

SBED102

**UNDERGRADUATE PROGRAMME
B.Ed. (ODL Mode)**

FIRST YEAR - SEMESTER - I

CORE PAPER - II

**CONTEMPORARY INDIA AND
EDUCATION**



**INSTITUTE OF DISTANCE EDUCATION
UNIVERSITY OF MADRAS**

**B.Ed. (ODL Mode)
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WELCOME

Greetings.

It's with immense pleasure and proud that the Institute of Distance Education, an exclusively designed unit of the prestigious and venerable University of Madras offers B.Ed. Programme (ODL Mode) from the Academic Year 2023 onwards. This two-year Programme is recognized by the NCTE-SRC, Delhi and also approved by UGC-DEB. IDE is hopefully the first distance education institution to start offering the B.Ed (ODL) Programme in semester pattern with Choice Based Credit System (CBCS) tracking the 'UGC Guidelines for the introduction of CBCS (Choice Based Credit System)'. The supreme aim of the programme is a shift "Towards Preparing Professional and Humane Teacher" as envisaged by National Curriculum Framework for Teacher Education (NCFTE). Bachelor of Education (B.Ed)- ODL programme is chiefly aimed at contributing an opportunity to in-service teachers to succeed more to progress academically and to attain advanced professional knowledge, competencies and skills for efficient and productive teaching at the Secondary Stage of School Education. The Programme also prepares the trainees to reflect critically on multi-faceted aspects of education and incorporate in an integral way both the theory and practices of teacher education in order to promote dynamic and creative engagement of dissemination teachers for knowledge creation and dissemination. In order to revise the teacher education curriculum compatible with the visualization of National Curriculum Framework for Teacher Education (NCFTE 2009), the Institute of Distance Education (IDE), University of Madras has designed the 2-year B. Ed (ODL) programme for turning out dedicated teachers with professionalism, scholastic leadership and research insight. It has been planned to offer this two- year programme in Semester pattern under Choice Based Credit System (CBCS) from the year 2023 onwards. Besides, the teacher-trainees will learn about effectual classroom teaching methods, supervision of teaching-learning processes, assessment and evaluation practices, school and community management, the honing of higher order mental abilities like critical thinking, problem solving, convergent and divergent thinking and their applications in teaching using innovative strategies and devices. We worth your passionate interest in learning this teacher education course through Distance Education. We assure you the optimum academic support to become an intellectual, professional and skilled teacher by going through this course if you need any clarification about the B.Ed. (Distance Mode) Programme, you may contact us. Wishing you success in learning through the Distance mode.

With best wishes,

DIRECTOR

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FIRST YEAR - SEMESTER - I**

**CORE PAPER - II
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AND EDUCATION**

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SYLLABUS

Course Objectives:

At the conclusion of the course, the student-teachers will be able to:

- acquire knowledge of education in Indian society
- understand the social diversity in Indian society and its implications for education
- analyse the causes of inequality, discrimination and marginalisation in education
- critically understand the constitutional provisions for education
- get information on policy frameworks for Public Education in India
- examine the issues of various language policies in India
- analyse the educational policies and identify the role of various statutory bodies of education
- analyse and understand the emerging trends in education.

UNIT I UNDERSTANDING EDUCATION IN INDIA

Education: Meaning, Definition, Nature, Concept of Education - Aims of Education - Education System: Formal, Informal and Non-formal - Innovative Education: e-Learning, Mobile Learning, Online Learning, U-Learning - Value Oriented Education - Education in Concurrent List - Directive Principle: Article 21A - Right to Education Act 2009/ RTE Act 2009 - Sarva Shiksha Abhiyan- RMSA, MHRD/MOE

UNIT II ISSUES IN INDIAN SOCIETY AND EDUCATION

Social inequality in society - Causes for inequality, discrimination and marginalization in education - Types of inequality: caste, class, gender, regions - Abolition of social inequities through education - Education for marginalized groups: Equalization of Educational Opportunities — SC/ ST, OBC, Women, Handicapped and religious minorities- Unemployment and under employment-Privatization in Education.

UNIT III POLICY FRAMEWORKS REFORMS FOR PUBLIC EDUCATION IN INDIA

Development of Education during the pre-independence Period - Development of Education during the post-independence period- Major recommendations of Radha Krishnan Committee (1948), Mudaliar Commission (1952) Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcolm Adiseshiah Committee (1978)-New Education Policy (1986) - Programme of Action (1992). Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005) - Sachar Committee (2005) - Justice J. S. Verma Committee (2012)

UNIT IV - STATUTORY BODIES OF INDIAN EDUCATION

Various National Statutory boards of Education and its major functions: UGC, NUPEA, NCTE, NAAC NCERT, CSIR. Role of State Organizations on Education: DIET, SCERT, TANSCH in relation to the development of education.

UNIT V CURRENT CONCERNS IN EDUCATION

Impact of globalization, liberalization and privatization and social stratification of education -Community schools – Nutritious Meal programme - Lifelong learning and Online education - Distance Education-Need- Objectives and Features of distance education; Open – learning - Common barriers to learning - Open school system-Open university and the Major functions of DEB/DEC

TASKS AND ASSIGNMENTS:

1. Prepare a detailed report on the Different Committees and Commissions on Education
2. Undertake and prepare a short- term project on the educationally marginalized communities and groups that come under your observation.

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FIRST YEAR - SEMESTER - I
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CONTEMPORARY INDIA AND EDUCATION
SCHEME OF LESSONS

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LESSON - 1

EDUCATION

Introduction

In ancient times, there did not exist a formal schooling system in India. Instead, teaching and learning were supported in the form of life skills and artistry works. Individuals who were interested in art and science or any other craftsmanship used to attach themselves to the experts in their respective fields. These experts were addressed by many different names such as *Aasaan*, *Guru*, *Master* and so on. Once the teacher accepts and accommodates the learner, the learner would then stay at the teacher's shelter and help the teacher in all activities. The teacher used to set certain codes of conduct for the learner in order to inculcate discipline while learning the area of interest. This approach not only created a strong bond between the teacher and the student, but it also taught the students to face their own challenges. A holistic approach was taken by the teacher in connecting the conceptual knowledge to its practical usage which included everything from Mathematics to Metaphysics. All learning was closely connected to nature and to life, and not confined to memorizing some information.

The modern school system, including the English language, was brought to India primarily by Lord Thomas Babington Macaulay in the 1830s. The curriculum was bound to "modern" subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was restricted to classrooms and the link with nature was broken. Art, music and physical education were taken into consideration as co-curricular. The modern subjects brought out uniformity in approach and ranking system. This can be considered the first step that Indian education took in adapting itself to the global context.

Let us try to get a better understanding of Education and its definition from various contexts. After learning this lesson, one will be able to explore the factors determining the education system of a country.

Learning Objectives

After studying this lesson, you will be able to:

- Describe the meaning of Education
- Understand Education in the Indian context
- Explain the nature of Education

- Analyse the concept of Education
- Summarize the aims of Education

Structure of the Lesson

- 1.1 Meaning of Education
- 1.2 Definition of Education
- 1.3 Nature of Education
- 1.4 Concept of Education
- 1.5 Aims of Education
- 1.6 Summary
- 1.7 Key words
- 1.8 Check Your Progress
- 1.9 Check Your Answers
- 1.10 Model questions

1.1 Meaning of Education

The word 'EDUCATION' is originally derived from two Latin words—'Educare' and 'Educere'.

S. No.	Word	Meaning
1	Educare	To bring up, to nourish
2	Educere	To draw out, or to lead forth

The noun form of "educare" is "**educatio**" in Latin which means '*bringing up*', '*nurturing*' or the act of educating. From 'educatio' we get the English word '**education**'.

In the Latin word 'educere', the letter 'e' stands for 'ex', meaning 'out of' and 'ducere' means 'to lead' or 'to draw out'. Thus 'educere' has the meaning of 'to lead out' or 'to draw out'.

Thus, taking both the Latin root words together, we get the complete meaning of the English word 'education'.

The terms 'Educare' and 'Educere' both primarily indicate the development of the latent potential of the child. Initially, the child is not aware of his/her self-potential. It is the educator or the teacher who can know these and use appropriate techniques to develop those powers. Education in the traditional perspective also means controlling or disciplining the behaviour of an individual.

Now, let us see the broad meaning of education. The wider or broader meaning of education is that it is a lifelong process of modification of behaviour through all the experiences of life. In this sense, education is inculcated by every person to anybody, at any time, at any place and any way and it aims at the overall development of the person.

In the narrow sense, education means the teaching and learning taking place within the four walls of an educational institution during a particular period of time to attain prescribed purposes and objectives.

If we look at the definitions of education given by some of the great educators of the East and the West, we may have a clearer picture of the nature and meaning of the term 'Education'.

1.2 Definitions of Education

Man gets civilized through education. The word "Education" has a depth of meaning and it is difficult to give it a precise definition. Different people have defined it in different ways at at different times.

1.2.1 Definitions in Western Perspective

- **Plato:** "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."
- **Aristotle:** "Education is the creation of a sound mind in a sound body."
- **Socrates:** "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man."

- **John Dewey:** “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities.”
- **Friedrich William Froebel:** “Education is the unfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external.”
- **Heinrich Pestalozzi:** “Education is the natural, harmonious and progressive development of man’s innate powers.”
- **Herbert Spencer:** “Education is complete living.”

1.2.2 Definitions in Indian Perspective

- **Swami Vivekananda:** “Education means the manifestation of the divine perfection, already existing in man.”
- **Rabindranath Tagore:** “The widest road leading to the solution of all our problems is education.”
- **Mahatma Gandhi:** “By education, I mean an all-round drawing out of the best in the child and man- body, mind and spirit.”
- **Aurobindo Ghosh:** “Education is helping the growing soul to draw out that is in itself.”
- **Swami Dayananda:** “Blessed are the men and women whose minds are centred on the acquisition of knowledge, who possess sweet and amiable tempers, who cultivate truthfulness and other similar virtues, who are engaged in altruistic work as prescribed by the Vedas.”
- **Dr. Zakir Hussain:** “Education is the process of the individual mind getting to its full possible development... .. It is a long school which lasts a life time.”
- **University Education Commission (1948-49):** Education, according to Indian tradition, is not merely a means to earning a living, nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue.
- **Indian Education Commission (1964-66)** states that education ought to be related to the life, needs and aspirations of the people so as to be a powerful instrument of social, economic and cultural transformation.

1.3 Nature of Education

As is the meaning of Education, so is its nature. It is very complex. Let us discuss about the nature of Education in order to understand its meaning more clearly:

- 1. Education is a lifelong process:** Education is a continuous and lifelong process. It begins from the womb of the mother and continues till death. It is the process of development from infancy to maturity. It consists of the effect of everything which influences human personality.
- 2. Education is a systematic process:** This means that education is carried out through systematic processes backed up by established institutions, following certain regulations.
- 3. Education is the development of individuals and-society:** It is known as a force for social development, which brings improvement in every aspect in society.
- 4. Education is a modification of behaviour:** It is the primary nature of education. Education modifies or brings about desirable changes in the behaviour of individuals.
- 5. Education is purposive:** Every person has some goal in his life. Education helps in the attainment of that goal. There is a clearly defined purpose underlining all educational activities.
- 6. Education is training:** Through education, human senses, mind, behaviour, activities and skills are trained in a constructive and socially desirable way.
- 7. Education means instruction and direction:** It directs and instructs an individual to fulfil one's desire and needs for the advancement of the whole personality.
- 8. Education is life:** Without education, life would be meaningless. Nature educates to nurture; Nurturing educates to harmony; Harmony educates strong bonding with nature. Every facet and incident needs education for its sound development.
- 9. Education is a continuous reconstruction of our experiences:** According to the definition of John Dewey, Education reconstructs and remodels our experiences in a socially desirable way.
- 10. Education helps in individual adjustment:** Humans are social beings. If they are unable to adjust themselves to the different aspects of life, their personality will not

remain balanced. Through education, one learns to adjust oneself with friends, classmates, parents, relations, neighbours, teachers and others in all circumstances.

- 11. Education is a balanced development:** Education is concerned with the development of all the faculties of the individual. It performs the functions of the physical, mental, aesthetic, moral, economic, and spiritual development of the individual to become a civilized person.
- 12. Education is a dynamic process:** Education is not a static process but a dynamic one which enhances the personality of the child according to changing situations and times. It always influences and moves the individual towards progress. It renews the society according to the changing needs of the time and place.
- 13. Education is a bipolar process:** It is a bipolar process in which one personality acts on another to modify the development of the other person. The process is not only mindful but deliberate.
- 14. Education is a three-dimensional process:** All education proceeds by the involvement of the individual in the social consciousness of the race. Thus, it is the society which will decide the aims, contents and methods of teaching. In this way, the process of education consists of 3 dimensions – the teacher, the child and the society.
- 15. Education as growth:** The end of growth is more growth and the end of education is more education. Every individual is a changing and growing personality. The intent of education is to facilitate the process of the individual's growth.

1.4 Concept of Education

1.4.1 Indian Concept of Education

The Indian concept of Education is a Tri-polar process. It involves the Educator (Teacher), Educand (Learner) and Social factors (Society) that aid in shaping both the educand and the educator.

- In India, spirituality is an element of the concept of education.
- Education is the development of the mind for the well-being of the individual and the society.

- Education is the process of self-realization.
- Education yields selfless individuals to society.

1.4.2 The Western Concept of Education

The Western concept views education as a tool to enrich one's ability to reason and make meaningful judgements.

- It is the creation of sound mind and sound body.
- It invigorates man's innate powers.

1.4.3 The Modern Concept of Education

The modern concept of education takes us directly to the term 'Technology'. However, it is not always about technologies.

- E-learning is one among the many aspects of modern education. Using technologies like Google classroom, YouTube, projectors, and smart classes becomes part of modern learning.

Technology carries with it its own defects. The modern concept has reached the masses in many ways and to some extent, it supported the growth of education. Conceivably, it adds the use of technology into the education system. This addition has its benefits as well as negative side effects.

The introduction of technology to education through this modern concept has given the education system a huge head start and has opened new scope for the students. However, at times, the presence of technology becomes a cause of distraction and lack of concentration for the students.

To bring out the full meaning of the term, the modern approach should study the entire concept of education, look at its shortcomings and propose possible ways to improve its effectiveness and productivity. It should go through its history and fix its shortcomings for a better understanding.

1.5 Aims of Education

1.5.1 Factors Determining the Aims of Education

The factors that determine the aims of educational are philosophy of life, views about human nature, religious factors, political ideologies, socioeconomic problems, cultural factors and exploration of knowledge.

- i) **Philosophy:** Philosophy of life and educational aims are interrelated. One's philosophy of life is the overall vision of life that one has and their attitude towards life and its purpose. A philosophy of life is very important in order to live a meaningful life. Now, education helps people to create and clarify their philosophy of life. One's philosophy of life in turn becomes the driving force to travel in the path of education. When an individual adheres to a certain philosophy, it touches the lives of many. For example, philanthropic activities initiated by an individual affect the lives of many.
- ii) **Elements of human nature:** These elements are often considered as determinants of educational aims. Respecting fellow humans, treating others with dignity, eradicating discrimination, and promoting inclusion are some of the basic elements of human nature. For example, the idealists' view of the aim of education as the unfolding of the divine in man.
- iii) **Religious Ideologies:** Religious factors apply their influence on educational aims. In ancient India, Buddhism emphasized the teaching of the ideals such as Ahimsa and Truth in the prevailing educational system.
- iv) **Geo-Political Ideologies:** Political ideologies have a great impact in determining the aims of education. For example, the educational aims of a democratic political system will be quite different from that of an autocratic political set-up. On the other hand, geographical factors like climate, location (hilly, suburban, rural, desert) and environment determine the reach of education among the population.
- v) **Socio-economic factors and problems:** These factors and problems of national and international dimensions definitely exert their influence in deciding the educational aims of countries. The standard of education and delivery of education varies in developed and developing nations.

vi) Cultural factors and problems: Education is the best means to preserve and transmit the cultural heritage and traditions of a people from one generation to another. Hence, Socio-cultural heritage of a country have a great influence on the aims of education.

vii) Exploration of knowledge: Today Education is science-oriented and technology-based. Hence the desire to explore the world for new knowledge and information becomes one of the aims of education.

1.5.2 General Aims of Education

Education is essentially a planned and purposeful activity. It must possess clear aims and objectives. An aim is a pre-determined target which inspires the individual to attain it through appropriate activities. Educational aims are significant in giving direction to any educational activity. The following are the aims of education in general:

- Vocational efficiency of the individual to earn a livelihood and make themselves self-sufficient and efficient economically and socially.
- Acquisition of knowledge for good interpersonal relationships, healthy adjustments in life, modification of behaviour, self-awareness and social growth, leading to happiness.
- Education should make a person aware of their rights as a human being.
- Education should aim at the total development of the individual which includes physical, mental, emotional, social and spiritual development.
- Harmonious cultivation of the physical, intellectual, aesthetic and moral aspects of human nature to create a balanced personality.
- Education must enable the child to cultivate moral values and virtues such as truthfulness, goodness, purity, courage, reverence and honesty.
- Character building to ensure appropriate attitudes and habits.
- Self-realization to identify one's individual potential.
- Cultural development: Culture is an important aspect of every society. The preservation and propagation of culture is therefore one of the aims of education.
- Citizenship: All citizens have rights and duties. One of the aims of education is to make citizens aware of their rights and responsibilities.

- Individual and Social Aim
- Education for Leisure (Time which is utilized for enjoyment and recreation). One of the aims of education is to make people aware of the importance and the need for leisure and the proper use of time.

1.5.3 Aims Suggested by National Education Policy (1986)

The NEP 1986 mentioned the following aims and objectives of our education:

- All-round development of the people in terms of spiritual, intellectual and material aspects of life.
- Cultural orientations and the development of the culture of India.
- Scientific temper
- National cohesion
- Independence of mind and spirit
- Promoting the goals of socialism, secularism and democracy
- Manpower development for different economic levels
- Increasing research in all areas of development
- Education for equality

1.6 Summary

The word 'education' can be applied to primitive cultures only in the sense of enculturation, which is a process of transmission of culture. The primitive person's world and understanding of it is comparably static and absolute, and it is transmitted from one generation to another with little variance.

Education is a unique investment in the present and future. The nation as a whole is striving to attain the above-mentioned educational goals. In this, each individual has to contribute their own share for the good of the country.

To sum up, so far we have discussed in detail the meaning of education, its definition, nature, concepts, and aims.

1.7 Key words

Behavior modification, Knowledge, Character building, self-realization, Citizenship

1.8 Check Your Progress

1. The word "Educere" refers to _____
2. Who was the Chairman of the University Education Commission (1948)?

3. The Indian concept of Education is a _____ process.

1.9 Check Your Answers

1. Draw out or to lead forth
2. Dr. S. Radhakrishnan
3. Tri-polar

1.10 Model questions

1. Define the meaning of Education.
2. Mention the significance of the Indian concept of Education.
3. Summarise the factors determining the aims of Education.

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LESSON - 2

EDUCATION SYSTEM

Introduction

Education is the process of acquisition of knowledge, skills, beliefs and moral values. The important aim of education is to make people better and to let them develop their own skills and confidence which are essential for their life. It reduces the challenges faced by people in their life and helps them to learn how to earn. The more knowledge one develops, the more opportunities open for them to achieve better possibilities in career and in personal growth.

From the historical traces, one can witness that learned persons were considered assets in the king's court. Technical know-how and expertise earned high respect. Later on, education was promoted through religious courts. Based on religious philosophy, a few schools of thought promoted education for all people as a path of liberation. While a few other schools of thought promoted a social divide and excluded the majority from access to education. Over a period of time, education became unreachable to the majority due to various socio-economic factors. Though education was not accessible to all people, still it was considered a higher virtue in India. However, the Renaissance and the scientific mentality and way of thinking that happened in Europe did not happen in India at that time. The British who took control of Indian affairs at that time had different priorities. However, the modern education system still followed in India was established by the British. They replaced the age-old system of education in India with English ways.

In the present context, education has become the right of every Indian and the government is executing various schemes to provide access to education for all. Catering to the needs of the diversified learners in terms of their age, levels of education, economic condition and public instruction are some of the major concerns of the government. Therefore education needs to be served beyond the four walls of the classroom with other viable options. As an outcome, access to education is being provided under Formal, Informal and Non-formal systems. Let us discuss these systems in detail.

Learning objectives

After going through this lesson, you will be able to,

- Define Formal Education
- Enumerate the characteristics of Informal Education system

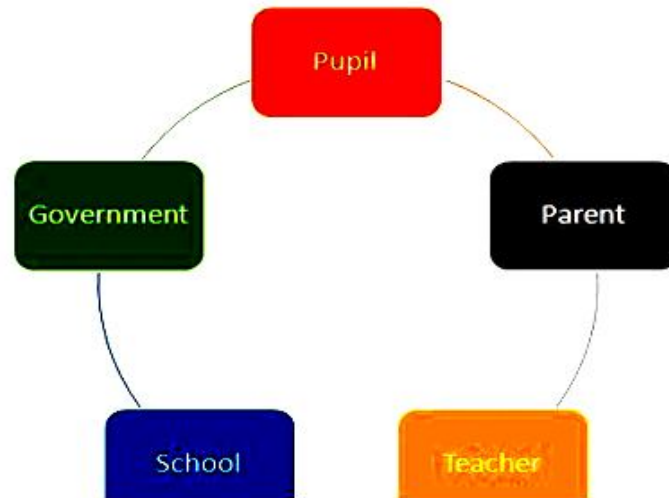
- Illustrate Non-formal Education
- Explain the features of Open and Distance Education.

Structure of the Lesson

- 2.1 Formal Education**
- 2.2 Informal Education**
- 2.3 Non-formal Education**
- 2.4 Comparison of Formal, Informal and Non-formal Education**
- 2.5 Summary**
- 2.6 Key words**
- 2.7 Check Your Progress**
- 2.8 Check Your Answers**
- 2.9 Model questions**

2.1 Formal Education

Formal education or formal learning commonly takes place in an authorised and organised classroom set-up attached to some institutions. It involves Student, Teacher and Curriculum. Formal education begins with school and continues till university studies. Professional, vocational and technical education is facilitated under a formal education system. In the formal system, along with academics, character-building and life skills are being taught by specially trained teachers. Learners are engaged to bring out objective-based outcomes by employing specific teaching methodologies and learning techniques. Evaluation and certification are two important aspects of formal education. The Formal Education system prepares the learners for a better tomorrow. All activities are time-bound. Minimum days of attendance and minimum passing scores are unavoidable to attain the next learning stage in the hierarchical move. There are five main stakeholders who have an equal and important roles in the formal education system, namely, students, teachers, parents, school administration and the government. The success of the formal education system depends on the collective effort of its key stakeholders.



2.1.1 Characteristics of formal education

- Formal education is structured hierarchically.
- It is planned and deliberate.
- Formal education can be obtained from government institutions or approved private institutions.
- It has a chronological grading system.
- It has a syllabus and is subject-oriented. The syllabus has to be covered within a specified time period.
- Learners and parents have the right to choose the service provider, for example, the different boards of school curriculum and institutional affiliation.
- The child is taught by qualified teachers.

2.1.2 Advantages of Formal Education

- An organized educational model and up-to-date course contents.
- Students acquire knowledge from trained and professional teachers.
- Structured and systematic learning process.

- Intermediate and final assessments are ensured to advance students to the next learning phase.
- Institutions are managerially and physically organized.
- Formally recognized certificates from the authorised boards.

2.1.3 Disadvantages of Formal Education

- Not suitable for the very brilliant and gifted learners due to the long wait for the expiry of the academic session to be promoted to the next stage.
- Peer bullying and victimization of some may be alarming due to the presence of both good and bad students in the classroom.
- Some unprofessional and non-standard educational practices may cause wastage of time and money. This may lead to students dropping out or to switching over to non-formal education.
- Cost incurring and rigid education as compared to other forms of learning.

2.2 Informal Education

Informal education means equipping oneself with knowledge without the intention of learning. It does not require conscious involvement and does not use any particular teaching and learning method. It is neither pre-planned nor deliberate. Unlike formal education, informal education is not imparted by an institution such as a school or college; nor does it adhere to any fixed timetable. There is no requirement for a set of curricula. Informal education consists of experiences occurring during one's day-to-day activities while living in the family or community.

When the child is being taught by the teacher in the classroom, it is called formal education. When the same child starts capturing words, ideas or information from the media, it is an example for informal education. It is a kind of involuntary learning that happens through our social participation. Each day, what we learn from life incidence teaches us something like reading of books from a library or browsing educational websites; similarly, learning to speak a new language in a newly migrated environment without attending formal classes etc. can be quoted as examples for informal education.

2.2.1 Characteristics of Informal Education

- It is independent and has no fixed boundaries.
- It has no definite syllabus.
- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- It is a lifelong process in a natural way.
- The certificates/degrees are not involved and one does not undergo examination stress.
- Informal education may come from many sources such as media, life experiences, friends, family etc.

2.2.2 Advantages of Informal Education

- A natural way of learning process as you can learn anywhere and at any time from your daily experiences.
- It involves activities like individual and personal research on a topic of interest for oneself by utilizing books, libraries, social media, the internet or getting assistance from informal trainers.
- Utilizes a variety of techniques.
- No specific time span.
- Less costly and time-efficient learning process.
- No need to hire experts as most of the professionals may be willing to share their precious knowledge with the students and with the public through social media and the internet.
- Learners can pick up the requisite information from books, TV, radio or conversations with their friends/family members.

2.2.3 Disadvantages of Informal Education

- Information acquired from the internet, social media, TV, radio or conversations with friends, and family members may lead to disinformation.
- The techniques used may not be appropriate.
- No proper schedule or time span.
- Unpredictable results which simply leads to wastage of time.
- Lack of confidence in the learner.
- No evaluation.
- Absence of discipline, attitude and good habits.

2.3 Non-formal Education

Non-formal education, unlike informal education, is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal education can be programmed to serve the needs of groups who need special services like fitness programs, swimming classes, community-based adult education courses etc. The intentional effort of the learner and the organisational framework of the service provider are the key components of non-formal education. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation. In non-formal education, someone (who is not in school) can learn literacy, other basic skills or job skills. It consists of adult basic education, adult literacy education or school equivalency preparation. Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities of non-formal education.

2.3.1 Characteristics of Non-formal Education

- Non-formal education is planned and takes place apart from the school system.
- The timetable and syllabus can be adjustable.
- Unlike theoretical formal education, it is practical and vocational education.
- Non-formal education has no age limit.

- Fees or certificates may or may not be necessary.
- It may be full-time or part-time learning and one can earn and learn together.
- It involves learning professional skills.

2.3.2 Advantages of Non-Formal Education

- Practical and vocational training.
- Literacy with skillfulness growth in which self-learning is appreciated.
- Flexibility in age, curriculum and time.
- Open-ended educational system in which both the public and private sectors are involved in the process.
- No need to conduct regular exams.
- Diploma, certificates, and awards are not essential.

2.3.3 Disadvantages of Non-formal Education

- Attendance of participants is unsteady.
- There is no need to conduct exams on a regular basis and no degree/diploma is awarded at the end of the training session.
- No professional and trained teachers.
- Students may not acquire the level of self-confidence that regular students do.
- Chances of malpractice by providing fake certification through online courses just for the sake of earning.

2.4 Comparison of Formal, Informal, and Non-Formal Education

Formal Education	Informal Education	Non-formal Education
Specific period (from school to university)	Lifelong process	Continuous process
Scope is limited	Vast	Vast
Institutional	Any environment	Structured organization

Aim is intellectual development of man	Survival Practicing	All-round development
Pre-planned	Un-planned	Pre-planned
Curriculum and co-curricular	No-curriculum	Need-based subjects
Unreal (theories)	Natural	Combination of both
Fixed teaching methods	No fixed teaching method	Pre-determined in written Form
Imparted by professionals	Unprofessional	Trained persons
Students' assessment and Evaluation for certification	Evaluation for certification (no certification)	Evaluation through observation
Discipline is strict and well-planned.	Social discipline	Self-disciplined
Rigid entry and exit rules and regulations	Free	Flexible
Does not utilize all human resources	Human resources and no special requirement	Based on maximum human potential

2.5 Summary

Education is the process of acquisition of knowledge, skills, beliefs and moral values. Based on the schools of thought, education was restricted and became unreachable for many people. Though education was not provided to all people it was considered as a higher virtue in ancient India. Initiatives have been taken to bring out a lot of reforms according to the changing scenario and to cater to the needs of the current society. One such attempt is to provide access to education through various systems of education. To sum up, this lesson gives an overall view of various types of education systems in relation to the Indian context.

2.6 Key words

Formal education, Informal education, Non-Formal education, curriculum, institution, social participation.

2.7 Check Your Progress

1. Community-based adult education courses are examples of _____ education system.
2. _____ takes place in an authorised and organised classroom set-up attached to some Institutions
3. _____ is a kind of involuntary learning that happens through our social participation.

2.8 Check Your Answers

1. Non-Formal Education
2. Formal Education
3. Informal Education

2.9 Model questions

1. Write short notes on Formal Education.
2. What are the disadvantages of informal education system?
3. Which education system serves the need of groups who need special services? Why?

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LESSON - 3

INNOVATIVE EDUCATION

Introduction

Education is a means for the development of every human society. Education is a ray of light for mankind to show the way to progress. It focuses on acquiring knowledge in a systematic way. Innovation can be a tool used for the transformation of learning. It could strengthen the relationship between students and teachers, and reinvent approaches to learning and collaboration. It is going to shrink the accessibility gaps to meet the needs of aspirants. Innovation in education uncovers the dimension to diversify the sources and means of knowledge to sharpen the intellectual abilities of people. It therefore paves the way for the development of every society.

In this lesson, you can learn about Innovative Education and the various means it involves such as E-learning, Mobile learning, Online learning, U-Learning and Value-Oriented Education. This lesson draws the learner's attention to the innovations in education and the recent trends in the teaching and learning process.

Learning Objectives

After studying this lesson, you will be able to:

- Describe the various innovative means of education.
- Realize the pros and cons of e-learning.
- Describe the applications of mobile learning.
- Critically examine the aspects of U-learning.

Structure of the Lesson

- 3.1 e-Learning**
- 3.2 Mobile Learning**
- 3.3 Online Learning**
- 3.4 U-Learning**

3.5 Value Oriented Education**3.6 Summary****3.7 Key words****3.8 Check Your Progress****3.9 Check Your Answers****3.10 Model questions****3.1 E-Learning**

E-Learning is a type of learning assisted digitally via electronic media, typically with the involvement of the internet.

It can be accessed through most of the electronic devices such as computers, laptops, tablets or smartphones, making it a versatile and easy way for students to learn wherever they are. E-learning resources are available in various forms such as software programmes and digital courses, interactive online platforms and apps.

3.1.1 Types

The following are some general types of e-learning methods and the differences between them.

- Digital Materials
- Online Courses
- Virtual Tutoring
- Apps & Software

a) Digital Materials

E-learning can take place via the consumption of videos, PDF documents, slide shows and Word documents. These resources are incredibly easy for anybody to teach themselves a new skill at their own pace.

b) Online Courses

Online courses are often offered by Learning Management Systems (LMSs) and allow learning material to be delivered at a steady rate, organised into sections and chunks to make it easier for the learner.

They often come with interactive materials to permit the learner to test and apply their own knowledge.

Examples of popular online course providers include Skillshare and Udemy.

c) Virtual Tutoring

In virtual tutoring internet, private tutors are no longer as expensive as they once were. It is now easy to find online tutors for any subject at affordable rates. Lessons are completed via video communication platforms like Skype and Zoom.

d) Apps & Software

Apps and software are not new, and many people are discovering the amazing possibilities for self-taught learning through apps they can download right into their phones.

Learning software can also be used both online and off-line to engage in shared learning courses or engage in your own personal journey of learning.

Example: Learn a new language with Duolingo, or try your hand at a musical instrument with Yousician and Uberchord.

3.1.2 E-Learning in Education

When so many schools across the world were closed during the Covid-19 pandemic, teachers and students took advantage of e-learning methods to continue their studies from home.

Even before this recent crisis, many schools in the developed countries were already strong champions of technology in the classroom, and creating a seamless and flexible learning experience through the use of digital platforms.

There are many ways in which teachers have been implementing e-learning to continue the teaching of their subjects. One major way is the use of 'virtual classrooms' or 'lessons', using video communication platforms like Zoom.

The teacher can plan and teach lessons as normal, with all students attending the lessons from their homes. The great thing about Zoom is that it can be accessed on a phone as well as a computer, adding more flexibility to students.

Teachers have also been able to make and distribute learning materials through platforms like **Google Classroom** and **Edmodo**. And when it comes to finding lesson plans and learning materials, there is a wealth of shareable resources online.

3.1.3 Importance of E-Learning in Education

At present, e-learning is playing a great role in education by ensuring that students are able to continue their studies during any global crisis.

Apart from that, e-learning plays a significant role in the modern classroom, allowing teachers to share students' progress with parents and enabling students to continue their studies beyond the classroom through apps, online learning materials and sharing hubs.

At last, through e-learning classrooms and schools are becoming a bit closer to paperless learning. While it cannot be said that paper books and materials will become completely obsolete, e-learning tools and resources play a great role in cutting down on paper waste and helping schools be kinder to environmental conservation.

3.1.4 Self-Paced e-Learning

Self-paced e-learning is when the learner has the freedom to choose the pace at which they take up the teaching material, and can decide when they are ready to move forward to the next step.

This grants an enjoyable, pressure-free learning experience that often leads to better retention of information and a strengthened passion for the subject.

Nearly all e-learning platforms, specifically apps and online learning courses, take on a self-paced style.

3.1.5 Advantages & Disadvantages of e-Learning

E-learning has a ton of benefits that make it a primary port of call for many motivated learners. However, there are also some drawbacks to be aware of that may mean it isn't suitable in all cases.

Here are the notable advantages and disadvantages of e-learning.

Advantages of e-Learning

- It is affordable.
- It is highly time-saving.
- Learners can study anywhere, any time.
- Easy to monitor progress.
- It's discreet.

Disadvantages of e-Learning

- Requires self-motivation for its effectiveness.
- It doesn't provide practical training.
- It misses the face-to-face aspect of learning.

3.1.6 Impact of E-Learning on Teaching Learning Process

Computer-based networking system has offered the present-day teacher a choice of modern tools to deliver instructions in the classroom and end the instructional boundaries.

Information and communication technologies where e-learning, e-teaching, e-teachers are built-in components, have significant impacts on the teaching-learning process.

- Improves efficiency in both teaching and learning.
- Increases motivation.
- Deepens understanding.
- Promotes collaborative learning.
- Gives a new approach to learning and working.
- Provides new ways of interacting

- Paves way for personality development
- Increases social skills
- Creates interest in learning
- Helpful for self-evaluation
- Wide reach and consistent
- User-friendly
- Flexible and rich medium for students
- A useful tool to address students with different learning and cognitive styles
- Self-pacing for slow and quick learners reduces stress and increases satisfaction.

3.2 Mobile Learning

Mobile learning, also known as m-Learning, is the need and ability to learn through virtual media, such as personal electronic gadgets, social interactions and content.

Devices that can be used for m-Learning include smartphones, tablets, laptops and digital notebooks. It focuses on the learners' freedom of movement and their interaction with technology. In this case, deciphering learning by using mobile tools is what constitutes this informal learning set-up. It is possible to learn any time, any day and anywhere you want, as long as you have a modern mobile device connected to the Internet.

Internet is inevitable in today's world. It's no secret that many people across the world access the Internet from a smart phone. Though the desktop and laptop computers are still popular, instead of choosing just one device, it has become the norm to own multiple devices and use them for different activities.

What Makes m-Learning better than Conventional Classrooms?

M-Learning is better than conventional schooling in different ways. While m-learning has several notable advantages, the most popular one is the added convenience it gives to m-learners. Through m-learning, the learner may get to learn without having to change his schedule or compromising other important appointments, irrespective of their presence and activities.

What's more, m-Learning supports quick sharing and transferring of learning content; this also allows an instant feedback system. Feedback is an important feature because it encourages effective learning by giving a prompt assessment.

From a learning perspective, different studies show that m-Learning is far more effective than conventional learning methods. This is mainly due to things like convenience, peace of mind and the possibilities of feedback that it offers to the learners. Moreover, the m-Learning process is proven to raise examination scores by about 50-70% and cut dropouts in technical fields by 22%.

Apart from the above reasons, m-learning stands out for another reason — namely its use as a tool for education. In the present-day world, everyone is more likely to read and learn using digital gadgets rather than printed books and materials. This is exactly what m-Learning takes into account.

Learning through gadgets lets learners have more space for exploring and asking doubts. This method is much more affordable than conventional classroom learning set-ups as educators and learners don't have to pay for buildings, electricity and other related expenses. Most importantly, reducing the consumption of paper helps to save trees for the environment and prevents climate change.

3.2.1 History of m-Learning

In the 1970s, Alan Kay introduced the concept of m-Learning.

In simple words, the introduction to m-Learning has been divided into three phases. They are

a) Phase 1

This phase revolves around the use of mobile devices, such as smartphones, tablets and laptops. Here, educators work to plan lessons that can be delivered and accessed through digital devices. Even though they can't work with all sorts of devices, they can focus on at least one with specialized applications that support m-Learning. They should be highlighted and communicated to the learners too.

b) Phase 2

This phase is focused on learning in settings different from a conventional classroom. This can include things like field trips, museum visits etc. Today strong Internet connection

supports digital devices and this is what educators can take advantage of during such visits in order to communicate with their students without using teaching aids like black/whiteboards or even desktop computers.

c) Phase 3

The third and last phase focuses on the mobility of learners. Today, m-Learning has become a globalised education method. It has gained popularity in regions across the world including Asia, Europe, Australia, Africa, New Zealand, North America, and Scandinavia.

3.2.2 The Importance of m-Learning

Now that we know everything about the concept of m-learning and its history, let's look at the uses and benefits of m-learning and a few important challenges that mobile learners face. The concept of m-Learning is not alien anymore. Many schools and educational institutions are trying to adopt this modern technology to be able to better educate learners through laptops and smartphones. These approaches are not only effective and handy, but also engaging and fun, and this is why it encourages learning among people of all age groups. That's why so many educational applications are created and made available to educators and trainers every day.

3.2.3 Uses of Mobile Learning in Education

- Creation of m-Learning Materials
- Interaction during Lessons
- Synchronous Learning

i) Creation of Mobile Learning Materials

The easiest way to educate and learn through m-learning is by developing learning materials or content. These can be anything, from audio, videos, texts or infographics. Learners can be given assignments to complete after studying the materials.

This approach of online education is comparatively less interactive but allows learners to take enough time to grasp what is being shared, unlike highly interactive sessions. This is known as an asynchronous approach of m-Learning, i.e. where the educators and learners are not directly in contact.

ii) Interaction during Lessons

For those educators and learners who prefer interactive learning, mobile devices are the best option. This sort of learning encourages learners to ask doubts and discuss other relevant topics on online forums or discussion panels.

This activity can also go the other way round where the educators ask questions about the lesson and the learners answer them by using their devices or communicating on a predefined online forum. This method is especially recommended where the trainers teach a large number of students.

The learners can even be asked to complete surveys after lessons so that the educators can get prompt feedback in addition to being able to analyze how effective their lessons are.

iii) Synchronous learning

Synchronous learning is the exact opposite of asynchronous learning. In this approach, students and teachers can communicate in real-time. This method is preferable when teachers and students deem feedback and interaction important. Hence, real-time feedback and real-time interaction with students make a great impact on overall learning.

3.2.4 Examples of Mobile Learning

i) Sharing learning content for mobile consumption

This is the most common way of using m-learning. After creating your learning material (mostly using a desktop), you can share it with your participants so they can learn using their mobile devices, at their own convenient time. It is easy to share the material through email or by simply sharing the link through a text message, for example. This method of m-learning is more about individual consumption.

ii) Interaction during lessons

It's also possible to use mobile devices for a blended learning approach. Instructors can ask questions during an in-person training and the audience can answer them via a survey that they take on their smartphones. For that, the trainer can share a link to the survey, and invite participants by email or even create a QR code that can be easily captured with a Smartphone's camera. It's possible to get immediate feedback, this is exclusively feasible and effective for large-group training.

3.2.5 Advantages of Mobile Learning

- Learn anytime, any day and anywhere you want
- Greater motivation
- Real-Time feedback
- Long distance is not an issue
- Diversity in learning resources
- Easy access to quality education
- Eco-friendly, cost-effective, convenient and gives a higher level of fun from learning.

3.2.6 Disadvantages of Mobile Learning

- Lack of focus and attention
- Increased dependence on electricity and internet connection
- Small screen

3.3 Online Learning

Online learning is when the learner takes courses online instead of in a physical classroom. If the learner's schedule makes it hard to attend classes, if the learner prefers studying at their own place or living far from campus, online learning might be highly supportive.

Online learning is the education that takes place over the Internet. It's often referred as "e-learning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. Distance learning has a long history and there are several types available today, including:

- Correspondence Courses: conducted through regular mail with little interaction.
- Tele courses: where content is delivered via radio or television broadcast.
- CD-ROM Courses: where the student interacts with static computer content.

- Online Learning: Internet-based courses offered synchronously and/or asynchronously.
- Mobile Learning: by means of devices such as cellular phones, PDAs and digital audio players (iPods, MP3 players, etc.).
- With online learning, you can:
 - Earn a certificate or degree without setting foot in a physical classroom
 - Work full-time while you study
 - Set your own schedule: study in the early morning, on your lunch break, or even in the middle of the night
 - Interact with students from across India and around the world
 - Get a quality education from the top Institutions/Universities without leaving your home or community.

3.3.1 Advantages of Online Learning

- **Convenience:** Access from any devices on a 24x7 basis.
- **Enhanced Learning:** Research has found increased depth of understanding and retention of course content; great meaningful discussions; emphasis on writing skills, technology skills, and life skills like time management, independence, and self-discipline.
- **Levelling of the Playing Field:** Students can take enough time to think and reflect before communicating; students who are introverts tend to thrive online; anonymity of the online environment.
- **Interaction:** Increased student-to-teacher and student-to-student interaction and discussion; a better student-centred learning environment; low passive listening and more active learning; a greater sense of connectedness, and synergy.
- **Innovative Teaching:** Student-centred approaches; increased creativity of learning activities; addresses different learning styles; changes and improvements can translate to on-ground courses as well.

- **Improved Administration:** More time available to examine student work more completely; possibility to document and record online interactions; possibility to manage grading online.
- **Savings:** Accommodate more students; increased student satisfaction which results in higher retention and fewer repeats.
- **Maximize Physical Resources:** Less demand on limited campus infrastructure; less congestion on campus and parking lots.
- **Outreach:** Give students choices; reach new student markets; appeal to current students, thus increasing enrolments.

3.3.2 Disadvantages of Online Learning

- **Inability to Focus on Screens:** With online learning, there is also a better chance for students to be easily distracted by social media or other sites.
- **Technology Issues:** Without a consistent internet connection for students or teachers, there can be a lack of continuity in the learning process.
- **Sense of Isolation:** In online classes, there is only minimal physical interaction between students and teachers unlike in in-person classes where they learn a lot in the company of their peers.
- **Teacher Training:** Online learning requires teachers to be trained in the use of various digital forms of teaching and learning.
- **Manage Screen Time:** Many parents are concerned about the health hazards of children spending so many hours staring at a screen. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen for a long time.

3.4 U-LEARNING

Ubiquitous Computing or U-computing is a combination of e-learning and m-learning. The term ubiquitous computing was first coined by Mark Weiser in the late 1980s. It refers to a process of integrating computers into the physical world without any obstacles.

It is commonly associated with a large number of small electronic devices (small computers) which have computation and communication capabilities such as smart mobile phones, contactless smart cards, handheld terminals, sensor network nodes, Radiofrequency Identification (RFIDs) etc. which are being used in our day-to-day life (Sakamura & Koshizuka 2005).

These small computers are connected with sensors and actuators, thus allowing them to interact with the living environment. In addition to that, the availability of communication functions enables data exchanges within the environment and devices.

In the innovation of this new technology, learning styles have progressed from electronic learning (E-learning) to mobile learning (M-learning) and from mobile learning to ubiquitous learning (U-learning).

The most important role of ubiquitous computing technology in U-learning is to construct an ubiquitous learning environment which enables anyone to learn at any place at any time. In U-learning, learners learn automatically within the U-space or U.L.E. or Ubiquitous Learning Environment.

In the U.L.E., each learner carries a wireless device (Personal Digital Assistance PDA's or mobile phone) fitted with headphones. The sensor helps the ULE server module to track and locate every student within the u-space. When the student accesses an object, then data from that object transmits to the student's handheld device. Ubiquitous technology plays a major role in all aspects of Robotics & Games research.

Definition of U-Learning

According to Hwang (2008) there is no clear definition of u-learning due to rapid changes of learning environment until now. Researches have different views in defining the term "u-learning".

A broader definition of u-learning is '**anywhere and anytime learning**'. It denotes any environment that allows any mobile learning device to access the learning and teaching contents via wireless networks in any location at any time.

U-learning is a learning paradigm which takes place in a ubiquitous computing environment that enables learning the right thing at the right place and time in the right way.

Types of U-Learning

Based on the educational activities & on the location & time of interactions, there are three types of u-learning modes. They are,

- Synchronous,
- Asynchronous
- Hybrid mode.

3.4.1 Characteristics of U-Learning

There are six main characteristics, classified as follows:-

- **Permanency** - Learners never lose their work unless it is deliberately deleted. Hence, all the learning processes are recorded continuously every time students access the system.
- **Accessibility** - Learners have access to their documents and lessons, data, or videos from anywhere, anytime without having an internet connection. That information is given based on their request.
- **Immediacy** – Learners can get any information or lessons immediately and can solve problems instantly. Learners are able to record the questions and look for the answers later.
- **Interactivity** – Learners can discuss with experts, teachers, or peers in the form of synchronous or asynchronous communication.
- **Situating of instructional activities** – Problems encountered as well as the knowledge required are all presented in their natural and authentic forms. It helps learners notice the features of problem situations that make particular actions relevant.
- **Adaptability** – Learners are able to get the right information at the right place in the right way.

Chiu et al. (2008) considered utilizing context-aware and ubiquitous computing technologies in learning environments which encourages the motive and performance of the learners.

Hence, they summarized the main characteristics of u-learning as follows:

- Urgency of learning need
- Initiative of knowledge acquisition
- Interactivity of the learning process
- Context-awareness
- Actively provides personalized services
- Self-regulated learning
- Seamless learning

3.4.2 Advantages of U-Learning

There are so many advantages of U-Learning, some of which are discussed below.

- **Distance learning:** The world moved to online or e-learning during the Covid-19 pandemic when U-Learning also became one of the learning preferences for many students.
- **Saves time and effort:** Learners don't need to commute to their college every day or walk to the lecture room and attend the classes with others.
- **Freedom:** U-Learning not only provides the freedom to study or work at home, but it also lets you stay mobile without hampering your learning process.
- **Unlimited information:** The amount of information available in a u-learning method is unlimited as information is available on different topics on the web and in the libraries.
- **Access to real-time updates:** Since the learners can learn about different things, they can access information related to current topics with real-time updates.

3.4.3 Disadvantages of U-Learning

The factors which bring about certain disadvantages to U-learning are as follows:-

- **Unauthentic Sources:** No one can be sure of the trustworthiness of a piece of information unless it is published by a leading organization with authentic studies and evidence.

- **Lack of Information:** Even though the internet is the biggest library, one can imagine it still doesn't have complete information on every topic.
- **Non-existence of Practical Knowledge:** The internet and books may make the learner theoretically sound, but to learn hands-on skills and the application of studies in a work environment, one has to learn it all in real time.
- **No Disciplinary Measures:** Since there are no restrictions and learners are free to choose the time to study, there will be plenty of things in and around the house to distract them. Even with your favourite topic you will have difficulty focusing on it. You may also lose interest in it if you fail to cope with it.

3.5 Value-Oriented Education

Values are the prime motivating force behind every individual's thoughts, emotions and actions. They affect all social, cultural, physical, regional, economic, moral, aesthetic and spiritual aspects of one's life as human beings. In other words, values construct the integrated personality of the individuals and support them in sustaining their higher character.

3.5.1 Meaning of Value-Oriented Education

In simple words, value-oriented education is that education which transmits certain essential moral, ethical, cultural, social, spiritual values to the student which are considered necessary for their harmonious development and which prepare them for life.

It builds character and is necessary for the development of the personality of the individual which includes physical health, mental health, etiquette and social behaviour, civic rights and duties etc.

3.5.2 Problems Arising due to Lack of Value-Oriented Education

The contemporary educational system in India is suffering from the followings drawbacks:

- Increased delinquent attitude among the children and adolescents.
- Lack of guidance and counselling for the students.
- Unhealthy life skill approach among children and adolescents.
- Educational Institutions being considered sources of monetary benefits.

- Indifference to national and international concerns, outlooks and values.
- Increased number of dropouts.
- Curriculum lacking innovative and transformative ideas.
- Very little linkage between Education and community due to the lack of a society-oriented curriculum.

3.5.3 Importance of Value-Oriented Education

Value-based education is crucial to develop an individual and help him/her to become responsible citizen.

- It provides a positive direction to the students to shape their future and even helps them to know the purpose of their life.
- It teaches them the best way to live and make their life useful to individuals as well as to society.
- It also helps students to become more and more responsible and sensible.
- It helps them to realise the perspective of life in a better way and lead a successful life as a responsible citizens.
- It also helps students to establish a strong relationship with family and friends.
- Value education creates a positive view of life in the student's mind.
- It creates a healthy and balanced personality.
- It improves one's ability to earn a livelihood and acquire material prosperity.
- It ensures vocational efficiency.
- It makes the individual to relate to one's environment and its modifications
- It develops appropriate character.
- It strengthens national integration and national development.
- It promotes social efficiency, etc.

3.5.4 Role of the Teacher in Value-Oriented Education

Without a doubt, it is believed that teachers play the primary role in education and they are the pillars of educational institutions. Teachers must keep in mind some suggestive views while teaching the learners.

- Nothing can be taught which is not presented as potential knowledge and until the teacher becomes a helper and guide to the learner rather than an instructor.
- The teachers should not impose their opinions on the learners, but should evoke within them the aspiration to learn.
- Teaching should be done in a limited and modest way so that the learner does not feel overburdened and get irritated.
- Teaching should be to teach the procedures and not solutions.
- Teaching methodologies should be employed in such a way the learners' mental/innate perceptions are inspired.
- Teaching should not be reduced to a continuous series of instructions like homework and tests or allow it to become a mechanical adherence to the schedule of time-table, syllabi and examinations.
- Teaching should not be book-, teacher- and syllabus-centred, rather it should be child-centred so that self-learning, exercise of free will, individualized pace of progress and growth (physical & mental) could be encouraged.

3.5.5 Role of Curriculum in Value Orientation

Quality curriculum addresses value-oriented education in the following ways:

- Value-oriented curriculum promotes creativity, originality, innovation and quest for knowledge among learners.
- For the improvement of self-confidence and self-reliance, the curriculum should inculcate a scientific temper, morality, spirituality, democratic and social values in the minds of learners.

- Value-oriented curriculum should be society-oriented and should be reviewed and updated at the end of the academic year according to the needs and trends of the place and the world.
- To ensure the quality of the curriculum, the value-oriented curriculum should have provisions for creative and transformative knowledge.
- Its implementation and results should be judged through assessment and accreditations of students and institutions.

3.6 Summary

Education is a means for the development of every human society. Education is a ray of light for mankind that shows the way to progress. It is a formal way of imparting knowledge to people.

To sum up, in this lesson, we have learned about Innovative Education and its various means of learning such as, e-learning, Mobile learning, Online learning, U-Learning and Value-Oriented Education.

3.7 Key words

Innovative Education, e-learning, Mobile learning, Online learning, U-learning, Value-Oriented Education.

3.8 Check Your Progress

1. Who introduced the concept of m-learning _____.
2. A broader definition of u-learning is _____.
3. In virtual tutoring lessons are completed via video communication platforms like _____ and _____.

3.9 Check Your Answers

1. Alan Kay
2. Anywhere and anytime learning
3. Skype and Zoom.

3.10 Model Questions

1. Write short notes on the types of e-learning methods.
2. Explain the uses of Mobile learning in education.
3. List out the advantages and disadvantages of online learning.
4. Mention the importance of value-oriented education.

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LESSON - 4

EDUCATION AND DIRECTIVE PRINCIPLES

Introduction

In this lesson, we shall have a glimpse of the seventh schedule of the constitution of India, and discuss the features of the Directive Principles of State Policy, the provisions of the Right to Education Act- RTE 2009 and the government programmes to achieve Universalisation of Elementary Education.

Learning Objectives

After studying this lesson, you will be able to:

- Understand the current status of Education as a subject in the concurrent list of the seventh of schedule of the Indian constitution.
- Decipher the policies of DPSP
- Know the various provisions and rules of the Right to Education Act, 2009.

Structure of the Lesson

- 4.1 Education in Concurrent list
- 4.2 Directive Principles of State Policy
- 4.3 Article 21A and Right to Education Act 2009
- 4.4 Universalization of Elementary Education
- 4.5 Sarva Siksha Abiyan
- 4.6 RMSA
- 4.7 MHRD/MoE
- 4.8 Summary
- 4.9 Key words

4.10 Check Your Progress**4.11 Check Your Answers****4.12 Model Questions****4.1 Education in Concurrent List**

Our Indian Constitution specifies the distribution of powers and responsibilities between the Centre and the State governments. The Seventh Schedule of the Constitution deals with this. It has three Lists: (i) Union list (ii) State list and (iii) Concurrent list.

The Union List has a list of 100 subjects like Defence, Foreign affairs, Banking, Railways, Finance, etc. and the Union Government enjoys supreme jurisdiction over it.

The State List consists of 61 subjects like public law and order, public health, production, etc. and the State Government enjoys supreme jurisdiction over it.

The concurrent list is the third list which has 52 subjects (at present) over which both the State and Union legislatures enjoy jurisdiction. Education, Criminal Procedure, Forests, Protection of wild animals and Population control fall in this list.

Initially Education was in the State list. Through the 42nd Amendment Act of 1976 of the Constitution, five subjects – Education, Forests, Weights and Measures, Protection of Wild Animals and Birds, and Administration of Justice — were transferred from the State List to the Concurrent List. Because of this act, the Union government becomes supreme over the States in enacting laws in the subject of Education.

4.2 Directive Principles of State Policy

Directive Principles of State Policy (DPSP) are the forms of instructions/ guidelines to the governments at the Centre as well as the States. These are non-justiciable and are fundamental in the governance of the country. The idea of DPSP has been taken from the Irish Constitution. They were incorporated into our Constitution in order to provide economic justice and to avoid the concentration of wealth in the hands of a few people. No government can afford to ignore them and these are outlines to the government in policies- and decision-making.

4.2.1 Some important Principles of DPSP

- Providing adequate means of livelihood for both men and women.
- Securing equal pay for equal work for both men and women.
- Guarding the Children against exploitation and moral degradation.
- Promoting the education and economic interests of the working sections of people especially SC's and ST's.
- Providing early childhood care and education to all children until they complete the age of 6 years.

4.2.2 Difference Between DPSP and Fundamental Rights

DPSP and Fundamental Rights are two complementary terms. The main difference between them is that DPSP is non-Judiciable whereas Fundamental Rights is Judiciable. In simple terms, the Supreme Court and High Courts have the powers to issue orders or writs for the enforcement of Fundamental Rights, while DPSP confers no such legal rights. To channelize the educational rights of our children, two Acts were brought in 2002 and 2009.

4.3 Article 21A and the Right to Education (RTE) Act

The Indian Constitution (Eighty-sixth Amendment) Act, 2002 inserted **Article 21-A** in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a **Fundamental Right** in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (**RTE**) Act, **2009**, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on **1 April 2010**. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide

and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that 'compulsory education' means the obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group.
- 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age-appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authorities and parents in providing free and compulsory education and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating to Pupil-Teacher Ratios (PTRs), buildings and infrastructure, school-working days, and teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil-teacher ratio is maintained for each school, rather than just an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for the prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for the appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

- It provides for the development of curriculum in consonance with the values enshrined in the Constitution, which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child-friendly and child-centred learning.
- The act mandates that even private educational institutions have to reserve 25% of seats for children from weaker sections.
- The appropriate government or the local authority has to provide a school within 1 km walking distance for children in classes I to V and within 3 km for those in classes VI to VIII. For remote areas, where distances are more than the prescribed kilometres, a facility should be provided for free transportation or residence as required. It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education. The appropriate government has to make the necessary arrangements to provide one year of free preschool training for children.

4.4 Universalization of Elementary Education (UEE)

The role of Universal Elementary Education (UEE) in strengthening the social fabric of democracy through the provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions. The central and the state governments have been working on various levels through formal and non-formal education to achieve the goal of Universalisation of Elementary Education (UEE). The most important programmes and schemes to achieve Universalisation of Elementary Education (UEE) are DPEP, Operation Black-Board, National Programme of Mid-Day Meals Scheme, SSA, RTE 2009.

4.4.1 District Primary Education Programme (DPEP)

The Scheme of District Primary Education Programme DPEP was launched in 1994 as a major opening to regenerate the Primary Education system and to achieve the objective of Universalisation of Primary Education. The objectives of the programme are to Provide elementary education to all the children in a possible way (formal or non-formal way), Provide reading and writing materials and free textbooks to all, and SC and ST children in particular, Providing access to Primary education for all children, Increasing learning achievement of

primary school students by 25 percent, and improvement in the quality of school facilities. The overall goal of the programme is the reconstruction of primary education as a whole in the districts instead of stepwise implementation of the various schemes.

4.4.2 Operation Black-Board

With the help of the National Policy of Education, a Scheme of Operation Blackboard was launched in 1987. The purpose of this scheme was to provide minimum essential facilities to all primary schools in the country. It is aimed at bringing substantial improvement in the facilities of primary schools run by the Government, Local bodies and Panchayati Raj and recognized aided institutions. The minimum requirement set for this scheme was at least two reasonably large all-weather rooms along with separate toilet facilities for boys and girls, and at least two teachers (one male and one female) in primary schools. Essential teaching and learning materials including blackboards, maps, charts etc should be provided in primary schools.

4.4.3 National Programme of Mid-Day Meals Scheme

Tamil Nadu's pioneer programme was launched as a Centrally Sponsored Scheme on 15 August 1995. The purpose of this scheme was to serve a prepared Mid-Day Meal with a minimum content of 300 calories of energy and 8–12-gram protein per day for a minimum of 200 days. It also aimed to improve the health of the children.

4.5 Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is the Government of India's flagship programme for the achievement of Universalization of Elementary Education (UEE) in a time-bound manner, as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to the Children of 6-14 years age group, a Fundamental Right.

4.5.1 Objectives of SSA

- Access and Retention
- Providing Quality Education
- Equality
- Infrastructure Development

It is a flagship programme of the Government of India that was started in 2001 by the then Prime Minister Atal Bihari Vajpayee, to achieve the Universalization of Elementary Education (UEE). The legal backing to SSA was provided when free and compulsory education for children in the age group of 6-14 was made a fundamental right in the Indian constitution under Article 21A through the 86th Amendment of 2002.

- SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.
- The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through the provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants.
- Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.
- SSA seeks to provide quality elementary education including life skills.
- SSA has a special focus on girls' education and children with special needs.
- SSA also seeks to provide computer education.
- SSA aims to enhance and strengthen the skills and capacity of the existing teachers in the schools through the participation of state government in extensive training and academic support through clusters, block and district levels.
- SSA seeks to bring equal opportunity in education to children of people belonging to SC, ST, Muslim minority, Landless Agricultural Labourers, etc.

4.5.2 Framework of SSA

- Appointment of teachers
- Training of teachers
- Motivating parents and students

- Provision of incentives (scholarships, uniforms, textbooks, etc.)
- Strengthen existing schools
- Open new schools in deprived areas
- Additional classrooms
- Provision of toilets, drinking water facilities.

4.6 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a major scheme launched in March, 2009 with the aim of making good quality secondary education available, accessible and affordable to all young persons in the age group 15-16 years.

The scheme envisages enhancing the enrolment in classes IX-X by providing a secondary school within a reasonable distance of every habitation, improving the quality of education imparted at the secondary level by making all secondary schools conform to prescribed norms, removal of gender, socio-economic and disability barriers, universal access to secondary level education.

4.6.1 Objectives of RMSA

- To improve the quality of education imparted at the secondary level by making all secondary schools conform to prescribed norms.
- To remove gender, socio-economic and disability barriers.
- Universal access to secondary level education by 2017, i.e., by the end of the XII five-year plan.
- Universal retention by 2020

From the Financial Year 2013-14, RMSA subsumed four existing secondary education schemes and was made RMSA (Integrated). These are: a) Information and Communication Technology in School (ICT), (b) Scheme for Construction and Running of Girls' Hostels (GH), (c) Inclusive Education for Disabled at the Secondary Stage (IEDSS), and (d) Vocational Education (VE). The brief analyses trends in RMSA (Integrated) are

- The core RMSA component focuses on various recurring and non-recurring grants for school/classroom construction and maintenance, teachers/staff, activities related to quality and equity aspects, and Management, Monitoring, Evaluation and Research (MMER).
- The Information and Communications Technology in School (ICT) scheme aims to promote computer-aided learning with a particular emphasis on the rural sector to bridge the digital divide between rural and urban.
- The scheme for Girls' Hostels (GH) aims to create hostel facilities for secondary-level girl students in educationally backward blocks.
- The Inclusive Education for Disabled at Secondary Stage (IEDSS) scheme is designed to assist in the inclusive education of children with disabilities in Classes IX to XII.
- Vocational Education aims to strengthen vocational education in Classes XI and XII.

4.7 Ministry of Education (MoE) (MHRD)

The **Ministry of Education (MoE)**, formerly the **Ministry of Human Resource Development** (1985–2020), is a ministry of the Government of India, responsible for the implementation of the National Policy on Education. The Ministry is further divided into two departments: the Department of School Education and Literacy, which deals with primary, secondary and higher secondary education, adult education and literacy, and the Department of Higher Education, which deals with university-level education, technical education, scholarships, etc.

The first Minister of Education in independent India was Maulana Abul Kalam Azad. His contributions in the foundation of Education in India are recognized by celebrating his birthday November 11th as **National Education Day** in India.

The Ministry of Human Resource Development (MHRD) was created in 1985. Then, under the New Education Policy 2020, the name of the Ministry of Human Resource and Development (MHRD) was changed to its original name, the Ministry of Education (MoE).

4.7.1 Objectives of MoE

The objectives of the Ministry are

- 1) Formulating the National Policy on Education and ensuring that it is implemented in letter and spirit
- 2) Planned development, including expanding access and improving the quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.
- 3) Paying special attention to disadvantaged groups like the poor, females and the minorities
- 4) Provide financial help in the form of scholarships, loan subsidies, etc to deserving students from deprived sections of society.
- 5) Encouraging international cooperation in the field of education, including working closely with UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

4.8 Summary

In this lesson, we have discussed the guidelines of DPSP and the provisions of our constitution on the Right to Education and the various programmes initiated by the central and state governments in achieving Universalisation of Elementary Education.

4.9 Key words

RTE Act, UEE, DPSP, Operation Black-Board.

4.10 Check Your Progress

1. DPSP cannot be enforced through Courts –This statement is _____
(True or False)
2. RTE Act came into force on _____
3. Education falls into the _____ list of the seventh schedule of the constitution.

4.11 Check Your Answers

1. True
2. 1st April 2010
3. Third list or Concurrent list

4.12 Model Questions

1. Briefly discuss the importance of DPSP.
2. Discuss the important provisions of the RTE Act.
3. Elaborate the programmes and schemes to achieve Universalisation of Elementary Education (UEE).
4. State the difference between DPSP and the Fundamental Rights.

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LESSON - 5

SOCIAL INEQUALITY IN SOCIETY

Introduction

The Cambridge Wordbook describes inequality as “the illegal situation in society when some people have many opportunities, etc. than other people”. The United Nations describes it indeed more simply as “the state of not being equal, especially in status, rights and opportunities”. While the term itself is relatively vast and has numerous interpretations, for the purpose of simplicity, the two large screens under which we can classify inequality would be economic inequality and social inequality. Both these orders are deeply integrated and inequality in one frequently affects the inequality in another. Over time, through its course of study, Oxfam has studied inequality as a grave social injustice and has proved the incidents and scale of this inequality at a global position.

Social inequality results from a society organized by scales of class, race, and gender that inversely distributes access to assets and rights.

It can manifest in a variety of ways, like income and wealth inequality, unstable access to education and artistic coffers, and biased treatment by the police and judicial system, among others. Social inequality goes hand in hand with social stratification. This lesson discusses social inequality and its various aspects with a societal approach.

Learning Objectives

After having read this unit, you will be able to,

- Describe the meaning of social inequality.
- Explain the causes of social inequality in the context of India.
- Classify various types of inequality with illustrations.
- Discuss the process of abolition of social inequality through education.
- Critically analyse education for marginalised groups and equalization of educational opportunities.

Structure of the Lesson

- 5.1 Social Inequality
- 5.2 Causes for inequality
- 5.3 Discrimination and Marginalization in Education
- 5.4 Types of inequality
- 5.5 Abolition of social inequalities through education
- 5.6 Summary
- 5.7 Key words
- 5.8 Check Your Progress
- 5.9 Check Your Answers
- 5.10 Model questions

5.1 Social Inequality

Social inequality is characterized by the existence of unequal opportunities and rewards for different social positions or statuses within a group or society. It contains structured and recurrent patterns of unequal distributions of goods, wealth, opportunities, rewards, and punishments.

Human societies vary in the extent to which social groups as well as individuals have unequal access to advantages. Rousseau made a distinction between natural and social inequality. The former emerges from the unequal division of physical and mental abilities among the members of a society. The latter arises from the social entitlement of people to wealth or economic resources, political power and status regardless of potential abilities possessed by individuals. Not only do the economic resources of societies vary according to the level of development and structural features of society, but also different groups tend to have differential access to these resources. Power enjoyed by the social groups also differs and offers another related social advantage. Similarly, conventions, rules, customs and laws confer greater prestige and status on certain groups and occupations in most human societies. Hierarchy, stratification,

class-divisions are notions used by anthropologists, sociologists and political scientists to describe and denote social inequality. Anthropologists generally distinguish three types of societies in terms of social inequality. These are classified as egalitarian, rank and class societies.

In many pre-industrial agrarian societies, access to social opportunities and status was determined by birth. The ascribed role or status of an individual was assigned by virtue of factors outside his or her own control such as birth, sex, age, kinship relations, and caste. This assigned role was rationalised as divinely ordained and natural. The estates or orders of medieval Europe were unequally ranked and this hierarchy of ranks was legally recognised and approved by the religious-normative order of the society. In the Indian context, the caste system was another type of validation of social hierarchy. The individual's professional or occupational role came to depend on individual effort and ability in the modern industrial and democratic society.

5.1.1 Ways to Measure Social Inequality

There are two main ways to measure social inequality. They are,

- Inequality of conditions
- Inequality of opportunities

5.1.1. A) Inequality of conditions

Inequality of conditions refers to the dissimilar distribution of income, wealth, and material goods. A look at the habitations of people, for instance, will demonstrate the inequality of conditions, with the homeless and those living in housing projects sitting at the bottom of the social scale while those living in multi-million borne palaces at the top.

Another illustration is the position of whole communities, where some are poor, unstable, and agonized by violence, while others are invested in businesses and government so that they thrive and give safe, secure, and happy conditions for their occupants.

5.1.2. B) Inequality of opportunities

“The service to India means the service of the millions who suffer. It means the ending of poverty and ignorance and decrease inequality of opportunity”.

- Jawaharlal Nehru

Inequality of opportunities refers to the uneven distribution of life chances across individuals. This is reflected in measures such as educational qualification, health status, and treatment by the criminal justice system.

For instance, in India, recent debates on distributive justice have started to prioritize inequality of opportunities that is exclusively generated from circumstance factors beyond individual control. Using data from the National Sample Survey, studies have estimated that in India the circumstance factors that cause inequality of opportunity in consumption expenditure and wage-earning, are on the basis of caste, sex, region and parental background.

Discrimination of individuals, communities, and institutions is a major part of the process of reproducing social inequalities of race, class, and gender. For example, women are systematically paid less than men for doing the same work across the world.

5.2 Causes of Inequality

The following are the common causes of social inequality in society.

- Small services sector
- Neglecting the poor
- Uneven distribution of land
- Pressures from landowners and powerful groups
- Money lenders' policy
- Caste-based society
- Gender biased society

The following can be listed as the general causes of inequality in India.

- **Historical reasons:** Prejudice against particular sections of society since historic times which prevents their choice, opportunity, and accessibility to education, employment and health. Though policies like reservation have been implemented since Independence, they were successful only in the economic and political sphere, that too, to a limited section of people but failed largely in social upliftment.

- **Females were always treated as subordinate to and weaker than males:** Girl education is considered to be a burden on the family and women have limited choices in employment.
- **Large-scale informal employment:** 80% of the Indian labour force is employed in the informal sector. Informal sector jobs are more insecure, without regular pay and social security benefits. This increases the salary gap between formal and informal sectors.
- **Inter-state inequalities:** Growth has been different across sectors and regions. For example, the Green Revolution has disproportionately benefitted Western and Southern India, compared to Eastern India.
- A huge proportion of the population is quite dependent on husbandry but the share of husbandry to the entire GDP is falling.
- Studies show that globalization and the opening up of the economy has profited the rich more than the poor, therefore raising the level of inequality. Global platforms like WTO have performed in increased trade competitiveness affecting the returns of native investors and producers.
- According to a paper by the well-known Economist Thomas Piketty, tax progressivity which is a tool to contain the rise in inequality was progressively reduced. Wage inequality dispersion also increased in many sectors, as privatizations removed government-set pay scales, which were less unequal.
- Lack of skill development and jobless growth.

5.3 Discrimination and Marginalization in Education

5.3.1 Concept of Marginalization

The EFA Global Monitoring Report 2010: *Reaching the Marginalized*, defines marginalization as “a form of acute and persistent disadvantage rooted in underlying social inequalities”.

Marginalization is a multidimensional process that denies opportunities and outcomes to those living on the margins while enhancing the opportunities and outcomes for those who are at the centre.

The term Marginalization refers to the situation of individuals or groups who live on the margins of society. It is also known as Social Exclusion. Their conditions may be historical or cultural as they hang between social classes or cultural groups, without being fully united to the mainstream society. The term has different perspectives and nuances in the modern era of post-colonial, postmodern period and in a world that is mainly driven by market forces. In cultural anthropology, marginalization is a prime subject of study where ethnic groups and their social situations are studied. It may have various forms like class, caste, gender, community and so on at one level and at the other level groups who are subjected to economic and social deprivations. These groups are marginalized at multiple levels in India which has witnessed tremendous socio-political changes in both pre-independence and post-independence periods.

5.3.2 Marginalized Groups in Education in India

The Encyclopaedia of Public Health defines marginalized groups as, “To be marginalized is to be placed in the margins, and thus excluded from the privilege and power found at the centre”. Indian Constitution recognizes socially marginalized communities based on the Caste they belong to. On the basis of caste, Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and the religious minorities, and also women are considered marginalized in the field of education.

5.3.3 Role of Education in Addressing the Needs of Marginalized Groups

Education is the most powerful tool for social, economic and political transformation. A well-educated population, equipped with the appropriate knowledge, attitudes and skills are essential for economic and social development in twenty-first-century India. Education is the most potential tool for socioeconomic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity.

The distinct roles of education in addressing the necessities of marginalized groups are as follows:

- To empower the marginalized groups in education is a societal resource and a way to achieve egalitarianism.

- Given uniform opportunities for general, vocational, technical and professional education, most citizens will have the same status in society. Hence, Education is often considered an equalizer.
- Education brings about awareness of legal provisions that the marginalized can resort to in case of violations of their rights.
- To make awareness about the various schemes that help to combat hierarchy.
- To sharpen society's understanding of the impact of social stratification.
- To generate an egalitarian mindset among people by inculcating human values.
- To foster critical thinking, decision-making and such essential life skills that will help fight the negative effects of stratification.
- To integrate the marginalized into the mainstream through a common education system, compensatory education, and Laws such as the Right to Education Act.
- Taking the supportive actions of non-formal education in providing equalization of educational opportunities.

5.3.4 Present Scenario of Discrimination and Marginalization in the Indian Educational System

The Government of India has realized that exclusion based on children's caste, class, gender, and special needs can take many forms and affect access, participation, retention, achievement, and completion of elementary education and that it is the "single most important challenge in Universalizing Elementary Education (UEE)".

The Right to Education Act clearly lays out the duty of state and local authorities to ensure that poor children and those belonging to disadvantaged groups do not face discrimination or other arbitrary barriers to pursuing and completing their education.

- 1) The Government has found that there are different forms of exclusion of Dalit, tribal, and Muslim children by teachers, peer groups, and government officials.
- 2) The Government also has admitted that it is a combination of several factors that result in exclusion and therefore defines equity as "not only equal opportunity but also the creation of conditions in which the disadvantaged sections of the society ... can avail of the opportunity."

- 3) To ensure inclusion, the government also defines access broadly, going beyond merely making a school available within a specified distance, by ensuring that schools have “an understanding of the educational needs and predicament of the traditionally excluded categories” such as Dalits, tribal groups, Muslims, girls, and children with special needs.
- 4) The educational authorities in India need to create additional conditions conducive to including children from marginalized communities by furnishing schools with adequate capacity to address the learning needs of children, who often lack educational support at home and therefore may get enrolled in schools at a later age, or return to school after a gap.
- 5) Teachers are also sometimes insensitive to issues of social inclusion and equity. Local civil society groups working in education have previously reported and some researchers confirm that some teachers and students address children from marginalized communities using derogatory terms referring to their caste, tribe, or religion. These children are also frequently excluded from leadership positions in school such as becoming class monitors and participation in important school functions etc.
- 6) Too often, the implementing authorities at the state or district level deny that any form of segregation or discrimination takes place in schools, instead of properly enforcing the law and holding teachers accountable.

In 2012 a qualitative study commissioned by the government’s flagship education program, Sarva Shiksha Abhiyan, in six states found exclusionary practices in schools and said there was an urgent need for the authorities to acknowledge and address them. The study noted that regular attendance was a serious issue among children from extremely poor and marginalized communities and that when such children fall behind in learning they are ignored by teachers. The study concluded: “In all six states, teachers preferred to focus on ‘bright’ children who sat in the front rows. This process resulted in a self-perpetuating mechanism leading to exclusion.”

Tribal communities are often isolated, limiting their access to education. Human Rights Watch found that the impact of such isolation is exacerbated by both subtle and overt exclusion practices, largely due to the intersection between economic disadvantage and social marginalization.

Under the Right to Education Act, the state government and the relevant local authority are expected to ensure that no child is segregated or discriminated against in the classroom, during mid-day meals, in the playgrounds, in the use of common drinking water and toilet facilities, and in performing tasks such as cleaning toilets or classrooms. However, such segregation and discrimination continue.

Language can be a factor of exclusion for tribal children who often do not understand the medium of teaching. A 2012 study found that the “education administration apparatus that oversees the delivery of educational programmes has been developed and deployed in a mode of assimilation and domination which only reproduces the range of inequalities and disadvantages that most Adivasis face.”

Based on the report submitted by Human Rights Watch school visits in Dalit neighbourhoods often claims a lack of toilets, clean drinking water, or the required teacher-student ratio. In many of these schools, students sat outside or shared space with another grade because of a lack of classrooms or teachers.

5.4 Types of Inequality

The followings are some of the major types of inequality in the Indian society.

- Caste
- Class
- Gender
- Regions

5.4.1 Caste inequality

The term caste was first given by Portuguese travellers. It comes from the Latin word “*castus*” which means “pure”.

The caste system in India is one of the prolonged surviving systems of stratification on the Earth. Its roots are based in the theological model of cosmogony in Hindu scriptures, which speaks about the varna system in society: such as,

- The Brahmins (Priests and Teachers),
- The Kshatriyas (Warriors and Royalty),
- The Vaishyas (Traders, Merchants, and Moneylenders) and
- The Shudras (Those engaged in service-based jobs including lowly menial jobs)

Apart from these four varnas the fifth category of people was also found which is called the Ati-Shudra (the lowest of the low). They are outside the purview of the varna system and considered untouchables whose very shadow was viewed as polluting . These varna groups were mutually exclusive, hereditary, endogamous and occupation-based.

Caste is a stratification system where cultural or racial differences are used to accredit status. It is named, territorially delimited, and membership is determined by birth and unchanging. It is the fundamental social institution in India. It organizes the political, economic, and ritual life of people in the country.

Satyendra Kumar, Bihar Director for New Delhi-based Centre for Social Equity and Inclusion, told Human Rights Watch:

“Dalit children continue to be pushed out of the education system because of discriminatory behaviour of teachers and institutional exclusion such as poor investment in schools in Dalit habitations. Dalit children are made to feel inferior in schools and the schools reinforce caste norms. When it comes to any manual work such as cleaning of classrooms or picking up garbage, it’s always the Dalit children who are asked to do it”.

5.4.2 Class Inequality

Class is essentially a theoretical concept. They are strata of a particular kind. It can be defined in terms of roles and economic relationships.

According to Barbusse and Glaymann, 2004 & Vitt, 2007, Social class is a stratification system that divides a society into a hierarchy of social positions. It is a particular social position within a class stratification system (lower class, working class, middle class, and upper class). It can be defined as a large social group sharing common socio-economic characteristics (wealth, status, and power) and similar lifestyles.

Key issues/dimensions in the definition of class inequality

- Objective/subjective dimensions (being a member of a class based on objective criteria vs. feeling of belonging to a class without any objective criteria).
- Income-based definition vs. multidimensional perspectives (including status, power, prestige, culture...)
- Conflict vs gradation of strata/functionalist view
- Small/large number of classes
- Social reproduction vs. mobility

When we explore around, we are able to find that everyone doesn't possess an equal level of wealth or resources. We can see a billionaire whose house costs a billion dollars, but at the same time see beggars on the roads with no food or shelter. This is technically known as Class Inequality where people of a high class have surplus resources, while the majority live in poverty without basic needs, such as food, water, clothes or shelter. It is because there is no equal distribution of resources and influences of socio-economic conditions of the individual.

Occupation is the primary deciding factor of a person's class since it impacts their lifestyle, opportunities, culture, and the kind of people they associate with. Class-based families include,

- **The Lower class** – They are characterized by poverty, homelessness, and unemployment. They lack adequate housing and have limited opportunities.
- **The Working Class** – They include **unskilled workers** who are daily-wage workers who have no opportunity for career advancement. They are often called the working poor. The **skilled workers** in this class – e.g., carpenters, plumbers, electricians, technicians etc. — are often called **blue-collar workers**.
- **The Middle Class** – They divide into two levels according to wealth, education, and prestige. The **lower middle class** is often made up of educated people with lower incomes, such as small business owners, teachers, government or private sector workers etc (the so-called **white-collar workers**). The **upper middle class** is often made up of highly educated business and professional people with high incomes, such as doctors, lawyers, stockbrokers, and CEOs.

- The **Upper Class**: This class divides into two groups: *lower upper* and *upper upper*. The **lower upper class** includes those with “new money,” or money made from investments, business ventures, and so forth. The **upper upper class** includes those aristocratic and ‘high society’ families with ‘old money’ who have been rich for generations. These extremely wealthy people live off the income from their inherited riches. The upper upper class is more prestigious than the lower upper class.

5.4.3 Gender Inequality

Gender discrimination refers to the unequal or disadvantageous practices inflicted on someone because they belong to a specific gender. It is mostly the women who have to face such gender disparities.

Gender inequality is the social phenomenon in which people are not treated equally on the basis of gender. This inequality can be caused by gender discrimination or sexism. The treatment may arise from distinctions regarding biology, psychology, or cultural norms prevalent in society.

Education and learning opportunities: Gender-wise literacy rates in India shows a vast gap between men and women. As per 2011 census data, effective literacy rates (age 7 and above) were 82.14% for men and 65.46% for women. Parents are hesitant to spend on girls’ education because they have the pre-conceived notion that educating women is of no value as they will only serve their husbands and the in-laws after their marriage.

The Indian constitution provides equal rights and privileges for both men and women, but most women across India don’t enjoy these rights and opportunities guaranteed to them. This is because of a number of reasons which are listed below.

5.4.3.1 Causes of gender inequality

There are a number of causes for gender inequality in Indian society, such as:-

- Social Customs, Beliefs and Practices
- Poverty
- Illiteracy

- Patriarchal setup in our Indian society
- Lack of awareness among women

In India, traditionally, men and women were given rigid roles to which they had to adhere. For example, in villages, women are assigned to cook, clean, bear children and raise them and men are the ones who go out of home for work and earn money. But now the constitution of India assures equality of opportunity for all citizens the law does not allow any kind of **gender discrimination**. All are equal in the eyes of law and they must be given equal dignity and opportunities.

5.4.4 Regional Inequality

India is a diverse country with people belonging to different places, cultures, religions, languages etc. People have different life practices, food, clothes and also look different but it doesn't mean that they should be discriminated against. We need to recognise that equality is a **basic human right** and every human being on Earth deserves fair treatment and equal access to opportunities. In India regional inequality has increased after the economic reforms of 1991.

5.4.4.1 Factors which influences regional inequalities in India:

- Historical factors:** Historically, regional imbalance started in India from British system. British industrialists mostly preferred to focus their business in two states — West Bengal and Maharashtra — and more specifically to metropolitan cities like Kolkata, Mumbai and Chennai due to the availability of transport facilities. They constructed all their industries in and around these cities, neglecting the other parts of the country.
- Geographical factors:** Most of the Himalayan states, the hill districts of Uttar Pradesh and Bihar, Arunachal Pradesh and other North-Eastern states, remain mostly backward due to their inaccessibility and other practical difficulties. Adverse climate and susceptibility to flood are also major factors for the poor rate of economic development in the different regions of the nation as reflected by their lower agricultural productivity and lack of industrialization. Thus these natural factors lead to uneven growth in the different regions of India.
- Failure of planning:** Although balanced growth has been accepted as one of the major objectives of economic planning in India, sufficient efforts were not made to achieve

this objective. On the other hand, the backward states like Bihar, Assam, Orissa, UP, and Rajasthan have been receiving poor per capita plan outlay allocation in almost all the plans. Due to this practice, the imbalance between the different states in India has been continuously broadening.

- iv). **Financial:** Financial sector reforms in India have led to a booming stock market that has helped large firms finance their expansion easily, however, small and medium enterprises which are important engines of growth and productivity have not been able to access finance in rural India.
- v). **Infrastructure:** India's metropolitan cities i.e. Chennai, Bangalore, Delhi, Hyderabad, and Mumbai are at breaking point with regard to basic infrastructure such as power, water, roads and airports. The concentrated mushrooming of outsourcing companies in these cities leads to further higher growth, while other areas do not have the same situation that prevail in these metropolitan cities.
- vi). **Disparities in Socio-Economic Development:** In India, the states are distinguished by wide inequality in socio-economic development. This influences the regional imbalances in a country. The role of social development such as education in promoting literacy, especially of females, is a prerequisite for overall development.
- vii). **Political factors responsible for regional disparities:** Political instability in the form of unstable government, sectarian violence, law and order problems etc. have been blocking the regional flow of investment into the backward regions of India.
- viii). **Predominance of Agriculture:** The occupational structure of India is predominantly agricultural. In 1921, it was 76.0% and in 2021, nearly 72%. This indicates degeneration of economic situations, deindustrialization and realization of the economy. According to 2011 census, 58.02% population is still engaged in agriculture and remains poor as compared to industrialized countries.
- ix). **Lack of Motivation on the Part of Backward States:** Increasing regional imbalances in India have also resulted from a lack of motivation on the part of the backward states for industrial growth.
- x). **Locational Advantages:** This is a factor that plays an important role in determining the development strategy of a region. Due to some locational benefits, some regions of the

country are getting special favour in site selections of several developmental projects. Thus, regional inequality arises due to such locational advantages attached to some regions.

5.4.4.2 Consequences of Regional Inequality in India

- i). **Inter-State and Intra-State Agitations:** Uneven regional development or regional inequalities lead to several agitations within a State or between the States. The former combined State of Andhra Pradesh can be the best example of the consequences of intra-state regional imbalance in terms of development, which has led to various agitations for a separate Telangana State for several decades from 1969–2014.
- ii). **Migration:** Migration takes place from backward regions to developed regions in search of jobs. For example, migration from rural to urban. It happens because urban areas offer a better quality of life and more job opportunities
- iii). **Social Unrest:** Inequality in prosperity and development leads to friction between different sections of the society causing social unrest. For example, Naxalism. Naxalites in India function in regions which have been neglected for a long time where people are deprived of development and economic wealth.
- iv). **Pollution:** Centralization of industrial development in one place leads to air, water, land and sound pollution.
- v). **Housing, Water Problem:** The establishment of various industries in one place leads to insufficiency of houses resulting in abnormal increase in rental charges. For example, Chennai, Hyderabad, Mumbai, and New Delhi. Further, over population leads to water crisis.
- vi). **Frustration among Rural Youth:** Lack of employment opportunities in rural and backward regions leads to frustration, especially among the educated youth.
- vii). **Under-Developed Infrastructure:** Rural and backward regions do not have 24-hour power, proper houses, safe drinking water, sanitation, hospitals, transport and internet facilities.
- viii). **Aggregation of the imbalance:** Once a region is prosperous and has adequate infrastructure for development, more investments pour into that region, leading to he

neglect of the less developed regions. So, that particular region which is already prosperous develops further. For example, the rate of growth of metropolitan cities like Bangalore, Chennai, Delhi, Hyderabad, Kolkata, and Mumbai is higher compared to other metro cities of India.

5.4.4.3 Suggestions to eradicate regional inequality in India

- Identification of the backward regions and allocation of more funds.
- Government and the private sector must recognise that regional disparities can be removed only if special attention is paid to the backward areas which need more investments. It is also essential to formulate special policies and programmes for the development of backward areas like the North-Eastern regions.
- Good Governance to ensure equitable distribution of the gains of development to all the regions without any bias so that overall development takes place in a country.
- Political will is important for balanced regional development, i.e. to remove regional inequalities in a country.
- Incentives should be provided for encouraging investments in the backward regions.
- Developing new financial institutions in backward region.
- Formation of Regional Boards. (As per Article 321 D of the Indian Constitution, Regional Boards with necessary legal powers, funds should be instituted to remove regional disparities in the States.)
- Growth Corridors, comprising of education zones, agricultural zones and industrial zones should be initiated for the rapid development of backward regions in the states.
- Strict restrictions should be imposed on the usage of productive agricultural lands for non-agricultural purposes.
- Usage of natural resources to develop tribal areas to be implemented.
- A composite criterion for finding backward areas (with the Mandal/Block as a unit) based on indicators of human development including poverty, literacy and infant mortality rates, along with indicators of socio-economic infrastructure should be developed by the NITI Aayog.

- Union and State Governments should accept a formula for Mandal/ Block-wise distribution of funds focused on more backward regions.
- Strengthening local governments and making them responsible and accountable.
- A system of rewarding States (including developed States) achieving crucial reductions in intra-State disparities should be introduced.
- More funds need to be given to ensure core infrastructure at the inter-district level in less developed States and backward regions.
- A greater share of Union Government funds should be allocated to backward states.
- Implementing Special Area Programmes like Desert Development Programme, Drought Prone Area Programme, etc.
- Improvement of forward and backward linkages in the backward regions.
- Special grants are to be provided to the backward and tribal areas.
- Schools to be opened giving free and compulsory education to remove illiteracy.
- Set up hospitals and dispensaries to give medical care to the people.
- Water facilities to be ensured for all people.
- Cottage and small industries are to be promoted to offer employment opportunities.
- Proper transport facilities should be made to link different places.
- Eradicate Caste and Religion politics and stepping towards “Balanced Regional Development” is the need of the hour to reduce “Regional Imbalances in India”.
- Government must speed up developmental initiatives in backward regions of India to remove regional inequality.

5.5 Abolition of Social Inequalities Through Education

The way that education is delivered to assure its positive impact on breaking inequality can be maximized. To do this, education needs to be:

- **Universal:** Primary school enrolment is now more or less universal, with almost as many girls enrolling as boys, a huge challenge only a generation or so ago.
- **Free:** Government investment in free education is vital to banish social inequality because it gives every child a fair chance, not just those who can afford to pay. Fees of any kind at pre-primary, primary and secondary levels which may exclude the poorest, and especially girls to be abolished.
- **Public:** When publicly provided education works, the scale and speed of its outcome cannot be matched. Many public education systems face challenges regarding learning outcomes, but the answer is adequate investment, not turning to the private sector, as donors like the World Bank are increasingly advocating.
- **Investment in teachers:** An empowered and professionally trained teacher is the significant contributor to ensuring quality education.
- **Inclusive:** Education and teaching must address the specific learning needs of all students and be designed to meet the needs of those left out and left behind, including children with disabilities, minorities, marginalized groups, the poorest and out-of-school children.
- **Relevant:** The curriculum, or content which is taught in school, is essential to ensuring the maximum impact of education on reducing social inequality. Teaching needs to be in the regional language and done at a pace that benefits all children. Curricula should challenge traditional attitudes to gender equality and empower critical and creative thinking in children.
- **Accountable to families and citizens:** Good education systems should possess good public oversight mechanisms. These assure that every school is properly scrutinized and accountable to those it serves.

5.5.1 Education Can Close the Gap between Rich and Poor

Good-quality public education for all can be a powerful means for greater equality. Governments can take the cost of a quality education away from families, with an immediate effect on the economic gap between the rich and poor, as the cash benefit is proportionately far greater for families with lower incomes.

Apart from this boost to incomes, a good education is an engine of equality in other important ways, by

- **Reducing poverty:** Education reduces the disparity between higher incomes and lower poverty. It is estimated that poverty could be reduced by half if universal primary and secondary education were achieved. UNESCO estimates that every year of schooling increases earnings by nearly 10% for men and up to 20% for women.
- **Boosting opportunity for all:** Social mobility, i.e. the probability for children from poor families to end up better off than their parents, is intimately bound to the availability of education.
- **Bringing society together:** Schools can be places where children from all levels can become friends, and the barriers of inequality break down. They can challenge the rules that preserve economic inequality in broader society, and offer young people the tools to go into the world and make more equitable societies.
- **Supporting democratic societies:** Education provides individuals with the tools to practise their right to an equal say over the structures and policies that govern their lives, which promotes democracy. Many researches show that greater education leads to greater political and civic engagement.

5.5.2 Education can close the gap between women and men

Good education has significant power to enhance equality between women and men. Education can help tackle gender biases in wages, poverty, reproductive autonomy and political power. The more educated women are, the closer their earnings are to those of men.

The more educated women are, the more power they have over their lives, particularly over when they marry and how many children they have. For example, if all girls in sub-Saharan Africa and South and West Asia completed secondary education, there would be a 64% drop in child marriages.

The more educated mothers are, the healthier they and their children are. UNESCO estimates that if all women had completed primary education, there would be a 66% reduction in maternal deaths globally and a 15% reduction in child deaths.

Finally, and perhaps most significantly, good quality education has the power to challenge traditional social attitudes and ensure that girls and boys know that they are equal.

5.5.3 Education to fight inequality

“Education is not a way to escape poverty. It is a way of fighting it”.

- Julius Nyerere.

Economic inequality is growing continuously. The kind of education system a country has will have a major impact on the capacity to respond to this. Access to good quality education for individual children opens a pathway to liberation from poverty and illness, towards the fulfilment of basic rights. It can transform lives and bring children out of the shadows of poverty and marginalization. For societies, it acts as a leveller, and as an agent for greater equality. Rapidly investing in quality public education for all should be a priority for all nations.

To make equitable and good-quality public education that can help fight economic and gender inequality, policymakers must focus on the following actions:

- Provide universal, fee-free education from pre-primary to secondary
- Focus on policies that can help to deliver quality for all
- Maintain more equal education systems
- Focus on building public systems first; stop supporting privatization
- Ensure education works to strengthen equality for girls and women
- Fully fund public education systems to deliver quality and equality for all

5.5.4 Education is the great equalizer

Public education has long been described as ‘the Great Equalizer’ because of its transformative power over individuals and society. It can help to tackle extreme income inequality and chronic poverty; ensure that economic growth is more broadly shared by acting as a redistributive tool; and lead to more equitable national economies.

5.6 Summary

Social inequality results from a society organized by scales of class, race, and gender that inversely distributes access to assets and rights. In this way, a good-quality education can be liberating individuals, and it can act as a leveller and equalizer within society, closing the gap between rich and poor, and women and men. However, the converse can also be true: a highly

unequal education system can pull us further apart. This is because an education system that is itself highly unequal will contribute towards more unequal societies by solidifying pre-existing inequalities and limiting social mobility.

In this unit, we have studied social inequality, its causes and its various types, discrimination and marginalisation of education, and the how education helps to abolish social inequality in Indian society.

5.7 Key Words

Social inequality, discrimination and marginalisation in education, caste, class, gender, regions, abolition of inequality.

5.8 Check Your Progress

1. _____ is the primary deciding factor of a person's class since it impacts in their lifestyle, opportunities, culture and other association
2. Which article of the Indian constitution provision the formation of regional boards to remove regional disparities in the States? _____ .
3. Public education has long been described as _____ because of its transformative power over individuals and society.

5.9 Check Your Answers

1. Occupation
2. Article 321 D
3. The great equalizer

5.10 Model questions

1. List out the causes of social inequality.
2. Describe discrimination and marginalisation in education.
3. Explain the factors which influence regional inequalities in India.
4. Write a short note on how education abolishes social inequalities.

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LESSON - 6

EDUCATION FOR MARGINALISED GROUPS

Introduction

The Right to Education is universal and does not permit any form of exclusion or discrimination. However, all countries face challenges regarding equal opportunities for all in accessing education. Marginalised groups are often left behind by national educational policies, refusing many people their right to education.

The Constitution of India gives provisions for Free and Compulsory Education to all children of the age group of 6 to 14 years to ensure the universalization of primary education. In 2009 the Right of Children for Free and Compulsory Education Act was enacted in India to ensure the same. Even though almost all children were enrolled in the school many of them do not attend classes which results in dropping out. The reason for dropping out may arise from their socio-economic background including ethnicity, caste, economic condition, gender, and religion. Children with special needs are also deprived of education due to inadequate facilities and specialized training. Many studies found that there exist some exclusionary practices on the part of school authorities in many parts of the country which badly influence the education of children from marginalized groups although the officials responsible in this regard hesitate to admit the fact.

Learning Objectives

After going through this lesson, you will be able to

- Describe who all are the marginalised groups in India.
- Discuss equality of educational opportunities.
- List out Problems of Equality of Educational Opportunity in India
- Critically analyse privatization in the Indian education system
- Explain unemployment and underemployment

Structure of the Lesson

- 6.1 Marginalisation**
- 6.2 Equalization of Educational Opportunities**
- 6.3 Unemployment and Underemployment**
- 6.4 Privatization in Education**
- 6.5 Summary**
- 6.6 Keywords**
- 6.7 Check Your Progress**
- 6.8 Check Your Answers**
- 6.9 Model questions**

6.1 Marginalization - Meaning

Marginalization is a universal tendency related to social stratification. In marginalization, opportunities and benefits are denied to the individuals living on the “margins” while encouraging opportunities for those who are in the “Centre” of society (Ramesh, 2013). The lower literacy level of education and the continued discrimination of marginalized in educational institutions pose a major problem.

Marginalization may be –

- Gender-related
- Culture-related
- Location- related
- Poverty-related or
- Special groups including disabled, gifted children and children living with HIV and Aids, etc.

Many communities around the world show bias based on caste and class resulting in the exclusion of marginalized people. It may directly affect the attainment of effective abilities in the spheres of education, profession and livelihood.

6.2 Equalization of Educational Opportunities

Democracy believes in equality. Humans lead fuller lives in a democratic set-up through education. Quality of life is determined by the quality of education. The widest provision of educational opportunities for all its members, and not for a few only, will help people to survive and succeed in a democracy.

After independence, India formulated the goal of equalisation of opportunity in education and employment, because India believed in the philosophy of democracy. The constitution of India also promises educational opportunities to all citizens of the country.

With reference to the equalisation of educational opportunity, the report of the Education Commission 1964-66 states, "One of the important social objectives of education is to equalize opportunities, enabling the backward, underprivileged classes and individuals to use education as a lever for the improvement of their condition".

- A.H. Halsey suggested that the role of education must largely be to maintain a society of equals.
- A sociologist Brian Simon asserts that, education's objective should be equality.
- According to NPE-1986, equalisation of education means "to provide for equal opportunity to all not only in access but also in the conditions for success".

6.2.1 Meaning of Equality of Educational Opportunity

Equality of educational opportunity contains the provision of education for all, irrespective of religion, caste, creed, sex and location. It doesn't mean identity of educational opportunity but a means best matched to the intelligence and aptitude of every student. Thus, the National Policy on Education (NPE) 1986 emphasized that equality of education means "to provide for equal opportunity to all not only in access but also in the conditions for success."

6.2.2 Constitutional Provisions for Equality of Education

The following Articles of the Indian Constitution stress the equality of educational provisions:

1. **Article 26 (1):** It states that education is a fundamental right. No person should be denied admission to educational institutions on the grounds of caste, colour, creed, religion or any one of them.
2. **Article 21 (A):** The 93rd Amendment of the Directive Principles of State Policy declares that “the State shall endeavour to provide ... free and compulsory education for all children until they complete the age of 14 years.” Thus, it provides equal opportunity to all children for primary education.
3. **Article 46:** The State shall promote with special care the education and economic interests of the Scheduled Castes and Scheduled Tribes and the weaker sections of the society.

6.2.3 Problems of Equality of Educational Opportunity in India

- Lack of educational institutions.
- Variation in the economic status of the people.
- Gender inequality.
- Deviation in the quality of educational institutions.
- Dissimilarity in the home environments of the children.
- The distinction between rural and urban, backwards and advanced classes.
- Unavailability of adequate opportunities.
- Social and Psychological Controls.
- Absence of motivation for education.
- Poor self-concept of parents.

6.2.4 Measures Taken to Achieve Equality of Educational Opportunities in India

After the independence, the Government of India established a number of initiatives to strengthen the educational base of SCs and STs and other weaker sections of the society under the following educational schemes:

1. Sarva Shiksha Abhiyan (SSA)
2. Kasturba Gandhi Balika Vidyalayas
3. Mid-Day Meal Scheme
4. Kendriya Vidyalayas (KVS)
5. National Institute of Open Schooling (NIOS)
6. Community Polytechnics

6.2.4.1 For Scheduled Castes and Scheduled Tribes and Other Backward Classes (SC/ST/OBC)

With a view to ensuring safeguards against the exploitation of Scheduled Castes and Scheduled Tribes and Other Backward Classes and to promote and protect their social, educational, economic and cultural interests, special provisions were made in the Constitution. Due to their social disability and economic backwardness, they were grossly disadvantaged in getting a reasonable share in elected offices, Government jobs and educational institutions and, therefore, it was considered essential to follow a policy of reservations in their favour to ensure their equitable involvement in governance.

Consequently, the National Commission for Scheduled Castes and Scheduled Tribes came into existence on the passing of the Constitution's Sixty-Fifth Amendment bill (1990) which was notified on 8-6-1990. However, the Eighty-Ninth Amendment Act, 2003 came into force on 19-2-2004 vide notification of that date, the National Commission for Scheduled Castes & Scheduled Tribes got bifurcated and a separate National Commission for Scheduled Caste was constituted. Article 338B deals with the structure, duties and powers of the National Commission for Backward Classes (NCBC). Each Commission has a Chairperson, a Vice-Chairperson and three other members (including a woman member).

The disparity in educational development between different sections of the society has led to many social and economic ills and non-harmonious development of the individual learners' personality.

The following are some important means which should be adopted by the schools to facilitate SC/ST/OBC education.

1. Norms for opening primary schools have been relaxed.
2. Abolition of tuition fees, arrangement for hostel facilities, free textbooks, uniforms, school bags etc. should be provided to the SC/ST/OBC students.
3. Emphasis on special coaching for SC/ST/OBC students. Facilities for coaching should be provided as well as scholarships at the secondary stage for talented students from rural areas.

The Role of the Teacher

- As a rule, the school staff should look for, provide and ensure non-discrimination between the children of SCs/STs / OBCs and other communities.
- Using caste names/derogatory words when taking classes/attendance of students should be avoided.
- Teachers should treat all the children equally and give opportunities to all to participate in the curricular and co-curricular activities of the school.
- Meetings between the staff and parents of SCs/STs/OBCs should be arranged regularly.
- Teachers should have a special responsibility to educate first-generation learners of SCs/STs/OBCs.

6.2.4.2 For Women

The National Commission for Women was created as a statutory body in January 1992 under the National Commission for Women Act, 1990 to:

- Review the Constitutional and Legal safeguards for women
- Recommend remedial legislative measures
- Facilitate redressal of grievances
- Advise the Government on all policy matters affecting women.

The Commission comprises a chairperson and five members. At least one member each shall belong to Scheduled Caste and Scheduled Tribe respectively.

Education will be used as an agent of fundamental change in the status of women. Women's studies will be promoted as part of different courses and educational institutions will be encouraged to take up active programmes to further women's development. The abolition of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through the provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be given to women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations and technologies.

6.2.4.3 For Disabled Children

The different categories of disabled children requiring special educational facilities are listed as follows:

- Blind,
- Partially Sighted,
- Deaf,
- Partially Hearing,
- Educationally Abnormal,
- Epileptic,
- Maladjustment,
- Physically Handicapped,
- Affected by Speech Defect,
- and Delicate.

Integrated Education for Physically Challenged (I.E.P.C) came into force in 1974 to provide educational opportunities for disabled children in the general school system.

Unless and until disabled children get an equal opportunity for education, we can't achieve our national goal. It is to bring about effective measures to encourage academic development and vocational possibilities. For this, teachers and parents are to work hand-in-hand to make integrated education an effective mode of education.

Recommendations of the NPE (1986) on Equal Opportunity to Education for Disabled Children

The NPE (1986) states that the objective should be to integrate physically and mentally handicapped with the general community as equal partners for normal growth and to enable them to face life with courage and confidence.

- Wherever it is possible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teacher's training programmes will be re-oriented to deal with handicapped children.
- Regular classroom facilities even by changing the environment of the classroom to suit their needs.

6.2.4.4 For the Religious Minorities

The National Commission for Minorities was constituted by the Government of India in 1993. It was envisaged in the Ministry of Home Affairs Resolution dated 12.01.1978, which specifically mentioned that **“despite the safeguards provided in the Constitution and the laws in force, there persists among the minorities a feeling of inequality and discrimination”**.

Article 30 of the Indian Constitution provisioned certain cultural and educational rights to establish and administer educational institutions.

1. All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their own.
2. The State shall not discriminate against any educational institution in general that is under the management of a minority based on religion or language.
3. Scheme of financial assistance for the modernization of Madrasa education.

6.3 Unemployment and Underemployment

6.3.1 Unemployment - Meaning

The term Unemployment refers to the situation when a person who is actively searching for employment is unable to find a job. It is often used as a measure of the health of the economy of the country. The most frequent measure of unemployment is the unemployment rate.

National Sample Survey Organization (NSSO) defines employment and unemployment on the basis of the activity statuses of the person:

- Working (engaged in economic activity) i.e. 'Employed'.
- Seeking or available for work i.e. 'Unemployed'.
- Neither seeking nor available for work.

The first two constitute the labour force and the unemployment rate is the percentage of the labour force that is without work.

6.3.1. A) Types of Unemployment in India

1. Open Unemployment

Open unemployment is a condition wherein a large section of the labour force does not get a job that may yield them a regular income. It can be seen and counted in terms of the number of unemployed persons. The labour force increases at a faster rate than the growth rate of the economy. Therefore, all people do not get employment.

2. Disguised Unemployment

This is a situation in which more people are doing work than actually required. Even if some are quiet, production does not suffer. In other words, it denotes a situation of employment with surplus manpower in which some workers have zero marginal productivity. Overcrowding in agriculture due to the rapid growth of the population and lack of alternative job opportunities may be cited as examples of disguised unemployment in India.

3. Seasonal Unemployment

It happens during certain seasons of the year. In some fields/industries and occupations like agriculture, holiday resorts, ice factories etc., production activities take place only in some

seasons. So, they offer employment for only a certain period of time in a year. People working in such types of activities may remain unemployed during the off-season.

4. Cyclical Unemployment

Cyclical unemployment is caused by trade cycles at regular intervals. Generally, capitalist economies are based on trade cycles. The fall in business activities results in unemployment. Cyclical unemployment is commonly a short-run phenomenon.

5. Educated Unemployment

Among the educated people, other than open unemployment, many are underemployed because their educational qualification is not equal to the job. The faulty education system, mass output, preference for white-collar jobs, lack of skills and the reduction of formal salaried jobs are mainly responsible for unemployment among educated youths in India. Educated unemployment is either open or underemployment.

6. Technological Unemployment

It is the result of certain changes in the techniques of production which may not warrant much labour. Modern technology being capital intensive requires fewer labourers and contributes to this kind of unemployment.

7. Structural Unemployment

This type of unemployment emerges due to drastic changes in the economic structure of the nation. These kinds of changes may influence either the supply of a factor or the demand for a factor of production. This unemployment is a natural outcome of economic development and technological advancement and innovation that are taking place rapidly across the world.

8. Underemployment

It is a condition in which people employed contribute less than their capacity to production. In this type of unemployment, people are not beneficially employed. They may be engaged either on a part-time basis, or undertake a job for which lesser qualification is required. For example, a Post Graduate individual may work as a clerk for which only S.S.L.C. is enough.

9. Casual Unemployment

When a person is employed on a day-to-day basis it is known as casual unemployment. It may occur due to short-term contracts, shortage of raw materials, fall in demand, change of ownership etc.

10. Chronic Unemployment

If unemployment continues to be a long-term feature of a country, it is known as chronic unemployment. The rapid growth of the population and deficiency in economic development on account of the vicious circle of poverty are the main reasons for chronic unemployment.

11. Frictional Unemployment

It is caused due to improper adjustment between the supply of labour and demand for labour. This type of unemployment is due to immobility of labour, lack of correct and timely information, seasonal nature of work etc.

6.3.1. B) Measurement of Unemployment in India

National Sample Survey Office (NSSO) is an organization under the Ministry of Statistics and Programme Implementation (MoSPI). It measures unemployment in India using the following approaches:

- **Usual Status Approach:** This approach calculates only those persons as unemployed who had **no gainful work for a major time during the 365 days** preceding the date of the survey.
- **Weekly Status Approach:** This approach estimates only those persons as unemployed who **did not have gainful work even for an hour on any day of the week** preceding the date of survey.
- **Daily Status Approach:** In this approach, the unemployment status of a person is measured for each day in a reference week. A person having **no gainful work even for 1 hour in a day** is described as unemployed for that day.

6.3.1 C) Causes of Unemployment

- Large population.
- Low or no education levels and vocational skills of the working population.

- Less state support, legal complexities and low infrastructural, financial and market linkages to small/ cottage industries or small businesses, making such enterprises unviable with cost and compliance overruns.
- More workforces are associated with the informal sector due to a lack of required education/ skills, which is not captured in any employment data. For example, domestic helpers, construction workers etc.
- The syllabus taught in schools and colleges is not as per the current requirements of the industries. This is the main cause of structural unemployment.
- Inadequate growth of infrastructure and low investments in the manufacturing sector, hence restricting the employment potential of the secondary sector.
- Low productivity in the agriculture sector combined with a lack of alternative opportunities for agricultural workers makes the transition from primary to secondary and tertiary sectors difficult.
- Regressive social norms that prohibit women from taking/continuing employment.

6.3.1 D) Impacts of Unemployment

- Unemployment increases poverty.
- Young people after a long time of unemployment may involve themselves in illegal and wrong activities for earning money. This also leads to an increase in crime in the country.
- Unemployed persons can easily be attracted by antisocial elements. This makes them lose faith in the democratic values of the country.
- It is often seen that unemployed individuals end up getting addicted to drugs and alcohol or attempting suicide, leading to losses to the human resources of the country.
- It also affects the economy of the country as the workforce that could have been gainfully employed to generate resources actually gets dependent on the remaining working population, thus escalating socioeconomic costs for the State. For instance, a 1 percent increase in unemployment reduces the GDP by 2 percent in India.

6.3.1 E) Steps Taken by Government to Reduce Unemployment

- The Government of India launched the **Integrated Rural Development Programme (IRDP)** in 1980 to create full employment opportunities in rural areas.
- **Training of Rural Youth for Self-Employment (TRYSEM):** This scheme was implemented in 1979 with the objective to help unemployed rural youth between the age of 18 and 35 years to acquire skills for self-employment. Priority was given to SC/ST Youth and Women.
- **RSETI/RUDSETI:** With the aim of mitigating the unemployment problem among the youth, a new initiative was tried jointly by Sri Dharmasthala Manjunatheshwara Educational Trust, Syndicate Bank and Canara Bank in 1982 which was the setting up of the “**RURAL DEVELOPMENT AND SELF EMPLOYMENT TRAINING INSTITUTE**” with its acronym RUDSETI near Dharmasthala in Karnataka. It is now managed by Banks with active cooperation from the Government of India and the State Government.
- By merging the two erstwhile wage employment programmes – The National Rural Employment Programme (NREP) and Rural Landless Employment Guarantee Programme (RLEGP) the **Jawahar Rozgar Yojana (JRY)** was started in 1989 on an 80:20 cost-sharing basis between the Union government and the State Governments.
- **Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA):**
- It is an employment scheme that was launched in 2005 to provide social security by guaranteeing a minimum of 100 days of paid work per year to all families whose adult members are eligible for unskilled labour-intensive work.
- This act ensures the Right to Work to people.
- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**, launched in 2015 has an objective of enabling a large number of Indian youths to take up industry-relevant skill training that will help them in securing a better livelihood.
- **Start-Up India Scheme**, launched in 2016 aims at developing an ecosystem that promotes and nurtures entrepreneurship across the country.
- **Stand Up India Scheme**, launched in 2016 aims to facilitate bank loans between Rs. 10 Lakhs and Rs. 1 Crore to at least one SC or ST borrower and at least one women borrower per bank branch for setting up a greenfield enterprise.

6.3.2 Underemployment - Meaning

Underemployment occurs when a person does not work full time or takes a job that does not match their actual training and financial needs, which means, their job doesn't use all their skills and education or provides less than full-time work. This is not the same as unemployment, which refers to individuals who are not currently employed at all.

Calculating Underemployment

Underemployment is divided into three general categories, as follows:

- Skilled workers in low-income jobs
- Skilled workers in jobs that don't fully utilize their skills
- Part-time workers who would rather work full-time

6.3.2 A) Types of Underemployment

Two types of underemployment exist: visible and invisible.

Visible

Visible underemployment comprises employees who work fewer hours than what is considered normal in their field or industry. They possess the skills to work in a full-time position but are unable to find regular employment. They usually work part-time jobs to make ends meet.

Invisible

Invisible underemployment refers to people who work in jobs that don't utilize their skills – such as a financial analyst working as a waiter in a restaurant. This type of underemployment is very difficult to measure and requires extensive research and surveys.

In addition, a third type of underemployment exists, which is called “marginally attached to the labour force.” It includes people who have looked for employment in the past year, who would like to work, and are available for work, but are “discouraged workers” or those who have given up looking for employment altogether because of their prolonged inability to find work.

Underemployment also includes people with full-time employment but who live below the poverty line. They are known as the “working poor”.

6.3.2 B) Causes of Underemployment

There are many factors which influence underemployment in an economy. Some important causes are, as follows

I. Business cycle

One of the main causes for underemployment is the business cycle the economy currently operates in. If the economy is in a recession or economic depression, it is unlikely that organizations will be hiring many full-time positions.

II. Supply and Demand

Underemployment also exists when the supply of workers is greater than its demand. The main reasons can be an increase in population growth or a decrease in the demand for a product.

For example, in India, the overproduction of engineering graduates leads to unemployment and underemployment. Because it does not fulfil the demand and supply needs of India.

III. Technological changes

Sometimes technology takes the job of a worker who would have previously been employed in a position that has since become automated. For example, vending machines have taken the jobs of some cafeteria workers and cashiers, and ATMs have replaced some bank tellers.

6.3.2 C) Effects of Underemployment

Underemployment is a social problem that affects job growth, business growth, poverty levels, and the emotional and psychological health of underemployed people.

a. Poverty levels

When a person is forced to take up jobs that do not match their skills, they typically receive an income that is below their quality. With low income, families do not consume as many goods and services as before which increases the poverty level.

The reduction in demand leads to slow business growth, pushing the economy toward a recession or depression due to low Gross Domestic Product (GDP) and little to no job growth.

b. Structural unemployment

With underemployment, workers who no longer work in their chosen field lack the ability to update their skills with on-the-job training. Some people acquire skills in different industries while others drop out of the workforce altogether. This phenomenon is commonly known as structural unemployment.

c. Psychological problems

Underemployment can cause poor mental health. The stress, depression and anxiety are a result of not being able to make ends meet, which creates a sense of inadequacy. Relationships with family members and relatives can also suffer as a result of underemployment. Underemployment can vigorously affect an individual's mental and emotional health.

6.4 Privatization in Education

Education is the most significant and powerful tool invented by mankind to shape and mould every person for personal as well as social life. In brief, it prepares man for life. Moreover, it is a significant source of employment, income and standard of living. So, everyone gives importance to higher education. As a result, it has become one of the basic necessities of individual life in the materialistic and knowledge society. Hence, the demand for higher education has expanded especially after the independence of India. But the Union and the State Governments are not able to meet the increasing demand for higher education due to financial pressures, the non-availability of appropriate places and the cost of higher education. Thus, it encourages individuals and organizations to establish colleges and deemed universities. As a result, the number of self-financed arts and science, engineering and medical colleges has increased on the one hand and increased the large gap between the demand and supply of higher education.

6.4.1 Objectives of Privatization of Education in India

Privatization in India has been accepted with the following objectives. They are,

- Providing Quality Education
- Development of Technological Advancement

- Decreasing the gap between Industry and Education
- Achieving more private ownership in society and reducing the burden of Government.
- Giving education in remote areas and small urban areas.
- Generating highly skilled individuals for development in India.
- Bring up the standard of education to meet international standards.

6.4.2 Emergence of the Private Sector in India

The private sector has emerged in India due to the following reasons.

- **A shift in policy:** According to Article 45 of the constitution of India, there should be free and compulsory education for all children between the ages of 6-14 years. So attention has shifted to elementary education. As a result, the involvement of the state in higher education has decreased.
- **Mass approach to Higher Education:** This kind of approach to higher education has resulted in the phenomenal growth of a number of institutions of higher learning.
- **Increased demand for an enlightened workforce:** In recent years, there is a revolution in the sphere of technology. It has resulted in an improving market economy.
- **Economic compulsion:** Education is also related to globalization through Cultural integration. In terms of a competitive market scenario, the countries are left with no choice other than to depend on education and training to deal with economies.
- **Charting the pressure of Privatization:** Demand for education is high in India. If the government cannot afford to provide financial support for all the education that parents expect for their children then those parents will seek private suppliers.
- **Demand side pressure:** Government is not able to cope with the increase in enrolment because they must raise money from the taxpayers. In this situation, private provision is the only way in which the education system can grow in response to increased demands.
- **Push and Pull Factors:** There is corporate pressure to privatize the education system.

One of the factors is global economics and social change. Whenever globalization is connected with market liberalization, it will result in encouraging the government to seek more efficient, more flexible and more expensive systems.

6.4.3 Causes of Privatisation

The significant causes of the privatization of education include the following.

- Control of budgetary deficit
- Resource mobilisation
- Reduction of extra tax burden
- Flow of funds to public
- Production increase
- Recovery of civil servants from public enterprises to better utilisation in governance and administration.
- Increase in competition, both in national as well as international markets.
- Disinvestments and other liberalisation measures.

6.4.4 Privatization Policy and Programs in Education

- i. **Public School Choice:** To maintain control over the provisions and funding of education, Government agencies may allow parents to make choices. There are suitable facilities for students in these schools. It is likely to allow the enrolment of students in any public school. These policies are called 'open enrolment' or 'school choice programmers'.
- ii. **Liberalization:** Private schools are handled through laws Liberalization would imply reducing the bureaucracy's control over the public schools and making them more efficient and flexible.
- iii. **Private Contracting of specific services:** It may be the most general approach to privatization and the least when reduced to specific services. For example, a number of companies emerge as contractors to the school for the supply of textbooks, food, transport and cleaning services.
- iv. **Tuition Tax Credits and Deductions for Parents:** One way to boost private expenditure on education is to make those expenditures exempt from taxes. If families of students get to benefit from these tuition tax credits, it will result in encouraging privatization.

- v. **Subsidies and assistance grants to private schools:** To foster competition between public and private schools is to give subsidies or assistance grants directly to private schools. It will result in reducing the financial burden on the public sector.
- vi. **Home Schooling and private payment for schooling:** Some families may withdraw from the education system and school their children at home. It is the ultimate form of privatization in education, privately funded, privately provided and monitored strictly through government agencies.
- vii. **Competition between schools and education agencies:** To create an educational market is to encourage schools or agencies at different levels. In contrast, when families have a choice of school, they will select the best school to meet their needs. So, privatization reforms would involve making a system where schools compete with each other to offer the highest quality education.
- viii. **Giving employment to a number of trainees:** There is a large number of private training institutions in our country which attract a large number of students after their graduation or post-graduation. After passing B. Ed / M. Ed, they are eligible for teaching jobs.
- ix. **Providing Technical and Engineering education:** Through private technical colleges, a number of students get diplomas or degrees in their respective streams like Diploma Electrical/ Mechanical/ Computer Science and Engineering.

6.4.5 Advantages of Privatisation of Education

Privatisation of education has brought many benefits to our society, which include the following:

- **Accessible Education:** There is a great increase in the number of schools and other educational institutions across the country. Education is now easily accessible to people who can afford to pay the fees.
- **Improved Infrastructure:** Indeed, the private sector has brought about many notable infrastructural changes and introduced state-of-the-art framework and technology into the field of education.
- **Advanced teaching:** They have introduced modern techniques and technologies in teaching which help students to learn better and increase their performance. The different modern education technology includes smart classrooms, smart boards, virtual learning, tabs and other gadgets, class flow, etc.

- **Liberty to choose institution:** More schools and colleges have provided parents with a variety of options to choose from.
- **Extracurricular activities:** All private schools nowadays provide new and interesting activities that help students to learn new things and become active in all aspects.

6.4.6 Disadvantages of Privatisation of Education

While the privatization of education has made many constructive contributions, it has unfortunately come with many unhealthy and harmful consequences.

- **The disparity between public and private schools:** Private sector has raised the bar too high for the government schools to match up. The govt. schools do not have sufficient resources to match the benchmarks set by the private sector.
- **Pricey Fee Structures:** Many modern private schools have set their fees so high that low-income parents cannot afford to send their children to them.
- **Business Motive:** The focal point of many private schools has shifted from providing education to earning money, making education into a business. This can very well be seen in the high donations demanded for admission of even bright children, apart from their pricey fee structure.
- **Unreachable for Poor:** In order to maintain a high academic standard and financial gain, many of these institutions avoid the admission of people from poor families. Such children are neglected even if they are interested in seeking quality education.
- **Lack of trained teachers:** Some schools are not able to provide standardised education due to a lack of trained teachers. They are unable to ensure quality education on an uninterrupted basis.
- **Irregularity:** It can be noticed that many private teacher education institutions offer irregular B.Ed. or M.Ed. programmes to those working in private schools/other institutions with the regular degree certificate.

Though privatisation has made significant contributions and alternatives in the education sector it does increase the burden on public schools and also does not comply with human rights regulations. It is observed that it has expanded the sector by introducing complex

infrastructure and modern techniques of teaching. It has highlighted the need to monitor the schools on the basis of equality, monetary demands and human rights compliance.

6.5 Summary

The Constitution of India guarantees equality as a fundamental right for all its citizens. Hence it is mandatory to provide equal opportunities to all without any discrimination. Thus, it is essential to raise the level of awareness among the marginalized people of their legitimate rights. The lesson talks about equalization of educational opportunities especially for SC/ ST, OBC, Women, Handicapped and Religious minorities. And also, it analyses unemployment and underemployment and their implications. It gives detailed information about privatization of education.

6.6 Keywords

Marginalized groups, Equalization, Unemployment, Underemployment, and Privatization in Education.

6.7 Check Your Progress

1. Mention the article of the Indian Constitution that guarantees free and compulsory education for all children until they complete the age of 14 years
2. State the formula-for measuring unemployment rate _____.
3. Public school choice policies are also called _____ .

6.8 Check Your Answers

1. Article 21(A)
2. % of labour without work
3. 'Open enrolment' or 'School choice programmers'

6.9 Model questions

1. Define Marginalised groups.
2. Explain the Constitutional provisions for equality of education.

3. Describe unemployment and underemployment with suitable examples.
4. Outline the causes of privatization in India.

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LESSON - 7

DEVELOPMENT OF EDUCATION DURING THE PRE-INDEPENDENCE PERIOD

Introduction

India has a rich history of organized education. The Gurukul system of education is one of the oldest and was dedicated to the highest ideals of the all-round development of an individual. In this lesson, we shall focus on different educational policies at different levels of education and how they influenced the development of education in our country.

Learning Objectives

After studying this lesson, you will be able to:

- Understand the development of Education in India during the Pre-independence period
- Know about the different eras of development in Education
- Gather knowledge about different Education Commissions
- Acquire knowledge about the Basic Education of Gandhiji and its characteristics
- Learn about the significance of the post-independence period

Structure of the Lesson

- 7.1 Historical Development of Education during the Pre-independence Period
- 7.2 Periods of development in Indian Education
- 7.3 Different Education Commissions/Committees during the pre-independence period
- 7.4 Basic Education
- 7.5 Characteristics of Basic Education
- 7.6 Basic Education and its significance to the present-day context

- 7.7 **Summary**
- 7.8 **Keywords**
- 7.9 **Check Your Progress**
- 7.10 **Check Your Answers**
- 7.11 **Model questions**

7.1 Historical Development of Education during the Pre-independence Period

The history of education in pre-independent India starts with the Vedic Era and goes through the Buddhist and Islamic Eras and ends with the British period when mass education began to be introduced. The education system in each religious period had some special characteristics and they made different contributions to society. The history of education in the Indian subcontinent began with the teaching of traditional elements such as Indian religions, Indian mathematics, and Indian logic.

7.2 Periods of Development in Indian Education

7.2.1 The Vedic Era (1500 B.C. - 500 B.C.)

The system of education which was followed during the Vedic period is termed the Vedic system of education. The main objective of Vedic education was the development of physical, moral or spiritual and intellectual powers and to achieve salvation through it.

The education was completely under the personal control of the 'Gurus' and not under the state. The curriculum included the four Vedas -- Rigveda, Yajurveda, Samaveda and Atharvaveda. Teaching in this period was known for the personal attention paid to the student. There was a good relationship between the teacher and the disciple or student. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple had the freedom to choose his teacher.

Knowledge was transmitted orally and lecturing was the predominant method of teaching. Other teaching methods adopted were: thinking and reflection. The methods used by teachers were adopted and emulated by the disciples and handed down from one generation of teachers to another. Sanskrit was the main medium of instruction.

Education was free and often limited to the higher castes, but students from well-to-do families paid Gurudakshina which was a voluntary contribution after the completion of their studies.

7.2.2 Buddhist Era (500 B.C. - 1200 A.D.)

The Buddhist system of education focused on the actual problems in the life of the common man. An important feature of Buddhism required that every novice, on his admission, should place himself under the guidance and supervision of a preceptor (Upajjhaya). It was the monastic system. The disciple would “choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. The teaching activities were carried out in conventional methods such as lectures, question-answer, conferences, etc. The aim of education was physical development for good health, development of knowledge, education of social behaviour, preservation and development of human culture, character formation, vocational development, etc. Students were trained in the eight-fold paths namely -- Right view, Right resolve, Right occupation, Right speech, Right behaviour, Right effort, Right contemplation, and Right meditation to attain salvation.

7.2.3 Islamic Era (1200 A.D. - 1700 A.D.)

During the Medieval period, Muslim rulers started a new system of education which was popularly known as the Maktab - Madrassa system. The main aim of Muslim education was the development of knowledge, development of character and morality, and preparation for eternal life after death.

Education began in the Maktab, i.e., a primary school. The teacher, called Maulvi, -taught the alphabet along with verses from the Quran. The child's primary education took place in these schools. Generally, most such Maktab were appendages of the Masjid (Mosque). The children were taught writing, the Quran, Salah (namaz or prayer), arithmetic, drafting, conversation, letter-writing, etc. Madrassa provided higher education to the students. Here higher education was imparted through lectures. There were arrangements for hostels in the madrassas. They were owned privately as well as by the state. The syllabus of education in the Muslim period included such subjects as the Quran, the biography of Prophet Mohammed, the history and the laws of Islam, Arabic and Persian, grammar, literature, logic, philosophy, law, geography, agriculture, the Unani system of medicine, etc. Subjects of religious education included Quran, Islamic laws, history and Philosophy, while worldly or material education consisted of

grammar, language, literature, etc. There were some specialized centres for education in particular subjects. During the Muslim period, Arabic and Persian were the medium of education. However, after the growth of Urdu, education began to be imparted through this language.

7.2.4 British Era (1800 A.D. - 1947)

The British period was a breakthrough in the development of education in India. During this period, a structured system of education was introduced. The British wanted educated Indians who could assist them in the administration of the land. Also, they wanted to understand the local customs and laws well. For this purpose, Warren Hastings established the Calcutta Madrassa in 1781 for the teaching of Muslim law. In 1791, a Sanskrit College was started in Varanasi by Jonathan Duncan for the study of Hindu philosophy and laws.

7.3 Different Education Commissions/Committees in Pre-Independence India

The Charter Act of 1813

- This act was the first step of the British towards modern education in India.
- The act sanctioned a sum of Rs.1 lakh towards the education of Indians in British-ruled India.
- But it did not come into force until 1823 due to conflict between Orientalists and Anglicists, where Orientalists preferred providing knowledge in traditional language whereas Anglicists preferred the English language.

7.3.1 Lord Macaulay's Minute

Macaulay's "minutes" refer to Macaulay's proposal for education for the Indians. He resolved the conflict between Orientalists and Anglicists by taking a stand in favour of English as a medium of education.

According to him:

- English education should be imparted in place of traditional Indian learning because the Oriental culture was 'defective' and 'unholy'.
- He wished to create a class of Indians who were Indian in colour and blood but English in taste and affiliation.

7.3.2 Wood's Dispatch on Education

- Sir Charles Wood released 'Wood's Education Dispatch' on 19 July 1854 which is considered the Magna Carta of Indian education, as it dealt with the rights of education.
- It was an important educational document as it made a hierarchy in the educational system starting from the primary to university level in India.
- Universities of Madras, Calcutta and Bombay were set up in 1857 based on this recommendation.
- This dispatch suggested the use of the Anglo-Vernacular medium at high school and the English medium of education at the university level.

7.3.3 The Indian Education Commission

- This was the first education commission in pre-independent India appointed by Lord Ripon in 1882. Also called Hunter's Commission as it was under the leadership of Sir William Hunter.
- Local bodies are to be given the responsibility of providing primary education with the mother tongue as the medium of instruction.
- Two types of high schools were to be established. One is to prepare students for vocational education and another to pursue university education.

7.3.4 The Indian University Act

- Lord Curzon, in the year 1902, appointed a commission under the chairmanship of Sir, Thomas Raleigh with Indian members.
- It recommended the reformation of University Senates in Indian Universities and greater representation of affiliated colleges in the senates.
- It also made curricular reforms and established state scholarships for deserving students.

7.3.5 The Government of India Resolution 1913

- Indian national leaders wanted to bring a resolution before the government of India to provide free and compulsory primary education. In this context, the Government agreed

with the proposal and made a resolution encouraging private voluntary involvement. Furthermore, it emphasized higher education followed by university education putting responsibilities on teachers.

7.3.6 Calcutta University Commission

- In 1917, the Calcutta University Commission was appointed by the government of India under the chairmanship of Michel Sadler, the Vice Chancellor of the University of Leeds, commonly known as the Sadler Commission.
- Recommended establishment of an Inter-University Board for coordinating the work of all universities.
- Recommended the formation of Secondary and Intermediate Boards of Education in each province.

7.3.7 The Hartog Committee

- This committee was appointed in 1929 to survey the growth of education in India.
- This committee identified the defects of primary education in India and proposed measures for the improvement of even secondary and university education.
- It emphasized Industrial and Commercial subjects, making way for the prospective candidates to take up practical occupations in life.

7.3.8 Sergeant Report

- This was the report by the Educational Advisor to the government of India as a plan for post-war educational reconstruction in India.
- This report proposed Degree courses for three years, after 6 years of high school education.
- Made provision for proper training of teachers.
- Creation of Department of Education and employment bureaus.

7.4 Basic Education

Mahatma Gandhi

The world knows Mahatma Gandhi as a non-violent freedom fighter, who liberated India from foreign rule, but some may not know that he was also a world-renowned educational philosopher. He gave the world a system of education called Basic Education, also known as the Wardha Scheme of Education and Nai Talim. Nai Talim (Urdu word) means ever fresh, ever new, ever-changing education. Gandhiji desired to establish Sarvodaya samaj through his basic education. His social philosophy finds expression in his educational philosophy. His educational thoughts were experimented on in Tolstoy farm in South Africa and were further implemented in Sabarmathi and Sewagram Ashram.

7.4.1 Basic Education

Basic Education is a new Philosophy of Education which rejected bookish education and gave priority to practical manual work. Basic Education aims to remedy the educational and social ills and integrate the three agencies of education: Home, School and Society. It attempts to develop an indigenous education scheme in British India by Mahatma Gandhi.

7.4.2 Aims of Basic Education

Gandhi very clearly differentiated between literacy and education. 'By education I mean all around development, drawing out of the best in the child-man body, mind and spirit'. Literacy, according to him, is neither the end of education nor the beginning. It is one of the means through which men and women can be educated. He noted that literacy in itself is not education.

For Gandhi, education is 'the moral development of the person', a process that is by definition 'lifelong'.

He argued that 'education is not merely a means to achieve status or earn money; rather, it should bring freedom to the individual' ('The Selected Works of Gandhi'. Vol. 6, 'The Voice of Truth').

7.5 Characteristics of Basic Education

- Gandhiji believed that economic self-sufficiency is the most important fruit of good education.

- According to Gandhiji, one of education's functions is imparting cultural heritage. Social uplift and welfare.
- Development of 3H (Education for Heart, Head, and Hand) to develop vocational efficiency.
- Free and Compulsory education for ages 7 to 14.
- Medium of instruction through mother tongue
- Education through craft - "Learning by Doing" and "Learning by Living".
- Self-supporting education
- Helps an individual in the Ideal of citizenship.
- Truth and Nonviolence were the fundamental formulae of Gandhiji's philosophy. Basic education was also based upon the principle of truth and non-violence.

7.6 Basic Education and its Significance to the present-day context

Various education commissions after independence took Gandhiji's Basic Education as the roadmap and proposed different measures.

The **Zakir Husain Committee** report says:

"The new scheme will aim at giving the citizens of the future a keen sense of personal worth, dignity and efficiency, and will strengthen in them the desire for self-improvement and social service in a co-operative community".

The **Kothari Commission** recommends work experience in school education as an integral part of the curriculum. Advocating work experience, the report observed that:

"In our country, a revolutionary experiment was launched by Mahatma Gandhi in the form of basic education. The concept of work experience is essentially similar. It may be described as a redefinition of his educational thinking in terms of a society launched on the road to industrialisation".

In 1986, the Union Government of India introduced a **new National Policy on Education**. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

The **National Policy on Education (NPE-2020)** recommends the mother tongue as a medium of instruction for primary students, words like “job-oriented education” “Reimagining Vocation Education” and “Holistic Education” can be traced to Gandhiji’s Basic Education.

Thus, Gandhiji’s idea of basic education is still valid and helps as a guiding principle of modern education.

7.7 Summary

Gurukula, Maktab-Madarssa systems of education were prevalent in ancient and medieval periods respectively. Teachers were the most respected in the society. During the modern period, British Government constituted various committees and commissions to guide the system and laid a structured approach to education starting from primary to university level education.

7.8 Keywords

Educational System, Pre-independence era, Education Commission, Primary education, Secondary education, Higher education, Committees/Commissions in India, Nai Talim,

7.9 Check Your Progress

1. Free and Compulsory education should be provided for Boys and Girls between the ages
2. The Basic Education of Gandhiji is also referred to as _____
3. What is regarded as the “Magna Carta” of Indian Education?
4. On whose recommendation was the University of Madras established?
5. Nai Talim owes its origin to _____ language

7.10 Check Your Answers

1. 6 -14
2. Nai Talim
3. Wood’s Dispatch

4. Charles Wood

5. Urdu

7.11 Model questions

1. Elucidate the educational system followed in Pre-independent India.
2. Explain the recommendations of education Committees/Commissions in Pre-independent India.
3. Gandhiji was a remarkable Educationist of India - Substantiate your views.

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LESSON - 8

VARIOUS COMMISSIONS IN INDIAN EDUCATION POST-INDEPENDENCE PERIOD

Introduction

After the independence of India, our government initiated many measures for the revival of education. The University Education Commission headed by Dr Radhakrishnan in 1948 was the first education commission in Independent India. The Commission recommended that the standard of admission to University courses should correspond to that of the present Intermediate examination, i.e., after 12 years of study at School and Intermediate College. The Commission thought it unfortunate that neither the public nor the Government had realized the importance of Intermediate colleges in the Indian educational system, and remarked that “our Secondary Education remains the weakest link in our educational machinery and needs urgent reforms.”

Learning Objectives

On completion of the unit, the learners will be able to:

- Have adequate knowledge of the Secondary Education Commission
- Critically analyse the various aspects of the Kothari Commission
- Get information on the policy framework of Ishwar Bhai Patel Committee.
- Comprehend the recommendations of the NPE (1986)
- Acquaint themselves with the key features of POA (1992)

Structure of the Lesson

- 8.1 Radhakrishnan Commission (1948-1949)
- 8.2 Mudaliyar Commission (1952-1953)
- 8.3 Kothari Commission (1964-1966)
- 8.4 Ishwar Bhai Patel Committee (1977)

8.5 Malcolm Adiseshiah Committee (1978)**8.6 National Policy on Education (1986)****8.7 Programme of Action (1992)****8.8 Summary****8.9 Keywords****8.10 Check Your Progress****8.11 Check Your Answers****8.12 Model Questions****8.1 Radhakrishnan Commission (1948-1949)**

The first commission on Education in Independent India was constituted under the chairmanship of Dr Sarvapalli Radhakrishnan in 1948. This is also called the University Education Commission (1948-49). The Radhakrishnan Commission defined the vital tasks of higher education. The aim of a university should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. It has to provide leadership in various walks of life in the best interest of the nation. Later in 1952, he became the first vice president of India, and in the year 1962, he became the second president of India and served till the year 1967.

8.1.1 Major Recommendation of Secondary Education Commission

- Suggested the establishment of a University Grants Commission.
- The Commission recommended that the standard of admission to university courses should correspond to that of the present intermediate examination, i.e., after 12 years of study at school and intermediate college.
- Higher educational set-up to impart general, liberal and occupational education, increased focus on subjects such as agriculture, law and medicine, and improvement of engineering and technical institutes.

- University education must not be made compulsory for administrative services.
- Subject-wise exams at different stages for acquiring the first degree.
- Uniform examination standards in all universities.
- Raised pay scale for teachers.
- The commission made the following remark regarding Examinations reformation, “If we are asked to give one single reform in university education, we shall say it should be that of examinations”.
- An Advisory Board of student welfare be organised in universities which do not have such a body.
- Hostels are to be constructed in blocks of not more than 50 students per block, with common rooms and dining halls for four or five blocks.

8.2 Mudaliyar Commission (1952-1953)

Mudaliyar Commission is also called as Secondary Education Commission. It was headed by Dr Lakshmanswami Mudaliar, Vice-Chancellor, University of Madras, in 1952, to study the condition of Secondary Education and measures for its reorganization.

8.2.1 Major Recommendation of the Secondary Education Commission

This commission suggested,

- Education should commence after a four- or five-year period of Primary or Junior Basic education and should include (a) the Middle or Senior Basic or Junior Secondary stage of 3 years and (b) the Higher Secondary stage of 4 years.
- It suggested various measures on the curriculum development for junior secondary education, and senior secondary education.
- The first-degree course in the university should be of three years' duration.
- The present Intermediate stage should be replaced by the Higher Secondary stage, which should be of four years' duration, one year of the present Intermediate being included in it.

- Definite conditions should be laid down in regard to co-educational or mixed schools to satisfy the special needs of girl students and women members of the teaching staff.
- The States or the Centre should provide for certain free studentships in them to be given on the basis of merit to selected students.
- Admission to professional colleges should be open to those who have completed the Higher Secondary course or have taken the one-year's pre-university course.
- "Residential Day Schools" should be established in suitable centres to provide greater opportunities for teacher-pupil contact and for developing recreational and extracurricular activities.
- Definite conditions should be laid down in regard to co-educational or mixed schools to satisfy the special needs of girl students and women members of the teaching staff.
- There should be only one public examination at the completion of the Secondary school course.
- The system of compartmental examinations should be introduced at the final public examination.

8.3 Kothari Commission (1964 - 1966)

National Education Commission (1964-1966), popularly known as the Kothari Commission, was appointed by the Government of India to examine all aspects of the educational sector in India to evolve a general pattern of education and to provide guidelines and policies for the development of education in India. It was formed in 1964 under the chairmanship of Dr Daulat Singh Kothari, then the chairman of the University Grants Commission and submitted its report under the name "Education and National Development" in 1966.

8.3.1 Major Recommendation of Kothari Commission

- **Free and Compulsory education** should be made for the early fulfilment of the Directive principle under Article 45 of the constitution for all the children up to the age of 14.
- One of the remarkable suggestions of the commission was the standardization of the educational system on the 10+2+3 pattern across the country.

- Vocationalization should be introduced in secondary education with emphasis on agricultural and technological education. This will surely bring education into a closer relationship with productivity. This was something similar to that of Gandhiji's Basic Education.
- The academic freedom of teachers to pursue and publish independent studies and research and to speak and write about significant national and international issues should be protected.
- This commission highlighted the importance of improving the social and economic standing of the teachers in the country and aimed at upgrading the pay scales of teachers, particularly at the school level. It also gave a detailed designation -- revised pay scales for teachers— at all levels.
- Recommended the provision of free mid-day meals (a scheme which has been practised in Tamil Nadu).
- Suggested the establishment of school complexes and neighbourhood schools.

8.4 Ishwar Bhai Patel Committee (1977)

The All India Council of Technical Education, at a meeting held during the year 1974-75, made important recommendations relating to the establishment of appropriate links between industry and educational research institutions, programmes of vocational education and the establishment of teacher training centres in the field of management education and therefore a review committee was formed under the Chairmanship of Dr Ishwar Bhai Patel to review on the curriculum, for the ten years of schooling, popularly known as Ishwar Bhai Patel Committee (1977), This committee, in its report, recommended compulsory introduction of Socially Useful Productive Work (SUPW) in schools and to accommodate it in the time table.

The major aim of this is to nurture the positive attitudes of teamwork and socially desirable values like self-reliance, the dignity of labour, tolerance, cooperation, sympathy and helpfulness and to lead children to participate increasingly in productive work as they go from one stage of education to another and thereby enable them to earn while they learn.

8.4.1 Major Recommendations of this Committee

- Planning of the Curriculum according to the different stages of school education like paper folding, paper crafts, clay work, paper cutting for lower primary classes, clay

models, gardening, and cleanliness drive for the upper primary, vocational subjects like knitting, sewing, making of candles, pickles etc., for the secondary level students.

- Provision of facilities in the form of allocation of time in the school schedule
- Provision of proper raw materials, tools and equipment at the appropriate time necessary for implementing the programme and maintaining them.
- Provision of land, fencing and irrigation facilities for agricultural activities
- Provision of trained teachers
- Fixing of targets
- Managing large size classes
- Community involvement and disposal of finished goods

8.5 Malcolm S. Adiseshiah Committee (1978)

The Government of India appointed a committee in the year 1978, under the Chairmanship of Malcolm S. Adiseshiah, the then Vice-chancellor of the University of Madras. He had also held many prestigious positions in UNESCO at different levels. This committee was formed for the review of education and the report was titled 'Learning To Do, Towards A Learning and Working Society', on higher secondary education with special reference to vocationalisation. It is also recommended for SUPW at the school level and vocationalisation of higher secondary education.

8.5.1 Major Recommendations of this Committee

- This committee recommended that the Higher Secondary should comprise a General Education Spectrum and a Vocationalised Spectrum.
- The course pattern for the General Pattern would comprise of (i) Language(s), (ii) Socially Useful Productive Work, and (iii) Electives. The time allotted (distributed) in school should be 15%, 15% and 70%, respectively, where the electives number 16 subjects, ranging from Mathematics, Economics, Chemistry, History, Fine arts, etc.
- The course pattern for the Vocational Spectrum comprises (i) Language(s), (ii) General Foundation Courses and (iii) Electives. The time allotted (distributed) in school should

be 15%, 15% and 70% respectively, where the electives are Soil and Water Conservation, Maintenance and Repairing of Farm Machines, Animal Husbandry, Horticulture, Para Medical courses, etc.

- There should be no rigid streaming of courses, according to the availability of facilities and the demand of the area, each school should be allowed to offer such general and vocational courses.
- Apprenticeship programmes should be open to those who complete Vocationalised higher secondary level and the recruitment policy of the government should emphasize vocational qualifications rather than general university degrees.
- For imparting instruction in vocational courses, books should be written suiting to the local needs.
- Semester patterns and credit systems shall be introduced in classes XI and XII.
- Counselling and Placement officers should be appointed in clusters of 3 or 4 schools.
- Pre-service and In-service teacher education programmes should be organised.

8.6 National Policy on Education (1986)

The first National Policy on Education of 1968 marked a significant history in post-Independence India. It aimed to promote national progress, a sense of common citizenship and cultures and to strengthen national integration. However, the general formulations incorporated in the 1968 Policy did not, however, get translated into a detailed strategy of implementation. Therefore, there arose a need for catalytic action of Education in this complex and dynamic growth process needs which is to be planned meticulously and executed with great sensitivity. The Union Government of India released the second National Policy on Education in 1986.

8.6.1 Main Aims of New Policy on Education (1986)

- Education for equality
- National system of Education to be based on a national curricular framework
- Delinking degrees from job
- Establishing network arrangements among institutions in the country to pool their resources

- Provide opportunities for continuing education through non-formal source
- Evaluation Process and Examination reform
- Management of Education

8.6.2 Major Recommendations of New Policy on Education (1986)

- i. **The national system of Education:** This policy envisages a National System of Education, that is, a 10+2+3 structure (Recommendation of Kothari's Commission). Though many states accepted it, some are yet to implement it.
- ii. **Education for equality:** The new policy will lay special emphasis on the removal of disparities and equalizing educational opportunities by attending to the specific needs of those who have been denied equality so far.
- iii. **Women's Education:** New Education Policy gave special emphasis to Women's education. Education would be used as an agent of basic change in the status of women. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.
- iv. **Education of Scheduled Castes:** Scholarships, hostel facilities, and programmes are being introduced to socially and economically deprived scheduled castes. Incentives for families to send their children regularly to the top school till the age of 14. Constant innovation in finding new methods to increase the participation of scheduled castes in the education process.
- v. **Education for Tribes:** This policy placed great emphasis on the education of tribes by outlaying resources for Residential facilities, including Ashram Schools to be established on a large scale.
- vi. **Incentive schemes:** Anganwadis, non-formal and adult education centres will be opened on a priority basis in areas inhabited by scheduled tribes. A Curriculum designed to create an awareness of their rich cultural identity, educated members of the schedule tribe will be encouraged and trained to teach in tribal areas.
- vii. **Adult Education:** This Policy quoted several ways and channels to achieve Adult Education to remove illiteracy from the masses. To establish continuing education centres, libraries, distance education, and the use of T.V. programmes are being introduced.

- viii. **Education for Minorities:** In many backward classes, some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice.
- ix. **Education for Disabled Children:** Wherever it is, the feasible voluntary effort for the education of the disabled, in every possible manner. Special schools with hostels will be provided at the district headquarters for profoundly disabled children. Teachers' training programmes will be reoriented to cater for the needs of these types of children.
- x. **Open University and Distance Learning:** Open university system has been initiated to augment opportunities for higher education and as an instrument of democratizing education. The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened.

8.7 Programme of Action (POA-1992)

As the need for reformulation of 'The National Policy on Education (NPE), 1986' was felt, a committee was appointed in 1992 to come up with a detailed Plan Of Action. This committee aimed at realizing long-term goals such as universal enrollment and retention. It envisages improvement measures (POA) in **23** sectors ranging from Education for Women's Equality, Education of the disabled, and Rural universities to Management of Education.

8.7.1 Major Recommendations of POA

- i. **POA for Universalisation of Elementary Education:** This committee stated that the process of planning for Universal Elementary Education (UEE) ought to be decentralized and the local community fully involved. It felt that it is impossible to achieve Universal Elementary Education (UEE) unless concrete efforts are made to reach out to the girl child. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non-Formal Education (NFE). This policy formulations postulate that at least 50% of teachers recruited would be women. Efforts would be made to design special NFE programmes for out-of-school and adolescent girls to get them back into the formal stream or qualify for technical or vocational education.
- ii. **POA for Education of S.C., S.T. and OBC:** To get the good enrolment of S.C., S.T., and O.B.C. adequate incentives will be provided in the form of Scholarships, Uniforms, Textbooks, Stationery and mid-day meals. Reservation in the recruitment of teachers

from SC/ST communities will be ensured in all educational institutions; institutions which fail to adhere to it will be punishable.

- iii. **POA for Higher Education:** The major development in the field of Higher Education in pursuance of the National Policy for Education (NPE) 1986 and its Programme of Action includes the Introduction of the National Eligibility Test (NET) for the selection of University and college lecturers and selection of Junior Research Fellows, setting up of Inter-university centres for providing common facilities for research, the establishment of 48 Academic Staff colleges by UGC in different universities through the seventh five-year five plan.

8.8 Summary

There is no doubt that revival of Education in a big country like India is no easy task. The various commissions and committees have made much effort in tapping the best of the Human Resources in our society. And the revival of Education can never stop, and it is a continuous process, as it demands the best.

8.9 Keywords

University Education Commission, Secondary Education Commission, SUPW, Vocationalised Spectrum of Education, U.E.E.

8.10 Check Your Progress

1. The first education Commission in Independent India was headed by
2. National Education Commission is popularly known as
3. Dr Lakshmanswami Mudaliar was the Vice Chancellor of
4. SUPW is abbreviated as
5. What are the two Spectrums of education proposed by Dr Malcolm S. Adiseshiah's Committee?

8.11 Check Your Answers

1. Dr Radhakrishnan
2. Kothari Commission

3. University of Madras
4. Socially Useful Productive Work
5. General Education Spectrum and Vocationlised Spectrum.

8.12 Model Questions

1. Discuss the major recommendations of the Kothari Commission
2. List out the structure of the Spectrum of Education proposed by Dr Malcolm S. Adiseshiah
3. What was the main suggestion of the Ishwar Bhai Patel Committee (1977), and how is it helpful in today's context?
4. Write in brief about POA 1992

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LESSON - 9

POLICY FRAMEWORKS REFORMS IN INDIAN EDUCATION

Introduction

In this lesson, we shall study the policy framework for public Education in India with detailed references to the salient features of the National Curriculum Framework 2005, the SSA, the National Knowledge Commission and the Sachar Committee. These will help us understand the efforts taken by our government over the years to make education accessible to all.

Learning Objectives

By the time you complete the lesson, you will:

- be familiar with the features of the National Curriculum Framework (2005)
- have an understanding of the National Knowledge Commission
- know the recommendations of the Sachar Committee

Structure of the Lesson

- 9.1 National Curriculum Framework (2005)**
- 9.2 National Knowledge Commission (2005)**
- 9.3 Sachar Committee (2005)**
- 9.4 Justice J.S.Verma Committee (2012)**
- 9.5 Summary**
- 9.6 Keywords**
- 9.7 Check Your Progress**
- 9.8 Check Your Answers**
- 9.9 Model Questions**

9.1 National Curriculum Framework (2005)

The National Curriculum Framework provides the framework for the creation of school syllabi and the writing of textbooks and gives guidelines on the teaching-learning process. NCF 2005 is the fourth National Curriculum Framework published by the National Council of Educational Research and Training (NCERT) in India. The earlier ones were published in 1975, 1988, and 2000. It addresses four major issues, namely, educational purpose, educational experience, organisation of experience and assessing learners. NCF 2005 has its basis on the Constructivist Theory of Psychology whereas the previous NCFs are based on Behaviourist theory.

9.1.1 Salient Features of National Curriculum Framework (2005)

This report suggests the following features categorized into 5 chapters.

1. Perspective: Guiding principle

- Ensuring quality education for all children.
- Curricular practices based on the values enshrined in the Constitution, such as social justice, equality and secularism.
- Reducing the curriculum load based on 'Learning without Burden'
- Systematic changes in tune with the curricular reforms.
- Building a citizenry committed to democratic process.

2. Learning and Knowledge

- Holistic approach in treating learners' development and learning.
- Active learning through experiential mode.
- Construction of knowledge and creativity.
- Creating an inclusive environment in the classroom for all children.
- Forms of learner engagement — observing, exploring, discovering, analysing, critical reflection, etc., as important as the content of the knowledge.

3. Curricular Areas, School Stages and Assessment

- A renewed effort should be made to implement the three-language formula, emphasizing the recognition of children's home language(s) or **mother tongue** as the best medium of instruction. These include **tribal** languages.
- English needs to find its place along with other Indian languages.
- The teaching of **Mathematics** should enhance children's ability to think and reason, to visualize and handle abstractions, and to formulate and solve problems.
- Content, process and language of **Science** teaching must be commensurate with the learner's age range and cognitive reach.
- **Science** teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
- **Social science** content needs to focus on conceptual understanding rather than lining up facts to be memorized for examination and should equip children with the ability to think independently and reflect critically on social issues.
- Interdisciplinary approaches, promoting key national concerns such as gender, justice, human rights, and sensitivity to marginalised groups and minorities.
- **Arts** (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre, etc.) and heritage crafts should be recognised as integral components of the school curriculum.
- **Peace education** should form a component of Teacher Education.
- **Health and physical education** are necessary for the overall development of learners.

Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

- **Environmental Education** may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities.

4. School and Classroom

Availability of minimum infrastructure and material facilities and support for planning a flexible daily schedule are critical for improved teacher performance.

Specific activities ensuring the participation of all children — abled and disabled — are essential conditions for learning by all.

Re-conceptualisation of learning resources in terms of - textbooks focused on elaborating concepts, activities, problems and exercises encouraging reflective thinking and group work.

- supplementary books, workbooks, teachers' handbooks, etc., based on fresh thinking and new perspectives.

Decentralised planning of school calendar and daily schedule and autonomy for teacher professionalism practices are basic to creating a learning environment.

School library as an intellectual space for teachers, learners and community members to deepen their knowledge and connect with the wider world.

5. Systemic Reforms

- Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
- Monitoring quality must be seen as a process of sustaining interaction with individual schools regarding teaching–learning processes.
- Teacher education programmes need to be reformulated and strengthened so that the teacher can be:
 - an encouraging, supportive and humane facilitator in teaching–learning situations to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, develop character and desirable social and human values to function as responsible citizens; and
 - an active member of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners.

- In-service education needs to become a catalyst for change in school practices.
- Reducing stress and enhancing the rate of success in examinations necessitate:
 - a shift away from content-based testing to problem-solving skills and understanding. The prevailing typology of questions asked needs a radical change.
 - a shift towards shorter examinations -- an examination with a 'flexible time limit'.

The NCF 2005 states: - "Knowledge needs to be distinguished from information, and teaching needs to be seen as a professional activity, not as coaching for memorisation or as transmission of facts. Activity is the heart of the child's attempt to make sense of the world around him/her. Therefore, every resource must be deployed to enable children to express themselves, handle objects, explore their natural and social milieu, and grow up healthy".

9.2 National Knowledge Commission (2005)

The National Knowledge Commission (NKC 2005) was a high-level advisory commission to the then Prime Minister of India, Dr Manmohan Singh, with the main objective of transforming India into a knowledge society. In June 2005, the Prime Minister of India constituted the NKC as a think-tank charged with considering possible policies that might sharpen India's comparative advantage in the knowledge-intensive service sectors under the chairmanship of Sam Pitroda, who was referred to as the Father of India's Computer and I.T. Revolution. The objective of NKC is to take steps that will make India the 'knowledge edge' in the coming decades, i.e., to ensure that our country becomes a leader in the creation, application and dissemination of knowledge.

This commission fundamentally suggested the five parameters, which were also referred to as **Knowledge Pentagon**. (i) Access to Knowledge (ii) Knowledge of Concept (iii) Creation of Knowledge (iv) Knowledge of Application (v) Delivery of Services.

NKC has recommended close to 30 focus areas, some of which are Languages, Knowledge Networks, Health Information Networks, National Digital Portals, Elementary Education, Higher Education, Legal Education, Medical Education, Engineering Education, Management Education, Open Educational Sources, Open and Distance Education, More Quality PhD's, E-governance, etc.

Regarding Education, the National Knowledge Commission suggested-

- i. **Open Educational Resources:** Setting up of National Commission on Libraries, Preparing a national Census on Libraries, Encouragement of Public-Private Partnerships in Library and Information Science (LIS), Use of Information and Communication Technology in all Libraries.
- ii. **Language:** Language becomes important in acquiring knowledge; therefore, translations of resources into local languages will ensure that knowledge is uniformly available in society. Introducing English in schools from Class I, teacher training, language pedagogy and resource support for language teaching and learning.
- iii. **Literacy:** Special strategies are required to ensure greater access to schools in backward regions, remote locations and difficult terrains.
- iv. **Elementary Education:** High levels of financial and institutional commitment are required to ensure basic school infrastructure, teaching quality and academic standards.
- v. **Secondary Education:** Secondary education needs to be recognized as a crucial intermediary step between Elementary and Higher education. Innovative strategies are required to make secondary school education less strenuous and more appealing to students. Measures for ensuring retention of girl children in secondary school by giving special incentives and enhanced scholarships for socially deprived sections.
- vi. **Higher Education:** Funding, regulatory frameworks, curricula, private sector participation, academic standards and research are all issues that require urgent attention and sincere resolution with a long-term focus in mind.
- vii. **Professional Education:** To consolidate and extend India's growing international presence in IT, Medicine, Law, Engineering, etc., professional education needs to be supported creatively and its quality constantly checked and upgraded.
- viii. **Vocational Education:** Technicians and other skilled workers and craftsmen form the backbone of manufacturing and infrastructure development. A larger and much more dynamic system of vocational education is required to train and equip them in greater numbers.
- ix. **Distance Education:** While formal education is useful for building human capital, not all individuals can participate in it. Enough resources must be invested to ensure that distance education is developed as a viable alternative to formal education.

- x. **Agriculture:** Information on new technologies and techniques, prices, distribution channels, weather, water, power and livestock management can greatly enhance farmers' income and make the sector a source of prosperity rather than poverty.

9.3 Sachar Committee (2005)

While the perception of deprivation is widespread among Muslims, there has been no systematic effort to analyse the condition of religious minorities in the country. Therefore in 2005, the then Prime Minister issued a Notification for the constitution of a High-Level Committee to prepare a report on the social, economic and educational status of the Muslim community in India. The seven-member High-Level Committee, chaired by Justice Rajindar Sachar, submitted its final report to the Prime Minister in 2006. The Government tabled the Justice Rajindar Sachar Committee Report in Parliament on November 30th. The Sachar Committee has compiled data from various sources, including National Sample Survey Organisation (NSSO). The report frames these issues as related to identity, security and equity.

9.3.1 Major findings of Sachar Committee

- The literacy rate among Muslims in 2001 was far below the national average.
- As many as 25% of Muslim children in the 6-14 year age group have either never attended school or have dropped out.
- Graduation Attainment Rates have been widening since the 1970s between Muslims and all other categories.
- Muslims are at a much larger disadvantage at the higher secondary level.
- A large proportion of Muslim workers are engaged in small proprietary enterprises, and their participation in the formal sector is significantly less than the national average.
- Participation of Muslims in security-related activities, the professional and managerial cadre is considerably lower than their share in the population.
- Muslims tend to be relatively more vulnerable in terms of work conditions as their concentration in informal sector employment is higher.

9.3.2 Main recommendations of Sachar Committee

The committee made several recommendations to address the status of the Muslim community in India, including:

- Set up an Equal Opportunity Commission to look into grievances of deprived groups like minorities.
- Create a nomination procedure to increase the participation of minorities in public bodies.
- Increase the employment share of Muslims, particularly where there is a great deal of public dealing. Work out mechanisms to link madarasas with the higher secondary school boards.
- Recognize degrees from madarasas for eligibility in defence, civil and banking examinations.
- Creation of a National Data Bank (NDB) where all relevant data for various Socio-Religious Communities are maintained.
- The UGC should evolve a system where part of the allocation to colleges and universities is linked to the diversity in the student population.
- A process of evaluating the content of the school textbooks needs to be initiated and institutionalized.
- Form an autonomous Assessment and Monitoring Authority (AMA) to evaluate the extent of development benefits.

9.4 Justice J. S. Verma Committee (2012)

In the 1990's the number of Teacher Education institutes in India increased considerably in the private sector. This paved the way for a sharp decline in the quality of Teacher Education programmes. The Government of India, at the behest of the Hon'ble Supreme Court of India, appointed Justice Verma to table a report. The committee submitted its report in 2012. Acknowledging that teacher education is a subject of great national importance, the commission has underlined the need to establish a national-level academic body that can continually review Teacher Education programmes and look into the development of resources, both human and material, required to run these programmes.

The Commission made several recommendations for revamping the system of Teacher Education in the country, such as introducing integrated teacher education programmes of longer duration, enhancing the duration of existing teacher education programmes and upgrading the status of Teacher Education by making the entire system as part of higher education.

9.4.1 Major Recommendations

- Teacher Education should be a part of the higher education system. The **duration of the programme of Teacher Education needs to be enhanced** in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue.
- It is desirable that new Teacher Education institutions are located in multi- and interdisciplinary academic environments. This will have significant implications for the redesigning of norms and standards of various teacher education courses specified by the NCTE. This will also have implications for the employment and career progression of prospective teachers. Existing teacher education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions.
- Around 90% of pre-service teacher education institutions are in the non-Government sector, and most of the States of the Eastern and North-Eastern Regions of the country are facing acute shortages of institutional capacity of teacher preparation in relation to the demand. The Commission recommends that the Government increase its investment in establishing Teacher Education institutions and increase the institutional capacity of teacher preparation, especially in the deficit States.
- The government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pro-service teacher education programmes keeping in view the variation in local conditions.
- The institutional capacity should be increased for the preparation of teacher educators.

There is a need to make the **Masters in Education programme of 2 – years duration** with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.

- The Government is required to appoint an Expert Group to develop a policy framework for in-service teacher education in consultation with national and State level institutions,

including institutions of higher education, representatives of the State Governments and teacher organizations, while taking into account the principles suggested in this Report, and also develop a National Action Plan for implementation of the policy and guidelines for the formulation of Station Action Plans.

Thus, the Commission suggested a holistic vision of teacher education in the country from the perspective of quality and regulation.

9.5 Summary

There is no doubt that revival of Education in a big country like India is no easy task. The various commissions and committees have made much effort in tapping the best of the Human Resources in our society. And the revival of Education can never stop, and it is a continuous process, as it demands the best.

9.6 Keywords

NCF 2005, NKC 2005, Madarasa, UEE, Knowledge Pentagon.

9.7 Check Your Progress

- 1) NCF 2005 is a policy framework of the government which is _____ in the order of the series.
- 2) The chairman of NKC 2005 is _____ .
- 3) The _____ made several recommendations to address the status of the Muslim community in India.

9.8 Check Your Answers

1. Fourth
2. Sam Pitroda
3. Sachar Committee (2005)

9.9 Model Questions

1. List out the aspects of Curricular Areas, School Stages and Assessments in NCF 2005.
2. Discuss the recommendations of the National Knowledge Commission 2005?
4. What are the findings and recommendations of the Sachar Committee?
5. Mention the highlights of Justice Verma Committee

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LESSON - 10

VARIOUS STATUTORY BOARDS OF EDUCATION

Introduction

After reading this lesson, you will have a fairly good idea of the various national-level statutory bodies (UGC, NIEPA, NCTE, NCERT, NAAC, NCERT CSIR) and state-level organizations for promoting education, like DIET, SCERT, TANSICHE. The scope of this lesson is to bring into focus the role and functions of these institutions in the development of Education.

Learning Objectives

After learning this lesson, you will be able to:

- Understand the significant role of the UGC
- Acquire knowledge about the NCTE
- Understand the perspective plan of NIEPA
- Differentiate national-level and state-level organizations of education.

Structure of the Lesson

- 10.1 UGC
- 10.2 NIEPA
- 10.3 NCTE
- 10.4 NAAC
- 10.5 NCERT
- 10.6 CSIR
- 10.7 Summary
- 10.8 Key words

10.9 Check Your Progress**10.10 Check Your Answers****10.11 Model Questions****10.1 University Grants Commission (UGC)**

After Independence, the University Education Commission was set up in 1948 under the Chairmanship of Dr Radhakrishnan “to report on Indian university education and suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country”. It recommended that the University Grants Committee be reconstituted on the general model of the University Grants Commission of the United Kingdom with a full-time Chairman and other members to be appointed from amongst educationists of repute.

In 1952, the Union Government decided that all cases pertaining to allocating grants-in-aid from public funds to the Central Universities and other Universities and Institutions of higher learning might be referred to the University Grants Commission. Consequently, the University Grants Commission (UGC) was formally inaugurated by the late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research, on 28 December 1953.

The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi.

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

10.1.1 The UGC’s mandate includes

Promoting and coordinating university education.

- Determining and maintaining standards of teaching, examination and research in universities.

- Framing regulations on minimum standards of education.
- Monitoring developments in collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and State governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for the improvement of university education.

10.1.2 Objectives of UGC

- To coordinate, determine and maintain the standards of higher education
- To ensure the quality of university education
- To develop universities as centres of excellence
- To assess the financial needs of the universities and help implement their plans and programs
- To foster national, regional, and international linkages and collaboration in the field of teaching and learning
- To help the universities in staff development, student mobility, etc.
- To organize and motivate the universities to act as agents of change by creating new frontiers of knowledge.

10.1.3 Functions of UGC

- To enquire into the financial needs of the universities
- Allocate and disburse the grants to universities and colleges for their development and maintenance.
- Advising central and state governments on the measures for the improvement of university education
- Promote and co-ordinate university education

- Institute fellowship and scholarship for scholars
- Determine and maintain the standards of teaching, examination and research in universities
- Support and co-ordinate research programmes of the universities
- Frame regulations on minimum standards of university education
- Make rules and regulations for the appointment and service of teachers and other staff in the universities and colleges.
- UGC is the nodal agency for examinations like NET, JRF, SRF, etc.
- Serving as a vital link between central and state government institutions of higher learning
- Collect and disseminate information on all matters relating to university education in India and abroad.

10.2. National Institute of Educational Planning and Administration (NIEPA)

The National Institute of Educational Planning and Administration (NIEPA), (Deemed to be University) established by the Ministry of Education (formerly Human Resource Development) 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.

This National Institute has its origin dating back to 1962 when 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 four years of its existence, it was taken over by the Government of India and renamed 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.

NIEPA is an autonomous body that deals with the management, planning and building of educational policy. There are eight departments in NIEPA:

1. Educational Planning
2. Educational Administration
3. Educational Finance
4. Educational Policy
5. School and Non-formal Education
6. Higher and Professional Education
7. Department of Training and Professional Development in Education
8. Department of ICT

10.2.1 Perspective Plan of NIEPA

- Promote evidence-based decision-making in Education.
- Improve planning and management of Education at the national and sub-national levels.
- Deepen the understanding of Educational planning and management.
- Knowledge sharing through publications.
- Networking with national, and international institutions and agencies.

10.3 National Council for Teacher Education (NCTE)

The National Council for Teacher Education, in its previous status, since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT).

The National Policy on Education (NPE) 1986 and the Programme of Action envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of Teacher Education. The National Council for Teacher

Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993, on the 17th of August 1995. The Headquarters of NCTE is in Delhi, and NCTE has four regional offices viz Northern Regional office at Jaipur, Western Regional office at Bhopal, Eastern Regional office at Bhubaneswar and Southern Regional office at Bangalore.

10.3.1 Objective of NCTE

The main objective of the NCTE is to achieve planned and coordinated development of the Teacher Education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of Teacher Education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

10.3.2 Functions of NCTE Council

It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may:

- i. undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- ii. make recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;
- iii. co-ordinate and monitor teacher education and its development in the country;
- iv. lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;
- v. lay down norms for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of the curriculum;

- vi. lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing patterns and staff qualification;
- vii. lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;
- viii. lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;
- ix. promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- x. examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions;
- xi. evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised institutions;
- xii. formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;
- xiii. take all necessary steps to prevent the commercialisation of teacher education; and
- xiv. perform such other functions as may be entrusted to it by the Central Government.

10.4 National Assessment and Accreditation Council (NAAC)

The NAAC is a brainchild of UGC that was established in 1992 to address the issue of degradation in the quality of higher education in the country. Although established in 1992, it was opened in 1994 with its headquarters in Bangalore as an autonomous board. It is an outcome of the National Policy in Education (1986) and is responsible to assess and accredit institutions of higher education in the country with special emphasis on upholding the quality of higher education in India.

10.4.1 Vision

“To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives”.

10.4.2 Mission

There are five missions that have been addressed by NAAC. They are,

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for the promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

10.4.3 Value Framework

NAAC aims to promote the following core values among the Higher Education Institutions of the country. Such as,

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

For accomplishing its task in an effective manner the NAAC mainly assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

- Letter Grade A – Very Good (Accredited)
- Letter Grade B – Good (Accredited)
- Letter Grade C – Satisfactory (Accredited)

10.4.4 NAAC has 7 Points on which its grading is done. These are

- Promotion of Research
- Resource Mobilization for Research
- Research Facilities
- Research Publications and Awards
- Consultancy
- Extension Activities and Institutional Social Responsibility
- Collaborations

10.4.5 Process for Assessment and Accreditation

1. Preparation of the Self-Study Report by the Institution/department based on the parameters defined by NAAC.
2. Validation of Self-Study Report by a team of peers through an on-site visit, and presentation of a detailed quality report to the institution.
3. The final decision is an assessment and accreditations by the Executive Committee of NAAC.
4. The accreditation process involves the preparation of a self-study report by the college and the validation of this report by a three-to-four-members peer team consisting of vice-chancellors, principals, deans and senior teachers, and state.
5. Based on the detailed criterion-wise evaluation considering various parameters and the key aspects, the percentage of institutional scores will be arrived at. Institutions scoring above 55% will only be accredited.

In addition, an in-depth analysis of the institution's strengths, weaknesses, opportunities and areas of concern will be presented to the institution and discussed with the authorities. The accreditation status is valid for a period of five years.

10.4.6 Functions of NAAC

- Device and establish a mechanism for periodic assessment and accreditation of institutions of higher learning.
- Assess the quality of institutions of higher education that volunteer for the process through an internationally accepted methodology.
- Accredite institutions of higher learning, universities, colleges, centres of excellence etc. & specific academic programmes.
- Set rating parameters & criteria for certifying and grading higher educational institutions and educational programmes.
- Develop an information database in higher education to keep abreast of the latest developments in the area of higher education, particularly in the area of assessment and accreditation.
- Recommend norms to be followed for quality improvement in teaching and research in higher education.

10.5 National Council of Educational Research and Training (NCERT)

The NCERT is an autonomous body of the Government of India that was established on 1 September 1961 as a literary, scientific and charitable Society under the Societies Registration Act. It has its headquarters in New Delhi.

It is an apex body for curriculum-related matters for school education in India. It assists and advises the Union and State Governments on academic matters related to school education. It also provides support and technical assistance to a number of schools in India and oversees many aspects of the enforcement of education policies.

10.5.1 Objectives of NCERT

The major objectives of NCERT and its constituent units are as follows.

- To undertake, promote and coordinate research in areas related to school education.
- Prepare and publish model textbooks, supplementary material, newsletters, and journals, develop educational kits, multimedia digital materials, etc.

- Organize pre-service and in-service training for teachers
- Develop and disseminate innovative educational techniques and practices.
- Collaborate and network with state educational departments, universities, NGOs and other educational institutions at National and International levels.
- Act as a clearing house for ideas and information in matters related to school education.
- Act as a nodal agency for achieving the goals of Universalization of Elementary Education across the country.

10.5.2 Functions of NCERT

The followings are the major functions of NCERT in the field of school education.

- Conduct research independently or in collaboration with organisations. It undertakes research in the field of education.
- Providing training by organizing pre-service and in-service training mainly at an advanced level. It develops new training programmes.
- Preparing instructional material required for teachers and students.
- Organizing extension services.
- It undertakes and organizes studies, investigations and surveys related to educational matters.
- It disseminates improved techniques and practices.
- It acts as a clearing house for ideas and information on all matters relating to school education.
- It advises the Union and States as well as other academic institutions in matters related to school education.
- In addition to dealing with specific development and research activities on its own initiatives, it undertakes the implementation of the policies and programmes of the Ministry of Education.

- It deals with specific problems in different fields of education like curriculum, textbooks, publications, examinations, etc.
- Undertakes research in these fields with a view to improving the quality of education at the school level.

10.6 Council of Scientific and Industrial Research (CSIR)

The Council of Scientific & Industrial Research (CSIR), the premier industrial research and development organization in India, was constituted in 1942 by a resolution of the then Union Legislative Assembly. It is an autonomous body registered under the Registration of Societies Act of 1860. At present, it runs 37 laboratories and 39 field stations or extension centres spread across the nation, with a collective staff of over 17,000.

10.6.1 Vision

“Pursue science which strives for global impact, technology that enables innovation-driven industry and nurture trans-disciplinary leadership thereby catalysing inclusive economic development for the people of India”

10.6.2 Mission

To provide scientific industrial research and development that maximises Economic, Environmental and Societal benefits for the people of India.

CSIR’s renewed mission is inspired by the remarks made by the President of the CSIR Society to CSIR to build. “The new CSIR that will fulfil the aspirations of modern India...” Hence, CSIR’s mission is simply – “**to build a new CSIR for a new India**”.

The changed scenario has inspired CSIR towards:

- Science and Engineering leadership;
- Innovative technology solutions;
- Open innovation and crowdsourcing;
- Nurturing talent in trans-disciplinary areas;
- Science-based entrepreneurship; and
- Socio-economic transformation through science and technology intervention.

10.6.3 Particulars of Organisation, Functions and Duties

a) Functions of the Society

Its functions include the following:

- Review the progress and performance of CSIR.
- Give the policy direction to Governing Body.
- Approve the annual report and yearly accounts of CSIR.

b) Functions and Powers of the Governing Body

- It shall be the function of the Governing Body generally to carry out the object of the Society as set forth in the Memorandum of Association.
- The Governing Body shall administer, direct and control the affairs and funds of the Society.
- It shall have authority to exercise all the powers of the Society subject nevertheless in respect of expenditure to such limitations as the Government of India may from time to time impose.
- The Governing Body may delegate powers to Director-General, Directors/Heads of National Laboratory, Management Councils, Controllers of Administration, Project Leaders in the Laboratory and such other officers of the Society as may be necessary for their effective functioning.
- It shall have powers, with the sanction of the Government of India, to frame, amend or repeal bye-laws not inconsistent with these rules for the administration and management of the affairs of the Society.
- The Governing Body shall have the power to enter into arrangements with the Government of India, State Governments and other public or private organizations or individuals for securing and accepting endowments, grants-in-aid, donations or gifts to the Society on mutually agreed terms and conditions provided that the conditions of such grant-in-aid, donations or gifts, if any, shall not be inconsistent or in conflict with nature or objects of the Society or with the provisions of these rules.

- The Governing Body shall have the power to take over and acquire by purchase, gift or otherwise, from the Government and other public bodies or private individuals willing to transfer the same, libraries, laboratories, museums, collections, immovable properties, endowments or other funds together with any attendant obligations and engagements not inconsistent with the object stated in the Memorandum of Association and provision of these rules.
- The Governing Body may by resolution appoint Committees, Sub-Committees, Advisory Board and Panel of Experts for such purposes and with such power as the Governing Body may think proper.

c) Functions of Advisory Board

The functions of the Advisory Board shall be:-

- Provide Science and Technology inputs to the Governing Body.
- Advise CSIR on creating and implementing its vision.
- Review major Research and Development areas of CSIR.
- Suggest new Research and Development perspectives, Networked/Mission-oriented programmes and their inter-se priorities.
- Any other matter as may be assigned by the Governing Body/Director General.

d) Functions of Performance Appraisal Board

- Review and appraise the performance of the National Laboratory
- Advise the AB/GB of the outcome of the review
- Suggest remedial measures to improve the performance of the national laboratory.
- Any other function as may be assigned by the Advisory Board/GB.

e) Functions of Research Council

- Advise on the formulation of Research and Development programmes and future directions of activities of the laboratory keeping in view the Five Year Plans, national priorities and opportunity areas.

- Suggest networking with other CSIR National Laboratories on programmes of mutual interest.
- Review Research and Development activities and research programmes and advise on future directions.
- Advise on fostering linkages between the Laboratory, industry and potential clients.
- Constitute Selection Committees and Assessment Committees/Peer Groups for selection, merit and assessment promotions of scientific staff.
- Any other function as may be assigned by Director General/Governing Body.

f) Functions of Management Council

- Administer and manage the affairs and environs of the laboratory
- Write off irrecoverable monetary losses, within the limits prescribed by CSIR
- Recommend the resource allocation for Research & Development activities/facilities of the Laboratory/Institution.
- Monitor the progress of Research & Development and other activities of the Laboratory/Institution.
- Recommend devolution of powers to the Project Leaders for the proper implementation of the projects/activities.
- Approve contract Research & Development, consultancy projects and licensing of IPR beyond the powers of the Director.
- Consider the annual report of the National Laboratory.
- Constitute selection committees and assessment committees for all Technical staff.
- Any other matter, as may be referred by the Director-General.

10.7 Summary

The vision and mission of the various national-level bodies have not only contributed financial support but above all, these bodies are serving as a driving force for the high goals set

for higher education in the country, particularly in research. It can be significantly seen in the progress of our economy.

10.8 Keywords

UGC, NIEPA, NCTE, NAAC, NCERT.CSIR.

10.9 Check Your Progress

1. National Education Day is celebrated on
2. University Grants Commission (UGC) was formally inaugurated in the year ____ and became a statutory organisation in the year ____ .
3. _____ is a council that determines standards in institutions of Higher Education of the state in accordance with the guidelines issued by the University Grants Commission.

10.10 Check Your Answers

1. 11th of November
2. 1953 and 1956
3. TANSICHE

10.11 Model Questions

1. Write a note on UGC and its functions.
2. Analyze the importance of NIEPA in Education.
3. State the mission and vision of NCTE.
4. Enumerate the process for assessment and accreditation.
5. State the functions of the CSIR Research Council

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LESSON - 11

STATE ORGANIZATIONS IN EDUCATION

Introduction

Facilitating education for all is one of the core values of Indian democracy. It is understood from the earlier units that Education comes under the concurrent list. Therefore, the state and the central governments take responsibility for providing education to all. Many schemes and policy initiatives have been introduced and implemented successfully. In addressing the promotion of education, the Government of Tamil Nadu has set up state-level organizations and this lesson focuses on those state-level organizations.

Learning Objectives

- Describe the vision and mission of DIET
- Explain the transactional philosophy of DIET
- Discuss the functions of SCERT
- Briefly explain the academic functions of TANSHE

Structure of the Lesson

- 11.1 DIET
- 11.2 SCERT
- 11.3 TANSHE
- 11.4 Summary
- 11.5 Keywords
- 11.6 Check Your Progress
- 11.7 Check Your Answers
- 11.8 Model questions

11.1 District Institute of Education and Training (DIET)

District Institute of Education and Training (DIET) is a nodal agency for providing academic and resource support at the grass root level for the success of various strategies and programmes undertaken in the areas of elementary and adult education with special reference to Universalization of Primary/Elementary Education and National Literacy Mission (NLM) which targets functional literacy in the 15-35 age group. DIETS are special institutions established with the special objective of improving primary education.

Pursuant to the provisions of NPE (1986) on teacher education, a centrally sponsored scheme for restructuring and reorganization of Teacher Education was approved in October 1987. One of the five components of the scheme was the establishment of DIETs. DIET's guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, central assistance had been sanctioned under the scheme for setting up a total of 216 DIETs in the country.

The basic transaction approach of the DIET is to place the learner at the centre to make education a joyful, innovative and satisfying learning activity, rather than a system of rote and cheerless authoritarian instruction. In the case of the Adult Education programme, Functional Literacy should be imparted to adults in a participative, learner-active mode.

11.1.1 Vision

To conceptualize, plan and ensure delivery of quality education to all children from Preschool to XII standard through the framing of curriculum, syllabus design, textbook preparation, learning assessment with learner-friendliness and professional development of teachers through pre-service and in-service programmes, research and innovation, dissemination and exchange programmes.

11.1.2 Mission

- To prepare quality, competent and character teachers for Elementary Education
- To organize need-based training for the Head Masters, Block Resource Teacher Educators and Teachers of various categories.
- To prepare relevant local teaching-learning materials and Educational Technology input for Elementary Education

- To develop curriculum materials and evaluation items for the learner's achievement
- To undertake action research, research projects, school visits, onsite support and publication of newsletters.

11.1.3 Transactional Philosophy of DIET

The NPE (1986) and PoA (1992) plead for the adoption of a child-centred approach in elementary education. Hence, the basic Transactional Approach for the DIET is to place the learner at the centre.

A. Child-Centred Approach

It is a warm welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child. It is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage..."

Para 14 of Chapter II of the PoA (1992) states that "by making Elementary Education child-centred, we would be introducing a long-awaited reform in the system. The most important aspect of this reform will be to make education a joyful, innovative and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction".

In the case of Adult Education Programmes also, it is clear that functional literacy should be imparted to adults in a participative, learner-active mode.

The above statements contained in the NPE (1986) and POA (1992) have profound implications for programmes of teacher education and training of instructors of adult and non-formal education.

B. Special Target Groups of DIET

"The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality: says the NPE (1986). It goes on to say, "To promote equality, it will be necessary to provide for equal opportunity to all not only in access but also in the condition for success". This is quite the essence of the universalization task and means that the needs of educationally disadvantaged groups would have to be given maximum attention. The largest such groups are -

- Girls and women
- Scheduled castes and Scheduled tribes
- Minorities
- The Physically challenged, and
- Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of the hilly, desert and other inaccessible areas, etc.

11.1.4 Network of DIET

Not only will every DIET establish a close and continuing dialogue with 'the field' (i.e. with elementary schools, school complexes, teachers, headmasters, school supervisors, Instructors/Supervisors/Project Officers of AE and NFE, and with District level officers in these three sectors, but will also establish officers in these three sectors), but will also establish close linkages with organizations and institutions at the national, state, divisional and district levels whose objectives and interests converge with its own. Some of these institutions would be as follows:-

11.1.5 At National Level

DIET has linkages with the following national-level agencies,

- NCERT (including its Regional College within whose jurisdiction the state falls)
- National Institute of Educational Planning and Administration (NIEPA)
- Centre for Cultural Resources and Training (CCRT)
- Directorate of Adult Education
- Central Institute of Indian Languages, Mysore
- Kendriya Hindi Sansthan, Agra
- Other premier organisations/institutions and
- NGOs working in the area of elementary and adult education, etc.

11.1.6 At State Level

The following agencies of the state have connections with DIET which pertain to educational activities,

- State Council of Educational Research and Training (SCERT)
- State Institute of Educational Technology (SIET)
- State Resource Centre (SRC) for Adult Education,
- NGOs.

11.1.7 At District Level

- NGOs,
- Institutions of higher education,
- Secondary teacher education institutions,
- District Rural Development Agency (DRDA)
- Local Radio Station (wherever applicable), etc.

11.1.8 At Divisional Level

- University Department of Education
- Institution of Advanced Study in Education (IASE)
- NGOs
- Other concerned organisations and institutions.

11.1.9 Functions of DIET

- Training and orientation of the following target groups
- Elementary school teachers (both pre-service and in-service education).
- Head Masters, Heads of School Complexes and officers of Education Departments up to Block level.
- Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education)

- Members of DBE and Village Education Committee (VECs), Community leaders, youth and other volunteers who wish to work in educational activities.
- Resource persons who will conduct suitable programmes for the target groups mentioned in (I) and (iii) above, at centres other than the DIET.
- Academic and resource support to the elementary and adult education systems in the district in other ways, such as
 - Extension activities and interaction with the field,
 - Provision of services of a resource and learning centre for teachers and instructors,
 - Development of locally relevant materials as teaching aids, evaluation tools etc.,
 - Serving as an evaluation centre for elementary schools and programmes of NFE/AE.
- Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

11.2 State Council of Educational Research and Training (SCERT)

NCERT maintains a network of field offices to keep a close connection with State Governments. At present, these offices have been established in different States and Union territories. State Council of Educational Research and Training (SCERT) is one among these offices. It came into existence on 5th January 1979 as a result of the transformation and upgrading of the former State Institute of Education (SIE).

11.2.1 Objectives

The major objective of SCERT is to improve the standard of education in the state. The primary objective of the Council is to help through suitable programmes of research, training and extension.

11.2.2 The Organizational Structure of SCERT

1. The SCERT has a Programme Advisory Committee under the chairmanship of the Education Minister.
2. There are also Special Advisory Committees for programmes like Population Education, Educational Technology and Non-formal Education.

3. The Director is the head of the Council and he is assisted by one Deputy Director in administration and another in academic matters.
4. The Director of Education maintains a close personal touch not only with the district-level officers but also with principals and teachers so as to provide them with the necessary guidance and intellectual stimulation.

11.2.3 Departments in SCERT

- Department of Pre-School and Elementary Education.
- Department of Non-formal Education.
- Department of Curriculum Research and Special Curriculum Renewal Projects.
- Department of Science and Mathematics Education.
- Department of Population Education.
- Department of Teacher and In-service Education.
- Department of Educational Technology.
- Department of Examination Reform and Guidance.
- Department of Research coordination.
- Department of Art and Aesthetic Education.
- Department of Adult Education and Education for Weaker Sections.
- Department of Publication.

11.2.4 Functions of SCERT

The State Council of Educational Research and Training the following functions:

- Helps to formulate norms, policies and programmes by taking over the role of the State Board of Teacher Education.
- Responsible for conducting pre-service Elementary Teacher Education Programmes

- In charge of designing in-service training programmes for teacher educators
- Offers in-service training to practising teachers
- Conducts state-level research projects and studies
- Responsible for selecting candidates for admission to Diploma in Elementary Teacher Education (D. El. Ed.) course through Single Window System.
- Creates and revises teacher education curriculum and sourcebooks for D. El. Ed.
- Promotes the development of professional skills of Teacher Educators and frames guidelines for Quality Pre-service and In-service Teacher Education
- Conducts training programmes for teacher-educators.
- Develops and revises the State School Curriculum and School Textbooks for classes I to XII.
- Organizes evaluation programmes in the field of Teacher Education and School Education.
- Undertakes research activities to promote Quality Teacher Education and School Education.

All sorts of academic programmes are coordinated, streamlined and maintained by the SCERT.

SCERT is acting as the Directorate of Teacher Education. The appointment, transfer and promotion of the teaching and non-teaching staff of the following institutes are done by the Government in consultation with the Director of SCERT.

- The Institute of Advanced Studies in Education (IASEs),
- Colleges of Teacher Education (CTEs),
- Training Colleges,
- District Institute of Education and Training (DIETs),
- Training Schools etc.

11.2.5 Pre-Service Training Programme

- SCERT presently affiliates 2 Pre-service teacher education programmes for undergraduate students, SCERT is responsible for,
- Preparing the curriculum
- Prescribing syllabi
- Course of study
- Academic calendar for these Courses

11.2.6 In-Service Teacher Education

SCERT organizes,

- In-service teacher education programmes for teachers of Education.
- Special workshops for Heads of Schools are also undertaken.
- During the period 1991-2005, SCERT, along with DIETs, has organized in-service training/ orientation programmes.

11.3 Tamil Nadu State Council for Higher Education (TANSCHE)

Tamil Nadu State Council for Higher Education (TANSCHE) was established in 1992 for the promotion and coordination of higher education policies and programmes of-Central, State Governments and the University Grants Commission. The council determines the standard of institutions of Higher Education in accordance with the guidelines issued by University Grants Commission.

11.3.1 Major functions of TANSCHE

The guidelines issued by the University Grants Commission relating to the role and scope of a State Council for Higher Education cover four areas:

1. Planning and Coordination Functions
2. Academic Functions

3. Advisory Functions

4. Administrative Functions

11.3.2 Planning and Coordination Functions

- To prepare consolidated programmes in relation to the overall priorities and perspectives of higher education and to assist in their implementation.
- To assist UGC in regard to the determination and maintenance of standards.
- To evolve perspective plans for the development of higher education in the State.
- To forward developmental programmes of universities and colleges to UGC with its recommendations and monitor the implementation of such programmes.
- To promote cooperation and coordination among Institutes of higher learning.

11.3.3 Academic Functions

- To promote and coordinate programmes of universities and colleges and monitor their implementation.
- To devise methods to step up standards of examination and suggest needed examination reforms.
- To facilitate the training of teachers in universities and colleges.
- To promote the publication of quality textbooks.
- To regulate admissions in universities and colleges.
- To encourage sports and cultural activities in institutes of higher education.
- To encourage extension activities.
- To identify Centres of Excellence in the Universities and provide national and international linkage for the growth of science and technology.
- To promote Institutes of Excellence in frontier areas of knowledge.

- To set up a State Centre for Scientific Research and coordinate the research activities in universities.

11.3.4 Advisory Functions

- To formulate norms for starting new institutions of higher learning.
- To suggest ways and means for augmenting resources for higher education.
- To evolve guidelines for the determination of block grants to universities.
- To make suggestions to the Government regarding improvements and modifications to ordinances and regulations in the laws relating to the existing universities.
- To advise the Government or any university or college on any matter relating to higher education and research.

11.3.5 Administrative Functions

- To administer and release grants-in-aid from the Government to Universities.
- To administer and release research funds, if any, received from National and International funding agencies.
- To identify and administer innovative programmes for sustainable growth through self-generated funds from consultancy services to industries.
- To work in liaison with AICTE in the area of technical education.
- To perform such other functions as may be prescribed by the government for promoting excellence in higher education and scientific research.

11.4 Summary

It is the sole responsibility of the government to promote and patronize quality education in the country. Therefore, the Government has taken serious steps to strengthen the education program and one such step is the establishment of statutory bodies at the central level. In order to promote education at the state level, the state government has set up several organizations and has been monitoring the educational institutions at all levels. The state-level organizations take special care of in-service and pre-service teachers through various initiatives. Ensuring sustainable progress is the key purpose of these organizations.

11.5 Keywords

Pre-service, In-service, elementary education, IASE, TANSICHE, Child-centred **154**

11.6 Check Your Progress

1. The _____ has a Programme Advisory Committee under the chairmanship of the Education Minister.
2. Training and orientation of the Elementary school teachers, both pre-service and in-service teachers comes under the function of _____
3. _____ determines the standard of institutions of Higher Education in Tamil Nadu in accordance with the guidelines issued by University Grants Commission.

11.7 Check Your Answers

1. SCERT
2. TANSICHE
3. DIET

11.8 Model questions

1. What are the initiatives taken by DIET to implement a child-centred approach?
2. Write about the role of SCERT in pre-service and in-service training?
3. Discuss the major functions of TANSICHE

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LESSON - 12

IMPACT OF GLOBALIZATION, LIBERALIZATION, PRIVATIZATION AND SOCIAL STRATIFICATION ON EDUCATION

Introduction

Modern civilisation has brought deep changes in the lives of people, particularly in their productive abilities, in their social relations and institutions and in the way they think about themselves and the world around them. Nonetheless, these changes were primarily bounded by what came to be called the nation-state. Only a few processes went beyond the confines of the nation-state, such as trade; expansion of capital; growth of knowledge; spread of ideologies; affiliation to religion and beliefs; spread of culture, arts, and sports and even the rise of certain international institutions but the nation-state remained the final court of appeal. The last three decades, however, have witnessed profound changes in this configuration resulting in new and larger networks of exchanges; great movement of peoples, goods and information; international social and economic interactions and increasing flows of trade, investment and culture. Modern economic, political and cultural institutions have come into existence.

Education is essential not only for the complete development of one's personality, but also for the sustained growth of the nation. Education is a significant investment in constructing human capital that drives technological advancement and economic growth. It is only through enriching the educational status of a society that the multifaceted improvement of its people can be ensured. Basically, Indian Education System consists of three components: they are Primary education, Secondary education and Higher education. Today, in the era of privatisation, globalisation and liberalisation, India is exposed to the world in all spheres. In the current competitive world, expansion, excellence and inclusion are the three challenges of the Indian education system.

The economy of India underwent the necessary policy shifts at the beginning of the 1990s. The new model of economic reforms is generally known as the LPG model, short for Liberalization, Privatization and Globalization model. The fundamental objective of this model was to make the economy of India the fastest developing economy on the globe with abilities that help it match up with the greatest economies of the world.

In this lesson, we are going to discuss in detail the impact of globalization, liberalization and privatisation and stratification on education.

Learning Objectives

After studying this lesson, you will be able to:

- Define-globalization.
- Understand the differences between globalization, liberalization, and privatization
- Explain the positive and negative impacts of privatization
- Critically analyse the concept of education stratification.
- Summarise the various aspects of liberalization.

Structure of the Lesson

- 12.1 Globalization**
- 12.2 Liberalization**
- 12.3 Privatization**
- 12.4 Stratification of Education**
- 12.5 Summary**
- 12.6 Keywords**
- 12.7 Check Your Progress**
- 12.8 Check Your Answers**
- 12.9 Model questions**

12.1 Globalisation

Globalization is not a new concept. A kind of globalization existed even in ancient times. However, globalization made its way to India in a big way in the 1990s and became the most talked about phenomenon from the beginning of the new millennium. It is a multi-dimensional

phenomenon involving diverse activities and interactions, including the economic, political, technological, cultural and environmental. It refers to the increasing interconnectedness and interdependence of countries and their economies. It involves the exchange of goods, services, information, and ideas across borders. The exchange is facilitated by advancements in technology, transportation, and communication. Behind it is the idea of the 'global village' – considering the whole world as your village. Globalization creates opportunities for trade, collaboration, and cultural exchange. Globalization has both positive and negative impacts. It shapes various aspects of our lives and influences the way nations interact and cooperate in today's world.

12.1.1 Meaning

Globalization is the process by which regional economies, societies, and cultures have become connected through a global network of communication, transportation, and trade. In education, it indicates the exchange of knowledge between students and teachers living in different countries. Globalization has encouraged students to go to other countries to pursue higher education easily. It also allows students from foreign countries to come to India. This leads to sharing of ideas and talent with each other and also increases relationships between various countries across the world. Globalization also permits educational institutions and universities to enter a partnership with their foreign counterparts.

Anthony Giddens (1990, p.64) defines Globalisation as “The intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice-versa”. The term has been used expansively to include an enormous range of features of contemporary life. Five of them can be considered crucial to its understanding. They are as follows,

i. Stretched Social Relations

Globalization includes cultural, economic and political networks of relations spread across the world, more solid than in any previous periods. Further, they are not confined to merely particular regions. They envelop the entire world.

ii. Intensification of Flows

Globalization is seen in the rapid flow of information, capital and goods. They result in networks and interactions that transcend any effective monitoring and control by the nation-

states. They bring about social interactions that could have little to do with geographical and cultural contiguity. Satellite television, mobile phones and the internet, which are based on these flows, do not respect the spatial frameworks that bound communication hitherto.

iii. Increasing Interpenetration

Under globalization cultures and societies that were hitherto distinct come face to face with one another and get interwoven into the ways of social life of others. Differences of language, food, dress and beliefs become constitutive of social make-up.

iv. Global Infrastructure

They are formal and informal institutional arrangements in the economic, political and cultural spheres that facilitate networking and flows. Their reach transcends the bounds of a nation-state. They facilitate the functioning of a global market. They embody the codes and regulations that hold transnational interactions in place. They provide the mechanisms of global governance.

v. Reformulation of Social Relations

Under globalization, relations, between social classes are brought sharply to focus on a global scale. In the earlier phases of capitalism, class relations were principally defined within the vortex of the nation-state. Globalisation brings about a deep interaction between dominant classes and regions outstripping national cleavages. It throws up new social strata and factions both at the national and international levels. It reconstructs inequalities and existing unevenness in economic and power relations.

12.1.2 Characteristics of Globalization

The previously mentioned five-fold features inform the following characteristics of globalization. Such as,

- It is an inter-connected world: It is linked by simultaneous communication to any part of the world. It is also a world on account of the problems that confront humanity as a whole. Problems such as global climatic change, the depletion of the ozone layer, drugs, terrorism, pollution of the oceans etc. are beyond the scope of any particular nation-state.

- Distant actions in one corner of the world have rapid and significant impacts in other countries (Eg. the East Asian Crisis of 1997-1998 on the New York Stock Market or Nasdaq on the Bombay Stock Market etc.)
- There is the evolution of global social strata sharing certain common cultural features. (Eg. English language, Blue Jeans, Sweat Shirts, etc.). These features increasingly enter into national cultures and may attempt to bring about levels of homogenization of modes of living, thought and interactions.
- Globalisation encloses the entire range of social relations. It has an impact on every sphere of life. However, the momentum of these relations may not move at a uniform measure.
- Under globalization, power relations come to be expressed increasingly at the global level. New institutions come to be established for this purpose.
- The development of communication technology undermines the authority of the nation-state and poses a risk to its sovereignty.
- It associates localities with the world bypassing national boundaries.
- Sometimes smaller institutions and individuals in control of front-line technology can challenge the power of global organizations by forming alliances. There grows up a new entrepreneurship around such knowledge-based industry.
- The existing pattern of globalization has expanded economic inequalities and has worsened the lot of the impoverished. It has threatened the existence of local cultures.
- Globalization also brought various new opportunities. It has widened the range of choices available to people. It breaks down such geographic barriers as urban and rural and metropolis and periphery to access resources and information. One can live locally while being in tune with the global context.
- It is the assimilation of the global financial markets that often remains the hallmark of globalization. It comprises new forms of financial transactions, assisted by new modes of communication. It has led to the weakening of the national stock markets and extreme growth in cross-border transactions in equities, international bank lending, international bond markets etc.

- It involves a struggle to dominate global markets and centralization of power in some organizations. The development of Multinational Corporations (MNCs) and the new role that the International Monetary Fund (IMF), the World Bank and the World Trade Organisation (WTO) have come to play bear witness to it.
- The Globalisation process has hitherto been accompanied by a strong dose of Americanisation manifest in such symbols as 'Coca-Cola' and 'McDonald' and has reinforced its influence over other regions of the world.

12.1.3 Positive Impacts of Globalization on Education

Globalization has brought about many positive impacts around the world a few of which are mentioned below.

- It aims at improving the overall core values in terms of research and technological advancements.
- It helps in enhancing the outlook and the horizon of perceiving and problem-solving.
- Personal and Professional Growth: Just as your student learned to adapt to their new surroundings when they began college, they will again be urged to step outside of their comfort zones during their global education experience. Students generally return home with increased self-confidence and enhanced personal growth (Mistretta, 2008).
- Intercultural Knowledge and Skills: Through cultural immersion, students who participate in global education programs are able to gain a greater depth of knowledge about and appreciation for new cultures. This often comprises acquiring advanced language skills (Magnan and Back, 2007).
- Enhanced Global Perspective: by experiencing the differences and similarities between their host country and their home country, students will enhance their global perspectives and obtain a greater awareness of global affairs, including political, educational, societal, and economic issues (Fernández, 2006).

12.1.4 Negative Impacts of Globalization on Education

While globalization has had a beneficial impact on education in certain aspects, it has also impacted negatively on education in India, some of which are listed below:

- Dilution and trivialization of the aims of education.
- Fragmentation and compartmentalisation of education.
- Alienation of knowledge from social ethos.
- Restriction of access through commercialisation, privatization and competitive screening.
- Parallelization or hierarchical layering of school systems.
- Homogenization of socio-cultural diversities through increasing centralization.
- In view of globalization, many corporate universities, both foreign and Indian, are encroaching upon our government institutions. Once these institutions turn “to self-financing,” their prices would be benchmarked against their global counterparts, which would be affordable only to the top layer of society.
- As the job markets become acutely narrow, the polarization between the elite and non-elite would be clearly discernible.

On the one hand, children from low income groups, those from rural areas and from socially disadvantaged sections cannot afford English medium education. On the other hand, the English language dominates the MNCs and corporate circles. At the same time, the rapid growth of the software development and electronic communications industries is one of the few accomplishments of the Indian industry in post-independence India. The sad result of this is that the urban-rural divide only keeps widening.

12.2 Liberalization

12.2.1 Meaning

In the context of globalization, liberalization primarily refers to the removal of controls and regulations at various levels of the economy, facilitating market forces to determine its course and direction. It favours a competitive market solution to economic problems and a reduced role for the state in economic management. In a broader sense, the term liberalization is also used to mean creating conditions for the prevalence of civic and political rights, rule of law, accountability of power, periodic elections, a multi-party system and an impartial judiciary. These conditions are seen as keeping public authority transparent and under surveillance.

In its primary and rigid meaning, liberalization,

- Affirms freedom of trade and investment.
- Creation of free trade areas.
- Elimination of government controls on the allocation of resources in the domestic economy.
- Progressive removal of restrictions on external trade and payments.
- Expansion of foreign investment, loans and aid for rapid technological progress.

Liberalization also promotes a balanced budget; a reduction in progressive taxation, social security and welfare and a diminished role for the state in economic management. It does not benefit subsidies and state protection and resource allocations through administrative means. It recommends that inefficiency, corruption and mismanagement are built into regimes with excessive state control.

Hence, Liberalization is defined as making businesses free to enter the market and establish their venture in the country. In the context of education, it means removing the restrictions on schools and colleges by removing or reducing government control. Laws and Taxes that discouraged businessmen from opening schools are reduced or removed. It also permits schools to use teaching-learning methods that are not used by public schools. Schools are free to focus on specific specialities (such as Music Schools).

12.2.2 Positive Impacts of Liberalization on Education

The following are the positive impacts of liberalization on education.

- Liberalisation will bring a constant stream of funding which will also aid a research-based career and make it a feasible option for the future of Indian teachers and students.
- It will broaden the supply which is in shortage and the competition among educational institutions will ensure that they do not charge an excessive premium for education. An increase in the supply of education will automatically result in a fall in education expenditure.
- The Indian economy which is greatly fuelled by the service industry will get a boost with the education sector becoming a broad chunk of the economic source.

- Hundreds of thousands of Indian students study abroad at an annual estimated cost of around US \$ 1 billion, and it can even stem the exodus of thousands of students who leave the country to study abroad. This will save India capital.
- Allowing corporates would ensure the growth of better industry-oriented graduates with specific skill sets.

12.2.3 Negative Impact of Liberalization on Education

Along with positive impacts, Liberalization also brings some negative impacts on education. They are,

- International higher education is widely an unregulated market. No doubt, while there are some prestigious universities hoping to build connections overseas, recruit top students for their home campuses and strengthen their brand abroad, there is no dearth of mere subprime and low-end private institutions which are seeking to stave off failure through the export market, and there are even a few respectable universities which have been forced by government funding reduction to raise cash elsewhere.
- Students and local educational institutions in developing countries are also similarly unregulated. At times, many ill-informed and often naive students tend to avail of such services without much information or understanding. A foreign label in degrees is tempting enough to make them drop their wisdom. Uninformed or simply unreliable institutions in developing countries may form partnerships with low-quality colleges and universities in India.
- There is also the risk of fake institutions which are waiting to stuff their pockets whenever the opportunity arises.
- Corruption is uncontrollable in India. There is little left to the imagination as to what might be the outcome of such a policy in terms of bribes, false degrees, etc. There may be unpredictable outcomes which, by the time they come to light, it will be too late.

12.3 Privatization

12.3.1 Meaning

Privatization refers to the shifting of control of the economy from the public to the private hand. In Education, it means the encouragement of private schools by providing financial and

technical assistance to businessmen so that they can easily set up a school. The government's control over the curriculum, teaching methods, school rules etc., is also reduced for private schools.

Following Independence, education became an area of priority for the nation, and the government took initiatives to provide education to the masses. Areas catering to the masses, like elementary education, are still mainly under the government. Regarding private institutions, there has been a feeling that they take care of the quality aspect in a better way but are meant mainly for the elite. But now, at the school level, the demand for private educational institutions is rising, cutting across classes. This is mainly because the limitations of the government in providing quality education to the masses are surfacing. Private institutions offering higher and professional education are also getting popular due to the limitations of the public sector in fulfilling the needs in this area.

12.3.2 Private Sector in Education: Types of Ownerships

There have been different types of ownership of educational institutions. Some of these are discussed below.

- **Individual Owners and Trusts:** It was common for the wealthy people in society to support and promote educational institutions. Even today, many educational institutions are run by such individuals. A few educational organizations are owned and controlled by trusts created for educational purposes by individuals, corporate houses, etc.
- **NGOs (Non-Government Organizations):** NGOs are active in providing education. Many of them are playing a unique role in providing education to marginalized sections like women, those differently abled, rural people, tribal people, etc. The Azim Premji Foundation, Akshara, and Pratham are some active NGOs in the field of education.
- **Religious Bodies:** Since historical times, religious organizations have actively promoted the cause of education. Buddhist monasteries, madrasas, and vidyapiths flourished in the past as centres of education. Christian missionaries have been in the field of education for a long time. The Khalsa group, Arya Samaj, Ram Krishna mission, and many other such organizations are also contributing greatly to the cause of education.
- **Corporate Houses:** Many corporate houses are actively involved in providing education.

Renowned industrialists like the Tatas, Birlas, the Reliance group, and many other such business houses have made inroads into the field of education.

12.3.3 Factors Leading to Growth in Private Participation

There has been a sudden spurt in the number of private institutions. The following factors could be the reasons for the growth in Private Participation.

- Liberalization
- Changing social needs
- Quality of education
- Investment in education leading to high returns

12.3.4 Positive Impact of Privatization on Education

- It eases the pressure on the government to meet the increasing demand.
- It relieves the government from excessive costs.
- It increases the number of higher educational institutions in rural and urban areas. So, the distance between educational institutions and students' residential places is reduced.
- Privatization will foster healthy competition in the market leading to cheaper educational goods and services, while maintaining quality.
- It will lead to greater resource-generation and jobs.
- Innovations and incentives.
- Effective and time-bound results.
- Increases the possibilities of distance learning, virtual universities, e-learning, etc., due to ICT tools like the internet.
- It enables parents to admit their children in any course, irrespective of their marks and ability.

- More flexibility and variety of choices and options are available to parents and children.
- It generates employment and income opportunities.
- It causes regional development and extends higher educational facilities to rural areas.
- It increases the demand for higher education in rural areas.

12.3.5 Negative Impact of Privatization on Education

- Privatization increases the gap between the demand and supply of higher education. It is observed that the demand for higher education is less than its supply in many educational institutions.
- It increases the cost of higher education. It affects the poor and middle-income groups.
- The quality of faculty is often poor. Many of them are not fully qualified and experienced and they are weak in language fluency and subject.
- Many colleges have inadequate infrastructure facilities such as buildings, libraries, furniture, ventilation and drinking water.
- Education tends to be seen not as a social good, but as an economic good used for money making.
- Exploitation and partiality are found in the privatisation of higher education in India.
- It will increase corruption and unsavoury business practices and the public will have little or no control over private industry.

12.4 Social Stratification of Education

12.4.1 Meaning

The term stratification is derived from the geological concept of 'strata', which refers to rock layers created by natural processes. In sociology, the concept of **social stratification** includes the classification of people into groups based on shared socioeconomic conditions and a relational set of inequalities with social, economic, political and ideological dimensions. When diversities lead to a higher status, power or privilege for some groups over others, it is

termed Social Stratification. In simple terms, it is a system by which society ranks categories of people in a hierarchy. In modern society, education is the primary determinant of social stratification, which provides socio-economic and political powers to all sections of society. **167**

12.4.2 Principles of Social Stratification

Social stratification is based on four major principles. They are

- Social stratification is a trait of society, not simply a reflection of individual differences.
- It carries over from generation to generation.
- It is universal but variable.
- It involves not just inequality but beliefs as well.

In modern Western societies, stratification is broadly organized into three main layers: upper class, middle class and lower class. Each class can be again subdivided into smaller classes (e.g. occupational).

12.4.3 Definition

According to Raymond W. Murray,; “Social Stratification is the horizontal division of society into ‘higher’ and ‘lower’ social units.” Every society is divided into more or less distinct groups. Even the most primitive societies had some form of social stratification

12.4.4 Education and Social Stratification

In our society, we rank people in terms of the scarce resources they control. Money and property are scarce resources in our society, and those who possess a great deal of money and property are wealthy people, and they can use these resources to gain power. It has been said that much-respected people also control another scarce resource – public respect and that they can utilize these resources to gain power.

Political leaders are likewise powerful because they are in a position to control the members of a political party. This ranking of people according to their wealth, prestige or party position is known as Social Stratification. Stratification separates the rich from the poor, the powerful from the powerless. Those who possess scarce resources have a high rank, and those who do not possess them have a low rank.

Our place in the stratification system influences every part of our lives, such as

- Where we live, which school we go to and what work we do
- What we eat?
- How we vote, and
- Whom we marry.

Many aspects of our life are affected by the rank society gives us. Therefore social stratification is an area of great interest to sociologists.

12.4.5 Features of Social Stratification

The followings are the features of social stratification.

- Social stratification is a social and economic categorization of individuals within a societal framework.
- It is based on the caste, class, status & power of a community or section of people within the framework of society.
- It exists because of natural differences in people's abilities.
- Due to social stratification, societies tend to be stable and are held together through consensus.
- It lessens conflicts and provides structure.
- It is a natural and voluntary separation according to race, social, and economic status.

12.4.6 The Categories of Social Stratification

The categories of social stratification are: ;

- Social class
- Gender
- Race and Ethnicity

- Age
- Disability.

The following are some of the indicative features of these categories.

a) Social Class

- The distinction between wealth and income and their distribution in society.
- Social mobility and the link between class and life chances.
- Changing nature of class and its relationship to the economy and occupational structure.

b) Gender

- Difference between the biological notion of sex and the socially constructed notion of gender.
- Nature and consequences of gender-role socialisation.
- Gender inequalities in terms of occupation, family and social roles and expectations.

c) Race and Ethnicity

- Nature, size and distribution of different racial and ethnic groups in modern society.
- Inequality relating to race and ethnicity, in particular, discrimination in education, employment and on life chances.
- Role of the mass media in the formation of stereotypes and the consequences for ethnic groups.

d) Age

- Social construction of age, including awareness of different notions of childhood, adolescence and old age in different societies.
- Inequalities result from age, such as employment, unemployment, low pay, access to benefits and restrictions on social behaviour.
- Implications of changes in the age structure of modern society.

e) Disability

- Social construction of disability.
- Inequality relating to disability, particularly discrimination in education, employment and life chances.

Role of the mass media in the formation of negative stereotypes and the consequences for disabled individuals and groups.

12.4.7 Causes of Social Stratification

There are five essential points which give a clear understanding of the causes of social stratification.

- **Inequality:** Inequality exists because of natural differences in people's abilities.
- **Conflict:** Stratification occurs due to conflict between different classes, with the upper classes using superior power to take a larger share of the social resources.
- **Power:** Power influences one's definition of self and the importance of ideas in defining social situations.
- **Wealth:** Difference in wealth is also one of the causes of social stratification.
- **Instability:** Instability in society, being the cause of social stratification, enhances stability and induces members of society to work hard.

12.4.8 Stratification and Equality of Educational Opportunity

In society, stratification pertains to differential access to resources, power, autonomy, and status across social groups. It implies social inequality. If some groups have access to more resources than others, the distribution of those resources is intrinsically unequal.

Even though social stratification is a multi-disciplinary and multi-dimensional field of study, there is a tendency to understand it mainly from the perspective of sociology. Furthermore, most analysts grasp Indian society as a series of antinomies such as caste or class, caste or power, structure or culture and structure or process.

12.4.9 Equality of Educational Opportunity

Equality exists only when inequality gets removed. But in reality, whatever measures may be taken to ensure equality, inequality will exist to some degree. Thus what the programmes of equality do or can do is to narrow down the inequalities. It means “elimination of that level or type of inequality which is considered undesirable or unacceptable within the society.” So the purist of equality aims not at total equality in the philosophical sense but at an equitable distribution of societal resources.

The contemporary society views education as an important societal resource and a means of achieving the goal of egalitarianism. Education is looked upon as a way and means of raising an individual’s social status. It is accepted as a fundamental human need for a desirable quality of life. Providing equal opportunity for general, vocational, technical and professional education, all citizens have equal status in society. Education is always considered an equaliser.

Equality of educational opportunities means that an individual has equal access to education. It is one of the goals of the ideology of egalitarianism. However, inequality of educational opportunities exists throughout the world and more so in India.

The Education Commission (1964-1966) has observed: “The main social objective of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a lever to improve their condition. Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talents must ensure progressive equality of opportunity to all sections of the population”.

12.4.10 Differential Standards of Educational Institutions

Children from low-economic families receive education in substandard educational institutions which are not properly provided with teachers, teaching-learning materials, or opportunities for extracurricular activities. Comparatively, urban schools and colleges are of better quality than rural schools and colleges. Differences in the standard of educational institutions ultimately cause inequality in the standard of students.

12.4.11 Positive Discrimination in the Indian Context

To ensure equalisation of educational opportunities, specific measures are to be taken with immediate effect. These measures may be based on the needs and status of disadvantaged groups, disabled children, and girls.

- **Primary Education:** Primary education should seek develop children's literacy and numeracy skills (reading, writing, speaking, listening, and computational skills) as well as emotional and social skills that are needed for young people to take part in society. There should not be any differentiation of curricula at this stage. Equality of educational opportunities at the primary stage needs free and compulsory education for all children without discrimination.
- **Secondary Education:** Individual differences between boys and girls are more significant at the secondary stage. Hence diversified curricula should be introduced to cater to the needs, interests and capabilities of students.
- **Higher Professional Education:** At the stage of higher education and professional education, attention should be placed on individual capacity or merit and maintenance of quality and standard.
- **Compensatory Education:** Disadvantaged children have an unstimulating environment. They attend primary schools without prerequisite learning, which is necessary for the successful completion of primary education.

12.4.12 Common School System

Equalization of educational opportunities requires the adoption of a common school system in both the primary and secondary stages. It will be a system -

- Which will be open to all children without any discrimination,
- Where admission will be based on Equalization of educational opportunities
- Which will maintain adequate facilities and reasonably good standards
- Where no tuition fee will be charged
- Which will meet the needs and aspirations of the middle and lower classes

12.4.13 Free Education and Scholarships

To provide free and universal primary education for the age group 6-14 is a constitutional commitment. All Education should be tuition free. Free textbooks and writing materials should Formal education has become almost indispensable because to participate in economic

production, one needs to learn specialized skills which cannot be acquired through family or any other agency. Due to the indispensability of formal education in advanced industrial societies, education is provided by the state as a matter of right for all its citizens.

Formal institutions – schools, colleges and universities are organized for this purpose. In most societies today, legislations exist guaranteeing equality of the right to education. In fact, to realize this ideal of equality of educational opportunities, special efforts are made by the welfare states in industrial societies to provide compulsory education to the socially deprived. In developing countries like India, the state has assumed the responsibility to provide universal free education at the school level. Special policy measures have been developed to spread modern scientific secular education to rural areas, and a policy of protective discrimination has been adopted to encourage the traditionally deprived section like SC and ST to take to modern education. However, despite the creation of a legal framework in most societies to ensure the quality of educational opportunity, such an ideal continues to be elusive in reality, even in industrially advanced societies.

Boudon (1974) connects the costs and benefits of course selection to family and peer group solidarity. His work has significant implications for practical solutions to the problem of inequality of education opportunity. Even if positive discrimination worked and schools could compensate for the primary effects of stratification, sizable inequality of educational opportunity would remain.

Boudon argues that there are two ways of removing the secondary effects of stratification. The first is associated with the educational system. If it gives a single compulsory curriculum for all learners, the element of choice in the selection of courses and duration of stay in the system would be removed. The individual would no longer be influenced by his courses and remain in full-time education for the same period of time. He states that the more branching points there are in the educational system, the point at which the student can leave or choose between alternative courses, the more likely working-class students are to leave or choose lower-level courses. The gradual raising of the school-leaving age in all advanced industrial societies has reduced inequality of educational opportunity, but the present trend indicates that this reduction will at best proceed at a much slower rate.

His second solution to the problem of inequality of educational opportunity is the elimination of social stratification. He felt that this is the direction of economic equality as the most effective way of reducing inequality or educational opportunity. As a result, he argues that the key to

equality of opportunity lies outside rather than inside the schools. He further concludes: for inequality of educational opportunity to be eliminated, either a society must be un-stratified or its school system must be completely undifferentiated.

12.4.15 Problems concerning equality of opportunities in education

The following are some of the problems regarding equality of educational opportunities in India. They are,

- Education helps in realizing equality and ensuring social justice, but the system of education itself can add to the existing inequalities or at least perpetuate the same. Inequalities of educational opportunities emerge due to poverty as the poor cannot afford to meet the expenses of education.
- Children studying in rural schools are supposed to compete with the children in urban areas where there are well-equipped schools.
- In places where no primary, secondary or collegiate educational institutions exist, children do not get the same opportunity as those who have all of these in their neighbourhood.
- Wide inequalities also arise from differences in home environments. A child from a rural household or slum does not have the same opportunity as a child from an upper-class home with educated parents.
- There is a wide gender disparity in India. Here girl's education is not given the same encouragement as boys'.
- Education of backward classes, including SC and ST and economically backward sections is not at par with that of other communities or classes.

12.5 Summary

People around the world need employment and income, and a healthy environment. These are the crucial conditions which empower them to participate fully as citizens in their local, national and global communities. These goals can only be achieved if national governments allocate adequate resources to education, basic infrastructure and the environment and create the institutional framework which ensures broad access and opportunity.

Education is a major concern for all societies in the world. As the base and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the spheres of science, technology, economics, and culture. It is the major reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered.

To Sum up, we have discussed in detail about impact of globalization, liberalization and privatization and stratification on education

12.6 Keywords

Globalization, liberalization, privatization, education and social stratification.

12.7 Check Your Progress

1. In Education _____ indicates the exchange of knowledge between students and teachers in different countries.
2. _____ provides expansion of foreign investment, loans and aids for rapid technological progress.
3. How many categories of Social Stratification have been classified?

12.8 Check Your Answers

1. Globalization
2. Liberalization
3. Five

12.9 Model questions

1. Mention the characteristics of Globalization.
2. Explain the categories and causes of social stratification.
3. Write short notes on the impact of Globalization, Liberalization and Privatization.

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LESSON-13

COMMUNITY SCHOOLS – NUTRITIOUS MEAL PROGRAMME

Introduction

The concept of community schooling can be traced back to the ancient Indian system of Ashram, Gurukula, Pathasala, Vihara, Vidyapeeth, etc. Community schooling focuses not only on the all-round academic and cultural development of the student but also on the formation of their personality and character. Community schools are run by local communities. In community schools, it is the community which will be responsible for recruiting the teachers. The selection of teachers will be merit-based and the teachers will be under continuous monitoring by the community. There is a high level of accountability on the part of the teachers in community schools. The needs of the children are the highest priority in community schools because it is largely parents, neighbours, or relatives of the children who will be running the school.

In this lesson, we are going to discuss in detail Community Schools, and Mid-Day Meal Programme.

Learning Objectives

After studying this lesson, you will be able to:

- Explain in detail about Community schools
- Discuss various aspects of the Mid-day Meal programme
- Differentiate conventional school from community school
- Describe the pillars of community school

Structure of the Lesson

- 13.1 Community Schools
- 13.2 Mid-Day Meal Programme
- 13.3 Summary

- 13.4 Keywords
- 13.5 Check Your Progress
- 13.6 Check Your Answers
- 13.7 Model questions

13.1 Community Schools

These schools open beyond ordinary hours for the use of students, their parents and the community (UNESCO, 2008). Community schools have been established as a means of providing quality education for children living in small rural hamlets in Egypt, where primary schools were previously non-existent and rural girls were particularly deprived. Modelled after the BRAC experience in Bangladesh, the schools are located in the communities themselves, and hidden costs – from uniforms to school bags – are removed. Local ownership is a key feature, with communities donating space, ensuring that children come to class and managing the schools through a local education committee established in each hamlet (UNICEF, 2008). Community schools are referred to as both a place and a set of partnerships between the school and other community resources. Its combined focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. It provides a personalized curriculum that emphasizes real-world learning and community problem-solving. In the community school concept, schools become centres of the community and are open to everyone – all day, every day, evenings and weekends.

Community Schools organize students, families, educators, and community members to improve a grassroots vision for their schools and communities, and they work together to accomplish their vision.

Source: www.lrsd.org/domain/1737

13.1.1 Meaning of Community Schools

Community Schools demonstrate how education should function in a healthy democracy. They are public schools that provide services and support which fit each neighbourhood's needs, created and maintained by the people who know their children best, families, educators, community organizations, local governments, and the students themselves, all working together.

Community schools offer not only enormous opportunities for learning and success for students, but they also provide hope, opportunity, and transformation to entire communities. They are schools built with the understanding that students always come to the classroom with challenges that influence their ability to learn, explore, and improve to their greatest potential. Because learning never happens in isolation, community schools offer free healthy meals, health care, tutoring, mental health counselling, and other tailored services before, during, and after school. At a time when attempts at saving communities bogged down by inextricably linked problems have failed, community schools provide an evidence-based pathway to set free both the students and the communities they live in.

Some of the resources community schools offer include

- High-quality early learning programs
- Remedial education
- Family engagement
- Family literacy
- Community service and service learning opportunities
- Primary health and dental care
- Mental health services

As you can see, community schools are quite holistic in their approach and provide a unique set of benefits that conventional schools and home-schooling do not.

13.1.2 Difference between Conventional Schools and Community Schools

Most people think of schools today as serving a single purpose: a binary, analogue-system of delivery – teachers teach and students learn. Community schools are akin to smartphones. Schools and communities connect, collaborate, and create. Children and families have an array of support from community partners right at their school. Communities and schools leverage their shared physical and human assets to help kids succeed.

Community schools contain a host of opportunities and built-in support that give students and parents all the tools they need to learn and grow. Just like smartphones, community schools

have an infrastructure or operating system that makes all the applications work in a synchronized manner. A school-site leadership team often consists of educators, parents, community partners, and others, and is accountable for creating a shared vision for the school, identifying desired results and helping align and integrate the work of partners with the school. A community school coordinator works hand-in-hand with the principal and is a member of the school leadership team. She/he is responsible for building relationships with school staff and community partners, engaging the families and community residents, and coordinating an efficient delivery of support to students both inside and outside of the classroom, all day and every day. Data on academic and non-academic factors drive the work for a community school.

13.1.3 The Pillars of Community Schools

The Community Schools Model advanced by the National Education Association (NEA), an American organization of Teachers, Administrators and Educators, has highlighted six pillars of Community Schooling. Unlike most public education models, these pillars are adaptable to the needs of an individual school's students, staff, families, and community and give specific focus to creating, supporting, and sustaining a culturally relevant and responsive climate. NEA was instrumental in ensuring the inclusion of two pillars such as high-quality teaching and learning and inclusive leadership.

1. Strong and proven culturally relevant curriculum

Educators offer a rich and different academic program allowing students to acquire both foundational and advanced knowledge and skills in many content areas. Students learn with enthusiasm culturally relevant materials that address their learning needs and expand their experience. They also learn how to analyse and understand the unique experiences and perspectives of others. The curriculum embraces all content areas including the arts, second languages, and physical education. Teachers and education support professionals (ESP) are involved in developing effective programs for language instruction for English learners and immigrant students. These schools provide rigorous courses such as Advanced Placement or International Baccalaureate. They offer learning and enrichment activities before and after the regular school day, including sports, the arts, and homework assistance. Schools address the needs of parents and families through programs such as English-as-a-Second-Language classes, GED preparation, and job training programs.

2. High-quality Teaching and Learning

Teachers are fully qualified, knowledgeable about their content, and skilful in their practice. The instructional time focuses on learning rather than testing. Individual student needs are identified, and learning opportunities are designed to address them. Higher-order thinking skills are at the core of instruction. Thus all students acquire problem-solving, critical thinking, and reasoning skills. Educators work collaboratively to plan lessons, analyse student work, and adapt curriculum as required. Experienced educators work closely with novices as mentors, coaches, and guides on the side, sharing their knowledge and expertise. ESP members take part in professional learning experiences and are consulted and collaborate when developing plans to improve instruction. Together, educators identify the methods and approaches that work and change those that do not meet student needs.

3. Inclusive Leadership

Leadership teams with educators, the community school coordinator, and other school staff share the responsibility of school operations with the principal. This leadership team ensures that the community school strategy remains central in the decision-making process.

4. Positive Behaviour Practices (Including Restorative Justice)

Community school educators provide importance to positive relationships and interactions and model these through their own behaviour. Negative behaviours and truancy are acknowledged and addressed in ways that hold students responsible while showing them they are still valued members of the school community. All members of the faculty and staff are responsible for ensuring a school climate where all students can learn. Restorative behaviour practices such as peer mediation, community service, and post-conflict resolution help students learn from their mistakes and foster positive, healthy school climates where respect and compassion are core principles.

5. Family and Community Partnerships

Families, parents, caregivers, and community members are partners in creating dynamic, flexible community schools. Their involvement is not related to a particular project or program but is ongoing and extends beyond volunteerism to roles in decision-making, governance, and advocacy. Both ESP and teachers are part of developing family engagement strategies, and they are supported through professional learning opportunities. Their voices are critical to articulating and achieving the school's overall mission and goals.

6. Coordinated and Integrated Wraparound Supports (community support services)

Community school educators recognize that students often come to school with challenges that impact their ability to learn, explore, and develop in the classroom. Because learning does not happen in isolation, community schools provide meals, health care, mental health counselling, and other services before, during, and after school. Staff members support the identification of services that children need. These wraparound services are integrated into the fabric of the school that follows the Whole Child tenets.

13.1.4 Mechanisms of Community Schools

Apart from a definition of community schools and the six-pillar model, four mechanisms are essential for the implementation of the model.

a). Community School Coordinator

Each community school should have a community school coordinator (CSC) that plays a leadership role at the school, is a member of the school leadership team, and is a full-time staff member. The CSC has training and specialized skills that support building and managing partnerships in diverse communities, creating and coordinating an integrated network of services for students and their families, and optimizing internal and external resources. The leadership team should include administrators, ESP, teachers, and other school staff, along with the CSC. All share the responsibility of school operations with the principal. This leadership team ensures that the community school strategy remains central in the decision-making process. The CSC's primary role is to facilitate a deep needs and assets assessment in collaboration with all stakeholders of community schools to determine the root causes of problems and to determine school and community assets that can fill needs.

b). Needs and Assets Assessment

The base for the community school model is a school-based need and asset assessment that assesses needed academic, social, and emotional supports (including faculty expertise and community support of the school and surrounding community). The needs and asset assessment, facilitated by the CSC, is an inclusive process in which families, students, community members, partners, teachers, ESP, administrators, and other school staff define their needs and assets. Problem-solving teams are established according to the needs determined in the needs and asset assessment.

c). School Stakeholder Problem Solving Teams

Each community school should have groups of school and community stakeholders dedicated to solving problems that are identified in the needs and asset assessment, as well as problems identified by stakeholders subsequent to the assessment. The solutions identified by the stakeholder problem-solving teams change how things are done in and outside of school hours and, at times, involve partnerships with outside organizations and individuals.

d). Community School Stakeholder/Partner Committee

The community school stakeholder committee (CSSC) coordinates between school staff, partners (organizations, businesses, town and city service providers), and stakeholders to ensure goals are reached, and obstacles are eliminated. The CSSC, which includes families, community partners, school staff, students, the Association, and other stakeholders from the school's various constituencies, works in collaboration with the school leadership team and supports coordination across and among community schools within a school district.

13.1.5 Advantages of Community School

- Students are able to connect personally to their social and physical environments.
- They are able to develop key skills and an awareness of the things happening around them. It also makes education interesting and fun improving attitudes and interest in learning.
- It enhances improved partnerships and collaboration between parents, teachers, students, and other members of the community.
- Communities provide learning opportunities for students and educators, leading to new knowledge and creative ways of thinking.
- It enables learners to share ideas and facts through discussion, leading to increased retention and retrieval of knowledge.

13.1.6 Disadvantages of Community School

- Sometimes community schools may not enable students to process all the academic concepts they need to pass an exam which causes poor academic performance.

- It may not be suitable for students who often rely on teachers for answers and guidance. Moreover, some learners may not be comfortable with group discussions and collaborations, as they may prefer working alone.
- It consumes a lot of time, which may prevent learners from covering all topics in the school curriculum.
- It requires cooperation from all stakeholders for it to be successful. In some cases, certain members of society may not cooperate in the learning process.
- It requires substantial investment in resources and facilities. Without sufficient resources, Community schools might not achieve their intended results.

13.2 Mid-Day Meal Programme

13.2.1 History of the Scheme

The practice of the Midday Meal Scheme was implemented in the Union Territory of Puducherry under the French Administration in 1930. In post-independent India, the Midday Meal Scheme was first launched in Tamil Nadu, pioneered by former Chief Minister K. Kamaraj as early as 1956.

Mid-Day Meal Programme was started in India on 15th August 1995 in the name of **the National Programme of Nutritional Support to Primary Education (NP-NSPE)** by the then Prime Minister Mr. Narasimha Rao. In October 2007, NP-NSPE was renamed as National Programme of Mid-Day Meals in Schools which is popularly known as the Mid-Day Meal Scheme.

In September 2021, it was again renamed as 'PM POSHAN' or Pradhan Mantri Poshan Shakti Nirman. PM POSHAN will extend the hot cooked meals to students studying in pre-primary levels or Anganwadis of government and government-aided primary schools, in addition to those already covered under the mid-day scheme.

13.2.2 Meaning of Mid-Day Meal

It is one meal that is provided to all children enrolled in government schools, government-aided schools, local body schools, special training centres (STC), madrasas and makhtabs supported under Sarva Shiksha Abhiyan (SSA).

13.2.3 Objectives

The main objectives of the MDM scheme are:

- To increase the school enrolment of children belonging to marginalised sections of society.
- Leading enrolment to increased attendance in the schools.
- To retain children studying in classes 1-8.
- To provide nutritional support to the children of the elementary stage in drought-affected areas.

13.2.4 Salient Features of Mid-Day Meal Scheme

- It is the largest school meal programme aimed to attain the goal of universalization of primary education in the world.
- The Ministry of Education (earlier known as the Ministry of Human Resources and Development) is the authorized body to implement the scheme.
- It is a centrally sponsored scheme hence cost is shared between the Union government and the states. (Union's share – 60%)
- **Tamil Nadu was the first state to implement the mid-day meal scheme.**
- In 2001, MDMS became a cooked midday meal scheme under which each eligible child was provided with a prepared midday meal for a minimum of 200 days:
 1. Energy intake – 300 calories
 2. Protein intake – 8 to 12 grams
- Till 2002, the scheme was only designed for government, government-aided and local body schools. Later, children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres too were included under the scheme.

- **In 2004, MDMS was revised:**

1. Union government assistance was provided for cooking costs.
2. Transport subsidy included for all states (Max. of Rs 100 per quintal for special category states and Rs. 75 per quintal for other states.)
3. Management, monitoring and evaluation of the scheme.
4. Provision to serve mid-day meals during summer vacation to the children of drought-affected areas was also added.

In 2006, the MDMS was again revised:

1. Cooking cost was increased to Rs. 1.80 per child/school day for States in the North Eastern Region and Rs. 1.50 per child/school day for other States and UTs.
2. Nutritional norm was revised – Energy intake was increased from 300 calories to 450 calories and protein intake was increased from 8-12 grams to 12 grams.
 - In 2007, class 6-8 children studying in 3,479 Educationally Backwards Blocks (EBBs) were included in the scheme.
 - SSA-supported madrasas and makhtabs were included in this scheme in 2008.
 - Apart from the calories and food intake, for micro-nutrients (tablets and deworming medicines), each child is entitled to receive the amount provided for in the school health programme of the National Rural Health Mission.

13.2.5 Rules for MDM (2015)

Midday Meal Rules 2015 are notified on 30th September 2015 under National Food Security Act (NFSA) 2013. Under the MDM rules,

- Schools are empowered to utilize other funds for mid-day meals in case MDM funds get exhausted.
- On occasions when schools and other required bodies are unable to provide cooked meals to children, they have to provide food allowances to the beneficiaries.
- There are accredited labs to do the monthly testing of meals on a random basis.

- Under MDM rules 2015, if children of any school don't get food for 3 consecutive school days or 5 days in a month, the concerned state government has to fix the responsibility on a person or an agency.

13.2.6 Salient Features of MDM Rules, 2015:

Calories Intake	Primary	Upper Primary
Energy	450 Calories	700 Calories
Protein	12 g	20 g
Food Intake	Primary (in Grams)	Upper Primary (in Grams)
Food Grains	100	150
Pulses	20	30
Vegetable	50	75
Oil and Fats	5	7.5

Every child from class 1-8 within the age group of six to fourteen years is eligible for a cooked nutritious meal every day except school holidays, with the following nutritional requirements:

- The schools procure AGMARK quality items for the preparation of mid-day meals.
- The meals are to be served on the school premises only.
- Each school should have a hygienic cooking infrastructure to cook mid-day meals in a hygienic manner.
- The School Management Committee (SMCs) plays a significant role in the monitoring of MDMS. SMSc is mandated under the Right to Free and compulsory education act, 2009 or the Right to Education Act.
- The headmasters or headmistress are empowered to utilize the school funds on account of mid-day meal fund exhaustion. However, the same has to be reimbursed to the midday meal fund as soon as the school is credited with the MDM fund.

- The Food and Drugs Administration Department of the State may collect samples to ensure the nutritive value and quality of the meals.
- Food allowance is to be provided to the children whenever cooked meals are not provided due to unforeseen circumstances in the manner mentioned below:
 1. Quantity of Food grains as per entitlement of the child.
 2. Cooking costs prevailing in the State.

13.2.7 Models of Mid-Day Meal Scheme

Mid-Day Meal Scheme is implemented using one of the three models.

- **Decentralized model** – Preparing meals on the site by local cooks, Self-help groups etc.
- **Centralized model** – In the place of local on-site cooks, under this model, an external organization cooks food and delivers it to the schools.
- **International assistance** – Various international charity organizations aid government schools.

13.2.8 Criticism of the Mid-Day Meal Scheme

There are several loopholes that are a point of discussion. They are,

- Despite such integrated child development schemes, India faces severe issues like child stunting, child mortality, child wasting and undernourishment. The same is reflected in India's rank of 94 in the Global Hunger Index 2020.
- Caste-based discrimination destroys the objective of MDMS. -The 2008 Report by the National Campaign on Dalit Rights to the UN Committee on Economic, Social and Cultural Rights highlights that midday meals are usually served in upper-caste localities and that during times of caste tensions, Dalit children are denied the meal to assert the dominance of these upper caste communities.
- The National Family Health Survey 2015-16 reported 39 per cent of children to be chronically undernourished.

- The quality of food is often debated and various media reports mention the health of children deteriorating with the food provided during midday meals.
- Linking Aadhar to a mid-day meal scheme has its own demerits of limiting the children's access to the MDMS because it denies food to those who do not have an Aadhar card.

13.3 Summary

Learning is all about a change brought about by developing a new skill, understanding a scientific law, and changing an attitude. The change is not just incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn. Other learning can take place without proper planning, for example through real-life experiences. Generally, with all learning, there is a component within us of wishing to remember and understand why something happens and to do it better next time. So far we have discussed in detail various aspects of the Community School and the Mid-day meal programme.

13.4 Keywords

Community Schools, Inclusive Leadership, Mid-Day Meal Programme,

13.5 Check Your Progress

1. Who includes the six pillars of practice for community school?
2. Expand - 'PM POSHAN'
3. How many mechanisms are essential for the implementation of the six pillars model of community school?

13.6 Check Your Answers

1. National Education Association (NEA) of the United States of America.
2. Pradhan Mantri Poshan Shakti Nirman
3. Four

13.7 Model questions

1. List out the six pillars and four mechanisms of community schools.
2. Write down the salient features of the mid-day meal scheme.

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LESSON - 14

LIFELONG LEARNING AND ONLINE EDUCATION

Introduction

Mark Twain's snappy wisecrack, "**Never let formal education get in the way of your learning,**" reveals the essence of lifelong learning. When you're in a constantly evolving world, it requires you to level up or you get left behind. As humans, we have a tendency to evolve – learn new jobs, habits or pursuits. Our capacity to learn is ingrained in our system. It just depends on how we use this gift. Most people associate learning with formal education at academies, councils, universities etc. We're all told, from an early age, that we should 'get a good education'.

Generally speaking, it's true that a formal education and qualifications are important. Education may maximise our chances to find better, more satisfying jobs, earn further and, maybe, become more successful in our chosen career. Still, 'lessoning' is only one type of learning. There are numerous other openings to foster your knowledge and develop the jobs you need throughout life. Knowledge can be acquired and skill-sets developed anywhere – learning is necessary and happens all the time. Still, lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development. In this lesson, we are going to discuss in detail lifelong learning and online education/learning.

Learning Objectives

After studying this lesson, you will be able to:

- Describe the meaning of lifelong Learning
- Understand the Importance of lifelong Learning
- Explain the advantages of lifelong learning
- Summarize the concept of online education
- Critically analyse the continuum of online learning
- Differentiate the advantages and disadvantages of online learning

Structure of the Lesson

- 14.1 Lifelong learning**
- 14.2 Online Learning**
- 14.3 Summary**
- 14.4 Keywords**
- 14.5 Check Your Progress**
- 14.6 Check Your Answers**
- 14.7 Model questions**

14.1 Lifelong Learning

14.1.1 Meaning

In today's knowledge-based economy, Lifelong Learning is crucial for sustaining personal and professional development. Organization for Economic Cooperation and Development (OECD) research suggests that 32% of current jobs are likely to see significant changes in how they are carried out. A further 14% of jobs could be completely automated. Yet only two-in-five adults (41%) participate in education and training in any given year. Employees that aren't evolving their skill sets risk falling behind. Learning and Development teams are well-placed to drive the up-skilling, reskilling, and continuous learning programs that underpin Lifelong Learning in the workplace. Lifelong Learning can happen in any setting formal or informal, at home or at work.

14.1.2 Definition

Lifelong Learning is defined as an approach to learning, whether in personal or professional contexts that is continuous and self-motivated. It can be formal or informal and takes place throughout an individual's life. In simple terms, it happens 'from the cradle to the grave.'

It is most closely aligned to the learning theory of andragogy, or Adult Learning Theory, but also falls within the framework of Constructivism.

14.1.3 Importance of Lifelong Learning

- In the current globalized, fast-paced, and knowledge-driven economy, Lifelong Learning is both an imperative for the workforce and a source of personal fulfilment for individuals.
- It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us.
- This is the age of Automation and Artificial Intelligence. Hence an individual must be a lifelong learner that helps to stay employed.
- It keeps an individual motivated and empowers their self-confidence at both in the personal and work environment.
- It helps to improve the quality of life we live.

14.1.4 Key checklist for lifelong learning

- Voluntary
- Self-motivated or self-initiated
- Doesn't always require a cost
- Often informal
- Self-taught or instruction that is sought
- Motivation is out of personal interest or personal development

14.1.5 Examples of Lifelong Learning

As previously mentioned Lifelong Learning is self-directed. It includes informal initiatives that an individual pursues, 'accidental learning,' or it can take a more formal approach within established organizations (for a degree or certification, or not).

1. Informal Lifelong Learning

In the informal mode, learning doesn't have to take place in a classroom. Adults can find Lifelong Learning opportunities in everyday activities. For instance,

- Nurturing curiosity.
- Attending a free class or workshop.
- Leaving one's comfort zone.

2. Formal Lifelong Learning

Formal Lifelong Learning generally takes the shape of traditional classroom learning, whether it's skill-specific learning, learning to earn a degree or certificate, or vocational training. Such as,

- Online, non-degree granting programs, like Free Code Camp or Khan University.
- Continuing education programs, like those at The New School's Adult & Continuing Education programs.
- Vocational training, like those on careeronestop.org.
- Online or low residency degree-granting programs, like those available at Pace University, Florida University, and George Washington University.

14.1.6 Lifelong Learning in the Workplace

Although Lifelong Learning doesn't have to take place in a professional context, it is always viewed as an important factor in the success of a career. Learning Organizations in particular embrace the approach of Lifelong Learning.

For motivated adults, McKinsey & Company identified 7 vital elements of a Lifelong Learning mindset in a professional setting. They are as follows

Advantages of Lifelong Learning for Society

Lifelong learning widely benefits society by ensuring the following two aspects. They are

1. A stronger economy

The 21st century is no longer a labour-based economy, but a knowledge-based one. Hence, those who lack education risk unemployment and lower salaries.

Alan Burton-Jones says that the consumer economy will become a learning society. Firms that learn faster will beat their rivals. Learning will become a lifelong process, the biggest activity on the planet and the major growth market of the twenty-first century.

OECD demonstrates, individuals who obtain Lifelong Learning will not only benefit personally but will help build a stronger market: “A skilled workforce makes it easier for firms to develop and introduce new technologies and work organization practices, thereby boosting productivity and growth in the economy as a whole”.

2. A more equitable society

Most lifelong learners, especially in retirement, channel their curiosity into volunteerism, as recommended in the book, ‘Learning Later, Living Greater’. These altruistic pursuits contribute to a fairer society and help older generations stay social and engage in meaningful activities. **197**

14.1.7 Advantages of Lifelong Learning for Individuals

1. Personal fulfilment

Lifelong Learning is self-directed which leads the learner to a feeling of fulfilment (learning to satisfy curiosity, indulge a passion, and return to lost hobbies...).

When this learning leads to searching for a job that sits at the intersection of what someone is good at, what the world needs, and what they love doing, they have found their ‘reason for being’, as defined by the Japanese concept of Ikigai ((pronounced “eye-ka-guy”) is, above all else, a lifestyle that strives to balance the spiritual with the practical).

2. Professional development

As mentioned above, workers who continuously learn are more competitive in the job market and less likely to fall behind in the face of automation and the changing work environment.

Karie Willyerd and Barbara Mistick, leaders in personal development and learning, recommend five practices to drive Lifelong Learning to ensure job security:

- Learn on the fly in any situation.
- Open your thinking to a world beyond where you are now.
- Connect to the people who can help you make your future happen.

- Be greedy about gaining experiences.
- Bounce forward and stay motivated through the ups and downs of a career.

3. Personal health

Scientifically, Lifelong learning as you age helps maintain brain plasticity, staving off illnesses like dementia.

A 2013 study by Robert Wilson concluded that “more frequent cognitive activity across the life span has an association with slower late-life cognitive decline.”

Similarly, Harvard Men’s Health Watch suggests that “embracing a new activity that also forces you to think and learn and requires ongoing practice can be one of the best ways to keep the brain healthy.”

14.2 Online Learning

One of the most frequently used terms after the COVID-19 pandemic is the “new normal”. The new normal in education is the increased use of online learning tools. The pandemic has triggered new ways of learning. Across the world, educational institutions are looking toward online learning platforms to continue with the process of educating learners. The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutions, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learning academics but also extends to learning extracurricular activities for students as well. In recent times, the demand for online learning has risen significantly, and it will continue to do so in the future.

14.2.1 Meaning

Online learning refers to, when you take courses online instead of in a physical classroom if your schedule makes it hard to attend classes, if you prefer studying at your own pace or if you live far from campus. In simple words, online learning is any form of learning conducted partly or wholly over the Internet.

It is a form of distance education in which a course or program is intentionally designed in advance to be delivered fully online. Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment.

14.2.2 Importance of Online Learning

With online learning, you can:

- Earn a certificate or diploma without setting foot in a physical classroom
- Work full-time while you study
- Set your own schedule: study in the early morning, on your lunch break, or even in the middle of the night
- Interact with students from across India and around the world
- Get quality education from any University without leaving your home community.

14.2.3 The Continuum of Online Learning

Source: Chapter 9.1.2, Teaching in a Digital Age

- At one end, there is teaching without the use of technology, which therefore is NOT online learning, but 'pure' face-to-face teaching. However, teaching without any technology is very rare these days, at least in formal education.
- Then there is an application of technology as a classroom aid, which may or may not be online learning. For example, the teacher using a projector and PowerPoint slides would not be using online learning, but students directed to use a device such as a laptop, tablet or mobile phone to look at a website during teaching would be a form of online learning, but the classroom would remain the main means of delivery. However, this could be considered a sub-branch of online learning, called Blended learning.
- So, as with most continua, we get to a point where definitions become a little less precise, and this is blended learning, which again can mean a number of things, but in general means a combination of face-to-face teaching and significant use of online learning, especially outside the classroom. This can take a number of forms:
 - o **Flipped classroom:** Students do preparation online before a face-to-face classroom session (For example, watching a pre-recorded video lecture, and/or online reading).

- o **Hybrid learning:** the whole classroom experience has been redesigned to focus on what the instructor thinks is best done online and what is best-done face-to-face. In hybrid learning, students may spend 50 per cent or more of their time learning online.
- Finally, fully online learning, where students do not come to campus at all but study entirely online, is termed as one form of distance education.

Online learning involves learning with or without an instructor physically present, and a computer lab where everything is already pre-loaded on the computer would not be online learning. (This form of learning is still found in some countries with poor or no Internet access).

An essential thing to remember is that online learning is mainly a mode of delivery, a way of delivering education to learners, NOT a particular method of teaching. Online learning can support a broad range of teaching methods. For example, lectures can be delivered in class (face-to-face) or over the Internet, as can experiential learning, constructivist approaches and many other teaching methods.

14.2.4 Advantages of Online Learning

- **Efficiency:** Online learning provides teachers with an efficient way to deliver lessons to students. It has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans.
- **Freedom of Time and Place:** It permits students to attend classes from any location of their choice. It also allows schools to reach out to a broad network of students, instead of being restricted by geographical boundaries.
- **Accessibility:** Online lectures can be recorded, archived, and shared for future reference whenever needed. This allows students to access the learning material at a time of their requirement.
- **Affordability:** Online education is far more affordable as compared to formal learning. This is because it excludes the cost points of student transportation, student meals, and most importantly, real estate. And also all the course or study materials are available online.

- **Improved Student Attendance:** Since online classes can be taken from home or the location of choice, there are fewer chances for students to miss class.
- **Suits a Variety of Learning Styles:** Each student has a different learning journey and a different learning style. Online learning is the best way to create a perfect learning environment suited to the needs of each student.

14.2.5 Disadvantages of Online Learning

- **Inability to Focus on Screens:** One of the greatest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a major chance for students to get easy distractions with social media or other sites.
- **Technology Issues:** Another major key challenge of online classes is internet connectivity. Without a proper internet connection for students or teachers, there can be a lack of continuity in teaching-learning. This is destructive to the education process.
- **Sense of Isolation:** Students can learn a lot from their peers and with their peers. However, in an online class, there will be minimal physical interactions between students and teachers and students and peers. This often results in a sense of isolation for the students.
- **Teacher Training:** Online learning requires teachers to have a fundamental understanding of using digital forms of learning. Most often, teachers have a very basic understanding of technology.
- **Manage Screen Time:** Online learning may cause severe health hazards for children who spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also sit in a bad posture may cause some physical problems due to staying hunched in front of a screen.

14.3 Summary

Knowledge can be acquired and skill-sets developed anywhere – learning is necessary and happens all the time. In today's knowledge-based economy, Lifelong Learning is crucial for self and professional development to sustain a successful career. Lifelong Learning can happen

in any setting, formal or informal, at home or at work. In informal mode, learning doesn't have to take place in a classroom. Adults can find Lifelong Learning opportunities in everyday activities. Formal Lifelong Learning generally takes the shape of traditional classroom learning, whether it's skill-specific learning, learning to earn a degree or certificate, or vocational training. The pandemic has triggered new ways of learning. Across the world, educational institutions are looking toward online learning platforms to continue with the process of educating learners. The new normal now is a transformed concept of education with online learning at the core of this transformation. In recent times, the demand for online learning has risen significantly, and it will continue to do so in the future. Online learning involves learning with or without an instructor physically present, and a computer lab where everything is already pre-loaded on the computer would not be online learning.

14.4 Keywords

LifeLong Learning, Online Learning, Ikigai, flipped classroom, hybrid learning.

14.5 Check Your Progress

1. Expand - OECD
2. In which form of learning, will students spend 50 per cent or more of their time learning online?
3. How many components are there in the 'Ikigai' concept?

14.6 Check Your Answers

1. Organization for Economic Cooperation and Development
2. Hybrid learning
3. Eight

14.7 Model questions

1. Mention the elements of Lifelong Learning in a professional setting as identified by McKinsey & Company.
2. Explain-Online learning
3. Enumerate the advantages and disadvantages of online learning

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LESSON - 15

DISTANCE EDUCATION

Introduction

Distance education is the sequential process of acquiring education which brings together the physically-geographically distant learner(s) and the facilitator(s) of the learning activity around planned and structured learning experiences via various two- or multi-way mediated media channels that allow interactions between/among learners, facilitators as well as between learners and educational resources.

Learning Objectives

After studying this lesson, you will be able to:

- Understand the meaning of distance education
- Know about the objectives of distance education
- Recall the features of distance education

Structure of the Lesson

- 15.1 Distance Education
- 15.2 Need of Distance Education
- 15.3 Objectives of Distance Education
- 15.4 Modes of Distance Education
- 15.5 Features of Distance Education
- 15.6 Summary
- 15.7 Keywords
- 15.8 Check Your Progress
- 15.9 Check Your Answers
- 15.10 Model questions

15.1 Distance Education

Holmberg (1989) says “Distance education is a concept that covers the learning-teaching activities in the cognitive and/or psychomotor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments” (Holmberg, 1989).

Moore (1972 and 1973) defined it as “the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours, including those that, in a contiguous situation, would be performed in the learner’s presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.”

Initially, distance education was called correspondence education as it involves the study materials and evaluation marks sheets sent to the candidates at regular intervals without the involvement of a personal contact program. But now the term Distance education is an umbrella term by utilising all technology, comprising both printed and electronic media, and uses of internet synchronously or asynchronously to achieve the best outcome.

In India, the need for distance education (correspondence education) was emphasized in the Third Five-Year Plan. An expert committee was appointed in 1961 to work on the possibilities of the correspondence education scheme. The committee recommended that correspondence education programmes be provided by one university. In this suggestion, Delhi University was the first to establish the Directorate of Correspondence Education and admitted students. Later on, a few more universities offered correspondence programs and established education departments in the 1960s. As a breakthrough Andhra Pradesh Open University (1982) (now Dr .R. Ambedkar Open University), Indira Gandhi National Open University (1985) was established exclusively for distance education.

15.2 Need for Distance Education

All India Survey on Higher Education (AISHE) 2019-20 reports that the Gross Enrolment Ratio (GER) in higher education in India is 27.1 per cent for 2019-20. So in order to bridge the gap between them the need for distance education becomes indispensable. Through distance education, a parallel and an alternative system of education to formal schooling particularly to those who were out of after-school education is catered to. It becomes an inevitable means of adult education.

15.3 Objectives of Distance Education

- To provide affordable education for all standards of people.
- To provide an alternative path to wider opportunities in education
- To provide people with a chance to enhance their knowledge in their area of interest.
- To provide education for those who missed an opportunity in the past.
- To provide education in remote areas (reaching education for the un-reachable).

15.4 Modes of Distance Education

The mode of delivery of the programmes of Distance Education can be put into two types (i) Synchronous learning and (ii) Asynchronous learning.

15.4.1 Synchronous learning

Synchronous learning is a mode of delivery where all participants are present at the same time. It is a replica of the traditional classroom teaching method though the participants are located in different places with organized timetables using web conferencing, educational televisions, Educational Broadcasting, satellite channels, etc.

15.4.2 Asynchronous learning

In asynchronous learning mode of delivery, the participants access course materials on their own schedule and so is more flexible. Learners are not required to be together at the same time. Mail Correspondence (postal mail) is one such oldest form of asynchronous form of distance education. Some of the asynchronous modes are email, audio & video (AR) recordings and printed materials.

15.5 Features of Distance Education

i. Flexibility

One of the remarkable features of Distance Education is that it helps candidates to acquire a degree without making constant visits to the institution. It helps the learners to complete the coursework according to their autonomy.

ii. Affordability

The availability of Distance Education by various institutions at competitive prices helps students get enrolled in one such programme.

iii. Access

Distance Education provides all people equal access to education at all stages (from school to college). Physically challenged people, who are unable to attend traditional classes because of their physical disability are given a fair chance to get enrolled in such programmes through distance education.

iv. Lifelong Education

Distance Education is continuous throughout life that is to continue education beyond childhood and youth and throughout adulthood.

v. Prosperity

Distance education helps in enriching the knowledge of the learners and ascending to the next higher level thereby helping in the economic prosperity of the country.

15.6 Summary

Distance Education is a concept that covers the learning-teaching activity characterized by non-contiguous communication and can be carried out anywhere and at any time.

15.7 Keywords

Lifelong Education, GER,

15.8 Check Your Progress

1. _____ was the first Open University in India.
2. What is **India's overall GER** and **Tamil Nadu's GER** in Higher Education according to AISHE 2019-20?
3. _____ learning is a mode of delivery where all participants are present at the same time.

15.9 Check Your Answers

1. Andhra Pradesh Open University
2. 27.1% and 51%
3. Synchronous

15.10 Model questions

1. Brief about Distance Education and its objectives and features.
2. Discuss the Distance Education role in achieving GER.

Reference

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LESSON - 16

OPEN LEARNING

Introduction

Open learning encourages learners to choose the learning programme according to their interest and convenience. In this chapter, we shall discuss Open Learning and how it differs from distance education, the evolution of the Open school system and Open University in India, and the board which supervises distance education in India.

Learning Objectives

After studying this lesson, you will be able to:

- Understand what open learning is;
- Differentiate between Open Learning and Distance Education;
- Know the functions of DEB/ DEC

Structure of the Lesson

- 16.1 Open Learning**
- 16.2 Common barriers to learning**
- 16.3 Open University**
- 16.4 Open school system**
- 16.5 DEB/ DEC and its significant functions**
- 16.6 Summary**
- 16.7 Keywords**
- 16.8 Check Your Progress**
- 16.9 Check Your Answers**
- 16.10 Model questions**

16.1 Open Learning

The term 'Open Learning' can be summed up the simple phrase, "all things to all people". Open learning is a process which focuses on access to educational opportunities and a philosophy which makes learning more client- and student-centred. Open Learning allows the learner to choose how to learn, when to learn, where to learn, and what to learn.

Open learning is a boon to the learners to get enriched in their knowledge. Open learning and resources have helped the current generation to move to the next higher level in all walks of life, viz knowledge, economic standards, etc.

Open learning is a term used to describe course flexibility designed to meet individual requirements. It is often applied to a provision that tries to remove barriers that prevent attendance at more traditional courses and suggests a learner-centred philosophy. (Lewis and Spencer, 1986)

Distance Education	Open Learning
Communication between teacher and students is non-contiguous.	Its philosophy of education students with as much choice and control as possible over content and learning strategies.
The time duration for a programme is fixed terms and the autonomy to complete it, is pace, left to the learners.	Constraints on the study are minimized either in of access or time and place, and method of study or any combination of these.
Distance Education is an access for all those who yearn for continuing their education one which is available at a minimal cost.	Open education is not just access alone, it's about providing people with a fair chance at no cost using Open Educational Resources (OER)
Possibility of occasional meetings with facilitator for the purpose of interaction.	Flexibility is left to learners of such their interaction with their facilitator.
Example: University Distance Education	Example: SWAYAM online courses. Courses
Communication between teachers and students is non-contiguous.	The philosophy of education provides students with as much choice and control as possible over content and learning strategies.
The time duration for a programme is fixed.	Constraints in the study are minimized either in terms of access or time and place, pace, and method of study or any combination of these.

16.2 Common Barriers to Open Learning

Though open learning has huge benefits for learners, there are some barriers which may affect its proper implementation. There are sustainability issues where the creators of the content and developers of the website may not get sufficient finance to continue the work, and they may not keep updating the course content.

Lack of spontaneous interactions with the facilitator (that which happens in a regular classroom) may lead to disinterest in the subject. The quality of the content posted on the website may not be authentic. Some authors are reluctant in sharing their works online which may result in the learners not getting the desired material. Highly motivated people tend to make use of open learning and its resources whereas less motivated may leave it in between.

16.3 Open University

The growth and development of distance education have been through several stages — from pure correspondence education to multimedia distance education and maturing into open and distance learning, and today moving towards online programmes of study through the internet and computers. Thus, the growth and development of distance education can be put in two phases namely

The correspondence education phase (1962-1982).

Open education phase (1982-onward)

16.3.1 Correspondence education phase (1962-1982)

Distance education in India was started by 'Ekalavya' when he studied the art of archery from Guru Dr Acharya at a distance in Mahabharata Era'. Nobel laureate Rabindranath Tagore also made use of distance education as a tool for continuing further education of the people through Loka Siksha Sambad (Council of people education) initiated in Viswa Bharati in 1937 (Mukherjee, 1997). However, formal distance education in India was started in 1962 in the form of correspondence courses by Delhi University at the graduate level which attracted a large number of students. As a follow-up measure, the UGC recommended the adoption of correspondence courses by other universities. As a result of which in the latter half of the 1960s (3 universities), and particularly in 1970, various universities showed support for the growth of correspondence institutes (19 universities). Punjab University established the second correspondence course institute (1965) in the country which was also allowed to run its programme in the regional language (Punjabi) in addition to English. This was the first university

to establish a full-fledged directorate of correspondence courses in the country. In the meantime, an open school was set up in New Delhi in 1979 to provide education to out-of-school learners. However, the senior secondary course for class (xi-xii) was launched in 1988. By 1980, there were 25 universities which were offering correspondence courses at the tertiary level and five Boards of secondary education providing correspondence courses at the school level (Mullick, 1986). Today more than 50 universities are offering correspondence education in the country making it one of the largest dual-mode systems in the world.

16.3.2 The Open Education Phase (1982 onward)

United Kingdom established the first Open University in 1969, which prompted the Ministry of Education in collaboration with the Ministry of Information and Broadcasting and the UGC to organize a seminar to consider the feasibility of starting an open university in India. The progress towards a national Open University became slow and was overtaken by the state Government of Andhra Pradesh, which established the Andhra Pradesh Open University (APOU) in 1982. The APOU which is presently under the Dr B.R. Ambedkar Open University (BRAOU) was an autonomous institution, using only distance education methods for providing higher education. Thus the first autonomous single mode Open University came into existence; soon after, the national Open University (IGNOU) namely Indira Gandhi National Open University, came into existence by an Act of Parliament in 1985. Subsequently, the state government of Rajasthan, Bihar, Maharashtra, Madhya Pradesh, Gujarat, Karnataka, West Bengal and U.P. set up their own open universities, namely the Kota Open University (1987), Nalanda open university (1987), Y.B. Chaban Maharashtra open university (1989), Madhya Pradesh Bhoj open university (1991), Babasaheb Ambedkar open university (1994), Karnataka State open university (1996), Netaji Subhas open university (1997) and U.P. Rajarshi Tandon open university (1999) TAMIL NADU Open University (Chennai) 2002. Presently there are more than 200 dual-mode universities offering programmes through distance mode. (deb.ugc.ac.in). A few private institutions have also started offering courses through virtual education. In 2001 the State Govt. of Tamil Nadu set up a virtual university, now called Tamil Virtual Academy. All the state Open universities have been established by ACTs of the respective state legislatures. The University of Madras started an Institute of Distance Education (IDE) in the year 1981 to help learners to achieve their educational, career and personal goals. It has completed more than 40 years of service in the field of Distance Education. At present, IDE is offering 19 Undergraduate Courses, 27 Postgraduate Courses under CBCS Pattern 21 Diploma Courses and 17 Certificate Courses.

16.4 Open school system

At the secondary level, the education programme through correspondence courses was started by the Board of Secondary Education, Madhya Pradesh in 1965. Delhi started 'Patrachar Vidyalaya' in 1968 (Manjulika and Reddy, 1996). This was followed by Rajasthan, Orissa, Tamil Nadu, and Uttar Pradesh. The first open school in the country was established in 1979 in Delhi for secondary and higher secondary courses. This was upgraded to National Open School in 1989. The states of Punjab, Haryana, Andhra Pradesh and West Bengal have also established their own State Open Schools. For the promotion and coordination of the Open University and distance education system and for the determination of its standards in India, the Distance Education Council (DEC), was constituted under the Indira Gandhi National Open University Act (1985).

16.5 Distance Education Bureau /Council (DEB/ DEC) and its major functions

The Distance Education Council (DEC) was established in 1991 under Section 16(7) read with Section 5(2) of the IGNOU Act, 1985. As per clause (2) (a) of statute 28, the DEC was responsible for the promotion and coordination of the Open and Distance Learning system in the Country. In May 2007 a Joint Committee was formed by signing a MoU between UGC, AICTE and DEC for the period of three years till May 2010. The Joint Committee developed guidelines in the form of the 'Recognition of Open and Distance Learning (ODL) Institutions' Handbook 2009. Thereafter, in pursuance of the directions issued by the Ministry of Education, the Department of Higher Education, Government of India issued an order dated 29.12.2012, thereby the regulatory functions with regard to Distance Education programmes (excluding technical education) in higher education were vested with the University Grants Commission and for technical education, the AICTE act as a regulator through ODL mode. The Distance Education Council, which was the erstwhile regulator of Distance Education programmes, was dissolved and all regulatory functions were undertaken by the UGC under Distance Education Bureau (DEB) with effect from 2013. The Ministry of Education in 2014, has directed UGC to act as a regulator for the higher education system in ODL mode, including for technical education in universities/affiliated colleges.

The Distance Education Bureau is the nodal agency in giving affiliation to the universities in conducting programmes. The Distance Education Bureau is an entity that ensures that all the universities offering distance education comply with the standards and rules to maintain the

high quality of education in all the courses and programmes. It aims to provide high-quality education for the students which will enrich them with good knowledge and incorporate key skills.

16.6 Summary

Online learning allows pupils to be self-determined, and independent in acquiring their educational needs. Online learning thus gives all a fair chance in getting an education and enriching their knowledge. Distance education is getting an overwhelming response in India; the universities are introducing many new distance education job-oriented courses to cater for the demands of society.

16.7 Keywords

Open Learning, Distance Learning, Open School, DEB, MOU

16.8 Check Your Progress

1. _____ established the first Open University in 1969.
2. The University of Madras started an Institute of Distance Education (IDE) in year
3. The education programme at the secondary level, through a correspondence course, was started by the Board of Secondary Education which state

16.9 Check Your Answers

1. U.K.
2. 1981
3. M.P.

16.10 Model questions

1. Differentiate Open Learning from Distance Education
2. Write a note on Open Universities and its evolution with respect to India.
3. What is DEB with respect to Open and Distance Learning?
4. What are the common Barriers to, open Learning?

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- Growth and Philosophy of Distance Education - IGNOU

MODEL QUESTION PAPER
B.Ed., (ODL Mode)
FIRST YEAR – SEMESTER - I
CORE PAPER – II
CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hours

Marks: 70

PART - A

Answer any TEN out of Twelve

(10x2=20)

1. Give short account: Education in concurrent list
2. What is meant by Universalization of Elementary Education(UEE)?
3. Mention the ways to measure social inequality.
4. Write about the significance of Article 46 of Indian Constitution.
5. List out the landmark achievement of Wood's dispatch in education.
6. What are the parameters of knowledge pentagon according to NKC 2005?
7. Write short notes on CSIR
8. Describe community schools
9. Which state is the first to implement the Mid-Day meal programme in India?
10. Differentiate unemployment from under employment
11. What is meant by open learning?
12. Give short notes: DEB

PART-B**Answer any SIX of the following in 200 words****(6x5=30)**

13. Enumerate the role of education in addressing the needs of marginalized groups.
14. State the salient features of mid-day meal schemes.
15. Discuss the impact of globalization in education.
16. Explain the functions of NCTE .
17. Pen down the major recommendations of Kothari Commission.
18. List out the positive impact of privatization of education
19. Discuss the major functions of TANSICHE
20. What are the advantages of lifelong learning for the individual?

PART-C**Answer any TWO of the following in 300 words****(2x10=20)**

21. Compare and contrast Formal, Informal and Non-formal system of education
22. Explicate the significance of National knowledge commission 2005.
23. Write a detail note on the development of education during the pre-independence period.