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**Class: Master of Education Semester-IV**

**Subject: History and contemporary Issues of Indian Education-IV**

**Paper:**

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## INTRODUCTORY LETTER

You are welcome to semester IV of Master of Education course.

This paper titled 'History and Contemporary Issues of Indian Education' is a continuation of the paper you studied in Semester III. In the previous semester you studied steps taken by East India Company for educating the masses in nineteenth century and policy formulations by various commissions set up by British Government and Education Commissions constituted after independence.

In current semester you will be having insights into the evolution of thinking process that has gone into shaping educational system that reflects from various educational initiatives undertaken and policy formulations. This paper shall enable you to have a sense of contemporary practices in education and also to think critically of various issues and challenges that face today's education.

In case you need to contact us please feel free to do it through email.

Wishing you the best and looking forward to see you soon.

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## **UNIVERSALIZATION OF ELEMENTARY EDUCATION**

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Education- A Human Right
- 1.3 India's journey to universal elementary education
- 1.4 Right to Education Act-2009
  - 1.4.1. Objectives and Salient Features of Act
- 1.5 Present status and future Prospects
- 1.6 Summary
- 1.7 Further Readings
- 1.8 Model Questions

### **1.0 OBJECTIVES**

After reading the lesson you will be able to

- Get acquainted with the concept of universalization of elementary education,
- Appreciate the efforts made for universalization of education during colonial rule and post independence,
- Know the Constitutional Amendment making education as a fundamental right,
- Critically analyze the Right to Education Act-2009,
- Evaluate the present status and future prospects of universalization of elementary education.

### **1.1 INTRODUCTION**

Every child has an inalienable right to get education. This right cannot be compromised at any cost in a civilized society. India has a long history of struggle for achieving the aim of universalization of elementary education. Many dedicated social activists worked for spreading education among masses during British rule. This lesson would present a glimpse of these movements.

These efforts continued after getting independence. Making education free and compulsory as a fundamental right of the children in the age group of 6-14 years in the year 2002 was an important landmark. It was followed by enactment of Right to Education Act (RTE) in 2009 which became operative with effect from April 2010. The salient features of RTE, the impact it has made on the ground and the likely challenges to be faced are discussed in this lesson.

### **1.2 EDUCATION-A HUMAN RIGHT**

The International Bill of Human Rights approved in United Nations General Assembly in its 183<sup>rd</sup> plenary meeting on December 10, 1948 recognizes that 'inherent dignity and

equal and inalienable rights of all the members of human family were the foundation of freedom, justice and peace in the world.' It observes that 'contempt and disregard for human rights' have resulted into barbarous acts which have outraged the 'conscience of mankind.' The highest aspiration of common people is to live in peace and with dignity and enjoy freedom of speech and of belief and also freedom from fear and want. To meet these aspirations, it is essential that the human rights are protected by the rule of law in order to avoid pushing a man 'to have recourse to as a last resort, to rebellion against tyranny and oppression.'

The preamble of the bill proclaimed that the Universal Declaration of Human Rights (UDHR) as '*a common standard of achievement for all peoples and nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures , national and international, to secure their universal and effective recognition and observance , both among the peoples of Member states themselves and among the peoples of territories under their jurisdiction.*'

Universal Declaration of Human Rights asserts that every human being has an inherent right to education regardless of race, sex, nationality, ethnicity, language, religion, or any other status without any discrimination. Article 26 of the UDHR affirms that, '*Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.* '

It further signifies that education shall be directed towards the wholesome development of human personality and would strive to strengthen the respect for human rights and fundamental freedoms, apart from promoting understanding, tolerance and friendship among all nations, racial or religious groups. A fair and judicious provision of educational opportunity, thus, is an issue of human rights and brings in rationale of ensuring social equity.

### **Self Assessment Questions**

1. Explain the Article 26 of Universal Declaration of Human Rights.

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### **1.3 INDIA'S JOURNEY TO UNIVERSAL ELEMENTARY EDUCATION**

It was in 1882 when Mahatma Jotirao Phule in a memorandum to Hunter Commission underlined how the British government was focusing on education of elite classes and ignoring the masses when a large chunk of revenue collected by the government came from the labour of the masses. But little substantial happened. Nearly three decades later, in 1911 Gopal Krishna Gokhale moved a resolution for Free and Compulsory Education in the Imperial Legislative Assembly. The bill was rejected primarily on two

grounds. *One*, the princes and landlords expressed fear of losing all the cheap labour to work in the farms owned by them if all the children were sent to the schools. *Two*, the government of the day stated its inability to muster needed finances for the task of educating all the children.

In 1937, Mahatma Gandhi brought forward a scheme of Basic Education and persuaded the Congress governments of seven provinces to implement the scheme. But the governments expressed the paucity of money and did not oblige. Soon after bloody World War II started which went on till 1945 leaving a trail of destruction. This shattered the lives of millions and also the economy across the globe. Much could not be done these years. India won her freedom on August 15, 1947 and resolved to start with hope and commitment towards national reconstruction.

In 1948 the Constituent Assembly constituted to frame the Constitution of India. The issue of provisioning of free and compulsory elementary education to all the children till the age of 14 years, leaving no one behind, was debated intensely. It was agreed upon by all the members of the Constituent assembly that making education free and compulsory for all the children in the country was of critical importance for the task national reconstruction after getting independence from the colonial foreign rule. However, there were two kinds of arguments put forth in the debate. One favoured making elementary education free and compulsory as a *fundamental right* of the children till they attain the age of 14. The other view was that the economic constraints may not allow the governments to fulfill their commitment and hence it should not be put in the category of fundamental rights and should be included in the Constitution under the Directive Principles of State Policy. The second proposal found favour with all the members. Thus, a provision was placed in Article 45 in Part IV of the Constitution which read, "*The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.*" The Constitution was adopted on January 26, 1950. No other article in Directive Principles of State Policy, except on education, had asserted on a time frame, which explained the urgency of the task. However after ten years of commencement of Constitution the aim of education all the children was not achieved. The states too enacted laws. The goal posts kept on moving forward as the desired results could not be achieved.

However, the developing nations worked for ensuring education for the masses. A series of events both at the international and national level translated the vision of education for all into legal obligations and commitments of the governments across the globe. The 'Education for All' programme launched at International level in 1990 demonstrated the responsibility to provide access to basic education to each and every child without ignoring the quality aspect of the education. Around 1500 delegates from 155 countries, 1990 met at the World Conference on Education for All in Jomtien, Thailand. The importance of universalization of basic education was shared by all the participant countries. At World Education forum in Dakar 2000, the status of basic education and the progress achieved by the participatory countries during the Jomtien decade was put forth. The difficulties faced by the countries were deliberated upon in this forum. It was conceded that basic education should exist as a right as it is central to the developmental discourse.

When such moves and voices were being raised by people in India to urgently make education of children a fundamental right, the Supreme Court of India in 1993, 'radically transformed the status of Article 45.' In Unnikrishnan Judgment, the Supreme Court

held that Article 45 in Part IV of Constitution should be read in 'harmonious construction' with Article 21(Right to Life) in Part III of the Constitution. The court ruled that " the right to life and dignity of an individual cannot be assured unless it is accompanied by the right to education .....The right to education flows directly from right to life..." This meant that Article 45 was good as a Fundamental Right.

This development made the governments to think seriously about this. Echoing the spirit of article 26 of UDHR, the 86<sup>th</sup> constitutional amendment in 2002 added article 21(A) and made free and compulsory education of the children in 6 to 14 years age as a fundamental right. The following changes were made:

- a. Article 21 (A) was added to the Constitution which reads, ' *The State shall provide free and compulsory education to all children of the age six to fourteen in such a manner as the State may, by law, determine.*'
- b. Article 45 was also amended and now it reads as, "*The State shall endeavour to provide, early childhood care education for all children until they complete the age of six years.*"

### **Self Assessment Questions**

2. Discuss the efforts made for education of children in pre-independence era.

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3. What was the central argument of Unnikrishnan Judgement delivered by Supreme Court?

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## **1.4 RIGHT to EDUCATION ACT-2009**

The enactment of Right of Children to Free and Compulsory Education Act 2009 for children of six to fourteen years of age made it obligatory on the part of governments to ensure that every child must be in school and receive eight years of education in a neighborhood school. The Act was made operative with effect from April 1, 2010. It provides a legal framework for children between 6 to 14 years of age to get education of a reasonable quality. Any child who does not get education can go to High Court against the government for his right.

### **1.4.1. Objectives and Salient Features of the Act**

The RTE has following provisions:

- The act provides for free and compulsory education of reasonable quality to children of 6-14 years age in neighbourhood school.

- The term 'Compulsory education' refers to the obligation of the appropriate government to ensure compulsory admission, attendance and completion of education till class VIII for all the children of specified age group.
- The term 'Free' refers to the fact that no child will be required to pay any kind of fee or charges in the school thus removing all possible financial barriers on his way to get education.
- The children above the age of six years not admitted in school or admitted but could not complete elementary education shall be admitted in a class to age-appropriate to his/her age..
- The Act defines the specific duties and responsibilities of appropriate governments which include Central and State Governments, local authorities, parents and guardians towards providing free and compulsory education.
- It specifies the financial sharing pattern between Central and state Governments.
- The Act necessitates the rational deployment of teachers in schools. It fixes the norms and standards with regards to Pupil Teachers Ratio, building and infrastructure, school working hours and teachers working hours.
- It lays down minimum academic qualifications for appointments of appropriately trained teachers.
- It prohibits deployment of teachers in non-educational work, other than decennial population census, disaster relief duties, or duties related to elections to local authorities, or Legislature or Parliament, as the case may be.
- The Act provides for curriculum development in conformity with the values enshrined in the Constitution, ensuring all round development of children. It also ensures making children free of fear, trauma and anxiety and helping them to express views freely.
- The children will not be subjected to physical punishment and mental harassment.
- The children shall not be required to pass any public examination till completion of elementary education. No child admitted in school will be held back in any class or expelled from school till the completion of elementary education.
- It stipulated that all the unaided private schools shall admit in Class I, to the extent at least twenty-five percent of the strength of that class, children belonging to weaker sections and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.
- No screening procedures shall be allowed for admission. No capitation fee is permissible. All the schools shall be allowed to function only if they are recognized by the State Government as per norms fixed by the Act.
- There are provision for protection and monitoring of the child's right to free and compulsory education and redressal of grievances. For this purpose National and State Commissions for Protection of Child Rights have been established. These commissions which will have the powers of a civil court.

### Self Assessment Questions

4. Explain the major provisions of RTE-2009.

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## 1.5 PRESENT STATUS and FUTURE PROSPECTS

### Present Status

After enactment of the Right to Education Act the States and Union Territories framed the rules and regulations for implementation. Sarv Shiksha Abhyaan (SSA) was the main vehicle of implementation of RTE. After a decade of passing the Act to make elementary education for the children of six to fourteen years of age free and compulsory the following parameters have shown considerable progress at the national level:

#### a) Increase in Enrolment

The enrolment of children in schools increased significantly. Gross Enrolment Ratio (GER) is an indicator of access of education. It is the ratio of students in a particular level of education (regardless of age) to the population of official school age for that level of education. As per UDISE flash statistics the Gross Enrolment Ratio of children at elementary level is shown in table 1.

Table-1

Gross Enrolment Ratio on 30.9.2016

	Class I-V			Class V-VIII			I-VIII		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All Categories	96.35	94.02	95.12	95.19	86.90	90.73	95.94	91.42	93.55
SC	106.24	103.38	104.75	103.40	93.78	98.24	105.24	99.90	102.43
ST	100.58	102.61	101.62	99.99	94.56	95.72	99.35	99.78	99.57



Another significant indicator of enrolment is Net Enrolment Ratio (NER). It is the ratio of students belonging to official age of enrolment (as required for a particular level of education) who are enrolled to the population of official school age for that level of education. NER at elementary education is not that assuring as evident in Table 2.

Table-2

Net Enrolment Ratio on 30.9.2016

	Class I-V			Class V-VIII			I-VIII		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All Categories	89.93	82.43	83.62	76.41	69.49	72.69	91.58	87.15	89.24

### **b) Better Infrastructure**

- i. As reported by Centre for Policy Research, as on September 2016, 97 per cent of government schools had a drinking water facility and a separate girls' toilet.
- ii. However, gaps remain with respect to boundary walls, playgrounds and electrification of schools. Only 59 per cent of the schools have boundary wall. The electricity is available in only 57 percent schools and only 56 per cent of the schools have play grounds. 85 per cent of the schools are equipped with library.
- iii. RTE mandated that teacher vacancy in schools should not be more than 10 per cent. Still, as on March 2017, the schools were short of 18 per cent of the total posts of teachers. The shortage of total sanctioned posts, were the highest in Jharkhand at 41 per cent, followed by Bihar at 34 per cent, and Uttar Pradesh at 30 per cent.

### **c) Learning Outcomes**

Quality of learning outcome of the children at national level is still a distant dream. Different Annual Status Education Reports (ASER) brought by an organization *Pratham* and National Achievement Survey (NAS) conducted by NCERT reports have shown that children are not learning as per the expectations of the specific grade

### **Future Prospects**

In the backdrop of all these events, at the millennium summit of United Nations in 2000 Millennium Development Goals (MDGs) with time bound targets were set which were to be achieved by 2015. One of these goals focused on provision of universal primary education. Though the MDG deadlines elapsed, yet the efforts made during this decade and a half did succeed in bringing almost all the children into the fold of schools.

The near universal access in many developing nations addressed the physical dimensions whereas the quality dimensions remained elusive. The UN has taken cognizance of this reality and has declared Post -2015 agenda of Sustainable Development which is to be achieved by the year 2030. The 4th Sustainable Development Goal set by UN states that the countries should “ensure inclusive and quality education for all and promote lifelong learning”.

**RTE Amendment**

Apparently with intent to improve the quality of learning the Government has amended the RTE Act in 2019. It has amended the clause 16 that stipulates that “No child admitted in school will be held back in any class or expelled from school till the completion of elementary education.” The amended clause reads as

*“16. (1) There shall be a regular examination in the fifth class and in the eighth class at the end of every academic year.*

*(2) If a child fails in the examination referred to in sub-section (1), he shall be given additional instruction and granted opportunity for re-examination within a period of two months from the date of declaration of the result.*

*(3) The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed, if he fails in the re-examination referred to in sub-section (2):*

*Provided that the appropriate Government may decide not to hold back a child in any class till the completion of elementary education.*

*(4) No child shall be expelled from a school till the completion of elementary education.”*

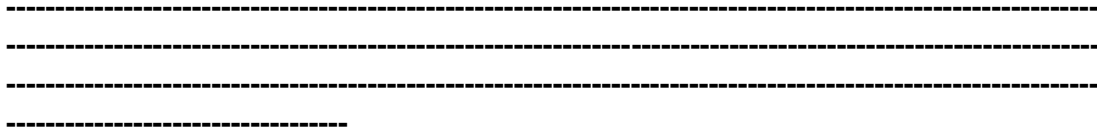
Now this amended clause makes it optional the States to subject children to public examination. The purpose of the clause in initial Act was to free children of tender age from the stress of examination. It was wrongly construed as the clause responsible for poor quality learning outcomes. However some of the States have stuck to the original provisions on the grounds that public examination shall put children to stress which is not a healthy condition for learning.

The enactment of RTE Act has made a significant impact on education, the hurdles and problems in implementation notwithstanding.

**Self Assessment Questions**

- 5. Discuss the impact of RTE Act on universalization of elementary education.

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## 1.6 SUMMARY

Every child has an inalienable right to get education. This right cannot be compromised at any cost in a civilized society. India has a long history of struggle for achieving the aim of universalization of elementary education. It was in 1882 when Mahatma Jotirao Phule in a memorandum to Hunter Commission underlined how the British government was focusing on education of elite classes and ignoring the masses when a large chunk of revenue collected by the government came from the labour of the masses. But little substantial happened. Nearly three decades later, in 1911 Gopal Krishna Gokhale moved a resolution for Free and Compulsory Education in the Imperial Legislative Assembly which was rejected. Mahatma Gandhi came out with Basic Education scheme in 1937.

Constitution of India put an Article 45 directing the State to make provisions for education of children till they attain 14 years of age. 86<sup>th</sup> constitutional amendment in 2002 added article 21(A) and made free and compulsory education of the children in 6 to 14 years age as a fundamental right. Consequently Right of Children to Free and Compulsory Education Act- 2009 for children of six to fourteen years of age was enacted making it obligatory on the part of governments to ensure that every child must be in school and receive eight years of education in a neighborhood school. After a decade of passing the RTE it is observed that enrolment of children have reached near universal levels and infrastructure and equipments in schools have improved considerably. However the quality of learning outcome needs to be taken care of.

## 1.7 FURTHER READINGS

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### **1.8 MODEL QUESTIONS**

1. What do you understand by the term 'universalization of education'? Explain the rationale behind recognizing education as an issue of universal human rights.
2. Elaborate on the background of declaring right to education of children of six to fourteen years a fundamental right through an act of parliament.
3. Enlist major sections of Right to Free and Compulsory Education of Children Act - 2009.
4. What steps should be taken to further universalize education beyond elementary education?

## EDUCATION OF DISADVANTAGED GROUPS

### 2.0 . Objectives

#### 2.1. Introduction

#### 2.2 Disadvantaged Groups in Indian Society

#### 2.3 Constitutional safeguards for Disadvantaged Groups

#### 2.4 Policy Initiatives and Programmes

#### 2.5 Implementation Problems

#### 2.6 Summary

#### 2.7 Further Readings

#### 2.8 Model Questions

### 2.0 OBJECTIVES

After reading this lesson you will be able to

- Define disadvantaged groups of Indian society,
- Explain the constitutional safeguards for disadvantaged groups,
- Appreciate the policy initiatives and programmes for education of such groups,
- Analyze the hurdles in carrying out educational programmes on the ground.

### 2.1 INTRODUCTION

Education is an important pillar in the development of a country. This has been recognised early on with Gopal Krishan Gokhale first tabling the bill for making primary education free and compulsory in 1911. Educational provisions should be such that they should embrace all without exclusively meant for few layers of society. It should reach to those sections that have suffered because of indifference of state and discrimination of society. Rights based approach was felt as a necessity so that education can provide a levelled ground to each and every individual. Alarming differences exist in the educational scenario of those who form the disadvantaged strata. So, various policy documents like National Education Policy of 1986 programme of action 1992 proposed measures to do away the differences with the provision of universalization of education. Many projects and schemes like District Primary Education Programme , Sarv Shiksha Abhyaan, Lok Jumbish, Kasturba Gandhi Balika Vidyalaya , Rashtriya Madyamik Shiksha Abhiyan and Smagra Shiksha with defined objectives have been undertaken by Centre and State governments to bring education in the reach of the vulnerable groups like women, scheduled caste, scheduled tribe, out of school children.

### 2.2 DISADVANTAGED GROUPS IN INDIAN SOCIETY

The society we live in is not uniform. There are layers and hierarchies deeply entrenched. Education does not exist as separate entity. The social deprivations and economic disparities have impeded the realisation of education to all members. Many groups like Scheduled Castes and Scheduled Tribes could not receive education because they were denied the access which continued as a norm for long.

It is pertinent for us to understand what constitutes the word “disadvantaged”? Who are these disadvantaged people? The Right of Children to Free and Compulsory Education Act 2009 in its section 2(d) defines disadvantaged groups as ‘*children from SC/ST, and other socially and educationally backward categories or such other group having disadvantage owing to cultural, economic, social, geographical, linguistic, gender or such other factor as may be specified by appropriate Government, by Notification*’. The Act further defines weaker sections at 2(e) as the children belonging to ‘*such parent or guardian whose annual income is lower than the minimum limit specified by appropriate Government, by Notification*’.

### **2.3. CONSTITUTIONAL SAFEGUARDS**

Major changes came with the adoption of our Constitution which gave space to minority rights and the rights of socially disadvantaged were recognised.

*Article 45* states that “The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years”.

Through 86<sup>th</sup> Constitutional amendment *Article 21 (A)* was added to the Constitution which reads, ‘*The State shall provide free and compulsory education to all children of the age six to fourteen in such a manner as the State may, by law, determine.*’

*Article 45* also stands amended and now it reads as, “*The State shall endeavour to provide, early childhood care education for all children until they complete the age of six years.*”

Under *Article 46* of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes. It states. “The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation”.

*Article 14* puts the onus on the state to not discriminate any person on grounds of religion, race, caste, sex or place of birth. It should not deny to any person equality before the law within the territory of India.

*Article 19(1)*: All citizens shall have the right to freedom of speech and expression, to assemble peacefully, to form associations, to move freely throughout the country and to practice any profession, occupation. Thus, breaking the shackles that clench socially and economically deprived in the age old depressing social norms and a path to establish equality.

*Article 23(2)* prohibits the discrimination on the grounds of religion, race, caste or class or any other form for which state should provide special services. *Article 24* prohibits employment of children in factories or any type of child labour.

*Article 15* states that (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them.

(2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to— (a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

(3) Nothing in this article shall prevent the State from making any special provision for women and children.

(4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.

(5) Nothing in this article or in sub-clause (g) of clause (1) of article 19 shall prevent the State from making any special provision, by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of Article 30.

*Article 16* states that (1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

(2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.

*Article 17* states “Untouchability is abolished and its practice in any form is forbidden’.

Article 15, 17 and 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Article 15 states, “Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes.”

As it is apparent from the articles mentioned above, the disadvantaged sections are given due recognitions so as to bring about equality and equity of vulnerable sections in coherence with other sections of society.

**Self assessment Questions**

1. How would you explain the disadvantaged sections of Indian society?  
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2. Give a brief account of the articles which emphasize on devising special programmes for disadvantaged groups.  
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## **2.4 POLICY INITIATIVES AND PROGRAMMES**

Various policy initiatives were suggested by commissions set up from time to time keeping in view the Constitutional imperatives of equality of educational opportunities for all the sections of society. These initiatives also included equity measures for those who are socially and economically deprived. Subsequently many programmes were launched to bring these policy measures to the ground for action. Some of these are mentioned in the following paragraphs.

### ***Indian Education Commission (1964-66)***

The report of the Indian Education Commission (1964-66) under the chairmanship of Prof. D.S.Kothari emphasises on ensuring equal educational opportunities for all including the backward and the underprivileged. For building an egalitarian society, education should be equalised. It says education is a great leveller. "Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the populations. This way the exploitation of weak will be minimised" (pg108; para 6.01;GOI) .

### ***The National Policy on Education 1986***

The NEP 1986 focused on inclusive approach to equalise the educational opportunities and emphasised upon meeting the specific need to bring about universalization of education. The Programme of Action 1992 envisaged varied schemes to improve the educational indicators of the SC/ST and other weaker section of society. It suggested opening of primary and upper primary schools in SCs areas. Providing non formal education by developing non formal centres, free uniforms, textbooks, stationary and Mid-Day Meals were some of the major recommendations.

### ***National Curriculum Framework (2005)***

National this document prepared by NCERT suggested the levelling of educational landscape by the design of learning tasks and pedagogic practices considering the social context from the early years of education.

### ***Sarv Shiksha Abhyaan (SSA).***

This has been a flagship programme aimed at ensuring that all the children complete minimum eight years of schooling by 2010. It also aimed at bridging all gender and social category gaps at both primary and elementary education and also to achieve universal retention by 2010. The SSA was accorded the status of chief vehicle of implementation of RTE-2009.

### ***The Kasturba Gandhi Balika Vidyalaya (KGBV)***

The scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas designated as educationally backward blocks. These were the blocks where female literacy rate is lower than the national average. The gender gap is higher than national average. The schemes ensures that three fourth of the seats are



reserved for the girls belonging to SC, ST, OBC or minority communities. The remaining seats are filled by the girls from families below poverty line.

### ***Lok Jumbish Programme***

Lok Jumbish, or Peoples Movement for Education for All, was launched in June 1992. This was a scheme envisaged by Government of India and Government of Rajasthan with support from the Swedish International Development Agency (SIDA). The main objective of the scheme was universalization of primary education in Rajasthan. It focused on four areas namely, management of education, community participation, quality of education, and ensuring gender equity. It aimed at 'catalysing and transforming the mainstream education system' and ensured that every child gets an access to education from grade I to VIII. The movement could not be sustained beyond 2003.

### ***Rashtriya Madhyamik Shiksha Abhiyan (RMSA)***

This programme was launched in 2009 to ensure universalization of secondary education and to provide quality education. The secondary schools would be established within a reasonable distance of any habitation and will be on the prescribed norms and aim at removing gender, socio economic and disability barriers.

### ***Samagra Shiksha***

It is an overarching programme subsumes three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It proposes to treat school education without segmenting into elementary, secondary and senior secondary to improve school effectiveness and quality of education. It focuses upon strengthening the schools, improving girl education, inclusion and providing an impetus to skill development. It also emphasises upon doing away with the regional imbalances.

### ***Mid-day Meal Scheme***

The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched in 1995. Gradually by the year 1998 the NP-NSPE was introduced in all blocks of the country. The vision was to improve enrollment, retention, attendance and nutritional levels among children. It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE) centers. In the year 2004, the scheme was revised to provide cooked midday meal to all the students till class V. In 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme. Since April 1, 2008, the MDM programme has been covering all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centres including Madarsa and Maqtabs supported under SSA in all the areas across the country.

### ***Mahila Samakya***

The scheme of Mahila Samakya was launched in 1989 in fulfilling the goals of National Education Policy 1986. This scheme tries to emphasize on education as an agent of change' in the status of women. The programme was originally started in 10 districts of Karnataka, Gujarat and Uttar Pradesh, with the assistance from Netherlands, and was later extended to Andhra Pradesh and Kerala. The programme was conceived as a women's empowerment programme for socially and economically marginalized women. Its focus is on rural women.

Many incentive and remedial coaching schemes, community based monitoring, centrally sponsored scheme of pre matric scholarships to the children of those engaged in clean occupations like manual scavenging were some of the targeted initiatives proved effective to address the gaps.

### Self assessment Questions

3. Explain the objectives of Samagra Shiksha scheme.

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4. Explain the benefits of Mid-Day Meal scheme.

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### 2.5 IMPLEMENTATION CHALLENGES

Different programmes have different challenges. As mentioned earlier, Lok Jumbish could not continue after 2003. According to NITI Ayog evaluation report, KGBV scheme is still continuing but facing problems. The RTE implementation has decreased the number of out of school children, lowered the dropout rates affecting the admission in these schools. Thus, there is a need to rethink about the objectives of the scheme. The flow of funds is also not regular and the norms of funding that were fixed in 2004 in the beginning have not been revised. Shortage of teachers is reported and majority of teachers are not satisfied with the salaries they are getting.

The Mid-day meal scheme is running quite successfully across the nation. However there are reports where the quality of food is compromised to the detriment of the health of

children. There is a need to strictly monitor this scheme and supplement it with the food items of nutritive value that ensure better nutrition for children.

The SSA and RMSA now have merged in one scheme named Samagra Shiksha for better coordination and implantation. The major hurdle would be the funds flow for these initiatives, especially when the public expenditure on education is declining consistently over a decade. Insufficient public investment gives rise to encouragement for private investment. The private investors are profit oriented. They would not venture out in the backward and less developed regions where profits are ensured.

Other option is community participation. In that case, the developed regions would receive liberal donations from economically well off members of community, where as the poorer regions would not be that fortunate. This would affect the prospects of education of disadvantaged groups. The answer to these challenges lies in liberal public investment on education.

### Self assessment Questions

5. Explain the objectives of Samagra Shiksha scheme.

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6. What are major problems faced by educational programmes for disadvantaged groups?

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### 2.6 SUMMARY

Education is an important pillar in the development of a country. Educational provisions should be such that they should embrace all without exclusively meant for few layers of society. It should reach to those sections that have suffered because of indifference of state and discrimination of society. The social deprivations and economic disparities have impeded the realisation of education to all members. Major changes came with the adoption of our Constitution which gave space to minority rights and the rights of socially disadvantaged were recognised. Various policy initiatives were suggested by commissions set up from time to time keeping in view the Constitutional imperatives of equality of educational opportunities for all the sections of society. These initiatives also included equity measures for those who are socially and economically deprived. Different programmes have different challenges. The major hurdle would be the funds flow for these initiatives, especially when the public expenditure on education is declining consistently over a decade. The answer to these challenges lies in liberal public investment on education.

## 2.7 FURTHER READINGS

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## 2.9 MODEL QUESTIONS

1. Discuss the Constitutional safeguards for ensuring education of disadvantaged groups in Indian society.
2. Give a detailed account of the programmes launched for education of deprived sections of society.
3. Discuss major hurdles in implementation of the programmes and suggest measures to improve it.

## VALUE CRISIS

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Concept of value
- 3.3 Value crisis and reasons
- 3.4 Way forward to solve value crisis
- 3.5 Role of a teacher
- 3.6 Summary
- 3.7 Further readings
- 3.8 Model questions

### 3.0 OBJECTIVES

The reading of this lesson will enable the students to-

- Explain the concept of values
- The reason for value crisis in society
- Remedies or solution for value crisis
- Role of a teacher in inculcating values

### 3.1 INTRODUCTION

The inculcation of values has been cherished as a noble goal of all societies of all times and India has been no exception to this. In India like many other societies values are a national concern. The Constitution of India lays the firm foundation of a sovereign, socialist, secular, democratic and republic values. It secures for all citizens: social, economic and political justice; liberty of thought, expression, faith, belief and worship; equality of status and of opportunity; fraternity, assuming the dignity of the individual; and the unity and integrity of the nation. The Constitution provides the baseline in working out the framework of values to be nurtured in students. It is an enabling and promising document leading individuals and society towards the process of transformation. The Constitution encompasses the values for living in harmony with oneself and one's natural and social environment as well as the universal human values, inherent in the human nature, which stood the test of time.

The values have played and are playing an important role in safeguarding the interest of every citizen in this culturally diverse nation. In order to ensure that these values are guaranteed to every citizen Education is seen to have an important role in the transmission of these values and establishing these values as a part and parcel of the fabric of society.

The main functions of values can be summarized as:

- Values play an important role in the integration and fulfillment of man's basic impulses and desires in a stable and consistent manner appropriate for his living.
- They are generic experiences in social action made up of both individual and social responses and attitudes.
- They build up societies, integrate social relations.
- They mould the ideal dimensions of personality and range and depth of culture.
- They influence people's behaviour and serve as criteria for evaluating the actions of others.
- They have a great role to play in the conduct of social life.

- They help in creating norms to guide day-to-day behaviour.

### 3.2 CONCEPT OF VALUE

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well being of the individual and the society at large. Whatever term I may use, the importance of developing values has long been embedded in the age old traditions of India’s civilizational and cultural heritage, spanning over the centuries. The diverse and rich cultural heritage that we are so fortunate to inherit in our country is in many ways symbolic of the foundation and wellspring of values from which we draw our values nourishment. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living.

The concerns for value education are reflected in our key policy documents from time to time.

After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasizing character building as the defining goal of education. “The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community.”

The Education Commission of 1964-66 put the spotlight on “education and national development”, from which perspective it identified the “absence of provision for education in social, moral and spiritual values” as a serious defect in the curriculum. The Commission recommended that these values be taught “with the help, wherever possible, of the ethical teachings of great religions.” Agreeing with the Sri Prakasa Committee Report, it recommended “direct moral instruction” for which “one or two periods a week should be set aside in the school time-table.”

The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society”. It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education.

Values are general principles to regulate our day to day behaviour. They not only give direction to our behaviour but also ideals and objectives in themselves. Values deal not so much with what is, but with what ought to be, in other words, they express moral imperatives. They are the expression of the ultimate ends, goals or purposes of social action. Our values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad.

Generally value has been taken to mean moral ideas, general conceptions or orientations

towards the world or sometimes simply interests, attitudes, preferences, needs, sentiments and dispositions. But sociologists use this term in a sense to mean 'the generalized end which has the connotations of rightness, goodness or inherent desirability'. R.K. Mukerjee (1949) stated, 'values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that became subjective preferences, standards and aspirations'. A value is a shared idea about how something is ranked in terms of desirability, worth and goodness. Familiar examples of values are wealth, loyalty, independence, equality, justice, fraternity and friendliness. Values may be specific such as honouring ones parents or owning a home or they may be more general such as health, love and democracy.

Values can be classified into two broad categories:

**Individual values:** these are the values which are related with the development of human personality or individual norms of recognition and protection of human personality such as honesty, loyalty and honour.

**Collective values:** Values connected with the solidarity of the community or collective norms of equality, justice, solidarity are collective values.

Brubacher has classified educational values in two categories:

1. **Immediate values:** These values relate to fulfilling biological and psychological needs. These values are to achieve immediate satisfaction.
2. **Remote values:** These values are related to intelligent and rational needs. These values are further divided into two categories: **Instrumental & Intrinsic values.**

**Instrumental values** are sometimes also called "*extrinsic values*". Something is supposed to have instrumental value when it is not valued for its own sake, but because it contributes to some further purpose, or because it helps bring about something else of value. So a particular kitchen knife might be said to be very valuable in this instrumental sense-it is valued not for its own sake but because it can be used to satisfy certain cookery purposes.

The concept of **intrinsic values** has been characterized in terms of the value that something has—in itself or—for its own sake, or—as such, or—in its own right. Something is valuable for its own sake as opposed to being valuable for the sake of something. Something has instrumental value if and only if it has value as a means to promote some ends. Something has intrinsic value (or non- instrumental value) if and only if it has value regardless of whether it is also useful as a means to promote some other ends. Note that one and the same thing something may have instrumental value as well as intrinsic value. The two very different notions can be true of the same object.

### **Self Assessment Questions**

1. What do you understand by values?

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2. Differentiate between individual and collective values.

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### 3.3 VALUE CRISIS AND REASONS

The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the “erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels.”

Tomar (2014) stated that the main problem of present time is ‘deterioration of values in human beings’ Corruption is increasing day by day. Material advancement made us greedy and selfish. Nobody is careful about maintaining the values. When we go through newspapers, T.V and other agencies, we come to know about many crime activities, which are very much shocking for the human beings. Therefore the modern poet T.S.Eliot has called this world ‘A Waste Land’ where men are spiritually dead in the midst of unparallel material progress and miraculous scientific achievement. There are so many challenges, but some of these are mentioned here:

- Nuclear family system diluted the values because parents have not much time for their children. In joint family a great deal of care, love and wellbeing.
- Education system instead of developing a person as human being it is only directed towards superficial, surface level achievements. Education today is nothing but a profit making business, it will go on to become our source of bread and butter. It is designed purely for money making and not for man making and only promotes negative qualities like jealousy hatred and rivalry instead of virtues like kindness, compassion and honesty.
- Shortage of well-trained dedicated teachers, value based curriculum, innovative teaching methods, materials and service learning approach.
- Today there is a rapid advancement in technology and science is taken place. With the rise in material advancement, we are lacking our cultural and moral standards. There is more greed, more selfishness, lack of sincerity and integrity.
- Politics oriented student’s unions.
- Media is one of the leading causes for value deterioration. Television, videogames, music lyrics that have violent connotations has a negative effect on a child’s psychology.
- Lack of in service training programmes/refresher programs for teachers, scholarship for teachers, extra burden of work like election, polio drops, guiding duty, census survey etc.
- No guidance/enrichment programs have been there for the students.
- Urbanization/Industrialization has negative impact on the culture and rural life values.

The problem of declining values is multi dimensional arising out of combination of major social forces such as globalization, materialism, consumerism, commercialization of education, threats to humanity due to climatic changes, environmental degradation, violence, terrorism. These have led to insecurities, individualistic life styles, acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences. Schools are the microcosms of the world. The disorder of the world surfaces to schools in many ways. The state of growing up of children and youth in our country has changed and is further changing fast. We do not need scientific surveys to tell us what our own eyes and ears are revealing. The number of dysfunctional families has grown. Children indulge in crime, violence in school and outside. Mass media has senselessly gripped our children, and assaults them with information, views and prejudice in a manner that young minds can hardly discern or judge. While the questioning attitude and critical thinking needs



to be encouraged in children, we find that many young people and students, treat teachers with disrespect and question out of arrogance and see it as a way of questioning authority. A hurry-up society often lacks a sense of community and fraternity. Peers exert powerful influence on values development. Drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role model are witnessed more often than ever before. In a general sense, parents, schools and public feel that our youth have lost qualities of civility, respect and responsibility. There is in fact a public call for education and action because of the degeneration of our cultural ethos. Educationists and public alike have voiced concern about moral degradation, about crime, violence in the streets and in the media, lack of discipline in schools. Children and youth need to be educated to practice the commonly held values of harmony and peace with self and others. Children are envoys of the future. As per the population projection, India will have one of the youngest populations in the world by 2020. This vast human resource will shape the nation and the world. From ecological perspective, child is educated by the entire environment in which it grows and that environment is determined equally by the parents, teachers and society around. The kind of individual we produce in turn determines the kind of society we live in. If we produce individuals who are self-centred, aggressive, competitive and greedy, we can not have a society that is non-violent, peaceful, cooperative and harmonious. Education is the main agency for individual transformation and social change. It is not possible to bring fundamental transformation in society unless the individual is transformed. The kind of education we provide to them will have bearing on the values foundation of the society.

**Self Assessment Questions**

3. What kind of value crisis we face today?

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4. Explain the reasons for value erosion.

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**3.4 WAY FORWARD TO SOLVE VALUE CRISIS**

With the advancement in the field of science and technology (material values), we have been lagging behind in the non-material/cultural/moral values. And it is the duty of the teachers/ educational institutions to bridge this gap and which in turn can help in the development of integrated and sincere citizens. Some of the suggestions are:

- To integrate the efforts of educational institutes, parents and community for delivering value education to the students.

- To integrate new methodologies of teaching/learning that can actively involve more and more students in an educational institution contributing towards developing values such as integration, solidarity, democratic etc.
- Syllabus should be taught as realistically as possible.
- As the socialization of a child takes place in home first of all, so it becomes the duty of the parents to give valuable time to their children. Parents can teach them secular, democratic, citizenship values by themselves imbibing those values in their own day-to-day life and of their children.
- Co-operation of students and parents is needed for enforcing regularity and discipline.
- Education must give supreme priority to the development of the rational potential.
- Educators must stress the importance of the development of both the intellect and will and to teach pupil how to think. Knowing how to think in order to make good decision will make it possible for students to cope with life's problems and to steer themselves on to the course for good life. To carry out this objective, school must reorganize pupil's experiences in order to enhance their meaning, thereby enabling them to direct more fully and more competently the course of their own future experiences.
- Curriculum should be diversified; physical activities such as aerobics and yoga should be including in curriculum.
- Discipline should not be imposed on the students by the authorities it should be developed in the students through daily activities in and outside the classroom.

The idea of what values should be fostered through education has been best expressed in the Constitution of India. The Indian Constitution has explicitly laid down fundamental duties of its citizens in Article 51A, emphasizing that every Indian citizen would:

- 'promote harmony and spirit of common brotherhood, transcending religious, linguistic and regional or sectoral diversities;
- renounce practices derogatory to the dignity of women;
- value and preserve the rich heritage of our composite culture;
- protect and improve the natural environment;
- develop the scientific temper;
- abjure violence, and
- strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement'.

In its Preamble, the Constitution lays down four universal values:

JUSTICE, social, economic and political;  
 LIBERTY of thoughts, expression, belief, faith and worship;  
 EQUALITY of status and of opportunity; and to promote among them all;  
 FRATERNITY, assuring the dignity of the individual and the unity and integrity of the nation.

Justice ensures that the freedom of one does not become tyranny for another. The Justice to be truly meaningful needs sharing of power, compassion towards under-privileged and empathy towards the disadvantage. An education of rights and duties becomes important to ensure to fight for justice. Liberty of thought and action is a fundamental value embedded in our Constitution. It is the basis for creativity and exploration of new ideas and experiments that can advance social progress. Respecting the rights of others to liberty of thought and

action are the hall marks of a civilized society. Ensuring that this liberty of thought and action is not used to belittle or diminish the beliefs and status of others is what constitutes a decent society. Democracy creates opportunity to pursue one's chosen ends as well as respect others' rights to do so. In a diverse country like India, exercising freedom with responsibility is a must for ensuring peace in the nation. Equality is another value enshrined in the Constitution. Freedom and justice remain mere words if equality is not ensured. It implies freedom from exploitation and ensuring to provide opportunities for individual's development, irrespective of the background, gender, cultural or socio-economic identity and status. Fraternity is at the heart of school, society and nation. Social solidarity is a vital part of a society that has place for the aspirations of all members of society. Understanding the importance of fraternity or solidarity and the knowledge that we all belong to a large community, a nation and the globe is also to discover our innate humanity. It is only we recognize our interdependence then we empower to help build a peaceful nation and a world. The citizens need to internalize the principles of equality, justice and liberty to promote fraternity among all, regardless of religious beliefs, regional and local diversity.

As the Constitution encompasses the values for living in harmony with self and one's natural and social environment, it provides the baseline in working out the framework of values to be nurtured in students. If values like truthfulness, sense of responsibility, trustworthiness, loyalty, love, peace, respect for others etc. are nurtured right from the beginning, the efforts will go a long way to enable students abide by the Constitution and contribute to larger health of society and nation at large. In fact, promoting values at the school or societal level begins with the individual and the individual in relation to community, larger society, nation and the world.

### ***Self Assessment Questions***

5. How can adherence to Constitutional imperatives avert the erosion of values?

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### **3.5 ROLE OF A TEACHER**

Intervention programme for students related to sustainable development, caring for the aged, inter-faith communication, issues of violence, conflict resolution, anger management, media literacy, career awareness, vocational education etc. need to be planned by schools not as isolated programmes but as complementary to value education efforts. Schools can prioritize programmes and can also earmark some days or class periods. Experts, resource persons could be invited to have workshops with students and teachers wherever they deem fit. Some programmes like life skill training is already in existence in some schools. Schools have to decide as to which programmes and activities need to be strengthened and which need to be redesigned or initiated. Caution is that every activity has to be organized as an experience. Feelings generated by that experience and reflection on that experience can make the activity or intervention purposeful and meaningful. Ultimately, it is the interplay of

school climate, positive relationships, modeling of the desirable values by adults, transaction of subjects as well as other curricular activities in schools which result in a healthy amalgam of education in values.

- Students need to work in the groups.
- Equal opportunity to all the students.
- Respect the individuality of the student.
- Encourage student's generated activities
- Motivate students to ask number of questions.
- Active in constructing knowledge makes use of collaborative work to facilitate learning.
- Focus on skill and competencies and commitment.
- Listen and act upon the voices of learners.
- Closed attention should be paid to learner's knowledge, skills, understanding and attitudes.
- Develop higher order thinking skills (HOTS) and core values.
- Observe national/international days such as environment day, red cross day, AIDS day in the school so that the students have awareness of the important issues. Conduct cultural programs, respect of traditional dance, culture and music.
- Developing student responsibility in local, national and global contexts.
- Drug education, yoga meditation, Spiritual education, social skill programs.
- Service learning provides the opportunity for students to learn and develop through active participation to meet a specific community need; such as NSS and NCC activities.
- To help the students to know, to love and to serve God through their fellow men and to prepare them to serve humanity in a better way.
- Foster the values such as punctuality and regularity in attendance.
- Students should be strictly prohibited to bring objectionable/ obscene literature into the school; they are also not allowed to bring mobiles etc.
- Consciousness to set rules for the classroom in consultation with the students and display them in the class.
- Receptive to students concerns and allow time to discuss these during teaching
- Conscious of the students' emotional and social needs, while teaching academic subjects.
- Discovering proactive ways to make children follow discipline, regularity and punctuality in attending and doing school work
- Developing listening skills to understand students feelings
- Aware of the need to constantly update my knowledge and skills of teaching with a view to develop values and reflectivity
- Becoming aware of my own important prejudices, biases towards students
- Constantly aware of need for positive communication with students and colleagues creating non threatening classroom climate
- Realizing the need to give importance to the concerns of students, to make them interested and motivated to engage with class activities
- Consciously use different strategies to interact with students for assessing and accelerating their academic, social and emotional development.
- Becoming more open to discussing conflict among students during class periods

- Provide support to students to enhance their involvement in classroom activities and participate with them.
- Becoming aware of the need to understand children's life outside school to help them discuss their concerns.
- Conscious of the importance of all subjects including art, music, drawing, painting, sports etc.
- Encourage children to discuss their career related concerns and future plans?
- Developing awareness of the needs of the disadvantaged and special need children with regard to their socio economic/ gender/ability/ or other disadvantages
- Constantly aware of the need to reducing competitiveness by allocating and rewarding group performance and spirit of cooperation.
- Becoming aware of the need to lay emphasis on group work and create opportunities for cooperative projects or collaborative learning.
- Consciousness for highlighting values and the core concern prioritized by the school whenever opportunity arises while teaching subjects etc.
- Realising the importance of holding frequent consultations with parents to discuss general progress of the children, and to identify source of stress, if any in child's life.

**Self Assessment Questions**

6. Explain the role of a teacher in inculcating the values among children.

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**3.6 SUMMARY**

Other set of innovative activities being tried out in school relate to raising awareness of school children about – social – environment issues (Shun the gun, gifting a sapling on friends' birthday, energy audit in school, bringing home cooked food in a cloth bag); Other activities are focused on personal development and interaction (Exploring flora and fauna in region, positive personality prizes), exploring the world of work, by visiting and participating in jobs in different locations); some other activities relate to developing sensitivities about sections of society not in mainstream, interacting with senior citizens, visiting and helping residents in orphanages and educating illiterates in neighborhood. These activities provide opportunities to increase awareness of students about self and social issues. The impact of values education has to be ascertained with regard to changes in the behaviour of students. This will help principal/teachers to know the impact of values education on students. What needs to be observed is whether the negative behaviour like, shouting, disregard for discipline and disrespect towards teachers and school properties etc. have got reduced and positive behaviour with reference to core values like, regularity, punctuality, responsibility for own attitudes, work, and relationship with others, caring attitudes towards

people, school property, environment etc. have increased. The observation must be made throughout the year in the classroom/morning assembly/playground etc. The focus of observation must be the entire class particularly, those who need improvement (The observations made for each student under the CCE programme could be dovetailed). Senior students in secondary and senior secondary grade may be asked to reflect upon their own behaviour and carry out self-appraisal for their own progress and development. They may be asked to maintain school diaries.

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### 3.8 MODEL QUESTIONS

1. Explain the concept of values.
2. Discuss the values enshrined in Constitution of India.
3. Discuss the factors responsible for erosion of values.
4. How can the values be saved from further erosion?
5. Discuss the role of teachers in inculcating values among children.

## **DISTANCE AND OPEN LEARNING**

- 4.0 Objectives
- 4.1 Introduction
  - 4.1.1 Concept of open and distance learning
  - 4.1.2 Objectives of open and distance learning
- 4.2 Nature and Characteristics of Distance Education
- 4.3 Advantages and Disadvantages of distance and open learning
- 4.4 Modes of Distance Education
- 4.5 Obstacles to Learning through Distance Education Mode
- 4.6 Summary
- 4.7 References
- 4.8 Further Readings
- 4.9 Model questions

### **4.0 Objectives**

After going through the lesson, you will be able to

- define the concept of distance education
- explain the characteristics of distance education
- state the goals and objectives of open and distance learning
- enumerate the areas of improvement needed in distance learning
- enlist the pros and cons of distance learning mode

### **4.1 Introduction**

The Open and Distance Learning facilitates open entry and access to learning opportunities and the removal of barriers to learning opportunities. The open and distance learning enhances the employability skills of the learner and makes them to achieve the goals in life. Open learning, which covers a wide range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit, pace and place of study, method of study and also the choice and combination of courses, assessment and course completion.

Distance education may not be the ideal or the most obvious form of education, but in a country like India, where the adult literacy rate is a struggle at 74.04%, distance mode of education has and will have a major role to play in bringing the literacy rate to a 100%. Besides the educational value, it makes people more independent and gives them a direction in life. No doubt, it requires a lot of self motivation but the results are really impressive and a really great idea for self improvement.

#### **4.1.1 Concept of Open and Distance Learning**

The open and distance learning (ODL) is subject to many interpretations and meanings. There are many approaches to defining the ODL. The terms “open and distance

learning” represent approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and group of learners. The terms are used to cover any situation when the student and teacher are not in the same place. The openness presupposes the availability of education- anyone, anyway, anywhere and anytime without social, physical and geographical restrictions. In general, different definitions of ODL are in agreement on the following basic principles:

- Teachers and learners are separated by distance and time;
- Majority of communication between teachers and learners is technologically mediated and it differs from the campus-based mode of learning;
- Study materials are prepared in a structured, sequential order for study by students on their own, i.e. SLM mode
- Media (i.e. print, audio, video), sometimes in conjunction with face-to-face communication, is used for the exchange of learning materials; and
- Open learning refers to a philosophy of education providing students with as much choice and control as possible over content and learning strategies and removes all barriers to access while providing a high degree of learner autonomy.

#### 4.1.2 Objectives of distance and open learning

1. To provide an effective alternative path to wider opportunities in education and especially in higher education.
2. To provide an efficient and less expensive education.
3. To provide education facilities to all qualified and willing persons.
4. To provide opportunities of academic pursuits to educated citizens willing to improve their standard of knowledge.
5. To provide education facilities to those individuals who look upon education as a life- long activity.

#### **Self- Assessment Question- 1**

Q. Define Open and Distance Learning.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### 4.2 Nature and Characteristics of Distance Education

The term distance education is known in different names, such as correspondence education, open learning, home study, off-campus based study, flexible learning, resource based learning, etc. But all these names are compressed and further divided into three major divisions. These are correspondence education, distance education, and open learning.



*Correspondence education:* This is a teaching-learning situation where learners are found in a distant place, there were no face-to-face interaction existing between teachers and learners. Learners receive the study materials from the institutions through postal services. In this case, print is the only medium of instruction and printed lessons are the only source for the learner to learn.

*Distance education:* In this case, learners are staying in distance places and continue their programme of studies in Distance Education (DE) institutions. It is teaching learning situations where along with print medium various technological media are used to deliver study contents to learners. These media are; radio, television, telephone, audio and video cassettes, computer, mobile, and may be a few other electronic media. In this situation, two-way interaction takes place between learners and tutors both in synchronous and asynchronous forms because of the media intervention. Learner support services play a major role in this situation.

*Open Learning:* Open learning is a philosophy rather than a method of distance learning and it has been rightly said "Open learning is an organized educational activity, based on the use of teaching materials, in which constraints on study are minimized either in terms of access, or of time and place, methods of study or any combination of these". As it is a philosophy in its approach, it suggests removal of the barriers and restrictions from learners in contrast to the conventional educational setup. Open learning is opening up learning opportunities to a wider range of people and enabling them to learn more efficiently, effectively and productively. At present state, there are various evaluation patterns available on an offered programme by the DE institutions. For example; on-demand examination where learners can ask the Institution to appear for the examination of his/her programme at any time. Online examination is also available to the learners where they can sit at their home with all the necessary technological equipments and can appear the examinations. Hence, writing examination on papers is not the only way to appear the examination and receive the certificate. With these features open learning is familiarized among learners across the globe.

Mukhopadhyay (1998) described distance education and differentiated it from open education as "Distance education is a mode of delivery and not an educational system; open education is a system -- distance education is often the delivery mode of open education".

Moore and Kearsley (1996) defined distance education as 'planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as organizational and administrative arrangements .

### **4.3 Advantages and Disadvantages of Distance and Open Learning**

#### **Advantages**

- A student can work according to his/ her schedule. There are no rigid study timings.
- A student can get a degree of his/her choice from anywhere in India.
- The less advantaged sections of the society have an advantage to get educated.
- Migration from one city to another city does not happen while pursuing distance education.
- A student can work and earn side by side.

- Distance education saves travel time; students do not have to travel to and fro from campus Institutes.

### Disadvantages

- Full time courses get an edge over distance learning courses.
- Class room teaching is more effective as compared to distance teaching.
- Students in distance education do not get the practice of verbal interaction and they cannot communicate with the professors and teachers on 1 on 1 basis.
- In distance education, a student cannot be assessed immediately. In distance learning he/she will have to wait for the feedback which may take time. For theory type courses like Arts & Commerce, it is easy to study through distance education whereas for Science related courses, you cannot base your education on online study only, because it will be difficult to perform experiments. And provision of a lab will not be possible.

#### Self- Assessment Question- 2

Q. Write advantages and disadvantages of distance learning.

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 4.4 Modes of Distance Education

The available methods of learning used in distance learning are divided into two basic groups: synchronous and asynchronous learning.

1. The term *synchronous learning* is a mode of delivery where all participants are present at the same time. It resembles traditional classroom teaching methods despite the participants being located remotely. It requires a timetable to be organized.
2. The *asynchronous learning* mode of delivery is where participants access course materials on their own schedule and so is more flexible. Students are not required to be together at the same time.

The two methods can be combined in order to deliver one course. The use of resources and technologies of the Internet is very important as it increases education accessibility. Taking the huge scale of the Internet into account, the creation of mechanisms designed for effective navigation of the Internet, and the collection, analysis, exchange and distribution of information for the specific use of education acquires great importance (UNESCO, 2002). Various Internet technologies are used for the solution of various educational tasks, namely, teaching, learning and management of the educational process. The richness of modern Internet, Web and multimedia technologies allows for unlimited creativity when it comes to electronic courseware development. Such characteristic offers new opportunities to create very interesting course material while representing a substantial challenge for the educator for its requirement to rethink the course content in the light of new technologies.

Ellsworth (1994) proposes the classification of Internet tools in accordance with the types of interaction between the participants in the educational process as follows: interaction

between the students and professors in the educational process, interaction between the students and professors while searching for information on the Net, joint activities of professors and the administration, students joint research projects .

The various technologies used in distance learning can be divided into four categories: *print, audio (voice), computer (data) and video*. For example, statistical research on the use of electronic communication in distance learning identified the following types of applied telecommunication media in such programmes: telephone, fax, audio-conference, electronic mail, access to databases (Euler & Von Berg, 1998).

**Print materials** may serve as the primary source of instruction, or they may be supplemental. As a primary source, distance students might use a textbook and read various units on a specific timetable. Other technologies, such as e-mail, could then be used to ask questions and send assignments back to the teacher. As a supplement to instruction, text materials may take the form of worksheets or study guides that are used in conjunction with video or voice technologies. It is important to note that the supplemental print materials may be disseminated via regular mail or over the Internet. In addition, fax machines are often used to transmit the print materials back and forth between the students and the teachers. There are many advantages and disadvantages to incorporating print materials. *Some advantages of print materials are:*

- extremely portable (can be used in any location),
- high comfort level (most students are very comfortable using print materials to learn),
- cost effective (can be created and duplicated with little expense),
- Readily available (many distance learning courses can take advantage of existing textbooks, thus saving the time and expense of creating new materials).

*A disadvantage of print materials* is the lack of interaction (print materials do not generally provide built-in interaction; additional technologies, such as e-mail, must be supplemented).

**Audio or voice technologies** offer cost-effective ways to enhance distance learning courses. The audio component of a distance learning course can be as simple as a telephone with voicemail, or it can be as complex as an audio conference with microphones, telephone bridges and speakers. Voicemail is becoming extremely common. It allows students to leave messages for instructors regardless the time and allows instructors to leave messages for individual groups. Voicemail can be used to administer quizzes (an option which requires programming) and it also serves as an alternative to e-mail for those students who do not have a computer.

Audio files and CDs are inexpensive, easily duplicated and very versatile. They can be used to deliver lectures, panel discussions, or instructions for the distant learners. They are especially useful in courses that require nuances in inflection, such as foreign languages, or those that are designed for non-readers. Telephone conversations can be used to monitor individual students or to reach numerous students simultaneously via a conference call (audioconference).

Podcast is a method for making digital audio and video files available on the Internet in such a way that others can set their computers to automatically download new episodes in a series as they are posted online.

**Computer technologies** are receiving more and more attention as a mean of delivering distance learning. The primary computer technologies used for distance learning include e-mail, online collaborations, and Web-based learning. For a long time electronic mail has

remained the only Internet application in education. Electronic mail is still the most frequently used computer technology in distance learning. Sending e-mail messages is a common and inexpensive way for students to communicate with instructors. In some cases, an entire distance learning course may be structured using e-mail as the only method of communication. In other cases, e-mail may be used to supplement audio or video technologies.

*The advantages of e-mail communications* include versatility and convenience, but it requires an Internet connection and includes the complexity of learning to use e-mail software and attachments. E-mail communications are asynchronous, meaning that they do not take place simultaneously. Synchronous communications are possible through online chat (a two-way, interactive exchange on the Internet), shared whiteboards (two or more people connected to the Internet can communicate through graphic images on a shared whiteboard) and videoconferences. The Web potentially offers a worldwide forum in which to teach courses. Course material can be dynamically updated. The Web-based learning model is basically free from limitations of space and time while it reaches students around the world very easily.

*The advantages of computer technologies are:* they allow self-paced instruction, can incorporate text, graphics, audio and video, they allow high level of interactivity, provide written record of discussions and instruction, they are inexpensive and worldwide accessible. *Its disadvantages are:* they require hardware and software, generally rely on written communications, they require substantial planning, can have computer viruses and its performance are notoriously unreliable. Video techniques used in distance learning are often characterized by the transmission media (videotapes, satellites, television cables, computers and microwave).

**Videotapes and DVDs** offer popular, easy-to-use formats for instructional materials and the hardware is easily accessible. In addition to easy hardware access the tapes and discs are quite inexpensive.

*Disadvantages of videotapes and DVDs* include the fact that they are not interactive, and sending them via mail can be expensive.

*Satellite transmission* is one of the oldest, most established techniques for videoconferencing. Two sets of equipment are needed for satellite systems. The uplink (a large satellite dish) transmits the video and audio signals to the satellite. The downlink (a small dish antenna) receives and displays the signals. When satellite videoconferences are used for distance learning, a studio classroom must be properly wired for the lighting, microphones and cameras needed to produce an acceptable lesson.

Satellite videoconferencing may be very expensive. Microwave transmissions provide a cost-effective method for videoconferencing in more localized areas. Mostly they transmit video signals to areas not more than 20 miles apart.

Cable and public broadcast have been used to distribute instruction for years. Almost all public cable television systems allow schools to transmit television courses. This type of connection can be used to transmit one-way video and one-way audio to the community at large or between specific schools.

Desktop videoconferencing uses a computer along with the camera and microphone at one site to transmit video and audio to a computer at another site or sites. It results in a two-way video and a two-way audio communication. Internet videoconferencing requires a video camera and digitizing card / camera to transmit video signals as well as a microphone and speakers / handset. It results in a small image with a few frames per seconds, depending on the speed of the Internet connection.

#### 4.5 Obstacles to Learning through Distance Education Mode

Research in distance education has highlighted some of the obstacles in learning through distance education mode. In this context, discussing some of the obstacles to learning in distance education mode, studies have indicated that distance education approach does not work for all students, as some of them will require close in-person contact with the instructors, and some students may not be able to take up responsibility for their own learning. Yet, it is important to note that distance education provides opportunities to gain knowledge and the students can incorporate study around social and work patterns, and take up study on a full or part time basis.

- Presenting the various issues encountered by Distance educators in developing and emerging Nations, research has shown language of instruction as one of the very difficult problem faced in distance education. The instructors had the unique task of creating content and material accessible to learners speaking various languages. Countries like India where several languages are spoken face the unique challenge of creating content and materials that can be accessed by all students interested to learn through distance education.
- In addition, lack of infrastructure, limited funds and non availability of ICT equipments in remote villages have been indicated as some of the hurdles developing nations face in regard to delivery of distance education. The continued growth and success of distance education in developing and emerging nations will depend on the extent to which the many of the problem issues identified are addressed, as they bear on the quality of the learning experience provided to students.
- Distance education should bring students together. Advanced and real-time multimedia technology should be used to enhance the teaching effectiveness and to improve the interaction between instructors and students. With symmetric audio and video capabilities, students can quickly communicate their ideas with the instructor and other students. In addition, media-rich lessons should be shown to enhance student learning. Instructors must push distance education further through experimentation and innovation in their teaching methods.
- The distance education institution should modify their syllabus according to the learner's need and criteria. Computer aided and online teaching should be implemented in all universities for distance education mode. In India all universities should have a separate pool for distance education and cater to the needs of the learners. If the inconveniences are eliminated, there will be a great increase in the student's enrolment in distance education mode. It would be a great success if these steps are taken with the government aids and support.
- Distance learning should rise to meet student needs and overcome funding challenges that traditional institutions cannot. Distance education administrators must resolve concerns with faculty and university administrators to ensure adequate support, as well as to develop the needed course management systems and teaching strategies. Technological advances and increased fluency will continue to

open opportunities for distance education. Although higher education institutions are changing to favour distance education, the complexities of major transformations will require patience

**Self- Assessment Question- 3**

Q. How with the advent of internet, modes of distance learning have improved?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4.5 Areas of Improvement**

Distance education can be best termed as an “anytime, anywhere” form of education. This offbeat system of education has been given recognition and support by its stakeholders. Distance education is a liberal form of education that highlights certain characteristics which is dynamic. The distance education system claims that- learning should not be about teaching but learning and hence not the teachers but the learners should be the centre of attention in the whole learning process.

- The important feature is the “freedom of learning”. The learner is free to learn according to his wishes. Learning is not restricted to books and today the use of technology has only made it easier for the learners. Distance education manifests the undying belief in the power of social justice that is education. Education cannot be a monopoly of a few; rather it should be equally distributed to all. The thrust areas in higher education throughout the Five Year Plans have brought into fore the problems as well as the challenges within it. For a developing country like India, the capability to provide quality education to all sections of the society is extremely crucial for transformation into a knowledge society, and thus leading towards all round development. India has a large and complex education system with around 700 universities and 35,000 affiliated colleges. Despite more than 20 million students in these institutions, this constitutes only a fraction India’s population which makes to college. With one-third of the population being illiterate, providing access to adequate learning resources of good quality is a poses a huge problem. Distance education offer opportunities for providing different sections of the society and disadvantaged groups of the society such as women and rural population easy access to quality learning resources
- Teachers through their engagement have to create learning opportunities that have to enable students to create meaning in their learning. The teaching activities decided upon should support the achievement of the learning outcomes. It is required that the constructively aligned learning outcomes, teaching and assessment strategies should be taught through technology to help achieve high student success rate.

- Pedagogy can be mediated through technological advances such as computers platforms such as laptops, tablets, and cell phones. Teaching strategies and assessment methods both should be designed in a manner that student learning and achievement is promoted. It can be argued that the creation of an environment in which pedagogical practices are aligned and delivered to students through enhanced technology can improve students' success rates in ODL settings. Employing technological platforms such as e-resources constitutes effective learning and teaching tools that help overcome barriers in ODL environments
- To effectively counter the charges against distance education as the 'second rate' or 'second best' education, it is necessary for distance educators to demonstrate that it is second to none. Besides establishing 'parity of esteem' with the face-to-face educational system, distance education leaders have the challenge to prove their relevance and the efficiency of their academic programmes. Though all these are equally applicable to face-to-face education, distance education is prone to more rigorous public scrutiny than its face-to-face counterpart is. Because of its wider jurisdiction and the heterogeneous student profile, distance education has a wider public presence and therefore greater social accountability. It can fulfil these obligations satisfactorily, only through quality assurance in its academic content and delivery of services
- Planning, development, implementation and evaluation of distance education programmes must be conducted in a Professional manner focusing on the following six areas: a) Curriculum design and course development b) Delivery mechanism c) Student support services d) Learning resources, besides course materials e) Continuous monitoring leading to quality assurance f) Evaluation of every activity at regular intervals
- We need to put greater emphasis on productivity and efficiency in a distance education system than in a traditional university. Efficiency indeed is the key to the management of a distance education system. The separation of its students from the institution demands application of modern technologies and practices to build bridges, and for this the institution has therefore has to adopt and implement modern management practices and methods to improve efficiency, ensure the quality of products and services, and also keep up the morale of the students .Delivery of learning materials and the provision of services that support the learners in getting through their programmes of study are critical elements in distance learning provision. Unlike in the conventional system, distance learners are physically separated from their teachers/institution and, therefore, there should be adequate arrangements in place to reach out to them
- The study centres of distance education institutes need to be strengthened with some resource inputs depending upon the instructional system to be developed. For instance, if the instructional system requires the use of electronic media, the centre should have the facilities to access those media. The designated study centres should also have video conferencing facilities. These will include reception facilities for satellite transmission and talk-back systems for two-way audio. Similarly, if the support system involves face-to face interaction, arrangements should be in place for

a group of learners to interact with tutors/counsellors according to predetermined schedules

- The biggest challenge in distance education is the lack of vision and the failure to use technology strategically. The challenge is understandable, given the complexity of the issues involved and for this each institution needs to understand where online distance education fits in its vision of the institution's future. Institutions will have to strengthen their distance-learning strategic plans by identifying and understanding distance-education trends for student enrolments, faculty support, and larger academic, technological and economic issues

#### **4.6 Summary**

1) Print Mode: Print is a foundational element of distance education programmes and the basis from

The demand for distance education has grown over the past few decades. This has been due to the transformation of the local economy to a global one allowing privatization to set in, resulting in the deprivation of social goods and benefits by the major portion of the population. Education is one such sector which has been hit hard. As they say, "necessity is the mother of all invention" and hence it was the same in the field of Distance Education. The crisis in the higher education sector in the post-independence period resulted in the emergence of DE as a viable alternative. Some five decades down the line, Distance Education today has become an important feature of higher education. At the national level, Distance Education has undergone transformation from a correspondence model to a more flexible system of Open Learning. This transformation has occurred in light of the new technologies that have been integrated within the educational system. The creative use of Information and Communication Technology (ICT) in distance education has resulted in giving a definitive shape to the correspondence system of education highlighting a paradigm shift within. Open and Distance Learning holds the key to growth in the future of higher education, it is essential that providers of ODL courses give more attention to learner support services like access to using the available technology. The open and distance learning system emphasizes self-learning and non-traditional pedagogy, yet the structure and content of the bulk of the programmes offered in the open and distance learning are replications of that offered by the conventional system. The learner support system needs to be strengthened and at the same time it is to be expanded in conformity with the technological diffusion happening in the world

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#### 4.9 Model questions

1. Write short note on distance education.
2. Explain the need and significance of population education.
3. Name various modes of distance learning. Explain any two in detail with their advantages and disadvantages.
4. Explain the various obstacles to learning through distance education mode. How these obstacles can be removed?

## **ADULT EDUCATION AND CONTINUING EDUCATION**

- 5.0 Objectives
- 5.1 Introduction
  - 5.1.1 Concept of Adult Education
    - 5.1.1.1 Meaning of Adult Education
    - 5.1.1.2 Need of Adult Education
    - 5.1.1.3 Methods of Adult Education
  - 5.1.2 Concept of Continuing Education
    - 5.1.2.1 Meaning of Continuing Education
    - 5.1.2.2 Importance of Continuing Education
    - 5.1.2.3 Methods of Continuing Education
- 5.2 Education Scheme in the twelfth five year plan provisions
- 5.3 Summary
- 5.4 References
- 5.5 Further Readings
- 5.6 Model questions

### **5.0 Objectives**

After going through the lesson, you will be able to

- define the term adult education and continuing education
- explain the characteristics of adult education
- give the importance of adult and continuing education
- explain the education scheme in 12<sup>th</sup> five year plan
- enlist the methods of imparting adult and continuing education

### **5.1 Introduction**

Education is a life long process. It is a unique investment for the present and the future. It brings fullness and richness to man's life. It acts as an instrument for generating socio-economic growth. It is a powerful tool for social change. It is a vehicle for acquiring knowledge and skills.

Education is the root cause of progress and development. It helps man and society to think and act according to the needs. Mahatma Gandhi, said, "By education I mean, all-round drawing out of the best in child and man, body, mind and spirit".

The primary purpose of education is the liberation of man from the socioeconomic and political bondages. It has to enable man to throw off the impediments to freedom, which restrict his full physical and mental development. It is thus a matter of attitude and skill.

#### **5.1.1 Concept of Adult Education and Continuing Education**

##### **5.1.1.1 Meaning of Adult Education**

Adult education includes the entire body of educational processes, whatever the content, level or method, whether formal or otherwise, whether they prolong or replace initial

education in schools, colleges and universities, as well as apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitudes or behavior in the personal development and participation in balanced and independent social, economic and cultural development.

Adult education does not mean only literacy; it also means the awareness about their surroundings, problems, rights and duties. It is non-formal and meant for adults in the age group 15 and above. It is life long continuing education and life oriented. It aims at bringing about a positive and a definite change in the knowledge, skill and attitude of the people. It is need based and dynamic in nature. It emphasizes more on experiential learning and is multi- disciplinary in nature. The concept of adult education has now emerged from mere adult literacy to 'man making' where the emphasis is not only on physical, intellectual, social, economic and aesthetic aspects but also on moral and spiritual aspects in order to make the individual educated and cultured in the true sense.

Adult education thus consists of all those forms of education that treat the student participants as adults- capable, experienced, responsible, mature and balanced people.

Gandhiji considered illiteracy as a sin and shame and demanded solving the same at the earliest through concerted efforts. He suggested in his constructive programme two forms of education viz. Basic Education and Adult Education. Basic education, he said, links the children to all that is best and lasting in India. It develops both the body and the mind, and keeps the child rooted to the soil with a glorious vision of the future.

Speaking on adult education he said: "My adult education means ... true political education of the adult by word of mouth". His primary concern was political freedom and hence he emphasized the political education.

Kundu (1986) states that "adult education is a development oriented education which can be planned and designed by others as well as the learners themselves. The adult learner, to a great extent can assert in regard to content, methodology, place and time of learning.

According to Ernst Barker, "Adult education is given on a part time basis and given, therefore concurrently with work and the earn of a living".

View of Morgan, Holmes and Bundy: Adult Education may be thought of as the conscious effort of a mature person to learn something new.

**Adult Education after Independence:** An important responsibility of a democratic government is to educate its citizens for a better living. The education given to them must be related to their daily life. It must be related to the economic development of the people. It should provide the manpower at all levels to increase output, by training people in needed skills. An effective, planned educational programme, in relation to the life of participants, can make desirable changes in them. After independence the national government realized the need to educate the adults so as to enable them to understand their rights and responsibilities and to participate meaningfully in the developmental programmes of the country.

*The essential elements of adult education are as follows:*

- i) It includes all organized educational processes;
- ii) It encompasses all content, levels and methods;
- iii) It includes formal or non-formal education for adults;
- iv) It prolongs or replaces initial education in schools, colleges and universities;

- v) It develops abilities, knowledge, attitudes and behaviours;
- vi) It aims at two-fold development - full personal development of adults and their participation in balanced and independent social; economic and cultural development.

The terms - 'adult education', 'education of adults' and 'education for adults' - are used interchangeably or distinctly by different people in different countries either inadvertently or intentionally to mean one and the same and each term includes all kinds and forms of education for adults i.e. for their growth, development, welfare and transformation in particular and their societies, nations and the globe in general.

Adult education is a multidisciplinary process oriented to favour lifelong education for all, as well as efficient learning throughout life. It aims to provide the knowledge that improves professional qualifications and to achieve civic, social, moral and cultural attitudes and skills for performing responsibilities and for progress in all spheres of life. It attempts to prepare individuals so that they may perform multiple functions participating in the life of their community. The various kinds of clientele deriving benefits of Adult Education would clearly indicate its scope which is children outside school, the unemployed youth, people with disabilities and women and girls and elderly citizens. Adult Education brings a new hope for the illiterate masses who failed to get education during their school years.

- **Nature and Characteristics Adult Education**

**Adult education is very dynamic in its nature. Its role, purposes and functions and Objectives will change with changing situations and conditions of adults. Accordingly its nature and character also undergo changes. Broadly, the nature and characteristic features of adult education are as follows.**

- i) ***Adult education is purposive:*** It (adult education) has a definite purpose specific to the given context. Without purpose it does not have any existence.
- ii) ***It is community-specific:*** Adult education is community-based and assumes great significance in particular context(s), and it need not be equally relevant to other communities in similar contexts.
- iii) ***It is culture-specific:*** The nature, objectives and types of adult education required for adults would vary from culture to culture.
- iv) ***It is need-based and problem-solving:*** Adult education takes into account the dominant needs and prevalent problems of the communities and aims at addressing them in effective ways.
- v) ***It is participatory:*** It involves adults at different levels and stages of planning, implementation and evaluation of adult education activities meant for their progress, development and welfare.
- vi) ***It is flexible and relevant:*** In many respects adult education incorporates the element of flexibility so that the adults would feel at home and comfortable to acquire education that has relevance to their living, working and development.
- vii) ***It is action - oriented:*** Adult education is not simply education for the sake of education. Education for action is the motto, if adults have to act for transforming their own situations or conditions.
- viii) ***It is dynamic, change-oriented and transformative:*** Adult education is very dynamic and, change-oriented, primarily aimed at bringing in social, economic, political and cultural transformation of the adults, their society and nation.

ix) ***It is an awareness building process:*** It helps to enhance the level of adults' awareness and prompts them to action for change. It helps in emancipating or liberating adults from their current problems and situation.

x) ***It is experiential:*** it is basically conceived and offered taking into account the experiences of adults.

xi) ***It is welfare and development oriented:*** It promotes rational and informed decision with a view to promote the welfare and development - social, economic, political and cultural - of individuals, groups, society and nation.

xii) ***It is goal-directed:*** It is directed by the goals set by adults for themselves, or by others for them or by the nation for them and helps in achieving them.

xiii) ***It is learner-centred, systematic and flexible:*** It is a systematically organised process, using diverse methods and techniques of teaching and learning with an in-built element or component of flexibility for promotion of more learner-centred educational activities.

xiv) ***It is a network building activity:*** It is very effective in building the network of adults, their groups, activities and associations in the particular context and situation in which the adults live, earn and learn.

XV) ***It is quality-of-life or standard-of-living oriented:*** It aims at enabling the adults to use all their networks - personal, social, professional, political, etc - for raising their quality of life and standard of living.

xvi) ***It is an education for empowerment:*** Adult education is an effective tool for empowerment of adults.

#### **5.1.1.2 Need of Adult Education in India**

Adult Education brings a new hope for the illiterate masses who failed to get education during their school year. Adult Education is needed to widen intellectual horizon of partially illiterate adults.

i) ***Imparting literacy of diverse types*** - It includes basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy, multicultural literacy, global literacy, legal literacy, computer literacy, and so on. You have learnt about language literacy or basic literacy.

ii) ***Generating Awareness on various matters/subjects*** -It includes awareness about one's self, community, society and the nation; about individual, relational, and collective roles and responsibilities; about social, economic, political, cultural, environmental, developmental, health, hygiene, etc; about peace, welfare, and harmonious growth and development of the individual, family, community, nation and the world, amongst other things; and

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

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

Thus, Adult Education is needed

- To make adult life happy.
- To satisfy the recreational needs of rural adults.
- To supplementary to the compulsory primary education.
- To provides continuing education.

### 5.1.1.3 Methods of Adult Education

Munro in the Encyclopaedia of educational Research has classified the chief methods of teaching adults into three categories:

1. The Learner dominant method incorporating
  - Trial and error method
  - Drill and practice method
  - Self study and library work
  - Survey work
  - Questionnaires and field trips
2. The Teacher dominant method which includes
  - Lecture method
  - Demonstration method
  - Counselling method
  - Case study method
3. The Co-operative method which includes
  - Apprenticeship
  - Group discussions
4. Activity method which includes
  - Organising camps
  - Social service activities
  - Sports and tournaments
  - Arranging exhibitions
  - Cultural and recreational activities
  - Celebrating functions and festivals

#### Self- Assessment Question- 1

Q. Define Adult Education.

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 5.1.2.1 Meaning of Continuing Education

Continuing education has become an important part of adult education. There is a growing trend to transform educational institutions of formal education into a simultaneous agent of continuing education. Continuing education is the phenomenon of ever learning. It does not stop at any particular stage. It is a call for not to cease to learn. It includes all

learning opportunities which are taken up after full time education has ceased. It is the resumption of the process of studying or learning which might have interrupted due to some economic, professional and personal compulsions of the individual. It enables the individual to study or learn further, even after a gap, and acquire knowledge and skills.

Continuing education is meant for persons who want to complete the education left incomplete by their leaving school. Persons working in institutions also need opportunities for improving their qualifications and abilities. Adult education seeks to bring education within the grasp of every kind of person by catering to his special needs. Thus, there are primarily three categories of persons needing continuing education

1. Those who have discontinued education without completing.
2. Employed professionals.
3. All adults

#### **5.1.2.2 Importance of Continuing Education**

1. To provide minimum literacy.
2. To promote professional education.
3. To meet the challenge of explosion of knowledge.
4. To make education self-education.

Continuing education is regarded as any education which adults voluntarily undertake, and it is for literate youth and adults; it is responsive to needs and wants; it includes experiences provided by all education sub-sectors; and it can be defined in terms of opportunity to engage in life-long learning. Continuing education, stresses the unity of the concept of education, both child and adult. It continues throughout life though the phrase has come to have at least two other rather narrower meanings: all education for adults returning to the educational system, and (somewhat narrower still) professional vocationally oriented training programmes at an advanced level for adults who have already received a good deal of education.

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

#### **The continuing education scheme is postulated on the principles of**

- treating basic literacy, post-literacy and continuing education as one sustained, coherent learning process establishing a responsive and alternative structure for life long learning
- responding to the needs of all sections of society.
- learning not to be seen as a function of alphabets, but as all modes of human capacity building.
- addressing the socio-economic situation of the community to provide infrastructure for larger development initiatives.

#### **Self- Assessment Question- 2**

Q. Explain the meaning of continuing education.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5.1.2.3 Methods of Imparting Continuing Education

Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs) are the principal modes of implementing continuing education programmes. The centres follow an area-specific, community-based approach. The scheme envisages one CEC for each village to serve a population of about 1500 to 2000 people. Eight to ten such centres form a cluster in which one of them acts as the nodal CEC..

The continuing education centre serves as:

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

The CECs, including the nodal one, are set up in consultation with the user community and its programme is designed to meet their demands. The stress on imparting literacy skills to non-literates is sustained.

Various development departments, technical institutions and professional groups provide inputs needed by the programme. State Resource Centres, Jan Shikshan Sansthan join hands by giving the necessary resource and training support. Besides establishing CECs, the scheme also undertakes the following programmes.

*Equivalency Programme:* It is designed as an alternative education programme equivalent to existing formal, general or vocational education.

*Income-Generating Programme:* Under this, the participants acquire or upgrade their vocational skills and take up income generating activities.

*Quality of Life Improvement Programme:* It aims to equip learners and the community with essential knowledge, attitude values and skill to raise their standard of living.

*Individual Interest Promotion Programme:* It provides opportunities for learners to participate and learn about their individuality and chosen social, cultural, spiritual, health, physical and artistic interests.

The continuing education scheme is visualized as a mechanism for integrated human resource development. Well-organized and coordinated infrastructure for continuing education can advance the course of literacy in India leading to the emergence of a learning society.

#### **Other methods of imparting Continuing Education are:**

1. *Parallel system of education:* A parallel system of education should be created to provide adults with opportunities for taking the same diplomas and degrees as students in schools and colleges get.
2. *Special part time courses:* Through special part time courses and mixed programmes, efforts should be made to improve the mental horizon of workers and employees, their knowledge and skills should be improved and a sense of responsibility towards their professions and improving their careers should be inculcated.
3. *Mass media:* Mass media such as newspapers, films, radio, television may be used for the purpose of continuing education.



4. *Adhoc courses*: Educational institutions should give the lead in organizing adhoc/ short term course which will help people to understand and solve their problems and to acquire wider knowledge and experiences. Their content may include child care, family care, nutrition, management, orchard growing, poultry, farming etc. These courses may include programmes for professional development like marketing, industry, teaching, engineering etc.
5. *Special institutions*: Special institutions such as Central Women's Welfare Council and Vidyapeeths should be established. The existing institutions should be frequently reviewed in order to enable them to be of service to the rural community.
6. *Libraries*: A good library is considered to be the backbone of the system of continuing education. Libraries must be stocked with reading material for neo- literates, interesting reading material and books and information relating to the practical needs of adults.
7. *Centres for distance education*: Continuing education may be effectively imparted through Distance education and Correspondence education.
8. *Open Universities*: Indira Gandhi National Open University, New Delhi (1985), Andhra Pradesh Open University (1982), Kota Open University in Rajasthan (1987) etc. are doing useful service in the field of continuing education.

## **5.2 XII five year plan provisions regarding adult education**

Education is the most important lever for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent 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. Recognizing the importance of education in national development, the Twelfth Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

The following points provide details of strategy and initiatives for adult education

- Vocational education at the secondary level would be aligned with skills training under the Ministry of Labour through Industrial Training Centres and modular training programmes as well as short-term training provided through National Skills Development Corporation (NSDC). Skills training under the JSS (Jan Shikshan Sansthan ) and NGO schemes of Adult Education programmes would be aligned with the framework for vocational education at the secondary level. In order to roll out these skills programmes, a massive effort would be needed for professional development of school leadership, master faculty trainers, inspectors, test evaluators and counsellors. Appropriate institutional arrangements with linkage to NSDC for capacity development for professional certification and accreditation systems for institutions should also be put in place.

- In the decade from 2001 to 2011, literacy levels rose from 64.8 per cent to 74 per cent and the number of illiterates declined in absolute terms by 31 million with the number of literates rising by 218 million. The gap in literacy rates between urban and rural areas reduced by 5 percentage points. Female Literacy rate increased at a faster rate (11.79 per cent) than that for males (6.88 per cent), thus reducing gender gap from 21.59 per cent to 16.68 per cent. Gains in literacy levels are in part due to success of the adult education and in part due to improvements in primary schooling.. Despite these significant gains, large gender and regional disparities in literacy levels persist.
- Though Saakshar Bharat is conceived as a variant of National Literacy Mission (NLM), yet due to hiatus during the Tenth Plan period, management structures under the NLM had become moribund. Thus, galvanising the implementation machinery for Saakshar Bharat was a huge challenge. Now that it is in third year of its operation, significant support for Saakshar Bharat has been mobilised. Through large scale countrywide environment building and mass mobilisation campaigns, voluntary teachers/preraks have been motivated and trained in large numbers and community has been mobilised. A meaningful synergy between schemes of adult education, school education, departments of adult education in the universities, and other departments is being created.
- Saakshar Bharat as a flagship scheme for adult education would be continued during the Twelfth Plan and, by 2017, it shall strive to raise the literacy rate to 80 per cent and reduce the gender gap to less than 10 per cent. Through continuing focus on literacy in the years to come, the goal of universal literacy by 2025 or even earlier would be achieved. During the Twelfth Plan, Saakshar Bharat will give special focus on young adults and adolescents (15–19 years)
- At the same, there is a need to redefine literacy and go for a paradigm shift from basic literacy to lifelong learning. In the present technology-driven knowledge-based competitive economy, even the basic ability to read and write with understanding is not enough; adults need to learn to manage information and knowledge in a critical and reasonable manner, learn to search, identify, evaluate, select, and use information and knowledge wherever they are available: print, mass media, or the Internet. Nevertheless, becoming literate can no longer be viewed as a specific and terminal period in the life of a person. In fact, literacy is the entry point to basic education and a stepping stone to lifelong education. Lifelong learning is today essential for survival and for enhancing people's quality of life, as well as for national, human, social and economic development. It should cover 'all learning activity undertaken throughout life-whether in formal, non-formal and informal settings with the aim of improving knowledge, skills and competence within personal, civic, social and for employment related perspective'. Under this new paradigm of lifelong learning and literacy, the focus is not only on non-formal education set up but on establishing strong linkages with the formal system with mechanism for recognising prior learning and accreditation.
- Saakshar Bharat would be revamped during the Twelfth Plan and aligned to the new paradigm of lifelong learning. The key features of this programme would be and it would provide opportunities to meet all types of learning needs including functional literacy, basic education, vocational education, physical and emotional development, arts, culture, sports and recreation. Such opportunities of learning will be for all

adults, disadvantaged and advantaged, in the age group of 15 years and above, who missed the opportunity of formal education as well as all adults who wish to learn outside the formal system of education. It would continue to focus on inclusion with programmatic interventions in rural areas, urban slums, low literacy areas, tribal areas, SCs and minority concentrated areas. To facilitate more equitable access and participation, the revamped programme would create appropriate infrastructure, especially in difficult, backward, tribal, and rural areas, and enhance culture of learning and education by eliminating barriers to participation through ICT, awareness, mobilisation, environment building and well-designed and targeted guidance, information and motivation.

- At the Gram Panchayat level and at the equivalent levels in the urban areas, the existing well equipped ICT-enabled multi-purpose Adult Education and Skill Development Centres (AESDCs) would be strengthened (or set up where these do not exist) to offer a range of adult learning and education programmes to meet local needs of the adults. For higher levels of adult education, secondary level institutions at the block and community colleges at the district level need to be set up.
- The revamped Saakshar Bharat would be a continuing programme as a lifelong learning and literacy support system for the country. To promote a systematic lifelong learning, the country might require comprehensive legislation to formally recognise forms of education other than formal, integrate formal, non-formal and informal learning and for recognition, validation and accreditation of learning obtained in non-formal ways. Need for enabling legislative measures would thus be examined to provide a robust framework for lifelong learning and literacy  
Thus, Lifelong learning and literacy under the revamped programme should be seamlessly integrated with formal education system for horizontal and vertical migration by establishing equivalency frameworks to facilitate credit transfer among formal, non-formal and informal education

### **Self- Assessment Question- 3**

Q. Discuss the XII five year plan provisions regarding adult education

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **5.3 Summary**

Adult education is a multidisciplinary process oriented to favour lifelong education for all, as well as efficient learning throughout life. It aims to provide the knowledge that improves professional qualifications and to achieve civic, social, moral and cultural attitudes and skills for performing responsibilities and for progress in all spheres of life. It attempts to prepare individuals so that they may perform multiple functions participating in the life of their community. Adult Education brings a new hope for the illiterate masses who failed to get education during their school years. Continuing education starts after certain level of

schooling and it includes those learning opportunities that are taken up after the completion of initial education.

1) Print Mode: Print is a foundational element of distance education programmes and the basis from

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#### **5.5 Further Readings**

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#### **5.6 Model questions**

1. What is the need of adult education?
2. Briefly state the chief methods of teaching the adults.
3. Explain the concept of continuing education?
4. Mention the need for continuing education. How can it be imparted?
5. Enumerate XII five year plan provisions regarding adult education.

## EXAMINATION REFORMS

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Need of Examination Reforms
- 6.3 Recommendations of various policies
  - 6.3.1 Recommendations of NPE regarding examination reforms
  - 6.3.2 Recommendations of POA regarding examination reforms
  - 6.3.3 Recommendations of NCF 2005 regarding examination reforms
- 6.4 Summary
- 6.5 References
- 6.6 Further Readings
- 6.7 Model questions

### 6.0 Objectives

After going through the lesson, you will be able to

- define the concept of examination reforms
- explain the need of examination reforms
- describe recommendations of various policies regarding examination reforms

### 6.1 Introduction

An examination is a means to assess the progress made by the students in the subjects taught to them. In the routine day-to-day teaching process, an examination seems to be an innocent affair, but troubles start when an examination turns from normal revision exercise to formal or rigid exercise of selection and promotion. The student community considers examinations as an unwelcome ordeal to be gone through. That apart, the system of examination suffers from many serious voids. Examinations have specific objectives. They are means to evaluate the performance and judge the academic achievements of students.

### 6.2 Need of Examination Reforms

Teaching-learning process, now-a-days, to a great extent, is dictated by the examination system. Classroom teaching has become more information oriented. It hardly gives any regard to the cultivation of logical and critical thinking, the spirit of inquiry, ability to apply decision-making skills, etc. The teachers are neither bothered about giving regular tests to students nor are they interested to get the feedback on their own teaching. Teachers fashion their teaching according to the requirements of the examination. They prepare the students by way of dictating notes, providing guide books and readymade learning materials, all geared up towards the final examination. At times, they do not even cover the entire course; instead, they choose some chapters which are important from the examination point of view. Student's involvement in teaching-learning process is hardly appreciated: for better learning. Mostly the teacher prefers a passive lecture i.e. one way communication to an active interaction in the form of discussions and active participation by students. It seems that in college classrooms, a teacher is alienated from students. Teaching learning process which

should be a two-way process turns out to a one-way process. Teaching gets synonymous with teacher talking and students as passive listeners. Thus examinations have a negative influence over the teaching-learning process. They have made teaching a monotonous, disinterested and passive process

- **There is need for functional and reliable system of school-based evaluation.**
- **There is often a lack of full disclosure and transparency in grading.**
- **While number of boards use good practices in pre-exam and exam management there remain several glaring shortfalls at several boards.**
- **The quality of question papers is low. They usually call for rote memorization and fail to test higher-order skills like reasoning and analysis, let alone lateral thinking, creativity and judgment.**
- **Indian School board exams are largely inappropriate for the 'knowledge society' of the 21st century and its need for innovative problem-solvers.**
- **They do not serve the needs of social Justice.**
- **They are inflexible. Based on a 'one-size-fits-all' principle, they make no allowance for different types of learners and learning environments.**
- **They include a an inordinate level of anxiety and stress, In addition to widespread trauma, mass media and psychological counsellors report a growing number of exam-induced suicides and nervous breakdowns.**

**Self- Assessment Question- 1**

Q. Explain the need of examination reforms. .

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6.3 Recommendations of various Policies on Examination Reforms**

Examination reform has been a subject of almost consistent consideration by various Committees and Commissions appointed by the Government of India from time to time. The justification for examination reforms arises from academic considerations. Examinations along with teaching and learning, in fact, constitute the trinity of functions in the educational process. Examinations over the years have tended to be an instrument for testing memory. Learning has become a rather mechanical process of acquiring skills and teaching has been largely a process of coaching for examinations. The relationship between examinations and standards of teaching and learning are intimate. Improvement in any one of these aspects results in improvement of other aspects as well. Therefore, the objective of examination reform is to make it an instrument of good education.

The Indian University Commission (1902) observed that the teaching in Indian education stood subordinated to examination and not examination to teaching. The Hartog Committee

(1929) deprecated academic bias of examinations at the school level, geared as they were to the needs of the majority who did not have access to the university system and were to enter life. Similar criticism was voiced by the Sargent Plan 1944. The Radhakrishnan commission (1948) pointed out that examination reform was a matter of very high priority in education reform as a whole. The Mudaliar Commission (1952-53) made elaborate recommendations on examination reform and called for reduction in the number of external examinations, conduct of objective tests, assessment of attainments of the students through a proper system of school records, weightage for in-school tests, symbolic rather than numerical marking for purposes of evaluation and grading etc. The Education Commission (1964-66) considered the question of examination reform at all stages of education and called for evaluation being construed as a means to assess learner development on an objective basis. The CABE Committee on Examination Reform (1970) also made wide ranging recommendations.

### **6.3.1 Recommendations of NPE regarding examination reforms**

The National Policy on Education, 1986, envisaged evaluation as a continuous process so that the student would be helped to improve his level of achievement, as distinct from certification of the quality of his performance at a given moment of time. The National Policy on Education (1986) reflects on the subject, under the title, 'Examination System'. In a system in which everything has been subordinated to examinations and grading, it maintains "the characteristics of quality (functional and social relevance, mental ability and physical dexterity, efficacy and exercise, initiative, innovation and experiment with new situations - and a value system conducive to harmony, integration and the welfare of the weak and disadvantaged) will receive no attention unless these too are evaluated and credits are also awarded to them." It goes on to say that "it appears self-evident that the present system of annual examinations will have to be modified since these, more than any other factor, have contributed to the deterioration in quality. A stage has now been reached when neither those who conduct examinations nor those responsible for teaching and academic management are scandalised by the very poor grades and pass percentages in examinations. "The National Policy on Education, 1986 also considered examinations as a means for improvement of quality of education. Specifically, it called for removal of subjectivity in examinations, de-emphasis of memorisation, continuous and comprehensive internal evaluation of scholastic and non scholastic achievements of students, improvement in the conduct of examinations introduction of concomitant changes in instructional material and methodology, introduction of the semester system from the secondary stage in a phased manner and use of grades in the place of marks.

The NPE 1986 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would mean:

- i) The elimination of excessive element of chance and subjectivity;
- ii) the de-emphasis of memorization;
- iii) continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time;
- iv) effective use of the evaluation process by teachers, students and parents;

- v) improvement in the conduct of examination;
- vi) the introduction of concomitant changes in instructional materials and methodology;
- vii) instruction of semester system from the secondary stage in a phased manner;
- viii) The use of grades in place of marks.

The NPE, 1986, held that the above goals were relevant both for external examinations and evaluations within educational institutions. It envisaged that evaluation at the institutional level will be streamlined and the predominance of external examinations reduced.

Whatever changes that have been introduced in the school and university examination systems at the instance of the NCERT and the UGC respectively, their impact on the developments indicated above is not perceptible. In spite of the initiatives of the NCERT, and the UGC in this field, only limited awareness has been created on the issues arising from the policy statement on examination reform.

Taking note of this situation the Revised Policy Formulations called for preparation of a National Examination Reform' Framework to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adapt the framework to suit the specific situations.

- *Broad Parameters*

To formulate a national examination reform work the Department of Education would, constitute an inter-institution committee with representations from UGC, NCERT and State level organisations including Boards of Secondary Education. The framework can be expected to be formulated by December, 1993. While the specifics of the framework cannot be postulated at this stage the broad parameters seem to envisage as following:

(a) *Elementary stage*: Specification of minimum levels of learning in the remaining areas and classes, designing flexible procedures of evaluation to suit a variety of school conditions, and use of evaluations in teaching and learning;

(b) *Secondary Stage*: Specification of expected levels of attainments in curricular subjects, designing flexible schemes of continuous and comprehensive evaluation, consider introduction of semester system at secondary stage in a phased manner.

(c) *Higher Education Stage*: - Gradual switching over by post-graduate departments of all universities to semester, grading, and continuous evaluation and credit systems. Exploring possibilities of introducing validation tests at the first degree and post-graduate levels.

(d) *The Higher Technical and Professional Stage*: Preparing guidelines of evaluation for institutions by each university, replacement of external examination by internal institutional evaluation and All India testing programmes for admission to professional and various operations connected with examinations and also to provide protection to them.

(e) *National Evaluation Organisation*: The National Evaluation Organisation will be developed as a quality control mechanism to organise nationwide tests on a voluntary basis so that norms can be evolved for comparability of performance and also for conducting independent tests.

(f) *Monitoring and Evaluation*: A sound and coordinated effort should be made by the Centre and State Governments in this area. It is, therefore, desirable that the monitoring and evaluation of the reforms in examinations and evaluation in a State is also done by the State Department of Education or agency so designated by it

### **6.3.2 Recommendations of POA regarding examination reforms**

The Programme of Action (POA) suggested several specific short term and long-term measures for carrying out examination reform at the school level as well as at the university



level. It also suggested that, "to formulate a national examination reform work the Department of Education would, inter-alia, constitute an inter institutional Committee with representations from UGC, NCERT, AICTE and state level organisations including Board of Secondary Education. " The POA has also made some strategies for implementation, which are as follows:

(a) *Elementary Stage:*

1. The Minimum levels of Learning (MLLs) in language (Tongue), Mathematics and Environmental Studies for classes 1 to V have been developed by MHRD at the national level. Similar exercise to develop these in the remaining area and classes of elementary curriculum will be carried out.
2. Since no detention policy is envisaged at the primary stage, the main function of evaluation will be diagnostic in nature so as to provide remedial help to the pupils.
3. The concerned agency in each state will prepare a flexible scheme of Continuous Comprehensive Evaluation (CCE) at the elementary stage, so as to make the evaluation process an integral part of teaching and learning at this stage.

(b) *Secondary Stage:*

1. Each State Board will lay down expected levels of attainments at classes IX to XII and prescribe appropriate courses, of studies to accomplish these levels in terms of knowledge and / or comprehension, communication skills, understanding, application, analysis, synthesis, judgements etc.
2. In each state, the concerned agency will prepare a flexible scheme of continuous comprehensive Examination for the secondary/ senior secondary stage to suit a variety of specific situations obtaining in different regions and types of schools. Certain models have been developed by NCERT and other agencies which could be looked into for guidance.

(c) *Higher Education Stage:* 1. Selection tests for admissions to all professional and technical courses will be conducted on an all-India basis.

2. Each University will prepare broad guidelines for grading to be followed by individual colleges/ institutions and departments under its jurisdiction. Orientation programmes may be organised to familiarize the teachers with the grading system.
3. The movement towards entrance tests for admission to institutions of higher education will be encouraged and promoted by UGC and State Government. The services of the National Evaluation Organisation (NEO) should be utilized by the university system for developing, designing and administering entrance tests for admission.

*Besides the above strategies for different stages, the POA has also envisaged the following strategies which are common for all stages:*

1. The emphasis will be laid on testing of expected levels of achievement of a variety of learning objectives in order to ensure due importance to higher abilities of understanding, application, analysis, synthesis, judgement and parallel parameters and not only to memory.
2. The Semester system introduced at the secondary stage and onwards should provide for flexibility in the combination of courses and accumulation of credits to enable the pupils to proceed at their own pace resulting in upward and horizontal mobility of the students across the country.
3. Appropriate courses in examination reform will be developed by Indira Gandhi National Open University through distance education mode in collaboration with NCERT for large scale training of different kinds and levels of personal.

4. An Examination Reform Centre will be established at the UGC for coordination, documentation and dissemination of information on examination reforms in higher education. Similarly, NCERT would perform this function at school stage.

5. Some laws will be introduced in the legislation regarding various malpractices connected with examinations. Such laws will make provision to prescribe the nature and type of punishment for various offences under the law.

6. A strong and coordinated effort should be made by the Centre and State Government regarding the monitoring and evaluation of the reforms in examinations and evaluation. Following up on NPE, 1986, NCERT conducted a National Seminar on Examination Reforms and issued certain guidelines to the States, principally covering the subjects of scaling and grading, continuous comprehensive internal evaluation, setting up of balanced question papers etc.

The Policy visualized integration of the assessment of performance with the process of learning and teaching, and utilizing the process of evaluation to bring about qualitative change in education. In order to ensure the student's performance, the assessment methods must be valid and reliable.

*The following short term measures had been proposed by the NPE and POA*

- Public examinations will continue to be held only at the levels of classes X and XII
- Decentralization of the operation involved in the conduct of examinations to make the system work more effectively.
- School boards in certain States have set up a number of sub centres to decentralize the conduct of examinations. Adoption of similar measures by other States will be pursued.
- At the university level continuous institutional evaluation will be introduced at the post graduate level, to begin with, in unitary universities, deemed universities and autonomous colleges.
- Students' performance will be indicated through letter grades, and assessment of overall performance will be on the basis of cumulative grade point average.
- Modifications in the qualifying recruitments for admission in the universities and colleges will be examined to accelerate the process of change in the level of examinations.

### **6.3.3 Recommendations of NCF 2005 regarding examination reforms**

The NCF 2005, is a very useful document, and is a refreshing departure from the 2000 NCF. The NCF 2005 is a more carefully worked-out document than the 2000 document, as it looks at including various other subjects such as environment, peace & so on. The document focuses more on the creativity and the overall development of children, rather than filling their brains with information. The guiding principles are connecting knowledge life to life outside school, no rote learning, enriching the curriculum for the overall development of children, and without being textbook centric and reducing examination stress. Examination reforms constitute the most important systemic measure to be taken for curricular renewal and to find a remedy for the growing problem of psychological pressure that children and their parents feel, especially in Classes X and XII. Specific measures include changing the typology of the question paper so that reasoning and creative abilities replace memorization as the basis of evaluation, and integration of examinations with classroom life by encouraging transparency

and internal assessment. The stress on pre-board examinations must be reversed, and strategies enabling children to opt for different levels of attainment should be encouraged to overcome the present system of generalized classification into 'pass' and 'fail' categories.

- The report, learning without Burden notes that public examinations at the end of Class X and XII should be reviewed with a view to replacing the prevailing text-based and quiz-type questioning, which induces an inordinate level of anxiety and stress and promotes rote learning. While urban middle-class children are stressed from the need to perform extremely well, rural children are not sure about whether their preparation is adequate even to succeed. The high failure rates, especially among the rural, economically weaker and socially deprived children, forces one to critically review the whole system of evaluation and examination. For if the system was fair and working adequately, there is no reason why children should not progress and learn.
- *Paper Setting, Examining and Reporting* .In order to improve the validity of current examinations, the entire process of paper setting needs to be overhauled. The focus should shift to framing good questions rather than mere paper setting. Such questions need not be generated by experts only. Through wide canvassing, good questions can be pooled all year round, from teachers, college professors in that discipline, educators from other states, and even students. These questions, after careful vetting by experts, could be categorised according to level of difficulty, topic/area, concept/competency being evaluated and time estimated to solve. These could be maintained along with a record of their usage and testing record to be drawn upon at the time of generating question papers
- *Compelling teachers to examine without paper offering adequate remuneration makes it difficult to motivate them to ensure better quality and consistency in evaluation.* Considering that most boards are in good financial health, funding issues should not come in the way of improving the quality of evaluation. With computerisation, it is much easier to protect the identity of both examinee and examiner. It is also easier to randomise examination scripts given to any particular examiner, thus checking malpractices and reducing inter-examiner variability. Malpractices such as cheating with help from outside the examination hall can be reduced if candidates are not permitted to leave the exam centre in the first half time, and also are not permitted to carry question papers out with them while the examination is still going on. The question paper can be made available after the examination is over
- *Computerisation* makes it possible to present a wider range of performance parameters on the mark sheet—absolute marks/grades, percentile rank among all candidates taking the examination for that subject, and percentile rank among peers (e.g. schools in the same rural or urban block). In the medium term, NCF suggested that we need to be able to increasingly shift towards school-based assessment, and devise ways in which to make such internal assessment more credible. Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning. The scheme should take, into account the social environment and the facilities available in the school. Students could be graded on a relative, not

an absolute, scale and must be moderated and scaled against the marks obtained in the external examination.

- *Flexibility in Assessment* A lot of psychological data now suggest that different learners learn (and test) differently. Hence there should be more varied modes of assessment beyond the examination hall paper-pencil test. Oral testing and group work evaluation should be encouraged. Open-book exams and exams without time limits are worth introducing as small pilot projects across the country. These innovations would have the added advantage of shifting the focus of exams from testing memory to testing higher-level competencies such as interpretation, analysis and problem-solving skills. Even conventional exams can be nudged in this direction through better paper setting and providing standard and desirable information to candidates (such as periodic tables, trigonometric identities, maps and historical dates, formulae, etc.).
- *Because of the differing nature of learners*, and the widely variable quality of teaching, the expectation that all candidates should demonstrate the same level of competence in each subject in order to reach the next level of education is unreasonable. In the light of the urban–rural gap in India, this expectation is also socially regressive. It is well documented, for instance, that much of the higher failure and dropout rates in rural schools can be attributed to poor performance in two subjects — Maths and English. Boards should explore the possibility of allowing students to take exams in these subjects at one of the two (or even three) levels. This need not require that curricula or textbooks will differ for different levels
- *The "one-exam-fits-all" principle*, while being organisationally convenient, is not a student-centred one. Nor is it in keeping with the rapidly evolving nature of the Indian job market, with its increasing differentiation. The industrial assembly-line model of assessment needs to be replaced by a more humanistic and differentiated one. If, as economists predict, four out of every four new jobs in the next decade will be in the services sector, a paradigm shift in Indian education is called for. As fewer and fewer Indians make standardised widgets, and more and more work to solve problems for their fellow citizens, the Indian exam system will also need to become more open, flexible, creative and user friendly
- *Board Examinations at Other Levels*. Under no circumstances should board - or state-level examinations be conducted at other stages of schooling, such as Class V, VIII or XI. Indeed, boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school exam instead.
- *Entrance Examinations* There is a need to delink school-leaving board examinations from competitive entrance examinations. These entrance examinations can be made less stressful if students had to take fewer of them. A single nodal agency could coordinate the conduct of entrance examinations several times a year, at centres located all over the country, and monitor and ensure the timely conduct and release of student achievement indicators. The scores obtained by students at such a national-level examination could be used by all institutions for the purpose of admitting students to universities and professional courses. The actual design and test preparations should not fall within the purview of this nodal agency.

### Self- Assessment Question- 2

Q. Explain various recommendations given by NPE, 1986 regarding Examination Reforms.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 6.4 Summary

The main purpose of examination as envisaged by the Education Commission (1964-66) and realised in the National Policy on Education (1986) is to help determine and gradually raise standards of attainment. As such, it should be construed as a powerful instrument for improving the quality of education in general and that of teaching- learning in particular. In order to streamline the evaluation at the school level and to reduce the predominance of external examinations, the National Policy on Education (NPE), 1986 and the programme of Action (POA), 1992 suggested the introduction of "Continuous and Comprehensive Evaluation (CCE) that incorporates scholastic and non scholastic aspects of education, spread over the total span of the instructional time. Reforms in examination system are a continuous work. This has been focused in many education committees and commissions. NCF 2005 states that examination reforms constitute the most important systemic measure to be taken for curricular renewal and to find a remedy for the growing problem of psychological pressure that children and their parents feel, especially in Classes X and XII. Specific measures include changing the typology of the question paper so that reasoning and creative abilities replace memorization as the basis of evaluation, and integration of examinations with classroom life by encouraging transparency and internal assessment. The stress on pre-board examinations must be reversed, and strategies enabling children to opt for different levels of attainment should be encouraged to overcome the present system of generalized classification into 'pass' and 'fail' categories. Although, many attempts have been made particularly in Indian context to bring reforms in the examination system, still efforts are required to make it more goals oriented and productive

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## **6.6 Further Readings**

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## **6.7 Model questions**

1. Write short note on examination reforms.
2. Enlist various defects of examination system.
3. Explain the various recommendations of NPE, 1986 regarding examination reforms at various levels of education.
4. Enumerate various suggestions given by NCF 2005 to bring reforms in the examination system and to make it more goals oriented and productive

## **VOCATIONALISATION OF EDUCATION**

- 7.0 Objectives
- 7.1 Introduction
  - 7.1.1 Need for vocationalisation of education
  - 7.1.2 Objectives of vocationalisation of education
  - 7.1.3 Merits of vocationalisation of education
- 7.2 Measures for making education vocationalised
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- 7.3 Problems of vocational education system
- 7.4 Summary
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### **7.0 Objectives**

After going through the lesson, you will be able to

- define the concept of vocationalisation of education
- discuss the need and objectives of vocationalisation of education
- describe the significance of vocationalisation of education
- explain the various steps taken for vocationalisation of education
- explain the problems of vocational education system

### **7.1 Introduction**

Vocationalisation of education is not synonymous to vocational education. Vocationalisation does not refer to providing vocational training to pupils after completion of certain school level courses in a specific stream. Vocationalisation refers to increasing the vocation oriented skills and components of all education for all students. This is what Mahatma Gandhi intended in his 'Nai Talim' (New Education) system; this is what was recommended by the Kothari Commission report through 'work experience' and 'Socially Useful Productive Work'. The aim of vocationalisation of education is to give the pupil the skills and confidence that he can make and build things, that he can act on his ideas and that he can acquire many more abilities through his own effort. This is the capability to act and propel him forward. Both 'vocational education' and 'vocationalisation of all education' will involve skills development. Whereas in vocationalisation, the skills development is intended to build the capability to act in a variety of real life situations, the vocational education gives skills for a specific vocation under well-defined limitations. Without the general skills development, the specific skill cannot help him to survive in the competition that is life. Therefore, vocational education can only be useful on a base of general skills development. However, the need of formal education cannot be denied while promoting vocational education.

UNESCO has defined Vocationalisation as "a comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life." UNESCO also talks about vocational education as "Education action to prepare for work and active life." Such education should not only aim at training young people to practice a given trade or profession, but also at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously, in order to keep pace with developing production methods and working conditions.

**Self- Assessment Question- 1**

Q. Define Vocationalisation of education.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7.1.1 Need for Vocationalisation of Education**

Education is going through a period of intensive change and reorientation. A multiplicity of national models forms and structures have emerged in an effort to cope with the rapid technological advances and the changing needs of the labour market. Rapid strides in the sphere of technology and maintenance of a high pace of economic growth require a qualitative transformation in the work force towards a manpower equipped with a high degree of skills in widely diversified vocational fields. The educational scenario is undergoing rapid and profound changes. The factors behind these changes are varied. Some of the factors of significance in the present context are:

- (a) The economy becoming global and competitive;
- (b) The changing profile of the learner;
- (c) Technology becoming all pervasive;
- (d) Changing expectations of employers;
- (e) Expansion in the service sector;
- (f) Harnessing of renewable and non-conventional sources of energy.

Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative .Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability

**7.1.2 Objectives of Vocationalisation of Education**



Vocationalisation of education stands on a high pitch of education with the following objectives of education.

- To fulfil the national goals of development and removal of unemployment and poverty;
- impart education relevant to increased production and productivity, economic development and individual prosperity;
- meet the need for skilled and middle level manpower for the growing sectors of the economic - both organized and unorganized;
- attract sizable segment of population to varied vocational courses so as to reduce the rush to general education courses of universities and institutions of higher learning
- reduce the mismatch between demand and supply of skilled manpower and enhance individual employability
- bring attitudinal change in students towards manual work
- make the children acquaint to the world of work
- make them aware of the social problems and community service
- enable them for creative self-expression
- bring a ray of hope for low intelligent students. Students of low intelligence if failed to continue education further, may at least find some productive work to do and acquire education integrated to it and thereby drop out may be controlled.
- bridge the gulf existed in the society. Liberal education increases the social distance between the elite class and the rest classes whereas vocationalisation of education tries to minimize it.
- make them aware of the social problems and community service
- make students economically self-sufficient and self-reliant

### **7.1.3 Merits of Vocationalisation of Education**

- *Education related to productivity* Vocational education contributes to the achievement of society's goals of self-sufficiency in agriculture and industry by developing suitable skills.
- *Preparation of individuals* for jobs it prepares the individual to realize his or her own potential within the framework of economic development to which the individual contributes.
- *Employment opportunities* Education does not produce jobs, but vocationalised education makes it easier for an individual to get a job or to be self-employed quite early in life by starting a new productive activity or a service which may satisfy a felt need of the community
- *Broadening of horizons* Some Issues It leads to an understanding of the scientific and technological aspects of contemporary civilisation in such a way that students are enabled to comprehend their environment critically and constructively.
- *Dignity of labour* Vocationalisation of education provides useful experience for the development of dignity of labour.
- *Maximum utilisation of the material resources of the country* Due to lack of trained technical know-how our resources has remained unutilized. Vocationalisation of education provides suitable opportunities.

### Self- Assessment Question- 2

Q. Write three merits of vocationalisation of education..

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 7.2 Measures for Making Education Vocationalised

The following measures can be taken to make education vocationalized:

1. *Diversification of Secondary Curriculum:* Students should get an opportunity to study subjects according to their own interest, aptitude, ability and capacity. Diversification of curriculum will facilitate the students to choose their subjects according to their own will.
2. *Opening of Multi-purpose School:* A multi-purpose school enables students of various talents and aptitudes to excel in their own fields. In this school, various avenues are open for students and they are going to choose the one of their choice.
3. *Guidance Movement:* There should be a massive and wide spread guidance movement to enable the students to choose the vocation of their choice as per their interest, aptitude and capacity.
4. *Introduction of work education in school curriculum:* As work education is directly related to work experience and productivity, steps should be taken to make it essential element in secondary school curriculum.
5. *Scanning of Manpower Needs:* There should be a comprehensive search for man power shortage areas and accordingly courses are to be opened up to suffice the shortage.

### 7.2.1 Life skills through Vocational Education

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. 'Learning by doing' is the principle of making students to gain skills of problem solving, decision making, creative thinking, critical thinking, communication, social awareness, empathy and managing stress. All these life skills are recommended by WHO. Essentially, vocationalization involves the process of participatory learning using four basic components namely practical activities, feedback and reflections, consolidation and reinforcement and practical application to day to day life challenges.

### 7.2.2 Methods of Imparting Vocational Education

Vocational education and training is multi-sectoral in nature. Each ministry and department in central as well as State govt. is responsible for man power development in this particular sector. So, the curricula of schools and colleges are designed accordingly. The vocationalization programme at Secondary level aims at developing skilled man power through diversified courses to meet the requirements of mainly the unorganized sector. The aim is to introduce a large number of self- employment oriented courses to reduce aimless pursuit of Secondary education and thereby reduce pressure from the tertiary education. Vocational Education and Training (VET) is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need

to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area.

- Vocational education has been accorded high priority in the National *Policy on Education, 1986*. The NPE, 1986 inter alia states “The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization.... Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity”. The NPE, 1986 set the target, to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. The POA, 1992 reset the targets of diversification of students in vocational streams at + 2 level to 10% by 1995 and 25% by 2000.
- *Centrally Sponsored Scheme of Vocationalisation of Secondary Education* The Centrally Sponsored Scheme of Vocationalisation of Secondary Education was launched in year 1988. The Scheme was implemented through State/UTs and NGOs in the formal and non-formal sector respectively. The Scheme envisaged selection of vocational courses on the basis of assessment of manpower needs. The main objectives of the scheme, as spelt out in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of activities. The existing scheme is presently under revision to address the issue of enhancement of employability of youth through competency based modular vocational courses, to maintain their competitiveness through provision of multi entry and multi exit learning opportunities and vertical mobility /interchangeability in qualifications, to fill the gap between educated and employable and to decrease the pressure on academic higher education.
- *National Vocational Qualification Framework*: To stimulate and support reforms in skills development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a “National Vocational Qualifications Framework” is being established by the Central Government. Central Advisory Board of Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework. The unified system of national qualification will cover schools, vocational education and training institutions and higher education sector. NVQF will be based on nationally recognized occupational standards which details listing of all major activities that a worker must perform in the occupation or competency standards – a detailed listing of the knowledge, skills and attitude that a worker should possess to perform a task written by the particular employment-led sector skills council. The National Skill Development Policy 2009 has proposed the following features for the framework:-;

- a) Competency based qualifications and certification on the basis of nationally agreed standards and criteria;
  - b) Certification for learning achievement and qualification;
  - c) A range of national qualification levels – based on criteria with respect to responsibility, complexity of activities, and transferability of competencies;
  - d) The avoidance of duplication and overlapping of qualifications while assuring the inclusion of all training needs;
  - e) Modular character where achievement can be made in small steps and accumulated for gaining recognizable qualification;
  - f) Quality Assurance regime that would promote the portability of skills and labour market mobility;
  - g) Lifelong learning through an improved skill recognition system; recognition of prior learning whether in formal, non-formal or informal arrangements;
  - h) Open and flexible system which will permit competent individuals to accumulate their knowledge and skill through testing & certification into higher diploma and degree;
  - i) Different learning pathways – academic and vocational – that integrate formal and non-formal learning, notably learning in the workplace, and that offer vertical mobility from vocational to academic learning;
  - j) Guidance for individuals in their choice of training and career planning;
  - k) Comparability of general educational and vocational qualifications at appropriate levels;
  - l) Nationally agreed framework of affiliation and accreditation of institutions;
  - m) Multiple certification agencies/institutions will be encouraged within NVQF.
- *Central Board of Secondary Education (CBSE)*. CBSE is offering 34 Vocational courses consisting of 107 subject in its about 500 government and government aided schools across the country. During the academic session 2007 - 08, Financial Market Management was introduced as vocational package in class 11. CBSE launched three new vocational courses, namely, "Hospitality and Tourism," "Mass Media Studies & Media Production" and "Geospatial Technology" from the academic session 2010-11. CBSE is making efforts to introduce more such courses in collaboration with relevant industry/organization, and has facilities for joint certification..
  - *National Institute of Open Schooling (NIOS)* NIOS offers 82 vocational education courses through its accredited vocational Institutes which include Government

Institutes, NGOs and Registered Societies. 1063 Accredited Vocational Institute (AVI) provides training to neo literates up to pre-degree level. NIOS.

- *Sub-Mission on Polytechnics* Under the scheme, it is proposed to establish 1000 Polytechnics in the country, the breakup of which is as under:300 Polytechnics to be set up by the State governments/Union Territories with assistance from government of India in unserved areas (district).300 Polytechnics to be set up through Public Private Partnership by the State Governments/Union Territories. These 300 polytechnics will be selected in consultation with State Governments/Union Territories, various industrial organization such as CII, FICCI, ASSOCHAM and PHD Chamber of Commerce, etc.It is proposed to facilitate the creation of 400 additional Polytechnics by the private sector.
- *Establishment of New Polytechnics* Under the scheme, it is proposed to establish 1000 Polytechnics in the country, the breakup of which is as under:300 Polytechnics to be set up by the State governments/Union Territories with assistance from government of India in unserved areas (district).300 Polytechnics to be set up through Public Private Partnership by the State Governments/Union Territories. These 300 polytechnics will be selected in consultation with State Governments/Union Territories, various industrial organization such as CII, FICCI, ASSOCHAM and PHD Chamber of Commerce, etc.It is proposed to facilitate the creation of 400 additional Polytechnics by the private sector.
- *Strengthening of Existing Polytechnics* It is proposed to upgrade infrastructure of existing diploma level, public funded Polytechnics by providing financial assistance for modern equipment and replacement of obsolete equipments ,Providing modern facilities for application of IT in teaching, learning and testing processes and Creating infrastructure facilities as well as introduction of new diploma courses.
- *Construction of Women's Hostel in Polytechnics* In order to attract women in Polytechnic education, it is proposed to provide one time financial assistance for the construction of women's hostel in 500 Polytechnics.
- *Community Polytechnics* Selected AICTE approved polytechnics run vocational programmes in the local area for community development under the Community Development through Polytechnics (CDTP) scheme; Each Polytechnic runs short-term non-formal skill development programmes through 5 -10 extension centres in nearby villages. Each Polytechnic provides training to about 600 persons every year in various skill/employment oriented trades ranging from 3 to 6 months. There is no age and qualification bar for trainees under the scheme and no fees is charged. 703 Polytechnics have been selected for implementing the scheme out of which 479 Polytechnics were provided financial assistance during 2009-10.
- *Craftsmen training in ITIs* DGE&T in Ministry of Labour & Employment conducts vocational training courses through 8,306 ITIs/ITCs (2140 Government ITIs & 6166 Pvt. ITCs) in 114 trades for school leavers. Duration of training courses varies from 6 months to 3 years and students with Classes 8 to 12 pass qualification can seek admission in these courses. The responsibility of opening of the ITIs and introduction of trades in ITIs rests with the respective State Governments. Efforts are made to

update/revise curricula of courses offered by DGE&T regularly in consultation with the industry and State/UT Government to ensure that training is aligned to market needs & employment oriented.

### **7.3 Problems of Vocational Education system**

Some of the major problems of the vocational education system are listed below:

1. *Multiplicity of regulations, certifications and curriculum-* Curriculum is main pillar of vocational education training system. If vocational education training provisions are implemented by different departments, ministries, agencies and organizations, whether Government or private, with a multiplicity of certification, standards and curricula, it will result in overlapping of courses and institutions as well as creating confusion for students and employers.

2. *The demand supply mismatch of job market -* The current vocational education training programs are largely supply-driven and still lack of relevant training for available jobs. There is a need to improve links between schools and the industry to minimize this mismatch. A divergence between the skills that the population possesses and skills required by industry is a major cause of low employability among Indian youth. India has predominantly been an agricultural economy and much of its population is still dependant on traditional activities, Over 90% of the labour force of India still works in the informal sector, with low productivity and skills. With low skills and experience limited to the unorganized sector, these workers remain unemployable in industry. The current public vocational education training system offers only a few training courses and covers around 100 skills. Out of these, several skills like stenography have becoming outdated due to the emergence of new technologies. This increases the gap between industry need and manpower supply.

3. *Poor perception and public mindset-* Many Indian parents want their children to pursue a clerical job or be an office assistant, not realizing that a technician can earn more than these jobs. In countries like India vocational education training has always been considered by the public and parents as the career choice for the less academically-qualified with the impression that vocational education training is for school drop-outs, rather than as an important strategy to train skilled workers. Too much attention and resources is given to academic rather than vocational education.

4. *Lack of coordination among Government Agencies and regulatory bodies* –Different ministries manage their employability initiatives independently in India and there is a wide range of vocational education training providers such as social businesses, non profits and corporate. Coordination between all these players is required to create an enabling environment that enhances the capacity, quality and utilization of vocational education training.

5. *Inadequate academia-industry linkage-* This results in low rates of employment due to the reason that what job providers are seeking for, are not communicated with the training sector. Besides it also affects the placement.

6. *Lack of updated curriculum-* An updated curriculum which is relevant to present day need of the industry is a major requirement. The curriculum should be relevant to the need of the industry.

7. *Shortage of qualified teachers-* Availability of good quality trained and qualified teachers and trainers is an important problem. Poor recruitment process of Governments is responsible for this.

8. *Lack of proper infrastructure* – building, modern equipment and raw materials is a hurdle in learning during training. This can be attributed to improper release of funds.

9. *Lack of autonomy*- Lack of administrative and financial autonomy and accountability is another pitfall in the way. If these institutes are given good deal of autonomy, they will be better able to change and adjust them in changing scenario of the present day market needs.

Thus, there are a lot of challenges in the field of vocational education training in India and to achieve the targets there is a strong need of substantial expansion of quality technical and vocational education and training system.

### Self- Assessment Question- 3

Q. What types of problems of vocationalisation are at the present scenario?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 7.4 Summary

1) Print Mode: Print is a foundational element of distance education programmes and the basis from

Vocational Education strengthens any country's employment and same way its economy. India being a developing world has come a long way to enhance and implement Vocational Education. Its main function is to create human capital by augmentive the supply of trained, competent manpower for economic development. There should be matching between educational institutions and employment agencies. It is an essence of efficiency and productivity.

## 7.5 References

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### **7.7 Model questions**

1. Write short note on vocationalisation of education.
2. Explain the need and significance of vocationalisation of education.
3. Discuss the various problems of vocational education system.
4. Explain the various steps taken for vocationalisation of education.



## **POPULATION EDUCATION**

- 8.0 Objectives
- 8.1 Introduction
  - 5.1.1 Meaning of Population Education
  - 5.1.2 Definitions
- 8.2 Need and Importance of Population Education
- 8.3 Objectives of Population Education
- 8.4 Components of Population Education
- 8.5 Population Policy
- 8.6 Summary
- 8.7 References
- 8.8 Further Readings
- 8.9 Model questions

### **8.0 Objectives**

After going through the lesson, you will be able to

- define the concept of population education
- explain the need and significance of population education
- state the goals and objectives of population education
- explain features of population policy

### **8.1 Introduction**

With 16 percent of the world's population, India is the second most populous country in the world, containing for 17.5% of the world population. India is projected to be the most populous country by 2030, surpassing China whose population is on the top with over 1,350,044,605 (1.35 billion) people. Although the crown of world's most populous country is on China's head for decades, India is all set to take the number one position by 2030. Due to the rapid population growth, it is now universally recognised that excessive rates of population growth would ultimately hamper the progress of mankind. A grave concern over this situation has been expressed by the heads of different nations and world bodies.

Population problem is a man-made problem and hence solution to it also lies in human mind and actions only. The solution becomes sound and possible by educating the people about the population issues and problems. So, population education, in simplest terms, is the education on or related to population matters. But, the term population matters are very wide and include many things, and delimiting these matters is not an easy task. It refers to the conceptual understanding of both 'population' and 'education' and encompasses all that is related to population matters - situation, issues, problems, etc.

#### **8.1.1 Meaning of Population Education**

Population, in general, refers to the total number of people inhabiting in a specified geographical area, be it a village, taluk, district, country or the world as a whole; or belonging to any particular race, religion, sex, class, caste, group, community, and so on. Education is the process that imparts, improves or changes the knowledge, information, understanding, attitudes, skills, abilities, and practices and so on of the people for their effective performance in life as an individual and as a member of the family, society, nation and the world. Having considered the two terms, 'population' and 'education' as above, deciding on what sort of education can be imparted to which section of population, on what population matters and to what extent poses a serious challenge to population educators and educationists.

Population education, therefore, means and includes all educational efforts aimed at presenting to people the population situation, its determinants, consequences and controlling measures in scientific manner with a view to developing among the rational and responsible decision-making ability in respect of population regulation for better quality of life at present and in future for themselves and for their off-spring.

Population education can be defined as a response of the educational community to the population situation as the place or region, is taken into account at a particular time. It is evident from the above that the term "Population Education" is not synonymous to the expressions family planning, population literacy, birth control and sex education. Population literacy is much broader concept that implies the development of proper attitude and ability for taking rational decisions on population problems. Population education is broadly defined as an educational intervention aimed at helping individuals in understanding the inter-relationship between population and development, in appreciating the determinants and consequences of population processes and changes, in assessing the possible actions that they and their respective families and communities can take to modify these processes and in carrying out selected actions.

### **8.1.2 Definition**

According to UNESCO, "Population Education is an educational programme which provides for a study of population situation of the family, the community, nation and world, with the purpose of developing in the student's rational and responsible attitudes and behaviour towards that situation."

The National Seminar on Population Education held in Bombay gives a comprehensive definition of population education. "It is essentially related to human resource development. It is not only concerned with population awareness but also with the developing values and attitudes which take care of the quality and quantity of population. It must explain to the students cause and effect relationship, so as to enable them to make rational decision on their own behaviour on population matters."

Population education is defined as "the teaching and learning of reliable knowledge about the ways of inquiring into the nature of human population and the natural and human consequences of population change". This definition stresses the 'reliable knowledge of ways of inquiring' thus intends to promote skills and abilities of the target group related to researching into population matters to enable them to learn on their own about these matters.

Population education is "the study of human population and how it affects and is affected by several aspects of life: physical, social, cultural, political, economic and ecological". This definition attempts to include the study of the repercussions of population change on several aspects of life and vice versa.

Hence, we can conclude that population education is an exploration of knowledge and attitudes about population, family living, reproduction education and basic values. It means educating the students about large population or ever-increasing population.

#### **Self- Assessment Question- 1**

Q. Define Population Education.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **8.2 Need and Importance of Population Education**

The need of education about population issues was initially felt due to population explosion in the world but later its need was even felt by those countries who were facing the population problems other than its increasing size, like decrease in population, increase in density, inappropriate distribution, imbalanced sex ratio, undesirable change in population composition, poor quality of life, unemployment, higher mortality rates etc. Thus, all communities and countries now need population education. The human beings, by contributing to rapid growth of their population, are endangering their individual, familial, social and national well-being. It is thus a man-made problem and effective solution should, therefore, also evolve from his rational thinking and action - rational mind and behaviour. That is possible mainly through educating people about their role in respect of population problems and issues - population education.

The need & importance of population education can be explained as following:

- *Controlling of Population Explosion:* At present we are witness the unprecedented growth of population in the form of population explosion. This is indeed a dangerous trend as it poses a great challenge for the welfare and development of the India and the entire mankind. Here, population education can serve as safety value against the global threat to mankind.
- *Ensuring Quality Life:* Rapid population growth is a great hindrance in the way of enjoying the better standard of life. Here, population education serves as a potent instrument through which people can be made aware about the better quality life through a programme of planned intervention to stop unprecedented the population growth and to ensure better stand of life.
- *Optimum Use of Natural Resources:* The problem of rapid population growth has led to the uneven and indiscriminate use of natural resources. As a result multiple problems and issue have come up on account of this problem.
- *Solving Food Problem:* Third world countries like India find is very hard to make both ends meet. The developing countries like India are not able to meet the adequate

provision of food millions of helpless and poor people. Population education can help in this regard by make people aware about the ill effects of over population.

- *Creating Positive & Health Attitude among Students:* Population education in long run can help us to developing in young generation the positive attitude toward rapid population growth and its effects on economy and development of the country. It can help us in enabling the students to develop realistic and logical attitude, so as to take rational decisions about the looming threat of population explosion.
- *Developing Appropriate Reproductive Behaviour:* About 50% population in India is under the age of 18. This age group needs to be properly made aware ill effects of population growth. Population education is needed on the account that it can help us to develop among the young generations the appropriate reproductive behaviour.
- *At present Need for Democracy:* It has been well said that greater the population, lesser the democracy and lesser the population, greater the democracy. Population explosion leads to unemployment, poverty and many other social issues; therefore there is need of restricting the rapid population for the success of democracy and the development of the nation.
- *To check the effects of over population:* Population education makes us aware of the ill effects of the rapid population growth and its impact on the socio-economic prospects of the nation. Therefore there is the need of population education for better understanding of the issues related to the population.

### **8.3 Objectives of Population Education**

According to NCERT The main objective of population education should be to enable the students to understand that family size is controllable, that population limitation can facilitate the development of a higher quality of life in the nation, and that a small family size can contribute materially to the quality of living for the individual family. It should also enable the students to appreciate the fact that for preserving the health and welfare of the members of the family, for ensuring the economic stability of the family and for assuring good prospects for the younger generation, the Indian families of today and tomorrow should be small and compact

The objectives of Population Education are:

- To develop in the individuals appropriate knowledge, understanding, skills and abilities to identify, analyse, define and address the problems and issues of population and development in a way that is personally meaningful, family advantageous, socially relevant, nationally progressive, developmentally sustainable and .globally welfare-oriented.
- To contribute to the realisation of the goals and objectives of national population policies and programmes by affecting critical demographic variables that have significant relevance to the achievement of economic, social, demographic, political and other collective goals of the nation.
- To enable the students to understand that family size is controlled.

- To understand that population limitation can facilitate the development of a higher quality of life in the nation.
- To understand that a small family size can contribute materially to the quality of living for the individual family.
- To understand population dynamics of the country in the light of world population.
- To enable the students to appreciate the fact that for preserving the health and welfare of the members of the family and to ensure good prospects for the younger generation, the Indian families of today and tomorrow should be small and compact.
- To give accurate information to the students about the effect of changes in family size and in national population on the individual.
- To change the attitude of younger generation towards family size.
- To understand the causative factors of population growth.
- To develop an understanding of some demographic concepts and processes;
- To develop among the younger generation an understanding of the most important phenomenon of the modern world viz., rapid growth of population and its causes;
- To develop an understanding of the influence of population trends on the various aspects of human life - social, cultural, political and economic;
- To develop an understanding of the close interaction of population growth and the developmental process with particular reference to development programmes for raising the standard of living 'of people;
- To develop an understanding of the evil effects of overpopulation on the environment and the concomitant dangers from pollution;
- To develop an understanding of scientific and medical advancement enabling to get an increasing control over famines, diseases and ultimately death and the imbalance thus created between death rate and birth rate;
- To develop an understanding of biological factors and phenomenon of reproduction which are responsible for continuance of the species;
- To develop an appreciation of: a) the small family norm as proper and desirable; b) the relation between population size and the quality of life; and c) the fact that family size is a matter of deliberate choice and human regulation rather than of accident or forces beyond human control;
- To develop an attitude of responsibility and mutual help and cooperation in all aspects of personal and family living;
- To develop an appreciation of the relationship between the preservation of the health of the mother, the welfare of the children and the small size of the 16 family

**Self- Assessment Question- 2**

Q. What is Population Education? State the need of Population Education.

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**8.4 Components of Population Education**

There are three main components of population education are-

- (i) *Determinants of population growth:* - The factors which motivate people towards their population decision are very complex. Some of them are connected with traditions and culture of the particular place; some of them are concerned with religious and superstitious beliefs. In some societies, the people like to bring up the large families. Some believe that the children are the gift of God. So they are in favour of large families of sons and grandsons.
- (ii) *Consequences of Population Growth:-* The consequences of population growth are the most important element of population education programme of the world over. This factor has directly effected the individuals as well as nations. Consequences of rapid population growth on economic and social development, employment opportunities, food, health, nutrition, housing, education etc., have become the important component of population education.
- (iii) *Population Control:-* The component of population education is the population control. Though population education cannot control population growth directly like the family planning but it seeks to make pupils understand that a planned small family is more desirable in national and personal development are so desired.

### **8.5 Population Policy**

A population policy consists of both the formulation of and articulation by the government of some population objectives or a set of objectives that maximise the public welfare and levels of living. Population policies are "measures and programmes designed to contribute to the achievement of economic, social, demographic, political and other collective goals through affecting critical demographic variables, namely, the size and growth of population, its geographic distribution (national and international), and its Population Education: demographic characteristics. Concept and Development It involves the commitment and manipulation of resources in pursuit of the population policy and programmes.

The population policy of the Government of India has passed through the following five phases:

- The period of indifference;
- The period of neutrality (1947-51);
- The period of experimentation (1951-61);
- The beginning of the policy of control (from 1961 onwards3 ); and
- Paradigm shift (since mid-1990s).

The National Family Planning Programme, initiated in 1952 during the First Five Year Plan (1951-56), adopted a clinical approach to family planning and opened a number of clinics with the expectation that the people would take advantage of the facilities .The National Family Planning Programme was launched in 1952 with the objective of "reducing birth rate to the extent necessary to stabilise the population at a level consistent with requirements of national economy." It was started on an experimental basis with a clinical approach to provide services to those who were so motivated.

. The infrastructure for family planning was created in 1961-62 by adopting an extensive approach for motivating couples and making family planning services available near the homes of the people. The community extension and cafeteria approaches were followed during the Third Five Year Plan (1961-66) with emphasis on creation of motivation among the people to respond to family planning message and to utilise the services offered by changing popular attitudes and values to family planning. Later, an incentives and disincentives scheme was introduced. Women education, population education, child nutrition, etc. and their integration with the family planning programme was thought of. Consequently, a comprehensive National Population Policy, integrated with the overall strategy of socio-economic development, was evolved in April 1976 with a view to promoting family planning at a faster pace by involving in the programme the other development departments of the Government both at the Centre and in the States. In addition, all the organisations, which commanded credibility and influence with the people and were interested in the public welfare, were given importance in the task of promoting family planning.

- On February 15, 2000 a National Policy on Population was accepted by the Central Cabinet of Ministers in its meeting held at New Delhi under the Chairmanship of Sri A.B Vajpayee the Prime Minister of India.

*The major declarations of this policy are:*

- The *immediate objective* of the policy has been described as meeting the “Unmet” needs for contraception, health care infrastructure, health personnel and integrated service delivery
- The *medium-term objectives* are outlined as bringing the total fertility to replacement levels – two children per couple – by a vigorous implementation of intersectoral strategies.
- The *long-term objective* is stabilisation of population by 2045.

*The policy has outlined 16 promotional and motivational measures to implement it vigorously. Among these, the more important are as follows:*

- Reward Panchayats and Zila Parishads for promoting small family norm;
- Strict enforcement of Child Marriage Restraint Act and Pre-natal Diagnostics Techniques Act;
- Health insurance cover of Rs. 5,000 for couples below poverty line, with two living children, who undergo sterilisation;
- Rewards for couples below poverty line, who marry after legal age, have first child after the mother reaches 21, accept small family norm and undergo sterilisation after birth of two children;
- Funds and soft loans for providing ambulance services in rural areas; λ Strengthening abortion facilities scheme;
- A National Commission on Population, headed by the Prime Minister, has also been set up. The commission will monitor implementation of the new policy.
- A National Population Stabilisation Fund, renamed as the Janasankhya Sthirata Kosh (JSK), has been set up. The Fund will support projects, schemes, initiatives and innovative ideas designed to help population stabilisation, and provide a window for canalising monies through voluntary contributions.

- The representation in Lok Sabha and state Legislative Assemblies, which was frozen on the basis of the census 1971 until the year 2001, has been extended up to 2026. Now this will be revised on the basis of the census 2021.
- The total fertility rate (TFR) of 2.1 and the net reproductive rate of 1 will be achieved by the year 2010.
- In order to achieve the goal of small family the Family Planning Programme will be linked with Health Insurance Plan. Balika Smradhi Yojana, Maternity Benefit Plans, Immunization Programmes etc.
- The Panchayats and Zila Parishads promoting the small family norm will be encouraged. vii) The target of 100% registration of birth, death, marriage and pregnancy, to be achieved by the year 2010.
- The maternal mortality rate will be brought down to the level of 100 per lakh live births by 2010.
- The infant mortality rate of 30 per thousand will be achieved by the year 2010.
- A National Population Commission will be constituted under the headship of Prime Minister. The health ministers of centre and all the states will be the members of this commission. The eminent demographers, public health workers and non-government organisations (NGOs) will also be included in it. This commission will monitor the implementation of the new population policy. A fund of Rs. 100 crore is created for establishing the population. The amount is provided by the Planning Commission of India.

- *Achievements and Limitations:*

It has been estimated that 320 million births have been averted during the period 1956-2011 through the family welfare programme. The number of acceptors of family planning methods peaked at 62.9 million as at the beginning of 2011. The couple protection rate has gone up to 48.0 per cent (against the world average of 61 per cent). A recent study on the comparative performance between States and districts has clearly brought out that in many parts of the country the programme performance has been extremely good and in several others parts quite satisfactory. Double Income Single Child or DISC model is already in the thing in urban families. The resulting differential impact on fertility level and, therefore, on population growth rate, is clearly reflected in the results of 2011 census. It brings out that demographic transition has already set in India and is moving swiftly to its final stage. India will reach the threshold of the Net Reproduction Rate of 1 within a decade from now. The desired family size is already close to replacement level in 10 states. In other states it is much lowers then the actual number of children born. All this suggest that the efforts mounted in the country in the last five decades at various levels have not gone waste; that the various determinants of demand for children are moving in the 'right direction' and that there are unprecedented opportunities that we can exploit it on a war footing

**Self- Assessment Question- 3**

Q. What are the distinguishing attributes of population education?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## 8.6 Summary

Population education is an educational programme designed to make learners understand the inter-relationship among population situation, its change, development and aspects of quality of human life. Its ultimate goal is to make learners contribute to the improvement of the quality of human life now and in some future time. It is population problem-centred, hence lends itself to discovery and inquiry learning processes. It is a value-laden subject and to examine consequences of each alternative and to enable learners to make sound decisions for action on population issues. Every family, community and nation desires to achieve better standard of living by increasing or decreasing the size of its population through rational decisions and actions thereof which have their implications for development at micro and macro levels.

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### **8.9 Model questions**

1. Write short note on population education.
2. Explain the need and significance of population education.
3. Bring out the importance of Population Education in Indian Context.
4. Population education plays a significant role to bring about change in people's attitude and behaviour towards population. Explain

## **ENVIRONMENTAL EDUCATION**

- 9.0 Objectives
- 9.1 Introduction
  - 6.1.1 Meaning of Environmental Education
  - 6.1.2 Need of Environmental Education
- 9.2 Characteristics of Environmental Education
  - 6.2.1 Basis issues concerning Environmental Education
- 9.3 Objectives of Environmental Education
- 9.4 Environmental Education: Present scenario in India
  - 6.4.1 School Curriculum in India
- 9.5 Methods of imparting Environmental Education
- 9.6 Environmental Policy and Legislations in India
- 9.7 Summary
- 9.8 References
- 9.9 Further Readings
- 9.10 Model questions

### **9.0 Objectives**

After going through the lesson, you will be able to

- discuss about concept of environmental education
- discuss the need and characteristics of environmental education
- describe the objectives for environmental education
- explain the methods of imparting environmental education
- know the various laws relating to the protection and promotion of environment

### **9.1 Introduction**

India has unique environmental heritage. Our country represents almost all types of habits of the world and the land mass of the country and its water bodies sustain our extremely rich variety of living organisms. It is rich in biodiversity which provides various resources for people. Nineteen percent of the land area of India is under forest cover. But the purpose of deforestation, indiscriminate killing of wild animals leads to instance utilization of natural resources and polluting and energy intensive industrial technology along with population explosion and poverty resulted in the depletion of environmental assets. Hence, there is an urgent need to conserve these environmental assets. The Government of India made many attempts to conserve these environmental assets through the act and various policies.

#### **9.1.1 Meaning**

Environment is derived from the French word “Environner”, which means encircle or surrounding. Environment is a complex of many variables, which surrounds man as well as the living organisms. Environmental education describe the interrelationships among organisms, the environment and all the factors, which influence life on earth, including

atmospheric conditions, food chains, the water cycle, etc. It is a basic science about our earth and its daily activities, and therefore, this science is important for everyone.

Literal Meaning: Environmental education means education about the various aspects of nature and their importance in the life of man.

The United States Environmental Education Act (1970) "The term environmental education means the educational process dealing with man's relationship with his natural and man made surroundings and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology and urban and rural planning to the total human environment."

### **9.1.2 Need for Environment Education**

1. Environment is the basis of all life and therefore deserves proper care and management.
2. If the environment is threatened on a continuous basis, numerous problems which would constitute a danger to human existence could arise.
3. The environment is part of our cultural heritage which should be handed down to prosperity.
4. Some resources of the environment are not easily replaceable and should be managed on a sustainable basis, to prevent the extinction of certain components of the environment such as plants and animals.
5. There is need to enhance the sanity and aesthetic quality of our environment in order to promote healthy living.
6. The environment is part of nature and needs to be preserved for its own sake.
7. All major natural resources in the country are in grave danger of irreparable damage.
8. A society cannot survive if its natural resources are rendered unfit for use by its people.
9. The only hope of salvaging this grave situation is by making the young aware that they need to proactively begin to protect the environment they will inherit.
10. The moral and ethical education for changing people's attitude.
11. To protect children living in polluted regions, environmental education represents a relevant means of prevention.
12. It is need for the hour to propose the environmental education with the essential elements of moral philosophy.

### **9.2 Characteristics of Environmental Education**

- i. *Problem oriented*: Environmental education is oriented towards a problem or an issue.
- ii. *Elaboration of alternatives*: Environmental education aims at elaborating the alternatives that exist for situation and the skill of choosing between them.
- iii. *Realistic situations*: Environmental education is concerned with realistic situations.
- iv. *Individual disciplines*: Environmental education transcends individual disciplines.
- v. *Actions and integral component*: Environmental education includes actions and integral component.
- vi. *School environment*: Environmental education uses the real environment of the school and its surroundings as a context.
- vii. *Classification of values*: Environmental education involves the classification of values. It should aim at building up sense of values.
- viii. *To increase competence*: Environmental education aims to manifestly increase the competence and confidence that students have within their on environments.

### Self- Assessment Question- 1

Q. What is environmental education? Why is the need for environmental education in schools and colleges?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 9.2.1 Basic Issues concerning Environmental Education

- i. *Environmental issues*: Environmental education should concentrate on examining major environmental issues from the local, regional, national and international points of view so that students receive insight into environmental conditions in other geographical areas.
- ii. *Environmental situations*: Environmental education should focus on current and potential environmental situations while taking into account the historical perspectives.
- iii. *Learning Experiences*: Environmental education should enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences.
- iv. *Environmental sensitivity*: Environmental education should relate environmental sensitivity, knowledge, problem solving skills and values classification to every age with special emphasis on environmental sensitivity to the learner's on community in early years.
- v. *Environmental problems*: Environmental education should emphasise the complexity of environmental problems and thus the need to develop critical thinking and problem solving skills.
- vi. *Diverse learning environment and educational approaches*: Environmental education should utilise diverse learning environment and a broad array of educational approaches to teaching with due stress on practical activities and first hand experiences.

### 9.3 Objectives of Environmental Education

#### i. Objectives of Environmental Education at Primary Level

- (a) To know and understand true aspects of the environment in general.
- (b) To know and understand the interaction between mammals, between human and their environment and interaction between the various elements and components of the environment.
- (c) Build understanding, awareness and sensitivity towards causes and efforts of the class that continuously take place in society the world around us.
- (d) To build and develop skills in thinking, reasoning, enquiring, evaluating and making decisions concerning human and the world around them.
- (e) Inculcate the attitude in using the knowledge and skills towards solving problem and issues related to individuals, society and the environment.

(f) To build the values and attitudes towards the need and necessity to live together in harmony in the context of the heterogeneous society.

### ii. Objectives of Environmental Education at Secondary Level

Environmental education to be taught as integrated science in which environmental education concepts are included.

- (a) To emphasize the relevance of science to daily life.
- (b) To develop a scientific attitude in student.
- (c) To create an environment conducive to greater reliance on the use of principles and practices of science.
- (d) To acquaint the student's with various natural phenomena.
- (e) To develop an outlook which emphasizes the method employed in different disciplines of science.

### iii Aspects of Environmental Education Emphasized at Higher Secondary Level

- (a) Population - growth, arises and problems of unplanned population.
- (b) Law - Land use, land reclamation and land and soil conservation.
- (c) Resources - resource uses, conservation, recycling.
- (d) Food and Nutrition - Food production, food adulteration and preservation, balance diet etc.
- (e) Conservation - Causes of wildlife, plant, soil, water and conservation of other non-renewable natural beauty.
- (f) Pollution - Pollution of water, air and soil, noise pollution, pollution by insecticide and other chemicals and waste disposals.
- (g) Health and Hygiene - Individual, family, country and social health and hygiene, health hazards etc.
- (h) Humans and Nature - Other compounds of atmosphere, environmental quality and future on earth.

#### Self- Assessment Question- 2

Q. What are the objectives of Environmental Education at different levels?

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 9.4 Environmental Education- Present Scenario in India

India is one of the very few countries in the world where a commitment to environmental protection and improvement is enshrined in the constitution. Environmental Education has been a major thrust of both the Ministry of Environment and Forests (MoEF) and the Ministry of Human Resource Development (MHRD) of the Government of India. While the MHRD works towards the environmentalization of the formal curriculum, the MoEF focuses on non-formal educational programmes and strategies to reach the larger community that includes children, youth, urban and rural communities, industry, decision makers etc. In addition to the efforts of the government a large number of voluntary organizations are involved in promoting EE in both formal institutions and non-formal

settings. The main sources of funds for educational institutions and NGOs for EE activities are the government (Central and States), independent trust, donor agencies, etc.

**The National Policy on Education, 1986** states “There is a paramount need to create a consciousness of the Environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process”. The National Policy on Education visualizes a national curricular framework, which contains a common core including several elements having direct bearing on the natural and social environment of the pupils. These core areas are expected to occupy place of prominence not only in instructional materials but also in classroom and out-of-school activities. Today EE in the formal educational system in India is handled at three levels. It is a composite subject called Environment at the primary school level; it is infused into environment in regular school subjects at the middle and secondary school level, and is a separate subject at the college level. For EE to be effectively taken up in the curricular, co-curricular and extracurricular mode, resources and facilities have to be built up and strengthened both within and outside the school and college system.

#### **9.4.1 Environmental Education and School Curriculum in India**

1. *Primary stage:* At the primary stage Environmental Studies (Social Studies and Health Education) is one of the five prescribed areas of the curriculum.
2. *Middle Stage:* At the middle stage ‘Science- An integrated course’ is heavily based on the use of pupils’ day to day observations in the environment and includes topics like man’s dependence on plants and animals and the balance of nature, population and pollution.
3. *Secondary Stage:* At the secondary stage, the Science subject receives five hours per week.

#### **9.5 Methods of imparting Environmental Education**

1. *Publicity:* Talks and discussions on environmental education should be broadcasted on radio. Television should be effectively utilised for this purpose. Documentaries can also be shown to make people aware of the need to maintain ecological balances. Newspapers should also carry articles and suggestions concerning improving the environment. The care and preservation of environment should be made a movement of the people.
2. *Seminars, debates and lectures:* Seminars, debates and lectures should be arranged in educational institutions. We cannot ignore citizens of tomorrow. They should be warned of the impending disaster.
3. *Legislation:* Our environmental legislation does not include the issues of preventing noise pollution, over exploitation of natural resources, controlling the impact of mining on environment, a provision for taking over the treatment of industrial effluents by the government and preservation of landscapes of significance. The legislation should be suitably amended and enforced.
4. *Ecology as a part of teacher education:* Ecology should be made a part and parcel of teacher education programme. Ecology is defined as the study of plants and animals or of people and institutions in relation to environment in which they live.
5. *Research on ecology:* The research should be encouraged in field of environmental imbalance and ecology so that we obtain greater know how about the problem and its solution.

6. *Create some agency:* Ecological imbalances are occurring very rapidly. We should create an agency, a government department and an organised set up to plan against this malady.
7. *Movements like CHIPKO:* CHIPKO like movements should be started from time to time in different parts of the country against discriminate felling of trees. These movements draw our attention to the tragedy which we are facing. We should not ridicule these movements. They have a value of their own. We should give them full support and try to join them.
8. *Positive attitude:* People should be educated to develop a positive attitude towards environment. One of the main objectives of any ecological programme is the positive attitude development of the attitudes which are positively oriented towards the total environment. It should motivate the people to which towards solving the problems of bio-physical environment and serve to inform them as to how they can play an effective role in achieving a pollution free environment.
9. *Environmental studies:* Environmental studies should be made a compulsory subject in the schools at all levels. The syllabus prepared by NCERT should be given top priority in every scheme of environmental education.
10. *Skits and dramas:* The teacher should help in the organisation of skits and dramas on various aspects of environmental education.
11. *Related literature:* The teacher should produce related literature from school library in order to increase the knowledge of students. He should ask the students to prepare album. He should awaken in the minds of the students the sense of healthy environment by direct and indirect methods.

### **Constraints to implementing Environmental Education**

1. Rigid Specialization.
2. Complexity of inter-disciplinary value of Environmental education.
3. High pupil - teacher ratio for organizing pupil participation programs.
4. Paucity of qualified trained environmental educator.
5. Lack of proper resources in terms of equipment, supplementary materials and reference materials.
6. Tendency to resist changes.

#### **Self- Assessment Question- 3**

Q. Explain how environmental education is imparted?

Ans. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### **9.6 Environmental Policy and Legislations in India**

A policy is a broad guideline for planners and administrators. It lays down the general objectives and its execution is left to the administrators. Policy formulation becomes indispensable because policy is an instrument of transformation of a given environment into a preferred environment. It is through a policy that we can precisely identify the problems; fix priority to form alternative approaches and solutions; make a choice among alternatives on



the basis of comprehensive analysis of benefits and costs; articulate the choice in terms of goals expressed; provide organization, personnel and resources to ensure effective implementation; and to lay down a mechanism for continuous monitoring of the policy. In India, attention has been paid right from the ancient times to the present age in the field of environmental protection and improvement. Historically speaking, the laws relating to environment improvement were simple but quite effective and people were aware of the necessity of environmental protection. The present day legislations in India are the outcome of the growing industrialization and population pressure. There are stated to be over 500 Central and State statutes which have at least some concern with environmental protection, either directly or indirectly. Besides that, the common law and Constitutional remedies relating to environmental protection are also there.

### **Policy and Laws in Ancient India**

In ancient India, protection and cleaning up of environment was the essence of Vedic culture. The conservation of environment formed an ardent article of faith, reflected in the daily lives of the people and also enshrined in myth folklore, art, culture and religion. In Hindu theology forests, trees and wildlife protection held a place of special reverence. Cutting green trees was prohibited and punishment was prescribed for such acts. Yagyavalkya Smriti and Charak Samhita give many instructions for the use of water for maintaining its purity. Under the Arthashastra, various punishments were prescribed for cutting trees, damaging forests, and for killing animals. The State assumed the functions of maintenance of forests, regulation of forest produce, protection of wildlife, causing pollution and un-civic sanitation. The environmental ethics of nature conservation were not only applicable to common man but the rulers and kings were also bound by them.

### **Policy and Laws in Medieval India**

During the Moghul period environment conservation did not receive much attention. It is rightly said: "To Moghul rulers, forest meant no more than woodlands where they could hunt. To their governors, the forests were properties which yielded some revenue. Barring royal trees, which enjoyed patronage from being cut except upon a fee, there was no restriction on cutting of other trees". Further, the religious policy of Akbar based on the principle of complete tolerance also reflects concern for protection of birds and beasts in so much so as endeavors were taken during his reign to stop their unnecessary killing. During medieval era, another set of legal principles were inducted, governed by the holy Koran which declares that "we made from water every living thing".

### **Policy and Laws in British India**

With the establishment of British Colonial rule, many changes were brought in the religiously oriented indigenous system. In the field of forest protection, the enactment of the Forest Act, 1865 was the first step at asserting the State monopoly right over the forests. The customary rights of rural communities to manage forests were curtailed by the Act. The Forest Act of 1927 specifically denied people any rights over the forest produce simply because they were domiciled there. In the field of wildlife protection, the British practiced selective wildlife conservation. During this period, the concern for protection and management of water resources in India came through the first major development in the form of Bengal Regulation VI of 1819, which did not mention protection of water environment from pollution but invested the Government with sovereignty over water resources. It marked a radical shift from earlier practices, which treated the water resources as "common property" of all, with control lying in the hands of the people. The Shore Nuisance (Bombay and Kolaba) Act of 1853 and the Oriental Gas Company Act of 1857 imposed restrictions on the fouling of water. The Merchant Shipping Act of 1858 dealt with prevention of pollution of sea

by oil. In 1860, for the first time, an attempt was made to control especially water and atmospheric pollution through criminal sanctions under the Indian Penal Code, 1860. As against prohibitive provisions under the IPC, 1860, the Easement Act of 1882 allowed a prescription right to pollute the water but it was not an absolute right (one was not to “unreasonably pollute” or cause “material injury to other”). The Bengal Smoke Nuisance Act of 1905 and Bombay Smoke Nuisance Act of 1912 were the earlier laws enacted during the British Raj, aimed at controlling air pollution. Thus, the environmental policy during the British rule was not directed at the conservation of nature but rather was directed at the appropriation and exploitation of common resources with a primary objective of earning revenue. Further, these laws had a narrow scope and limited territorial reach.

### **Policy and Laws after Independence**

The Indian Constitution, as adopted in 1950, did not deal with the subject of environment or prevention and control of pollution as such (until 1976 Amendment). The original text of the Constitution under Article 372(1) has incorporated the earlier existing laws into the present legal system and provides that notwithstanding the repeal by this Constitution of enactments referred to in Article 395, but subject to other provisions of the Constitution, all laws in force immediately before the commencement of the Constitution shall remain in force until altered, repealed or amended by a competent legislature or other competent authority. As a result, even after five decades of independence, the plethora of such laws is still in operation without any significant change in them. The post-independence era, until 1970, did not see much legislative activity in the field of environmental protection. Meanwhile concern arose over, population increase, greater pollution levels; human impact on animal populations and natural landscapes and other aspects of resource depletion. It was the Stockholm Declaration of 1972 which turned the attention of the Indian Government to the broader perspective of environmental protection. The government made its stand well known through five year plans as well as the legislations enacted subsequently to curb and control environmental pollution. After 1970, comprehensive (special) environmental laws were enacted by the Central Government in India.

The Wildlife (Protection) Act, 1972, aimed at rational and modern wild life management. The Water (Prevention and Control of Pollution) Act, 1974, provides for the establishment of pollution control boards at Centre and States to act as watchdogs for prevention and control of pollution.

The Forest (Conservation) Act, 1980 aimed to check deforestation, diversion of forest land for non-forestry purposes, and to promote social forestry.

The Air (Prevention and Control of Pollution) Act, 1981, aimed at checking air pollution via pollution control boards.

The Environment (Protection) Act, 1986 is a landmark legislation which provides for single focus in the country for protection of environment and aims at plugging the loopholes in existing legislation. It provides mainly for pollution control, with stringent penalties for violations.

The Public Liability Insurance Act, 1991, provides for mandatory insurance for the purpose of providing immediate relief to person affected by accidents occurring while handling any hazardous substance.

The National Environment Tribunals Act, 1995, was formulated in view of the fact that civil courts litigations take a long time (as happened in Bhopal case). The Act provides for speedy disposal of environmental related cases through environmental tribunals. Under the Act, four benches of the tribunal will be set up in Delhi, Calcutta, Madras and Bombay and 8,000 of the most Hazardous industrial units in the country will be brought under its security.

The National Environment Appellate Authority Act, 1997, provides for the establishment of a National Environment Appellate Authority (NEAA) to hear appeals with respect to restriction in areas in which any industries, operations or processes shall not be carried out or shall be carried out subject to certain safeguards under the Environment (Protection) Act, 1986.

The Biological Diversity Act, 2002, is a major legislation intervention affected in the name of the communities supposed to be involved in the protection of biodiversity around them. The Act intends to facilitate access to genetic materials while protecting the traditional knowledge associated with them.

### **Recent Legislative Measures (Delegated Legislation)**

During the nineties, some steps have been taken by the Central Ministry of Environment to provide legal and institutional basis for management and protection of environment by way of rules, notification of standards, delegation of powers, identification of agencies for hazardous chemicals management and setting up of Environmental Councils in some States. A new chapter regulating hazardous industrial processes was introduced into the Factories Act. In the area of delegated legislation, effluent and emission standards were specified for industries and general standards for effluent discharge and for noise pollution have been prescribed under the Environment Act. For the analysis of water and air samples, about seventy environmental laboratories were established across the country. Rules for the manufacture and transport of hazardous substances and micro organisms and for the management of toxic wastes were issued. Coastal Zone Regulations (CZR) were issued in 1991. A Gazette notification on environmental audit has been issued, whereby environment audit has been made compulsory for all industries requiring environmental clearance under the Water Act, 1974 or The Air Act, 1981, etc., Further, in 1996, the Central Government framed the Chemical Accidents (Emergency, Planning, Preparedness and Response) Rules to Supplement the Hazardous Chemical Rules of 1989. In 1998, the Central Government issued the Bio-Medical Waste (Management and Handling) Rules to regulate bio-medical waste. The Central Ministry of Environment issued a notification in 1994 making Environment Impact Assessment statutory for 29 different activities in industries, mining, irrigation, power, etc. A new dimension was added in 1997, to the Environment Impact process in India, by an amendment. The State Pollution Control Boards had nothing to do in the assessment process so far. They were now given a new role to play. Further, in the case of certain categories of thermal power plants, responsibility of environmental clearance is now conferred on the State Government. Further, the Central Government enacted the Prevention and Control of Pollution (Uniform Consent Procedure) Rules, 1999, requiring all industries listed in Schedule VIII of the Environment Act, 1986 to obtain consent from the State Board or the Pollution Control Committee. The Rules prohibit vendors of foodstuffs from packing their wares in bags or containers made from recycled plastics. If foodstuffs are to be sold in plastic bags, the carry bag must be made of virgin plastic. The Municipal Solid Wastes (Management and Handling) Rules, 2000, apply to every municipal authority responsible for collection, segregations, storage, transportation, processing and disposal of municipal solid wastes. While the nodal responsibility to enforce these rules lies on the municipality, the Secretary-in-charge of the Dept. of Urban Development of the concerned State, the District Magistrate/Deputy Commissioner shall have the overall responsibility. The Central/ State Pollution Control Boards have been made responsibility to monitor the compliance of the standards regarding ground water, ambient air quality and the compost quality. In 2000, the Noise Pollution (Regulation and Control) Rules, framed by the Central Government under the Environment Protection Act, 1986, came into effect. These Rules prescribed ambient air quality standards in respect of noise for industrial, commercial and

residential areas as well as designated "silence zones". In the same year, the Central Government enacted the Ozone Depleting Substances (Regulation and Control), rules, 2000 under the Environment Protection Act. The producers, dealers, users engaged in the manufacture/use of ozone depleting substances such as CFCs, , Carbon tetra chloride (CCl<sub>4</sub>), etc., are required to compulsorily register under the Rules. Thus, in recent decades India employed a range of regulatory instruments to preserve and protect its natural resources. These "new" laws are impressive in their range covering hitherto unregulated fields, such as noise, hazardous waste, hazardous micro-organisms, environment impact assessment, etc. the new legislation has spawned new enforcement agencies and strengthened the older ones.

General Legislations on Environment in India, there are a number of laws which deal with various aspects of environment protection regulation, conduct of environmentally harmful activities and provide for remedies in case of their breach. Some of them are "general" having an "indirect" bearing on environment protection, while others are "special" (viz. Water, Air and Environmental Acts, Forest Act, etc.) being "directly" concerned with environment protection.

General legislation comprises of Indian Penal Code, 1860; Code of Criminal Procedure, 1973; Code of Civil Procedure, 1908; and, specific sector legislations having a bearing on the environmental aspects viz. The Factories Act, 1948, The Mines Act, 1952, The Industries (Development and Regulation) Act, 1951, The Insecticides Act, 1968, The Atomic Energy Act, 1962, The Motor Vehicles Act, 1939 and 1988, The Delhi Municipal Corporation Act, 1957, etc.

Under Indian law, for instance, the remedies for a public nuisance are

- (i) a criminal prosecution for the offence of causing a public nuisance (Indian Penal Code 1860, Sec. 268),
- (ii) a criminal proceeding before a Magistrate for removing a public nuisance (Criminal Procedure Code 1973, Sections. 133-44), and
- (iii) a civil action by Advocate General or by two or more members of the public with the permission of the court, for a declaration, an injunction or both (Civil Procedure Code 1908, Section. 91). The remedy under the civil law is not often used; however this provision is a reservoir for class action against environmental violations. Traditionally, the interpretation of the Indian Penal Code has been viewed as a conservative attempt at enforcement. This is because punishment and fines have been characterized as meager. The law of public nuisance contained in Sec. 133, Cr. P.C. has been used in a number of cases for the purpose of protection of the environment. In 1987, shortly after the Bhopal gas tragedy and the Supreme Court's ruling in the Shriram Gas Leak Case<sup>2</sup>, the 1987 amendment to the Factories Act introduced special provisions on hazardous industrial activities. The amendment empowers the States to appoint "site appraisal committees" to advice on the initial location of factories using hazardous processes. The occupier of every hazardous unit must disclose to her workers the Factory Inspector the local authority and the general public in the vicinity of all particulars regarding health hazards at the factory, and the preventive measures taken. The regulation of nuclear energy and radioactive substances in India is governed by the Atomic Energy Act of 1962, and the Radiation Protection Rules of 1971. Under the Act, the Central Government is required to prevent radiation hazards, guarantee public safety and the safety of workers handling radioactive substances, and ensure the disposal of radioactive wastes. The control of air pollution resulting from the vehicular emissions which contributes for about 65-70 per cent of the pollution load in India was taken care

of by the Motor Vehicles Act, 1939. The Act empowered the State Government to make rules inter-alia regarding the emission of smoke, visible vapour, sparks, ashes, girt or oil. The 1939 Act has now been repealed by the Motor Vehicles Act, 1988. Section 110 of the new Act empowers the Central Government to make rules regulating the construction equipment and maintenance of motor vehicles and trailers. In the Constitution of India it is clearly stated that it is the duty of the state 'to protect and improve the environment and to safeguard the forests and wildlife of the country'. It imposes a duty on every citizen 'to protect and improve the natural environment including forests, lakes, rivers and wildlife'. Reference to the environment has also been made in the Directive Principles of State Policy as well as the Fundamental Rights. The Department of Environment was established in India in 1980 to ensure a healthy environment for the country. This later became the Ministry of Environment and Forests in 1985. The constitutional provisions are backed by a number of laws – acts, rules and notifications. The Environment Protection Act of 1986(EPA) came into force soon after the Bhopal Gas Tragedy and is considered an umbrella legislation as it fills many gaps in the existing laws. Thereafter a large number of laws came into existence as the problems began arising e.g. Handling and Management of Hazardous Waste Rules in 1989.

**The various legislations, rules with respect to the protection and promotion of environment are:**

*The Constitution of India:* The 'Right to Life' contained in Article-21 of the Constitution of India includes the right to clean and human environment. It means you have the right to live in a clean and healthy environment. Article-38 of our Constitution requires State to ensure a social order for the welfare of people, which can be obtained by an unpolluted and clean environment only. Article-48A of the Constitution declares "The State shall endeavour to protect and improve the environment and safeguard forests and wildlife of the country." Article-51 A(g) of the Indian Constitution says: "It shall be the duty of every citizen of India to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures."

*The Water (Prevention and Control of Pollution) Act, 1974:* The Water (Prevention and Control of Pollution) Act was enacted in 1974 to provide for the prevention and control of water pollution, and for maintaining or restoring of wholesomeness of water in the country. This is the first law passed in India whose objective was to ensure that the domestic and industrial pollutants are not discharged into rivers, and lakes without adequate treatment. The reason is that such a discharge renders the water unsuitable as a source of drinking water as well as for the purposes of irrigation and support marine life. In order to achieve its objectives, the Pollution Control Boards at Central and State levels were created to establish and enforce standards for factories discharging pollutants into water bodies.

*The Air (Prevention and Control of Pollution) Act, 1981:* The Air (Prevention and Control of Pollution) Act, 1981 was enacted to provide for the prevention, control and abatement of air pollution in India. It is a specialised piece of legislation which was enacted to take appropriate steps for the preservation of natural resources of the earth, which among other things include the preservation of the quality of air and control of air pollution. The prime objectives of the Act are the following:

- Prevention, control and abatement of air pollution;

- Establishment of central and state pollution control boards to implement the aforesaid purpose; and
- To maintain the quality of air.

*The Environment Protection Act, 1986:* It was the Bhopal Gas Tragedy which necessitated the Government of India to enact a comprehensive environmental legislation, including rules relating to storing, handling and use of hazardous waste. On the basis of these rules, the Indian Parliament enacted the Environment Protection Act, 1986. This is an umbrella legislation that consolidated the provisions of the Water (Prevention and Control of Pollution) Act of 1974 and the Air (Prevention and Control of Pollution) Act of 1981. Within this framework of the legislations, the government established Pollution Control Boards (PCBs) in order to prevent, control, and abate environmental pollution. The objective of the Environment Protection Act is to protect and improve the environment in the country.

*The Noise Pollution (Regulation and Control) Rules, 2000:* There was no direct provision for 'noise pollution' under the Environment Protection Act, 1986 or any other legislation. The increasing ambient noise levels in public places from various sources like industrial activity, generator sets, loud speakers, vehicular horns etc. have harmful effects on human health. It was the need of the hour to come with a law which would regulate and control noise producing sounds with the objective of maintaining the ambient air quality standards in respect of noise. Therefore, the Central Government framed 'The Noise Pollution (Regulation and Control) Rules, 2000'. These rules have been laid down by the government to reduce environmental noise pollution. Certain standards, such as the ambient air quality standards, have been set by the government. The permissible levels of noise are different for different areas, such as industrial, commercial, residential areas and silence zones (area within the vicinity of hospitals, educational institutions or courts).

*The Public Liability Insurance Act, 1981:* This Act aims to provide immediate relief to the persons affected by accident occurring while handling any hazardous substance. It provides that every owner shall take out, before he starts handling any hazardous substance, one or more insurance policies providing for contracts of insurance. The objective of taking insurance is that the compensation resulting from the possible future accident is guaranteed. The collector of the area has been empowered to verify the occurrence of any accident at any place within his jurisdiction and also cause publicity to be given for inviting applications from the victims for any compensation. Apart from the insurance contract, the funding for the purpose of compensation is also generated by the Central Government by the establishment of "Environment Relief Fund." This fund may be utilized by the collector for paying the compensation.

*The National Environment Tribunal Act, 1995:* This Act is aimed to provide for strict liability for damages arising out of any accident occurring while handling any hazardous substance and for the establishment of a National Environment Tribunal for effective and expeditious disposal of cases arising from such accident, with a view to giving relief and compensation for damages to persons, property and the environment and for matters connected with it. The beauty of this Act lies in the fact that the liability of the owner of hazardous substance has been made strict in case of any accident and the resultant injury to public. In any claim for the compensation, the claimant is not required to plead and establish that the death, injury or damage in respect of which the claim has been made was due to any wrongful act,

neglect or default of any person. So, the burden of proof does not rest upon the claimant of compensation which is a big relief for the victims.

*The National Environment Appellate Authority (NEAA) Act, 1997:* The National Environment Appellate Authority (NEAA) was set up by the Ministry of Environment and Forests to address cases in which environment clearance is required in certain restricted areas. It was established by the National Environment Appellate Authority Act 1997 to hear appeals with respect to restriction of areas in which any industries, operations, processes or class of industries, operations or processes shall or shall not be carried out, subject to certain safeguards under the Environment Protection Act, 1986.

*The Ozone Depleting Substances (Regulation and Control) Rules, 2000:* The Ozone Depleting Substances (Regulation and Control) Rules have been laid down for the regulation of production and consumption of ozone depleting substances. The main objective of this rule is protection of the Ozone layer. The rule restricts unauthorized sale, purchase, import, export and use of ozone depleting substance.

#### **Self- Assessment Question- 4**

Q. Enlist various laws framed for the protection and preservation of environment.

Ans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **9.7 Summary**

Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitude necessary to understand and appreciate the interrelatedness among man, his culture and his bio-physical surroundings. The main goal of environmental education is to develop concern and awareness among world population about the total environment and its associated problems. Environmental Education can be taught formally in schools, classrooms, colleges and universities, or it can take place in informal learning contexts through NGOs, media, natural centres, botanic gardens, bird-watching and [ecotourism](#). Environmental Education provides opportunities to children to build skills to become [environmentally-smart](#), including problem-solving and investigation skills.

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### 9.10 Model questions

1. Discuss the objectives of environmental education.
2. Suggest methods of improving environment.
3. Mention the characteristics of environmental education



**EDUCATION FOR PEACE**

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## 10.0 Objectives

## 10.1. Introduction

## 10.2 Concept of peace

## 10.3 Education for peace

## 10.3.1. Strategies of education for peace

## 10.4 Constraints of education for peace

## 10.5 Summary

## 10.6 Further Readings

## 10.7 Model Questions

**10.0. OBJECTIVES**

After reading the lesson you will be in a position to

- Understand the concept of peace,
- Appreciate the role of education for promotion of peace,
- Describe the strategies of education for peace, and
- Critically analyze the constraints of education for promoting peace.

**10.1. INTRODUCTION**

The world is ravaged by a spate of violence and hatred. Though after two World Wars no major war has broken out in the last seventy years, yet we cannot say that world has been free from conflicts. Many parts of the world have witnessed devastating disturbances in these seven decades in the form of conflicts, wars and terrorism. Humanity has suffered a lot. Spread of education too has been quite impressive even in the regions where peace is still elusive. How do we conceptualise peace is significant. To what extent can education contribute to promotion of peace? We have tried to critically analyse these issues in the present lesson.

**10.2 CONCEPT OF PEACE**

Peace is a comprehensive term having a wide range and shades of meanings. Therefore it is not easy to define peace. Oxford advanced dictionary explains it as a 'situation or a period of time in which there is no war or violence in a country or an area.' It is also referred to as a 'calm or quiet state of an individual.' Cambridge dictionary refers to as 'freedom from war and violence, especially when people live and work together happily without disagreements.' The question before us is that is peace only state of affairs where war is absent? Whether or not peace also includes the idea of a social and political order based on justice? Now these questions can be answered by knowing different perspectives on peace.

UNESCO (2001) succinctly describes how 'people tend to define peace according to their preferred perspectives.' For economists peace can mean the eradication of poverty and economic wellbeing of people. The political perspective may consider peace as the outcome of democracy and better governance. Militarily stopping of war is peace. From legal angle peace is law and order. Sociologically, resolving conflicts between diverse groups and integrating such groups together through fair distribution of justice amounts to peace.

The concept of peace displays a great diversity. For many in Europe who after two World Wars learnt the tragic futility of people hating each other, international understanding was the key to peace. Mahatma Gandhi's followers would find it in the concept of Satyagraha and non violence. Japan would see it through the lens of halting wars and nuclear disarmament. Long drawn wars in Vietnam, Afghanistan, Iraq, Syria, Palestine and other regions would look for anti war movement as peace. Internal strife based on caste race and religions also suggest a paradigm of what peace should be. There are many who work for development of all without discrimination, justice and upholding the Constitutional core values also work for peace. There should be holistic approach towards peace. Peace, in its narrow sense, is considered as absence of war. 'It should mean not only absence of war, but violence in all forms such as conflict, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice etc.'

UNESCO (2001) identifies three basic sources of peace. These are inner peace, social peace and peace with nature. It further explains the sources as below:

1. **Inner Peace:** harmony and peace with oneself, good health, and absence of inner conflicts, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion, and content, appreciation of art.
2. **Social Peace:** peace between man and man, (men and women. as well!) harmony arising from human relationships at all levels, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, acceptance, co-operation, brotherhood, tolerance of differences, democracy, community-building, human rights, morality.
3. **Peace with Nature:** harmony with natural environment and mother earth."

Presently we are living in an age where peace faces serious threats. These threats emerge from creed of violence, intolerance, obscurantism, fanaticism and conflicts in various groups. Inequitable distribution of resources and skewed development are other reasons of absence of peace in a society. Structural violence is also a threat to peace.

Every individual needs to be oriented towards peace and not violence. At the same time social, economic and political systems too need to be oriented towards peace. Orientation towards peace means that systems tend to be just, un-exploitative and non-discriminatory. The systems have to work for creating an egalitarian, democratic secular society where its members practice scientific temper are not prone to fall for dogmas. Education is an effective strategy to ensure peace.

It was in 1989 that the concept of Culture of Peace was established at the UNESCO International Congress on “Peace in the Minds of Men” in Yamoussoukro (Capital city of Ivory Coast). [‘Yamoussoukro Declaration’](#) says that

*Peace is reverence for life.*

*Peace is the most precious possession of humanity.*

*Peace is more than the end of armed conflict.*

*Peace is a mode of behaviour.*

*Peace is a deep-rooted commitment to the principles of liberty, justice, equality and solidarity among all human beings.*

*Peace is also a harmonious partnership of humankind with the environment.*

*Today, on the eve of the twenty-first century, peace is within our reach.*

### **Self Assessment Questions**

1. ‘Absence of war is peace.’ Give your critical comments on this statement.

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2. What are three basic sources of peace?

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### 10.3 EDUCATION FOR PEACE

Maria Montessori once remarked that “Those who want war prepare young people for war: but those who want peace have neglected young children and adolescents so that they are unable to organise them for peace.”

Today’s world is witnessing exceptional levels violence, contempt for divergent views and fanaticism. The human existence is at a greater risk. Ethical behaviour, sense of accommodation and commitment to welfare of all are facing unique challenges. Such situation is giving rise to many kinds of conflicts. The conflicts, though not always, tend to lead to violence. Threat to peace has become real and bigger. Education is believed to have a greater role in diffusing this situation however the complexity of educational process makes it challenging. National Curriculum Framework-2005 contends that ‘*education is a significant dimension of the long term process of building up peace- tolerance, justice, intercultural understanding and civic responsibility (p61).*’ Theoretically, this affirmation is acceptable. However, in practice, the kind of system of education that is in place today often ends up promoting exactly the opposite of it.

With an aim to promote peace among young generation, education needs to consider the following issues on priority:

- Education should try to inculcate values, attitudes and skills which are paramount for living in harmony with one self and with others. Living in harmony with nature too is important.
- Respect for human rights and justice, tolerance and cooperation and celebrating diversity are the values crucial for promotion of peace. The unswerving commitment to democracy, secularism and volition to resolve the conflicts in a non-violent manner are also the distinctive features of education for peace.
- Equality and social justice should be considered as important facets of education for peace. It equals to building a non violent society where poor, socially deprived, underprivileged and have-nots are not exploited in any manner. In a system where violation of individuals' rights and discrimination is practiced the peace cannot prevail.

The NCERT Position Paper on Education for Peace (2005) rightly puts it as *“Peace is contextually appropriate and pedagogical gainful point of coherence of values..... Peace concretizes the purpose of values and motivates their internalization.”* In this sense the curriculum and examination systems need to be examined to see whether they contribute to the ‘inadequacy, frustration, impatience and insecurity’ of children. The schools shall also strive for nullifying the effects of prevailing violent tendencies in the society which gets represented by various forms of media on the minds of children. Instead of moral preaching the young minds should be encouraged to enter a reflective engagement with different aspects of ethical and peaceful living. It is imperative to empower the students by virtue which they would be in a position to clarify their values. They will be able to take conscious decisions and shall be aware of the consequences of their actions. They would be confident to choose the way of peace and discard violent means. More importantly, this empowerment coming through their reflective engagement will position them as the ‘makers of peace rather than only the consumers of peace.’

Such individuals shall be mature enough to see through the permeation of violent idiom in the day to day life and reject such anti peace usages. For instance, the winners in any sports competition are eulogised by saying that they have ‘killer instinct’, birthday celebrations are termed as birthday ‘bash’, to launch driving on road is to ‘hit the road’. Ironically, making spirited efforts for peace are labelled as ‘peace offensives’. All these word ‘killer’, ‘bash’, ‘hit’ and ‘offensive’ are essentially words of war and violence and not of peace in any ways.

### **10.3.1. Strategies of education for peace**

Education for peace relates to ethical development. The values if imposed are not internalised by the receiver. Educational process should be so designed that it helps children to differentiate between right and not so right options. They should be enabled to make choices. They must appreciate what is greater good of greater number of people.

Home plays an important role in educating children about the ethical values. The children understand what they hear and see. They are not comfortable with any duplicity in words and actions. Home environment plays

an important role in determining the lives of children. Any disturbance in home and unpleasantness in relationship of elders leaves a permanent impression on the minds of children. It can lead to depression and fear which shows up in the form of aggression in later years. The schools alone cannot ensure ethical development. The schools and homes of the children must come together in this venture.

The stage specific approach of ethical development needs to be followed. At primary stage children are in process of exploring environment around. They look towards elders and act in the manner which fetches rewards from them and avoid admonition or punishment. The notion of good and bad for them is what has the approval of elders. At this early stage of their life their understanding about ethical behaviour is prompted by the actions and behaviour of adults around them.

Little later when children grow up, they develop capability to reason. They are very conscious of their self image and consider themselves to be very capable individuals. Tendency to impress others develop in them and many times they take pride in violating rules to impress others. But they are not confident and mature enough to question the established assumptions and norms. This is the stage when they need to be engaged in the process of reflection on norms, restrictions, duties through discussion and dialogue. This engagement *'produces insights into the linkage between the collective good, the value of restraint, sacrifice, compassion, etc., which constitute the moral ways of being. (NCF-2005, p63)'*

Later after growing little more the young children develop the capacity of abstract thinking. It is the stage when they can reason out and arrive at informed conclusions about ethical behaviour. The teachers need to understand that mere talk of values and peace would not mean much. If we ask for desirable behaviour, somewhere we are expecting unquestioned compliance from the young. It is like 'suppression and denial of "improper" and "unacceptable" feelings and desires.' The young children tend to hide their inner feelings and thoughts. Apparently they agree to abide by the values and ideals but are not internally committed. They should be rather involved in meaningful discussion of their 'experiences and reflections' on the moral values and human behaviour. There is a need to reflect upon the moral dilemmas connected with human behaviour and actions. This would help them taking conscious decisions.

They accept and internalize the concepts of morality and ethical behaviour and they observe those norms even in the absence of authority. They would realise the rationale of having some rules and norms and also the value of adherence to these norms lead to peace in society. Teacher education programmes too need to be re-oriented accordingly.

**Self Assessment Questions**

3. Discuss the need of education for promoting peace in society.  
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4. Explain the strategies to be adopted for education for peace.
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#### 10.4. CONSTRAINTS OF EDUCATION FOR PEACE

Education is sole instrument of ensuring sustainable peace. Those who believe in this line of thought argue that after Second World War no major war has engulfed the world till today and it is through education that we could achieve this peace. This does not stand the scrutiny of facts. War is war, major or minor. Many regions of the world have been the victims of perpetual simmering of discontent, war resulting into deaths of horrible dimensions. Cambodia, Rwanda, Chile are examples of this. Sri Lanka was locked in horrible civil war. The terrorist violence is another menace. If education was the instrument of ensuring peace then this violence should not have happened.

Educational system in practice prevailing at the moment triggers serious concerns about its role in contributing towards world peace. The nationalistic fervor is on rise in countries across the world which has the potential of putting the philosophy of '*Vasudev katumbkam*', the world is one family. Rabinder Nath Tagore, Bertrand Russell and J. Krishnamurti echoed these fears in their writings. With the collective identity formation that happens in the society on the basis of religion and language the chances of peace go dimmer. One identity is formed in comparison to one other collective identity. One thinks itself better than the other. It sows the seeds of differences from the very beginning in the minds of children. Education system that is practiced in our institutions further deepens these distinct identities. In this context the curriculum that is framed, the content of history lessons that are delivered to children of different nations foster the feeling of otherness. This scenario is counterproductive to peace. Krishna Kumar (2018) argues that '*If we hold early socialization as a major factor involved in construction of self-identity and outlook towards those who are regarded as the 'other', we will be on firm ground to say that hatred and hostility between nations gains a self-perpetuating momentum when education at school adds to a prejudice already prevailing in social ethos.*'

The question arises on the role a teacher in this situation. There was a movement in educational history when it was emphasized that children are to be at centre of whole educational process and teachers are required to encourage children to think and reflect on their experiences and construct their own knowledge. The old practices are which were challenged by these principles are re-gaining acceptance. The advent of 'new technological

environment' has placed the children at receiving end. 'Neo- behaviorist advocacy of scripted curriculum and pedagogy has diminished teachers' autonomy (Kumar2018).' The opportunities for critical enquiry in the process of education are receding. The critical enquiry of the events provides us with a vision to carve our future in a just manner that ensures peace. It helps us in thinking rationally and not reacting emotionally.

If education is to contribute towards promotion of peace its humanistic potential will have to be rescued. Education cannot be viewed as mere instrument of livelihood and employment. It cannot be limited to the conformist role in the society. It has to be reconstructed and three elements are crucial for it, a) restoring of personal meaning of learning; b) reclaiming centrality of critical enquiry in any process of institutionalized education; and c) affirming importance of justice for sustainable peace. The gap between concept and system of education has to be bridged.

### ***Self Assessment Questions***

5. How should education be reconstructed so that it can play the role as a promoter of peace?

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### 10.5. SUMMARY

The world is ravaged by a spate of violence and hatred. Though after two World Wars no major war has broken out in the last seventy years, yet we cannot say that world has been free from conflicts. Peace, in its narrow sense, is considered as absence of war. 'It should mean not only absence of war, but violence in all forms such as conflict, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice etc.' National Curriculum Framework-2005 contends that 'education is a significant dimension of the long term process of building up peace- tolerance, justice, intercultural understanding and civic responsibility.' Educational system in practice prevailing at the moment triggers serious concerns about its role in contributing towards world peace. If education is to contribute towards promotion of peace its humanistic potential will have to be rescued.

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## 10.8 MODEL QUESTIONS

1. Explain the concept of peace.
2. 'Education has a central role in promoting sustainable peace.' Discuss the statement.
3. Discuss the constraints of education for being promoter of peace.



## GOVERNMENT POLICY ON RURAL EDUCATION

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### 11.0. Objectives

#### 11.1. Introduction

#### 11.2 Rural area defined

#### 11.3 Rural education

#### 11.4 Policies and programmes for rural education

#### 11.5 Challenges of rural education

#### 11.6 Summary

#### 11.7 Further Readings

#### 11.8 Model Questions

### 11.0 OBJECTIVES

#### After reading this lesson you will be able to

- Understand the need of ensuring education in rural areas,
- Appreciate the difficulties and disadvantages faced by rural areas,
- Get acquainted with the government policies for rural education,
- Analyse the programmes of rural education, and,
- Assess the challenges of rural education.

### 11.1 INTRODUCTION

India predominantly lives in rural areas. The vast land of villages, inhabited by people is the heart of the nation. The country, like many other countries, has been moving to the process of urbanization fast. Whereas the existing metropolitans, small cities and towns are overgrowing with increasing population, there is a phenomenon of bulk migration of people from rural to urban areas. It is evident from various reports that the rural development has been slow, leading to limiting of job opportunities. One of the major reasons of slow development can be attributed to lack of quality education. Still, majority of people still live in rural areas. The Central and State governments have been making efforts to augment the rural education facilities and ensuring provision of quality education. This lesson will explore some of such efforts undertaken in India.

### 11.2 RURAL AREA DEFINED

The Indian State classifies urban and rural areas on two grounds. The first is administrative based on nature of local body an area has. The settlements having Corporation, Municipal Committee or Notified Area Committee are labelled as urban areas. The rural areas have Panchayats as local administrative bodies. The second classification is based on the census of India, which states that settlements having more than 5,000 people, population densities greater than 400 persons per square kilometre, of which 75% of male workers are involved in non-agricultural pursuits, are urban together with settlements governed by urban local bodies.

### 11.3. RURAL EDUCATION

The first crucial fact is that the major chunk of population lives in the rural India. The decadal Census of India 2011 reveals that 68.84 per cent of people live in rural areas. The proportion of rural population has declined by around three percent from 72.19 percent in 2001, more likely due to inclination of rural people to migrate towards urban areas in search of employment avenues. Although the literacy rate in rural India is 68.9 percent and it has jumped by 10 percent from previous census report, yet it is quite below the 85 percent literacy rate of urban India. The gender gap in literacy has come down from 24.6 in 2001 to 19.8 in 2011 in rural areas and from 13.4 in 2001 to 9.8 in 2011 in urban areas.

'Education empowers' there is no denying of this idea. The fault lines that exist in any society are of social inequalities and economic disparities. Education tries to level these inequalities. Education, for the welfare state, becomes non- negotiable. In mending these existing cracks, the government of any nation cannot afford the disparities existent in the landscape of education. The provision of the education to each and every person from kindergarten to higher education should be without discrimination regardless of the fact that the person is from urban India or rural India, a female or male. To achieve the same the state should opt a right and entitlement based approach rather than education being given as an incentive.

#### ***Self assessment Questions***

7. How would you distinguish rural area from urban area in Indian context?

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8. Discuss the need of ensuring education in rural areas.

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### 11.4. POLICIES AND PROGRAMMES FOR RURAL EDUCATION

The diverse demographics for India are a resource. Education is crucial to equip them so as they become a participant in the growth story of India. The policy documents that take the cognizance of the ground realities can make or mar the educational goals. Goals, policies, budgetary allocations and implementations and their evaluations must be aligned so as to have a tangible change in the prevailing scenarios.

The policy makers should recognise the diversities and differences that exist so to speak of the rural urban divides so as to make appropriate provisions and achieve the goal universalization of education at all levels, improved learning outcomes and equipped with a

skill to live a quality life as envisaged in 12th Five Year Plan. To address the issues that impede the process of universalization of education in rural areas Government of India initiated certain plans, some of which are explained in following paragraphs.

### ***Non-Formal Education (NFE)***

The National Policy of Education 1968 recognised that most children under age of 14 years remain away from schools so a non-formal way is required to reach to these children whom either never gone to school or dropped out or whether schools were not present in their vicinity. In 1980 the Non-Formal Education programme was launched to supplement formal system. The scheme aimed at benefitting those children who were not able to attend the rigid regime of regular schools due to financial and other reasons. NFE centres were set up primarily in educational backward districts to achieve the tangible outputs. There was flexibility of timings of running and required duration of stay for children in such centres. Multiple entry and exit points were allowed and there was flexibility in curriculum to be followed. These programmes especially came to aid of those children who were forced to get engaged in economic activities along with their parents and family members.

### ***Operation Blackboard***

This scheme was envisaged by NPE-1986 was to ensure provision of minimum essential facilities in primary schools. These included material facilities as well as learning equipment. The name itself sounded an element of urgency in this programme. The objectives were clearly defined Use of the word 'Operation' implies that there is an urgency in this programme, that goals are clear and well-defined and were to be achieved in a fixed timeframe. The scheme envisaged to provide minimum basic facilities of to all primary schools which included

- (i) two reasonably large rooms ,useable in all weather;
- (ii) necessary toys and games material;
- (iii) blackboards;
- (iv) maps;
- (v) charts; and
- (vi) other learning materials.

It was also a significant measure to change the educational realities of rural India.

### ***District Primary Education Programme ( DPEP)***

DPEP was launched in 1994 to further the effort of universalization of elementary education with the help of World Bank. In this programme the planning was decentralised making a district the unit of change considering the contextual factors for district specific efforts and leading to community mobilisation. It was later in 2002 subsumed under Sarva Shiksha Abhiyaan which time had bound target of improving access, reducing dropout rates as well as reducing social and gender gaps in enrolment.

### ***Sarv Shiksha Abhiyaan (SSA).***

This has been a flagship programme aimed at ensuring that all the children complete minimum eight years of schooling by 2010. It also aimed at bridging all gender and social category gaps at both primary and elementary education and also to achieve universal

retention by 2010. The SSA was accorded the status of chief vehicle of implementation of RTE-2009.

### ***Lok Jumbish Programme***

Lok Jumbish, or Peoples Movement for Education for All, was launched in June 1992. This was scheme envisaged by Government of India and Government of Rajasthan with support from the Swedish International Development Agency (SIDA). The main objective of the scheme was universalization of primary education in Rajasthan. It focused on four areas namely, management of education, community participation, quality of education, and ensuring gender equity. It aimed at 'catalysing and transforming the mainstream education system' and ensured that every child gets an access to education from grade I to VIII. The movement could not be sustained beyond 2003.

### ***Rashtriya Madhyamik Shiksha Abhiyan (RMSA)***

This programme was launched in 2009 to ensure universalization of secondary education and to provide quality education. The secondary schools would be established within a reasonable distance of any habitation and will be on the prescribed norms and aim at removing gender, socio economic and disability barriers.

### ***Samagra Shiksha***

It is an overarching programme subsumes three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It proposes to treat school education without segmenting into elementary, secondary and senior secondary to improve school effectiveness and quality of education. It focuses upon strengthening the schools, improving girl education, inclusion and providing an impetus to skill development. It also emphasises upon doing away with the regional imbalances.

### ***Mid-day Meal Scheme***

The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched in 1995. Gradually by the year 1998 the NP-NSPE was introduced in all blocks of the country. The vision was to improve enrollment, retention, attendance and nutritional levels among children. It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE) centers. In the year 2004, the scheme was revised to provide cooked midday meal to all the students till class V. In 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme. Since April 1, 2008, the MDM programme has been covering all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centres including Madarsa and Maqtabas supported under SSA in all the areas across the country.

### ***Mahila Samakya***

The scheme of Mahila Samakya was launched in 1989 in fulfilling the goals of National Education Policy 1986. This scheme tries to emphasize on education as an agent of change' in the status of women. The programme was originally started in 10 districts of Karnataka, Gujarat and Uttar Pradesh, with the assistance from Netherlands, and was later extended to Andhra Pradesh and Kerala. The programme was conceived as a women's empowerment programme for socially and economically marginalized women. Its focus is on rural women.

These programmes and policy initiatives bind the State not only for its provision to each and every individual. State is bound to protect it without discrimination to improve the imbalances present by focusing on the educational infrastructure and learning outcomes. This implies rural and urban divides cannot exist in arena of educational rights.

**Self assessment Questions**

9. Explain salient features of operation blackboard.

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10. Discuss the purpose of launching District Primary Education Programme.

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**11.5. CHALLENGES OF RURAL EDUCATION**

The challenges in rural education that still stubbornly present are:

- The enrolment indicators have improved among the rural areas but sustaining a child in a school still remains a pertinent issue. This jeopardise the goal of access. Bringing children to school is important but their participation is must. If they remain absent from school, knowing and learning would be crippled. Participation by children in rural areas therefore is a larger issue.
- The dropout rate after elementary stage is steep. This is more in the rural areas given the day to day adversities of rural life lead to changes the view of education an instrument to more equitable life.
- The learning outcomes are very disheartening in the rural areas. As ASER report 2018 explicates the reading ability, doing basic arithmetic of students even at primary level adds to the abysmal picture of meaningful access.
- Lack of effective teaching learning material, lack of sufficient text books makes the situation more precarious to translate physical access to meaningful access in terms of learning outcome.

- Vacant posts in schools of rural areas, high teacher absenteeism and if teachers are there, they are unqualified and lack motivation to teach. This further aggravates the challenging situation of rural education.
- The policies have made provisions for Mid-day meal to increase the access but misappropriation of the funds and faulty implementation add to woes of the children and their poor parents.

**Self Assessment Questions**

11. What should be done to improve rural education? Explain.

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**11.6. SUMMARY**

India predominantly lives in rural areas. There is no denying of the idea that education empowers people. The fault lines that exist in any society are of social inequalities and economic disparities. Governmental policies, goals, budgetary allocations and their evaluations must be aligned so as to have a tangible change in the prevailing scenarios. Government of India initiated certain plans like Non-formal Education Programmes, Operation Blackboard, District primary Education Programme, SSA. RMSA, SS, Lok Jumbish, Mahila Samakhya, Mid-Day Meal.etc to name a few. The implementation of these old and new schemes has been facing problems. Some of the suggestions to overcome these problems are given.

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#### **11.8. MODEL QUESTIONS**

1. Give an account of initiatives for rural education undertaken by Central and State Governments in India.
2. Elaborate on the challenges faced in carrying out rural education programmes.

## IMPACT OF ICT ON EDUCATION

### Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Meaning of ICT
- 12.3 ICT tools and techniques in Education
- 12.4 Benefits of ICT
- 12.5 Summary
- 12.6 References
- 12.7 Further Readings
- 12.8 Model Questions

### 12.0 OBJECTIVES

After reading this lesson, you will be able to:

- define the meaning of ICT.
- enlist the tools and techniques of ICT used in Education.
- elaborate the benefits of ICT in Education.

### 12.1 INTRODUCTION

ICT stands for Information and Communication Technology. ICT tools are used to find, explore, analyze, exchange and present information rapidly. ICT can be employed to give users quick access to ideas and experiences from a wide range of people, communities and cultures. Thus ICT have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing, social networking website. These allow users from all over the world to remain in contact and communicate on a regular basis. Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society. In the field of Education also, ICT has enriched and transformed it to a great extent. UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance. In this lesson, we will discuss about the impact of ICT on education. Let us first understand the meaning of ICT.





## 12.2 MEANING OF ICT

### 12.2.1 Definition

ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, robots.

The term ICT is also used to refer to the convergence of audiovisual and telephone networks with computer networks through a single cabling or link system.

So ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. Importantly, it is also concerned with the way these different uses can work with each other.

Giles (2018) presented another way of looking at it is that ICT stands for:

1. Information – (or data) in paper or electronic format
2. Communication – in person or electronically (electronic communications), in writing or voice, telecommunications, and broadcasting
3. Information technology (IT) – including software, hardware and electronics
4. Communications technology – including protocols, software and hardware

Thus, Information and Communication Technology can simply be defined in its simplest form as an electronic medium for creating, storing, manipulating receiving and sending information from one place to another. It makes message delivery faster, more convenient, easy to access, understand and interpret. It uses gadgets such as cell phones, the Internet, wireless network, computer, radio, television, Satellites, base stations etc. These resources are used to create, store, communicate, transmit and manage information.

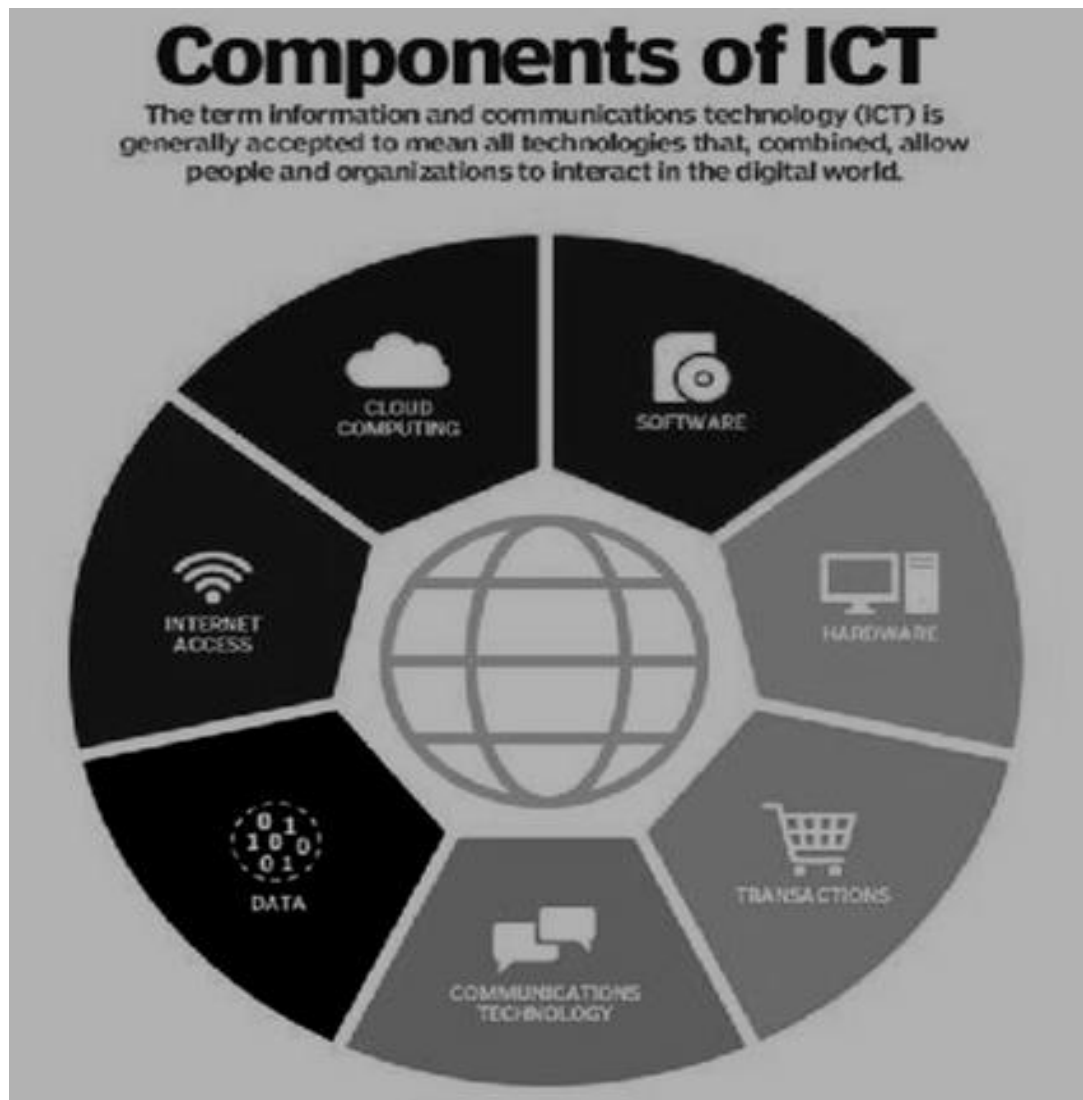
Information and Communication Technology is a field that has a wide coverage. It extensively deals with communication technology and how it impacts on other fields of human endeavor. It is the fastest growing academic field of study and a viable source of livelihood. It is the convergence of telephone and computer networking through a single cabling system with ease of data storage, manipulation, management, and retrieval (<https://www.youniversitytv.com/college-tips/information-and-communication-technology-ict-meaningimportant/>)

### 12.2.2 Components of ICT

There are 6 components to an ICT system

- Data: raw facts and figures.
- Hardware: physical components.
- Software: the name given to computer programs.
- Information: data that is converted to give it a meaning.
- Procedures: a series of actions conducted in a certain order to make sure the system runs smoothly.

- People: data is entered by humans, for example a keyboard.



(Source: <https://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies>)

### 12.2.3 Benefits of ICT

- It creates an analytical mind of students that help them study and proffer solutions to problems emanating from all related fields that employ it as a learning tool.
- Being an emerging academic field of study, it helps students to be innovative and develop new ways of solving problems scientifically.
- It makes information storage and retrieval easy.
- It enhances computer networking globally known today as internet and intranet.
- It accelerates economic development nationally as it is a virile source of national income for all nations that have fully embraced its usefulness.
- It creates gainful employment, hence a viable source of livelihood.
- It makes comprehension of other subjects easy. Virtually all fields of learning are amenable to ICT such as the application of projector for teaching in the classroom.

- It creates an avenue for the exchange of ideas and inventions among information technology scholars locally and internationally.
- It is the basis for e-learning and online library.Hence information dissemination is easier than ever.
- It is pivotal to globalization in all its ramification and the realization of the Millennium development goals as agreed by the United Nations in the year 2000.
- It is used at various offices for proper documentation of official activities and administration.

(Source: <https://www.youniversitytv.com/college-tips/information-and-communication-technology-ict-meaningimportant/>)

### Self Assessment Question

<p>1. What do you understand by ICT?</p> <hr/> <hr/> <hr/> <hr/>
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After knowing about the meaning of ICT,let us see how this ICT has impacted education worldwide.

### 12.3 ICT TOOLS AND TECHNIQUES USED IN EDUCATION

It is commonplace to hear e-learning, e-commerce, e-banking etc. It is, therefore incumbent on education curriculum developers to place ICT as a hub around which other disciplines revolve at least for the fact that it is a platform on which modern learning takes place. Needless to say that there is a paradigm shift with respect to popular opinion on how knowledge is acquired and dispensed.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional classroom environment. Various devices/technology in ICT includes access of course materials through remote devices, Online digital repositories for lectures, course materials, and digital library, Online/ cloud based academic management systems, Employing the flipped classroom concept, Making use of handheld computers, tablet computers, audio players, projector devices etc.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO), a division of the United Nations, has made integrating ICT into education part of its efforts to ensure equity and access to education. The following, taken directly from a UNESCO publication on educational ICT, explains the organization's position on the initiative.

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in

education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science (UNESCO, 2016)

The characteristics that make ICT in education effective are:

- It offers the wide variety of services.
- It is reliable and provides interactive learning experiences.
- It is flexible and provides comfortable learning.
- It motivates students to learn.
- It facilitates communication and promotes creativity.
- It also provides access to the digital library where information can be retrieved and stored beyond textbooks.

**Internet:** Internet tools like Email, social networks, newsgroups and video transmission have connected the world like never before. Students can now communicate using emails and social networking groups that provide knowledge based information. Distance learning, online learning is also enabled through the internet. Students can learn online and also talk to experts online. Notes, readings, tutorials, assignments can be received by students from anywhere. The Internet provides major information in texts, audios, videos and graphics which can be accessed by the individual. Online learning allows students to interact with each other and faculty to interact with students.

**E learning:** is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Web-based learning is a subset of e learning and refers to learning using an internet browser such as the model, blackboard or internet explorer (Tinio, 2002).

**Artificial Intelligence:** The systematic integration of Artificial Intelligence (AI) in education has the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and ultimately accelerate the progress towards Sustainable Development Goal 4.

**Computer Assisted Learning:** Computer-based learning is one of the modules of school communication tool that helps students to enhance their learning skills through computer aided education. It imparts computer knowledge in students and enables them to obtain large amounts of information from various websites. After two decades of introducing computers to schools, education has been revolutionized ever since then. It reduces time spent on mechanical tasks such as rewriting, producing graphs and increases the scope of searching. It not only helps in finding information but also in organizing information making it easier to share with others.

**Online Learning:** Online interactions would facilitate learning without time constrains and it will be much more easier to conduct assessments and generate reports, since the necessary information doesn't have to be manually handled.

**Blended Learning:** refers to learning models that combines the face-to-face classroom practice with e-learning solutions. For example, a teacher may facilitate

student learning in class contact and uses the model (modular object oriented dynamic learning environment) to facilitate out of class learning

**Mobile learning (m-learning)** as a form of e-learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Students access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day.

**Open Educational Resources (OER)** are teaching, learning or research materials that are in the public domain or released with intellectual property licenses that facilitate the free use, adaptation and distribution of resources.

**Flipped Classroom: It is another instructional mode** which involve blended learning. In this blended learning approach, face-to-face interaction is mixed with independent study—usually via technology. In a common Flipped Classroom scenario, students might watch pre-recorded videos at home, then come to school to do the homework armed with questions and at least some background knowledge. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home. Here, students are introduced to content at home and practice working through it at school.

**Assistive Technology in Special Education:** Assistive technology includes products and related services that improve the functioning of people with disabilities. It can be instrumental for children's development and health, as well as for participation in various facets of life. These include communication, mobility, self-care, household tasks, family relationships, education, engagement in play and recreation. Assistive technology can enhance the quality of life of both children and their families.

Some examples of assistive technologies are:

- Cognitive aids, including computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skills.
- Computer software and hardware, such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices.
- Tools such as automatic page turners, book holders, and adapted pencil grips to help learners with disabilities participate in educational activities.
- Adaptive switches and utensils to allow those with limited motor skills to eat, play games, and accomplish other activities and devices and features of devices to help perform tasks such as cooking, dressing, and grooming; specialized handles and grips, devices that extend reach and lights on telephones and doorbells are a few examples.

From the above discussion you may have understood the various technologies being used worldwide to facilitate teaching and learning process. Despite the power of computers to enhance and reform teaching and learning practices, improper implementation is a widespread issue beyond the reach of increased funding and technological advances with little evidence that teachers and tutors are properly integrating ICT into everyday learning. Intrinsic barriers such as a belief in more traditional teaching practices and individual attitudes towards computers in education as well as the teachers own comfort with

computers and their ability to use them all as result in varying effectiveness in the integration of ICT in the classroom (Blackwell et al, 2014).

### Self Assessment Questions

1. Write about three instructional pedagogies based on ICT.

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2. What do you understand by Assistive Technology?

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### 12.4 BENEFITS AND CHALLENGES OF USE OF ICT IN EDUCATION

Students and teachers must have sufficient access to digital technologies and the Internet in their classrooms, schools, and teacher education institutions. High quality, meaningful, and culturally responsive digital content must be available for teachers and learners. Teachers must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.

- **ICT brings inclusion:** The benefits of ICT in education is of such that students in the classroom can all learn from the curriculum material. Students with special needs are no longer at a disadvantage as they have access to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs. Despite this, it opens up new issues related to the 'digital divide' and providing access to ICT tools and resources for those who are less fortunate.
- **ICT promotes higher order thinking skills:** One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test and conjecture the various strategies that they will use.
- **ICT enhances subject learning:** It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy.
- **ICT use develops ICT literacy and ICT Capability:** Both are 21st century skills which are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.
- **ICT use encourages collaboration:** You just have to put a laptop, iPad or computer in the classroom to understand how this works. ICT naturally brings children together

where they can talk and discuss what they are doing for their work and this in turn, opens up avenues for communication thus leading to language development.

- **ICT use motivates learning:** Society's demands for new technology has not left out children and their needs. Children are fascinated with technology and it encourages and motivates them to learn in the classroom.
- **ICT in education improves engagement and knowledge retention:** When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.
- **ICT use allows for effective Differentiation Instruction with technology:** We all learn differently at different rates and styles and technology provides opportunities for this to occur.
- **ICT integration is a key part of the national curriculum:** The integration of digital technologies or ICT is a significant part of the Australian Curriculum for example, and this is a trend which many global governments are taking up as they begin to see the significance of ICT in education.

(Source: <https://www.ictesolutions.com.au/blog/why-schools-should-invest-in-ict/>)

Thus Key Benefits of ICT-based Education includes:

- Promotes Learning by doing approach
- Enables self-paced learning
- Provides access to wide range of up-to-date learning materials
- Enriches learning through a combination of audio, video, images, text and animation
- Enhances learning through interaction and collaboration
- Provides a platform that engages students

## 12.5 SUMMARY

ICT means all devices, networking components, applications and systems that combined allow people and organizations to interact in the digital world. ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast -- all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

It is commonplace to hear e-learning, e-commerce, e-banking etc. It is, therefore incumbent on education curriculum developers to place ICT as a hub around which other disciplines revolve at least for the fact that it is a platform on which modern learning takes place. Needless to say that there is a paradigm shift with respect to popular opinion on how knowledge is acquired and dispensed.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology-enhanced

environment more stimulating and engaging than in a traditional classroom environment. Various devices/technology in ICT includes access of course materials through remote devices, Online digital repositories for lectures, course materials, and digital library, Online/ cloud based academic management systems, Employing the flipped classroom concept, Making use of handheld computers, tablet computers, audio players, projector devices etc. Despite the power of computers to enhance and reform teaching and learning practices, improper implementation is a widespread issue beyond the reach of increased funding and technological advances with little evidence that teachers and tutors are properly integrating ICT into everyday learning. Intrinsic barriers such as a belief in more traditional teaching practices and individual attitudes towards computers in education as well as the teachers own comfort with computers and their ability to use them all as result in varying effectiveness in the integration of ICT in the classroom. Along with these, some other benefits have been cited by researchers:

- Enhanced the modes of communication
- Cost-efficient
- Paperless: Eliminate the usage of paper. Eco-friendly
- Better teaching and learning methods
- Enhanced data and information security
- Minimize cost and save time
- Easy student management
- Automatic solutions to manual paper-based process and procedures
- Interactive and collaborative teaching and learning methods
- Direct classroom teaching
- Spread awareness of the social impact of technological change in education
- Web-based LMS tools connect students, educators, scholars and researchers, and education personal together
- Enhance E-learning and learning management system (LMS)
- Independent learning platforms for students
- Teachers can teach better with images, videos and graphics while delivering lessons
- Educators can create engaging, interesting and well-designed classroom activities
- Improve the administration and enhance the quality and efficiency of education
- Promote and improve the digital culture in schools, colleges, and universities
- The presence of ICT in education allows for new ways of learning for students and teachers. E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom, but also allows them to ensure students outside the classroom such as at home or even in hospitals can learn.

## 12.6 REFERENCES

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## **12.7 FURTHER READINGS**

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## **12.8 MODEL QUESTIONS**

1. What do you understand by ICT? Write its features.
2. Discuss about role of ICT in education.
3. How did ICT impact education worldwide? Elaborate some tools and techniques used in the field of education.
4. Explain the benefits of use of ICT in education.

