Lesson No. 1   **Unit-I**

ELEMENTARY EDUCATION

STRUCTURE

1.1   INTRODCUTION

Elementary education is the foundation of a child's formal education Elementary education is crucial for strengthening human resources, which is vital for personal, social, and national development. Primary (6-11 years) and upper primary (11-14 years) age groups are covered under elementary education. This entails successfully completing the necessary educational requirements up to Class VIII in the majority of Indian states. The main objective is for every 14-year-old to have mastered fundamental abilities like fluency in reading, writing, and math, comprehension, analysis, reasoning and social skills such as teamwork. Elementary education should inculcate courage, confidence, curiosity, independence, resourcefulness, resilience, patience, and understanding. Universalization of education refers to any system of education that provides opportunities to all children having different race, colour, caste, religion, sex and ability. Elementary education is also helpful in spreading mass literacy which is essential for the effective functioning of democratic institutions, economic development, and modernization of social structure.

According to the 11th Five Year Plan (2007-2012), Elementary education consist of classes I-VIII i.e., primary (I-V) and upper primary (VI-VIII). It is the foundation of the pyramid in the education system (Para 1.1.2). Therefore, elementary education in India is defined as the education from class I to VIII, and covers, children from the age of 6 to 14 years. Elementary education is further divided into two stages, i.e.: primary and upper primary education. Primary education lasts to class V and covers children in the 6 - 11 age group. Upper primary covers Class VI to VIII, and includes children in the age

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group of 11-14 year. The National Policy on Education 1986 gives the common educational structure (10+2+3) in terms of the National System of Education, prescribed the further break-up of the first 10 years by moving "towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School"

1.2   AIMS AND OBJECTIVES

Aims and Objectives of Elementary Education: The aims and objectives of elementary education are as follows:

- To achieve Literacy;

- The child should be able to learn the mother tongue so that he can communicate his ideas easily:

- To achieve Numeracy: The child should develop ability in four fundamental numerical operations and be able to apply these to solve problems in his daily life.

- To achieve Technocracy: The child should learn the method of inquiry in science and should begin to appreciate science and technology.

- To develop a sense of Nationalism: The child should develop a respect for national symbols like the flag and the anthem and should know about learn to dislike casteism, untouchability, and communalism.

- To develop Human dignity: The child should develop healthy attitudes towards human labour and dignity.

- To develop healthy sanitary habits: The child should develop habits of cleanliness and healthful living and an understanding of the proper sanitation and hygiene of the neighbourhood.

- To develop Aesthetic Sense: The child should acquire a taste for the good and beautiful and should take.

- To develop Cooperative Spirit: The child should learn to cooperate with others and appreciate the usefulness of working together for the common good. Besides these objectives, other desirable qualities are development of character and

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personality through initiative, leadership, kindness, honesty etc. These should be developed during the primary school stage.

The NCERT (1977) has laid down the following objectives of Elementary Education:

- To acquire the tools for formal learning namely literacy, numeracy and manual skills.

- To acquire the habits of cooperative behaviours within the family, school and community.

- To develop social responsibility by inculcating habits.

- To appreciate the culture and life styles of persons of other religions, regions and countries.

- The National policy on Education has also given stress on primary Education mainly on two aspects:

a. Universal enrolment and universal retention of children up to 14 years of age.

b. A substantial improvement in the quality of education.

- The child has to acquire minimum levels of learning (M.L.L).

- There is an urgent need to pay due attention to the constitutional directives with regard to the development and improvement of primary education. It is the duty of everybody to extend full cooperation in achieving the objectives of free and compulsory primary education in our country. Then only the base of democracy would be strengthened.

1.3   MEANING OF ELEMENTARY EDUCATION

Universalization of Elementary Education is the base of the entire educational system. In this stage, the child starts going to a formal institution and the formal education starts. The education the child receives at the elementary stage lays down the foundation for his or her physical, mental, emotional, intellectual, and social development. This stage of education should be linked with functional literacy which makes the people literate with the application of practical knowledge, which is the basic requirement for economic development, modernization of social structure, and effective functioning of democratic

institutions. Education is considered the foundation of all socio-economic developments of the country. All children irrespective of caste, creed, religion, sex, and others, and also to realize the democratization of education as a birthright to all, the government of India has made several attempts from time to time to achieve the universalization of education for all. Universalization of primary or elementary education basically involves three important things i.e., Universalization of Provision, Universalization of Enrolment, and Universalization of Retention.

1.   Universalization of Provision means that school facilities should be provided to all children between the age group of 6-14 years in the country. The school should be easily accessible within walking distance of a child.

2.   Universalization of Enrolment means that all children between the age group of 6 to 14 years must be enrolled in the school. The provision has demanded to the introduction of the Compulsory Legislation Act and under the legislation, parents can be found guilty of not sending their children to school.

3.   Universalization of Retention retains a child who joins the primary school and should remain there till he or she completes all 8 classes. In order to make education accessible to all, various provisions have been made under the Directive Principles and Fundamental Rights of the Constitution. Article 45, states the following regarding Free and Compulsory Primary Education: "The State shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." It means that free and compulsory elementary education can be accessed by all children before they complete the age of fourteen, where the target period was only for 10 years. In the Eighty-Sixth Amendment, 2002 (Article 21 A) of the Indian Constitution, education as a subject became one of the Fundamental Rights in PART III of the Indian Constitution from the Directive Principles of State Policy which is dealt with in PART IV of the Constitution. In our country, the Right to Education Act came into effect on 1st April 2010. The right to education becomes the fundamental right for all children in the age group of 6 to 14 years. Therefore, the government will be responsible for providing education to every child up to the eighth class, free of cost, irrespective of class, creed, and gender.

As per the census of 2011, our country had a 74.4% literacy rate. In the year 1950-51, the number of schools was 0.23 million which increased to 1.28 million in the year 2005-06. In the year 2005-2006, the Gross Enrolment Ratio in elementary education increased to 96.62%. Now the gender gap in the literacy rate is slowly decreasing.

1.4   GIRL EDUCATION

Girl education refers to the provision of educational opportunities and resources specifically targeted towards girls and young women. It is a crucial aspect of achieving gender equality and empowering women in society. Girl education is essential for several reasons:

1.   Education equips girls with knowledge, skills, and confidence to participate in economic, social, and political spheres.

2.   Educated girls are more likely to make informed health choices, reducing maternal and child mortality rates.

3.   Education can break the cycle of poverty by improving employment opportunities and income potential for girls.

4.   Deep-rooted gender norms and stereotypes often discourage families from investing in girls' education.

5.   Many families, especially in low-income areas, struggle to afford the costs associated with education, including fees, uniforms, and supplies.

6.   Geographical distance, lack of schools, and safety concerns can hinder girls from accessing quality education.

7.   Raising awareness about the importance of girl education through campaigns, community outreach, and media can help change attitudes and behaviors.

8.   Providing scholarships, stipends, or financial incentives to girls can alleviate financial barriers to education.

9.   Investing in building more schools, ensuring their safety, and improving facilities can enhance accessibility and encourage attendance.

10. Equipping teachers with the skills to address gender biases and create an inclusive and supportive learning environment is crucial.

11. Involving parents and communities in discussions about the value of education for girls and actively engaging them in supporting their education Utilizing online platforms for education can bridge gaps in access to quality education, especially in remote areas.

12. Teaching girls how to use technology can enhance their skills and future job prospects.

13. Governments should enforce laws ensuring equal education opportunities for girls and eliminate discriminatory practices.

14. Adequate funding and resources should be allocated to support girl education programs and initiatives.

15. Educated girls contribute to economic growth by entering the workforce and making informed financial decisions.

16. Girl education challenges traditional gender roles and stereotypes, promoting a more equal and just society.

17. Promoting and supporting girl education is a fundamental step towards achieving gender equality and fostering a more inclusive and prosperous society.

1.5 PROBLEM OF NON-ENROLLMENT & NON-RETENTION

The problems of non-enrollment and non-retention are burning issues in education that affect both students and educational institutions. These problems have many consequences and need to be addressed to ensure access to quality education for all.

1. Non-enrollment: non-enrollment refers to the situation where eligible students, particularly children of school-going age, do not register or enroll in an educational institution. This may be due to:

    a. Poverty: Parents cannot afford the costs associated with education, such as school fees, uniforms, textbooks, and transportation. Poverty is a major factor in non-enrollment.

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b. Lack of transportation facility: In some areas, schools may be located far from where students live, making it difficult for them to access education, especially if there is no reliable transportation.

c. Cultural factors: Some of the communities may have cultural norms that discourage or limit access to education for certain groups, particularly girls or marginalized populations.

d. Illiterate Parents: In some cases, parents and caregivers may not be aware of the importance of education or may not have access to information about available educational opportunities.

2. Non-Retention: Non-retention means where enrolled students drop out or do not complete their education. This problem may occur at various levels of the educational system, from primary to tertiary education, and is influenced by certain factors:

1. Generate Income: Students may be forced to leave school to contribute to family income or support their households financially.

2. Lack of infrastructure: Lack of infrastructure and teaching resources, may lead to disinterest and dropout among students.

3. Bullying: Discrimination, bullying of the students, and cultural norms may lead to dropout, especially among girls and minority groups.

e. To sum up, Principals of educational institutions and policymakers should focus on improving the quality of education, and also implementing support systems for at-risk students, and creating an inclusive and safe learning environment in the institution.

1.6   FUNCTIONS OF DIET

Functions of District Institute of Education and Training (DIET): The New Policy of Education 1986 (NPE) for the improvement of school education quality directly led to the establishment of District Institutes of Education and Training (DIET) around the nation. It is the third District level support system for the qualitative improvement of education along with the National and State level agencies, like NCERT, NIEPA and SCERTs. It also fosters quantitative improvement as the teachers are closer to the field and thus more

sensitive to their problems and needs. The mission of DIET is to provide academic and resource support at the grass root level so that various strategies and programmes being undertaken in the area of elementary and adult education, with special reference to Universalization of Elementary/ Primary Education, National Literacy Mission which targets the age group 15-35 years. The functions of DIETS are as follows:

•   Training and orientation of the following target groups:

Teachers should get both in-service and pre-service training through DIET. They hold a variety of workshops, orientation sessions, and training programmes to improve instructors' topic knowledge and pedagogical abilities. Elementary school teachers (pre-service and in-service education) headmasters, heads of school complexes and education officers at the block level, instructors and supervisors of non-formal and adult education centres. Members of the District Board of Education, village education committees, community leaders, youth and other volunteers. Inviting resource persons for academic and resource support to the elementary and secondary education system in the district. Provision of extension activities and interaction, learning centre for teachers and instructors. Provide materials, teaching aids, evaluation tools, etc. It also serves as an evaluation centre for elementary schools and programmes for NFE. Provides action research and experimentation, and it also deals with specific problems of the district in achieving the objectives of elementary and adult education. DIETs are a part of the larger strategy to achieve national goals in the areas of elementary and adult education it also supplements and complements the roles of other organizations in the field of school education. In order to effectively carry out the functions, the DIET may have the following academic branches.

•   Different Wings of DIET:

1.   In-Service Programmes, Field Interactions, Innovations and Co-Ordinations: It helps educational authorities in planning and coordinating in-service education programmes for elementary teachers throughout the district. It also organises orientation programmes for resource persons who would conduct in-service programmes for teachers at other centres (i.e., outside DIET).

2.   Pre-Service Teacher Education: It also organises a regular one-year D.E. Ed course. Additionally, it encourages and finances extracurricular pursuits in fields connected

to the branch's core competencies, discussions, literature, science fairs, the visual and performing arts, sporting events, and so forth.

3. District Resource Unit: The foremost responsibility of the unit is to assist in the planning coordination and organisation of programmes in SSA, RMSA, on a continuing basis and to evaluate and monitor the efficiency of such programmes in order to successfully realise its goals. In addition to that it monitors the schools, and has to conduct faculty development and capacity-building programmes.

4. Educational Technology: One of the main goals of the wing is to improve the standard of school education by creating various media intervention programmes and creating teaching and learning materials for both pre-service and in-service teacher training. It works with concerned DIET employees and other resource persons to provide user-friendly, reasonably priced teaching materials for a variety of courses and subjects relating to primary education.

5. Curriculum Material Development and Evaluation: It also creates curricula and instructional materials for the primary level in accordance with regional demands, conditions, and circumstances. It develops methods and criteria for summative andongoing learning evaluation, such as achievement tests, rating scales, and observation schedules.

6. Work Experience / Education: This wing identifies the locally pertinent work experience topics and campaigns and then adds them to the primary school curricula. It conducts exercises based on topics covered in class and the immediate area.

7. Planning and Management: It plays a significant role as a model agency for assessing the planning of all the programmes organised in the whole year. The major goal is to provide technical assistance in areas like school mapping, micro planning for the institution and providing training to the heads of the institution in planning and management in the maintenance of records and accounts.

DIETS are the most important institutions established with the special aim of improving school education. These are the leading academic institutions at the district level for planning, execution and implementation of educational action plans. At the district

level, DIET handles the academic tasks for SSA, RMSA, MHRD, SCERT, NCERT, NUEPA, etc. DIET is placing the learner at the centre of education. It also makes education a joyful, innovative and satisfying learning activity. In order to identify best practices and innovative advancements in teaching and learning, DIET carries out research in the field of education. DIET provides research-oriented activities to meet the special educational requirements of the district and offers recommendations. Moreover, it produces and disseminates educational resource materials such as multimedia, teaching aids, and textbooks.

1.7 MEANING OF NCERT

The National Council of Educational Research and Training was formally established on September 1, 1961. The council merged seven existing national government institutions, i.e., the Central Institute of Education, the Central Bureau of Educational and Vocational Guidance, the Directorate of Extension Programmes for Secondary Education, the National Institute of Basic Education, the National Fundamental Education Centre, the National Institute of Audio-Visual Education. The NCERT was established to provide a common system of education in the whole country and also enables and encourages diverse cultures across the country. National talent search scheme is a flagship programme of NCERT in the year 1963. The purpose was to identifying, nurturing the talented students in India and rewarding them with scholarships.

1.8 OBJECTIVES OF NCERT

Objectives of NCERT:

To promote and conduct educational research, experimentation of innovate ideas and practice. In addition to that develop National Curriculum Framework (NCF, 2005), syllabi andtextbooks, teaching-learning materials and kits, training models and strategies, audio, video and ICT materials.

Training of pre-service and in-service teacher education at national and state level functionaries.

To collaborate with state, national, international organizations.

Act as a clearing house for ideas and information in matters related to school education.

Act as a nodal agency for achieving goals of universalization of elementary education.

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Structure/ Composition:

The Union Minister for Human Resource Development is the president of NCERT. All the ministers of education in the states and union territories are its members. Moreover, experts in the field of education are also nominated as members. Its membership pattern helps in taking policy decisions at the highest level

The governing body of the NCERT is the Executive Committee, again with the Union Minister for Human Resource Development as its ex-officio president. The union minister for education is its ex-officio vice president assisting the executive committee is three standing committees dealing with finance, establishment matters, and programmes.

The principal executive and academic of the NCERT is the director who assisted by the joint director and the secondary. All of them are appointed by government of India.

1.9   CONSTITUENT UNITS OF NCERT

Constituent Units of NCERT:

The NCERT, has six constituent units NIE: - The NIE's activities are mainly concerned with (a) research and development, (b) in-service training and (c) publishing and dissemination programmes are:

The NCERT, has six constituent units NIE: - The NIE's activities are mainly concerned with (a) research and development, (b) in-service training and (c) publishing and dissemination programmes are:

- Development and evaluation of curriculum

- Instructional materials

- Learning resources

- Instructional strategies

All the above programmes cover the entire range of education and all school subjects including the vocational stream at the higher secondary stage. Its other programmes include: -

- Examination reform and test development

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- Nutrition and health education

- Education of scheduled caste and scheduled tribe students

- Girl's education

- Population education

- Value education

    Physical education

Other important areas are: -

- NIE develops prototypes of science kits which are in fact mini- laboratories for schools.

- NIE works as the non-formal education for out-school children, early childhood education, education of the disabled and programmes for the educational backward minorities.

- NIE has computer facilities for storage and retrieval of data.

- NIE periodically conducts educational surveys.

- NIE has also a library and documentation unit specializing in education.

CIET: - It helps in promoting the educational technology and disseminates information regarding educational media and technology. It has helped in setting up six State Institutes of Educational Technology (SIETs), one each in Andhra Pradesh, Bihar, Gujrat, Maharashtra, Orissa and Uttar Pradesh. The CIET can equipped to take up programmes   covering most of the areas of educational technology viz, distance education, educational television, radio, films and low-cost material.

RIEs: - The council has 4 regional colleges of education (RIEs) one each, at Bhopal, Bhubaneshwar and Mysore. These colleges offered for integrated teacher education courses leading to B.Sc., B.Ed. degree. Except RCE Ajmer the other college also offered a similar programme leading to B. A, B.Ed. programme. But the Bhubaneswar and RCEs also offered M.Sc. education programmes. Proper facilities for doing doctoral work, B.Ed. and M.Ed. courses were also available in the RCEs. All the RCEs conducted in-service training programs for school teachers and teacher education. These colleges also take up

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research and development programmes. But now they are converted in Regional Institutes of Education.

1.10 FUNCTIONS OF NCERT

Functions of NCERT:

The functions of NCERT broadly relate to the following to achieve the main objective of improving the quality of school education.

The NCERT, therefore:It develops curriculum, instructional materials, methods of teaching, techniques of evaluation, teaching aids, kits and equipment's, learning resources etc.

To also monitor the administration of NIE/ (RCEs) Regional Colleges of Education.

• It prepares and publish study material for students and related teacher's handbooks.

• It also organizes pre-service and in-service training of teachers, teacher educators and other education personnel.

   It promotes and co-ordinate research in all branches of education for improving school education.

• It also conducts and promotes educational research.

• It also searches talented students for the award of scholarship in science, technology and Social Sciences.

• Disseminates improved educational techniques and practices, and research findings.

• It undertakes functions assigned by the HRD for improving school-education.

It also acts as a cleaning house for ideas and information on all matters relating to school education and teacher education.

1.11 MEANING OF SCERT

   In several Indian states, there is an educational institution called the State Council of Educational Research and Training (SCERT). Supporting and advancing educational research, curriculum creation, teacher preparation, and other educational initiatives is its main goal. To raise the standard of education in schools, SCERT significantly contributes to the development of the educational environment.

1.12 FUNCTIONS OF SCERT

The functions of SCERT are:

1. Curriculum Development: SCERTs are responsible for designing and updating the curriculum for schools in their respective states. They ensure that curriculum should be updated and as per national educational policies and standards.

2. Teacher Training: SCERTs organize training programs for teachers to enhance their teaching skills and keep them updated with the latest teaching methods and tools. These programs can include workshops, seminars, and in-service training.

3. Educational Research: SCERTs conduct research studies and surveys to gather data on the state of education in their region. This information is used to make informed decisions and policies. They evaluate the effectiveness of various teaching methods and educational programs to make informed decisions about improvements.

4. Textbook Publication: SCERTs often publish and distribute textbooks for schools in the state, ensuring that they align with the prescribed curriculum.

5. Educational Resource Development: SCERTs develop educational resources such as teaching materials, supplementary books, and digital content to support teachers and students.

6. Policy Formulation: SCERTs are involved in formulating educational policies and strategies at the state level. They work closely with the state government to implement these policies effectively.

Assessment and Evaluation: SCERTs are responsible for designing assessment tools, conducting examinations, and evaluating the performance of students in the stateGovernment of Jammu & Kashmir (UT) School Education Department has appointed Prof. (Dr.) Parikshat Singh Manhas as Director State Council of Educational Research & Training-JKUT.

1.13 CHALLENGES AND ISSUES OF SCERT

Challenges / Issues apropos Jammu and Kashmir There are challenges and issues

confronting our educational scenario in J&K. Some of the major challenges and issues are described:

1. School related: Inadequate schooling facilities like spacious accommodation, unavailability of clean drinking water, proper toilet facilities especially for female students, lack of proper and routine health check-ups.

2. The problem of easy access: The problem of easy access to schools especially for girl children is quite visible in so many schools.

3. Lack of proper and competent human resources: Lack of trained teachers, lack of sufficient human resources, and non-availability of subject-specific teachers.

4. Defective system of examination. Less emphasis on critical thinking and tinkering in science among young learners.

5. Socio-cultural and Economic causes: Low Socio-economic status of families of dropouts, less exposure to cultural ethos of modernity, Low educational and occupational attainment of parents, household work engagement of girl students, Lack of proper guidance and motivation of dropouts, taking care of younger siblings, especially in case of girl students increase dropout rates, Child labour, problems of stagnation and non-enrolment.

6. Personal Causes: Poor academic performance in the class, Single-parent families, early marriage, wrong Company, family conflicts.

7. Migration of Nomads: It has been observed that the children of nomadic families are worst sufferers and prone to dropout phenomenon as they have to move periodically from Jammu to Kashmir and vice versa in search of green pastures to feed their cattle and in the process their children do not get opportunities to be enrolled in the schools. This has added to the menace of dropout phenomenon in such communities.

8. Prevailing uncertainty: The UT of J&K has been witnessing socio-political uncertainty for many decades which has resulted in frequent closure of educational institutions making students indifferent to academic activities. This too has resulted in the dropout rates.

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9. Lack of Psychological Support: There is no psychological support in schools for vulnerable students. Educational counsellors/ career counsellors could be of sufficient help to such students.

10. No Active community mobilization: There is no active community mobilization to inspire the parents of dropouts to re-admit their wards in schools.

1.14   SUGGESTIONS/RECOMMENDATIONS:

In the light of NEP- 2020, following recommendations are made.:

Providing effective and sufficient infrastructure so that students have access to safe and engaging school education at all levels from pre-primary schools to grade 12, providing trained subject-specific teachers.

There should be provision for the conduct of extra / co-curricular activities. All the schools should be provided with science/math/ language labs, besides well-equipped ICT labs.

Separate toilets for boys and girls, spacious playgrounds in all schools. Necessary medical assistance and regular health check-ups for admitted children. Each school should have a separate medical block within the premises. Safe and practical conveyances, hostels especially for girls. Setting up alternative and innovative education centres. Establishments of schools for nomadic communities. Opening of evening schools for the children involved in labour due to very poor economic conditions.

Universal participation: We have to achieve universal participation in schools by carefully tracking students as well as their learning levels. We have to create suitable opportunities to catch up such dropouts. Counsellors / and well-trained social workers connected to schools must be involved to ensure that school-age children are attending and learning in schools. Encouraging multiple entries learning to the children of migrant workers. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools should be encouraged and strengthened for meeting the learning needs of young people in JK UT. Appointment of local teachers for teaching in local language in areas with language barriers. Constant reviewing of curriculum to make it competitive, engaging, and dynamic to meet all the

emerging challenges and make the students confident, self-reliant and skillful. Vocational education should be imparted to the students for sustainable lifestyle. Strong emphasis should be on digital learning. Facilitating students with hassle-free scholarships. Developing leadership qualities among teachers working in the department in different capacities. Encouraging teachers who work professionally, with zeal, dedication & hard work for enhancing the quality of education.

1.15   OPERATIONAL BLACKBOARD

India started the Operation Blackboard Programme in 1987 with the intention of enhancing basic education standards, boosting student retention in classrooms, and implementing a child-centered educational philosophy. The initiative acknowledged the pressing need to improve the facilities and calibre of education in disadvantaged and rural communities. Its goals included integrating cutting-edge teaching techniques, teacher training, and educational resources, in addition to providing basic amenities like classrooms, libraries, drinking water, and restrooms. The goal of the Operation Blackboard programme was to raise the standard and volume of primary education. The state government carried out the programme with complete financial support (100%) from the federal government. Under Operation Blackboard, a primary school had to meet some minimum requirements, such as having two classrooms, two teachers (ideally one female), and a basic supply of teaching-learning aids (TLA). A science kit, a math kit, a tool kit, 45 charts, maps, children's books, balls and a blackboard were among the Teaching Learning Aids (TLA) supplied. It is intended to guarantee a set of basic amenities in each and every primary school across the nation under Operation Blackboard. Among them are two respectably spacious rooms that can be used in every kind of weather. To give all primary schools instructional supplies and Operation Blackboard will continue to cover all remaining elementary schools, with a focus on those located in SC/ST areas. Each section should have a minimum of one room and one teacher. Library facility should be provided to primary schools.

1.16   AIMS OF OPERATIONAL BLACKBOARD

The Operation Blackboard scheme, introduced in 1987-88, has a primary objective of gradually equipping all primary schools across the country with essential facilities. In the beginning the focus was on providing two teachers and Teaching Learning Equipment (TLE) to these schools but over time, the scheme has been expanded to include a third

teacher and an additional room for primary schools with an enrolment of over 100 students. In 1993-94, upper primary schools were also brought under the scheme's coverage. In order to facilitate the successful execution of the programme, the scheme provides 100% central aid for the acquisition of Teaching Learning Equipment and covers teachers' salaries during the Plan period in which their appointment was made.

1.17   OBJECTIVES OF OPERATIONAL BLACKBOARD

The Operation Blackboard Program enhances both the qualitative and quantitative aspects of primary education. It was developed on the premise that a better learning environment will elevate the enrolment, retention, and achievement rates of primary school children.

1.   The federal government fully supports the state's implementation of the strategy.

2.   All costs associated related to operation will be covered by the central government.

3.   All elementary schools opened on September 30, 1986, were to be included in the Operation Blackboard plan.

4.   By the year 2000, all schools must be covered under Operation Blackboard, according to subsequent revisions to the scheme's timetable of events.

5.   In operation blackboard, every primary school in the country is required to have a set of minimal amenities.

6.   The expansion of the teachers in schools with at least one instructor is a key objective of Operation Blackboard.

Measures should be taken to ensure progress and improvement of the already executed plan.

1.   State governments will provide funds for the replacement of damaged machinery.

2.   At least 50% of the hired teachers must be female in order to increase retention and enrolment of girl pupils.

3.   Teachers will provide training to use the Operation Blackboard teaching resources with the aid of specially created training sessions for them.

1.18 CHALLENGES OF OPERATIONAL BLACKBOARD

Delayed Supply of Educational Material: The educational materials that were provided to schools were often delayed, resulting in a significant setback to the implementation of the scheme. Reasons behind the delay included increased material costs, insufficient grants, non-availability of materials, and lack of transport facilities.

Poor Quality of Charts: The municipal corporation responsible for supplying charts failed to provide them or provided low-quality ones and it hampers their effectiveness in the teaching process.

Inadequate Training and Useless Tools: Teachers were not properly trained on the proper use and purpose of certain teaching tools like science boxes, mathematics boxes, and musical instruments.

Insufficient Training Period: The training period provided to teachers, especially those in tribal areas, was deemed too short to fully grasp the complexities of their changing role. The lack of subsequent revisions further contributed to forgetting essential aspects of teaching, and the training failed to address the daily challenges faced by teachers.

Lack of Repair Grants: There were no provisions for additional grants to repair the supplied materials, leading to further issues as damaged or non-functional teaching aids were not promptly fixed.

Teacher Shortages and Inadequate Training: Teaching positions remained vacant. Moreover, the training provided to teachers on subjects like teaching, culture, and physical education was insufficient, affecting the quality of education imparted.

Non-Educational Duties Assigned to Teachers: Teachers were burdened with non-educational tasks and it diverted their focus from their core teaching responsibilities.

Incomplete Construction and Lack of Amenities: Some classrooms constructed under the scheme were found to be incomplete, and basic amenities were lacking in about half of the schools, impacting the overall learning environment.

Lack of Inspection Norms: The absence of fixed norms for inspection and evaluation of the implementation and other aspects of the scheme created inconsistencies in monitoring, with no clear guidelines from the Education Department or District Education Officer.

1.19 BENEFITS OF OPERATION BLACKBOARD PROGRAMME

The Operation Blackboard Programme brought several benefits to children in primary schools. Some of the key advantages include:

Improved Infrastructure: The scheme focused on providing essential facilities like classrooms, clean drinking water, separate toilets for boys and girls, and a conducive learning environment.

Quality Education: With the introduction of Teaching Learning Equipment (TLE) like science kits, math kits, charts, maps, and children's books, the program enhanced the quality of education. These aids made learning more interesting, interactive, engaging, and practical, promoting a deeper understanding of concepts.

Trained Teachers: The scheme emphasized teacher training, which empowered educators with better teaching methodologies, instructional techniques, and subject knowledge. Trained teachers could deliver lessons more effectively, and it will be catering to the diverse needs of students.

Reduced Teacher-Student Ratio: When two or three teachers were provided to primary school, the program lowered the teacher-student ratio. This allowed teachers to give more personalized attention to each child, leading to improved academic performance.

Inclusive Education: Operation Blackboard aimed to cover all schools in rural and underprivileged areas, so that marginalized children had access to quality education. This helped bridge the educational divide between urban and rural regions.

Holistic Development: The scheme's focus on physical education and cultural activities contributed to the overall development of children

Enhanced Learning Materials: The provision of teaching aids and books enriched the learning experience. Children have access to a wider range of resources which will make learning more interesting and enjoyable.

Encouragement of Learning by Doing: Practical learning aids like science and math kits will help children and encouraged them to learn through hands-on experiences. This fostered curiosity, critical thinking, and problem-solving skills.

Higher Enrolment and Retention: The improved facilities and teaching standards attracted

more children to schools, leading to increased enrolment.

To conclude, the Operation Blackboard Programme positively impacted children's education by providing them with better infrastructure, resources, and trained teachers, fostering an environment conducive to learning and overall development.

1.20 DISTRICT PRIMARY EDUCATION PROGRAMME

The Centrally-Sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalization of primary education. DPEP is an externally aided project.85 percent of the project cost is met by the Central Government and the remaining 15 percent is shared by the concerned State Government.

DPEP is based on the principle of "additionally" and is structured to fill in the existing gaps by providing inputs over and above the provisions made under central and state sector schemes for primary education. The state governments are required to at least maintain expenditure in real terms at the base year level.

1.21 OBJECTIVES OF DISTRICT PRIMARY EDUCATION PROGRAMME

The (DPEP) programme consists of a scheme spread over seven years to achieve the following objectives.

1. Decentralized and participatory planning and administration at the district level, involving village leadership, NGOs, schools, district and block personnel.

2. Specific strategies to increase enrolment and retention of girls, SC and ST students (identified as gender, caste and tribe 'gaps' in primary education).

3. Focus on enhancing capacities of teachers by providing workshops for teachers and production of new teaching learning materials to improve student achievement of learning.

4. Administrative capacity building at the district and block levels.

5. Collection of data and setting up an Education Management and Information System (EMIS).

Some other objectives are:

1. To provide all children access to primary education through either the formal or non-formal stream.

2. To reduce differences in enrolment, drop-out rates, and learning achievement among gender and weaker section groups to less than five percent.

3. To reduce overall primary dropout rates for all children to less than 10 percent.

4. To raise the average achievement rate by 25 percent by measured baseline level and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 percent achievement in other competencies by all primary education children.

5. It has impact on increasing enrolment, reducing stagnation and improving class-room transaction. DPEP is an externally aided project. 85 percent of the project is met by the Central Government and the remaining 15 percent is shared by the state government.

1.22 MAJOR ACHIEVEMENTS OF DISTRICT PRIMARY EDUCATION PROGRAMME

1. DPEP has so far opened more than 1,60,000 new schools, including almost 84,000 alternative schooling (AS) canters. The AS centers cover nearly 3.5 million children, while another two lakh children are covered by Bridge Courses of different types;

2. The school infrastructure created under DPEP has been remarkable. Works either complete or in progress include 52758 school buildings, 58,604 additional classrooms,16,619 resource centers, 29,307 repair works, 64,592 toilets, and 24,909 drinking water facilities.

3. The Gross Enrolment Ratio (GER) for Phase-I states was around 93 to 95 percent for the last three years. After the adjustment for the Alternative Schools/Education Guarantee Centers enrolment, the GER in 2001-02 works out above 100 percent. In the districts covered under subsequent phases of DPEP, the GER including enrolment of AS/EGS was above 85 percent.

4. The enrolment of girls has shown significant improvement. In DPEP-I districts, the share of girls' enrolment in relation to total enrolment has increased from 48 percent to 49 percent, while this increase in the subsequent phases of DPEP districts has been from 46 percent to 47 percent.

5. The total number of differently children enrolled is now more than 4,20,203 which represents almost 76 percent of the nearly 5,53,844 differently-abled children identified in the DPEP States.

6. Village Education Committees/School Management Committees have been set up in almost all project villages/habitations/schools.

7. About 1,77,000 teachers, including para-teachers/Shiksha Karmis, have been appointed.

8. About 3,380 resource centers at the block level and 29,725 centers at the cluster level have been set up to provide academic support and teacher training facilities.

1.23 LET US SUM UP

Since independence, one of the most important governmental initiatives has been the District Primary Education Programme. The DPEP developed appropriate institutional mechanisms for implementation and approached the problem of primary education from a holistic standpoint. As a significant endeavor DPEP offers public to strengthen the programme in terms of implementation and policy, more research is required.

1.24 LESSON END EXERCISE

Q1. What do you mean by Elementary Education?

Q2. Write any three objectives of Elementary Education given by NCERT?

Q3. Define NCERT?

Q4. Discuss the objectives of NCERT?

Q5. Write down the names of four Regional Colleges of Education (RCEs)?

1.25   SUGGESTED READINGS

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- https://educational-system.blogspot.com

MID - DAY MEAL

STRUCTURE

2.1   Meaning of MID-DAY Meal Scheme

2.2   Provision of Mid-Day Meals

2.3   Implementation of PM-Poshan / Mid-Day Meal Scheme

2.4   Mid-Day Meal Menu

2.5   Provisions offered by the Government for the Mid-Day Meal Scheme

2.6   Other Facilities provided by the Government for Smooth Implementation of Mid-Day Meal Scheme

2.7   Tithi Bhojan under the Mid-day Meal Scheme

2.8   Meaning of SSA

2.9   Objectives of SSA

2.10   Continuous and Comprehensive Evaluation at Elementary Level

2.11   Objectives of Comprehensive and Ongoing Assessment

2.12   Functions of Continuous and Comprehensive Evaluation

2.13   Let us Sum up

2.14   Lesson end Exercise

2.15   Suggested Readings

2.1   MEANING OF MID-DAY MEAL SCHEME

The Mid-Day Meal Scheme is a school meal program in India that aims to improve the nutritional status of school-age children across the country and support their education. The program provides free and nutritious meals to children in government and government-aided schools during school hours. The scheme was launched in 1995 as the National Programme of Nutritional Support to Primary Education (NP-NSPE) and was later renamed as POSHAN Scheme. The program has been successful in increasing school attendance, reducing malnutrition, and improving the health of children. It has also helped in reducing the gender gap in education by encouraging more girls to attend school.

In other words, mid-day meal is a school lunch provided to children in government and government-aided schools in India as a part of the PM-POSHAN SHAKTI NIRMAN initiative (formerly the Mid-Day Meal Scheme to improve their nutritional levels and support their education. In November 2001, the Supreme Court of India passed a mandate stating, "We direct the state governments/union territories to implement the Mid-Day Meal Scheme by providing every child in every government and government-assisted primary school with a prepared midday meal."

2.2   PROVISION OF MID-DAY MEALS

The provision of mid-day meals in India has helped in many areas:

➢   Increasing enrolment in schools

➢   Increasing attendance

➢   Mitigating classroom hunger

➢   Helping students concentrate in the classroom

➢   Reducing the drop-out rate among students

➢   Addressing the issue of malnutrition among children

➢   Empowering women through employment

➢   Improving socialization among children

2.3   IMPLEMENTATION OF PM-POSHAN/MID-DAY MEAL SCHEME

Now children should not have to choose between food and education; they should have access to both. The Akshaya Patra Foundation implements the PM-POSHAN initiative to support children's nutrition and education.

The objective of the Mid-Day Meal Scheme (also known as PM-POSHAN) was to provide nutritious mid-day meals to school-going children. However, in the initial stages, one of the biggest challenges was implementing the programme at such a vast scale.

According to the National Programme of Nutritional Support to Primary Education (NP-NSPE) 2006 Guidelines, the Government might mobilise community support and encourage public-private partnerships for carrying out the initiative. As per these guidelines, the Government of India started partnering with not-for-profit organisations, such as Akshaya Patra, to implement the programme and provide mid-day meals to children in schools. Tamil Nadu was the first state in India to introduce this scheme. Then Chief Minister K Kamaraj in 1962-63 introduced the Mid-Day Meal Scheme in India.

PM-POSHAN helped ensure that every child has access to nutritious food and proper education. It is one of the largest school lunch programmes in the world, offering a lasting impact to more than 11.80 Crore children in 11.20 lakh schools (as per 2021-22 data) across the country.

2.4   MID-DAY MEAL MENU

The Mid-Day Meal Rules, 2015 state that 'Every child within the age group of six to fourteen years studying in classes I to VIII who enrol and attend the school, shall be provided meal having nutritional standards as specified in Schedule II of the Act, free of charge every day except on school holidays.' It further adds that 'The meal shall be prepared in accordance with the Mid-Day Meal Guidelines issued by the Central Government from time to time and in accordance with the provisions of Schedule II of the Act.' It stipulates that mid-day meals should provide 450 calories and 12 grams of protein for children studying in classes I-V and 700 calories and 20 grams of protein for children in classes VI-VIII.

At Akshaya Patra, the mid-day meal menu is designed after taking into consideration multiple factors like, including guidelines, regional Palate, taste, flavour, nutritional value.

2.5   PROVISIONS OFFERED BY THE GOVERNMENT FOR THE MID-DAY MEAL SCHEME

The Government of India, currently, offers the following provisions for the Mid-day Meal Scheme:

Food grains are supplied free of cost for the preparation of meals. The quantum is 100 grams per child per school for children studying at the primary level and 150 grams per child per school for upper primary level.

Subsidy is allowed for transporting the food grains. This subsidy is allowed at PDS rates in 11 special category Indian States. For other States and Union Territories, the subsidy is limited to INR 75 per quintal.

Cost of cooking is also covered under the Mid-day meal Scheme. This cost includes the cost of raw materials required for cooking the meals. For children studying at Primary level, the total allowed cooking cost is INR 4.13 per child per school. This cost is shared by the Central and the State Government in the portion of INR 2.48 and INR 1.65. However, for North-Eastern States, the sharing ratio changes to INR 3.72 and INR 0.41. For children studying at the upper primary level, the cost of cooking funded by the Government is INR 6.18. Out of this, the Central Government pays INR 3.71 and the State Government pays the remaining INR 2.47. For North-Eastern States, however, the Central Government pays INR 5.56 and the State Government pays INR 0.62.

The Government also pays an honorarium for engaging a cook-cum-helper for preparing the meals. This honorarium is limited to INR 1000 per cook-cum-helper. If the school has up to 25 students, one cook-cum-helper can be appointed. If, however, the school has more children, more cooks and helpers can be appointed. The Government would, however, pay for a specified number of cooks-cum-helpers only. For instance, for schools having 26 to 100 children, the Government allows payment for 2 cooks-cum-helpers. Moreover, for an addition of 100 students, one additional cook-cum-helper can be appointed by the school on Government funding.

2.6 OTHER FACILITIES PROVIDED BY THE GOVERNMENT FOR SMOOTH IMPLEMENTATION OF MID-DAY MEAL SCHEME

In communities hit by drought, midday meals are provided even during summer holidays. Additionally, necessary infrastructure is supplied to facilitate the easy arrangement of the meals. The following infrastructures are part of these: The government also finances the construction of a kitchen-store combination that prepares and stores food, as well as raw supplies. Kitchen gadgets are essential for preparing meals, and the government also offers financial support for them. The help is given gradually for the purchase or replacement of kitchen appliances. The amount of Rs.5000 are given to school. This provision allows for funding of kitchen appliances such as stoves, Chulhas, and other cooking appliances; storage bins for cereals; cooking and serving equipment; and more.

Participation of the community in the mid-day meal scheme

The government has also improved the midday meal initiative by encouraging neighbourhood involvement. Encouraging and motivating mothers of children enrolled in the initiative to oversee the kids' food preparation is the aim of community engagement promotion. By seeing how the food is cooked and served, mothers may ensure that their kids are getting wholesome meals. It is also advised that mothers observe their children's meals being served before turning in order to ensure that no food is missed and that the proper quantity and quality of food is delivered. The following are considered to be the motivational factors for mothers:

Preference would be given to women for cooks-cum-helpers, mothers would be trained on how to keep a watch on the preparation of food. Mothers should also engage in the programme so that they can ensure good quality food for their children. Moreover, mothers should be aware of their important contribution in overseeing the cooking and serving of meals under the programme. Maintaining rosters wherein mothers can take turns in keeping a watch on the meal preparations. Also take feedbacks and suggestions from mothers on strategies which would help in making the program stronger and more effective. In addition to that suggestions can be taken for increasing community participation and for increasing other value-added services along with free meals.

2.7   TITHI BHOJAN UNDER THE MID-DAY MEAL SCHEME

The Prime Minister, Mr. Narendra Modi, has introduced a novel idea called Tithi Bhojan. The goal of this project is to boost community involvement in the Midday Meal program as well. On the other hand, Tithi Bhojan seeks to involve community members in the Mid-day Meal Scheme and encourage everyone to contribute, instead of just motivating the mothers of the children covered by the program. Gujarat was the first state in India to adopt the Tithi Bhojan concept, which then spread to all other states. The idea is to encourage neighbourhood people to voluntarily participate in the Mid-Day Meal Program. Food or culinary utensils can be given as a contribution for any festivals or special events. In addition to the meals that children are currently receiving, interested people may also serve extra snacks, candies, sprouts, etc. to the kids. In order to improve children's meals, religious and philanthropic organizations are also urged to take part in the Tithi Bhojan program.

Change in the Mid-day Meal scheme from 2015

By September 2015, new rules were implemented and the following changes have been implemented as per the provisions of the new rules

Schools are allowed to use other available funds for the mid-day meal schemes but it is only on temporary basis and also if the funds are exhausted. There should be accredited labs which would test the quality of meals randomly on a monthly basis.

2.8   MEANING OF SSA

The Sarva Shiksha Abhiyan is to provide important and relevant elementary education for all children in the 6 to 14 age group by 2010. It is a Government of India's Flagship Programme for achievement of Universalization of Elementary Education. It should be achieved in a time bound manner, as mandated by 86th amendment to the constitution of India making free and compulsory Education to the Children of 6-14 years age, a Fundamental Right, SSA is being implemented in partnership with State Government to cover the entire country.

2.9   OBJECTIVES OF SSA

The objectives of Sarva Shiksha Abhiyan regarding all children completing five years of

primary schooling by 2007 and eight years of elementary schooling by 2010 have not been completed. Still, there are a huge number of dropouts at the elementary level. The following factors are responsible for hindering in the way of desired success rate:

1. The primary school dropout rate was 24.93% compared to 42.25% in elementary school during 2008-09.

2. A shortage of trained teachers will be one of the significant challenges in implementing the Act. There are over 12.6 lakh vacancies of teachers across the country. Besides, 7.72 lakh untrained teachers constituted 40% of the total number of teachers in 1.29 million recognized elementary schools in the year 2010.

3. Only 53% of schools followed prescribed norms regarding the pupil-teacher ratio i.e.,1:30 under the Act in the year 2010.

4. There should be a separate arrangement of toilets for the boys and the girls. In India, 46% of schools do not have such facilities and due to this, some parents are not willing to send their children to schools.

5. The Learning Achievement of Class V Students: A Baseline Study, a study that the National Council of Educational Research and Training (NCERT) conducted across the nation, was released in 2006. In this study, learning achievement for class 5 students nationwide was measured. For the baseline study, three subjects-mathematics, language, and environmental science-were picked.

6. Parents with low-income groups do not want to send their children to school. Early marriages, migration of people for sustenance, and preferential attitude toward the boys over the girls taking care of the siblings at home, lack of infrastructure in schools, single-teacher schools, and funds are some of the factors responsible for hindering the universalization of elementary education in India.

7. The weak administrative policy is also one of the reasons for wastage at the elementary level. Admission to government schools continues throughout the year. A large number of students leave school in the middle of the session. Teachers usually remain absent from duty without prior information. The number of supervisors is not adequate.

8. Training is considered one of the most important interventions for the smooth functioning of the education system and it can help realize the universalization of elementary education. Provide accessible educational and vocational information and guidance to children. Introduce measures to encourage regular attendance and reduce drop-out rates.

9. Provide education on the basis of equal opportunity not on caste or creed or race.

10. The right to education for all without any discrimination.

11. There must be an inclusive education system at all levels.

12. Provide reasonable accommodation and support measures to ensure that children with disabilities have effective access to and receive formal education in a manner conducive to achieving the fullest possible social integration.

13. There should be physical, mental, spiritual, moral, and social development.

14. Development of children's personalities, talents, and mental and physical abilities to their fullest potential.

15. Promotion of respect for human rights and fundamental freedoms, and prepare children for a responsible life in a spirit of peace, tolerance, equality, and friendship.

16. Promote respect for the natural environment and values.

17. Appropriate measures should be taken to ensure that school discipline is administered in a manner consistent with the child's dignity and all other rights in the Convention on the Rights of the Child.

Children should be shielded from all bodily harm, including sexual assault, as well as from neglect, abuse, and other forms of physical aggression. Only in a political and economic climate that values open, inclusive, and responsible processes, as well as broad-based collaboration within government and in society at large, can the right to education be realized. It requires a long-term strategic commitment to the availability of necessary resources, the creation of cross-departmental structures, the participation of parents and local communities, and collaboration with non-governmental organizations.

2.10 CONTINUOUS AND COMPREHENSIVE EVALUATION AT ELEMENTARY LEVEL

The term Continuous and Comprehensive Evaluation (CCE) describes a system of student evaluation used in schools that takes into account every aspect of the growth of the student. This developmental assessment procedure emphasizes two goals: ongoing assessment and, on the other hand, evaluation of broad-based learning and behavioral outcomes. The word "continuous" in this scheme is intended to emphasize that the assessment of recognized aspects of students' growth and development is a continuous process rather than an isolated event, integrated into the entire teaching-learning process and spread out over the course of the academic session.

The second term, "comprehensive," refers to the scheme's attempt to address both the co-scholastic and academic facets of students' development.

2.11 OBJECTIVES OF COMPREHENSIVE AND ONGOING ASSESSMENT

• It turns teaching and learning into a learner-centered approach.

• To elevate the evaluation procedure to a crucial stage in the teaching-learning process.

• To exercise fair judgment and act quickly when it comes to the environment, speed, process, and growth of the learner.

• To give students room for self-evaluation.

• To employ detection and correction in the evaluation process to improve student accomplishment.

2.12 FUNCTIONS OF CONTINUOUS AND COMPREHENSIVE EVALUATION

There are many functions that CCE performs. Some of them are listed below:

• CCE helps the teacher to use teaching strategies in the effective manner.

• Continuous evaluation helps to detect weaknesses and permits the teacher to ascertain certain individual learners.

"   Through continuous assessments, students could know their strengths and weaknesses.

"   CCE helps in identifying changes in attitudes and value systems in the field of education.

2.13   LET US SUM UP

Continuous and Comprehensive Evaluation (CCE) evaluates school activities related to child development. It may stress on all the domains of learning i.e., cognitive, effective and psycho motor domain. In Continuous and Comprehensive Evaluation students work load are reduced. CCE improves the overall abilities and skill of students. So, it is formative in nature and more over it is school based.

2.14   LESSON END EXERCISE

Q1.   What do you mean by Sarv Shikha Abhiyan?

Q2.   What do you mean by MID-DAY Meal?

2.15   SUGGESTED READINGS

o   https://www.akshayapatra.org/indias-mid-day-meal

o   https://tax2win.in/guide/mid-day-meal-scheme-india

o   https://byjusexamprep.com/tet/continuous-and-comprehensive-evaluation-cce

KOTHARI COMMISSIONS

STRUCTURE

3.1   MEAING OF KOTHARI COMMISSION FOR ELEMENTARY EDUCATION

The Kothari Commission also referred to as the "National Education Commission. It was established in 1964 to assess the nation's educational system and make recommendations for enhancements and changes. The commission bears the name of its distinguished chairman, educationist and physicist Daulat Singh Kothari.

The Kothari Commission submitted its report in 1966, outlining a comprehensive plan for the development of education in India. The four major areas of Kothari Commission are:

•   Increase in productivity

- Promoting social and National Integration
- Education and Modernization
- Developing social, moral, and spiritual values

3.2   RECOMMENDATIONS OF KOTHARI COMMISSION

1.   Common school system: The commission advocated for a common school system that would provide equal opportunities for education to all children, regardless of their socio-economic background. So, commission emphasized on general pattern of education.

2.   Curricular Reforms: The commission proposed a 10+2+3 system of education, with 10 years of general education, 2 years of intermediate courses, and 3 years of degree courses. In this way structure aimed to provide a more flexible and diversified education system.

3.   Medium of Instruction: The commission emphasized the importance of using the mother tongue or a regional language as the medium of instruction during the early years of education to make learning more accessible to students.

4.   Quality of Education: The Kothari Commission highlighted the need for improving the quality of education at all levels and recommended measures such as better teacher training, curriculum development, and the introduction of modern teaching methods.

5.   Teacher Education: The commission stressed the significance of enhancing the quality of teacher education to ensure a well-qualified and motivated teaching force.

Vocational Education: The Kothari Commission recognized the importance of vocational education and recommended its integration into the mainstream education system to prepare students for practical skills and employment.

Some other recommendations of Kothari Commission are:

1.   Free and compulsory education for children between the age of 6 to 14 years under Article 45 of Directive Principles of State Policy.

2.   It suggested a three-year degree course and four-year honours degree course.

3. Its emphasis upon the establishment of Indian Education Service (IES) to improve the quality of Indian higher Education.

4. It also recommended that 6% of the national income should be spent on education.

5. The state government should implement the three-language formula at secondary stage. It includes the study of a modern Indian Languages. Hindi should be promoted.

6. Promote social cohesion and national integration through Common School Systems.

7. The education of girls should give importance for the sake of social transformation.

8. Emphasis should be given to the education of backward classes and especially tribal people.

9. Work experience and National Service must be an integral part of education.

10. The recommendations of the Kothari Commission had a significant impact on the education policies and reforms in India. Some of the suggested reforms were implemented, while others faced challenges and required further adaptation.

To conclude: Kothari Commission played a pivotal role in shaping the educational landscape in India by providing a comprehensive roadmap for reforms. While not all of its recommendations were fully implemented, the commission's work initiated a dialogue on the importance of education in nation-building and influenced subsequent policies.

3.3 NATIONAL POLICY ON EDUCATION 1986 (REVISED 1992), THEIR IMPLICATION FOR ELEMENTARY EDUCATION

National Education Policy, 1986: To promote and manage education throughout the nation, the Indian government established the National Education Policy (NEP). The plan covers elementary through postsecondary education in both rural and urban India. On behalf of the Indian government, Prime Ministers Indira Gandhi, Rajiv Gandhi, and Narendra Modi issued the first, second, and third NEPs in 1968, 1986, and 2020,

respectively. The Rajiv Gandhi-led government introduced a new national education program in 1986. In particular, "a specialemphasis on removing disparities and equalizing educational opportunities" was called for in the new strategy for women of Indian descent, Scheduled Tribes (ST), and Scheduled Castes (SC) populations.

3.4 MAIN OBJECTIVES

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

- Establish a Common Educational Structure: It envisioned a uniform educational system known as the 10+2+3 system, which would be universally recognized.

- Develop a National Curriculum Framework: The policy sought to establish a national curricular framework with a distinctive core. This core, along with adaptable components, would serve as the foundation for education.

- Promote Vocational Education: The policy prioritized the rationalization of schooling and aimed to combat unemployment by offering various vocational courses.

- Educate Weaker Sections of Society: The policy lay emphasis the education of marginalized groups such as SC/ST individuals, differently-abled individuals, and girls.

- Ensure Basic Facilities in Primary Schools: The concept of an "Operational Blackboard" was introduced to convey that primary schools would receive the essential infrastructure, including two rooms, a map, a chart, a blackboard, and a carpet.

- Promote Gender Equality in Education: The policy emphasized the need for gender equality in education through initiatives like residential curricula, teacher training and orientation, active participation in educational research, and provision of specific support services to eradicate women's illiteracy.

3.5 MAIN COMPONENTS OF NEP 1986

➢ Structure of Education
➢ Early Childhood Care and Education

- Equal Opportunity for All
- Minimum Levels of Learning for each stage of Education
- Life-Long Education
- Education for Equality
- Removal of Women's Illiteracy
- Education of Minorities
- Education of Handicapped
- Universal Enrollment and Retention (Up to 14 Years)
- Child-Centered Approach
- Pace-Setting Schools for Talented Children
- Elementary Education
- Early Childhood Care & Teaching

In Addition to this NPE 1986 lay special emphasis on Elementary Education:

1. **Early Childhood Care and Education:** The policy gave due importance to education and care of young children Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centers.

2. **Elementary Education and Operation Blackboard:** i. universal enrolment, ii. universal retention of children up to 14 years of age; and ii. a substantial improvement in the quality of education. It includes three reasonably large rooms that can be used in all weather, and blackboards, maps, charts, toys, other necessary learning aids and school library along with at least three teachers (50% women).

3. **Education of Scheduled Castes and Scheduled Tribes, and backward Sections:** Regarding the education of scheduled castes and Scheduled tribes and backward Sections. NPE also recommended to open primary schools in tribal areas, scheduled caste areas and backward areas on a priority basis and set a goal for cent percent enrolment of SC/ST children in the age group of 6-11 by 1990.

4. **Education of the Handicapped:** It stressed upon the Education of Handicapped

Measures should be taken for establishing Special schools with hostel facilities at district headquarters for the severely handicapped children.

5.   Non-Formal Education: For school dropouts, children from habitations without schools and girls. Pace-setting residential schools, Navodaya Vidyalaya's, for children with special talent with reservation for the rural areas, SCs and STs.

3.6   PROGRAM OF ACTION (1992) - IMPLICATIONS AND CRITIQUE

In 1989, the government formed a committee under the chairmanship of Acharya Ramamurthy to review the effectiveness of National Policy on Education 1986. The Committee submitted a report named "Towards an Enlightened and Humane Society". Before considering the suggestions of the Ramamurthy Committee, the Government appointed another committee, which was constituted in July 1991 which took into consideration the recommendations of Rammurti committee along with some modification in NPE 1986. Shri Janardhan Reddy was the chairperson of this committee and submitted its report in Jan 1992. This document is known as 'Programme of Action 1992'. The Programme of Action (POA,1992) has 23 sections.

The main emphasis of this Policy was to ensure quality in education by removing social, economic, regional and gender disparities. It aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds and improve the quality of education at all levels. 46 Constitutional Provisions and Policy Perspectives

The Policy suggested that even the private schools should be converted into common schools and portrayed the following reasons for non-progress of the Common School System: a) economic and social disparities, b) the Constitutional protection given to the minorities to establish and administrator their own educational institutions. c) poor quality of education in government schools, d) lack of political will, and e) existence of KVs, Sainik Schools, Navodaya Vidyalayas in the government sector.

The Policy developed some special programmes for SCs, Scheduled Tribes, Women and educationally backward minorities. One important suggestion regarding higher education presented by this policy was to make the higher education self-supporting and self-financed. It will reduce the financial burden of government. It recommended a more comprehensive approach for successful implementation of Operation

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Blackboard. It aimed at a minimum of 50 percent female teachers in future appointments at the elementary level. The Plan of Action has identified the inequality between schools with respect to good teachers, resources, basic facilities, etc. and suggested non-formal education and adult literacy as a complementary structure to solve the issue of imbalances. It further suggested neighborhood schools for all to take out the elitist bias of Navodaya School system.

According to the Program of Action provide flexible working culture like open exit and entry system, a modular system of school education, increased vocationalisation of curriculum, extra time for slow learners and so on, but of course these will require significant improvement of the teacher student ratio and other facilities, which was not clearly mentioned in committee.

The program of Action emphasized to pre-school childhood care, but resource implications were unclear and indefinite. The document emphasizes that the quality of education will depend on the quality of teachers which in turn underlines the significant improvement in teacher training programs, and recommended special orientation for school teachers along with many other significant steps to ensure quality improvement in teacher education.

The Plan of Action, criticized that the annual basis evaluation system and suggested the semester system with continuous and comprehensive evaluation system. NPE 1986 recommended the continuous evaluation, but it did not remove Annual Examination system which was taken care in POA 1992. Therefore, the concept of CCE given by Ramamurty Committees was new.

The committee suggested various ways for vocationalization of education with theoretical and practical components. It further suggested that polytechnics should provide three-year diploma after +2- and four-year's degree level courses. The document suggested women empowerment through their education by emphasizing removing the disparities. In order to decrease drop-out of girl students' programs of early Educational Policies in India childhood care and education was suggested.

Women's education has given due attention. The committee also suggested allocation of 6 percent of GNP towards education as recommended by NPE, 1986.

3.7   LET US SUM UP

The National Policy on Education 1986 has been responsible for significant changes to the educational system. Moreover, it also has a significantimpact on the education system in India. The NEP 1986 stress upon improvement in education system and access to education at all levels from primary to higher education. It also provides educational structure i.e., 10+2+3.

3.8   LESSON END EXERCISE

Q1.   What is the other name of Kothari Education Commission?

Q2.   Who is the Chairman of Kothari Education Commission?

3.9   SUGGESTED READINGS

•   Current Trends in Higher Education, Mohanty.J, Deep & Deep Publications

•   https://blogmedia.testbook.com/blog/wp-content/uploads/2022/08/kothari-commission-1964-1966-f6ab67f3.pdf

•   https://pw.live/exams/teaching/national-policy-on-education-1986/

RIGHT TO EDUCATION ACT

STRUCTURE

4.1   Meaning of Right to Children for Free & Compulsory Education Act 2009

4.2   Main Objectives

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4.1   MEANING OF RIGHT TO CHILDREN FOR FREE & COMPULSORY EDUCATION ACT 2009

The Right to Education Act (RTE) is a landmark legislation in India that was enacted to ensure free and compulsory education for children between the ages of 6 and 14. The act, also known as the Right of Children to Free and Compulsory Education Act, was passed by the Indian Parliament in 2009 and came into effect on April 1, 2010.

4.2   MAIN OBJECTIVES

Right to Education Act includes; Free and Compulsory Education The act mandates that every child in the specified age group has the right to free and compulsory education in a neighborhood school until the completion of elementary education (up to grade 8).

1.   Infrastructure and Staffing: The legislation sets certain norms and standards for infrastructure, including classrooms, playgrounds, and teaching staff, to ensure a

conducive learning environment.

2. No Discrimination: The act prohibits discrimination based on gender, caste, religion, or socio-economic status, ensuring that all children have equal access to education.

3. Quality of Education: The act emphasizes the importance of quality education and aims to improve the learning outcomes of students.

4. Financial Provisions: The government is responsible for providing the necessary resources to implement the provisions of the act. It encourages states to take necessary measures to meet the financial requirements for effective implementation.

5. Non-Admission of Children to Detention: The act discourages the practice of detaining students until the completion of elementary education, promoting a continuous and comprehensive evaluation system.

6. Private Schools: The act also addresses the role of private schools in providing free and compulsory education. It requires private schools to reserve a certain percentage of seats for students from economically weaker sections.

4.3   IMPORTANCE OF RIGHT TO EDUCATION ACT

The Right to Education Act is a significant step towards universalizing elementary education in India, aiming to bridge gaps in access and quality. However, challenges remain in its effective implementation, including issues related to infrastructure, teacher training, and resource allocation. The act reflects a commitment to promoting education as a fundamental right and a tool for social empowerment.

1. Community Participation: The Right to Education Act encourages the active involvement of local communities in the management and monitoring of schools. School Management Committees (SMCs) are formed at the school level, comprising parents and community members, to contribute to the effective functioning of the school.

2. Special Provisions for Disadvantaged Groups: The act recognizes the need for special provisions to address the educational needs of children belonging to disadvantaged groups, such as children with disabilities, those belonging to socially and economically marginalized communities, and other vulnerable groups.

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3. Teacher Training and Professional Development: To enhance the quality of education, the act emphasizes the need for continuous teacher training and professional development programs. Well-trained and motivated teachers play a crucial role in improving the learning outcomes of students.

4. Monitoring and Evaluation: The act includes provisions for regular monitoring and evaluation of the implementation of its provisions. This involves assessing the enrollment and retention rates, infrastructure development, and the overall quality of education provided in schools.

5. Rural-Urban Disparities: Recognizing the existing disparities between rural and urban areas, the act encourages measures to bridge the gap in educational opportunities.Efforts are made to ensure that children in rural and remote areas have access to quality education comparable to their urban counterparts.

6. Awareness Campaigns: The act promotes awareness campaigns to inform parents and guardians about the importance of education, the rights of children under the act, and the obligation of the community to actively participate in the educational process.

7. Integration of Early Childhood Care and Education (ECCE): Recognizing the significance of early childhood education, the act aims to integrate ECCE with the formal education system to provide a strong foundation for children's learning and development.

8. Flexibility and Innovation: The act recognizes the importance of flexibility and innovation in the education system. It encourages the adoption of alternative and child-friendly methods of teaching and learning to cater to diverse learning needs and styles.

9. Digital Initiatives: With the advancements in technology, there is a growing emphasis on leveraging digital tools and technologies to enhance the educational experience. The act acknowledges the potential of digital initiatives in improving access to information and educational resources.

10. Inclusive Education: In line with the principles of inclusive education, the act promotes an environment where children with diverse abilities can learn together. Efforts

aremade to create barrier-free infrastructure and provide necessary support for the holistic development of children with special needs.

11. International Commitments: The Right to Education Act aligns with India's international commitments, particularly the United Nations Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education for all.

12. Mid-day Meal Scheme: Complementing the act is the Mid-day Meal Scheme, which provides nutritious meals to schoolchildren. This initiative not only addresses the issue of malnutrition but also acts as an incentive for children to attend school regularly.

13. Public-Private Partnerships: The act recognizes the role of public-private partnerships in education. Collaboration with non-governmental organizations (NGOs) and private entities is encouraged to supplement government efforts in reaching underserved populations and improving educational outcomes.

14. Continuous Improvement: Recognizing that education is an evolving field, the act allows for amendments and revisions to keep pace with changing educational needs. Continuous evaluation and improvement mechanisms are integral to ensuring the relevance and effectiveness of the legislative framework.

15. Global Best Practices: The act encourages the adoption of global best practices in education to enhance the quality of teaching and learning. Exchange programs, international collaborations, and learning from successful models worldwide contribute to the overall improvement of the education system.

4.4   LET US SUM UP

Right to Education Act has made significant step in promoting access to education in India. It also ensures the continuous improvement of the education system. It aims to provide a quality education irrespective of gender, caste, creed and color. It is one of the significant constitutionals (Eighty-Sixth Amendment Act) 2002 inserted Article 21-A that every child between the age of 6 to 14 years must provide free and compulsory education. It is the fundamental right of every child to get education.

4.5   LESSON END EXERCISE

Q1.   Write a short note on Right to Education Act 2009?

Q2.   What is the significance of Right to Education Act 2009?

Q3.   What are the main objectives of Right to Education Act 2009?

4.6   SUGGESTED READINGS

•   https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/ rte.pdf\

•   https://timesofindia.indiatimes.com/readersblog/igoravsharma/what-is-right-to-education-act-rte-act-32034/

Lesson No. 5   **Unit-II**

SECONDARY EDUCATION

STRUCTURE

5.1   INTRODUCTION

Dear Students, the purpose of this unit is to introduce to you the meaning of secondary education. The child passes through various stages of growth and development. He needs more knowledge during the adolescence age. Secondary education contributes to fullfill the needs of the adolescence stage of the child.

5.2   MEANING

It is the stage in the formal education of an individual and coincides with the adolescence period. It is the education which starts after elementary education stage and terminates with the entrance of a student in the degree course of Education.Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'.

According to S.N. Mukerji: - Secondary Education is the stage of education which comes next to elementary education.

On the basis of above definitions, it can be concluded that Secondary Education is the stage of education between elementary and higher education. At present Secondary education comprises of four years of which first two years are called lower secondary school (IX and X) and the next two years are called higher Secondary school (XI and XII). It prepares the students for college or university or higher professional education.

5.3   IMPORTANCE AND OBJECTIVES OF SECONDARY EDUCATION
IMPORTANCE OF SECONDARY EDUCATION:-

1.   Higher education opportunities: Secondary school education is a prerequisite for pursuing higher education. Students who complete secondary education are eligible to apply for various undergraduate programs in colleges and universities. Secondary education helps children to prepare themselves for their future choices of going to either college or university. It encourages knowledge and information sharing, research and transformation and also provides students with the skills needed to meet the ever-changing markets. It also helps students with the required skills and knowledge to succeed in their further studies and in turn succeed in their careers.

2.   Better career opportunities: A secondary school education certificate is essential for many jobs in the public and private sectors. Completing secondary education can enhance a student's employability and open up better career opportunities. Secondary education can provide new insights and knowledge that can help

advance your career. Career advancement can help an individual achieve their life goals because it motivates them to better utilize new opportunities, rather than getting into their comfort zone and continuing to where they are for too long. An advancing career gives everyone additional confidence in all walks of life.

3. Enhanced knowledge and skills: Knowledge sharpens our skills like reasoning and problem-solving. A strong knowledge base helps our gray cells to function more smoothly and effectively. It helps us become confident with the kind of knowledge we possess and are able to find solutions to anything easily. Secondary education helps students widen their knowledge and get an in-depth understanding of different topics and develop their skills, which in turn proves to be very important for them to succeed in further education and career eventually.

4. Personal growth and development: Secondary school education provides opportunities for students to explore their interests, develop new skills, and discover their passions. It helps students inspect their different interests and gives them clarity on what they like and what they would like to pursue. It can boost their self-confidence and make them feel great about themselves and their abilities in social situations where they feel comfortable and in turn are able to communicate confidently.

5. Improved socioeconomic status: Social Economic status affects overall human functioning by having a great impact on both the mental and physical health of individuals. Every individual strives their entire life to aim at having a good socioeconomic status for themselves and their family. Secondary education can improve the socioeconomic status of individuals and their families. It has been observed that people with higher education are earning better salaries and are able to have a better socioeconomic status for themselves and their families.

6. Social and Emotional Development: Secondary school education provides opportunities for students to develop their social skills and that in turn are helpful to form positive relationships with their peers, family, and community. Children need to develop social skills of building new relationships by making friends and learning to communicate with others in a respectful way. This also in turn boosts the child's confidence.

7.   Civic Engagement: Secondary school education prepares students to become well-informed and engaged individuals. It helps them to understand their individual rights as well as responsibilities and gives them the confidence to volunteer in their communities. This often involves working with others, which can help kids develop their networking and collaboration skills and build relationships with people from different backgrounds.

8.   Economic Growth: A well-educated workforce plays a very important part in helping advance the economic growth of any country. Hence, it is very important for a country and its citizens to understand the importance of education. Secondary education helps to create a variety of skilled workforce that can in turn contribute to the growth and development of a country.

9.

OBJECTIVES OF SECONDARY EDUCATION:-

1.   To develop Democratic Citizenship: Secondary education aims at developing democratic citizenship among the students. For democratic citizenship, education should develop the following qualities.

   (a) Capacity for clear thinking: Education should develop capacity for clear thinking and receptivity to new ideas. A democratic citizen should be able to realize the fact and reject the bad things and ideas.

   (b) Clearness in speech and writing: It is essential for successful living in a democracy which is based on free discussion and peaceful exchange of ideas.

   (c) Education of living: Education should initiate students into many sided art of living in the community. The qualities of discipline, co-operation, social sensitiveness and tolerance should be cultivated in the students.

   (d) Sense of true Patriotism: Education develops the sense of true patriotism among the pupils and trains them to work for their respective country.

(e) Sense of world citizenship: Education must instill in an individual a sense of one world and we must discharge our duties properly.

2. To improve vocational efficiency: Secondary Education aims at increasing the productive efficiency of students. It lays stress on technical skill which helps in increasing productivity in the factories and industries.

3. To develop the personality of students: The main objective of secondary education is to help in developing the personality of the students. It stresses the all round development of the students. It prepares the youth for their involvement in different developmental programmes.

4. To develop leadership qualities among the students: Secondary Education trains the students for learning the leadership qualities. The success of democracy depends on the efficient leaders. Education trains the students in such a way that they will shoulder the responsibility of leadership in social, political, industrial and cultural fields.

5. To achieve the objectives of Life: There are different objectives of life which can be achieved through the means, sources and via media of education. The happiness and prosperity of life is possible through better system of education.

6. To increase productivity: Secondary Education should aim at increasing productivity in order to increase national income. The following programmes are needed to relate education to productivity.

    (a) Science Education: It should become an integral part of all education at secondary stage.

    (b) Work Experience: It should also be introduced as integral part of all education.

    (c) Application of science to productive process: Every effort should be made to link science and technology to the productive process including industrialization and agriculture.

    (d) Vocationalisation: Students should be given vocational training at secondary stage which enables them to earn their livelihood.

7. To achieve social and national integration: It is an important objective of secondary education which makes the nation strong and united in all respects. The following steps should be taken to achieve social and national integration.

   (a) Common school: The common school system of public education should be adopted as a national goal.

   (b) Social and national services: These should be made obligatory for all students at all stages.

   (c) Language Policy: Appropriate language policy can assist in social and national integration.

   (d) Mother tongue: It should be made the medium of education to promote national integration.

   (e) Community participation: The students should be encouraged and enabled to participate in community living.

   (f) National consciousness: It should be made an important objective of secondary education.

8. To accelerate the process of modernization: The knowledge is increasing at a rapid rate in the modern society. In order to keep pace with the changing society, the following steps need to be taken.

   (a) Creation of competent Intelligentsia: Education must create competent intelligentsia of adequate size to measure the modern challenges of society.

   (b) Increasing Awakening: Education should be concerned with awakening of curiosity, development of proper interests, attitudes and values which help in accelerating the process of modernization.

9. To develop social, moral and spiritual values: These values should be inculcated and cultivated in the students at secondary stage. These should be made an integral part of school programme and some periods should be set apart in the time table for this purpose.

5.4 ORGANIZATIONAL PATTERN OF SECONDARY EDUCATION

A. Organizational Pattern as suggested by Kothari Education Commission (1964-66)

The commission had divided the secondary education in two parts. It has included the VIII th class in the Secondary education It finally included the three years i.e. VIIIth to Xth class in the first part and the second part of two years duration i.e. class XIth and XIIth. Moreover the commission recommended restriction on unplanned expansion of secondary schools. The commission emphasizes on uniform educational structure in all parts of the country. The ultimate objective was to adopt 10+2+3 pattern. The organizational pattern as recommended by the commission can be discussed under the following headings:

1.   Establishment of Secondary Education: The emphasis should be on the establishment of optimum sized institutions which tend to be more economical and efficient.

2.   Structure and duration: The structure and duration of school education is as under.

   (a) Pre-School stage: 1-3 years.

   (b) Primary stage: 7 or 8 years

   (c) Lower Secondary or High School Stage: 2-3 years in general education or 1-3 years in vocational education.

   (d) Higher Secondary stage: 2 years of general education or 1-3 years of vocational education.

3.   Enrolment in Secondary Schools:

   (a) The overall enrolment in secondary education should be governed by the need for trained manpower.

   (b) 20% of the enrolment at lower Secondary stage and 50% at higher Secondary stage should be made in vocational education.

   (c) There should be emphasis on the equalization of educational opportunities.

   (d) The talents of students should be identified at this stage.

   (e) The quality and standard of education at this stage should be maintained.

(f) Location of Secondary schools, in well planned manner. The Development of schools be made at district level.

(g) The New schools be opened with minimum cost and optimum level of efficiency.

(h) Schools with lesser facilities be provided grant-in- aid to come upto the mark.

(i) Intake capacity of schools should be pre-determined.

(j), All new institutions should satisfy essential standards.

(k) Students should be selected on the basis of school record and the marks obtained in the external examination.

4.   Courses at Lower Secondary Stage (VII and VIII)

(a) Industrial training Institutes: The age of admission be lowered from 14 to 12.

(b) Technical Schools: In these schools, students are prepared for Jobs in industry.

(c) Dropouts: They should be provided part time training to upgrade their skills.

(d) Family farms: Those who Join family farms be provided with further education to improve their efficiency.

(e) Girls: Those girls who want to go in for marriage be provided with general education and home science combined.

5.   Courses at Higher Secondary stage:

(a) Apart from full time courses in Polytechnics, part time training courses in industry be arranged.

(b) Agriculture and engineering polytechnics should organize short term condensed courses in ITI's after matriculation be expanded. Wide range of courses of 6 months to 3 years duration in health, commerce, administration and small scale industries be arranged.

6.   Part Time Education: It was recommended to develop part time education on the following lines:

(a) Lower Secondary stage: Those students who complete Primary education and are not in position to continue further are provided part time facilities on the lines of night

schools. A variety of vocational courses be provided to them.

(b) Higher Secondary Stage: Part time courses be organized on the general patterns of the full time for those who would like to go in for higher secondary class. Part time courses in agriculture industry be organized.

7.   Education of Girls: Special emphasis be placed to expand secondary education or girls. The following recommendations are suggested.

    (a) The girls proportion at lower and higher secondary stage be increased.

    (b) Separate Schools for girls be planned,

    (c) Women teachers be appointed in Co-educational institutions.

    (d) Girls hostel be established.

    (e) Subsidized transport facilities be provided.

    (f) Special consideration to girls in scholarship programmes.

8.   Vocational Schools: The following recommendations are suggested regarding vocational schools.

    (a) Vocational schools should be located close to the industry concern.

    (b) The input capacity of these institutions be raised.

9.   External Examination: There should be external examination at the end to class X to mark the termination of the ten years of schooling.

10.   Two types of Secondary Schools

    (a) High schools - A ten years course

    (b) Higher secondary schools-A course of 11 or 12 years.

11.   Upgrading the bigger Schools: Only the bigger and more efficient schools should be upgraded. The number of higher secondary schools should be 1/4th of the total number of secondary schools.

12.   To abolish Pre-university course: P.U.C should be transferred from colleges and universities to the higher secondary schools.

13. Reconstituting Boards of Secondary Education: Board of secondary education be reconstituted to accept the responsibilities of secondary education in a better way.

14. Vocationalization of Higher Secondary Education: A variety of vocational courses should be introduced at higher secondary stage for preparing the youth for various Jobs.

B. Organizational Pattern as suggested by National Policy of Education (1986)

The Resolution of national Policy on education outlined the following patterns or Principles for secondary education.

1. Educational opportunities to all classes and Areas: Educational opportunity at the secondary level is a major instrument to social change and transformation. Facilities for secondary education be extended to areas and classes which have been denied.

2. Provision of facilities for technical and vocational Education: There is need to increase facilities for technical and vocational education at the secondary stage. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade, commerce, medicine and public health, arts, crafts etc.

3. Adopting 10+2+3 pattern: In order to consolidate the education on new lines, it was recommended that 10+2+3 pattern be adopted throughout the country. Vocationalization of education should take place by 1990.

4. Differentiated Role: Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with sense of history in national perspective and give them opportunities to understand their constitutional rights and duties as citizens.

5. Opportunities for children with Special Talent: It is universally accepted that children with special talent should be provided opportunities to proceed at a faster pace by making good quality education available to them. Pace setting schools should be opened for such students.

6.   Programmes for Gifted children: Special arrangements for gifted students should be made by every educational institution.

7.   Navodaya Vidyalayas: These vidyalayas should be set up in each and every district of the country to provide quality secondary education to the students of weak and backward or rural areas.

8.   Programmes for Implementation:

(a) Old schools should be consolidated and new schools be opened to serve all areas by 2000.

(b) Non-formal education be strengthened.

(c) Adequate playground facilities will have to be provided.

(d) A programme for construction of additional class room and laboratory facilities in schools.

(e) For the maintenance of laboratories, community contribution at the rate of Rs. 10-15 per month be levied as tuition fee.

(f) Co-curricular activities should play an important role in the consolidation of education.

(g) The teachers' competencies would be improved by providing pre-service and in-service trainings to them.

(h) There will be overall improvement in curriculum, teaching material, teaching practices, examination and evaluation system.

(i) Arts, Science and Commerce streams will be started in all secondary schools.

(j) The Ratio of Higher Secondary Schools to Secondary Schools will be 1:3.

5.6   PROBLEMS AND REMEDIAL MEASURES OF SECONDARY EDUCATION

MAIN PROBLEMS:-

1.   Curriculum: The existing curriculum of secondary education is narrow, bookish, theoretical, overcrowded, unpsychological and examination ridden.

2. Expansion: There has been tremendous expansion in the field of secondary education after independence which is unplanned and unsystematic. The standard of secondary schools is not up to the mark. This adversely affects the standard of Higher education in the country.

3. Aimlessness: The secondary system of education is aimless. It is not in accordance with the changing needs of our society. No guidance and counseling is being given to students with regard to their future career.

4. Medium of Instruction: English is the medium of instructions at the secondary stage of education. The students have poor hold over this language. As such they can't express themselves fully and properly.

5. Methods of teaching: The methods of teaching at the secondary stage are traditional. These methods are not democratic, progressive, inspiring and dynamic. These methods suffer from various defects viz. dull, uninteresting, outdated, unpsychological and irrelevant.

6. Guidance and counseling: These services do not exist in secondary schools. Students at this stage do not get proper guidance regarding their future planning and career planning.

7. Innovations: The innovations in education are not being put into practice in our schools. Mostly research findings remain in files and racks of libraries.

8. Indiscipline: The indiscipline is increasing at rapid rate in the students of secondary stage. Loss of spirit, values, political changes, defective examination and the wretched economic condition of teachers are responsible for it.

9. Examination System: The examination system is stereotyped and does not evaluate the requisite faculties of the students It is traditional and outdated.

10. Administration and Supervision: The administrative work and work of educational supervision must be separated. The recruitment of inspectors is improper. Misfit persons are appointed.

11. Libraries and laboratories: There is lack of good books in our school libraries. Limited books do not fulfill the needs of all the students. Moreover secondary

schools do not possess well equipped libraries and laboratories having no competent staff.

12. Finance: The financial constraints is the main barrier in the progress of secondary education. It is the major problem which is responsible for rest of the problems. The finance available for the progress of secondary schools is not adequate to meet the modern requirements of the students at 10+2 level.

REMEDIAL MEASURES

1. Balanced and Suitable Curriculum: The Curriculum should be in accordance to the needs, requirements, abilities, interests and potentialities of the students. It should be extended in different trades, professions and agricultural fields.

2. Check on Expansion: The unplanned expansion of secondary schools should be checked. There is a need to go in for planned expansion of schools based on the needs of the locality, rather than political pressures or consideration.

3. Definite Aims: The secondary education should have definite aims. It should be related with life of the students to make them skilled in some work so that they may stand on their legs and become useful and contributing members of the society.

4. Medium of Instruction: The students at the secondary stage should be taught in their native tongue. The English language needs to be avoided at this stage. The national and regional languages should be made the medium of instruction which make the learning process easy, interesting and understandable for the students.

5. Methods of teaching: The methods of teaching should be quite suitable, appropriate and inspiring. Psychologically sound and democratic methods of teaching should be used by the teacher in order to make the teaching-learning process effective, meaningful, purposeful and impressive.

6. Guidance and counseling centers: These centers need to be established in every secondary school. It will help the students in selecting the right course of education eeping in view their interests and aptitudes.

7. Applying New Innovations: New innovations in the field of education should be applied and put into practice in all the secondary schools.

8. Removing Indiscipline: The problem of indiscipline is most burning problem in the secondary schools. There are various factors which are responsible for indiscipline viz. political interference, economic factors, films, songs, racialism, favoritism and indifferent attitude of teacher. It is necessary to give proper attention to these factors. The students at this stage should be given moral and value education which they are lacking.

9. Change in Examination System: Much improvement is needed in the examination system. The conduct of examination, mode of examination, question paper setting and evaluation and certification techniques need improvements. It is necessary that examination should assess the all round development of students.

10. Appointment of trained administrators and Supervisors: Well experienced and trained persons should be appointed as administrators and supervisors of secondary education. The role of DIETs needs to be strengthened and expanded.

11. Well equipped laboratories and Libraries: The laboratories and libraries in the secondary schools should be well equipped and stocked to meet the modern needs of the students.

12. Adequate funds: The fund allocation to secondary schools should be increased to meet the yearly expenditure of diverse nature and to provide proper infrastructure and facilities to the students.

5.7 ROLE OF CBSE AND RMSA IN SECONDARY EDUCATION

CBSE

The central Board of Secondary Education (CBSE) was reconstituted in 1st July 1962. The head office of the Board is situated at New Delhi. It is an autonomous body fully controlled by the Government of India. Today the Board has 5119 schools affiliated to it, which include 784 Kendriya Vidyalayas, 1381 Government schools, 2486 independent schools, 355 Jawahar Navodaya Vidyalaya and 13 Adhoc schools.

In order to execute its functions effectively, and maintain the educational standards, the Board has decentralized its administration. As a result, Regional Offices have been set up in different part of the country to be more responsive to the affiliated schools. It has

regional offices in Ajmer, Chennai, Allahabad, Guwahati, Chandigarh and Delhi.

The headquarters constantly monitors the activities of the Regional Offices, although sufficient powers have been vested with the Regional Offices. The regional offices deal with the matters pertaining to day-to-day administration and pre and post examination arrangements. But issues involving policy matters are referred to the head office.

Role

To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programmes of the Board; to organize academic activities and to supervise other agencies involved in the process

(1)   To prescribe conditions of examinations and conduct public examinations at the end of class X and XII.

(2)   To grant qualifying certificates to successful candidates of the affiliated schools.

(3)   To fulfil the educational requirements of those students whose parents were employed in transferable jobs.

(4)   To prescribe and update the courses of instructions for examinations.

(5)   To affiliate institutions for the purpose of examination and raise the academic standards of the country.

The Board promotes innovations in teaching learning methodologies by devising student centered paradigms. It reforms in examinations and evaluation practices. It develops skill learning by adding job-oriented and job-linked inputs. It also regularly updates the pedagogical skills of the teachers and administrators by conducting in-service training programmes, workshops etc.

RMSA

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary

school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Important physical facilities provided under the scheme are:

(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas.

Important quality interventions provided under the scheme are:

(i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

Important equity interventions provided in the scheme are:

(i) special focus in micro planning (ii) preference to Ashram schools for upgradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

Implementation mechanism of the Scheme

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

Revision of certain norms of the Scheme

The Government of India has approved the following revised norms of RMSA, with effect from 01.04.2013 :

• To permit State/UT Governments to use State Schedule of Rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible

under the RMSA.

- To increase the Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT.

- To subsume the other Centrally Sponsored Schemes of Secondary Education-Information and Communication Technology (ICT)@ School, Girls' Hostel, Inclusive Education for Disabled at Secondary Stage(IEDSS) and Vocational Education(VE) in their existing form under the Umbrella of RMSA.

- To extend the benefits of RMSA to aided Secondary Schools (excluding infrastructure support/core areas, i.e. Teacher's salary and Staff salary) for quality interventions as per RMSA umbrella schemes components for aided schools.

- To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim).

- To authorize the RMSA Project Approval Board (PAB) of the Ministry of Education to consider for approval Integrated Plan of the umbrella scheme of RMSA, including the four subsumed Centrally Sponsored Schemes of Secondary Education.

- To authorize the release of funds to the RMSA State Implementation Society directly for all components of the RMSA umbrella scheme.

Objectives of RMSA

- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.

- To ensure that all students pursuing secondary education receive education of good quality.

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- To ensure universal access of secondary education by 2017 and universal retention by 2020.

- To achieve a general enrolment ratio of 75% for classes IX to X within five years by providing a secondary school within a reasonable distance of any habitation, which should by 5 km for secondary schools and 7-10 kms for higher secondary schools.

- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio economic status, disability and other barriers.

- To ensure that all secondary schools have physical facilities, staffs and supplies atleast according to the prescribed standards through financial support in case of Government and aided schools and appropriate regularity mechanism in case of other schools.

- Achievement of the above objectives would also inter-alia, signify substantial progress in the direction of common school system.

5.8   Let us sum up

On the basis of above points, it can be concluded that secondary education plays an important role in our society. It also helps in the proper development of the students at the adolescence stage which is the stage of great stress and strain.

5.9   LESSON END EXERCISE

1. What do you understand by Secondary Education?

2. Discus the objectives of Secondary Education.

3. Describe the role of CBSE in Secondary Education.

5.10   SUGGESTED FURTHER READINGS

1. Chauhan, C.P.S. : Modern Indian Education -Policies, Progress and Problem, Kanishka Publishers, Distributors, New Delhi -2004.

2. Rasool, G. : Education in Jammu and Kashmir -issues and documents, Jay Kay Book House, Jammu -2019

Lesson No. 6   **Unit-II**

HIGHER EDUCATION

STRUCTURE

6.1   Introduction

6.2   Objectives

6.3   Meaning

6.4   Aims and functions of higher education

6.5   Major problems in University Education

6.6   Role of UGC,AIU,AICTE,ICSSR,CSIR,ICAR,NIEPA

6.7   Autonomous Colleges (Concept, composition and importance)

6.8   Delor Report (Main Recommendations)

6.9   RUSA, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)

6.   10 let us sum up

6.   11 lesson end exercise

6.12   Suggested further Readings

6.1   Introduction

Even before the establishment of universities in Europe, India had a long history of Higher Education. There had been a tradition of enlightenment and scholarship in various fields since ancient times. The older universities of Europe came into existence during the

medieval period. Even during Vedic-Upanishadic period, India had enlightened the world through famous seats of higher learning. It is on record (Radhakrishnan Commission, 1948-49) that the university of Takshashila flourished up to the end of fifth century AD and that of Nalanda survived up to the 12th century AD. The curriculum in these universities included the study of Vedas in addition to Upanishads, religious scriptures, philosophy and logic. Nalanda was basically a Buddhist centre of learning, but its working resembled the contemporary Hindu centres of learning such as those located at Vallabhi, Vikramshila, Banaras, Nadia, Ujjain and Kanchi. The purpose of education in these institutions was not utilitarian; rather, learners acquired knowledge for its own sake.

6.2   OBJECTIVIES

To enable students:-

•   To understand about Aims and functions of higher education

•   To understand about the Major problems in University Education

•   To understand the system of Autonomous Colleges

6.3   MEANING

Higher Education means that education which is given to those students who have completed their senior secondary education. Education which provides degree or diploma including professional diploma or degree is known as higher education.

It is also known as University Education which may be given either in University or in a College affiliated to it. It is also called Post Secondary Education as it provides education for a degree.

The term 'University' has been derived from the Latin word "Universities" which means an institution, a community or corporation. The term university itself points towards standard, goal and value in nature.

Definitions

1.   Jawaharlal Lal Nehru: "A university stands for humanism, for reasons for the

adventure of ideas and for search for truth. It stands for onward march of human race towards even higher objectives. If the university discharges its duties adequately, then it is well with the people and the nation".

2. Kothari Education Commission (1964-66): "A university is a place where all are engaged in making their contribution towards search for truth and through it develop their, personality.

3. Earnest Baker: "A University is an organized degree giving institution helping in spread of knowledge. It is autonomous in nature and national in scope.

4. Bruce Truscof: A university is a corporation or society which develops itself to a search after knowledge for the sake of its intrinsic value.

6.4   Aims and functions of higher education

Higher or University Education prepares and determines the creamy layer o a national population. It plays a crucial role in the life, welfare and strength of nation. Various commissions and committees have specified the objectives of higher education which are.

Aims by University Education Commission (1948-49)

1. To awaken the innate ability of the students to live life with wisdom

2. To teach the students that life has a meaning.

3. To train the students for democracy.

4. To acquaint students with social philosophy which govern all our institution.

5. To develop in the students the values like fearlessness mind, strength of conscience and integrity of purpose.

6. To train students for self development.

7. To develop understanding of the present as well as past.

8. To acquaint students with cultural heritage and its regeneration.

9. To enable the students to know that education is a lifelong proces

10.　　To impart professional and vocational training to students.

11.　　To provide leadership in politics, administration, professions, industry and commerce.

Functions of Higher Education

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;

- To provide the right kind of leadership in all walks of life by helping the individuals develop their potential;

- To provide society with competent men and women trained in all professions who, as cultivated individuals, are inclined with a sense of social purpose;

- To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education;

- To foster in the teachers and students, and through them in the society generally, the attitudes and values needed for developing the "good life' in individuals and society;

- To bring the universities closer to the community through extension of knowledge and its applications for problem-solving.

6.5　　Major Problems in University Education

After more than 70 years of independence, India's higher education system has still not been developed fully. It is evidenced by its poor performance in institutional rankings (not a single Indian university in top 100 universities of the world), the poor employment status of its students, poor track record in receiving national awards and recognition, poor share in research funding and so on.

Moreover, the status of state public universities that produce over 90% of the graduates in India is more dismal.

Enrollment:

➤ According to the All-India Survey on Higher Education (AISHE) report 2018-19, the Gross Enrolment Ratio (GER) in Higher education in India is only 26.3%, which is quite low as compared to the developed as well as, other developing countries.

➤ With the increase of enrollments at the school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Quality:

➤ Ensuring quality in higher education is amongst the foremost challenges being faced in India today.

➤ However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world.

Political Interference:

➤ Increasing interference of politicians in the management of higher education jeopardises the autonomy of HEIs.

➤ Also, students organise campaigns, forget their own objectives and begin to develop their careers in politics.

Poor Infrastructure and Facilities:

➤ Poor infrastructure is another challenge to the higher education system of India, particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure.

➤ Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years.

➤ Large numbers of NET/PhD candidates are unemployed even though there are a lot of vacancies in higher education.

Inadequate Research:

- There is inadequate focus on research in higher education institutes.

- There are insufficient resources and facilities, as well as limited numbers of quality faculty to advise students.

- Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres and to industries.

Poor Governance Structure:

- Management of Indian education faces challenges of over-centralization, bureaucratic structures and lack of accountability, transparency, and professionalism.

As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted.

6.6   Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NIEPA

A)   UGC (University Grants Commission)

UGC or the University Grants Commission or Committee, India, is an Indian Union Government initiative compliant with the UGC act 1956 Under the Ministry of Human Resources Development and affiliated to the Ministry of Higher Education. The responsibilities of the commission boil down to coordination, determination and vetting of standards of higher education all across the country. The commission managed to form its headquarters in Bahadur Shah Zafar Marg in New Delhi and regional centers in major states like Hyderabad, Bhopal, Bangalore, Pune, Guwahati and Kolkata to decentralize various operations.

Roles of the UGC

The commission has the power to allocate funds to Universities and Institutions of Higher Learning as well as ensuring that these institutions abide by the standards imposed by the commission. Institutions that fail to fall under the category are deemed fake universities or colleges, and the University Grants Commission generates a list of the same regularly.

Besides, some other roles of UGC are:

• Promote and coordinate UGC approved universities

• Formulate regulations to set up minimum higher education standards

• Evaluate the advancement n the field of University and College Education

• Organize examination standards for UGC Net, CSIR NET, and ICAR NET etc.

• Maintain Coordination between State Governments, Union governments, and Institutions of Higher Learning

• Make suggestions to the Central and State Governments to bring about positive changes in Higher Education

Besides, to stimulate progression in the education and research sector, the commission imparts fellowship programs, awards, research grants and scholarships. These scholarships provide financial assistance to meritorious students who can contribute to the development of the country.

B) AIU (Association of Indian Universities)

Association of Indian Universities (AIU) is an organisation and association of universities in India including central, state, institutes of National Importance and Deemed Universities. It is based in Delhi. It evaluates the courses, syllabi, standards, and credits of foreign Universities pursued abroad and equates them in relation to various courses offered by Indian Universities.

To emerge as a dynamic service and advisory apex organization in India by undertaking such initiatives and programmes which could strengthen and popularize Indian higher education as leading edge system in the world and promote greater national and international collaboration in Higher Education, Research and Extension, Sports, Youth and Cultural Activities.

To promote and represent the higher education system and Indian Universities on national and international forums and establish strong liaison with the government, National/International organizations of higher education, sister associations world over and among universities through active support, cooperation and coordination among the member

universities and all stakeholders for promoting quality education, research, sports, culture & values.

Objectives

To serve as an Inter-University Organization

To act as a bureau of information and to facilitate communication

Coordination and mutual consultation amongst universities

To act as a liaison between the universities and the Government (Central as well as the State Governments) and to co-operate with other universities or bodies (national or international) in matters of common interest

To act as the representative of universities of India

To promote or to undertake such programmes as would help to improve standards of instruction, examination, research, textbooks, scholarly publications, library organisation and such other programmes as may contribute to the growth and propagation of knowledge

To help universities to maintain their autonomous character

To facilitate student mobility and exchange of members of the teaching and research staff, sharing of infrastructure, joint-research projects and publications between universities in India or abroad. To sign MoUs with sister organizations of foreign countries in broad areas and to bring the universities together in the areas of mutual interest and to facilitate signing of MoUs between them;

To appoint or recommend wherever necessary a common representative of the Association at any Conference or in organization, National or International, on education

To assist universities in obtaining recognition for their degrees, diplomas and examinations from other universities, Indian as well as foreign

To undertake, organise and facilitate conferences, seminars, workshops, lectures and research on various themes pertaining to higher education

To act as a National Sports Promotion Organization (NSPO) for promoting sports among Member-Universities and maintain the standards in sports

To enhance participation of university sports at National and International championship competitions and make efforts to improvise upon the sports infrastructure in the universities

To establish and maintain linkages with organizations dealing with youth welfare, student information services, cultural programmes, adult education and such other activities as are conducive to the betterment and welfare of students or teachers and others connected with universities

To act as a service agency to universities in whatever manner it may be required or prescribed

To undertake and facilitate the publication of newsletters, research papers, books etc.

To promote digitalization and provide value added services to its member universities in the form of Admission Portal. Job Portal & Collaboration Portal for promoting quality Higher Education.

C)   AICTE

The beginning of formal technical education in India can be dated back to the mid-19th century. Major policy initiatives in the pre-independence period included the appointment of the Indian Universities Commission in 1902, issue of the Indian Education Policy Resolution in 1904, and the Governor General's policy statement of 1913 stressing the importance of technical education, the establishment of IISc in Bangalore, Institute for Sugar, Textile & Leather Technology in Kanpur, N.C.E. in Bengal in 1905, and industrial schools in several provinces.

All India Council for Technical Education (AICTE) was set up in November 1945 as a national-level apex advisory body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in the National Policy of Education (1986), AICTE was vested with:

•   Statutory authority for planning, formulation, and maintenance of norms & standards

•   Quality assurance through accreditation

- Funding in priority areas, monitoring, and evaluation

- Maintaining parity of certification & awards

- The management of technical education in the country

The Government of India (the Ministry of Human Resource Development) also constituted a National Working Group to look into the role of AICTE in the context of proliferation of technical institutions, maintenance of standards, and other related matters. The Working Group recommended that AICTE be vested with the necessary statutory authority for making it more effective, which would consequently require restructuring and strengthening with the necessary infrastructure and operating mechanisms.

The All India Council For Technical Education Act 1987

(No 52 of 1987 as passed by both the Houses of Parliament)

The AICTE Act was constituted to provide for the establishment of an All India Council for Technical Education with a view to proper planning and co-ordinated development of a technical education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth, and regulation & proper maintenance of norms and standards in the technical education system and for the matters connected therewith.

D)   ICSSR

Indian Council of Social Science Research (ICSSR) was established in the year of 1969 by the Government of India to promote research in social sciences in the country. The Council aims to:

- Review the progress of social science research and give advice to its users;

- Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;

- Institute and administer scholarships and fellowships for research in social sciences;

- Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;

- Give financial support to institutions, associations, and journals engaged in social science research;

- Arrange for technical training in research methodology and to provide guidance for research;

- Co-ordinate research activities and encourage progrmmes for interdisciplinary research;

- Develop and support centers for documentation services and supply of data;

- Organize, sponsor, and finance seminars, workshops and study groups;

- Undertake publication and assist publication of journals and books in social sciences;

Advice the Government of India on all matters pertaining to social science research as may be referred to it from time to time; and take such measures generally as may be necessary from time to time to promote social science research and its utilization.

PROGRAMMES AND SERVICES

- Research Projects

o Research Projects (Major and Minor)

o Research Programmes

- Followship

o National Fellowships

o Senior Fellowships

o Post Doctoral Fellowships

o Doctoral Fellowships

- International Collaboration

o Visit of Scholars Under Cultural Exchange Programmes

o Participation In International Seminar Abroad

o   Data Collection Abroad

o   Seminars/Conferences/Workshops in India

•   Training and Capacity Building

o   Grants to Organise Research Methodology Course/Spss For PH.D Students

o   Capacity Building Programme for Faculty in Social Sciences

o   ICSSR Research Pool

•   Research Institute & Regional Centres

o   Research Institute

o   Regional Center

o   How to reach ICSSR

•   Research Survey & Publication

o   Doctoral theses research reports etc

o   Maintenance & development

o   Journals

o   List of Publication

o   National Social Science Documentation Centre (NASSDOC)

o   Library and Reference Service

o   Database/Publications

o   Study Grant

o   Bibliography on Demand Service

o   Acquisition of Thesis

•   Data Archives

E)   ICAR

The Council of Scientific & Industrial Research (CSIR), known for its cutting

edge R&D knowledge base in diverse S&T areas, is a contemporary R&D organization. CSIR has a dynamic network of 37 national laboratories, 39 outreach centres, 1 Innovation Complexes, and three units with a pan-India presence.

CSIR's R&D expertise and experience are embodied in about 3521active Scientists supported by about 4162 technical and support personnel as of 31st March 2022.

CSIR covers a wide spectrum of science and technology - from oceanography, geophysics, chemicals, drugs, genomics, biotechnology and nanotechnology to mining, aeronautics, instrumentation, environmental engineering and information technology. It provides significant technological intervention in many areas concerning societal efforts, which include environment, health, drinking water, food, housing, energy, farm and non-farm sectors. Further, CSIR's role in S&T human resource development is noteworthy.

Pioneer of India's intellectual property movement, CSIR today is strengthening its patent portfolio to carve out global niches for the country in select technology domains. CSIR filed about 229 Indian patents and 202 foreign patents during 2021-22. CSIR has a patent portfolio of 1,132 unique patents in force, out of which 140 patents have been commercialized. CSIR also has 2,587 in force patents granted abroad in multiple countries. Amongst its peers in publicly funded research organizations globally, CSIR is a leader in filing and securing patents worldwide.

CSIR has pursued cutting edge science and advanced knowledge frontiers. In 2021, CSIR published around 5769 papers in SCI Journals with an average impact factor per paper of 5.401.

CSIR has operationalized desired mechanisms to boost entrepreneurship, which could lead to enhanced creation and commercialization of radical and disruptive innovations, underpinning the development of new economic sectors.

CSIR envisages a vision of CSIR@2030 as to "Enhance quality of life of the citizens of India through innovative Science and Technology, globally competitive R&D, by developing sustainable solutions and capacity building to fulfil dream of Atmanirbhar Bharat". This vision of CSIR is aligned to the Government of India's vision for the next 25 years 'Amrit Kal' when independent India becomes 100 years old.

CSIR is ranked 37th among 1587 government institutions worldwide and is the only Indian

organization among the top 100 global government institutions, according to the Scimago Institutions Ranking World Report 2021. CSIR holds the 7th rank in Asia and leads the country at the first position.

CSIR's Vision

"Enhance quality of life of the citizens of India through innovative Science and Technology, globally competitive R&D, by developing sustainable solutions and capacity building to fulfil dream of Atmanirbhar Bharat". This vision of CSIR is aligned to the Government of India's vision for the next 25 years 'Amrit Kal' when independent India becomes 100 years old.

Mission Statement

- Technology Innovation and Translational Research and Commercialization Technology to align with National Goals

- Development of National strengths through advanced technology solutions for National aerospace programs and design and development of small and medium sized civil aircraft to promote a vibrant Indian Civil aviation

- Creation and demonstration of scalable and sustainable green technologies in the energy sector, contributing to real-time applications and towards long-term energy security of the country

- Meeting international benchmarks

- Improving wellness indices and health outcomes through a synthesis of biology, chemistry, engineering and computation

- Provide globally benchmarked sustainable processes for chemicals leading to reduction in trade deficits

- Catalyze & optimize sustainable metals and materials production and processing, their use and reuse for local and global benefits

- Ensuring sustainable agriculture and nutritional security through biotechnological research and innovation

- Management and rejuvenation practices for the environment and natural resources

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- Capacity building - Knowledgebase, Human Resource & National Facilities

- Developing technologies for Carbon neutrality and achieving net zero plan across various industries

- Providing high value-added services to the industry, and society at large by synergizing diverse expertise to undertake grand challenges

The long-term goals of CSIR are aligned to the aspirations for India @ 2047 which encompasses new heights of prosperity

F)   ICAR

The Indian Council of Agricultural Research is an apex research organization of the country with a high standing amongst international agricultural research institutions. Since its inception in 1930, the Council has been spearheading agricultural research, education and extension activities for productivity enhancement and diversification of Indian agriculture.

The world as a whole is undergoing several transformative changes. Growing population, changing lifestyles, expanding urbanization and accelerated climate changes are creating new challenges for the national agricultural research system. Whereas in the past, the challenge was to supply adequate food, but now it is to provide adequate nutrients to promote health; and in the future, the challenge would be to provide optimal nutrients based on individual's genetic profile. Fortunately, along with challenges, the developments in science are creating new avenues for tackling the challenges. The Indian Council of Agricultural Research (ICAR) and the National Agricultural Research and Education System at large, are determined to harness the advances of science for the welfare of society. The Council is committed to transform itself into an organization engaged fully with the farmers, industry, entrepreneurs and consumers at large.

To keep pace with the changing environment, the ICAR has been updating its visions and strategies from time to time. The first systematic effort to envision the challenges and opportunities, and formulate its own strategy was undertaken in the last year of the 20th century by preparing 'Vision 2020 document'. The next attempt was after five years by bringing out the 'Perspective Plan' and the 'ICAR Vision 2030', coinciding with XI plan. 'ICAR Vision 2050', provides the strategic framework for innovation-led inclusive

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and sustainable agricultural growth in the country.

G)   NIEPA

The National Institute of Educational Planning and Administration (NIEPA), (Deemed to be University) established by the erstwhile Ministry of Human Resource Development(now Ministry of Education), Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any Central University, NIEPA is fully maintained by the Government of India.

The National Institute has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

Objectives

To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;

• To undertake, aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;

• To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;

• To offer M. Phil, Ph. D. and Post-Doctoral Programmes and award degrees in

educational planning, educational administration, educational finance, comparative education, school education, higher education, professional education, policy research, gender in education, discrimination in education, education and globalization, educational management and information system, etc.;

- To act as a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;

- To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;

- To organize training, conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State Governments and Union Territories;

- To offer, on request, consultancy service to Governments, including State Governments, educational institutions and institutions/organizations in India & abroad.

- To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators engaged in educational planning and administration;

- To organize orientation programmes, seminars and discussion groups for persons including legislators in the field of educational planning and administration at the level of policy making in Central and State Governments;

- To award consultancy work/services to other organizations/individuals;

- To collaborate with other agencies, institutions and organizations, including the University Grants Commission, the Universities, Institutes of Management and Administration and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;

- To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate

with them in programmes;

- To offer fellowships, scholarships and academic awards in furtherance of the objects of the National University;

- To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;

- To undertake extra mural studies, extension programme and field outreach activities to contribute to the development of society;

- To disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and to provide to students and teachers the necessary facilities and atmosphere for the promotion of innovations in education leading to restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines, inter-disciplinary studies, and National integration & International understanding;

- To conduct the above-mentioned programmes and courses in its off - Campuses, and off-shore campuses; and

- To do or perform all such other acts, functions and things as may be deemed necessary, desirable or incidental by the National Institute in furtherance of the above objectives of the National Institute.

6.7   Autonomous Colleges (Concept, composition and importance)

Concept

An autonomous college is entitled to operate freely and independently without the interference of any institution or organization. They have full authority over their curriculum, finances, academic staff, faculty and day-to-day operations. The education system in India has been evolving rapidly over the past few decades, with a significant emphasis on innovation and technology. One of the latest trends in higher education is the concept of Autonomous Colleges. This model of education allows colleges to function independently and take charge of their academic programs, syllabi, and examination processes.

An autonomous college is a higher education institution that has been granted autonomy by the University Grants Commission (UGC) or the respective state government. Autonomy allows the college to design and implement its own academic programs, syllabus, examination system, and evaluation methods. The college has the freedom to introduce new courses, revise the curriculum, and adopt innovative teaching methods

Autonomous colleges have the authority to award degrees to their students, which are recognized by the UGC and other statutory bodies. They are also responsible for their own financial management, infrastructure development, and faculty recruitment. Autonomous status is considered a mark of academic excellence and is granted to colleges with a proven track record of academic performance and research.

Composition/Governance of an Autonomous College:

The college will have the following committees to ensure proper management of academic, financial and general administrative affairs.

The following are statutory bodies:

o   Governing Body

o   Academic Council

o   Board of Studies

o   Finance Committee

Governing Body:

(The Governing Body is different from Trust Board/Board of Management/ Executive Committee/Management Committee).

The college will, in addition, have other non statutory committees such as the Planning and Evaluation Committee, Grievance Appeal Committee, Examination Committee, Admission Committee, Library Committee, Student Welfare Committee, Extra-Curricular Activities Committee and Academic Audit Committee.

Academic Council:

The Academic Council will be solely responsible for all academic matters, such

as, framing of academic policy, approval of courses, regulations and syllabi, etc The Council will involve faculty at all levels and also experts from outside, including representatives of the university and the government. The decisions taken by the Academic Council will not be subject to any further ratification by the Academic Council or other statutory bodies of the university..

Board of Studies:

The Board of Studies is the basic constituent of the academic system of an autonomous college. Its functions will include framing the syllabi for various courses, reviewing and updating syllabi from time to time, introducing new courses of study, determining details of continuous assessment, recommending panels of examiners under the semester system, etc.

Finance Committee:

The Finance Committee will advise the Governing Body on financial matters and shall meet at least twice a year.

Importance of an Autonomous College

1.   Self-governance: Autonomous colleges have the freedom to make their own decisionsand set their own policies without interference from the government.

2.   Curriculum design: Autonomous colleges have the ability to design their own curricula and course offerings, allowing them to tailor their programs to the specific needs and goals of their students.

3.   Flexible teaching methods: Autonomous colleges often have the freedom to experiment with different teaching methods and approaches to provide students with a more personalized and dynamic learning experience.

4.   Innovative learning environments: Autonomous colleges often have the ability to design and create innovative learning environments that support active and collaborative learning.

5.   Student assessment: Autonomous colleges can develop their own student assessment methods and standards, allowing them to evaluate student progress

and achievement in a way tailored to their specific programs.

6. Degree awarding: Autonomous colleges have the authority to award their own degrees, giving them the flexibility to recognize student achievement in a way that is consistent with their unique programs and curricula.

7. Collaborative partnerships: Autonomous colleges can form collaborative partnerships with other institutions, organizations, and businesses to provide students with access to a wide range of resources and opportunities.

8. Community engagement: Autonomous colleges often have strong ties to the local community and may be involved in a variety of community-based initiatives and programs.

9. Research and development: Autonomous colleges often have a strong focus on research and development and may have dedicated resources and facilities for this purpose.

10. International partnerships: Autonomous colleges may have partnerships with institutions and organizations around the world, allowing them to provide students with international learning opportunities and experiences.

6.8 Delor Report (Main Recommendations)

THE DELOR'S COMMISSION REPORT

Learning the treasure within, a report presented to UNESCO, Paris by an International Commission on education for the twenty first century under the chairmanship of Jacques Delors of France. The members of this commission made up of fourteen members from different countries like China, France, Japan, Poland, etc. including Dr. Karan Singh from Asian Nation (India). The report of this commission was issued in 1996 by the name of "Learning: The Treasure Within ".

• According to this report, learning comprises, the heartbeat of society" while ' learning to know, ' learning to do, ' learning to live together' and learning to be form four pillars of education; interchangeable understanding, peaceful interchange and coordination can be taken as the social aims of education.

- Commission emphasizes the need of educating young children and youth which is an conveyance of affection.

- Education is a progressive process of enhancing knowledge and skills and it is exceptional mean of bringing about personal development and building relationships among individuals ,groups and nations.

- The members of the commission believed that only through education we can hope for a world that is a better place to live in; there will be mutual respect to the rights of men and women ;there will be interchangeable understanding and the knowledge will be used to promote human development.

Recommendations of the Delors Commission Report

- Education is stated to be "the principal means accessible to promote a deeper and more harmonious form of human development and therefore to reduce poverty, banning, ignorance, oppression and war.

- Delors considers "education as a continuing process of improving knowledge and skills, it is also may be basically an unusual means of bringing about personal development and building relationships among persons, groups and nations."

- The commission defines education, "a social experience through which children learn about themselves, develop social skills and obtain basic knowledge and skills".

- Delors repeats the concept of expanding international cooperation in the global village.

- Education for aware and active citizenship must begin at school.

- Democratic participation should be promoted through instructions and practices modified to a media and information society.

- It's the role of education to give children and adults with the cultural background that will allowed them to understand the changes taking place.

- Commission emphasis the need of improvement, general availability and nourishing of Basic Education-A requirement which is valid for all countries.

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- The stress should be placed for primary education and its traditional basic programmes -reading, writing , arithmetic-but also on the ability to express oneself in a language that provided itself to dialogue and understanding.

6.9 RUSA, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)

RUSA

The Rashtriya Uchchatar Shiksha Abhiyan is the central government's contribution to further the promise held by the rich expanse of India's state universities. The country's future lies in empowering these campuses with all that it takes to enhance learning, better research and promote innovation. A centrally sponsored scheme, RUSA understands that sometimes the most important lessons of life are learnt outside the classroom. So whether it is upgrading libraries or computer laboratories, promoting autonomous colleges or clubbing them to consolidate their strength and forming cluster universities, this programme realizes that every institution holds the power to enrich lives through top-class education.

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Objectives include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole.

The salient objectives of RUSA are:

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework

- Usher transformative reforms in the state higher education system by creating a facilitative institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions

- Ensure reforms in the affiliation, academic and examination systems

- Ensure adequate availability of quality faculty in all higher educational institutions

and promote capacity building at all levels of employment

- Create an enabling atmosphere in the higher educational institutions to promote research and innovation

- Expand institutional base by creating additional capacity in existing institutions and establish new institutions, to achieve higher enrollment

- Correct the regional imbalances in terms of access to higher education by setting up institutions in un-served and underserved areas of the country

- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons

Cluster University

Cluster university is a new concept that is dedicated to students who want to discover & learn new things regardless of the field/branch/discipline they're in. With the cluster university initiative, the Government officials are aiming to revamp the present condition of Higher education institutions (HEIs) to add more value to student learning. The concept of Cluster Universities will provide an opportunity to students to join higher education within the state instead of getting trapped in the hands of unrecognized institutes outside, which becomes problematic for them. The government is committed to making education a round-the-clock affair and starting evening classes, which will help in expanding access to higher education by increasing the gross enrolment ratio. As stated by the Minister of Education, 'Life comes to a halt after evening, especially in Srinagar, and colleges have not given back to society in the way they should have. The cluster university concept is a step towards giving motion to education'.

The concept of cluster universities is expected to improve the quality of state universities and colleges and enhance capacity to become dynamic and demand drive. It aims to promote cutting-edge research and to create outstanding conditions for young scholars at universities, to deepen cooperation between disciplines and institutions, to strengthen national/ international cooperation of research. It shall serve as a platform for communication, collaboration and co-operation that will optimize scarce resources as well as free students from the autocracy of boundaries and the constraints of location using

emergent IT tools. The concept combines the best in traditional systems with the new opportunities for knowledge enhancement. The plan will bring benefits to all stakeholders with its expected outcomes.

Cluster University For Future-Ready Campuses

With the introduction of Cluster University, the single-stream approach of teaching-learning will be ruled out. All the educational institutions including the ones that are offering professional degrees will be transformed into a rationalized architecture that is popularly being referred to as "multidisciplinary HEI clusters" or "knowledge hubs" by the year 2030.

The Cluster University will head 3,000 or more students and allow them to choose subjects and courses that interest them. The university will allow a vast number of institutions that may be focused on various areas- such as

• Teaching-intensive University

• Research intensive University

• Autonomous Degree Colleges

Thus, students don't need to stress over anything during their learning journey and can explore their passion for innovation.

Benefits of Cluster Universities

More Space for Student-Teacher Collaboration

With the HEIs getting merged to form a large unit, there would be more space for better student-teacher collaboration. Students that are genuinely interested in learning a particular course would come together helping faculties to achieve better student learning outcomes.

• **Inculcating Leadership Qualities in Students**

Students would be more confident as they pursue their choice of subjects. They would get an open field to polish their skills and also develop new ones. Thus, the process would ultimately lead to the inculcation of leadership qualities in students.

- **Accelerate Institutional Networking**

Since the Cluster University concept of the new education policy speaks of merging multidisciplinary HEIs, institutional networking would obviously go uphill.

- **Fewer Resources & More Expertise**

3000 students would be able to learn under a single entity. It is bound to increase the outcomes with comparatively fewer resources.

- **Career & Placement Opportunities**

As the students learn with more passion, the chances of getting placed in top-level companies become higher.

SWAYAM

SWAYAM is a programme initiated by Government of India and designed to achieve the thre cardinal principles of Education Policy viz., access, equity and quality. The objective of thi effort is to take the best teaching learning resources to all, including the most disadvantagec SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouche by the digital revolution and have not been able to join the mainstream of the knowledg economy.

Swayam is a government of India's platform for online education offering a variety of courses, certification and degree programs. This is done through a platform that facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner. More than 1,000 specially chosen faculty and teachers from across the country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants - (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology.

In order to ensure that best quality content is produced and delivered, nine National Coordinators have been appointed. They are:

1. AICTE (All India Council for Technical Education) for self-paced and international courses

2. NPTEL (National Programme on Technology Enhanced Learning) for Engineering

3. UGC (University Grants Commission) for non technical post-graduation education

4. CEC (Consortium for Educational Communication) for under-graduate education

5. NCERT (National Council of Educational Research and Training) for school education

6. NIOS (National Institute of Open Schooling) for school education

7. IGNOU (Indira Gandhi National Open University) for out-of-school students

8. IIMB (Indian Institute of Management, Bangalore) for management studies

9. NITTTR (National Institute of Technical Teachers Training and Research) for Teacher Training programme

Courses delivered through SWAYAM are available free of cost to the learners, however learners wanting a SWAYAM certificate should register for the final proctored exams that come at a fee and attend in-person at designated centres on specified dates. Eligibility for the certificate will be announced on the course page and learners will get certificates only if these criteria are matched. Universities/colleges approving credit transfer for these courses can use the marks/certificate obtained in these courses for the same.

6.10   Let us sum up

Higher education is tertiary education leading to the award of an academic degree. Higher education, which makes up a component of post-secondary, third-level, or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education.

6.11   Lesson End Exercise

Explain the role of UGC

Describe AIU

Discuss the main Recommendations of Delor Report

6.12   Suggested further Readings

Chauhan, C.P.S., Modern Indian Education (Polices, Progress and Problems, KPD, New Delhi,(2004)

https://swayam.gov.in/

https://www.niepa.ac.in/

https://www.ugc.gov.in/

Lesson N.o. 7   **Unit-III**

TITLE: ADULT EDUCATION

STRUCTURE

7.1   Objectives

7.2   Introduction

7.3   concept

7.4   Aims and Importance

7.5   National Adult Education Program

7.6   National Literacy Mission

7.7   TLC

7.8   PLC

7.9   SRC

7.10   JSN

7.11   Let Us Sum Up

7.12   Lesson End Exercise

7.13   Suggested Further Readings

7.14   Answer to Check Your Progress

7.1   Objectives:

    After reading this lesson, you shall be able :

•   to acquaint with the concept of adult education,

- to understand the functions of adult education,

- to understand the concept of national adult education programme,

- to acquaint with the concept of national literacy mission,

- to understand the concept, objectives and functions of TLC, PLC, SRC and JSN.

7.2   Adult Education

Introduction

The most important problem in free India is the problem of tackling the liquidation of literacy and the provision of at least a minimum education to all people living in this country. Keeping in mind this view the Indian Education Commission has opined that in a democracy the function of adult education is to give every individual the opportunity for obtaining the kind of education he wants, the kind of education which can contribute effectively to his individual prosperity, professional progress as well as his social and political life. Enlarging the scope of adult education the Education Commission considers adult education as vast as life itself. This problem is most urgent and needs careful handling. Prof. K.G. Saiyidian therefore says, "There is hardly any social problem in India, which is more urgent in its significance and wider in its scope than that of tackling liquidation of illiteracy."

7.3   Meaning/Concept

Adult Education means education of the adults who could not get the opportunity of any formal education in their childhood. It refers to any activity or programme, deliberately designed to satisfy learning needs of adults. It also includes all instructions- formal or informal imparted to adults. It makes provision of further study for those who are already literate. In simple words, it means literacy for illiterate ones. It is the education of the adults and for the adults. It is the education which is regarded as essential education for building the bright future of the adults or matured persons.

There are many possible definitions of adult education. For a very large numbers of adults, in the world today, it is a substitute for the basic education they missed. For the many individuals who received only a very incomplete education, it is the complement to elementary or professional education.

- **Earnest Barker. "**Adult education is a course to be taken up concurrently with work and the earning of living."

- Morgan, Holmes and Bundy. "Adult education may be thought of as the conscious effort of a mature person to learn something new."

- **Bryson.** "Adult education includes all activities with educational purpose carried on by people, in the ordinary business of life who use only part of their energy to acquire intellectual development."

- **S. N. Mukerji**. "Adult education may be defined broadly as to include all instructions, formal or informal, imparted to adults. In India adult education has two aspects: (a) Adult literacy, education of those adults who never had any schooling. (b) Continuing education of the adult literate."

- **Reense, Fenster and Havel.** "Adult education may be concerned with any or more of three aspects of an individual's life- his work life, his personal life and his life as a citizen."

Thus, Adult education refers to any activity or programme, deliberately designed to satisfy learning need for interest, that may be experienced at any stage in his or her life, by a person, who is over the statutory school leaving stage and whose principle activity is no longer connected with education. It is a package of educational programme, which aims at providing information, knowledge and skills for improving life-style and earning-capacity, It aims at, not only, promoting literacy but also character building and helping an individual to lead a happy and prosperous life.

7.4   Aims/Objectives of Adult Education

The goals of adult education are: to increase the quality of life of an individual and unable him/her to realise his/her potential for self realisation; to raise the standard of living of the families, communities, societies and nations; to promote peace and communal harmony in the multi-cultural global village; and to enhance the pace of development and welfare of the individual nations and the international community as whole.

There are three major objectives of adult education as explained below.

- **Imparting literacy of diverse types:**

This includes basic literacy, scientific literacy, economic literacy, technological literacy, legal literacy, computer literacy, and so on.

- **Generating awareness on various matter/subjects:**

This includes awareness about one's self, community, society and the nation; about

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social, economic, political, cultural, environmental, developmental, health, hygiene, etc; about peace, welfare, and harmonious growth and development of the individual, family, community, nation and the world, amongst other things.

• Promoting functionality:

This includes application of individuals, collective, community, corporate, national and international knowledge, skills, attitudes, practices, resources, etc. for addressing the felt needs, for solving the problems, for promoting larger public participation in various activities and for bringing out social, economic, cultural, political transformation for raising general level or standard of living of the individual, community, nation and the world.

7.4 a   Importance of Adult Education

Realizing the importance of Adult Education V.K.R.V. Rao said, "without adult Education and Adult literacy, it is not possible to have that range and speed of economic and social development which we require. A Programme of Adult Education and Adult Literacy should take a front place in any programme for economic and social development."

1.   **Provides educational opportunities to all:** There is large number of adults who could not receive education at all. They are the illiterate people. Adult education programme, provide equal opportunity and to make equitable distribution of gains and employment avenues among adults. Moreover this education will help them to understand their rights and duties provided by the constitution. They can also be saved from exploitation.

2.   **Promotes awareness:** It promotes awareness through pre-literacy education and acceptance of learning, as a means to individual and national development. It includes social awareness, educational awareness, cultural awareness, political awareness and economical awareness, etc.

3.   **Widens the Intellectual Horizon of Adults:** There are some dropouts who have discontinued their education due to certain difficulties. They are known as partially illiterate people. If we can re-educate these people by the help of adult education programme, we can widen their intellectual horizon.

4.   **Continuing Education:** Education does not end with schooling: It is a life long process. "Life long education is an overall approach on formal and informal education from childhood to the third age of man; the whole problem lies in making students into perceptive adults and adults into life long students…" To make edu-

cation a lifelong process we need adult education.

5. **Raising quality of life:** Adult education aims at enhancing the adults to use all their networks- personal social, professional, political etc. thereby raising their quality of life and standard of living. Proper education can make people politically conscious, as a result of which they can achieve economic, moral, spiritual and social freedom.

6. **Transformation of adults:** The programme of adult education is very dynamic and primarily aimed at bringing in social, economic, political and cultural transformation of adult, their society and nation.

7. **Building cooperative groups and institutions:** Adult education aims at obtaining coordination between maximum individual happiness and social progress. It assists in building up cooperative groups that can solve various national problems collectively and through cooperation.

8. **Mobilise the existing and potential local resources:** It mobilizes the existing and potential local resources in the community for which, many non-conventional resources are being developed, a clear hard with initiative and adjustable nature is essential for doing so, which will be possible to be managed, only, with a strong adult educational programme.

9. **Meets manpower requirement**: Due to the technological changes and scientific researches, the manpower needs of societies are changing and new type of trained and skilled manpower is needed to meet the manpower requirement. Adult education provides avenues for it.

10. **Makes communities self-reliant:** It make communities, self-reliant through improved   management skills, involving them in planning, organization and implementation of programmes, almost all the societies undergo a social change in their outlook, life-style and mode of behaviour.

11. **Preparation for social change**: Adult education prepares the individuals for social change. It paves the way for social reforms, reorganization and innovation in the field of agriculture and industry.

12. **Strengthens democracy:** The success of democracy depends on enlightened citizens who know their rights and duties that are socially and politically awakened. Adult education prepares the adults for democracy and there by strengthening it.

Thus, it can be concluded that adult education is a part time activity for the adult to

gain new experiences in the academic field which will certainly enrich his personal as well as his working life. It plays a vital role in the development of the adult and the society. It gives basic skills of life to the adults and prepares them to face any challenges of life.

Conclusion

Adult education is of utmost importance. While the government of our country has already understood its importance, a large number of people in our country are yet to recognise it. A number of schools have been set up by the government to provide adult education. However, the role of the government does not end here. It needs to sensitise the importance of education among the masses. People must recognise the need to get educated in order to feel determined to enrol at adult education schools.

7.5 National Adult Education Programme (NAEP)

In India the overall position of literacy is disturbing, as the total number of illiterate has continued to increase, particularly among women and tribal people. The first nation-wide attempt at eradication of illiteracy was made through the 'Nation Adult Education Programme' which was launched on 2nd October, 1978. It was a massive programme which aimed at educating 100 million non-literate adults in the age group of 15-35 years within a time frame of five years.

In the words of V.K.R.V Rao, "Without Adult Education and Adult Literacy, it is not possible to have that range and speed of economic and social development which we require. A programme of Adult Education and Adult literacy should take a front place in any programme for economic and social development."

Thus National Adult Education Programme (NAEP) was launched in order to eradicate illiteracy among adults of the age group 15-35 years. The National Adult Education Programme was centred on three main components:

- Literacy and numeracy to enable the learners to continue to learn in self-reliant manner.

- Functional development with emphasis on the role of an individual as a producer or worker, as a member of the family, and as a citizen.

- Social awareness, includes awareness of laws, government policies, and need for the poor and illiterate to organize themselves for group action towards development.

Importance of NAEP

- Promotion of literacy: NAEP plays a major role in providing education to adults

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between age group of 15-35 years who could not get education due to one or other reason.

- **Creation of awareness:** NAEP helps in creating awareness among adults thereby overcoming their helplessness and helps in achieving self-reliance.

- **Duration and Training:** The period during which the learner would participate in the adult education centres, would be between 300 to 350 hours, or 9-10 months. Also the training of various adult education functionaries has been given a place of special importance in NAEP.

- **Teaching Learning Materials:** State Resource centre will prepare the material in standard, in regional or sub regional languages so that the adults can easily understand it.

- **Social skills:** NAEP helps the adults in the development of various social skills viz. cooperation, social values and attitudes etc.

- **Monitoring, evaluation and research:** It is important to have bulletin system for monitoring, evaluation and applied and co-ordinate research so that the experience of NAEP is systematically analysed and guidelines are provided for future action.

- **Instructional Agencies:** Various agencies are to be deployed for organization of instructional arrangement and to share the responsibility of the Govt. for NAEP. Various categories of persons would be assigned instructional responsibilities viz. school teachers, students, unemployed youth, retired personnel, voluntary social workers and other functionaries.

- **Post Literacy and follow up activities:** Follow up arrangements both for those who complete a stage of formal education as well as for those who go through a programme of adult literacy are needed.

- **Involvement of Voluntary Agencies:** Voluntary agencies have a special role to play and necessary steps have to be taken to secure their full involvement.

- **Organization and administration:** NAEP is different from the previous adult education programme in provision of adequate administrative and resource support and in emphasizing need based curriculum and teaching-learning material.

Conclusion

On the basis of above points, we can conclude that it was very important step taken by Government, to introduce NAEP for the Welfare and betterment of the adults. It

has proved beneficial to give education to the adults residing in far flung and backward areas and contributed a lot in increasing the literacy rate of the country.

7.6 National Literacy Mission (NLM)

The Government of India identified five areas of development, calling for urgent attention and action. These are immunization Programme for infants, drinking water in rural areas, eradication of illiteracy, communication in rural areas, and production of edible oil. Each area was to be attacked through a "Technology mission". The technology mission for the eradication of illiteracy was named the National Literacy Mission (NLM).

The NLM is a nationwide programme launched, on 5th May I988, by then Prime Minister of India Rajeev Gandhi. The basic idea underlying the NLM was that the problem of illiteracy would be tackled by pooling all possible resources, human and material, and by using scientific and technological knowledge so as to increase efficiency and obtain concrete results. It aims to educate 80 million illiterate adults in the age group 15-35 years by 1995 in two phases, i.e. 30 million by 1990 and the remaining 50 million to be covered by 1995. The main emphasis of NLM would be on women and rural illiterate adults, as these constitute the bulk of illiterate population.

As a technology mission, the NLM would harness and utilize the findings of scientific and technological researches for the benefit of the weaker sections of the society. While initial focus of NLM would be on rural areas and weaker sections, the facilities of literacy, continuing education and vocational training would be extended to other areas also by 1995. Thus, by literacy the NLM means not only learning how to read, write, and count but also helping people understand why they are deprived and helping them move towards change.

Objectives of NLM

- The aim of NLM is to attain full literacy, by imparting functional literacy to non-literates in the age group of 15-35.

- It proposed to improve economic status and general well-being by skill improvement.

- Another objective is to imbibe values of national integration, conservation of environment, women's equality and observance of small family norms etc.

- It also aims to set up 40 Technology Demonstration districts for providing techno-pedagogic inputs with a view to improve the quality of adult education Programme.

Importance of NLM

- **Motivation of Learners:** NLM recognized the role of motivation in learning and also suggested ways and means of developing and sustaining motivation among the learners and instructors.

- **Peoples' Participation:** It was proposed to secure peoples' participation by media programmes, cultural caravans, youth training and development programmes.

- **Improving ongoing programmes:** It was proposed to improve the quality of ongoing programmes by application of proven science and technology inputs, strengthening administrative structure of State

- **Involvement of Voluntary Agencies:** It was suggested to increase involvement of Voluntary Agencies in planning and implementation of field programmes in well-defined areas by providing additional financial inputs and incentives.

- **Mass Movement:** It was also suggested to launch Mass Movement by preparing literacy kits, appointing mass trainers, providing media support and institutional incentives.

- **Availability of standard learning Material:** It was recommended to ensure availability of standard learning material through the Directorate of adult education.

- **Continuing Education**: It was also proposed to promote continuing education prorammes by establishing peoples learning centers like Jana Shiksha Nilayams.

- **Universalizing the outreach**: It was suggested to universalize the outreach by extending facilities to all parts of the country.

- **Effective Management system:** It was also recommended to establish management system at different levels of adult education.

- **Allocating finances:** It was proposed to make full allocation of funds / finances to make the programme of adult education successful at all levels.

Conclusion

From the above points, we can conclude that National Literacy Mission has contributed a lot in raising the literacy rate of the country. Its main thrust was on the education of women and rural illiterates including scheduled castes and scheduled tribes. This was a mission launched to give the adults the training of three R's.

7.7   Total Literacy Campaign (TLC):-

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Total Literacy Campaign is the principal strategy of National Literacy Mission to remove the illiteracy in adults in India. TLC was launched in January 26, 1989 in ErnaKulam district of Kerala. It is a time bound strategy. It is assumed duration of 12 to 18 months which is halt devoted to preparation and half to teaching -learning activities. It is called Learner centred strategy. The measurement of learning outcome is continuous, informal and participation. With the help of this campaign 1.35 lakh illiterate people between the ages of 6 to 14 were literated.

Objectives:

- To impart basic literacy skills

- To achieve pre-determined levels of literacy

- t is implemented in following eight stages:

- Stages of Total Literacy Campaign

- Preparing the ground

- Creation of organizational structure

- Survey and district profile

- Environment Building

- Development of Teaching-learning materials

- Training of the task force

- Actual leadership process

- Monitoring and evaluation

7.8   Post Literacy Campaign (PLC)

On conclusion of a Total Literacy Campaign (TLC), Post Literacy Campaign (PLC) is implemented by the Zila Saksharta Samiti for a period of one year. One of the major objectives of a PLC is to enable the neo-literates to learn the application of literacy skills as a problem solving tool, so that learning becomes relevant to living and working. In the limited time available during TLC, it is not possible to dwell adequately on the functionality and awareness components of the programme. Therefore, in the PLC phase, these objectives take centre stage. One of the first tasks in a PLC programme is what is known as 'mopping up' operation. Those learners, who dropped out or could not achieve the NLM levels of literacy in the TLC phase, are enabled to achieve them through remediation or mopping up operation. To ensure that there is no time lag between the conclusion of the

basic literacy phase and the start of post literacy programme, which could result in a regression of neo-literates, NLM has laid a great deal of emphasis on the planning and launching of PLC well in time. Post literacy specifically aims at remediation, retention and consolidation of literacy skills in the first phase through guided learning. In the second phase, learners are provided with a variety of supplementary reading material and library services to help them continue learning through self-directed processes. The NLM has emphasized the integration of skill development programmes with PLC to enable the neo-literates acquire skills for their economic self-reliance

7.9 State Resource Centres (SRCs)

State Resource Centres were established through out country to provide Academic & Technical Resource Support to the ongoing adult literacy programmes in the states. The SRC, Hyderabad is one of the oldest State Resource Centres among the 32 SRCs functioning in the country today.

Functions

The SRC functions with the grant-in- aid from National Literacy Mission, Ministry of Human Resource Development, Government of India, New Delhi. SRC, Hyderabad is an academic technical resource support institution for the promotion of Adult and Continuing Education. The broad functions of the SRC are :-

• Development of teaching-learning material for literacy programmes

• Production and distribution of literature for neo-literates

• Training of field functionaries on literacy and continuing education

• Undertaking motivational and environment building activities

• Development of publicity materials

• Action Research and Evaluation.

• Monitoring of literacy programmes

• Undertaking innovative and research oriented projects.

To carry out the activities enumerated above, the SRC has highly qualified and experienced academic staff besides administrative and support staff. In addition to this from time to time SRC utilises the services of experts as consultants.

SRC is working to reach the unreached with different strategies by networking with various government and non-government agencies / departments.

- Material and Media Unit

- Post Literacy and continuing Education Unit

- Training Unit

7.10 Jana Shiksha Nilayam (JSN):-

The National Policy Education (1986) emphasized the need and importance of providing Post literacy and continuing Education Programmes for the Neo-literates by establishing Centre known as Jana Shiksha Nilayam's JSNs were stated.

As provided in the National Literacy Mission document Goverment of India decided in Feburary 1988 to establish JanShikshan Nilayam all over the country. The intention behind establishing them was to institutionalise post literacy and countiuning education, Jan Shikshan Nilayam Includes programmes which were being organised as part of farmers training programmes rural radio forum and charcha mandalas, youth clubs, mahila mandalas, village library.

Objectives

Main objectives of the scheme were as follows

- Provision of facilities for retention, continuing education and application of functional literacy.

- Creation of awareness about national concerns such as national integration, women's equality.

- Improvement of economic condition and general well being, as well as improvement of productivity.

- Recreation and healthy living.

Check Your Progress Notes:

a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this lesson under "Answers to Check Your Progress"

1) When was the NAEP launched ……………...............……………………

2) When was NLM introduced……………………...............………………

3) Total Literacy Campaign is the principal strategy of National Literacy Mission to remove the illiteracy in …………….. in India.

4)   Post Literacy Campaign (PLC) is implemented by the ……………. for a period of……………..

5)   NLM was a mission launched to give the adults the training of …………….

7.11   LET US SUM UP:

In this lesson we have discussed adult education, aims and importance of adult education. Here we learnt about NAEP. National Adult Education programme aims at eradicating illiteracy among the adults. It promotes literacy skills of persons belonging to economically & socially deprived sections of the society & it creates awareness in helping them overcome their helplessness & to achieve self-reliance. We have also learnt that National Literacy Mission has contributed a lot in raising the literacy rate of the country. Its main thrust was on the education of women and rural illiterates including scheduled castes and scheduled tribes. This was a mission launched to give the adults the training of three R's. At the same time, the lesson has also helped us to understand the concept objectives and functions of Total literacy campaign, Post literacy campaign, State Resource Centres, Jana Shiksha Nilayam.

7.12   Lesson End Exercise

1 .   What is the aim and importance of adult education in India?

2.   Discuss in detail the objectives of of national adult education programme,

3.   Write down the objectives of National Literacy Mission

4.   Briefly explain the functions of State Resource Centres

5.   Define adult education. Explain the difference, if any, between the terms 'adult education', 'education of adults' and 'education for adults'.

6.   What is the role of the State resource Centre?

7.   What are the objectives of Jan Shikshan Sansthan?

7.14   Answer to Check Your Progress

1.   2nd October 1978

2   5th May 1988

3.   Adults

4.   Zila Saksharta Samiti for a period of one year

5.   three R's.

7.13 Suggested Further Readings

1. Reddy, P.A. (1992). Determinants of adult education instructor effectiveness. New Delhi: Uppal Publishing House.

2. Reddy, P.A. (1999). Post literacy and continuing education. New Delhi: Discovery Publishing House.

3. Reddy, P.A. (2003). Adult education: role of volunteers. New Delhi: Sarup and Sons.

4. Reddy, P.A. & Devi, D.U. (2005).Continuing education programme. New Delhi: Aravali Books

5. Knowles, M. S. 1990. "Andragogy: An Emerging Technology for Adult Learning", in Tight, M. (Ed). Educutioiz for Adults Vol.1: Adult Learning and Education. London: Routledge in Association with the Open [Jniversity.

6. Lindeman, E.C. 1961. "The Meaning of Adult Education " quoted in Aggarwal, J.C. 1989. Op. Cit, p.2.

7. Venables, P. (Chairman) 1976. Report of the Committee on Continuing Education. Milton Keynes: The Open University.

TITLE: EDUCATION FOR ALL

STRUCTURE

8.1   Objectives

8.2   Introduction

8.3   concept

8.4   Importance of Education For All

8.5   Let Us Sum Up

8.6   Lesson End Exercise

8.7   Suggested Further Readings

8.8   Answer to Check Your Progress

8.1 Objectives:

After reading this lesson, you shall be able to:

- acquaint with the concept of Education For All

- understand the Importance of Education For All

- state the goals of Education for All (EFA) as identified in Dakar Summit;

- state the major EFA programme initiated by the Government of India;

8.2   Concept:

Education for all" is a global movement that advocates for equal access to quality education for people of all ages, regardless of their socio-economic background, gender, ethnicity, or physical abilities

The global Education for All (EFA) initiative was conceived at the UNESCO world conference in 1990. Delegations from almost 155 nations, non-profit organisations, and government authorities voted to universalize primary education there by reducing illiteracy by the end of the decade. While discussing the EFA initiative, it was collectively asserted by the World Declaration on Education for All that, 'every child, youth, adult will be able to benefit from the educational opportunities formed to meet their basic learning requirements.

8.3   Importance of Education For All

Education is a basic human right and a significant factor in the development of children, communities, and countries. Opening classroom doors to all children, especially girls, will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child health and maternal health, reducing hunger, fighting the spread of HIV and diseases of poverty, spurring economic growth, and building peace.

Here are some key points highlighting its significance:

Empowerment: Education empowers individuals by providing them with the knowledge, skills, and critical thinking abilities needed to make informed decisions. Empowered individuals are better equipped to contribute meaningfully to society.

Poverty Reduction: Education is a powerful tool for poverty reduction. It equips individuals with the skills needed for better job opportunities, which, in turn, leads to increased income and an improved standard of living.

Health Improvement: Education is linked to better health outcomes. Educated individuals

are more likely to adopt healthy behaviors, seek medical care, and make informed decisions about their well-being. Education also contributes to lower mortality rates.

Gender Equality: Education is a key driver of gender equality. It helps break down traditional gender roles, promotes equal opportunities for men and women, and contributes to the overall empowerment of women.

Social Cohesion: Education fosters understanding, tolerance, and social cohesion by exposing individuals to diverse perspectives and cultures. It plays a crucial role in building a harmonious and inclusive society.

Economic Development: A well-educated population is essential for economic development. Education contributes to the development of a skilled workforce, technological advancements, and innovation, all of which are crucial for sustained economic growth.

Global Stability: Education is a foundation for peace and stability. Societies with high levels of education are more likely to be stable, as education promotes understanding, tolerance, and the ability to resolve conflicts through peaceful means.

Environmental Sustainability: Education plays a role in raising awareness about environmental issues and promoting sustainable practices. An educated population is more likely to understand the importance of environmental conservation and take steps to address global challenges such as climate change.

Personal Fulfillment: Education contributes to personal development and fulfillment. It allows individuals to discover their talents, interests, and passions, fostering a sense of purpose and self-actualization.

Lifelong Learning: Education is a lifelong process. It encourages a culture of continuous learning and adaptability, enabling individuals to stay relevant in a rapidly changing world.

Major Goals Under EFA

At World Education Forum (2000), a coalition of national governments, civil groups and human development organisations was formed whose main objective was to achieve

the global education for All (EFA) agendas in six specific areas or goals by 2015, they are:

- To improve and expand early childhood care and education specifically for the most disadvantaged children.

- To ensure the learning needs of all youth and adults are met with equal access to proper learning and life-skills programmes.

- To achieve at least 50% improvement in adult literacy by 2015 and equal access to basic continued education for all adults.

- To eliminate any gender disparity in primary and secondary education and achieve gender equality in education by 2015 with a prime focus on girls' equal and basic education of fair quality.

- To ensure that all children belonging to diverse ethnic minorities or difficult situations have access to free and compulsory primary education of good quality.

- To address all aspects of educational quality and ensure excellence so that proper learning outcomes are achieved.

Besides, as the central agency, UNESCO has made it mandatory for all to coordinate and contribute to global efforts to reach education for all. Today, governments, NGOs, civil societies are working tenaciously towards reaching these goals.

Major EFA Goals Set by India

- Integrated Child development Services Scheme being universalized- early childhood care and education an important component of the scheme.

- Sarva Siksha Abhiyan (Movement for Education of All) launched with the aim of providing eight years of quality education to all children in the age group 6- 14 by 2010.

- A complete plan for adolescent, especially girls, in the Tenth Five Year Plan.

- National Literacy Mission to provide functional literacy in the age group 15-35.

- Achieve sustainable threshold level of 75 per cent literacy by 2007.

- Special schemes targeted at girls, apart from focus on girls in general education.

- Removal of all disparities including gender, in primary (class I-v) by 2007and elementary (I- viii)   by 2010.

Check Your Progress Notes:

a)   Write your answer in the space given below.

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

1)   The global Education for All (EFA) initiative was conceived at the …………..world conference in 1990.?

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

3)   National Literacy Mission to provide functional literacy in the age group ………………

8.5   Let Us Sum Up

In this lesson we have studied that "education for all" is not just a noble goal; it is a fundamental human right and a cornerstone for building a better, more equitable, and sustainable world. It is an investment in the present and future well-being of individuals and societies alike.

8.6   Lesson End Exercise

 1)   Write briefly the concept and importance of education for all.

 2)   What are the major goals of Education for all?

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

8.7   Suggested Further Readings

1.   Govt. of India (2001): National Policy for the Empowennent of Women 2001, New Delhi: Department of Women and Child Development, MHRD.

2.   Govt. of 1ndia (1990-91): Selected Educational Statistics 1990-91, New Delhi: Planning, Monitoring & Statistics Division, Department of Education, Ministry of Human Resource Development, 1993, Govt. of India.

3.   Govt. of India (2001-2002): Selected Educational Statistics 2001 -2002, New

Delhi: Planning, Monitoring & Statistics Division, Department of Elementary education and Literacy and Department of Secondary & Higher Education, Ministry of Human Resource Development, 2002, Govt. of India.

4.   (egyankosh.ac.in)

8.8   Answer to Check Your Progress

1.   UNESCO

2.   See Major EFA Goals set by India under

3.   15-35

Lesson No. 9   **Unit-III**

TITLE: LITERACY EDUCATION AND FURTHER EDUCATION

STRUCTURE

9.1   Objectives

9.2   Introduction

9.3   concept

9.4   Sakshar Bharat

9.5   Adult Education and Skill Development

9.6   Let Us Sum Up

9.7   Lesson End Exercise

9.8   Suggested Further Readings

9.9   Answer to Check Your Progress

9.1   Objectives:

    After reading this lesson, you shall be able :

•   to acquaint with the concept of Literacy education,

•   to understand the concept of further education,

•   to understand the objectives of Sakshar Bharat,

•   to understand adult education and skill development.

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9.2   Introduction

Literacy: Literacy refers to the ability to read, write, and understand information. It involves the capacity to comprehend and use written language for various purposes, such as communication, learning, and daily activities. Literacy is not limited to basic reading and writing skills; it also encompasses critical thinking, information processing, and digital literacy in today's technologically advanced world.

Further Education: Further education typically refers to education that occurs beyond the compulsory schooling years. It includes a wide range of post-secondary or tertiary education options, such as:

Higher Education: This includes universities and colleges that offer bachelor's, master's, and doctoral degrees. Higher education focuses on specialized and in-depth knowledge in various academic disciplines.

Vocational Education and Training (VET): VET programs provide practical skills and training for specific professions or trades. This type of education is often geared toward preparing individuals for specific careers and is sometimes referred to as technical or career education.

Continuing Education: Also known as adult education, continuing education involves learning opportunities for individuals after they have completed their initial education. It includes short-term courses, workshops, and professional development programs.

Skill Development Programs: These programs focus on enhancing specific skills that are directly applicable to the workplace. They may include training in areas such as technology, communication, leadership, and project management.

Both literacy and further education are critical components of personal and societal development. Literacy forms the foundation for acquiring knowledge and participating in various aspects of life, while further education offers individuals the opportunity to specialize in specific fields, pursue advanced studies, and acquire the skills needed for professional success. Together, they contribute to the overall educational landscape and play key roles in shaping individuals' personal and professional lives.

9.3   Global Context:

Literacy Education:

In many developed countries, basic literacy education is often considered a fundamental right, and efforts are made to ensure that all citizens have access to quality education. The focus extends beyond traditional reading and writing skills to include digital literacy, information literacy, and critical thinking skills.

Further Education:

Higher education and vocational training are highly valued in many developed nations as they play a crucial role in the economic and technological advancement. There is a growing emphasis on lifelong learning, with a recognition that individuals need to continually update their skills to adapt to a rapidly changing job market.

Indian Context:

Literacy Education:

India has made significant progress in improving literacy rates, with a focus on primary education through initiatives like the Sarva Shiksha Abhiyan. Challenges persist in certain regions due to socio-economic factors, gender disparities, and insufficient infrastructure.

Further Education:

Higher education in India has seen substantial growth with the establishment of numerous universities and institutions. However, there is often a gap between the demand for education and the available resources. Vocational education and skill development programs are gaining importance to address the employability of the youth.

Challenges: In both global and Indian contexts, challenges include addressing disparities in access to education, improving the quality of education, and aligning educational systems with the needs of the job market.

Bridging the urban-rural divide and ensuring inclusivity for marginalized groups are common challenges.

Technology and Education:

Globally, there is an increasing reliance on technology in education, including online learning platforms and digital resources.In India, efforts are being made to leverage technology to reach remote areas and provide quality education through digital means.

Policy Initiatives:

Both globally and in India, governments and organizations are implementing policy initiatives to enhance education. Examples include the Sustainable Development Goals (SDGs) globally and schemes like the National Education Policy (NEP) in India.

International Collaboration:

Collaboration between countries and institutions is becoming more common to share best practices and resources, fostering a more global approach to education.

9.4   Sakshar Bharat

"Sakshar Bharat" is a national literacy mission launched by the Government of India. The term "Sakshar Bharat" translates to "Literate India" in English. The mission was initiated to promote literacy and adult education in India. It was officially launched on September 8, 2009, on International Literacy Day but it came into implementation with effect from 1st October 2009. Education is a human right and the key for human resource development. It is the basis of the economic and cultural development of a country. Education is essential for sustainable development, peace and stability within and with other countries. A country's progress is measured by the quality of educational improvement, adequate employment or self-employment opportunities, sustainable income, population stabilisation and overall well-being of each individual. Education is an important indicator of development as it is an investment for future and is an instrument of change. In India, the vast mass of people living in rural areas from the majority of population. If they remain illiterate no upliftment of the country is possible. The programme further promotes and strengthens adult education, specially for women, by extending education option to those adults who had lost the opportunity of access to formal education and crossed the standard age for receiving such education. During 19th century the need for adult education was felt by the Indians. They realised that mass education is the prerequisite for national reconstruction

Key features and objectives of the Sakshar Bharat program include:

Universalization of Literacy: The primary goal of Sakshar Bharat is to achieve 100% literacy in India, focusing on reducing the adult illiteracy rate.

Targeted Approach: The program emphasizes reaching out to specific disadvantaged groups, including women, scheduled castes, scheduled tribes, minorities, and other marginalized sections of society.

Flexible and Contextual Learning: Sakshar Bharat recognizes the need for flexible and context-specific learning methods to make education more accessible to adults who may have missed out on formal education.

Skill Development: In addition to basic literacy skills, the program aims to impart vocational skills to make learners more employable and empower them to contribute effectively to the economy.

Innovative Approaches: The program encourages innovative approaches to adult education, including the use of technology, community participation, and involvement of non-governmental organizations (NGOs).

Functional Literacy: Sakshar Bharat emphasizes not only the ability to read and write but also functional literacy, ensuring that individuals can apply their literacy skills in practical, everyday situations.

Community Involvement: The involvement of local communities, Panchayati Raj institutions, and other stakeholders is considered crucial for the success of the program.

9.5 Adult Education and Skill Development

Adult education and skill development are interconnected concepts that aim to empower adults with the knowledge and skills needed to enhance their personal and professional lives. Here's an overview of both:

Adult Education:

Definition: Adult education refers to learning opportunities provided to adults who have typically completed their formal education. It encompasses a wide range of activities and programs designed to meet the diverse learning needs of adults.

Objectives:

Basic Literacy: Adult education often includes programs to improve basic literacy skills among adults who may have missed out on formal education.

Continuing Education: It provides opportunities for adults to continue their learning journey, whether through formal courses, workshops, or self-directed learning.

Life Skills: Adult education may focus on imparting practical life skills, such as financial literacy, health education, and critical thinking.

Digital Literacy: With the increasing reliance on technology, adult education may include programs to enhance digital literacy skills.

Delivery Methods:

Adult education can be delivered through various channels, including traditional classroom settings, online courses, workshops, and community-based programs.

Schemes for Adult Education

NEW INDIA LITERACY PROGRAM

- A scheme of the Ministry of Education aims to promote literacy among non-literates in the age group of 15 and above across the country. It aims to cover 5 crore non-literates during the period from 2022-23 to 2026-27.

- Centrally Sponsored Scheme with contribution from both Centre and State government. It will replace the SAKSHAR Bharat scheme for adult education.

- To implement volunteerism through online mode. However, training, orientation, and workshops of volunteers, may be organized through face-to-face mode.

Components

- Foundational Literacy and Numeracy

- **Critical Life Skills:** These will include financial literacy, digital literacy, commercial skills, health awareness, childcare and family welfare education.

- **Vocational Skills Development:** For increasing employment potential.

" **Basic Education:** Includes preparatory, middle and secondary stage equivalency.

• **Continuing Education:** Includes engaging holistic adult education courses in arts, sciences, technology, culture, sports and recreation and other topics of interest or use to local learners.

Skill Development:

Definition: Skill development involves acquiring specific competencies, expertise, and practical abilities that enable individuals to perform tasks effectively in various contexts, including the workplace.

Objectives:

Employability: Skill development programs aim to enhance individuals' employability by equipping them with the skills demanded by the job market.

Career Advancement: Individuals can undergo skill development to advance in their current careers or transition to new ones.

Entrepreneurship: Skill development fosters entrepreneurial capabilities, enabling individuals to start and manage their businesses.

Key Areas of Skill Development:

Technical Skills: Specific skills related to a particular profession or industry.

Soft Skills: Interpersonal skills, communication, teamwork, and problem-solving.

Leadership Skills: Abilities to lead and manage teams effectively.

Digital Skills: Proficiency in using digital tools and technologies.

Delivery Methods:

Skill development programs can be delivered through formal education channels, vocational training institutes, apprenticeships, and on-the-job training.

• More than half of Indian workers will require skill development by 2022 - The Future of Jobs 2018 (World Economic Fora)

- According to most estimates, India continues to be a country that faces one of the highest shortages of skilled workforce.

- In India, only about 2% of the workforce had formal vocational training, and only 9% had non-formal, vocational training - National Council of Applied Economic Research (NCAER) Report (2018)

  The stake here is, if the skilling issue is not resolved, India risks forfeiting its so-called "demographic dividend".

Government Initiatives for skill development

- In 2014, the Ministry of Skill Development and Entrepreneurship was created to harmonise training processes, assessments, certification and outcomes and, crucially, to develop Industrial Training Institutions (ITIs) - the building blocks of this endeavour.

- Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)

- "Skill India" program, aims to train a minimum of 300 million skilled people by the year 2022.

  a) Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

  b) Pradhan Mantri Kaushal Kendra (PMKK)

  c) Rozgar Melas

  d) India International Skill Centre (IISC)

- Standard Training Assessment and Reward Scheme (STAR)

- Polytechnic Scheme

- Vocationalization of Education

- UDAAN for J&K

Shortcomings in the Desired Outcome

- The target of Skill India was to reach out to 300 million young people by 2022,

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but only 25 million had been trained under this scheme by the end of 2018.

- Even those who have been trained under Skill India and PMKVY are unable to find jobs.

- Under PMKVY, only 15% of those trained got a job.

Challenges in skill development

- **Informal Workforce (90%):** Greater workforce informality leads to lower incentives to acquire new skills. Faced with inadequately skilled workers, businesses often choose to replace labour with machinery. This, in turn, leads to still fewer formal jobs.

- **Agriculture Workforce (56%):** Indians who work in agriculture continue to subsist because they do not have the skills to take up industrial or services sector jobs.

- **Insufficient capacity:** Current infrastructure facilities available in educational institutions throughout the country are inadequate considering the huge demand for skilled labour. There are not many trained and highly skilled trainers available.

- **Low student Mobilisation:** Owing to the traditional outlook of people associated with skill development the enrolment of the students for vocational education and training is abysmally low.

- **Market failure in skill development:** Firms themselves do not have an incentive to spend on developing the skills of their workers, because a skilled worker may quit and join a new firm.

- **Information asymmetries:** A skilled person knows his/her skills, but a potential employer does not; if employers had all the information, their willingness to pay for a skilled person would rise.

- **Accreditation:** There is a vast segment of informal workers in India, many of whom possess skills that have not been formally recognized.

- **Scalability:** Any model to be successful needs a lot of support from different stakeholders. Since there is limited buy-in from the corporate sector, the progress

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of such initiatives is slow.

- **Skill Mismatch:** Lack of conformity between what is taught in classrooms and what the industry requires. As a result, though the people may be skilled, they do not get employment.

- **Low female participation in the labour force:** Out of the country's labour force of 395.2 million Only 91.6 million are women.

- Lack of awareness of international mobility

Opportunities for India

- Job markets across the world including India are undergoing a tectonic shift.

- Higher wages and morale in these firms help in attaining global competitiveness.

- Initiating vocational training at the school level will make young people employment-ready and boost India's competitiveness

- India has a huge 'demographic dividend' which means that it has a very high scope of providing skilled manpower to the labour market.

- The Future of Work in India: Inclusion, Growth and Transformation Report by the Observer Research Foundation and the World Economic Forum sheds light on the end of transformative technology and its impacts on work in India. Some key insights from this report are:

- Companies expect technological change to lead to job creation, not job loss. They recognise the potential of new technologies in the coming years.

- The whole focus is expected to be on the automation of repetitive tasks, time optimisation, maximising productivity, creation of digital platforms for online access to job opportunities and formalising informal operations.

- It is critical for people to keep picking up new tricks of their trade and keep themselves updated with new technological changes in their sphere of work.

Way Forward

- Creating avenues for private sector engagement.

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- Recognition of Prior Learning (RPL) is an example of an intervention to address information asymmetry.

- Collaboration with industry has been fundamental to ensure the relevance and quality of skills training and for building the institutional structures required to achieve the desired outcomes.

- Student depending on aptitude and performance in school goes either into the higher education stream or the vocational stream (German Model).

- Mainstreaming of vocational education and skill development within the school system

- The knowledge and skill levels in subjects should be globally competitive

- Public investment in skill development and vocational education must be increased

- A new set of vocational teachers for specific trades and skills would need to be trained and appointed.

- Getting good teachers for vocational training would be difficult. Using retirees, even from overseas, to design the curricula and training teachers would be worthwhile.

- State-of-the-art facilities, including equipment, for such vocational education, would need to be put in place.

- Skilling initiatives - complemented by a wider push towards empowerment through gender sensitization, creation of economic opportunities and economic and social support for bridging the gender gap.

- The NEP 2020 aims to integrate vocational education into mainstream education in a phased manner by creating a National Higher Education Qualification Framework (NHEQF), which will be coordinated with the National Skills Qualification Framework (NSQF) for ease of mobility between streams; is a welcome move.

Interconnection:

Lifelong Learning: Both adult education and skill development promote the concept of

lifelong learning, acknowledging that individuals need to continually update their knowledge and skills in a rapidly changing world.

Empowerment: The ultimate goal of both is to empower individuals, providing them with the tools they need to navigate and succeed in various aspects of life.

Check Your Progress Notes:

a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this lesson under "Answers to **'Check Your Progress' Questions".**

1.   Sakshar Bharat" was officially launched on........................

2.   In many developed countries, basic literacy education is often considered a…………………..

3.   New india literacy program will replace the ……………………for adult education.

4.   Skill India program, aims to train a minimum of ……………skilled people by the year 2022.

1.6   Let Us Sum Up

In this lesson we have learnt that while there are common themes in literacy education and further education globally, the specific challenges and initiatives vary based on the socio-economic and cultural context of each region, including India. Ongoing efforts are essential to address these challenges and ensure equitable access to quality education for all. we studied that Sakshar Bharat builds on the experiences and lessons learned from earlier adult education initiatives in India and aligns with the broader goal of achieving universal education and literacy. The program reflects the commitment of the Indian government to address the challenges of adult illiteracy and promote lifelong learning opportunities for all. we have also studied that both Adult education and skill development are interconnected concepts that aim to empower adults with the knowledge and skills needed to enhance their personal and professional lives. In short adult education and skill development are complementary, addressing different aspects of adult learning and personal

development. Together, they contribute to building a more educated, skilled, and adaptable workforce and community.

9.7   Lesson End Exercise

1.   Discuss the concept of literacy education and further education in Global and Indian context.

2.   What is Saakshar Bharat? Mention the objectives of Saakshar Bharat.

3.   Describe the operational framework of Saakshar Bharat.

4.   What are the key areas of skill development?

5.   What are the objectives of adult education?

9.8   Suggested Further Readings

1.   "SAAKSHAR BHARAT" - Government of India, Ministry of HRD, Department of School Education & Literacy, Shastri Bhawan, New Delhi.

2.   Arunachalam, N.(2016) A Study on Impact of Adult Education(SAAKSHAR BHARAT) Programme in TamilNadu-Alagappa University

3.   Dr. Nikme S.C. Momin, Challang R. Marak&Dr.Kanika Das. (2015) Identifying Hindrances in Effective Implementation of Sakshaar Bharat Programme in Meghalaya, International Journal of Informative & Futuristic Research, Volume 3, Issue 4

4.   Dr.Sandhya Kumar, "Equivalency Programme in India- Implementation Through NIOS"- Deputy Director, Academic, National Institute of Open Schooling. Indian Institute of Science, Bangalore, (2012-2013) Implementation of Saakshar Bharath Programme in Tamil Nadu.

5.   Nanda, S.K. (1978). A critical study on the development of adult education in the Punjab during the period from 1947-1972. An unpublished Ph.D. Thesis, Edu. Panjab University.

6.   Rita, A. and Prbha J. (2012) "Effect of Saakshar Bharat Mission in Chamba District of Himachal Pradesh"- Department of Education, Himachal Pradesh

University, Shimla. Saakshar Bharat: Sustaining and enhancing efforts in adult education in Andhra Pradesh

7.   Sambaish, P. (2008).Organisation and Working of Adult Education. New Delhi:Arise Publication. Samson Qedusizi Nicholas Mkhw Anazi, Problems of Adult Learners in Adult Basic Education: a Psycho-Educational Perspective. - Unpublished M.Ed. Dissertation, University OF South Africa.

8.   Sonia, Chanam. (2007). Total Literacy Campaign in the Valley Area of Manipur.An unpublished Dissertation, Adult Education, Manipur University.

9.9   Answer to Check Your Progress

1.   September 8, 2009

2.   Fundamental right

3.   Sakshar bharat scheme

4.   300 million

Lesson No. 10   **Unit-III**

LIFE LONG EDUCATION

STRUCTURE

10.1   Introduction

10.2   Objectives

10.3   Meaning of Lifelong Education

10.4   Importance of Lifelong Education

10.5   Let us Sum up

10.6   Check Your progress

10.7   Unit End Exercise

10.8   Suggested further readings

10.1: INTRODUCTION

Learning is a lifelong process and an integral part of our life. It improves the quality of our lives and leads to broad social benefits to individual and society. In other words, learning is essential in life, hence the dictum "learn or perish" And, all societies irrespective of their geographical, religious, linguistic and cultural diversions have always emphasized the importance of learning throughout life for their own survival, growth and development. In this lesson we will explore the meaning and importance of lifelong education.

10.2   OBJECTIVES

After going through this lesson, you shall be able to:-

•   Explain the Meaning of lifelong education.

•   Discuss the broader perspective of education.

•   Explain the importance of lifelong education.

•   Provide quality adult education and continuing training for everyone

•   Develop India as an advanced knowledge based society, with sustainable economic development.

10.3   MEANING OF LIFELONG EDUCATION

Education is processes, events, activities and conditions those assist and encourage learning. Education may be planned or random but it helps in learning. Thus education is a service. Education enriches people understanding of themselves and world. In today's rapidly changing world, the traditional model of education as a finite period of schooling followed by a career is no longer sufficient. As technology advances, industries evolve, and societal norms shift, the need for continuous learning throughout one's life has become increasing apparent. This concept, known as lifelong education, emphasizes the ideas that learning should be a lifelong pursuit, extending for beyond the confines of formal schooling.

Lifelong education recognises that the skills and knowledge acquired during formal education are just the beginning of a lifelong journey of learning and personal development. It emphasizes the importance of adaptability, resilience, and a growth mindset in navigating the complexities of the modern world.

Lifelong learning is a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment. In other words, learning is regarded as an integral part of the lives of the individuals. When they would learn various aspects, they would be able to enhance their personality, career prospects and living conditions.

Apart from getting enrolled in schools and training centres to acquire knowledge in terms of academic concepts the individuals need to learn other concepts as well. They need to up- grade their competencies and aptitude in terms of various aspects that may enable them to emerge into good human beings and promote productivity and well being of their families, communities and nation.

Lifelong education is a blend of pedagogy and andragogy. It can be provided through various modes, such as distance learning, e-learning, continuing education and correspondence courses. The concept of lifelong education has been under the process of continuous change because of increased duration of formal education and insufficiency of skills attained in schooling for futures career and success. Lifelong education takes place throughout the lives of the individuals. It is stated to be taking place from cradle to grave. Lifelong education enables the individuals to create an attitude of openness to new ideas, skills, decisions and behaviours which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment.

Lifelong education is an important approach for an individual's personal development as well as their occupational information in terms of basic characteristics and practice areas. In particular, rapid information change and technologies advances in the world have made lifelong education essential for individual. Our world is changing around us in such a frantic pace that if we don't continue to grow and develop, we will soon be left behind. We need to continuously keep our skill sharp and update so that we have an edge in all we do.

Lifelong learning formally come into existence in 1970 after the advocacy of Council of Europe for Permanent Education, recurrent education form Organization for Economics Co-operation and Development (OECD) and UNESCO Report of "Learning to be". In the Faure Report of "learning to be" the term lifelong education was used instead of lifelong learning. It was in the 1990's when idea of lifelong learning again gained momentum and became global in its nature. It is a concept that claims it is never too late for learning.

The report of Delors, et. al. (1996) entitled, "Learning: the treasure within" viewed

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learning throughout life as the "heartbeat of society". It rests lifelong learning on four pillars:-

- **Learning to Know:** Developing your curiosity and eagerness to learn, having critical and inquisitive thinking.

- **Learning to do:** Putting knowledge into practice, learning through real experience, learning by doing.

- **Learning to live together:** Developing social skills, a good sense for giving and receiving feedback, and teamwork skills.

- **Learning to be:** Self knowledge, knowing what your interests are, your strengths and weakness, your purpose, and the kind.

In Essence, lifelong learning is rooted in the integration of learning and living, covering learning activities of people of all ages (children, young people, adults and the elderly, girls and boys, women and men) in all life-wide contexts (family school, community, workplaces and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education system which promotes lifelong learning adopt a holistic and sector-wide approach involving all sub sectors and levels to ensure the provisions of learning opportunities for all individuals. Such learning is considered to be possible through such as education rested on four pillars.

10.4   IMPORTANCE OF LIFELONG EDUCATION

In modern society, education is an important factor in every individual's life in order that they sustain their lives in a qualified way. Further more, it is widely known that education is a leading concept which facilitates the development of all aspects of society and paves the way to achieve this. Changes and innovations in the world require individuals to constantly evolve, which has resulted in a need for lifelong learning throughout society. In other words, people need lifelong learning in order to keep up-to- date with the changes in the world, sustain their occupational and intellectual devlopment and improve their personal skills in different areas. Lifelong learning is the principle, which could be used to bring about reformations in the current education system and augment the education system to lead to effective growth and development of the individuals, community and

nations as a whole in future. The reformation of the current education system is eminent and construction of the future education system is also regarded as indispensable, both of which should regard lifelong education as a guide. Equal access to learning opportunities is an indispensable condition for realizing the right to education for all. Lifelong education for all has the potential to offset initial and recurring social inequalities and to place the empowerment of learners at the centre. Through lifelong education, development of the individuals take place. The individuals are able to augment their understanding in terms of various aspects that are necessary to bring about improvements in their overall quality of lives.

The importance of lifelong learning has been increasing for some important reasons such as increasing life expectancy, increasing "old age dependencies" ratio, people's desire for increasing the life quality and trying to keep themselves in good physical and mental conditions (Haydar, 2012).

In the field of lifelong learning, the learning activities are beyond the areas of traditional education. It means, it not only relates to the educational areas, but also have more contacts with the survival areas. Furthermore, lifelong education is turning into a critical responsibility for survival, and is also turning into a style for individual's living in the society for future. Lifelong renders a significant contribution in upgrading social existence of the individuals and bringing about improvements in the overall quality of lives. Lifelong education not only is referred to the learning, which takes place throughout the lives of the individuals, but it is a process that calls for comprehensive learning. The development themes and subjects which are produced by the society is imparted to individuals. In addition, it focuses upon knowledge, values, skills and understanding that are needed by the individuals to get engaged in learning throughout their lives (Chen, 2015).

Therefore, the society of the future will be a "learning society"; the culture of future society will be 'scientific humanism'. Lifelong education will be the master concept for educational policies in the years to come for both developed and developing countries. Lifelong education aiming at improvement of one's knowledge, skills and competencies with personal, civic and social perspectives. Hence, lifelong education is a concept and an idea which has lot of importance and remains rather meaningless unless and until it

is actually planned and effectively implemented through appropriate educational policies at national and international levels.

10.5 LET US SUM UP

Lifelong education is form of education which covers whole of the individual's life in one or the other way. Lifelong education is a strategy that enables people to learn at different times, from different agencies in different ways, for different purposes at various stages of their lives and careers. It is concerned with providing learning opportunities throughout life and pays special attention to all forms and types of education, in response to or keeping in view the constantly changing conditions of modern life. Rapid information change and technological advances in the world have made lifelong education essential for all the individuals. Awareness about the lifelong education should be created through activities such as seminars, conferences, panels, etc. which will be organized in the light of this information. It paves the way for systematic acquisition, renewal and upgrading of knowledge, skills and attitudes, along with due recognition, validation and accreditation of all types of learning, as required by ever changing conditions.

10.6 CHECK YOUR PROGRESS

Check your progress

Note: Write your answers in the space given below.

1.   Explain the meaning of Lifelong Education.

_____

_____

_____

_____

10.7 UNIT - END EXERCISE

1.   Write down the concept of Lifelong Education.

2.   Discuss the Importance of Lifelong Education.

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3.   What are the four pillars of Lifelong Education.

10.8   SUGGESTED READINGS

1.   Dave, R.H. (1977), Lifelong Education and School Curriculum UIE Monograph1, Hamburg, UNESCO Institute of Education.

2.   Faure, E. et.al. (1972), Learning to be. The World of Education today and tomorrow.

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CONCEPT OF EDUCATIONAL LADDER

STRUCTURE

11.1   Introduction

11.2   Objectives

11.3   Educational ladder

11.4   New Educational Pattern (10+2+3)

11.5   Need of New Educational Pattern (10+2+3)

11.6   Vocationationalization and Diversification of Education at +2 Stages

11.7   Let Us Sum Up

11.8   Lesson End Exercise

11.9   Suggested Further Readings

11.10   Answers to Check Your Progress

11.1   INTRODUCTION

The most important contribution of India is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural, economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society. It is a systematic process through which a child or an adult acquires knowledge,

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experience, skill and social attitude. This systematic process has different levels which the student has to undergo during the schooling process are called Educational Ladder. The educational ladder which the Kothari Commission suggested has four levels. They are Lower Primary, Higher Primary, Lower Secondary and Higher Secondary. Secondary Education is one of the main parts of our education system. It has various systems and functions for developing our country. The secondary education plays an important role to develop any nation because our young generationdevelops our country.The secondary education means education after primary school and before the university education. The stage of 8th, 9th and 10th is called secondary education. The Kothari Commission (1964-1966) recommended the implementation of 10+2+3 structure throughout the country to maintain further it was also recommended that there should be vocationalization and diversification at +2 stages.Vocationalization means training in some vocations at the secondary, Higher Secondary level with general education.
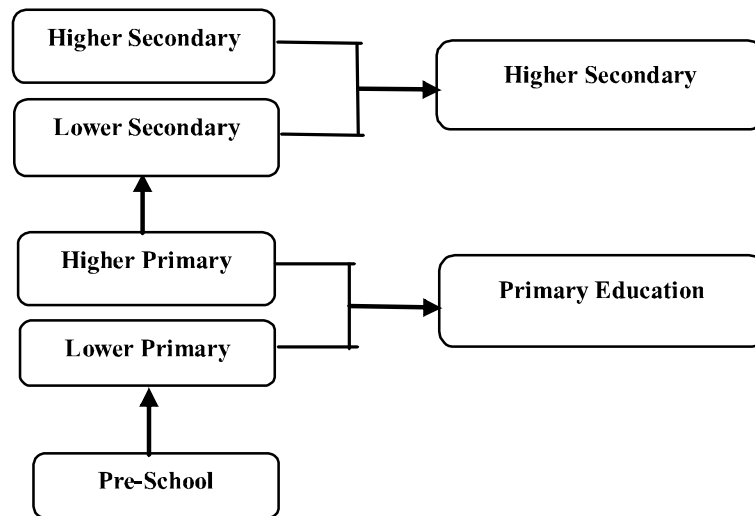
11.2   OBJECTIVES

After reading this lesson, you shall be able to :

•   describe the concept of educational ladder,

•   explain the meaning of new educational pattern (10+2+3),

•   infer the need of new educational pattern (10+2+3),

•   analyzevocationalizationand diversification of education at +2 stages,

         appreciate the development in Indian education the post- independence

11.3   EDUCATIONAL LADDER

The Education Commission (1964-66), popularly known as the Kothari Commission after the name of its chairman, Dr. D.S. Kothari, was the third commission on education since independence. However, it is still the only commission that went into all aspects of education at all stages and made detailed recommendations on the reconstruction of education in India. It was appointed by the Government of India in July 1964 and it submitted its report in June 1966. The report of the commission is entitled, "Education and National Development". The title of the report indicates the significance of education in national development.

After independence it was hoped that the traditional system of education would undergo a change. But, in spite of a number of committees and commissions on education satisfactory progress could not be chieved. Very naturally, a comprehensive policy was needed. Hence, the commission was appointed. Secondary, in the past, several commissions and committees had examined specific sectors and specific aspects of education. A commission was needed to survey the entire field of educational development as the various parts of the educational system strongly interact with and influence on another. Moreover, there was an explosion of knowledge, particularly in science and technology. The appointment of commission was consequently felt to meet this challenge. Keeping into consideration all the abovementioned issues. This commission proposed the following educational structure at school level popularly known as educational ladder.

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┌─────────────────────┐
│  Higher Secondary   │────┐
├─────────────────────┤    │      ┌─────────────────────┐
│  Lower Secondary    │────┴─────▶│  Higher Secondary   │
└─────────────────────┘           └─────────────────────┘
          ▲
┌─────────────────────┐
│  Higher Primary     │────┐
├─────────────────────┤    │      ┌─────────────────────┐
│  Lower Primary      │────┴─────▶│  Primary Education  │
└─────────────────────┘           └─────────────────────┘
          ▲
┌─────────────────────┐
│  Pre-School         │
└─────────────────────┘
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The structure consists of:

i)   One to three years of pre-school education

ii)   A primary stage of 7 to 8 years dividing into lower primary (4 to 5 years) and higher primary stage (3 or 2 years)

iii)   A lower secondary stage of 3 or 2 years

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iv)   A higher secondary of 2 years of general education or one to three years of vocational education

11.4   NEW EDUCATIONAL PATTERN (10+2+3)

10+2+3 concept of educational structure is not an altogether new idea of the eighth decade of the current century. It originated from the Calcutta University Commission (1917-19). The Radha Krishnan University Commission (1948-49) repeated the idea of 10+2+3 pattern. The Secondary Education commission (1952-53) pondered over the problem of 10+2+3 educational structure. But it introduced a new pattern of 8+3+3. This structure could not be accepted by the whole country. At the time of Kothari Commission (1964-66) the necessity of introduction of a uniform educational structure of 10+2+3 was emphasised. Therefore, the education system at the national level was aligned in 10+2+3 pattern as recommended by the Kothari Commission. One of the most important recommendations of the Kothari Commission was the National Policy on Education. The bill was passed in the parliament under the leadership of former Prime Minister of India, Indira Gandhi.

Under the 10+2+3 structure of education, general education is imparted to the child for the first ten years. This education is common to all the children in the country. In the two years or 'plus two' education plan an attempt was to be made to identify the individual differences, such as abilities as physical, intellectual and emotional, etc. this was in order to do the needful for their further development to enable them to stand on their own legs when their formal education is over. The 'plus three' plan means the first year's degree course only for those students who were really able for the same.

11.5   NEED OF NEW EDUCATIONAL PATTERN (10+2+3)

1.   Uniform pattern of education was required for the whole country so as to maintain common standards of education in all provinces of the country which will in turn be helpful for the easy migration of pupils from one region to another.

2.   To maintain adequate standards at school level.

3.   Common school system of public education irrespective of caste creed, community, religion, economic conditions or social status.

4. To make secondary education productive both in agricultural and industrial fields.

5. Extension in the total period of schooling to bring about a general rise in the standards of attainment.

6. The process of modernisation.

2.6 VOCATIONALZATION AND DIVERSIFICATION OF EDUCATION AT +2 STAGES

Now our country is developing due to the development of science and technology. This has been possible because of the availability of material and human resources. Our country is too rich in these two resources. What is needed is their proper utilization. This requires expansion and development of vocational education. The need of the hour is to impart vocational education in order to acquire expertness in the field of 'technical know- how'.

Vocational education is concerned with the training on vocation. It is related to productivity. Vocational education prepares individuals for jobs. It has adequate employment potentialities. It helps in broadening of horizon. It leads to dignity of labour. It is helpful in the maximum utilization of the material resources of the country.

When vocational education is mixed with general education it is called vocationalization of education is designed to introduce manual skills in general education. Vocationalization of education means training in some vocations at the Secondary, Higher Secondary level with general education.

According to the recommendation of the Secondary Education Commission (1952-53), the aim of vocationalization of educational efficiency of the students. Therefore, the commission emphasised on increasing the productive and vocational efficiency of our students and it recommended for diversified courses in multipurpose schools.

Kothari Commission (1964-66) pointed out that vocationalization can bring education into closer relationship with productivity. It also recommended to give a strong vocational bias to secondary education and to increase the emphasis on agricultural and technological education at university stage.

The National Policy on Education 1986 and its revised formulations gave stress on the introduction of systematic, well planned and rigorously implemented programmes

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of vocational education.

Following are the aims and objectives of vocationalization of education according to the National Policy on Education, 1986:

- To develop a healthy attitude among students towards work and life

- To enhance individual employability

- To reduce the mismatch between the demand and supply of skill manpower

- To provide an alternative for those intending to pursue higher education without particular interest or purpose

- To prepare students for identified vocations spanning several areas of activity

- An emphasis in vocational education will also be on development of attitudes, knowledge and skills for entrepreneurship and self-employment

- To provide opportunities to fulfil the needs of women, rural and tribal students and the deprived sections of society

- To give opportunities for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

Now-a-days, vocational education has got due impetus due to the development of science and technology. So planning and implementation of the programme will certainly help in controlling and solving the problem of educated unemployment of our country.

The aim of introducing vocation education at secondary level and higher secondary level is to enhance the employability of youth through demand driven competency based, modular rate at the secondary level.

Check your progress-1

Note :(a) Write your answers in the space given below

(b) Compare your answers with those given at the end of the lesson/ above sub-section.

1. Fill in the blanks :-

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(i) Kothari Commission (1964-66) is also known as _____.

(ii) _____ was the chairman of Indian Education Commission.

(iii) Idea of 10+2+3 was originated from _____.

(iv) 10+2+3 pattern of education system in India was recommended by _____.

(v) _____ means training on vocation.

2. Write a short note on New Educational Pattern.

_____

_____

3. Discuss in brief diversification of education at +2 stages.

_____

11.7   LET'S US SUM UP

From the above discussion, we conclude that the different levels of education which the students have to undergo during the schooling process are called Educational Ladder. The educational ladder which the Kothari Commission (1964-66) suggest has four levels. They are Lower Primary, Higher Primary, Lower Secondary, Higher Secondary.

The commission was set up to survey the entire field of educational development as the various parts of the educational system. Education needed to be considered as a whole and not in fragments. The commission considered the entire programme of educational reconstruction in the light of the needs, aspirations, ideals and values set forth in the constitution of free India. Therefore, the commission emphasised the necessity of introduction of uniform educational structure of 10+2+3. This structure of education is an attempt to introduce a uniform pattern of education throughout the whole country. Due to the development in the field of science and technology it is very important to make secondary education vocationalised and diversified. The common aims and objectives are :-

•   To increase the productive potential of the country.

•   To raise the economic standard of people.

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- To reduce the level of unemployment by providing self-employment schemes.

- To utilise man-power to fullest extent.

- To help students to understand the scientific and technologic aspects of contemporary civilization.

- To exploit the scientific and technical knowledge for betterment of the society.

11.8   LESSON END EXERCISE

1. Explain the ladder of education suggested by Kothari Commission.

2. iscuss the need of new educational pattern 10+2+3.

3. What is 10+2+3 system of education?

4. What are the recommendations of the Kothari Commission about vocationalisation of education at +2 stages?

5. Why diversification is required at +2 stages of education?

11.9   SUGGESTED READINGS

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2. Bhatnagar, S., & Saxena, A. Development of Educational System in India. C.C.S University Meerut. Meerut: Raj Printers.

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4. Thamarasseri,I& Krishnan, D.K. (2017). Contemporary Concerns in Indian Education. Central University of Kashmir, Srinagar. New Delhi: Wisdom Press.

5. Aggarwal, J.C. (2004). Development of Education System in India (20116th Reprint Edition ed.) UGC, UP and Other Universities.

6. Pathak, R.P. (2021). Education in Emerging India. New Delhi: Atlantic Publishers & Distributors

11.10 ANSWERS TO CHECK YOUR PROGRESS

i)   Indian Education Commission

ii) Dr. D.S. Kothari

iii) Calcutta University Commission (1917-19)

iv) Kothari Commission

v)   Vocational education

NATIONAL EDUCATION POLICY, 2020

STRUCTURE

12.1 Introduction

12.2 Objectives

12.3 National Education Policy (NEP 2020)

12.4 School Education (Part-I)

12.5 Higher Education (Part-II)

12.6 Other Key Areas of Focus (Part-III)

12.7 Making It Happen (Part-IV)

12.8 Let Us Sum Up

12.9 Lesson End Exercise

12.10 Suggested Further Readings

12.11 Answers to Check Your Progress

12.1   INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural preservation and for India's continued ascent, progress

and leadership on the global stage. India will have the highest youth population in the world over the next decade, and our ability to provide high-quality educational opportunities to them will shape the future of our country.

The world is undergoing rapid changes in the knowledge landscape with the rise of big data, machine learning and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for skilled labour, particularly involving mathematics, computer science and data science, in conjunction with multi- disciplinary abilities across the sciences, social, sciences and humanities will be in rapidly increasing demand with climate change and rapid depletion of natural resources, there will be a sizable shift in how we meet the world's energy, water and sanitation needs, again resulting in the need for new skilled labour, particularly in Biology, Chemistry, Physics and climate Science. There will be a growing demand for humanities and art, as India moves towards becoming a developed country and among the three largest economies in the world.

Indeed, with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn but learn how to learn. Education must, thus, move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt and absorb new material in novel and changing fields. While learning by rote can be beneficial in specific contexts, pedagogy must evolve to make education more experimental, holistic, integrated, discovery- oriented, learner- centered, discussion- based, flexible and of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture and values, in addition to science and mathematics, to develop all aspects of learner's brains and make education more well- rounded, useful and fulfilling ti the learner. Education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for gainful, fulfilling employment.

The NEP 2020 is a significant step towards transforming the Indian education system. The policy aims to make education more inclusive equitable and holistic. It focuses on the development of 21st century skills such as critical thinking creativity and problem solving.

12.2   OBJECTIVES

After reading this lesson, you shall be able to:

•   develop the insight about the concept of education in the present scenario,

•   understand the new organizational structure of education system of schools and higher education as per NEP-2020,

•   describe the importance of education in the upliftment of country,

•   analyze the education system that contributes directly in strengthening India as a global power.

12.3   NATIONAL EDUCATION POLICY, 2020

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The policy covers elementary education to higher education in both rural and urban India. The first NEP was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. This policy has four parts: school education, higher education, other key areas of focus and making it happen.

12.4   SCHOOL EDUCATION (PART-I)

The NEP 2020, replaced the 10+2 structure of school, education to 5+3+3+4 model. This is implemented as follows:

•   **Fundamental Stage:** This is of 5 years and further subdivided into two parts: 3 years of pre- school or Anganwadi, followed by classes 1 and 2 in primary school. This covers children of ages 3-8 years. This stage focuses on activity- based learning.

•   **Preparatory Stage :** This is of 3 years of duration and covers classes 3 to 5, which covers the ages of 8-10 years. It gradually introduces subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

•   **Middles Stage :** This is again of 3 years of duration, covers classes 6 to 8, covering children between ages 11 and 13. It introduces students to the more

abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.

- **Secondary Stage :** This stage is of 4 years of duration which includes classes 9 to 12, covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multi- disciplinary study, coupled with depth and critical thinking. Multiple options of subjects are provided.

- **Curriculum and Pedagogy in schools :**This policy aims at reducing the curriculum load of students and allowed them to be more "inter- disciplinary" and "multi-lingual". The mandated contents focuses on key concepts, ideas, applications and problem solving. Teaching and learning strive to be conducted more interactively questions be encouraged and classroom sessions regularly contains more fun, creative, collaborative and exploratory activities for students for deeper and more experimental learning.

- **Multilingualism and the power of language :** It is well understood that young children learn and grasp non-trivial concepts more quickly in their home language (mother tongue). As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children are exposed to languages early on (but with a particular emphasis on the mother tongue), starting from the foundation stage onwards.

- **National textbooks with local content and flavour :**The aim of NEP 2020 is to provide such quality textbooks at the lowest possible cost- namely, the cost of production (printing) in order to migrate the burden of textbook prices on the students and on the educational system. They may be accomplished by using high- quality textbook materials developed by NCERT in conjunction with SCERTs, additional textbook materials would be funded by public- private partnerships and crowd sourcing that incentivize experts to write such high- quality textbooks-at-cost-price.

12.5   HIGHER EDUCATION (Part-II)

Indian higher education is radical in terms of accessibility and needs radical reforms in standards, giving value and pacing. A focus on enforcing both stream ling and holding higher standards of curriculum with the help of international academic publishers for transparency and reducing inequalities characterized by globalization making the vocational and doctoral education pipeline value- oriented and innovative, personalization of the sector for students to gain immediate and valid transferable credentials in their own pace (eg. Massive open online course, digital learning, etc), empowering students to enter the work-force through exit and re-entry options with necessary building blocks of knowledge.

Higher education proposes a four-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These includes professional and vocational areas and is implanted as follows:

- A certificate after completing 1 year of study

- A diploma after completing 2 years of study

- A bachelor's degree after completion of a 3 years programme

- A 4 year multidisciplinary bachelor's degree (the preferred option)

Institutional Restructuring and Consolidation

The main thrust of this policy in higher education is tot468kjhyhyy7hbb end the fragmentation of higher education by transforming higher education institutional into large multidisciplinary universities, colleges and HEI clusters. This would help build vibrant communities of scholars and peers, breakdown harmful silos, enable students to become well-rounded across disciplines (including artistic, creative and analytic subjects as well as sports), develop active research communities across disciplines (including cross- disciplinary research) and increase resource efficiency, both material and human, across higher education.

Towards a more Holistic Education

India has a long tradition of holistic and multidisciplinary learning in the 'liberal arts' from universities, such as Takshashila and Nalanda to the extensive literatures of India combining subjects across fields. Ancient Indian literacy work like Banabhatta's Kadambari

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described a good education as knowledge of the 64 kalas or arts, included subjects such as singing and painting, but also more 'scientific fields' such as a chemistry and mathematics, more 'vocational' fields, such as carpentry and clothes- making, more 'professional' fields such as medicine and engineering, as well as 'soft skills', such communication, discussion and debate. The very idea that all branches of creative human endeavour- including mathematics, science, vocational subjects, professional subjects and soft skills- should be considered 'arts' indeed has distinctly Indian origins. This notion of 'knowledge of many arts'- what in modern times is called 'liberal arts' (i.e a liberal notion of the arts)- must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

Professional Education

The policy emphasizes that professional education i.e Agricultural education, Legal education, Health education, Technical education etc. must be the integral part of the overall higher education system like all higher education, it must significantly involve critical and interdisciplinary thinking and research. The practice of selling up stand- alone technical universities, health science universities, legal and agricultural universities or institutions in these or other fields, shall be discouraged.

12.6   OTHER KEY AREAS OF FOCUS

Adult Education

The abilities to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as fundamental rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic and lifelong- learning opportunities for individuals that enables them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the succuss of all other developmental efforts.

Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key succuss factors of adult literacy programmes, in conjunction with political will organizational structure, proper planning, adequate financial support, and high- quality capacity building of educators and volunteers. For this strong government initiatives for adult education- in particular, to

facilitate and encourage community involvement and the smooth beneficial integration of technology- will be effected as soon as possible to truly expedite this all- important aim of achieving 100% literacy, including the various measures such as: first an outstanding adult education curriculum framework is developed by a new and well- supported constituent body of the NCERT that is dedicated to adult education, second, a suitable infrastructure is ensured that all interested adults must have access to adult education. Third, a cadre of dedicated instructors, educators are required to deliver the curriculum framework to mature learners. Fourth, all efforts are to be undertaken to ensure the participation of community members in adult education and finally, any national literacy mission must mobilize community organizations and volunteers in order to achieve large- scale adult literacy and education outcomes.

Promotion of Indian languages, Art and Culture

India is a treasure trove of culture- developed over millennia and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites and more. Crores of people from around the world partake in, enjoy and benefit from this cultural wealth, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's beautiful handicrafts and handmade textiles, reading the classical literature of India and many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible India".

For this, initiatives must begin at the pre-primary and continue through higher education for exposing the students to Indian music, arts, crafts and language. Schools and HEIs must hire outstanding local artists, writers, crafts persons, and other experts as specialized instructors in various subjects of local expertise. An accurate account of traditional Indian knowledge (including tribal and other local knowledge), across the humanities, sciences, arts, crafts and sports, must be included in the curriculum.

Technology Use and Integration

An autonomous body, the National Educational Technology Forum (NETF), has to be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration. Appropriate integration of technology into all levels of education has to be done to improve classroom processes,

However, this interpretation faced criticism from different corners and was rejected soon. As soul is a metaphysical concept and cannot be studied by scientific methods.

Science of Mind: At second stage the word Psyche got new meaning and interpretation in terms of a new substitute i.e. Mind. Thus, psychologists of those days defined psychology as the 'Study of Mind'. The word mind also faced same criticism regarding its existence and functioning. So, due to the same controversy this meaning was also rejected.

Science of Consciousness: Rejection of the meaning of the word Psyche as Soul or Mind inspired the psychologists to search a new meaning of Psychology. Psychologists like William James (1890), Wilhelm Wundt(1892) and Edward B. Titchener (1894) defined psychology as the 'Study of Consciousness'. This definition was also rejected by psychologists as it did not include the subconscious and unconscious states of mind. Psychologists like Sigmund Freud, argued that only a small portion of the mind (around 1/10 part) is conscious. The major portion of the mind is subconscious and unconscious.

Science of Behaviour: Psychologists like McDougall(1905) and James Watson(1912) defined psychology as "Science of Behaviour". This definition is mostly acceptable to the modern psychologists. Behaviour is the specific response of an organism which can be experimentally analysed.

12.2   Objectives

After reading this lesson, you shall be able to:

➢   Describe the concept and Nature of Educational Psychology.

➢   Discuss the scope of Educational Psychology.

➢   Explain the relationship between Education and Psychology.

12.3   Concept, Nature, Scope and Relationship of Education & Psychology.

Meaning of Behaviour

Behaviour can be defined as all actions and reactions of an organism which can be seen, felt and observed in an objective way. Woodworth defined behaviour as a

support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

2.7   MAKING IT HAPPEN

Establishing an Apex Advisory Body for Indian Education and an Indian Education Service (IES)

Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted actors encompassing national, state, institutional and individual levels. In this context, the policy, recommends the creation of a Rashtriya Shiksha Aayog (RSA), an open advisory education in India Duly Replacing the Central Advisory Board of Education (CBSE).

Financing : Affordable and Quality Education for All

The policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high- quality education of our young people. In order to attain the goal of world-class education in India, and the corresponding multitude of benefits to this nation and its economy, this policy unequivocally endorses and envisions an increase in public investment in education by both the central government and all state governments- to reach 6% of GDP at the earliest, and reach 20% of ll public expenditure over a 10 year period.

Implementation

Any policy is only as good as its implementation. Such implementation requires multiple initiatives and actions which will have to be taken by multiple bodies in a synchronized and systematic manner.

Check Your Progress-1

Note : (a) Write your answers in the space given below

        (b) Compare your answers with those given at the end of the lesson/ above sub-section.

1.   Fill in the blanks :-

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(i)   The Union Cabinet approved the New Education Policy (NEP2020) on
        _____.

(ii)   Education is _____ for achieving full human potential, equitable society
        and national development.

(iii)   NEP, 2020 proposes that learning should be _____.

(iv)   _____ proposes pedagogical shift from rote learning to
        conceptual understanding.

(v)   NEP, 2020 replaced 10+2 structure of school education to _____
        model.

2.   Write the concept of education.

        _____

        _____

3.   What is the Curriculum and Pedagogy in schools as per NEP, 2020?

        _____

        _____

12.8   LET US SUM UP

From the above discussion we conclude that the Union Cabinet, chaired by Prime Minister Narendra Modi, approved the National Education Policy 2020 on July 29, 2020. The four- part National Education Policy covers school education, higher education, other key areas of focus and making it happen which discussed the policy's implementation.

The policy seeks to restructure school curricula and pedagogy in a new 5+3+3+4 design, so that school education can be made relevant to the needs and interests of learners at different developmental stages- a 'Fundamental Stage' (5 years), a 'Preparatory Stage' (3 years), a 'Middle Stage' (3 years) and the 'Higher Stage' (4 years, covering grades 9,10,11 and 12). Further, the policy says that all Higher Education Institutions (HEIs) shall aim to be multidisciplinary by 2040. By 2030, there shall be at least one multidisciplinary HEI in or near every district. The policy aims for the Gross Enrolment Ratio in higher

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education to increase to 50 percent by 2035 from 26.3 percent in 2018. NEP-2020 also included ther key areas of focus such as Adult Education, Promotion of Indian languages, Arts and Culture and Technology use and Integration. The fourth part of NEP-2020 includes establishing an Apex Advisory Body for Indian Education and an Indian Education Service (IES), financing: Affordable and Quality Education for All and Implementation.

12.9   LESSON END EXERCISE

1.   Discuss the main features o NEP 2020.

2.   Elaborate the pillars of NEP 2020.

3.   What is the main motto of NEP 2020?

4.   Describe Institutional Reconstructing and Consolidation in higher education as per NEP 2020.

5.   What are the recommendations of NEP 2020 for the promotion of Indian languages, Arts and Culture?

12.10   SUGGESTED READINGS

1.   Aggarwal, J.C. (2004). Development of Education System in India (20116th Reprint Edition ed.) UGC, UP and Other Universities.

2.   Thamarasseri,I & Krishnan, D.K. (2017). Contemporary Concerns in Indian Education.Central University of Kashmir, Srinagar. New Delhi: Wisdom Press.

3.   Sharma, R.N. & Sharma, R.K. (2004). History of Education in India. New Delhi: Nice Printing Press.

4.   Bhatnagar, S., & Saxena, A. Development of Educational System in India. C.C.S University Meerut. Meerut: Raj Printers.

5.   Rao. D. B (2003). Higher Education In The 21st Century (Vision and Action). New Delhi: Tarun Offset Printers.

6.   Balsara, M. (2008). New Education Policy and Development Challenge. New Delhi: Kanishka Prakashan.

7. Singh.C.(2005). National Policy on Education. New Delhi: dominant Publishers & Distributors.

8. Thomas, J.K (2022).India's New National Education Policy 2020 (Past, Present,Future). The Write Order Publications.

9. Mandal, K.C. (2021). National Education Policy 2020: The Key to Development in India. Chennai, Tamil Nadu: Nation Press.

12.11 ANSWERS TO CHECK YOUR PROGRESS

(i)   29 July, 2020

(ii)   fundamental

(iii)   experimental

(iv)   National Education Policy 2020

(v)   5+3+3+4

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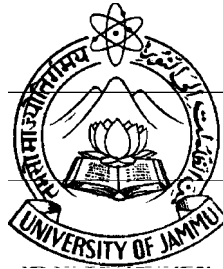
SELF LEARNING MATERIAL

M.A. EDUCATION

SEMESTER - I

M.A. EDU. SEM. - I | COURSE NO. 103

CONTEMPORARY INDIA AND EDUCATION

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MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER - I
Syllabus for the Examination to be held in December 2023, 2024 and 2025

Course No. PSEDTC103   Title : Contemporary India and Education

Credits : 4

Maximum Marks :	**100**
Minor Test - I :	**10**
Minor Test-II :	**10**
Internal Assessment Assignment	**10**
Major Test :	**70**

Learning Outcomes :

1. Students will develop understanding of significant trends in contemporary education.
2. Students will develop awareness of various organizations and their role in the implementation of policies and programmes.
3. Students will focus attention on certain major national and social issues and role of education in relation to them.
4. Students will acquaint with the role of technology/ mass media in spreading education among the masses.
5. Students will develop understaning of current problems and issues in Indian Education.

Unit - I

Elementary Education -- Meaning, aims and objectives of elementary education, universalization of elemantary education, girls education, problems of non-enrolment and non-retention, functons of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme.

Mid Day Meal, SSA, Continuous and Comprehensive Evaluation at Elementary.

Level Recommendation of Kothari Commission for Elementary Education

National Policy on Education 1986 (revised 1992), their implications for Elemenary Education Right of Children for Free and Compulsory Education Act 2009.

Unit - II

Secondary Education - Meaning, importance and objectives of secondary education: organizational pattern of secondary education, problems and remedial measures of secondary education. Role of CBSE, RMSA in Secondary Education.

Higher Education -- Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIC, AICTE, ICSSR, CSIR ICAR, NIEPA, Autonomous Colleges (Concept, composition and importance), Delor Report (Main Recommendations), RUSA, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)

Unit - III

Adult Education- Concept, aims and importance, National Audlt Education Programme (NAEP), National Literary Mission (NLM), TLC, PLC, SRC, JSN

Concept and importance of Education for All

Literacy Education and Further Education (Global and Indian Context), Sakshar Bhart, Adult Educational Skill Development

Life Long Education : Meaning and importance of Life Long Educaiton

Unit - IV

Concept of Educational Ladder, Meaning and need for new educational pattern (10+2+3), Vocationalization and diversification of education at +2 stages

National Education Policy, 2020

Mode of Transaction : *Lecture-cum-discussion method*

Note for paper setting :
There shall be two tests & one Assignment as part of Minor Evaluation & one major test at the end of semester in each semester. The students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows :

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% weightage (marks)
Minor Test-I	Unit I & Unit II	Sixty Minutes	10 Marks
Minor Test-II	Unit III & Unit IV	Sixty Minutes	10 Marks
IAA			10 mark (two questions of 5 marks each)
Major Test	Unit I to IV	Three Hours	70 marks

MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)
CHOICE BASED CREDIT SYSTEM
SEMESTER - I

Syllabus for the Examination to be held in December 2023, 2024 and 2025

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	Minor Test - I :	**10**
	Minor Test-II :	**10**
	Internal Assessment Assignment	**10**
	Major Test :	**70**

Essential Readings :

Bemzai, P.N.K. (1994) Culture and Political History of Kashmir, New Delhi : M.D. Publications Pvt. Ltd. Bhatnagar. S. (2013) Education in India Today and Tomorrow : Agra

Kohli V.K. (1976) Current Problem in Indian Education, Krishna

Brother Kundu, C.L. (2011) Adult Education Sterling Publishers.

Mukerji. S.N. (1964) Education in India Today and Tomorrow, Acharya Book Depot.
Prem K.A. (1971) Decade of Education in India, Indian Book House, Delhi

Seru, S.L. History and Growth of Education in Jammu and Kashmir (1872 AD to 1973), Srivastava B.D. (1970) Development of Modern India Education, Oxford & IBH Publishing Co. Pvt. Ltd.

Suggested Readings :

Report of Secondary Education Commission and Indian Education Commission

1952 Report of New Education of Policy (1986)

Report of Programme of Action (1992)

Yadav, R.S. (2003) Adult Education, Ambala Cantt

Note for Paper Setters (Major Type)

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 15 marks. Question No. 1 will be compulsory and shall have 04 short answer type questions (100 words per question). Short answer type questions will be from all the units. Each short answer type question will carry 2.5 marks.

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