working in your area.

9.14 REFERENCES

1. Olenick, Arnold J. & Philip R. Olenick. (1991). A Nonprofit Organization Operating Manual: Planning for Survival and Growth. New York: The Foundation Center.

2. Sinha, Shabnam; Elementary Education in India from Encyclopedia of Indian Education Rajput, J.S. (General Editor, NCERT Vol. I, New Delhi). 2005.

3. Khandelwal, B.P. Secondary Education in India from Encyclopedia of Indian Education Rajput, J.S. (General Editor, NCERT Vol. II, New Delhi) pp. 1539. 2005.

9.15 ANSWERS TO CHECK YOUR PROGRESS

1. Structure of NGOs can be explained in terms of their purpose/objectives, size, source of finance, area of focus and effectiveness.

2. You can write the roles played by any corporate sectors like Tata, Infosys, Ajim Premji Foundation or any other.

3. i) They act as learning or study centres.

   ii) In data collection for need surveys

   iii) Identification of need-based courses of studies.

4. Any two like Lok Jumbish, Jan Shikshan Sansthan or any other from your area.

5. Any two from the following:

   - Mobilising Resources at micro and macro levels
   - Infrastructure development in different pockets of society
   - Teaching and training
   - Monitoring and facilitating existing facilitating
   - Research and development
   - Providing alternative curriculum or modifying curriculum for disadvantaged

6. Advocacy; Infrastructure development, teaching and training, monitoring and facilitating and research.

7. Any two from the following:

   - Lack of awareness among people
   - Excessive influence from state/governmental lack of proper management system

8. The management of NGOs is different from traditional management because of the difference in their mission, objectives, planning, ideology, culture and execution of planning.

9. Mike Hudson's Strategic Management Process Model.

10. Vision, mission, objectives, strategies and performance management of a NGOs.


ignou
THE PEOPLE'S
UNIVERSITY

SOE-IGNOU/P.O. 2T/July 2009

THE PEOPLE'S UNIVERSITY

ISBN-978-81-266-4076-8