UG ED S3-01
(DSC)

# FOUR YEAR BACHELOR'S DEGREE COURSE
## (CBCS in Accordance with NEP 2020)

Semester - III

# SELECT ISSUES IN INDIAN EDUCATION
# EDUCATION


**Indira Miri School of Education**

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

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# COURSE INTRODUCTION

In the First and Second Semesters of the UG courses, we have already discussed the basic concept and importance of education, its theoretical background and the various principles of education. For the Third Semester, we have two courses, i.e. Course UG ED S 3-01 and UG ED S 3-02.

In the UG ED S 3-02 course, the *First Unit* deals with the educational provisions of the Indian Constitution and their implications . The *Second Unit* deals with the meaning of universalisation of elementary education. The Third Unit discusses the concept of wastage and stagnation as well as the causes of dropouts from the schools.The *Fourth and Fifth Units* shall explain the need of human righst and human rights in education. The Sixth Unit deals the problems of secondary education and the importance of vocationalisation of education. The *Seventh Unit* explains the challenges of higher education in India. The *Eight Unit* deals with the concept of liberalization, privatisation and globalisation and its impact on higher education in India. The Ninth Unit deals with the need of teacher education, its problems and prospects in India. The Tenth Unit discusses the importance of teacher training programmes in India. The Eleventh Unit explains the educational provisions for women and need of education for women empowerment. The Twelfth Unit discusses various community development programmes and their needs for rural development. The Thirteenth Unit explains the importance of skill development courses and programmes and also the recommendations and implications of NSQF in India. The Fourteenth and Fifteenth Unit discusses the concept of student's unrest and their behavioural problems and also giving some remedial measures for reducing the behavioural problems of students in school.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some "ACTIVITY' (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in "LET US KNOW" along with the text. And, at the end of each section, you will get "CHECK YOUR PROGRESS" questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with "ANSWERS TO CHECK YOUR PPROGRESS" given at the end of each unit.

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# UNIT 1: EDUCATIONAL PROVISIONS IN INDIAN CONSTITUTION

## UNIT STRUCTURE


1.1 Learning Objectives

1.2 Introduction

1.3 Preamble of the Indian Constitution

1.4 Indian Constitution and Educational Provisions

1.4.1 Legislative Powers for different Educational Functions

1.4.2 Educational Items in the Three Lists

1.4.3 A Critical Analysis on the Educational Clauses of the Indian Constitution

1.5 Advantages and Disadvantages in Making the Educational Provisions under the Concurrent List

1.6 Let Us Sum Up

1.7 Further Readings

1.8 Answers to Check Your Progress

1.9 Model Questions


## 1.1 LEARNING OBJECTIVES

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

- define the concept of Indian Constitution
- identify the educational provisions and items in Indian Constitution
- explain the Legislative Powers for different educational functions
- differentiate between the advantages and disadvantages of educational provisions

## 1.2 INTRODUCTION

A Constitution is the foundational law of a country. It is the set of rules and laws framed for the governance of the people. It represents the hopes and aspirations of the people, ideals, norms and values of their life.

It also reflects the social ethos and philosophy with which a nation is to live and develop. Thus, the Constitution of a country exerts comprehensive influence on the life of the people, their feeling, thought and activity. The Constitution of India came into force from January 26, 1950. It was aimed at reorientation and development of the socio-economic, political, cultural and educational situation of the country after independence. Education is a major aspect that affects socio-economic development of a country at its grass root level. By realizing the importance and value of education, the government of India has made it a fundamental right. Education has become a birth right for every one. In a democratic country like ours, we have access to human rights guaranteed by the Constitution. In this unit, we are going to discuss what we understand by the Indian constitution, what are the educational provisions in it,and finally what are the items that are enlisted in the Three Lists, namely the Union List, the State List and the Concurrent List of the Indian Constitution. Besides, an assessment on the educational clauses and an analytical study on the educational provisions as found in the Indian constitution have been attempted in this unit.

## 1.3 PREAMBLE OF THE INDIAN CONSTITUTION

The Constitution of India has remarkable features of its own, which is called the preamble. It has been described as the inner soul of the constitution. The outline of the philosophy, which should govern all our institutions, educational as well as others is indicated in the preamble to the Constitution. It reads, “We the people of India, having solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic Republic”. It had accordingly resolved to secure all its citizens -

a) Justice-economic, social and political
b) Liberty-of thought, expression, belief and worship
c) Equality-of status and opportunity
d) Fraternity-to promote dignity of individual and unity and integrity of the nation.

The above preamble had ensured the basic principles of democracy i.e., justice, liberty, equality and fraternity to the people. The working out of

these principles depends upon education of the masses in a country like India. The Constitution makers were aware of the delicate socio-cultural and educational situation that prevailed in the Indian society due to lack of mass education. The Constitution incorporates certain provisions directly related to education.

## 1.4 INDIAN CONSTITUTION AND EDUCATIONAL PROVISIONS

India is the largest democracy in the world and it believes in giving equal rights and opportunities to all the citizens of the country. India being a democratic country, the Government is committed to function accordingly. For effective governance, the citizens should be very conscious about their rights and duties constitutionally given to them. Education is a vital means to make people conscious of their duties and rights. To make the people educated and to promote the welfare of the country, it is imperative to make education available to all the people of the country.

India as a sovereign country has the longest written constitution. The Constitution is the supreme law of India and it lays down the framework defining fundamental political principles and establishes the structure, procedures, powers and duties of the government besides spelling out the fundamental rights, directive principles and duties of citizens.It was passed by the Constituent Assembly on 26th November 1949 and it came into effect on 26thJanuary,1950. It declares the Union of India to be a sovereign, socialist, secular, democratic republic, assuring its citizens of justice, equality, and liberty, integrity, fraternity and endeavouring to promote the same among the people.

In order to make education accessible to all, various provisions have been made under the directive principles and fundamental rights of the Constitution. While implementing provisions for the citizens, the responsibilities are shared by both the Centre and the State governments. India being a federal state, the relation between the Union and the States is of vital importance and both the Centre and the state are equally responsible

for conducting a programmewhether it is under the plan sector or non-plan sector in a state. Education is a subject where both the Centre and the States have the joint responsibility for smoothly conducting the education programmes in a state. Regarding education the following basic ideas are incorporated in the Constitution:

- Training the citizens of India for a democratic political order.
- Inculcation of social and moral values.
- Achieving social and national integration.
- Providing education for all.
- Equalising educational opportunities.
- Achieving socio cultural development.
- Achieving the modernization of Indian society.
- Achieving human resource development.

Whenever we talk of the educational provisions in the Indian constitution, it finds that education as a subject became one of the Fundamental Rights in PART III of the Indian Constitution from the Directive Principles of State Policy which is dealt with in PART IV of the Constitution. The Constitution of India has given the following guidelines for the development of education in India.Such provisions include the following:-

- Article 45: Under the Directive Principles of State Policy, Free and Compulsory Primary Education was enacted as "The State shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." It means the free and compulsory elementary education can be accessed by all children before they complete the age of fourteen, where the target period was only for 10 years.

Regarding the responsibility of the State, in terms of education, it is defined in the **Article 12** of the Constitution as "the Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India." Thus the task of universal elementary

education is the joint responsibility of the Central Government, the various State Governments; and the local bodies as well as the other voluntary organisations.

In respect of primary and elementary education, the ***Union or Central Government*** has some important functions:

- Acting as co-coordinating agency
- Developing research in elementary education
- Starting pilot project and action research
- Leveling out the differences between the different states and ensuring equality of opportunity
- Providing the financial assistance to the less advanced states.

The State Government has to play the major responsibility in respect of passing laws. After passing the Compulsory Primary Education Act (known as Right to Education Act, 2009), it is enforced and implemented in all the states of India and as a result there has been a phenomenal increase in the enrolment of both boys and girls.

Although the Constitutional provision for the universalization of elementary education was enforced yet the target is far from being reached. Many attempts were made after 1960 through National Education Commission of 1964-66, National Policy of Education 1986, where necessary stress was laid for the fulfillment of the Directive principles of educational reconstruction. The Central Government has to make adequate financial provisions for the purpose.

- Articles 29 and 30 guarantee the Right of Minorities to establish and administer Educational Institutions.These articles of the Indian Constitution guarantee the minorities certain cultural and educational rights to establish and administer educational institutions of their choice, whether based on religion or language.

**Article 29 lays down the following state policy:**

1. Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

2. No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any one of them.

**Article 30 lays down:**

1. All minorities, whether based on religion or lanquage, shall have right to establish and administer educational institutions.

   (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.

2. The state shall not discriminate against any educational institution in respect of grants-in-aid on the ground that it is under the management of a minority, whether based on religion or lanquage.

Besides, **Article 350A** of the Indian Constitution states as: The State must endeavour to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups.

**Article 350B** provides for the appointment of special officer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the constitution.

Thus, these Articles have given some assurance to the minorities that their interests are safe under the Indian Constitution and the minorities have been duly recognized on the basis of religion, language, script and culture.

**Articles 15, 17, and 46 f**or the Education to the Weaker Sections:

Under the Indian Constitution Articles 15,17,46 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.

Particularly **Article 46** under the Directive Principles of State Policy implies: The State shall promote with special care the educational economic interest 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.

**Articles 15 (1) and 16(1) for Women Education:**

Article 15 (1) provides that the state shall not discriminate any citizen on grounds only of race, caste, sex, place of birth or any of them.

Article 16 (1) provides equality of opportunity for all citizens-men as well as women, in employment or appointment to any office under the state.

**Articles 25, 28 and 30 for Secular Education:**

India as a secular state believes that every religion has got the right to popularize and spread its religious ideals. Article 25 of the Constitution guarantees all citizens a right to freedom of conscience and free profession, practice and propagation of religion.

Article 28 (2) says: Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be

imparted in such institution.

Article 28 (3) No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.

Article 30: The state shall not, in granting aid to educational institutions discriminate against any educational institution on the grounds that it is sunder the management of a minority, whether based on religion or language.

Thus, through these Articles the Constitution has given the religious freedom to the citizens. But the practice of religious activities can not be imparted in schools except on a voluntary basis and outside the regular school hours.

**Article 21 A:** Education becomes as a subject under the fundamental rights of the Indian Constitution after enacting on 86th Amendment of the Constitution in 2002. Eventually, it becomes an Act of Right to Education in 2009 and it is implemented practically in April 2010 for the all the States in India.

In fact, the Constitution of India has enacted some laws and orders in order to protect the rights of the citizens in promoting human welfare.



**CHECK YOUR PROGRESS**

**Q 1 :** State whether the following statements are true or false.

a) India is the second largest democracy in the world. (True/False)

b) The Indian Constitution came into effect on 26 January 1950. (True/False)

c) In Indian Constitution, the Centre and the States are jointly responsible for the items of the Concurrent List. (True/ False)

d) Education after the 42nd Amendment of Indian Constitution 1976 became under the State subject. (True/ false)

e) Education becomes a birth right after the Act of 21A. (True/ False)

**Q 2 :** What are the basic thoughts of Indian Constitution in making educational provisions for the Indian citizens?

.....

.....

**Q 3 :** What are the functions of the Union Government in respect of primary education in India?

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.....

## 1.4.1 Legislative Powers for different Educational Functions

A democratic country like India believes in the decentralization of powers. It is because of the federal structure of our Government. It

has divided the legislative powers in the Centre and the States and some powers under the Con-current List. The Centre is the supreme body which has the exclusive powers to make laws in respect of the items in List I (Union List) while the States have the power to make laws to cover items in List II that is known as State List. In the List III that is known as Con-current List, both the Centre and the State responsibility are called for in order to legislate the laws and orders for the people of the nation. Thus, List I includes items which are of great interest to the nation, List II includes items of local interest and List III includes items which concern both the Centre and the States.



**LET US KNOW**

In India we have federal structure of government with two sets of governments. The Constitution of India has provided for division of powers between the Centres and the States. The scheme established by the constitution consist three lists, the Union list, the State list and the Concurrent list. The central government makes laws on the items enlisted in the Union List which include matters of national importance such as defence, foreign affairs, currency etc. The State governments make laws on the items enlisted in the State List which include matters of local interest such as public order and police, education, public health, forests etc. With regard to the items enlisted in the Concurrent List, both the Unioin and the State governments can make laws. The Residuary Powers not mentioned in the Union, the States and Concurrent Lists are vested in the LokSabha. In the United States, the residuary powers are vested with the federal Government.



**CHECK YOUR PROGRESS**

**Q 4 :** How can we divide the Legislative powers for different educational functions?

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.....

## 1.4.2 Educational Items in the Three Lists

After having an understanding on the division of legislative powers divided between the Centre and the States and vested in the Con-current List, let us discuss particularly the educational items under the Three Lists of the Indian Constitution. The Three Lists are known as the Union List, the State List and the Con-current List.

**The Union List :** The Union List is also referred to as List I or Union List. This list contains legislations on which the Union enjoys exclusive control. It consistof a total of 99 subjects from which 7 entries pertain to education.

**Entry 13 :** It enlists educational and cultural relations with foreign countries.

**Entry 62 :** It consists of the subjects like institutions of national importance, like National Library, the Indian Museum, the Imperial War memorial, any institutions wholly and partly financed by the Centre and legally declared as institution of national importance.

**Entry 63 :** It enlists the subjects like Central universities (Banaras, Aligarh, Delhi, Shantiniketan, NorthEastern Hill University and Jawaharlal Nehru University) and other institutions, declared by law as institutions of national importance.

**Entry 64 :** It consists of institutions of scientific and technical education partly or wholly financed by the Government and legally declared as

institutions of national importance.

**Entry 65 :** Union agencies and institutions for (a) professional, vocational or technical training, including the training of police officers, (b) the promotion of special studies or research and (c) scientific or technical assistance in the investigation or detection of crime.

**Entry 66 :** It consists of the subjects like coordination and determination of standards in institutions oh higher education and research.

**Entry 67 :** It includes subjects like ancient historical monuments and records and archaeological sites, legally declared to be of national importance.

**The State List :** This is the List II of the Indian Constitution. There are a total of 69 subjects in this particular list, all of which are under the exclusive legislative powers of the State. Following are the two subjects of education enlisted in the State list that give the greatest measure of autonomy to the states as far as education is concerned.

Entry 11 of the State List stresses that "Education including universities, subject to the provision of entries 63, 64, 65 and 66 of the Union List and Entry 25 of the Concurrent List, should be State subject".

Entry 12 of the State List provides the power of control and responsibility of finance to the State in terms of development of libraries, museums and other similar institutions as well as ancient and historical monuments and records.

The Concurrent List:This list contains a total of 52 items, which are the powers vested on the State as well as the Union. Out of 52 items, 6 entries pertain to education included in the Concurrent List. These are as follows :

**Entry 20 :** Economic and social planning

**Entry 25 :** Vocational and technical training

**Entry 26** : legal, mechanical and other professions

**Entry 27 :** Charities and charitable institutions

**Entry 39 :** Newspapers, books and printing presses

**Entry 40 :** Archaeological sites and remains other than those declared by Parliamentlaw to be of national importance.



**CHECK YOUR PROGRES**

**Q 5 :** `Fill in the blanks:

a) The List of the items are divided into ..... List.

b) The Centre is responsible for the implementations of the items of ..... List.

c) The Centre and the states are ..... responsible for the items of the Concurrent List.

d) The Union List consists of a total of ..... subjects from which ..... entries pertain to education.

e) The State List consists of a total of ..... subjects/ entries pertain to education.

**Q 6 :** ` What are the educational items enlisted in the Concurrent List of the Indian Constitution?

……

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### 1.4.3 A Critical Analysis on the Educational Clauses in the Indian Constitution

After knowing the educational clauses and provisions in the Indian Constitution, let us analyse to what extent the educational provisions have been given importance and what are the loop holes regarding the constitutional provisions as related to education.

- Education, including the universities, as subject to the provisions of entries 63,64,65 and 66 of List I and entry 25 of List III is the State responsibility, but according to Article 66, the coordination and the determination of standards in institutions of higher education and research is the responsibility of the Centre.
- Regarding the provision of education, the Centre plays the central

leadership in stimulating or implementing the educational provisions in a non-coercive character, although education was the state subject under the Article 45.But due to the huge cost and magnitude, the Central Government became committed to an obligation of actively participating in the programe of providing free and compulsory education for all children till the age of 14 years.

- The Centre has been given more power than the States, because:
  - The financial resources of the States are inadequate to implement their educational programmes. They always look for the helping hand from the Central Government in implementing the educational policies in the State.
  - The Central Government is a repository of information from all the States and from foreign countries and thus functions as a clearing-house for all of them.
  - The mission approaches and national policy on education for universalization of elementary education is formulated under the plan sector by the Centre.
  - The Centre is responsible for equalizing educational opportunities between different areas or different sections of society.
  - The Centre is responsible for safeguarding the cultural interests of the minorities and for seeing that they have adequate facilities to receive at least primary education through their own mother-tongue.
  - The Centre has the responsibility for developing the national language.
  - The Centre or Union Government has to ensure the coordination and control for developing the higher education.
- The Forty-Second Amendment, 1976 brought education as a subject of responsibility from the State List to the Concurrent List that is known as the List III.



**UGC**= University Grant Commission

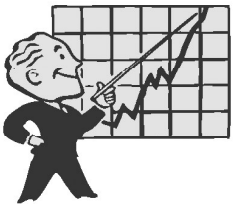
**NAAC**= National Assessment and Accreditation Council

**NCERT**= National Council for Educational Research and Training

**NCTE** = National Council for Teacher Education

**CABE**= Central Advisory Board of Education

- According to the Eighty Six Amendment, 2002 (Article 21 A) of the Indian Constitution, education became a fundamental right and thus it turns into a birth right for each and every citizens of the country.
- Education being a subject under the Concurrent List, the Centre and the State governments are equal partners in framing educational policies and yet the Union Government enjoys supreme power over the States in enacting the laws. The executive power is given to the Union to give direction to the States. The Centre can implement directly any policy decision in any State. National Institutions like ***UGC, NAAC, NCERT, NCTE,*** and National bodies like ***CABE*** have the supreme power and strength to shape the education of the country to be implemented for all the States.
- Planning Commission and Finance Commissionas constitutional bodies are solely responsible for the financing of education.
- The Fundamental rights of the Indian Constitution are neither rooted in the doctrine of natural law nor are they based on the theory of 'reserved rights'. If the Fundamental rights are implemented for ensuring the social values then fundamental rights are subject to have the further scope of changes and modifications in order to fulfill the aspirations of men in the context of changing conditions and the environment of the society in which they live. It is because we know that the society, where we living is not static in nature.
- The 42nd Amendment of the Indian Constitution had no line of demarcation between the Fundamental Rights and the Directive Principles and thus it makes the confusing state of mind regarding the implementation of the laws and its responsibility, whether it will be under the fundamental right or under the directive principles of the Constitution.



**CHECK YOUR PROGRESS**

**Q 7 :** Why has the Centre been given the more responsibility than the State in implementing the laws and provisions relating to education in Indian Constitution?

……

……

## 1.5 ADVANTAGES AND DISADVANTAGES IN MAKING THE EDUCATIONAL PROVISIONS UNDER THE CONCURRENT LIST.

Education is a birth right under the Indian Constitution after the passing of the Right to Education Act.To make education accessible to all is the prime responsibility of the Centre and the State. Therefore it is said that both the Center and the States are jointly responsible for smooth runningof the programmes. The educational policies are basically implemented for ensuring the welfare of the people in the country. But the implementing policies and provision face some hurdles in its smooth running.

The advantages for making the provisions,where the Centre bears the sole responsibility, are as follows:

- Making the provisions for education helps in implementing the National Education Policy properly and satisfactorily.
- By putting both education and planning into one category,considering that planning isa Constitutional body,the progress of education can be ensured.
- If the Centre is the supreme body to form and implement the education policy, it can extend the liberal funds to State Governments for educational development.

- With the help of educational provisions in the Indian Constitution, the uniformity of educational objectives, strategy and standards can be ensured in all the States of India.
- Equalisation of resources and opportunities can be ensured due to the joint effort of both the Centre and the States.
- The Centre has the administrative control over the States. As such it has the advantage of the Centre of keeping vigilance over their educational activities of the States in respect of admission, recruitment, and promotions etc.
- Due to greater power of the Centre in terms of finance, the Centre can check the misuse of funds by the States and thus efficiency can be ensured.
- Education is a dynamic process and thus it necessitates rigorous well planned research experiments and practices. Such practices can be well-organised and financed by the Centre.

**DISADVANTAGES-**

The **disadvantages** in the implementation of educational provisions are basically due to the excessive power vested with the Centre and the educational institutions under the Centre.

- Many critics opine that the inclusion of education as a subject under the Concurrent List imposes an undesirable centralization.
- If education becomes a Central subject, local needs will not get the proper attention and thus the local needs and interest in education will be missing.
- The Central educational bodies like UGC, NCERT, NCTE, CABE etc. may impose unwanted control over the States; it is because these institutions enjoy more power over the educational administrations in the States, which may interrupt in the policy decisions of the States.
- Uniform decisions at all India level will not be equally conducive for all the States due to the diverse nature and socio-cultural disparities

among the States.

- There may be the chance of delay in the implementation of the central policies at the same timewhen they are adopted for all the states. Some states may lag behind the others in implementing the Central policies. Therefore, it can be cited as a disadvantage for education as a subject in the Concurrent List of the Indian Constitution.



**CHECK YOUR PROGRESS**

**Q 8 :** What are the basic advantages and disadvantages in making education a subject under the Concurrent List?

……

……



## 1.6 LET US SUM UP

- Education is a pre-requisite for the acquisition of knowledge, enhancement of skills, developing attitudes and values etc.
- Education makes people as the capital for the society or for the country as a whole. In this context, it is an urgent need to make education as accessible as possible to all citizens of the country.
- In order to make education accessible to all, various provisions have been made under the directive principles and fundamental rights of the Constitution.
- The scheme established by the constitution consists three lists, the Union list, the State list and the Concurrent list.
- The Centre is entirely responsible for the implementations of the items under the Union List or List I; the State is the implementing agency of the items of the State List or List II and it is the joint

responsibility of the Centre and the State for the implementations of the items of the Concurrent List or List III.

- After the 42nd Amendment of the Constitution of 1976, education became a subject under the Concurrent List.
- After the Eighty Six Amendment, 2002 (Article 21 A) of the Indian Constitution education became a fundamental right and a birth right for each and every citizen of the country.
- Eventually, it becomes the Act of Right to Education in 2009 and it came to be implemented in April 2010 for all the States in India.
- The basic advantage of making education under the Concurrent List is to ensure the decentralization of power, shared between the Centre and the States.
- Equalisation of resources and opportunities can be ensured due to the joint effort of both the Centre and the States
- For the supreme power vested in the hands of the Centre, there may a possibility of undesirable centralization being imposed over the policies and administrations of the States by the Centre.



## 1.7 FURTHER READING

1) Anup Chand Kapur& KK Misra (2001): Select Constitutions, publishers S Chand and Company Ltd.
2) S K Kochhar (1995): Pivotal Issues in Indian Education, Sterling Publishers Privat Ltd.



## 1.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** (a) False (b) True (c) True
(d) False (e) True

**Ans to Q. No. 2 :** Indian Constitution has enlisted some laws and principles in order to provide education to the Indians where both the Centre and the States play joint responsibility for that. Regarding education the basic ideas of the Constitution are:

- Training the citizens of India for the democratic political order.
- Inculcation of social and moral values.
- Achieving social and national integration.
- Providing education for all.
- Equalising educational opportunities.
- Achieving socio cultural development.
- Achieving the modernization of Indian society.
- Achieving human resource development.

**Ans to Q. No. 3 :** In respect of primary and elementary education, the Union or the Central Government has some important functions, which are as follows:

- The Centre plays the role as a co-coordinating agency
- Developing research in elementary education
- Starting pilot projects and action research
- Levelling out the differences between the different states and ensuring equality of opportunities,
- Providing the financial assistance to the less advanced states.

**Ans to Q. No. 4 :** Considering the federal structure of the Government of India, the legislative powers have been divided between the Centres and the States. Various items of the laws are enlisted into the three Lists such as List I, List II and List III. The List I isentirely responsible under the Union government, the States are responsible for implementing the items under the List II and both the Centre and the States are responsible for the List III.Therefore these Lists are called as the Union List, the State List and the Concurrent List respectively.

**Ans to Q. No. 5 :** (a) Three (b) Union List (c) Jointly

(d) 99 subjects, 7 entries (e) 2 entries

**Ans to Q. No. 6 :** Education became a subject under the Concurrent List after the recommendations of the 42nd Amendment of the Constitution in 1976.This list contains a total of 52 items, which are the powers vested in the States as well as the Union. Out of 52 items, 6 entries pertaining to education included in the Concurrent List are as follows:

Entry 20: Economic and social planning

Entry 25: Vocational and technical training

Entry 26: Legal, mechanical and other professions

Entry 27: Charities and charitable institutions

Entry 39: Newspapers, books and printing presses

Entry 40: Archaeological sites and remains other than those declared by parliament law to be of national importance.

**Ans to Q. No. 7 :** Although for conducting education the legislative powers have been divided between the Centre and the States, in practice, however the Centre has more power than the States for the following reasons

- The financial resources of the States are inadequate to implement their educational programmes. They always look for the helping hand from the Central Government in implementing the educational policies in the State.
- The Central Government is a repository of information from all the States and from foreign countries and thus functions as a clearing-house for all of them.
- The mission approaches and national policy on education for making universalization of elementary education is formulated under the plan sector by the Centre.
- The Centre is responsible for equalizing educational opportunities between the different areas or different sections of society.
- The Centre is responsible for safeguarding the cultural interests of the minorities and for ensuring that they have

adequate facilities to receive at least primary education through their own mother-tongue.

- The Centre has the responsibility for developing the national language.
- The Centre or Union Government has to ensure the coordination and control for developing higher education.

**Ans to Q. No. 8 :** The basic advantages in making education to be under the Concurrent List are to ensure the decentralization of power, shared between the Centre and the States. There is also the chance to distribute the resources and opportunities in equal way for the benefits of the people of the States. Another advantage is following a uniform pattern in implementing the laws for all the States of the Country.

The basic disadvantage of making education under the Concurrent List lies behind the supreme powers vested in the hands of the Centre. There may be the chances of imposing the undesirable centralization over the policies and administrations of the States by the Centre.



## 1.9 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words)

**Q 1 :** What is the basic role of education in a democratic country?

**Q 2 :** Why do you need the provisions of education in Indian Constitution?

**Q 3 :** What is the basic principle of the Article 45 of the Indian Constitution?

**Q 4 :** What are the three lists of the Indian Constitution?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What is the basic idea behind the incorporation of educational provisions in the Indian Constitution for the Indian citizens?

**Q 2 :** What are the functions of the Union Government in respect of primary education in India?

**Q 3 :** How can we divide the Legislative powers for different educational functions?.

**Q 4 :** What are the educational items enlisted in the Concurrent List of the Indian Constitution?

**Q 5 :** What are the educational items enlisted in the State List of the Indian Constitution?

**Q 6 :** What are the educational items enlisted in the Union List of the Indian Constitution?

**C) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** What do you mean by the provisions of the Indian Constitution? How has education become a fundamental right for the citizens of the country?

**Q 2 :** What is Concurrent List? Why is the Centre given more responsibility or more power in terms of education than the States?

**Q 3 :** What are the advantages and disadvantages in bringing education under the Concurrent List? Explain.

# UNIT 2 : ELEMENTARY EDUCATION IN INDIA

## UNIT STRUCTURE


2.1 Learning objectives

2.2 Introduction

2.3 Structure of Elementary Education

2.4 Meaning of Universalisation of Elementary Education

- 2.4.1 Legislative Provisions of Universalisation of Elementary Education
- 2.4.2 Various Approaches for Universalisation of Elementary Education

2.5 Challenges of Universalisation of Elementary Education

2.6 Let Us Sum Up

2.7 Further Reading

2.8 Answers to Check Your Progress

2.9 Model Questions


## 2.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- explain the structure of Elementary Education.
- explain the meaning of universalisation of Elementary Education.
- acquaint yourself with the Constitutional provision of Elementary Education.
- discuss various steps taken by the Government for implementing universalisation of Elementary Education.
- list the challenges of universalization of elementary education

## 2.2 INTRODUCTION

In the previous unit, we have discussed the educational provisions of the Indian Constitution. As you know and as stated in the Constitution, all the States should provide free and compulsory education to all the children

up to the age of fourteen years. Our Constitution makers have deeply realised that education, more particularly elementary education, is a major aspect that improves the life of children, which ultimately affects the socio-economic development of the country. A child who has access to quality elementary schooling has a better chance in life. Learning to read, to write, and to do the basic arithmetic provides a foundation of continued learning. A girl or boy who acquires these learning skills is able to continue learning throughout life. Above all, the life skills that education provides to our children are the base of knowledge and understanding about the world that enable people to reason, to solve problems, and to decide important issues facing their societies. Education gives a child a better chance for a full, healthy, and secure life. This unit deals with the concept of elementary education, universalistion of education, different approaches and programmes for universalisation of elementary education, and the challenges faced while trying to ensure the universalisation of elementary education in India.

## 2.3 THE STRUCTURE OF ELEMENTARY EDUCATION

Before discussing about universalisation of primary education, it is necessary for us to understand the structure of the system. In our country the general primary education is found to have different forms and names in different parts of the country. The Kothari Commission, 1964-66, suggested that this diversity should be ended and uniformity should be maintained. The Commission has divided the elementary stage of education into two parts :

- The first part is called Lower Primary stage of 4 or 5 years, i.e., for the 6-11 years age group (Classes I to V), and
- The second part is higher or upper primary stage of 3 or 2 years for the 11-14 years (classes VI to VIII). In basic terminology, these stages are called junior basic and senior basic respectively.

## 2.4 MEANING OF UNIVERSALISATION OF ELEMENTARY EDUCATION

For an effective role of governance, the citizens or people, in particular, should be very conscious about their rights and duties constitutionally given to them. Education is a vital means to make people conscious of their duties and rights. To make the people educated and to promote welfare of the country, it is imperative to make education available for all the people of the country.

Already it has been mentioned that primary or elementary education is the foundation of the entire educational system. Children normally enroll in elementary education at the age of five or six. It is this stage the child starts going to a formal institution and thus the formal education starts with this stage of elementary education for the child. The education the child receives at the elementary stage should lay the foundation for his or her physical, mental, emotional, intellectual and social development. This stage of education should be linked with the functional literacy that makes the people literate with the application of practical knowledge, which is the basic requirement for economic development, modernization of social structure and effective functioning of democratic institutions. For this reason, therefore, most of the educationally advanced countries of the world have made elementary education as one of the most important stages compared to other stages of education. It is imperative for our country to provide free universal and compulsory elementary education to all the citizens without any kind of discriminations.

Before going to discuss the universalisation of elementary education we should know what elementary education is and which level it has to cover.

- In India, the elementary education covers the base or the starting point of further education or it is the stepping stone of the entire educational process of a student. In India, the standard entry age of children in the elementary education stage is 6. It covers the age level from 6-14 and the stages of schooling or classes from I to VIII.

- The process of socialization that begins at home extends gradually to include the school. It is here that an individual learns to interact with non-kins and with the wider society.

Education is considered the bedrock of all socio-economic developments of a country. In order to promote education to all children irrespective of caste, creed, religion, sex and others and also to realise democratization of education as a birth right to all, the government of India has made several attempts from time to time to achieve the universalisation of education to all. Regarding the importance of Universalisation of elementary education, *J.P. Naik*, an eminent educator of our country, has observed: "*The progress of primary education is an index of the general, social and economic development of the country as a whole."* Because, primary education plays an important role in bringing the proper foundation of a child's cultural, emotional, intellectual, moral, physical, social and spiritual development.

Universalisation of primary or elementary education basically involves three things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention.

- In school, ***Universalisation of Provision*** means that school facilities should be provided to all the children between the age group of 6-14 years in the country. The school should be easily accessible within the walking distance of a child.
- ***Universalisation of Enrolment*** means all children between the age group of 6 to 14 years must be enrolled. This provision requires to introduce the compulsory legislation act and under the legislation, parents are required to send their children to schools.
- ***Universalisation of Retention*** means that when a child joins primary school; he or she should remain there till he or she completes all the 8 classes.



**CHECK YOUR PROGRESS**

**Q 1 :** What is meant by universalisation of elementary education?

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**Q 2 :** What are the three things that universalisation of elementary education consist of?

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## 2.4.1 Legislative Provisions for Universalization of Elementary Education

In order to make education accessible to all, various provisions have been made under the Directive Principles and the Fundamental Rights of the Constitution. While implementing these provisions for the citizens, the responsibilities are shared by both the Centre and the State governments. India being a federal state, the relation between the Union and the States is of vital importance and both the Centre and the state are equally responsible for conducting a programme whether it is under the plan sector or non-plan sector in a state. Education is a subject where both the Centre and the States have the joint responsibility for running smoothly the education programmes in a state.

Whenever we talk about the educational provisions in the Indian constitution, it has been seen that under the Directive Principles of State Policy in the Article 45 about the Free and Compulsory Primary Education it is stated as “The State shall

endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." It means the free and compulsory elementary education can be accessed by all children before they complete the age of fourteen, where the target period was only for 10 years.

But after passing the Eighty Six Amendment, 2002 (Article 21 A) of the Indian Constitution, education as a subject became one of the Fundamental Rights in PART IIIof the Indian Constitution and removed from the Directive Principles of State Policy which is dealt with in PART IV of the Constitution. Thus, education turns into a birth right for each and every citizen of the country. In our country the Right to Education Act came into the effect from 1st April 2010. The right to education is now a fundamental right for all children in the age group of 6 to 14 years. Thus, the government will be responsible for providing education to every child up to the eight standard, free of cost, irrespective of class and gender. It has paved the way for building a strong, literate and empowered youth of this country.



**LET US KNOW**

- Article 15 of the Indian Constitution states: "The State shall not discriminate any citizen on the grounds only of sex."
- Article 29 states "No citizen shall be denied admission in to any educational institution maintained by the state or receiving aid out of the state funds on grounds only of religion, caste, language or any of them."
- The 73rd and 74th amendments empowered the local bodies to evolve and implement educational plans appropriate to their local contexts.



**CHECK YOUR PROGRESS**

**Q 3 :** State the constitutional directives for universalisation of elementary education.

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**Q 4 :** Mention the year and number of constitutional amendment for making elementary education a Fundamental Right.

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## 2.4.2 Various Approaches for Universalisation of Elementary Education

From the above discussion we know about the constitutional provisions in "Article 45" and 'Article 21 A' and the subsequent legislative provisions made in India for expansion and improvement of elementary education in the country. In order to make education accessible to all, various approaches and schemes have been implemented by the Government. Let us now discuss the measures adopted by the Government of India to provide free and compulsory education for all children up to the age of 14 years.

**I. National Policy on Education In 1968**

The Education Commission (1964 – 66) had recommended that the Govt of India should issue a statement on the National Policy of education which should provide guidance to the State Governments and local authorities in preparing and implementing educational plans. Accordingly, the Government of India issued a Resolution on National Policy on Education in 1968. The NPE (1968)

observes that "Strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course"

**II. National Policy on Education In 1986**

A variety of new challenges and social needs make it imperative for the Govt to formulate and implement a new education Policy for the country in 1986.The New Education Policy in 1986 laid emphasis on -

- Universal enrolment and universal retention of children up to 14 years of age.
- Substantial improvement in the quality of education.
- Systematic efforts to provide non-formal education to educate the school dropouts, children from areas without school, working children who are unable to attend the school during daytime.
- Implementing "Operation Black Board" scheme to provide essential facilities in the school.

**III. District Primary Education Programme (DPEP)**

To evaluate the effectiveness of the New Education Policy 1986, a committee was appointed by the Govt of India in 1990. A review of NPE, 1986 was conducted during 1990 – 1992.. The programme of Action, 1992 stressed the need of development of education in backward districts. Accordingly, the Government of India formulated the "District Primary Education Programe" (DPEP) scheme in 1993. DPEP is an effort to decentralise educational planning at the district level. It is planned in such a way that it suits the educational needs and demands of the district concerned. Initially district projects were prepared in 44 districts in eight states: Assam, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu and Kerala. Gradually it was followed in 273 districts spreads

over 18 states.

Objectives of DPEP scheme:

- To provide access to all children of primary education (Class I to IV/V)
- To reduce dropout rates to less than 10 percent
- To increase learning achievement at primary level by 25 percent
- To reduce gender gaps and differences in Social groups to less than 5 percent.

  DPEP was different from earlier schemes in several ways. These are :
- DPEP adopted a holistic approach from the schematic to be integrated, with emphasis on convergence of existing programmes and resources.
- It adopted area specific approach with district as the unit for planning and implementation.
- Plans were prepared at the districts through a participatory process involving district and sub district functionaries, teachers, parents and community members.
- Equity was a major concern of DPEP.
- Capacity building through training extension and other means was given priority.
- DPEP resources were additional to the existing budgetary provision for education.

**IV. Sarva Shiksha Abhiyan and Its Attempt**

The education of the children of age 6-14 years has become a fundamental right after the 86$^{th}$Constitutional Amendment in 2002. The Sarva Siksha Abhiyan has been designed by the Government of India as a scheme to provide elementary education to all the children of age group 6-14 years. After being acquainted with the concept of universalisation of elementary education, we are now going to focus on the Government's efforts to achieve the universal retention. Sarva Shiksha Abhiyan is one of the comprehensive approaches or missions of the government which was introduced

in India 2001. As a holistic and convergent approach, SSA covers all the States and Districts of our country, where the main attempt is to provide an opportunity to all the children in the age group of 6-14, irrespective of caste, creed, sex and religion, by 2010 for improving their capabilities through the provision of community-owned quality education. The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them into respectable citizens capable of constructive contribution towards a better society in the field of science, technology, literature, administration and so on. It has also some efforts to decentralize the whole process of curriculum development from the grass root level to the district and the State level. Child-centered and activity-based learning has been attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education have been made integral parts of the learning process. Appropriate changes have been made in the evaluation system, where the performance of children has to constantly be monitored in consultation with parents.

As a mission approach, the main objectives of Sarva Shiksha Abhiyan include:

- All Children in School, Education Guarantee Centre, Alternative School, Back to School, by the year 2003.
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.
- Universal retention by 2010.



**LET US KNOW**

Today, like SarvaShikshaAbhiyan (SSA), the Department of School Education and Literacy of the Ministry of Human Resource Development (MHRD), the Government of India has also made an attempt in the process of launching ***Rastriya Madhyamic Shiksha Abhiyan*** **(RMSA**) with an aim to achieve Universal Access and Quality Secondary Education.

**V. National Programme for Education of Girls at Elementary Level**

It is being implemented in educationally backward blocks, where the percentage of enrolment of girls is comparatively poor in contrast with the national average and the gender gap is more than the national average. About 3286 educationally backward blocks are covered under the scheme in 25 states.

**VI. National Programme of Mid Day Meals in School**

The programme provides a mid day meal of 450 calories and 12 grams of protein to children at the primary stage and later it is extended to the elementary level. During 2009-10, about 11 crore children had benefitted from the scheme.

**VII. Kasturba Gandhi Balika Vidyalaya**

It was launched in July 2004 for setting up residential school at upper level for girls belonging predominately to SC, ST, OBC and other minority communities.

**VIII. Thrust for Female Literacy (Saakshar Bharat)**

The National Lietracy Mission has been launched recently as Saakshar Bharat in which at least 7 crore non-literates will be made literate to achieve 80% literacy and to reduce the gender disparity in

literacy from 21% to 10%. 365 districts in the country, with adult female literacy rate of 50% or less, have been identified for the implementation of Saakshar Bharat.



**CHECK YOUR PROGRESS**

**Q 5:** In which year was the DPEP programme launched? How is it different from earlier schemes?

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**Q 6:** What is the basic motto of Sarva Shiksha Abhiyan?

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**Q 7:** State three main objectives of Sarva Siksha Abhiyan.

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## 2.5 CHALLENGES OF UNIVERSALISATION OF ELEMENTARY EDUCATION

After going through the various approaches of the Government in making universalization of elementary education let us have a look at the progress of education system and also highlight the various problems considered as hurdles in implementing the universalization of elementary education in India.

In terms of literacy India has 74.4% literacy rate as recorded in Census 2011 whereas it was 18.33 in the Census Year of 1951. The following table shows the rate of literacy in India from the Census of 1951 to 2011.

**Table 1: Percentage of literacy rate in India**

| Census Year | Persons | Males | Females | Male-Female literacy gap |
|---|---|---|---|---|
| 1951 | 18.33 | 27.16 | 8.86 | 18.30 |
| 1961 | 28.30 | 40.40 | 15.35 | 25.05 |
| 1971 | 34.45 | 45.96 | 21.97 | 23.98 |
| 1981 | 43.57 | 56.38 | 29.76 | 26.62 |
| 1991 | 52.21 | 64.13 | 39.29 | 24.84 |
| 2001 | 65.38 | 75.85 | 54.16 | 21.70 |
| 2011 | 74.4 | 82.14 | 65.46 | 16.68 |

Source : Census of India 2011

From the table it is seen that only 18 people out of 100 were literate in 1951. It has taken another 60 years for the literacy to increase from a meager 18% to 74.4%. Female literacy has increased from a very low of 8.9% in 1951 to 65.46 in 2011, where the female literacy has increased by eight times while male literacy is increased by three times from the Census of 1951 to 2011.

- Although the target in accessing the elementary education to all is in progress, yet the successive rate is far from reaching the targeted objectives of the Sarva Shiksha Abhiyan regarding the completion of five years of primary schooling by all children by 2007, and eight years of elementary schooling by 2010. These objectives of SSA have not been achieved. A significant number of dropouts is still found at the elementary level. The percentage of out of school children aged 6-13 years has decreased from 6.94% in 2006 to 4.28% in 2009. In 2014, the out of schoolchildren (Age 6-13 Years) has decreased up to 2.97% at the elementary level. However, the trend of the rate of the out-of-school children is varied in each category. The following table shows this picture clearly.

**Table 2 : Out-of-School Children :**

| Category | 2006 | 2009 | 2014 |
|---|---|---|---|
| Overall | 6.94% | 4.28% | 2.97% |
| Male | 6.18% | 3.92% | 2.77% |
| Female | 7.92% | 4.71% | 3.23% |
| SC Children | 8.17% | 5.96% | 3.24% |
| ST Children | 9.54% | 5.6% | 4.20% |
| OBC | 6.90% | 2.67% | 3.07% |
| Muslim Minorities | 9.97% | 7.67% | 4.43% |

Source : MHRD Annual Report 2014-15

However, some initiatives have been taken to improve the enrolment of girls through some organisations like ***Kasturba Gandhi Balika Vidyalaya*** (KGBV). It provides educational scope to those girls who are unable to go to regular schools, to out-of-school girls in the 10 plus age group, and to those who are unable to complete primary schools along with the younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary and upper primary schools. KGBVs provide for a minimum reservation of 75% seats for girls belonging to SC/ ST/OBC and minorities communities, and 25% seats to girls from families that live below the poverty line. Until September 2015, the scheme is being implemented in 28 states/UTs, and 3609 KGBVs have been sanctioned. Out of 3609 KGBS, 3593 schools of KGBV are working. If we look at the trend of enrolment of girls from different categories in KGBVs, it is seen that out of the total number of girls enrolled (95.1%), the percentage of SC girl's enrolment is 29.9%, followed by the ST girls 24.82%. The girls enrolled in this school from OBC category is 31.22%, from Minorities is 6.11%, and the girls from BPL category is 7.95% only. (MHRD Annual Report 2014-15). Thus, this trend of enrolment has shown that there are many disparities in terms of enrolment of girls in different categories.

Besides, there are some other achievements as well as challenges in terms of elementary education in India, which are as follows:

- The Number of schools has significantly increased. In the years from 1950-51 the number of schools was 0.23 million which increased to 1.28 million in the year of 2005-06. In 2014-15, the institutional set up for primary education was 847118 and at upper primary level it was 425094.
- The Gross Enrolment Ratio in elementary education increased to 96.09% in the year of 2014-15 whereas it was 32.1% in 1950-51.
- The gender gap in the literacy rate is slowly decreasing. In 1950-51, the Gender Parity Index at elementary level was 0.38 whereas it was 1.05 in the year of 2005-06.
- In India, 99% of the rural population has a primary school within 1km in 2009-10.
- Separate arrangement of toilets for the boys and the girls is an important component for motivating the children in the school. But still in India 46% schools do not have such facilities and as a result parents are not willing to send their children to schools.
- National Council of Educational Research and Training (NCERT) conducted a base line survey all over the country and published its report entitled '*Learning Achievement of Class V Students: A Baseline Study'* in 2006. This study tried to measure the learning achievement of the class 5 students across the country. Three subjects like Environmental Science (EVS), Mathematics and Language were chosen for the baseline study. In all India average, the mean percentage of the achievement of Class V Students in the three subjects i.e. EVS, Mathematics and Language was 50.30, 46.51 and 58.57 respectively.
- Many other challenges have also created hurdle in effective implementation of the universalization of elementary education. Parents in the low income group have the willingness to send their children to work for adding to the family income. Early marriages,

migration of people for their sustenance, preferential attitude to the boys than to the girls, engaging girl child for caring the siblings at home, lack of infrastructure in schools, requirements of additional schools, single teacher school and inadequate finances are some other factors which hinder the proper implementation of the programme of universalisation of elementary education in India.

- Weak administrative policy is also responsible for wastage in elementary level. In the school the prescribed rules are not strictly followed. Admission in school continues throughout the year. A large number of students leave schools in the middle of the session. Teachers remain absent from duty without prior information. The number of supervisors is inadequate and supervision work irregular and loose.
- Training is considered one of the most important interventions for smooth running of the education system and that will help realize the universalization of elementary education. The actual implementation in terms of training the teachers varies from state to state and region to region within the country. Even the recruitment procedure is also not uniform everywhere within the country.



**CHECK YOUR PROGRESS**

**Q 8:** Mention some of the causes which hurdle in making universalisation of elementary education.

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## 2.6 LET US SUM UP

- Elementary education covers the base or starting point of further education or it is a stepping stone for further education
- In India, the standard entry age of children in elementary education is 6 and it covers the age level from 6-14 with the stages of schooling

or classes is from I to VIII.

- Universalisation of primary or elementary education involves basically three things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention.
- National Policy of Education, various mission approaches like Sarva Shiksha Abhiyan, Rastriya Madhyamic Shiksha Abhiyan (RMSA), National Programme of Midday Meal,Kasturba Gandhi Balika Vidyalaya, Saakshar Bharat etc. are some comprehensive approaches of the government which have been introduced for making universalization of elementary education in India.
- The rate of literacy has increased in every state of India as well as the number of schools has also significantly increased.
- In India there are still a huge number of school dropouts. It is a most menacing problem affecting UEE.
- Some of the important hurdles in the implementation of the universalization of elementary education are: indifference of guardians, social practice like child marriage, child labour, poverty etc. Educational causes include inattractive educational environment, uninteresting curriculum, defective examination system, single teacher school etc.



## 2.7 FURTHER READING

1) Aggarwal, I. C (2005): Education in Emerging India, Doaba House, Delhi.
2) Kochhar, S. K. (1989): Pivotal Issues in Indian Education, Sterling Publishers, New Delhi.



## 2.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Universalisation of elementary education means making arrangement for free and compulsory primary education for all children of the country.

**Ans to Q. No. 2 :** Universalisation of elementary education involves basically

three things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention.

**Ans to Q. No. 3 :** The Constitutional Directive for universalisation is "state shall endeavor to provide within a period of 10 years from the commencement of the constitution, for free and compulsory primary education to all children until the age of 14 years.

**Ans to Q. No. 4 :** 2002, 86th amendment of the constitution.

**Ans to Q. No. 5 :** 1992.

**Ans to Q. No. 6 :**The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them into respectable citizens capable of constructive contribution towards a better society, in the field of science, technology, literature, administration and so on

**Ans to Q. No. 7 :** a) All children were to be enrolled in formal school, education guarantee scheme and alternative schools by 2003.

b) All children were to complete 6 years of primary schooling by 2007.

c) Focus on elementary education on satisfactory quality with emphasis on education for life.

d) Bridging all gender and social disparities at the primary level by 2010 and

e) Universal retention by 2010.

**Ans to Q. No. 8 :** There are some educational, social, cultural and economic causes for which students are unable to enroll. The causes are: unattractive educational environment, uninteresting curriculum, defective examination system, single teacher school etc. Social, economic and cultural causes include poor socio-economic background, poverty, superstitions and traditional beliefs, indifference of the guardians, social practices like child marriage, child labour etc. These educational, socio-economic and cultural hurdles hold back the progress of the universalisation of elementary education in India.



## 2.9 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words)

**Q 1 :** Why is education essential for a person in a society?

**Q 2 :** What is the basic principle of the Article 45 of the Indian Constitution?

**Q 3 :** What is meant by universalization of elementary education?

**Q 4 :** Write briefly on DPEP

**Q 5 :** What is the motto of Sarva Shiksha Abhiyan?

**Q 6 :** What are the main objectives of Sarva Shiksha Abhiyan?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What are the Constitutional provisions in making universalization of elementary education in India?

**Q 2 :** What are the objectives of SSA? Why is it called as comprehensive approach in Indian education system?

**c) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** Write briefly on DPED. How do you differentiate DPEP from other scheme of education system?

**Q 2 :** Discuss the various approaches of education for making universalization of elementary education in India.

**Q 3 :** Discuss the main problems in accessing the elementary education to all.

# UNIT 3 : WASTAGE AND STAGNATION

## UNIT STRUCTURE


3.1 Learning objectives

3.2 Introduction

3.3 Wastage and Stagnation- The Concept

- 3.3.1 Problem of Dropout
- 3.3.2 Causes of Wastage, Stagnation and Dropouts
- 3.3.3 Suggestions for Minimising Wastage, Stagnation and Dropouts

3.4 Let Us Sum Up

3.5 Further Reading

3.6 Answers to Check Your Progress

3.7 Model Questions


## 3.1 LEARNING OBJECTIVES

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

- explain the concept of wastage, stagnation and dropouts.
- identify the causes of wastage, stagnation and dropouts and
- suggest some remedies for minimising wastage, stagnation and dropouts.

## 3.2 INTRODUCTION

Primary or Elementary Education is the foundation of the entire educational structure. Children normally enroll themselves in elementary education at the age of five or six. It is at this stage that the child starts going to a formal institution and his or her formal education starts. The education which the child receives there provides the foundation of his physical, mental, emotional, intellectual and social development. This stage of education is also crucial for spreading mass literacy, which is the basic requirement for economic development, modernization of social structure and effective

functioning of democratic institutions. It is, because of that, most of the educationally advanced countries of the world have made elementary education free, universal and compulsory. India is also fully conscious of the need of providing free, education to all school going children. Accordingly, universalisation of primary education has received a good deal of attention in India since independence. Although various attempts have been implemented for ensuring universalisation of elementary education, but there still seems the problems like wastage and stagnation in the elementray educational sitution into a great extent.

This unit deals with the concept of wastage and stagnation, causes of drop outs, and how can these kinds of problems be minimised from the Indian educational system.

## 3.3 WASTAGE AND STAGNATION- THE CONCEPT

Wastage and stagnation are the most menacing problems which obstruct the effort to universalize primary education. Since the attainment of freedom Indian Governments both at the center and in the states have tried to improve and expand primary education. However, the desired success has not yet been achieved mainly owing to wastage and stagnation. Let us first understand the meaning of these two terms.

In the past, the term wastage was used to denote all kinds of waste in the field of education. But now it is used in a technical sense. At present, it denotes the cases where a child leaves the school without acquiring a fairly stable literacy, which is the goal of primary education. For example, if a child has passed the third or fourth class of a primary school, he or she generally acquires a literacy level. Consequently, every child who leaves school before completing this course is held to be a case of wastage, because he is not likely to receive any lasting benefit from such schooling. Hartog Committee of 1929 was the first to point out this problem. It defines wastage as "the premature withdrawal of children from schools at any stage before the completion of the primary course.'

Stagnation means failure to complete the prescribed course within the prescribed time. In the words of Hartag Committee it is "the retention of a child in a class for a period of more than one year." An investigation conducted by the Gokhale Institute of Politics and Economics pointed out that stagnation was a greater evil than wastage and that a large number of students repeated in the same class year after year. The Education Commission of 1964-66 also collected data regarding enrollments in class I-VIII in 29 districts of the country. On an analysis of the data, it was concluded that-

- Stagnation is higher in class-I
- It reduced considerably in class-II and then remains fairly constant in classes III and IV.
- At the higher primary stage, stagnation decreases still further.
- On the whole, stagnation among girls is greater than among boys.
- The extent of stagnation shows the variation from area to area.



**CHECK YOURPROGRESS**

**Q 1 :** How can you define the concept of wastage and stgnation in primary education?

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**Q 2 :** In which class is the rate of stagnation higher?

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### 3.3.1 Problems of Drop-Out

The drop-out rate implies the percentage of children leaving elementary stage before completion. It is same as wastage. A large number of surveys undertaken by the government have revealed that if 1000 students sought admission in class-I, then only 414

reached class-V. But the position in each state is different. School Education after Independence (1988), a publication of National Council of Educational Research and Training (NCERT), points out the seriousness of the problem of drop-outs in these words, "while the increase in enrolment at the elementary stage recorded since 1950 has been satisfactory, the problem of drop-out has been more or less negating the progress achieved. Of every 100 children enrolled in class-I, only about 40 reach class-V and only about 25 reach class-VIII."

This shows that hardly 50 per cent children reap the benefits of education. A UNESCO study lists India among the countries where the rate of drop outs in primary schools is very high. Therefore, the National Policy of Education (1986) and Programme of Action (1992) have emphasised retention and achievement rather than mere enrolment to overcome the problem of school drop-outs.

### 3.3.2 Causes of Wastage, Stagnation and Drop-outs

Now you are familiar with the concept of wastage, stagnation and drop-outs. Let us discuss some of the important causes:

**A. Socio-Economic Causes :**

- **Indifference of Guardians :** Nearly 27 per cent of the population in India are illiterate. These people do not understand the worth of education. They remain indifferent to whether their children have regularly attended school or not. Irregularity of attendance is also due to the failure of the school to adjust its hours and vacations to the local needs.
- **Social Causes :** The country suffers from a large number of social ills. In spite of continuous efforts made by the social reformers and some legislations, the practice of child marriages, indifference and contempt towards girls etc. still prevail in some sections of the Indian society. As a result of these evil practices either the girls remain uneducated or the money spent on their education is

wasted. The boys face the same situation after marriage. Besides this, some people do not consider the education of the girls to be economically profitable. Caste is also another factor. The percentage of wastage among scheduled castes, scheduled tribes and backward classes is higher than in 'so-called' high class. The other social evils like the problem of untouchability, prejudices like purdah etc. cause wastage and stagnation.

- **Poverty :** India is an economically backward country. Therefore, the people cannot afford to allow their children to continue their studies- because they can not bear the direct cost for educating their children. After the age of 9 or 10, the child becomes an economic asset because he can work at home or earn something outside. This is specially true of the girls who have to assist the over-worked mothers at home. As a result of this the number of drop-outs increases in schools. The child is consequently withdrawn from school long before the completion of his elementary education.

**B. Educational Causes:**

- **Heavy and uninteresting curriculum :** The curriculum of primary schools is heavy and defective. There are as many as five subjects including arithmetic and science which are dry for children belonging to tender age group. Moreover, it is book-centric and not activity centered as it should be. This leads to the failure of many students in a class and increases stagnation.
- **Inefficient teaching :** Generally, it is seen that raw and untrained teachers are given charge of teaching in the lower classes. Due to lack of experience they fail to teach properly. Their approach is dull and not psychological and the teaching method remains traditional. It is also not systematic. Lessons are thrust upon the children. Cramming is much in practice. The children suffer from a constant fear of the teacher. Load of work in the class leads to absence on the part of children.

- **Unhealthy environment :** One of the main reasons of stagnation at the primary level is unhealthy atmosphere prevailing in the schools. It is not congenial and suitable for learning. The conditions of the rural primary schools are much worse than those of the urban schools. There are most often dirty and kutcha buildings which do not attract students.
- **Faulty admission policy :** In most of the states of our country, admission in class-I is kept open throughout the year and students of different age join primary education as there are no rules regarding the age of the children for admission.
- **Single teacher schools :** Schools with single teacher make a special contribution to wastage, stagnation and dropouts. It is difficult for a single teacher to handle five classes simultaneously. If the teacher goes on leave, the school remains closed. This discourages the students to go to school and soon they drop out altogether.
- **Defective examination system :** The system of examination at the primary stage is also defective. It evaluates the child's worth within a few hours. If for any reason the child is unable to answer questions satisfactory within the examination hours he may be declared failed and he loses a year. Thus, the defective examination system also causes stagnation.

**C. Administrative Causes :**

Weak administrative policy is also responsible for wastage. Compulsory education in the country is only on the paper. The attitude of the authorities is largely indifferent. Rules are not strictly followed. Admission in school continues throughout the year. A large number of students leave schools in the middle of the session. Teachers remain absent from duty without prior information. The number of supervisors is inadequate and supervision work irregular and loose. This presents a gloomy picture.

Apart from the causes discussed above, there are some other causes responsible for the problem of wastage, stagnation and

dropouts at the primary level. They can be enumerated as ill health of the child, students' dislike of some teachers, teasing by classmate, rigorous corporal punishment, indifferent attitude of teacher, lack of individual attention for the students etc.



**CHECK YOUR PROGRESS**

**Q 3 :** What is drop out? List the educational causes of wastage and stagnation.

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**Q 4 :** Identify some socio-economic causes of wastage and stgantion and also for drop outs from the school.

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### 3.3.3 Suggestions for Minimising Wastage, Stagnationa and Drop-outs

The problem of wastage, stagnation and dropouts is so large and so persistent that it is difficult to remove them and solution of these problems calls for an all out effort and concerted action from all sections of people. Below we list some of the remedial measures that can be adopted to tackle the menace of wastage, stagnation and dropouts:

- **Reorganising the curriculum :** Primary school curriculum should be made attractive to students. It should be prepared in such a way that it can generate interest for education. It should be reorganized according to local conditions, problems and traditions. Subjects to be taught should be more practical and useful for life and should be liberal and flexible so that proper changes and adjustments may be easily made.

- **Reconstruction of educational environment:** The overall environment of the school should be made attractive. There should be no overcrowding in classes so that a teacher can give individual attention. There should be audio-visual aids to arouse the curiosity of the young learners. The method of teaching should be inspiring. Play way techniques should be adopted in class-I to introduce the child to school life.
- **Educating parents:** The parents need to be educated about the importance of education in individual and social development. A massive programe for removing adult illiteracy should be taken up. Facilities such as part time education and night schools should be opened.
- **Ban on child marriage and child labour :** Steps should be taken to remove social evils like child marriage and child labour. People should be encouraged to adopt a more liberal and progressive outlook towards girls' education and co-education in the interest of the society.

- **Administrative reforms :** There is an urgent need to make drastic changes in the system of education, particularly in the sphere of teacher training, recruitment, supervision and administration. Inthis context the following steps may be taken :
  - Single teacher school system should be stopped and at least two teachers should be appointed.
  - Large number of inspectors should be appointed in order to ensure regular inspection of the schools. Only the capable and vigilant individuals should be chosen for the task.
  - Number of lady teachers should be increased in order to create a situation of love and affection in school.
  - Proper professional training should be provided to the teachers so that they can develop a scientific outlook to teaching children.
  - Provision should be made for midday meal, free supply of

learning materials and school uniform to the students of the backward classes.

- The service conditions of the teachers should be improved and disbursement of the salary should be regular.
- There should be uniformity in the policies of local administration, states and union government because in its absence the direction of primary education becomes lax.
- Admission of students in class-I and II should be restricted to the first two or three months of the academic session. Due attention should be paid towards the age, ability and intelligence of the children while admitting them.
- The standard of education should be improved and attendance of the students should be regularly checked.



**CHECK YOUR PROGRESS**

**Q 5 :** List some suggestions for tackling the problem of wastage and stagnation.

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## 3.4 LET US SUM UP

- Elementary education is the foundation of the entire educational structure. It is divided into two stages- lower primary for 6-11 years age group and upper primary for 11-14 years.
- Wastage, dropouts and stagnation are the most menacing problems of Universalisation of Elementary Education.
- Wastage or dropout means premature withdrawal of children from school before completing the course.
- Stagnation means the retention of a child in a class for a period of more than one year.

- Some of the important causes of wastage, stagnation and dropouts are: indifference of guardians, social practices like child marriage and child labour, poverty etc; educational causes such as unattractive educational environment, uninteresting curriculum, defective examination system, single teacher school etc.
- Suggestions such as reorganising the curriculum, reconstruction of educational enviornment, educating parents, ban on child marriage and child lablour, various strategies in terms of administrative reforms for reducing the problems of wastage and stagnation are discussed in the last part of the unit.



## 3.5 FURTHER READING

1) Sharma, R. N. & Sharma, R. K. (1996): Problems of Education in India, Atlantic Publisher and Distributors, New Delhi.
2) Sharma, A. P. (1984): Contemporary Problems of Education Vani Educational Books, Delhi.



## 3.6 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Wastage in primary education means leaving the school before completing the course. Stagnation means the retention of a child in a class for a period of more than one year.

**Ans to Q. No. 2 :** Class-I

**Ans to Q. No. 3 :** A drop-out can be defined as a child who enrols in school but fails to complete the relevant level of the educational cycle. Drop out is one kind of wastage mostly in primary education system.

At the primary level this means that the drop-out fails to reach the final grade, usually grade V or VI.

Heavy and uninteresting curriculum, inefficient teaching,

unhealthy environment, single teacher school, defective examination system, lack of motivation in both students' and teachers' level, faulty admission policy etc. are some of the educational problems for which students generally withdraw themselves before completing their educational cycle.

**Ans to Q. No. 4 :** In India, now nearly 27 percent population are illiterate, they are unable to understand the worth and value of education of their children. The country also suffers from a large numbers of social practices like child marriage and child labour, traditional beliefs towards girls as liability for which the parents are not willing to invest money for their daughter's education, prevailing practice of untouchability, domination of caste system, prejudices like purdah system in Muslim community cause wastage and stagnation. Besides these, poverty plays a crucial role in terms of increasing the trend of wastage and stagnation at the school level.

**Ans to Q. No. 5 :** Reorganisation of curriculum, educating parents, ban on child marriage and child labour, recruitment of inspectors, provision for mid-day meal, distribution of free uniform etc. can reduce the problem of wastage and stagnation into a great extent.



## 3.7 MODEL QUESTIONS

**A) Very Short Questions:** (Answer each question in about 50 words)

**Q 1 :** What is meant by wastage and stagnation in primary education?

**Q 2 :** What is drop out?

**Q 3 :** How is wastage and stagnation related to UEE?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** List the educational causes of wastage and stagnation.

**Q 2 :** What are the socio-economic causes for the wastage and the stagnation in a school?

**C) Long Questions** (Answer each question in about 300 -500 words)

**Q 1 :** What is wastage? What is stagnation? Discuss the main causes of wastage and stagnation.

**Q 2 :** How can wastage and stagnation be eliminated? Discuss the remedial measures for reducing the problems of wastage and stagnation in the primary education system.

# UNIT 4 : HUMAN RIGHTS AND INDIAN CONSTITUTION

## UNIT STRUCTURE


4.1 Learning Objectives

4.2 Introduction

4.3 Meaning and Definition of Human Rights

4.4 Importance of Human Rights in National Development

4.5 Human Rights and Indian Constitution

4.5.1 The Preamble

4.5.2 Fundamental Rights

4.6 Role of Educational Institutions in Promoting Human Rights

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answers to Check Your Progress

4.10 Model Questions


## 4.1 LEARNING OBJECTIVES

After going through this unit you will be able to :

- define the meaning of Human Rights.
- explain the importance of Human Rights in national development.
- familiarize yourself Human Rights as enshrined in the Constitution of India.
- discuss the role of educational institutions in promoting Human Rights.

## 4.2 INTRODUCTION

Human rights are the fundamental rights of human beings anywhere on this earth, rights to live and lead a dignified existence. Human rights have emerged as a very powerful concept our age. Almost all the nations of the world have showed their concern for human rights

and have therefore introduced Human Rights education. The Constitution of India is one of the most right based constitution of the world based on the principles that guided India's freedom struggle against the colonial regime that consistently violated the civil, political, social, economic and cultural rights of the people of India.

This unit deals with the meaning of Human Rights, importance of Human Rights in national development, the rights as enshrined in the Constitution of India and the role of educational institutions in promoting Human Rights.

## 4.3 MEANING AND DEFINITION OF HUMAN RIGHTS

Human Rights are those conditions of life that allow us to fully develop and use our human qualities. These are inherent entitlements or minimum standards of life which comes to every person as a consequence of being human. The term 'human rights ' is very comprehensive and includes all kinds of rights such as civil and political, economic, social and cultural rights. There is no universally agreed definition of Human Rights.

According to the United Nations, Human Rights "ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual needs."

Another definition of Human rights is- "Human Rights are commonly understood as being those rights which are inherent to human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."

An analysis of the definition reveals the following characteristics:

- Human rights are the rights enjoyed by everyone as human beings.
- These are a set of standards that protect the dignity and freedom of individuals.

- Human rights are essential for the full development of individuals and communities.
- These rights are inalienable in that no one can have his or her rights taken away.
- Human rights are guaranteed to everyone without distinction to race, colour, gender, language, religion, political or other opinion, national or social origin, property, birth or other status.
- Human rights are universal, meaning that they are applied equally and without discrimination to all people.

## 4.4 IMPORTANCE OF HUMAN RIGHTS FOR NATIONAL DEVELOPMENT

Now that you have understood the meaning of human rights let us discuss the importance of human rights for national development.

As stated above, human rights are the most fundamental of all rights to be enjoyed by every person as a human being. It is the duty of every nation to provide equal opportunity for all irrespective political, economic or social differences. It is a well known fact that people everywhere seek physical security, freedom from suffering and freedom from unreasonable restraint for themselves and their families. They seek equality and fairness, the opportunity to reach their potential and acknowledgement of their inherent dignity. To deny human beings their right is to set the stage for social and political unrest, hostility among nations and between groups within a nation.

Human rights are formally expressed and legally guaranteed by international human rights law. The law obligates states to ensure and implement human rights or restrains states from violating human rights. There has been tremendous expansion in the understanding and application of human rights ideas over the recent decades. This has many positive results. Knowledge about human rights can empower individuals and promote remedies for specific problems. Values of

tolerance and equality promote the reduction of friction within society. Proper observance of human rights promotes the security and well being of all people. For proper development of any nation human rights are important because they

- Strengthen our respect for our fellow human beings and protect the dignity and freedom of individuals;
- provide opportunities for full development of the human personality;
- Promote understanding, respect, gender equality and friendship among the citizens;
- help to eradicate racial, ethnic, religious and linguistic differences; and
- enable all the persons to participate effectively in a free society.



**CHECK YOUR PROGRESS**

**Q 1 :** What is meant by the Human Rights?

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**Q 2 :** Mention three characteristics of Human Rights.

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**Q 3 :** Why are human rights important?

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## 4.5 HUMAN RIGHTS IN INDIAN CONSTITUTION

The Indian constitution is first and foremost a social document. It reflects collective perception of social values of the country. The Constitution captures the essence of human rights in its preamble and in the sections on fundamental rights and directive principles of state

policy. Let us discuss Human Rights as enshrined in the Constitution of India.

### 4.5.1 Preamble

The preamble to the Constitution of India which outlines the objectives of the constitution states:

" We the people of India, having solemnly resolved to constitute India a Sovereign, Socialist, Secular, Democratic Republic and to secure all the citizens"

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

### 4.5.2 Fundamental Rights

The Founding fathers of the Indian Constitution were conscious of the need to provide real freedom for each citizen. In pursuance of socio- political values, part-III of the Constitution contains a Bill of Fundamental Rights to all the citizens of the country enforceable by the Supreme Court and High Courts. These may be grouped in the following categories:

**Right to Equality :**

Articles 14 – 18 of the constitution of India deal with the Right to Equality—

(i) Equality before law and equal protection of law to all persons within the territory of India (Article—14).

(ii) State cannot discriminate on grounds of religion, race, castes, sex or place of birth. It also provides public places for all without discrimination (Article—15).

(iii) Equality of opportunity in matters of public appointments or public services (Article—16)

(iv) Abolition of untouchability (Article—17).

(v) Abolition of titles ( other than military and academic )- (Article18)

These provisions (Article 14 –18) clearly establish that all citizens have been guaranteed political and social equality. The constitution protects also the citizens against discriminatory treatment and provides them equal opportunity in social and public life.

**Right to Freedom :**

Articles 19—22 cover the Right of Freedom.

**A. Six Fundamental Freedom—(Article 19)**

(a) Freedom of speech and expression.

(b) Freedom to assemble peacefully without arms.

(c) Freedom to form associations and unions.

(d) Freedom to move freely throughout the territory of India.

(e) Freedom to reside and settle in any part of India.

(f) Freedom to practice any profession or to carry on any occupation or business.

**B. Protection in respect of Conviction of Offences(Article-20) :**

This provides that no person shall be convicted of any offence except for violation of law in force at the time of commission of the act. Nobody should be subjected to penalty or punishment greater than that provided under law at the time of an offence.

**C. Protection of Life and Personal Liberty (Article-21) :**

The constitution of India provides that “no person shall be deprived of life or personal liberty except according to the procedure established by law.” This right is the most fundamental of all fundamental rights and it can never be suspended was not suspended even during emergency.

**D. Protection Against Arrest and Detention in Certain Cases (Article-22)**

(a) It lays down that no person who has been arrested shall be detained in custody without being informed, as soon as may be, on the ground of such arrest.

(b) Arrested person shall not be denied the right to consult and to be defended by a legal practitioner of his/her choice.

(c) Each arrested/detained person has to be produced before the nearest magistrate within twenty four hours of such arrest and cannot be kept in custody beyond twenty four hours without the authority of the magistrate.

(d) The constitution, however, provides for arrest in preventive detention Act of a person committing anti- national activities. In such a case the initial detention may be for two months and the further detention can only be on the recommendation of an Advisory Board under the chairmanship of a Judge of High Court also having two other High Court Judges as members.

**Right Against Exploitation :**

(a) Prohibition of traffic in human beings, beggar and forced labour (Article-23).

(b) Prohibition of employment of children below the age of 14 years in factories, mines or other hazardous jobs (Article-24).

**Right to Freedom of Religion :**

The Constitution of India provides freedom of religion under Article-25 to 28 to all persons. Freedom of religion involves-

(a) Freedom of conscience and right to profess, practice and propagate any religion (Article-25).

(b) Freedom to manage religious affairs, to own and acquire moveable and immoveable property and to administer such property (Article-26).

(c) It also provides that no person shall be compelled to pay taxes for the promotion and maintenance of any particular religion (Article- 27).

(d) No religious instruction can be provided in an educational institution which is wholly maintained out of state funds or which receives aid from the state-(Article-28). Similarly, there is freedom to attend religious instructions or religious worship in certain educational institutions and nobody shall be forced or compelled to attend any religious instructions and functions.

**Cultural and Educational Rights :**

(a) Protection of the interests of minorities and to enable to them to conserve their language, script or culture (Article-29).

(b) Right of minorities to establish and administer educational institution of their choice (Article- 30)

**Right to Constitutional Remedies:**

Article 32 grants the right to move the Supreme Court by appropriate proceedings for the enforcement of the rights conferred by the Constitution. The Supreme Court has been vested with the authority to issue writs, orders or directions. The writs in the nature of Habeas Corpus, Mandamus, Prohibition, Quo-Warranto and certiorari whichever may be appropriate for the enforcement of rights, can be issued by the Supreme Court. Under Article-226, the people can even move High Courts for the enforcement of fundamental rights.

Similarly, the Directive Principles of State Policy which has been provided in part IV of the constitution (Articles 36 to 51) aims at realizing the high ideals of justice, liberty, equality and fraternity as outlined in the Preamble to the constitution.

## 4.6 ROLE OF EDUCATIONAL INSTITUTIONS FOR PROMOTING HUMAN RIGHTS

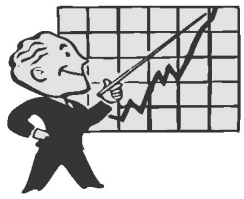
Human rights education is the education about and for human rights. It mainly which focuses on imparting knowledge of human rights, developing necessary skills to exercise these rights and right attitude and values to protect other's rights. Therefore, educational institutions can play a great role in imparting human rights education because education is holistic in character. It makes our life progressive, cultured and civilized. Education is a power which imbibes the values of tolerance, solidarity and cooperation. It liberates the mind from narrowness and nurtures democratic values and promotes social transformation based on human rights culture.

Let us discuss what kind of role the educational institutions can play in promoting human rights.

- Educational institutions can organize different programmes such as, celebration of human rights day on December 10, essay competition, debating competition, seminar, symposia, drama, fieldtrips, awareness campaign etc. among their students for the promotion of Human rights.
- As suggested by University Education Commission, to start work everyday in all educational institutions with a few minutes of silent meditation either in the classroom or in the Assembly hall. Occasionally, in these assembly meetings inspiring speeches from great literature, religious as well as secular, and pertaining to all religions and cultures of the world, could be read for creating a sense of respect for all religions and cultures.
- In the course of co- curricular activities learned and experienced persons may be invited to deliver lectures on human rights.
- In all educational institutions some form of physical training should be compulsory at every stage. This can be graded from Cubs to Boy Scouts to auxiliary to National Cadet Corpse. Games and

sports should be encouraged and the dignity of manual work and social service to the community should be taught.

- The teaching of moral and spiritual values in educational institutions is desirable and specific provision for such instruction is feasible within certain limitations. The letter and spirit of the Constitution must be respected and the sensibilities of religious groups, different castes and communities cannot be ignored. Such teachings should enlighten the students, promote mutual understanding and respect among persons of different faiths, castes and communities and can contribute to national unity.
- Human rights themes may be incorporated into the existing school subjects such as History, Civics, Literature, Art, Geography, Languages and Scientific subjects or may have specified course of human rights education which may be pursued through less formal education arenas within and outside schools such as after school activities, and youth forums.
- For infusing human rights education into educational system provision should be made to include human rights education and human rights education methodologies in Pre- service and In-service training for teachers.
- Human rights are not just academic subjects. It involves feelings, values and opinions which must be given equal importance if transformative learning is to take place. The establishment of support networks of teachers and other professionals from human rights groups, teachers unions, non- governmental organizations etc. may help a lot in educating and protecting human rights.



**CHECK YOUR PROGRESS**

**Q 4:** State the main objective of the Constitution as mentioned in the Preamble.

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**Q 5 :** Mention the fundamental rights enshrined in the Constitution of India.

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**Q 6 :** List the fundamental freedom.

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**Q 7 :** Name the article where protection in respect of conviction of offences are mentioned.

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**Q 8 :** What is the right against exploitation?

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**Q 9 :** Write briefly the role of educational institutions for promoting Human Rights.

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## 4.7 LET US SUM UP

- Through this Unit on Human Rights in Indian Constitution, you have learnt a good deal about human rights, its definition, importance and as a fundamental right enshrined in Indian constitution.
- Human rights are those conditions of life that allow us to fully develop and use our human qualities. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her rights without any distinction to race, colour, gender, language, religion, national or social origin, property, birth or other status.

- Human rights are the most fundamental of all rights which come to every person as a consequence of being a human. These rights are formally expressed and legally guaranteed by international human rights law. It is the duty of every nation to ensure and implement human rights. Knowledge of human rights can empower individuals and promote remedies for specific problems. It also promotes understanding, respect, gender equality and friendship among the citizens and eradicate racial, ethnic religious and linguistic differences.
- The constitution of India has provided a detailed list of human rights and incorporated them in the form of Fundamental Rights and the Directive Principles. The fundamental rights are—Right to Equality (Article-14 to18), Right to Freedom (Article 19 to 22), Right Against Exploitation(Article 23 and 24), Right to freedom of Religion (Article 25 to 28), Cultural and educational Rights (Article 29 and 30) and Right to Constitutional Remedies (Article 32).
- Educational institutions can play a great role in imparting human rights education in various ways. They may organize different programmes like essay competition, debating , awareness campaign etc. among their students. Occasionally they can invite learned and knowledgeable persons to deliver lectures on human rights.
- Teaching of moral and spiritual values is desirable and special provision should be made for such instruction. Human rights themes may be infused into the existing school subjects.
- In teacher training programmes also human rights education and human rights education methodologies should be included. Besides this, the establishment of a support network of teachers and other professionals from human rights groups, teacher unions, non- governmental organizations etc. may help in educating and protecting human rights.



## 4.8 FURTHER READING

1) Basu, D.D.(2003) Human Rights in Constitutional Law. Wadhwa, Nagpur.

2) Patil, V. T. & Sastry(2000) Studies in Human Rights, P.R. Books, New Delhi.

3) Sen, A. N. (2005) Human Rights, Sri Sai Publications.



## 4.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Human rights are inherent entitlements which come to every person as a consequence of being human.

**Ans to Q. No. 2 :** (i) Human rights are the rights to be enjoyed by everyone have simply because we are human beings. (ii) Human rights are founded on respect for the dignity and worth of each person. (iii) Human rights are universal, meaning that they are applied equally and without any discrimination to all people.

**Ans to Q. No. 3 :** Human rights are important because they protect the dignity and freedom of individuals, provide opportunities for full development of human personality, promote understanding, respect, gender equality and eradicate racial, ethnic, religious and linguistic differences.

**Ans to Q. No. 4 :** To constitute India into a Sovereign, Socialist, Secular, Democratic Republic and to secure all its citizens Justice, social economic and political, Liberty of thoughts, expression, belief, faith and worship; Equality of status and opportunity; and to promote among them all fraternity assuring the dignity of the individual and the unity and integrity of the nation.

**Ans to Q. No. 5 :** Right to Equality, Right to Freedom, Right Against Exploitation Right to Freedom of Religion, Cultural and Educational Rights and Rights to Constitutional Remedies.

**Ans to Q. No. 6 :** Freedom of speech and expression, freedom to assemble peacefully and without arms, Freedom to form associations and unions, Freedom to move freely throughout the territory of India, Freedom to reside and settle in any part of India and freedom to practice any profession or to carry on any occupation, trade or business.

**Ans to Q. No. 7 :** Article-20

**Ans to Q. No. 8 :** It is concerned with the prohibition of human trafficking, forced labor, employment of children below the age of 14 in factories, mines or for other hazardous jobs.

**Ans to Q. No. 9 :** Educational institutions can organize awareness campaigns, lectures, seminars, symposia etc. Human Rights themes may be infused in different curricular subjects and to make the teacher conscious about human rights, human rights education teaching methodologies should be included in the teacher training programme.



## 4.10 POSSIBLE QUESTIONS

**A) Short Questions** (Answer each question in 150 words)

**Q 1 :** What is meant by Human Rights? What are its characteristics?

**Q 2 :** Give a definition of Human Rights and explain why Human Rights are important for the development of a nation.

**Q 3 :** Mention briefly the Preamble of Indian Constitution.

**Q 4 :** Why do you think that fundamental rights are important for a decent standard of living?

**B) Long Questions** (Answer each question in 300-500 words)

**Q 1 :** What is Fundamental Right? Explain the Fundamental Rights enshrined in the Indian Constitution.

**Q 2 :** Discuss the role of educational institutions in promoting human rights.

# UNIT 5 : EDUCATION AND HUMAN RIGHTS

## UNIT STRUCTURE


5.1 Learning Objectives

5.2 Introduction

5.3 Education and Human Rights

5.3.1 Need for Human Rights Education

5.3.2 The Goals of Human Rights Education

5.4 Universal Declaration of Human Rights by United Nations

5.5 Right to Education

5.6 Right to Education Act of 2009

5.7 Let Us Sum UP

5.8 Further Reading

5.9 `Answers to Check Your Progress

5.10 Model Questions


## 5.1 LEARNING OBJECTIVES

After going through this unit you will be able to—

- identify the importance of education for promoting human rights;
- familiarise yourself with the provisions of Universal Declaration of Human Rights by U. N;
- explain the meaning and importance of right to education and the Right to Education Act of 2009.

## 5.2 INTRODUCTION

In the previous unit we have discussed the meaning and importance of human rights along with the human rights as enshrined in the Constitution of India. You must have understood that human rights are inalienable rights for every human being irrespective of nationality, gender, community, dwelling place, origin, caste, colour, religion, language or any other status. But most

of the people are unaware of these rights. Consciousness and common sense are the two things that can enliven the natural rights. Here education has to play a big role in driving away our ignorance about our rights. We are all human beings and while living our life we ought to be aware of the fundamental rights we are to enjoy and assert. Apart from dealing with the general issues of education and human rights this unit also discusses the provisions of Universal Declaration of Human Rights, our right to education and the Right to Education Act of 2009 passed by the Indian Parliament This unit deals with education and human rights, provisions of Universal Declaration of Human Rights, right to education and Right to Education Act of 2009.

## 5.3 EDUCATION AND HUMAN RIGHTS

It is a well known fact that education is the instrument to remove ignorance and darkness. Every human being should know that he is a human being and should live like a human being. In other words, one should have the knowledge of his rights and privileges. Education is the process through which we can give knowledge concerning about human rights and also how to protect these rights. It is because of this 'Human Rights Education' has become an integral part of the process of education and is being implemented in schools and colleges.

There are three dimensions to the promotion of human rights through education:

(a) KNOWLEDGE—Providing information about human rights and the mechanisms that exist to protect these rights.

(b) VALUES, BELIEFS AND ATTITUDES—Promoting human rights culture through the development of these processes and

(c) ACTION—Encouraging people to defend human rights and prevent human rights abuses.

From the dimensions mentioned above, it is clear that the major objectives of human rights education are to make the learners aware of the universal yearning for rights, to give the learners some basic knowledge concerning the instruments through which to protect human rights and to also help

them think critically about these issues and their application in cases where human rights are denied.

### 5.3.1 Need for Human Rights Education

The necessity of Human Rights Education may be summarized in the following manner—

- To make people aware about human rights.
- It helps in protecting people from any sort of discrimination, unfair treatment and facilitating a democratic set up worldwide.
- It contributes towards the development of global and wide perspectives, insights into the idea of international society and community.
- To ensure essential respect for human rights in a democratic and multicultural setup where tolerance and patience are a must for all.
- To propagate global awareness and mutual understanding among the citizens.
- It helps in the eradication of human rights abuses, social injustice, human selfishness and poor self- orientations.
- To consider the ideological and political dimensions of human rights.

### 5.3.2 The Goals of Human Rights Education

Human rights education teaches both about human rights and for human rights. Its goal is to help people understand human rights, value human rights and take responsibility for respecting, defending and promoting human rights. Education about human rights provides people with information about human rights. It includes learning —

- About the inherent dignity of all people and their right to be treated with respect;
- About human rights principles, such as the universality, indivisibility and interdependence of human rights;

- About how human rights promotes peaceful resolution of conflicts;
- About regional, national, state and local law ;
- About international law like the Universal Declaration of Human Rights or Convention on the Rights of the Child;
- About using human rights law to protect human rights;
- About human rights violations such as torture, genocide or violence against woman and the social, economic, political forces that cause them; and
- About the persons and agencies that are responsible for promoting, protecting and respecting human rights.



**CHECK YOUR PROGRESS**

**Q 1 :** What are the two things that education helps to remove?

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**Q 2 :** List three points why we need human rights education.

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**Q 3 :** Mention three goals of human rights education.

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**Q 4 :** What are the objectives of human rights education?

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## 5.4 UNIVERSAL DECLARATION OF HUMAN RIGHTS ( UDHR )

The U N General Assembly proclaimed the Universal Declaration of Human Rights on 10th December 1948, as a common standard of achievement for all people and all nations. This was the first formal attempt at international level to give the most authentic enumeration of the basic human rights and freedoms. Human rights have been described as "those minimal rights that every individual must have by virtue of being a member of human family." The Declaration contains thirty articles that specify a set of rights and freedom for the survival of mankind. These include the following:

**Article 1 Right to Equality—** All human beings are born free and equal in dignity and rights.

**Article 2 Freedom from Discrimination—** Everyone is entitled to be free from any kind of discrimination, such as race, colour, sex, language, religion, political or other opinion national or social origin, property, birth or other status.

**Article 3 Right to Life, Liberty, Personal Security—** Everyone has the right to life, and to live in freedom and safety.

**Article 4 Freedom from Slavery—** Slavery and slave trade shall be prohibited in all their forms. Nobody has the right to make any one a slave.

**Article 5 Freedom from Torture, Degrading Treatment—** No one shall be subjected to cruel, inhuman treatment or punishment.

**Article 6 Right to Recognition as a person before the law—**Everyone has the right to recognition everywhere as a person before the law.

**Article 7 Right to equality before law—** All are equal before the law and are entitled to get equal protection against any discrimination.

**Article 8 Right to Remedy by Competent Tribunal—** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9 Freedom from Arbitrary Arrest, Detention or Exile—** Nobody has the right to put one in prison without a good reason and to keep him there.

**Article 10 Right to Fair Public Hearing—** Everyone is entitled to receive fair public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11 Right to be considered innocent until proven guilty—** Nobody should be blamed for doing something until it is proven.

**Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence—** Nobody should try to come into our home, open our letters, or bother us or our family without a good reason.

Article 13 Right to Free Movement in and out of the Country— Everyone has the right to go where he wants to within his own country and abroad and to travel as he wishes.

**Article 14 Right to Asylum in other Countries from persecution—** If anyone getting frightened of being badly treated in one's own country, shall have the right to run away to another country for safety.

**Article 15 Right to Nationality and Freedom to Change it—** No one shall be arbitrarily deprived of his nationality nor denied to change his nationality.

**Article 16 Right to Marriage and Family—** Every grown up has the right to marry and to have a family if they want to.

**Article 17 Right to own Property alone as well as with others—** No one shall be arbitrarily deprived of his property or things and also stopped from shareing it with others.

**Article 18 Freedom of Belief and Religion—** Everyone has the right to believe in what he wants to believe, to have a religion or change it if he wants.

**Article 19 Freedom of Opinion and Expression—**This right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media.

**Article 20 Right to Peaceful Assembly and Association—** Everyone has the right to meet his friends and to work together in peace to defend his rights.

**Article 21 Right to Participation in Government and in Free Elections—** Everyone has the right to take part in the government of his country directly or through chosen representatives and also equal access to public service in his country.

**Article 22 Right to Social Security—** As a member of society, all should have the right to affordable housing, medicine, education, and child care, enough money to live on and medical help if they are ill or old.

**Article 23 Right to Desirable Work and to join Trade Unions—** Every grown up has a right to a job, to fair wage for the work done and to join a trade union.

**Article 24 Right to Rest and Leisure—** Every one has the right to rest and leisure, including reasonable limitations of working hours and periodic holidays with pay.

**Article 25 Right to Adequate Living Standard——** Every one has the right to live a good life adequate for the health and well being of himself and of his family, including food, clothing, housing and medical care and necessary social services and also has the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in the circumstances beyond his/her control.

**Article 26 Right to Education—** Education is a right. Elementary education should be free and compulsory.

**Article 27 Right to Participate in the Cultural Life of the Community—** This includes the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

**Article 28 Right to Social Order assuring Human Rights—** Every one is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29 Right to Community Duties essential to Free and Full Development—** Every one has duties to the community in which alone the free and full development of his personality is possible.

**Article 30 Freedom from State or Personal Interference to the above Rights—** No one can take away our fundamental human rights mentioned above.

The Universal Declaration was not a sudden or sporadic outburst of sentiment, but an expression of the inner urge which had, for ages, been silently welling up in the hearts of mankind. The primary anxiety has been to secure what was and is considered to be most essential of all fundamental rights including the freedom of faith and belief. The rights stated above were adopted in the form of a resolution, but not as a legally binding convention. The Declaration is observed by all the countries of the world as a code of conduct for the establishment of lasting peace among mankind.



**CHECK YOUR PROGRESS**

**Q 5 :** Name the date and year of the proclamation of UDHR.

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**Q 6 :** What is meant by Right to Equality?

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**Q 7 :** What is Freedom from Slavery?

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**Q 8 :** Name the Article where the Right to taking Asylum in other Countries is stated.

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**Q 9 :** Is there any mention about Right to Education?

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**Q 10 :** Explain the right to social order assuring human rights.

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## 5.5 THE RIGHT TO EDUCATION

Education is a human right. The Article 26 of The Universal Declaration of Human Rights says that:

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Tuned with the spirit of the Declaration, the Directive Principles of the State Policy enumerated in our Constitution lays down that the state shall provide free and compulsory education to all children up to the age of 14 years. With the insertion of Article 21-A in the Constitution by the Constitution (Eighty – sixth Amendment) Act, 2002 wherein it is provided that the State shall provide free and compulsory education to all children of the age of 6 to 14 years as a Fundamental Right in such a manner as the State may, by law, determine. Consequently, the Right of Children to Free and Compulsory Education Bill 2008, was proposed to be enacted to provide—

- That every child has a right to be provided full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.
- 'Compulsory education' casts an obligation on an appropriate Government to provide and ensure admission, attendance and completion of elementary education.
- 'Free education ' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee

or charges or expenses which may prevent him or her from pursuing and completing elementary education.

- The duties and responsibilities of the appropriate Governments, local authorities, parents, schools and teachers in providing free and compulsory education, and
- A system for protection of the right of children and a decentralized grievance redressal mechanism is to be provided.

The legislation was anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all. The state is directed to strive for the right to education, make provision for free and compulsory primary education (Article 45), and promote educational interest of all sections of the society.

## 5.6 RIGHT TO EDUCATION ACT— 2009

The Right to Education Act 2009 is an Act to provide free and compulsory education to all children of the age of 6 to 14 years. The Right of Children to Free and Compulsory Education Bill was passed by both the Houses of Parliament received the assent of the President on 26th August, 2009. It came on the statute Book as "The Right of Children to Free and Compulsory Education Act, 2009". The main provisions of the Act are as follows:

- Free and compulsory education to all children of India in the 6 to 14 age group.
- The Government schools shall provide free education to all children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.

- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in the class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provision of Births Deaths and Marriages Registration Act 1856, or on the basis of such other document may be prescribed. No child should be denied admission in a school for lack of age proof.
- A child who completes elementary education shall be awarded a certificate.
- It lays down the norms and standards relating to inter alia to pupil-teacher ratio, buildings and infrastructure, school working days, teacher working hours.
- School teachers will need adequate professional degrees within 5 years or else will lose jobs.
- It prohibits (a) physical punishment and mental harassment, (b) screening procedure for admission of children; (c)capitation fee; (d) private tuition of teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the Constitution and ensuring all round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.



**CHECK YOUR PROGRESS**

**Q 11 :** Name the age group for whom education is compulsory.

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**Q 12 :** Name the article of our Constitution that says about free and compulsory education.

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**Q 13 :** How should the age of the child be determined?

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**Q 14 :** Mention the time limit that has been fixed for teachers to acquire a professional degree.

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**Q 15 :** List the measures that are prohibited in the RTE Act of 2009.

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**Q 16 :** What is meant by compulsory education?

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## 5.7 LET US SUM UP

- This Unit deals with human rights and education. We know that education is an instrument of social change. To create awareness among people about human rights and how to protect these rights, education is considered to be a main instrument. Because of this Human Rights Education has become an integral part of the process of education.

- There are three dimensions to the promotion of human rights through education. These are—knowledge, values, beliefs and attitudes and action.
- Human rights education is necessary because it helps in protecting people from any kind of discrimination; it creates mutual understanding among the people, it helps in the eradication of human rights abuses, social injustice and selfishness and self-orientedness.
- Human rights teaches both about human rights and for human rights. They include learning about the inherent dignity of all people and other human rights principles like universality, indivisibility, interdependence etc. and also about regional, national, state and local law.
- The UN General Assembly proclaimed the Universal Declaration of Human Rights in 10th December, 1948.It is a common standard of achievement for all people and for all nations. This is the first formal attempt at the international level to give the most authentic enumeration of basic human rights and freedoms.
- The concluding section of the unit includes Right to Education and Right to Education Act of 2009. The Constitution (Eighty- sixth Amendment) Act 2002 inserted Article 21- A in the Constitution of India to provide free and compulsory education for all children in the age group of 6 to 14 years as a fundamental right in such a manner as the state may by law determine.
- The Right of Children to Free and Compulsory Education (RTE) Act of2009,which represents the consequential legislation envisaged under 21-A , means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.



## 5.8 FURTHER READING

1) Mohanty,J. (2004)Human Rights Education, New Delhi: Deep and Deep Publication.

2) Pal, R. M. and Chakravarty, S. (2000) Human Rights Education in India, New Delhi.

3) The Right of Children to Free and Compulsory Education Act, 2009,Universal Law Publishing Co. New Delhi.



## 5.9 ANSWERS TO CHECK YOUR ROGRESS

**Ans to Q. No. 1 :** Ignorance darkness

**Ans to Q. No. 2 :** To make people aware about human rights, to protect people from any type of discrimination, unfair treatment and facilitating a democratic set up worldwide.

**Ans to Q. No. 3 :** To teach people about inherent dignity of people, to teach human rights principles like universality, indivisibility and interdependence, to teach about human rights law to protect human rights.

**Ans to Q. No. 4 :** To make people aware about universal yearning for rights and to give the students basic knowledge concerning instruments for protecting human rights.

**Ans to Q. No. 5 :** 10th December, 1948.

**Ans to Q. No. 6 :** All human beings are born free and equal in dignity and rights.

**Ans to Q. No. 7 :** No one shall be held for slavery, slavery and slave trade shall be prohibited in all their forms.

**Ans to Q. No. 8 :** Article 14.

**Ans to Q. No. 9 :** Yes, in Article 26 of Universal Declaration of Human Rights.

**Ans to Q. No. 10 :** In the Article28 it is stated that every one is entitled to a social and international order in which the rights and freedoms set forth in the Declaration can be freely realized.

**Ans to Q. No. 11 :** 6 to 14 years age group.

**Ans to Q. No. 12 :** Article 21- A (Eighty Sixth Amendment of the Constitution).

**Ans to Q. No. 13 :** Mainly by birth certificate. But no child shall be denied admission in a school for lack of age proof.

**Ans to Q. No. 14 :** 5 years.

**Ans to Q. No. 15 :** (a) Physical punishment and mental harassment (b) Screening procedures for admission of children (c) Capitation fee (d) Private tuition by teachers (e) Running of schools without recognition.

**Ans to Q. No. 16 :** Compulsory education is an obligation of the appropriate government to provide and ensure admission, attendance and completion of elementary education.



## 5.10 MODEL QUESTIONS

**A) Short Questions** (Answer each question in 150 words)

**Q1 :** What is human right?

**Q 2 :** What is meant by human rights in education?

**Q 3 :** What is the necessity of human rights education?

**Q 4 :** Identify some goals of human rights education.

**Q 5 :** Identify the articles of the Indian Constitution who speaks on social security.

**B) Long Questions** (Answer each question in 300-500 words)

**Q 1 :** Discuss the needs and importance of Human Rights Education for the people to have a quality life in India.

**Q 2 :** Describe the Universal Declaration of Human Rights in detail.

**Q 3 :** What is compulsory primary education? Explain the Constitutional provisions of RTE 2009.

# UNIT 6 : SECONDARY EDUCATION AND ITS PROBLEMS IN INDIA

## UNIT STRUCTURE


6.1 Learning Objectives

6.2 Introduction

6.3 Need and Importance of Secondary Education System

- 6.3.1 Vocationalisation of Secondary Education System
- 6.3.2 Problems of Secondary Education System

6.4 Recommendations in improving the Secondary Education System

6.5 Let US Sum Up

6.6 Further Reading

6.7 Answers to Check Your Progress

6.8 Model Questions


## 6.1 LEARNING OBJECTIVES

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

- specify the needs and importance of secondary education system
- explain the vocationalization of secondary education system
- point out the problems of secondary education system
- discuss the recommendations in improving the secondary education system

## 6.2 INTRODUCTION

Secondary education is the link between the primary and higher education and it serves the age group of 14-18 years. It encompasses all the classes after the primary and before the university. The level of secondary education varies from country to country. Before independence, secondary education in India was known as vernacular middle school, high school, entrance, matriculation, and intermediate school etc.

Mudaliar Commission (1952-53) has termed secondary education as higher secondary education and ninth to eleventh classes were included in it and the 12thclass was included in the pre-university class.

The structure of secondary education changed after the independence of the country. Secondary education has been separated into three groups, from class 6 to 8 (Junior High School), 9-10 (High School) and 11-12 (Higher secondary or Intermediate). Today the structure is divided into two types as Junior secondary and higher secondary. The junior secondary covers the classes of IX and X and higher secondary consists of the classes of XI and XII.

In the process of formulation of secondary education, various structural reforms were done on secondary education. Some of them are Calcutta University Commission (1917-19), The University Education Commission (1948-49), Secondary Education Commission (1952-53), The Central Board of Secondary Education (1972), Shukla National Committee etc.

In India, two types of secondary education are in vogue. They are

- Intermediate
- Higher Secondary

Secondary education possesses great importance in the education system of our country. It provides the opportunity to mould the character and personality of a student so that he can become a responsible citizen of the nation. In addition, it paves the way for the development and expression of their abilities to the fullest. This stage of education provides the student to acquire both knowledge and skill so that he/she can lead a better economic life in future.

The Secondary Education Commission (1952-53) formulated four aims of secondary education, they are --

- Aim of democratic citizenship
- Aim of vocational efficiency
- Aim of personality development
- Aim of leadership training



**CHECK YOUR PROGRESS**

**Q 1 :** What is Secondary Education?

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**Q 2 :** What are the various aims given by Secondary Education Commission for Secondary stage of Education?

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**ACTIVITY 6.1**

According to you, what should be the aims of Secondary Education in the present scenario?

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## 6.3 NEED AND IMPORTANCE OF SECONDARY EDUCATION SYSTEM

Secondary education is the tool through which a student can attain the required knowledge to cross the bridge from primary to tertiary education or the university level.

Some of the basic needs of secondary education are -

- It is needed to make students good and responsible citizens of the nation. The future development of our nation lies in the hands of the students. Therefore, it is the prime stage for securing the desirable the better development of all the capabilities of the students.
- It is needed to make the students economically self-sufficient by providing scope for vocational training. To make our nation economically strong, vocationalization of secondary education is

of utmost importance. The avenues of self employment can be generated to an appreciable extent only through the application and expansion of vocational training.

- It is primarily needed to inculcate social, moral and spiritual values amongst the students. To realize a society based on equality and brotherhood, secondary education can play a very prominent role in implanting the seed of love and compassion along with spiritual ideals in our students.
- It paves the way for imparting leadership qualities to the students. To lead the nation towards prosperity in all the fields, effective and dynamic leadership qualities are very necessary. This stage of education can play a very decisive role in building the leadership qualities among the students.
- Secondary education is needed to develop interest, attitudes, and valuesas well as to build various skills amongst the students. To make any work fruitful with positive result, arousing interest and developing proper skills in our students is utmost necessary and this can be accomplished through secondary education.

Some of the features of secondary education that have a salutary role in the development of the students in terms of values and skills are as follows:

- The goal to realize national integration through democratic living is much emphasized in the courses of languages and social sciences in secondary level.
- The intellectual development of the students is given importance through the provision of subjects like languages, mathematics, sciences and social sciences. In addition, for anall round development of the students, work experience, community service, health and physical education etc are included.
- To make the students at par with those in other countries, particularly the developed nations, recent and latest knowledge about the developments in science and technology, social and

economic development etc is to be imparted to the students by including them in the syllabi.

- Secondary education should include the provision for giving opportunities to the students to be productive and self-reliant. Work experiences is to be taught as a part of the course are related to engineering, agriculture, domestic science, fine arts and other trades some knowledge of which will prepare the students for productive life in future.
- To undertake activities related to community services so that a sense of social responsibility gets inculcated amongst the students.



**CHECK YOUR PROGRESS**

**Q 3 :** Why do we need Secondary Education?

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**Q 4 :** Write two features of Secondary Education which help in the all round development of the students.

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**ACTIVITY 6.2**

Apart from the needs specified here for Secondary Education, what other needs do you feel should be fulfilled in Secondary Education?

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### 6.3.1 Vocationalisation of Secondary Education System

Vocational Education is a way of helping an individual in advancement in occupational areas. Skilled and technically trained

people form a part of the human resources of a developing society. As India is a developing country, the implementation of vocational education training is an essential demand especially at the secondary stage of education. Vocationalization means that vocational subjects should be given a place in the curriculum along with general subjects so that the students can learn some vocational skills and become competent to earn his/her living after completing his general education. Vocationalised education seeks to impart certain skills to the students in order to help them acquire all round development. Vocational training enhances their employability and economic self-dependence.

The concept of vocational education was in vague even before independence in India. During the year 1900-1921, much emphasis was given the inclusion of vocational courses in the intermediate colleges and universities through the recommendations of various commissions.During the year 1921-1947, various recommendations were placed for the improvement of secondary education. These included the introduction of industrial and commercial courses in high schools, so that the students could get the benefit of practical training. Regarding the Secondary Education System, National Policy on Education (NPE), 1986, has provided for environmental awareness, science and technology education, and introduction of traditional elements such as Yoga in to the Indian secondary school system. One of the main functions of India's secondary school system is to provide educational opportunities to the weaker sections of the society and to use the professionals from established institutes to support the vocational trainingprogramme in the secondary schools. In addition, one of the most prominent features of Indian secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing.

The importance of vocational education from the point of view

of unemployment was much stressed with the reorganization of not only general education but also the vocational education. Regarding secondary schools, proper emphasis should be laid on crafts and productive work. This can be achieved through diversification of the courses of study at the secondary level. The students may take up agriculture or some other technical or commercial courses to enhance the productive capability of the country. Some of the needs for vocationalization of secondary education are as follows-

- To prepare middle level manpower
- To provide proper preparation for middle level vocations
- To improve the general education attainments and develop the skills of the students needed for employment without closing the door for further education even when they are employed
- To help us to march towards equitable sharing of the benefits of economic development and towards social justice.

To make India a developed nation, a uniform development is vital and it can be realized through proper application of vocationalization in secondary education.

## 6.3.2 Problems of Secondary Education System

Though Secondary education system has been modified and necessary changes have been effected in different periods, some of the problems still exist. These problems can be listed as below:

- **The problem of organization and form of secondary schools**

  The basic organization and form of secondary schools varies from place to place in India. The only solution is to amalgamate the course materials so that a common form can be established throughout the nation, thereby protecting the students from any difficulty.

- **The problem of the determination of the basic aims of secondary education**

  The basic aim of secondary education is to make the student self reliant, but this aim has remained largely theoretical. Inspite of opening large number of secondary schools, efforts are yet to be taken to the necessary extent to realize the basic goals of secondary education. The only way open to the students is to enter higher education or to seek a job after completing secondary education.

- **The problem during construction of the curriculum**

  The general structure of secondary education syllabus is theoretical with least emphasis for more practicality and usefulness. The course should be uniform throughout India, though minor regional variants can be included. Though language problem still persists in our country, the introduction of a common medium like English or Hindi will make a difference. In view of this, three language formula has been emphasized.

- **The problem of examination**

  Apart from external examinations, internal examinations should be given importance in addition to the inclusion of objective type questions along with essay type questions.

- **The problem of lack of finance**

  The real goal of secondary education will not be accomplished if there is lack of finance. The infrastructure development is a priority and should be accorded the required importance for the benefit of the students.Government as well as private institutions should come forward in supporting the systems associated with secondary education. Tax benefits and other incentives should be given to the organizations or persons actively involved in financing various facets of secondary

education.

- **The problem of management and administration**

  The administration of secondary schools is generally run by government, non-government or private and local bodies. The systems of management in all these schools vary. The educational administration is carried out by various administrative units like the central, regional and district units. But due to various controlling authorities, various central and state boards, there is lack of harmony and coordination among the officials of these units for which the basic purpose of secondary education is not fulfilled.

- **The problem of dearth of sufficient number of efficient teachers**

  Teachers are the backbone of the secondary education system. Dearth of sufficient number of really efficient teachers is one of the problems faced by secondary education in our country. The government should take some effective measures so that teachers can be trained up to teach secondary education so that the basic objective is attained.

- **The problem of supervision**

  Due to the mushrooming growth of secondary schools in India, proper supervision is not adequately done. The Inspectors of Schools are so busy with other official works, they do not get time to inspect each and every school. Some effective ways of mechanism should be incorporated so that the Inspector of Schools gets ample time to visit the schools. The inspectors should be properly trained up so that the supervision carried out by them yields result for the future formulation future of policy respect of quality improvement at the secondary stage at national level.

## 6.4 RECOMMENDATIONS IN IMPROVING THE SECONDARY EDUCATION SYSTEM

The problems of secondary education have received due attention of the educational planners to recommend various measures. Different committees and commissions established from time to time have been implementing these recommendations. Amongst these, Secondary Education Commission (1952-53) provided valuable recommendations regarding the improvement of secondary education system in our country.

Given below are some of the suggestions for improving the secondary education system in our country.

- The curriculum of secondary education in our country should be so designed as to give emphasis on the development of the different abilities and capabilities of the students. The curriculum should include more and more new subjects to suit the needs of the present day youth.
- To address the problem of indiscipline amongst the students, proper attention should be given to the factors which are responsible for the growing indiscipline among the students.For this sustainablemutual interaction and cooperation among the general public, parents, teachers and the government is necessary.
- The government should regulate the management and administration of the private institutions as nationalization of the entire secondary education is not yet fulfilled.
- The standard of teaching can be raised only through proper appointment of teachers and their training from time to time in order to acquaint them with the latest teaching methods. Only the persons who are enthusiastic and who wish to dedicate themselves for the service of the society and cause of education should be selected for the teaching job.
- To remove the defects of the examination system in the secondary stage, adequate emphasis should be given to the periodic internal

assessment of the students.

Secondary students should be provided with various options to get enrolled in different vocational subjects so that after passing out of the secondary stage, they can become economically self independent and can contribute to the economic development of the country.



**CHECK YOUR PROGRESS**

**Q 5 :** What do you mean by Vocationalization of Education?

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**Q 6 :** Discuss two problems of Secondary Education.

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**ACTIVITY 6.3**

What problems have you faced in the Secondary Education stage and specify some recommendations to overcome these problems?

……

……



**LET US KNOW**

- Vocational Education is a way of helping individual in advancement in occupational areas. Skilled and technically trained people provide

important human resources for a developing society. As India is a developing country, the implementation of vocational education training is an essential requirement especially in secondary stage of education.

- Vocationalization of secondary education is needed to prepare the middle level of man power and to provide necessary preparation for middle level vocations etc.
- Various recommendations have been provided by different committees and commissions established from time to time. The Secondary Education Commission (1952-53) is one such commission that has provided valuable recommendations for the improvement of the secondary education system in our country.



## 6.5 LET US SUM UP

- Secondary education is the link between the primary and higher education and it serves the age group of 14-18 years.
- It encompasses all the classes after the primary and before the university. The level of secondary education varies from country to country.
- The form of secondary education changed after the independence of the country. Now the seven year secondary education is generally followed.
- The form of secondary education changed after the independence of the country.
- Secondary education has been divided into three groups, from class 6 to 8 (Junior High School), 9-10 (High School) and 11-12 (Higher secondary or Intermediate). Today the structure is divided into two types as Junior secondary and higher secondary. The junior secondary covers the classes of IX and X and higher secondary consists of the classes of XI and XII.

- It provides the opportunity to mould the character and personality of a student so that he can become a responsible citizen of the nation. In addition, it paves the way for the development and expression of their abilities to the fullest.
- Secondary education is the tool through which a student can attain the required knowledge to cross the bridge from primary to tertiary education or university level.
- One of the basic objectives of secondary education is to make students good and responsible citizens of the nation. It is needed to make the students economically self-sufficient by providing them vocational training.
- The secondary education is needed to inculcate social, moral and spiritual values amongst the students.
- Some of the features of secondary education which is essential for the study of the development of the students aim at achieving national integration through the study of the courses of languages and social sciences at the secondary level besides focusing on the intellectual development of the students through the provision of subjects like languages, mathematics, sciences and social sciences.
- Vocational Education helps an individual in the advancement in occupational areas. Skilled and technically trained people are the human resource of a developing society. India being a developing country, the implementation of vocational education training is an essential demand especially in secondary stage of education.
- Thevocationalization of secondary education aims to prepare the middle level man power and to provide proper preparation for the middle level vocations etc.
- Despite the steps taken from time to timeto modify and rectifysecondary education some problems still exist. Particularly the problems regarding organization and form of secondary schools, determinates of the basic

aims of secondary education, designing of the curriculum, the problem of examination and the problems arising out inadequate funds etc.

- Various recommendations are being provided by different committees and commissions. Amongst these, the Secondary Education Commission (1952-53) provided valuable recommendations regarding the improvement of secondary education system in our country.
- Some of the important suggestions can be given for improving the secondary education system in our country. The two most important suggestions are -- to minimize the problem regarding the designing of curriculum of secondary education in our country, which should aim at developing the different abilities of the students. While rooting out the problems of indiscipline among the students, proper attention should be given to the factors which are responsible for growing indiscipline amongst the students.



## 6.6 FURTHER READING

1) Agarwalla, Dr. Sunita (2006); Systematic Approach to Education, Book Land, Guwahati.
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5) Pandey, Dr. R.S. (2010-11); Education in Emerging Indian Society, Agrawal Publications, Agra.
6) Sharma, Ram Nath& Sharma, Rajendra K. (2004); Problems of Education in India, Atlantic Publishers and Distributors, New Delhi



## 6.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Secondary education is the link between the primary and higher education and it serves the age group of 14-18 years. It takes into account all the classes after the elementary and before the university stages.

**Ans to Q. No. 2 :** The Secondary Education Commission (1952-53) formulated four aims for secondary education. They are: Aim of democratic citizenship, Aim of vocational efficiency, Aim of personality development and Aim of leadership training

**Ans to Q. No. 3 :** Secondary education is needed to enable a student to attain the required knowledge to more from the elementary to the tertiary level of education or the university level. It is needed to make students good and responsible citizens of the nation and to make them economically self-sufficient by providing scope for vocational training.

**Ans to Q. No. 4 :** Two features of secondary education which are important for the development of the students are: to realize national integration through democratic living by courses of languages and social sciences in secondary level and to foster the intellectual development of the students through provision of subjects like languages, mathematics, sciences and social sciences.

**Ans to Q. No. 5 :** Vocationalization means that vocational subjects should be given a place in the curriculum along with general subjects so that the students can become competent to earn his/her living after completing his general education. Vocationalised education seeks the development of the overall personality of the child.

**Ans to Q. No. 6 :** Two problems of Secondary Education are mainly the problem of organization and form of secondary schools, and the problem regarding the determination of the basic aims of secondary education



## 6.8 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words)

**Q 1 :** What is Secondary Education?

**Q 2 :** What is the present structure of secondary education system in India?

**Q 3 :** Why is secondary education important?

**Q 4 :** What do you think of vocationalisation of secondary education?

**Q 5 :** Explain two basic problems that you consider most in secondary education?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What are the needs of secondary education system in India? Explain.

**Q 2 :** Write the need and importance of Vocationalization of Education in Secondary stage.

**Q 3 :** What are the significant role of secondary education in the development of values and skills of the learners?

**C) Long Questions** (Answer each question in about 300-500 words)

**Q1 :** Discuss the importance of secondary education as a bridge between elementary and higher education.

**Q 2 :** Whatare the recommendations of Secondary Education Commissionin improving the secondary education system in India? Explain.

**Q 3 :** Why vocationlisation of education should be given more importance in the present society? Discuss.

*****

# UNIT 7: CHALLENGES OF HIGHER EDUCATION

## UNIT STRUCTURE


7.1 Learning Objectives

7.2 Introduction

7.3 Current Status of Higher Education in India

7.3.1 Higher Education and Educational Autonomy

7.3.2 Higher Education and Finances

7.4 Challenges Concerning Higher Education

7.5 Measures for Effectiveness of Higher Education

7.6 Let Us Sum Up

7.7 Further Reading

7.8 Answers to Check Your Progres

7.9 Model Questions

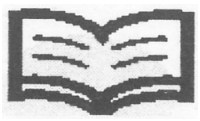

## 7.1 LEARNING OBJECTIVES

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

- identify the importance and the current status of higher education in India
- define the term of autonomy and its application in higher education
- explain the allocation of finance in higher education
- discuss the various issues and problems in higher education
- outline the measures to be taken for effectiveness of higher education

## 7.2 INTRODUCTION

Today the society is considered a knowledge society where there is a demand to develop manpower and skilled persons. Education is power. It makes people skilled and can develop the level of competency in various fields. Apart from the primary education which is thought to be a basic



***Merit goods*:**
A merit good is described as a commodity that an individual or society should have on the basis of some concept of need, rather than the ability and willingness to pay. The concept was first introduced in Economics by Richard Musgrave and was frequently used during the last 1960s and 1980s. Examples: health care, education, subsidized housing etc. Although higher education is an effort of both public and private bodies and agencies but the services are applied universally to everyone for their welfare.

requirement for everyone in society, higher education is an imperative for the proper development of skills of the learners. Education at higher level should be linked with the formation of manpower in order to develop the socio-economic growth of a country. Therefore, it is suggested that higher education should be linked to the development of human resources and formation of human capital. In the present situation, it is also observed that alleviation of poverty, guiding the youth in the right direction etc. can be ensured through developing proper manpower planning with the stress on proper application of knowledge to enhance the employability of our human resources. Besides, India is a country where it's demographic can be considered as an asset; because nearly 51% of India's population is under 25 years of age and also 66% of India's population is under 35 years of age (Census of India 2001).This is the most productive age group and hence an asset (known as demographic dividend) for the country. Thus, higher education considered as ***merit goods*** is an absolute necessity for the country. The Universal Declaration of Human Rights of 1948 stated that higher education should be given the same importance as the elementary education.

While defining higher education we must not only be confined to the physical, mental, intellectual and spiritual development of a person but also must take into account its role in equipping learners with necessary skills for their own wellbeing as well as for the socio-economic development of the society at large.Regarding the role of education as a means of human development and human resource development, Amartya Sen, the Nobel Laureates in Economics, has remarked education is 'essentially a capacity building and it widens the choice of the people and empowers the nation." (Elena Philip, 2008) Thus, the role of the higher education is largely concerned with the dissemination of knowledge, use of information networks and mass media technologies, helping in the improvement of productivity etc. These together go a long way in ensuring the prospect of employability and employment.



**CHECK YOUR PROGRESS**

**Q 1:** Define the basic concept of higher education.

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## 7.3 CURRENT STATUS OF HIGHER EDUCATION IN INDIA

India has the third largest higher education system after USA and China. At present, there are 760 universities, 38,498 colleges catering for higher education in India.Presently, out of these universities, there are 316 State Universities, 43 Central Universities, 122 Deemed to be Universities, 181State Private Universities, 75 Institutions of national importance established under Central legislation and 5 Institutions established under State legislation and others 3 higher educational institutions. Apart from the traditional university system, the Open Universities numbering 15 of which one is central university (IGNOU) and others are state open universities, offering courses in distance mode. The total enrolment in higher education has been estimated to be 34.6 million, from which male constitute with 18.6 million and female constitute 16 million. In fact, at present in the formal higher education system, the female enrolment is estimated 46.2% of the total enrolment. The Gross Enrolment Ratio (GER) in India at present is about 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and females constitute 23.5%. For Scheduled castes, it is 19.9% and for Scheduled Tribes, it is 14.2% which is comparatively poor in terms of National GER which is about 24.5%. Today the nation is giving the importance on strengthening the capabilities of young population (age group 18-25) through skill development courses particularly in higher educational level. It is thought that if a state success in training the vast work force properly and transforming it into human capital then automatically the knowledge economy of a state will improve.

With a view to strengthening the knowledge economy, the Government of India has given importance to establish Central Universities, IITs, IIMs, National Institute of Technology (NIT), Institutes of Science and Research, Schools of Architecture, model degree colleges, community colleges , polytechnics to build up trained and skilled manpower as demanded by the economy.

Thus, the target of increasing Gross Enrolment ratio and making skilled-enabled populations are considered highly necessary step to reap demographic dividends. Improvement of access, along with equity and excellence, enhancing the standard higher education through curriculum reforms, vocationlisation network and information technology and distance education, along with reforms in the Governance structure, are some of the main policy objectives in higher education.



**CHECK YOUR PROGRESS**

**Q 2:** What is the present status of higher education in India?

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……..……..

## 7.3.1 Higher Education and Educational Autonomy

Autonomy was originally a political term meaning sovereign or self-governing, as applied by the Greeks to the independent City States. But in the present day context of moral and educational philosophy, it is usually ascribed to individuals whose conduct, way of life, belief systems are determined by their own choices and in the light of their own judgment. If we look at the history of autonomy it appears that it was introduced by the Kothari Education Commission in 1964-66 as the exercise of academic freedom by teachers considered a crucial requirement to the development of intellectual climate in our country.

Autonomy is not a legal or constitutional concept; rather it is an academic concept and has been recognized as a central principle of university governance. The Gajendragadkar Committee (1964)and the Model Act Committee (1961)- both appointed by the UGC have strongly disapproved the fact of political influence in giving the autonomy status for an academic purpose. The NPE-1986 suggested that the autonomy should be available to the colleges in selection of students, appointment and promotion of teachers, determination of courses of study and methods of teaching and choice of areas for research and their promotion. The Programme of Action (PoA) for NPE-1986 recommended developing a large number of autonomous colleges as well as the creation of autonomous departments within universities on a selective basis.

Whenever we are talking about educational autonomy it has a direct link with institutional autonomy. The basic motto behind the institutional autonomy is to enhance the excellence in an institution, about its various performances. In an educational institution, autonomy is imperative to promote the academic excellence where each and every member is accountable in performing various functions of that institute. Autonomy and accountability are not contradictory rather they should be complementary each to other. Autonomy without a corresponding sense of responsibility may lead to chaos. Because of incompetence, chaos, under-performance etc, sometimes external control and some forms of intervention are essential for the smooth functioning of an institution. Thus, a proper sense of accountability is imperative for proper functioning of the autonomy status of an academic institution. The term autonomy is used in various dimensions such as academic autonomy, administrative autonomy, financial autonomy etc. It is obvious that by getting an autonomous status,particularly the higher educational institutions have the capability to design their own curriculum, periodic updation of curriculum, ensuring the relevance of the courses, introduction of career-oriented courses, self-financing courses, credit system, decentralization of

evaluation system, designing courses by individual teachers, evolving innovative teaching and testing strategies and also have the choice to conduct research on the relevance and applicability of the courses launched for developing manpower in the society. Here one thing should be kept in mind that autonomy enjoyed by the universities is a limited one and even that varies from state to state and university to university. Let us discuss the various forms of autonomy in a higher educational institute one by one.

**Academic Autonomy :** The status of autonomy is related to the curriculum formulation, revising syllabi and courses, regulating the courses, choosing suitable teaching methods, evaluating students, teaching, admission policy, entry for general, professional, technical and self-financing courses. It is also concerned with the intake capacity for these courses, fee structure, workload of teachers, and recruitment of teaching and non-teaching staff, opening of new programmes and terminating the obsolete ones etc.

**Financial Autonomy :** Financial autonomy deals with the financial exercise of powers with reference to spending of funds, extending financial autonomy to different functionaries of the institutions, auditing of accounts, etc. It is said that without financial autonomy no other autonomy is possible. Also, the state funding for higher education would assume greater significance in the coming years due to the challenges and opportunities posed by globalization and privatization. It is felt that the state governments should provide financial support only for salary and the related benefits in higher education institutions. In the event of non-availability of government grants, the approved posts of teachers and other staff remain vacant, and in some cases even salary payments get delayed for varying amounts of time. But the higher education institutions get no grant for developmental programmes, except the limited grants from UGC during the plan periods. The state should devise a mechanism for adequate funding of higher education institutions and to ensure for them all possible autonomy for the utilization of the funds made available. It remains a

concern whether full financial autonomy would at all be possible for the higher education institutions. Different committees set up earlier, namely Gnanam committee and Soneri Committee had recommended that financial autonomy should be considered as an essential prerequisite for ensuring academic excellence and development. It is at times advocated that the higher education institutions should decide their own course of action for income and expenditure, but shall be accountable to the funding agencies including the state government and UGC and be subject to audit rules. Fees, creation of endowments, generating the corpus fund, offering special course, cess, donation, and projectsare some of the sources for generating the funds in an educational institution.

**Administrative autonomy :** Administrative autonomy is the autonomy enjoyed by an institution to lay down its own rules and to function according to those rules without any external control.This autonomy discuss the various issues such as framework of institutional autonomy, common admission test, rational-fee structure, funds disbursing mechanism, modification of University Acts, role of regulatory bodies, internationalization of higher education, management of human and material resources, etc.

After having discussed educational autonomy and its various forms let us consider the problems and constraints of implementing it in the institutions of higher education in India where the practical implementation is very slow.The acceptance of autonomy status has not been uniform across the states in the country. In the southern part of India there are larger number of autonomous colleges than in the northern and the eastern parts of India. Tamilnadu is the first state to implement the idea of autonomous colleges and has the largest number of autonomous colleges. But while implementing the status of autonomy in an educational institutionmany hurdles may have to be faced for its smooth functioning. The problems and difficulties which the colleges have been facing will be of interest to those who are considering implementing autonomy in their institutions. The basic

constraints are as follows:

**(a) Financial constraints**

- Financial constraints in choosing text, designing courses and providing instructional material for students
- Grants not released on time
- Low staff salaries
- Huge amount of fund needed to start any new course.
- If a college is delinked from UGC's assistance and becomes a self-financing institution continuing financial autonomy may oppose as a problem.

**(b) Problems in administration**

- A great deal of clerical work
- Tendency for the system to collapse if not used properly
- While enjoying academic freedom in curriculum framing and evaluation, an autonomous college may face problems in replacing the traditional courses with more modern and currently more demanding applied courses.
- Undue delay in government approval of appointments made by the college on retirement, death and resignation vacancies is a severe handicap of autonomous colleges.
- The insistence that university course structure and pattern be followed in autonomous colleges creates restrictions
- Because of workload norms imposed by the government, enough electives could not be offered
- The real credit system could not be introduced due to workload constraints
- Lack of co-ordination among University, State Government, UGC (University Grant Commission) and other local bodies
- Being in the Concurrent List sometimes higher education faces problems of management
- University interference in the functioning of the autonomous college
- Lack of physical space to introduce new courses

- Absence of administrative autonomy
- Lack of adequate manpower
- Minority status is often overlooked
- College is not permitted to hold its own convocation as per its convenience.
- The parent university sometimes makes abnormal delay in granting permission for giving autonomous status to a college or for appointing commissions, wherever needed.
- Scope for interaction with UGC officials to discuss problems is limited
- Inability to bring about radical changes in the conventional pattern until credibility is established in the eyes of the society
- Heterogeneity in the class is a major constraint in implementing innovative methods. The staff-student ratio is not adequate for satisfactory interaction between the teacher and the students
- The absence of a university department in the given area makes it impossible to introduce new courses in that area.

**(c) Other problems:**

- Students are not being considered for university ranking
- Students find it hard to spare time for participation in games and sports and other co-curricular activities
- Students are concerned about the scant regard shown for their internal assessment marks by other educational institutions, including parent universities
- Mobility of students to other colleges is hindered
- Students are worried about too many examinations
- Shortening of vacation, as examination days are not counted as working days.

Although there are so many constraints and difficulties in implementation of autonomy in colleges but in real sense the proper implementation can ensure the effectiveness of the functioning of the colleges. In this regards there have to follow

some principles, which are mentioned below, need to be followed.

- The teacher should play the active role in terms of modification of rules and functions of the colleges. Each institutionhas the right and obligation to become a centre of excellence and that excellence and autonomy can be drived up by the teachers of the institution only.
- A centralized Service Commission of higher education should be set up in each state for the appointmentof teachers.
- Colleges should have adequate representation in the academic and administrative bodies of theuniversities.
- There is a need to reinvent the tools to be employed for the appraisal of teachers and the entire exercise should be taken up very seriously.
- Principals should have more prominent role in Governing Bodies/ Selection Committees, etc.
- Government should play a regulatory role especially in financial matters even for private and self-financing colleges so as to avoid commercialization of education.
- Full academic and administrative autonomy may be given to a few selected colleges imparting quality education, if necessary, by issuing ordinance.
- Administrative autonomy as enjoyed by the university should also be extended to the autonomous colleges
- Opening of Study Centres by Deemed to be universities and other universities in other geographical areas should strictly be in conformity with the norms laid down by UGC Granting of autonomy to a college does not automatically guarantee academic excellence. On the other hand, sometimes it may lead to misutilisation of power and institutional resources. But rationally applied norms may ensure the effectiveness of the system.



**CHECK YOUR PROGRESS**

**Q 3 :** Why is autonomy needed in an institution?

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**Q 4 :** What do you mean by academic autonomy, financial autonomy and administrative autonomy?

……

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## 7.3.2 Higher Education and Finances

Before 1976, education was the exclusive responsibility of the states. The central Government was concerned only with certain areas like coordination and determination of standards in technical and higher education. But through the 42nd constitutional amendment, education was incorporated in the concurrent list and became a joint responsibility of the state governments and central governments. The objective of incorporating education in the concurrent list was to facilitate evaluation of all India policies in the field of education. In addition to policy formulation, the Ministry of Human Resource Development shares with the states the responsibility for educational planning.

At present, there are three main agencies financing education in India, the central government, the state government and the local bodies including private enterprises. The resources of the centre are very wide. It has more taxation and monetary power. It occupies a superior position in the management of national economy. The states have limited resources and money raising power and the local bodies have still less means for supporting education. Despite these limitations, it is agreed that some regard for local effort has to be paid.

Consequently, the major part of educational expenditure has to be borne by the state. Local bodies also have to discharge their educational responsibility with the support of the state.

With the commitment of augmenting resources for education the allocation for education has over the years increased significantly.Plan outlay on education increased from 153 crore in the First Five Year Plan to Rs. 7,443 crore in the Eighth Five Year Plan (1992-97). The expenditure on Education as a parentage of GDP (Gross Domestic Product) also rose from 0.7 percent in 1951-52 to 3.94 percent in 1999-2000. The Ninth Five Year Plan for education in the central plan is higher than the Eight Plan outlay by 2.7 times. The outlay for education sector in the Ninth Plan was 20,381.64 crore. It excludes the sum of Rs. 4,526 crore for national support to primary education. The Central plan outlay for education has been substantially increased from 1,825 crore in 1995-96 to 5,450 crore in 2000-2001 and Rs. 5,920 crore in 2001-2002. In the Tenth Five Year Plan period the budget allocation for university or higher education was 9.53 percent from which 7 percent was actual expenditure. For technical education under the Tenth Plan Period, the percentage of total allocation was 10.72 from where 6 percent was the actual expenditure.

The 11th Five Year Plan has made 20% of its budget allocation only for education. But these allocations of finance are not adequate, as it has been found that the allocation is asymmetrical in respect of primary, secondary, higher and technical. Although a higher educational institute may have the chance to generate the fund for itself (from the fees of students, resource generation through productive activities etc) but higher education is a costly affair for those learners who can not afford it. This leads to inequity in providing educational facilities to all and affects the socio- cultural and economic development of the country. The following table shows the reality about the allocation of funds in various sectors of education.

**Table 1 : Plan and Non-plan budget expenditure in the various sectors of education (Revenue Account) (Figure in Rs. Thousand Crore)**

| Stages of Education | 2011-12 | | 2012-13 | | 2013-14 | |
|---|---|---|---|---|---|---|
| | Total Expenditure | Expenditure as % GDP | Total Expenditure | Expenditure as % GDP | Total Expenditure | Expenditure as % GDP |
| Elementary | 149164.77 | 1.71 | 184650.63 | 1.86 | 207428.62 | 1.84 |
| Secondary | 85572.91 | 0.98 | 102907.40 | 1.03 | 115669.26 | 1.03 |
| University/ Higher | 53900.98 | 0.62 | 60043.91 | 0.60 | 71139.03 | 0.63 |
| Adult | 930.71 | 0.01 | 1084.26 | 0.01 | 1324.07 | 0.01 |
| Technical | 44361.01 | 0.51 | 59735.50 | 0.60 | 69581.82 | 0.62 |

Source : Analysis of Budgeted Expenditure on Education,MHRD, Govt.of India, Various Years.

The trend of public expenditure on education is disproportionately allotted. In the above table it appears that during 2011 to 2014 the public expenditure in elementary education and secondary education has increased more compared to higher, adult and technical education. In the context of expenditure as percentage of GDP, it has been seen that the nature of expenditure is more in elementary and secondary education in series of the years than the higher, technical and adult education.

Besides, even in terms of general higher education, the Union Government meets nearly 30 percent of the total Government expenditure, while in terms of technical education, the Government and the State bear almost equal expenditure, it is nearly 48 and 52 percent respectively.

Thus, it is obvious that finance is the most important and essential requirement for operating a system. An activity can be performed efficiently only if the money is invested in an adequate form. In education, we find that standards have declined owing to lack of funds. Money has necessarily to be spent for the salaries of teachers, student welfare, libraries, curriculum and other educational activities.

One major problem facing the universities and colleges is that

of finance. A State's administrative organisation and its policies have a profound impact upon the finance of a university under its control. The expenses of a university are met from the following sources:

(i) 50% from the treasury

(ii) Fees

(iii) Local councils.

The colleges affiliated to a university do not receive their grants directly from the university; instead it is the state department of education which provides them with grants and other financial help. The Radhakrishnan Commission has offered the following suggestions for strengthening the economy of the universities-

- The state must accept its responsibility of providing financial aid to higher education.
- Individual colleges should be given aid for constructing buildings and other activities.
- The income tax laws should be reformed so that the money invested in education should be free from taxation.
- The government should provide additional grants wherever necessary.
- A grants commission should be appointed for determining the grants to be given to educational institutions.

  The Kothari Commission has offered the following suggestions for putting the finances of the universities on a sound footing.

- State governments should conduct themselves, with reference to universities, in such a manner that necessary financial resources should be made available to the universities for performing their necessary functions. If the state governments take the advice of the UGC, it will prove beneficial for both.
- Whenever there is a need for suitable economy, it is necessary to ensure that rules are simplified so that

progress and efficiency are not hindered. The commission admitted that it is difficult to make a valid and accurate projection of the expenditure in higher education, but suggested that Rs.42,22,021 should be spent on it by 1985-86.

- Central universities should obtain money from the University Grants Commission.
- The UGC should be authorised to give grants to universities in the states. If the state government fails to give adequate grants, the UGC should compensate the difference.
- State governments should finance the state universities in the following manner--
  - Matching grants for the funds provided by the UGC for developmental activities in the sphere of student welfare.
  - Non-plan grants for the development of the university. Grants for the authorised expenditure.
  - The UGC and the state government should share equally all developmental expenditure.
  - The state government also should give freedom to spend money and the universities should be set free from governmental audit and interference.



**CHECK YOUR PROGRESS**

**Q 5 :** When was education incorporated in the Concurrent List of the Constitution?

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## 7.4 CHALLENGES CONCERNING HIGHER EDUCATION



***Demographic dividend***: population division. India is very rich in demographic dividend. It is because 51% India's population is under 25 years of age and 66% population is under 35 years of age.

Higher education is basically concerned with human resource development by enhancing knowledge and skills of the people in a society. In order to make a country developed, there is an urgent need to make people functionally literate and economically efficient and then bring out them as productive citizens of a country. Higher education plays a vital role in bringing multifaceted human resource development. Therefore, for making higher education as accessible as possible to all various educational avenues are being created. Besides, in a developing country like ours, which has rich ***demographic dividend,*** needs the proper forms of skilled-based education. Therefore, adequate number of needful educational institutions should be set up in each state for accelerating knowledge and skills of the people living there. To provide access, equity and quality education to the people in a society forms the three basic objectives that have to be kept in mind by an institution while giving education to the learners. Apart from teaching, both research and extension marks another parameter of an educational institution. Education should be imparted in a practical form so that the learners are able to apply its effectiveness to real life situations and can use it as a means to employment and as a safeguard against undesirable elements and anti-social activities.

Keeping the importance of higher education in our country, the National Knowledge Commission recommended the establishment of 1500 university in India by 2015 so that Gross Enrolment Ratio (GER) can be increased to 15% by 2015 and 30% by 2020. But there is still a long way to go to reach this target and higher education in India is facing many challenges, some of which are given below:

- Gross Enrolment Ratio still a big challenge for India.The current enrolment ratio in India is less than the average of lower middle income countries in the world. Although India has huge potential to improve demographically, it has less than 25% GER which is comparatively

poor against the increasing population. While India has set the target to meet 15% GER by 2015, and 30% GER by 2020, the average high income countries have a ratio above 60 percent. For instance, the corresponding ratio is above 90% in the USA, above 70% in Sweden, Norway, New Zealand, above 60% in the UK and Australia, above 40% in several European countries, and more than 30% in many developed and developing countries such as Mexico, Malaysia, Thailand, Chile and Brazil. There is even an inter-state variation in the development of higher education in terms of enrolment ratio. Some Indian States have expanded their higher education system fast, but many are still lagging behind. For example, the enrolment ratio is as high as 57.6% in Chandigarh, but less than 7% percent in Lakshadweep. Even within the North eastern regions there has a wide range of variation in terms of gross enrolment ratio at higher stage.

**Table 2: GROSS ENROLMENT RATIO (18-23 Years) in Higher Education in North East (2016-17)**

| North East States | Male | Female | Total |
|---|---|---|---|
| Arunachal Pradesh | 28.8 | 28.5 | 28.7 |
| Assam | 16.2 | 14.7 | 15.4 |
| Manipur | 35.3 | 33.1 | 34.2 |
| Meghalaya | 20.4 | 21.1 | 20.8 |
| Mizoram | 25.2 | 23.0 | 24.1 |
| Nagaland | 14.2 | 15.6 | 14.9 |
| Sikkim | 36.7 | 38.5 | 37.6 |
| Tripura | 19.9 | 14.0 | 16.9 |
| India | 25.4 | 23.5 | 24.5 |

Source : MHRD, Govt.of India, 2016

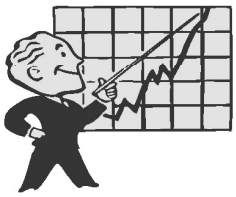
Thus it has been seen that among the North Eastern states, Nagaland has the lowest numbers of GER i.e. 14.9 percent followed by Assam (15.4 percent) and Tripura (16.9 percent). Other states of the Northeast have more than 20 percent GER by the year of 2016.

What India needs at this stage is to make room for more educational avenues at cheaper cost and with faster access. Therefore, until and unless there is marked reform in the educational system and its various sectors, the uplift of the social and economic conditions of this country will remain an unfulfilled dream. Thus, now in India, there is seen a great demand for well managed educational institutions and infrastructure, so that the dream of building a knowledge-based society soon becomes a reality.

- The Scheduled caste and scheduled tribe population is much less educated and skilled than the non-scheduled population both in rural and urban areas. There are marked inequalities in terms of accessing educational opportunities along the urban-rural as well as gender divide with the female population belonging to SC and ST communities living in rural areas being the most disadvantaged group.
- Asymmetrical financial allocation between general higher education and technical education is another problem besides the big gap in allocation of finance between elementary and higher education as a whole. In both cases higher education gets less fund.
- National Knowledge Commission 2005 recommended private-public partnership as an essential step to stimulate private investment in higher education as a means of extending educational opportunities.This would make institutions of higher education for-profit institutions. There is a difference between the national universities proposed by the Knowledge Commission and the Education Commission's proposal on major universities. The Education Commission had proposed liberally funded high quality

public universities, having close links with other universities. The Knowledge Commission's proposed national universities can be public or private, in principle; but the Commission's preference seems to be in favour of private universities. After economic liberalization in 1991 higher education began to be funded by private companies or funding agencies.

- Public expenditure in higher education is declining. Decline in per student expenditure means decline in real resources available per student on an average which seriously affects the quality of higher education. There were steep cuts in budget allocations for libraries, laboratories, scholarship, faculty improvement programmes, and even for faculty salaries, along with others. Thus, this situation has posed as a challenge to higher education and as a contributing factor to its declining quality.
- Occupational diversification, gender disparity, inter-state variation and regional disparity in terms of Gross Enrolment Ratio and implementing the educational policies and programmes, are some of the challenges that can be taken into account as factor for less progress of higher education system in India compared to that of the developed countries in the world.
- One of the major problems is the prevailing mismatch system in Indian higher education. The mismatch basically indicates two things: one, there are surplus graduates passing out from the colleges and universities with less skill to ensure employability and other is that the Government has failed to provide employment opportunities to the graduates and thus as a result it directly and indirectly encourages the export the brain from the state (i.e. called brain-drain), creates the problems like youth unrest and ultimately makes the youths indulge in various anti-social activities.



**CHECK YOUR PROGRESS**

**Q 6 :** Highlight three most basic challenges facing in higher education system in India.

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## 7.5 MEASURES FOR ENSURING EFFECTIVENESS OF HIGHER EDUCATION

Many measures are being taken up by both the Central and the State Governments to make higher education effective and the conventional system has been playing up a prominent role in this regard.Now the open and distance learning (ODL) system has opened up new possibilities in the higher sector particularly for those learners who are deprived as well as for those who want to pursue further education.Education, particularly at higher stage, should be linked with the task of empowering the youths and the masses of a society so that each play a productive role in the cherished goal of the nation's development.

- To ensure the desired growth of GER in India as a whole, the required institutions should be set-up according to the needs and demands of the society. The motto of education, especially at higher stage, should be to make the youth of the country functionally literate.
- Proper manpower planning should be applied while introducing a course in a university curriculum in order to link the university education with employment and to ensure the employability of the learners.
- The course content should be developed taking into cognizance the present needs of the society. Therefore, before designing the courses, research should be conducted for identifying the local, regional and national needs of the learners and the society.
- Transparent credit as well as choice-based credit system that would

promote mobility of the learners should be promoted as soon as possible in higher education system.

- Public awareness should be created on the importance of education through the various means of the ODL (Open and Distance Learning) system basically for those who are mostly not interested in sending their children to school
- For developing the various skills of the great mass of the population who are primarily engaged in the tertiary sector and the unorganised sector in India, various professional and vocational courses (e.g. diploma in fisheries, certificate courses in hotel management, certificate courses handloom and Mobile repairing, etc.) should be provided by the universities in the conventional mode as well as in open and distance mode.
- Online courses should be promoted to facilitate education in a global way which can lead to uniformity and equity in education.
- In this present century, the focal aims of the courses (which are offered by the university) should be on professional and vocational ones so that after gaining skill through these courses, the entrepreneurship capacity of the learners is built ensuring economic mobility in a state.
- For improving the ODL system convergence approach between the conventional and the ODL systems should be adopted, wherever necessary. For improving the quality in education, there should also be exchange programme, considering education as a team work between conventional and ODL systems.
- Training and counseling courses should be organized or conducted properly for the teachers as well as for those who are engaged in the teaching process, for enhancing their skills in order to utilize its various modern modes of learning.
- Various courses should be launched by using various available Information and Communication Technologies in order to utilize the local resources into the productive form where conventional and open and distance institutions can play the significant role in the formation of trained manpower of the masses in the society.

- In India, at present, there is need to develop and rejuvenate the manpower, through training, for those who are mostly engaged in agriculture sectors, ITI for development of small scale industries, electricity, construction, servicing in motor vehicles and other services for which there is a dearth of trained manpower. It is by enhancing such capabilities that the viability of the workforce can be boosted up in a practical way for developing the productivity of the nation. These types of training can be held both through the conventional and distance modes.
- Evaluation and assessment should be made in a continuous process for upgrading the quality and bringing the innovation and modification in education.
- The financial disbursement should be proportionately made for elementary, secondary as well as higher and technical education. Besides these, colleges and universities should have their scope to generate resources themselves for economic viability, expansion and growth.



**CHECK YOUR PROGRESS**

**Q 7 :** List some of the measures that can be taken into account for effectiveness of higher education system in India.

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## 7.6 LET US SUM UP

- Education at higher level should be linked to the formation of manpower in order to develop the socio-economic growth of a country.
- Higher education should be linked to the development of human

resources and formation of human capital.

- Higher education not only caters for physical, mental, intellectual and spiritual development but is also meant to equip the learners with necessary skills for their wellbeing as well as for the socio-economic development of the society at large.
- The Universal Declaration of Human Rights of 1948 opined that higher education should be given the same importance as the elementary education has received.
- At present, there are 760 universities, 38,498 colleges catering for higher education in India.Presently, out of these universities, there are 316 State Universities, 43 Central Universities, 122 Deemed to be Universities, 181State Private Universities, 75 Institutions of national importance established under Central legislation and 5 Institutions established under State legislation and others 3 higher educational institutions.
- Apart from the traditional university system, the Open Universities numbering 15 of which one is central university (IGNOU) and others are state open universities, offering courses in distance mode.
- The total enrolment in higher education has been estimated to be 34.6 million, from which male constitute with 18.6 million and female constitute 16 million. In fact, at present in the formal higher education system, the female enrolment is estimated 46.2% of the total enrolment.
- The Gross Enrolment Ratio (GER) in India at present is about 24.5%, which is calculated for 18-23 years of age group. GER for male population is 25.4% and females constitute 23.5%. For Scheduled castes, it is 19.9% and for Scheduled Tribes, it is 14.2% which is comparatively poor in terms of National GER which is about 24.5%.
- Autonomy is not a legal or constitutional concept; rather it is an academic concept and has been recognized as a central principle of university governance.
- The concept of autonomy was introduced by the Kothari Education

Commission in 1964-66 as it thought that the exercise of academic freedom by teachers is a crucial requirement for the development of intellectual climate in our country.

- The basic motto behind the institutional autonomy is to enhance the excellence in an institution, about its various performances. In an educational institution, autonomy is imperative to promote the academic excellence where each and every member is accountable in performing various functions of that institute.
- The NPE-1986 suggested that the autonomy should be available to the colleges in the selection of students, appointment and promotion of teachers, determination of courses of study and methods of teaching and choice of areas for research and their promotion.
- The Programme of Action (PoA) for NPE-1986 recommended developing a large number of autonomous colleges as well as the creation of autonomous departments within universities on a selective basis.
- Autonomy and accountability are not contradictory rather they should be complementary to each to other. Autonomy without a corresponding sense of responsibility may lead to chaos. In order to safeguard against incompetence, chaos, under-performance etc, sometimes external control and some forms of intervention are essential for the smooth functioning of an institution.
- Academic autonomy, financial autonomy and administrative autonomy are some forms of autonomy in an institution.
- By the 42nd amendment of the Indian Constitution, education was incorporated in the concurrent list and it became a joint responsibility of the state governments and central governments.
- At present, there are three main agencies financing education in India -the central government, the state government and the local bodies including private enterprises.
- The 11th Five Year Plan has made 20% of its budget allocation only for education. But these allocations of finance are not enough and there

is an asymmetry in the investment for primary, secondary, higher and technical education.

- The allocation of funds in higher education is less than that for elementary and secondary education.
- Although India has huge potential to improve demographically, it has less than 25% GER which is comparatively poor when seen against the increasing population. While India has set the target to meet 15% GER by 2015, and 30% GER by 2020, the average high income countries have a ratio above 60 percent.
- The Open and Distance Learning (ODL) system should be promoted in order to reduce the various disparities in terms of educational facilities among the different sections of people,to ensure enhancement of the skills of the people and their absorption in the various sectors of the economy, to provide education for the learners who are deprived as well as for those who want to pursue further education, to further and intensify the process of democratization of education, etc.
- Education particularly at higher stage should be linked to empowering the youths and the masses of a society so that the productivity level of a nation can be enhanced.



## 7.7 FURTHER READING

1) A.R. Kidwai (edited) (2010): Higher Education, Issues and Challenges, Viva Books Publisher
2) Report of CABE Committee on Financing of Higher Education
3) MHRD Annual Report 2015-16



## 7.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Higher education is imperative for proper development of

skills of the learners.Higher education should be linked to development of human resources and formation of human capital. Proper planning of higher education is the way through which alleviation of poverty, guiding the youth in the right direction etc. can be ensured. In higher educationthe proper application of knowledge will enhance the employability of our human resources.

**Ans to Q. No. 2 :** India has the third largest higher education system after USA and China. At present, there are 760 universities, 38,498 colleges catering for higher education in India.Presently, out of these universities, there are 316 State Universities, 43 Central Universities, 122 Deemed to be Universities, 181State Private Universities, 75 Institutions of national importance established under Central legislation and 5 Institutions established under State legislation and 3 others higher educational institutions. Apart from the traditional university, the number of Open Universities is 15 from which one is central university and others are state open university.

**Ans to Q. No. 3 :** The basic motto behind the institutional autonomy is to enhance the excellence in an institution, and its various performances. In an educational institution, autonomy is imperative for the promotion of academic excellence where each and every member is accountable in performing various functions of that institute.

**Ans to Q. No. 4 : Academic Autonomy** is related to the curriculum formulation, revising syllabi and courses, regulating the courses, choosing suitable teaching methods, evaluating students, teaching, admission policy entry for general, professional, technical and self-financing courses, concern with intake capacity of these courses, fee structure, workload of teachers, and recruitment of teaching and non-teaching staff, opening of new programmes and terminating obsolete ones etc.

**Financial autonomy** deals with the financial exercise of powers with reference to the spending of funds, extending financial autonomy to different functionaries of the institutions, auditing of accounts, etc. Higher

education institutions should decide their own course of action for income and expenditure, but they shall be accountable to the funding agencies including the state government and UGC can be subject to audit rules. Fees, creation of endowments, generating the corpus fund, offering special course, cess, donation, and projects are some of the sources for generating the funds in an educational institution.

**Administrative autonomy :** Administrative autonomy is the autonomy enjoyed by an institution to lay down its own rules and to function according to those rules without any external control. This autonomy discuss the various issues such as framework of institutional autonomy, common admission test, rational-fee structure, funds disbursing mechanism, modification of University Acts, role of regulatory bodies, internationalization of higher education, management of human and material resources, etc.

**Ans to Q. No. 5 :** Before 1976, education was the exclusive responsibility of the states. The central Government was concerned only with certain areas like coordination and determination of standards in technical and higher education. But in 42nd amendment of Indian Constitution of 1976, education was incorporated in the concurrent list and it became a joint responsibility of the state governments and central governments. The objective of incorporating education in the concurrent list was to facilitate evaluation of all India policies in the field of education.

**Ans to Q. No. 6 :**

- Gross Enrolment Ratio is a big challenge for India. The current enrolment ratio in India is less than the average of lower middle income countries in the world. Although India has huge potential to improve demographically, it has less than 25% GER which is comparatively poor against the increasing population. While India has set the target to meet 15% GER by 2015, and 20% GER by 2020, the average high income countries have a ratio above 60 percent. For instance, the corresponding ratio is above 90% in the USA, above

70% in Sweden, Norway, New Zealand, above 60% in the UK and Australia, above 40% in several European countries, and more than 30% in many developed and developing countries such as Mexico, Malaysia, Thailand, Chile and Brazil. There is even an inter-state variation in the development of higher education in terms of enrolment ratio.

- Providing inclusive education is another big challenge for India. Still the population belonging from Scheduled caste and tribes is much less educated and skilled than the non-scheduled population both in rural and urban areas. There are inequalities in accessing education in terms of in rural-urban and gender divides. The females belonging to SC and ST living in rural areas are most disadvantaged.
- One of the major problems is the prevailing mismatch in Indian higher education system. The mismatch basically indicates two things: first there are surplus graduates passing out from the colleges and universities with less skills to ensure employability and other is that the Government has failed to provide employment opportunities to the graduates and thus as a result it directly and indirectly encourages the export the brain from the state (i.e. called brain-drain), creates the problems like youth unrest and ultimately makes the youths indulgein various anti-social activities.

**Ans to Q. No. 7 :** Following are some measures that can be taken into account for effectiveness of higher education system in India.

- Besides the conventional system of education, the open and distance learning (ODL) should be encouraged and promoted in order to reduce the various disparities in education as well as for the enhancement of the skills of the people and their absorption in the various sectors of the economy. ODL also helps to provide education for the learners who are deprived as well as for those who want to pursue further education.
- For developing the skills of the great mass of the population who are primarily engaged in the tertiary sector and the unorganised sector

in India, various professional and vocational courses (e.g. diploma in fisheries, certificate courses in hotel management, certificate courses handloom and Mobile repairing, etc.) should be provided by the universities in the conventional mode as well as in open and distance mode.

- Financial disbursement should be proportionately made for elementary, secondary as well as higher and technical education. Besides these, colleges and universities should have their scope to generate resources themselves for economic viability, expansion and their growth.



## 7.9 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words).

**Q1:** Why is higher education important ?

**Q 2:** What is the present status of higher education in India ?

**Q 3:** Why do you think that finance is important for an educational institution ?

**Q 4:** What is meant by autonomy ?

**Q 5:** Do you think that autonomy is important for smooth functioning of a higher educational institution ?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1:** What is academic autonomy ? Explain.

**Q 2:** What do you think by financial autonomy ? Explain.

**Q 3:** What is meant by administrative autonomy ? Explain.

**Q 4:** What are the limitations of having an autonomous status in an educational institution ? Explain.

**C) Long Questions** (Answer each question in about 300-500 words)

**Q 1:** Highlight some of the basic challenges facing in higher education system in India. Discuss.

**Q 2:** Explain some of the measures that can be taken into account for effectiveness of higher education system in India.

# UNIT 8 : IMPACT OF PRIVATISATION AND GLOBALISATION IN HIGHER EDUCATION

## UNIT STRUCTURE


8.1 Learning objectives

8.2 Introduction

8.3 Privatisation- Meaning and Concept

8.4 Privatisation of Higher Education

- 8.4.1 Indian Scenario
- 8.4.2 Classification of Privatisation of Higher Education
- 8.4.3 Positive Aspects of Privatisation of Higher Education
- 8.4.4 Negative Aspects of Privatisation of Higher Education
- 8.4.5 Suggestions for Effective Privatisation

8.5 Globalisation- Meaning

8.6 Globalisation of Higher Education

- 8.6.1 Contributing Factors for For-Profit Sector

8.7 Let Us Sum Up

8.8 Further Reading

8.9 Answers to Check Your Progress

8.10 Model Questions


## 8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the meaning and concept of privatisation.
- discuss the various aspects of privatization of higher education in our country.
- explain the concept of globalisation and
- describe how globalisation has affected Indian higher education.

## 8.2 INTRODUCTION

Education is an important index of human development. Along with

economic growth and empowerment, it forms the core of every social and human development doctrines. Among the various levels of education, higher education has a pervasive and influential impact on development because it empowers the individual with necessary skills and competence. It is widely believed that the state of higher education in a country is an index of its future well-being. It is the vital tool for intellectual, cultural and aesthetic development and also a means for achieving social aspirations. Higher education, including technical and professional education, has the power to produce change agents for moving the country on the continuum of development. In recent times, the magnitude and pace of change taking place in the world over in economic, political, technological, and social environments has created the need for changes and improvements in the system of higher education.

Also, the phenomena of liberalization and globalisation of the Indian economy coupled with the revolution of information technology have brought new challenges to higher education. The responsibility of the institutions of higher education in the context of the changing scenario is not only confined to imparting education but also to forecast the future needs of the economy. This unit deals with the impact of privatization and globalisation on Indian higher education.

## 8.3 PRIVATISATION- MEANING AND CONCEPT

The dictionary meaning of the term 'privatise', or 'privatisation', is to transfer from state control or government control or ownership to private ownership. This indicates that privatization is the process of involving private sector in the ownership or operation of a state owned enterprise. In other words, we can say that it is the act of reducing the role of government and of increasing the role of private sector. Thus, it refers to the shifting of activities, assets and responsibilities from the government to private sector which includes a wide range of public-private partnership, quasi government organizations and government sponsored activities.

Educationists often treat privatization as the outcome of the policy

changes, such as liberalization, globalisation, industrialization and information technology. Liberalisation refers to a package of economic reform that includes privatization marketisation and decentralization. Liberalisation means being free from government regulation and marketisation means that new markets are to be created as alternative to government services or state allocation system.

Thus, it is clear from the above discussion that privatization calls for reducing the scope and breadth of government services and replacing them with private or other non-governmental operators. It aims at breaking the monopoly of the public sector. The essence of privatization lies in the induction of private ownership into publicly owned enterprises. This may range from denationalization or zero public ownership to various degrees of private ownership in the form of joint ventures. This, however, is a narrow concept of privatization. In broader sense, it connotes the introduction of private management and control in public enterprises besides private ownership.

## 8.4 PRIVATISATION OF HIGHER EDUCATION

Privatisation of higher education is not a new phenomenon in the world economy. In many countries of the world, the private sector has come to play either a limited or a predominant role in higher education. In some countries, the origin of privatization can be traced back to a few centuries. The degree of privatization, however varies from country to country. But privatization has assumed greater significance as a policy strategy of the development of education in recent times.

The concept of privatization of higher education exists mainly on the basis of financial consideration. The impact of privatization can be observed in all sectors of economy. So, naturally, it is bound to affect the education sectors as well. Privatisation of education is a part of the process of privatization of the economy at large.

### 8.4.1 Indian Scenario

In India, the history of education shows that education was never under the total control of the state. Private institutions of education had been in existence in different forms for several years in the country. Some institutions were established by private philanthropic organizations, but were receiving aid from the government. There were practically no institutions in higher education sector that were not receiving any grant from the state till 1980s. It was only during the late 1980s that self financing institution began to appear and purely self financing institutions became a reality after economic liberalization in 1991. However, all these institutions were following the given syllabus and mandate of the respective governments in India. No private institution was given a mandate to develop and market their own courses in the private sector till the General Agreement on Trade in Service (GATS) regime helped to promote commercial enterprises to enter Indian market with their own syllabus and course content. At present these are more than 100 foreign universities, which are operating in India through their centres located in some universities or outside. The majority of them are from USA, UK and Australia. Besides these, more than 53 State Private Universities are offering various courses in different parts of India and the number is increasing day by day.

Tilak (1999) sums up the growth of private education in two categories- excess demand and differentiated demand for higher education. Firstly, the social demand for higher education exceeds the supply and the private market seeks to meet the unsatisfied demand.

Secondly, demand for different quality, e.g., high quality and context in education also contributes to the growth of privatization.

It is well known fact that the focus of the government on elementary and secondary education leads towards a phenomenal growth of student population demanding and rushing for admission

into universities and colleges, which ultimately led the government to allow the entry of private enterprise into higher education to meet its numerical expansion and the explosion of aspirants of the teeming entrants.

Again, it is also true that the private providers can bring in more diversity, relevance and quality in education to the monolithic public funded institutions. Unlike in the public sector, private providers depend on the enrolment of students. They have to attract the students and retain them with the quality and relevance of the education they offer. Consequently, they have to be dynamic and market suavvy. One example of the phenomenon of excellence in private higher education is Manipal Academy of Higher Education (MAHE), a 'deemed' institution known for the quality of its education and research.

### 8.4.2 Classification of Privatisation of Higher Education

Tilak (1999) has classified the system of privatization into four categories based mainly on generation of resources and he prefers to call them Versions. The Versions are:

- An Extreme Version: This implies the total privatization of higher education, college and universities to be managed and funded by the private sector, with little government intervention.
- The User-centric Version: This focuses on the recovery of full costs of public higher education from the users- students, teachers and their employers or both. Due to externalities associated with higher education, privatization of this type may not be desirable although it is empirically feasible.
- The Moderate Version: This implies public provision of higher education with a reasonable level of financing from non-government sources.
- The Pseudo Version: Higher education in this category is private

but it remains government aided. Private bodies originally create them, but they receive nearly the whole of their expenditure from governments. Thus, these institutions are privately managed but publicly funded. Hence, strictly from the financial point of view, such private colleges do not play any significant role.



## LET US KNOW

**Self-financing Institution :**

The credit for introducing the concept of 'self financing' in education goes to Dr. T. M. Pai, who advocated the establishment of well equipped and quality driven institutions of higher learning. Self financing implies the relevance, need and significance of improving the financial status of higher education institutions by raising resources from students' fees and other private/local/public sources.

**What is GATS ?**

The General Agreement on Trade in Services (GATS) covered in WTO (World Trade Organisation), is a legally enforceable agreement aimed at deregulating international markets in services, including education. The objective of GATS is to liberate trade in services as quickly as possible.



## CHECK YOUR PROGRESS

**Q 1:** What do you mean by privatization?.

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**Q 2:** Is privatization of higher education a new phenomenon for India?.

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**Q 3:** Mention different categories of privatization..

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### 8.4.3 Positive Aspects of Privatisation of Higher Education

As stated earlier, in India, over the years, there have been private initiatives in education by many business houses and the corporate sector. Initially these initiatives were taken for philanthropic reasons but, of late, they are undertaken to meet the growing demands of business and the required skilled manpower. A large segment of the education sector in India is already under private management. Let us discuss below the positive aspects of privatization:

- At present we have one of the largest higher education systems of the world. During the period of over five decades since 1950-51, there has been a tremendous expansion of higher education in our country. But there has not been proportionate improvement in the allocation of government funds for education, rather in relative terms it has been declining continuously. This situation has had adverse impact on higher education. As such, the private sector is an inevitable alternative to overcome the problem of budgetary resources.
- India is a poor country where a large number of people are living below the poverty line. They are deprived of even the basic amenities like food, water health and housing facilities on which the survival of human being depends. It is useless to talk about education until we provide basic amenities to our people. Under such circumstances, the states have no other alternative except reducing the percentage of their planned expenditure on education, particularly higher education.
- The National Policy on Education (NPE) 1986 emphasised the importance of universalistion of elementary education with stress

on total literacy programmes. As a result, a large proportion of funds for education was addressed to elementary education leading to scarcity of funds for higher education. The flow of resources for higher education has thus been inadequate, inconsistent and intermittent. In this situation, private sectors were bound to emerge as an inevitable alternative.

- Now everybody is aware of education and wants to have a higher degree. Indian higher education, although one of the largest in the world, is still too inadequate to meet the increasing demands of higher education. Therefore, we have to make attempts to ensure that higher education is accessible to all, at least to those who are capable of benefiting from it. The only option is to allow private individuals as well as the private trusts to establish colleges and universities on a large scale so as to provide opportunities for higher education to everybody who needs it.
- Corruption in the government sector is the biggest problem now-a-days. A government which is selected for a short period does not and can not pay adequate attention to higher education because it needs long range planning. In many cases the appointment of teachers and even the Vice Chancellors is made on political considerations, thereby bringing politics into the universities and driving out quality of education from the institution. But in private sector there is no scope for political intervention. They keep pushing forward their academic missions and visions regardless of the political party that comes to power.
- Due to corruption in the government sector, the unemployment rate is increasing rapidly and it can be only reduced through private sector, as only eligible and interested students would go for it. It is also believed that increased fee will lead to better quality because when the people will pay higher fee for education they will ask about quality. Institutions also feel accountable to satisfy the aspirations of the parents regarding better quality of education. The sense of responsibility on the part of the students

will increase with the result that they will become more serious towards their studies after paying a heavy amount.

- The fee prescribed by the private universities is much higher because they don't get financial aid from the government. The student may get loan from the banks or may get scholarships from philanthropy organizations. The government has allotted a said amount in its budget with the stipulated rules. So the problem of insufficient infrastructure facilities in the government sector can be solved to some extent by the privatization of higher education.

### 8.4.4 Negative Aspects of Privatisation of Higher Education

After discussing the positive aspects, it is necessary for us to identify the negative aspects of privatization of higher education. The negative aspects are as follows:

- The motive which activates the private sector is to gain maximum profits from their investment in higher education. Therefore it will invest only in those courses and institutions which will be profitable. As such, professional courses will get more importance and the general courses like social sciences and humanities will be sidelined. Uniformity in social life would remain elusive if the private sector with its diversities takes the mantle of higher education.
- Once higher education is privatized and handed over to the private sector, its access will be limited to the rich only. The students who obtained their entry into higher educational institutions on the basis of money power will definitely exercise their influence and money to get employment in government sector. This may lead to an imbalance with adverse effect on the values of life.
- In some cases students pay huge donations besides fee of

various kinds. Since there is an increasing demand especially from the upper classes and from those who fail to get admission into the public institutions of higher education on the basis of merit, private colleges have sprung up in large number to satisfy the excess demand for higher, technical and professional education. But the private institutions demand and collect astronomical amount of fee. This makes education an extension of business and industry.

- Private institutions have proved to be centre of exploitation for teachers as well. They are paid a meager salary and required to do more work. Moreover, sometimes they are forced to sign the full salary bill, without receiving the full amount, the major portion of which goes back to the employers. It is difficult for the teachers to deliver their best under such an exploitative system and service conditions.
- Monitoring and evaluation are weak features of public administration in India. The private and self financing educational institutions take advantage of this weak system. At the time of seeking recognition and affiliation, these institutions agree to fulfill all the conditions laid down by the government and the university, but later they flout all those conditions which are not favourable to them.
- Indiscriminate expansion of technical (engineering) education has led to a decline in the quality of the entrants in general science, humanities and social science courses. The situation will lead to a society of engineers, technologists, managers of production etc. There will be a lower turn out of scientists, literatures, historians, journalists, philosophers and social scientists. Creativity, originality, innovativeness in the promotion of culture will take a back seat. This is a matter of grave concern for the future of India.

### 8.4.5 Suggestions for Effective Privatisation

At present, privatization has embraced a large area of higher education in India and especially in the field of professional and technical education like medical, engineering, information technology, computer education, management education, teacher education etc. it has already been safely anchored. In this era of liberalization and globalisation it will neither be appropriate nor practical to check it. But unchecked growth of privatization in higher education may lead to the problems mentioned above. A few suggestions, therefore, are offered to strike a proper balance :

- Privately run universities and institutions should be given recognition by the concerned regulating bodies such as UGC, AICTE, NCTE and the like strictly on the basis of norms laid down by these bodies to ensure the quality and standards of education in them.
- The government should exercise some control over the standards of these private institutions through a policy of accreditation.
- Educational decisions should not be left to the market forces since it may result in increased inequality in the distribution of human capital. Provision should be made for full recovery of the cost of education from those who are in a position to pay and facilities of loan to meritorious students should be provided at lower rate of interest through public sector loans schemes.
- Merit not the money should be the only consideration for admission.
- Selection of faculty in the private institutions should be based on academic qualifications and merit.
- Prescribed teacher student ratio should be strictly adhered to.



**CHECK YOUR PROGRESS**

**Q 4:** Mention the positive aspects of privatization of higher education.

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**Q 5:** Identify the negative aspects of privatization.

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**Q 6:** Give some suggestions for effective privatization of higher education.

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## 8.5 GLOBALISATION- MEANING

We have already discussed at length about privatization and its impact on higher education. In that context, it has been stated that privatization is the outcome of the policy changes, i.e., liberalization and globalisation. India adopted the policies of globalisation, liberalization and privatization in 1991. Now the question arises as to what is globalisation? Let us discuss globalsiation in detail.

Globalisation is a recent phenomenon. It had its roots in trade and commerce. Originally, it is a process of free exchange of goods and capital across the globe. The advancement of science and technology, e-revolution (electronic) leading to Internet, fastest means of transportation etc. have made the whole world a 'global village'. Thus, globalisation is a process wherein geographic distance has become a factor of diminishing importance in the establishment and maintenance of cross border economic, political and socio-cultural relations. R. G. Harries defines globalisation as an economic process that is "the increasing internationalization of production, distribution and marketing of goods and services". A world Bank publication defines globalisation

as "the growing integration of economics and societies around the world". Thus, globalisation refers primarily to integration of various nations of the world at the economic level through free competition in the world market.

The non-economic domain of globalisation, however, is more complex and it includes all aspects of human life of which economy is only a part. It is the access to a wide variety of consumption goods, new technologies and knowledge. It also includes cultural exchange and emergence of a cosmopolitan culture through the creation of new habits, thoughts, feelings and new behaviour patterns. From this point of view, globalisation is a dynamic process whereby the social structures of modernity are spread the world over. Globalisation thus connects the whole world and leads to homogenization of culture.

The world of today is far different from what it used to be a few decades ago. The changes that have taken place in the present decade all over the world have established clearly that no nation can isolate itself completely from the rest of the world and survive for long.

## 8.6 GLOBALISATION AND HIGHER EDUCATION

All the fields of human activity including education have been influenced by the process of globalisation. We know that in India the concept of globalisation was adopted in the year 1991 and was accepted in the economy sector. As soon as the intervention of global organizations like World Bank and World Trade Organisation (WTO) began to change the sphere of life everywhere and its impact on education is a necessary fall out of that change. Even within the various sectors of education it is the higher academic and technical education that has been affected most by globalisation. The globalisation of economy has led to internationalization of higher education and the scenario of education in India is fast changing its face. A stage has reached when it is found that higher education is not at all different from any other commodity or commercial product that can be bought and sold at the market place. The universities which are traditionally viewed as custodians of knowledge would function like business concerns looking for buyers and of their products all over the world so as to

increase their profits. This situation is going to place the rich and educationally advanced countries at an advantageous position. The universities and the other institutions of higher education situated in developed countries will start their centers in underdeveloped countries and earn huge amount of money. In other words, education is becoming an attractive object of commerce for doing lucrative business.

### 8.6.1 Contributing Factors for For-Profit Sector

Four reasons are attributed to the fast growth of the for-profit sector:

Firstly, the evolution of a knowledge based economy which has created continuing demand for a well educated and skillfully trained manpower.

Secondly, more adults beyond 25 years of age now seek entry into higher education.

Thirdly, newer and efficient information and communication technology has made delivery of courses anywhere and everywhere easy.

Fourthly, as stated earlier, more and more not-for-profit educational institutions are plagued by cost escalation and declining inflow of funds.

The higher education Act. of 1972 which has extended incentives to for-profit institutions also helped them (Dasupta, A. K., 2004).

In today's world, globalisation is rapidly increasing, bringing with it expanded mobility, access to knowledge across borders and increasing demands for higher education, especially in the developing countries. GATs demand for an unrestricted access in the higher education sector to open its door to foreign providers. We have to develop a sophisticated monitoring system and also to develop a national higher education system essential to national development. Both the state and private universities must be seen as

complimentary and supplementary to each other as both have certain distinguished advantages and disadvantages in terms of of their work culture. Survival of the fittest is the natural principle. Higher education sector is no exception to this universal role. Institutions of higher learning are facing cut-throat competitions among themselves as a result of the entry of this private sector into them and a positive result of this competition will be better quality concern, quality initiative and quality sustenance in the field of higher education in India.



**CHECK YOUR PROGRESS**

**Q 7 :** What is globalisation?

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**Q 8 :** In which year was the concept of globalisation adopted in India?

……

……

**Q 9 :** Mention the factors contributing towards for-profit sector.

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## 8.7 LET US SUM UP

- Privatisation is the process of involving private sector in the ownership of a state owned enterprise. It is the act of reducing government role of increasing the role of the private sector. Privatisation of higher education is not a new phenomenon but the degree of privatization varies from country to country.
- In India also education was never under the total control of the state and private institutions of education have been in existence in different

parts of the country, with aid received from the government. But pure privatization in higher education began to emerge in 1980's and became a reality after the economic liberalization in 1991.

- The reasons for the growth of private participation in higher education can be analyzed in two ways- excess demand for higher education and demand for differentiated quality education. Phenomenal growth of the student population demanding and rushing for admission into universities and colleges ultimately compelled the government to allow the entry of private enterprise in higher education. Private providers can bring diversity, relevance, and quality in education to the monolithic public funded institutions.
- There are different categories of private institutions and these are- extreme version, user centric version, moderate version and pseudo version.
- The positive aspects of privatization are many one which is that due to insufficient funds in the government sector private sector is an inevitable alternative to overcome the problem of budgetary resources. As the government is concentrating on primary and secondary education, fund allocation in higher education is inconsistent. Corruption in the government sector is another factor for the increasing participation of the private sector in higher learning in India.
- Among the negative aspects it may be mentioned that due to the private sector participation to higher education the access will be limited to rich only; students have to pay huge donations besides fee of various kinds; exploitation of the teachers in terms of remuneration and working hours; qualities like merit, creativity, originality will suffer. The government must develop an effective monitoring system and make adequate rules and regulations for controlling the private institutions.
- Globalisation is a recent phenomenon which has its roots in trade and commerce. India adopted the policies of globalisation in the year 1991. It is a process where geographic distance becomes a factor of

diminishing importance, it has led to the integration of various nations of the world at the economic level through free competition. Higher education sector is also affected by globalisation and different foreign universities have opened their centres in India.



## 8.8 FURTHER READING


1) Chauhan, C.P.S. (2002) : Higher Education in India : Challenges of die Global Trends , University News, AIU, New Delhi, Vol. 40, No. 17
2) Chauhan, C.P.S. (2004) : Privatisation of Higher Education : A Socio-economic Perspective, University News, AIU, New Delhi, Vol. 42, No.07
3) Gupta, S.M., Kumar, A. & Panda, S.K. (2005) : Attitude of Students Towards Privatisation of Higher Education, University News, AIU, New Delhi, Vol. 43, No. 09
4) Shastree, N.K. (2004) : Privatising Higher Education : Global Challenges and national Responses, University News, AIU, New Delhi, Vol. 42, No. 07
5) Tilak, J.B.G. (1999) : Privatisation of Higher Education : Praspects, Vol. 21, No. 2, pp. 227-39




## 8.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Privatisation means the process of involving private sector in the ownership of a state owned enterprise.

**Ans to Q. No. 2 :** No, the idea of privatization is not new to the education sector in India.

**Ans to Q. No. 3 :** Extreme version, user centric version, moderate version and pseudo version.

**Ans to Q. No. 4 :** The positive aspects of privatization in higher education include the entry of the private sector as an alternative to the public

institutions in the higher education as public funding is insufficient because of the Government is more concentrating on primary and secondary education rather than higher education. Quality education is also another aspect that should be taken into account for increasing privatisation in higher education.

**Ans to Q. No. 5 :** The negative aspects are- access to higher education will be limited to the rich only, students have to pay huge donations, exploitation of teachers in terms of low salary, and qualities like merit, creativity, and originality will be neglected.

**Ans to Q. No. 6 :** Rules for recognition by the concerned regulatory bodies like UGC, AICTE, NCTE, should be strict; the government must exercise some control over the standards of private institutions and should develop a proper monitoring mechanism.

**Ans to Q. No. 7 :** Globalisation is a process where geographic distance becomes a factor of diminishing importance. It concerns the whole word and leads to homogenization of culture. The idea is that no nation can isolate itself completely from the rest of the world.

**Ans to Q. No. 8 :** In the year 1991.

**Ans to Q. No. 9 :** (i) Evolution of a knowledge based economy which has created demands for well educated and trained manpower. (ii) Excess demand for higher education. (iii) Decline inflow of funds in government institutions. (iv) Development of information and communication technology.



## 8.10 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words).

**Q 1 :** What is meant by privatisation in higher education ?

**Q 2 :** What is meant by globalization in higher education ?

**Q 3 :** What is the basic concept of self financing institution ? Explain it.

**Q 4 :** What is the basic contribution of globalization in the sense of

higher education ?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** Mention some positive aspects of privatisation in higher education.

**Q 2 :** Mention some negative aspects of privatisation in higher education.

**Q 3 :** What are the classifications of privatization of higher education?

**Q 4 :** How do you suggest for effective privatization in higher education ?

**C) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** What is privatization? How has privatization affected the higher education sector in India ?

**Q 2 :** Write an essay on privatization of higher education.

**Q 3 :** What is globalisation ? Discuss how globalisation has contributed towards the growth of for-profit sector.

*****

# UNIT 9 : TEACHER EDUCATION- ITS PROBLEMS AND PROSPECTS IN INDIA

## UNIT STRUCTURE


9.1 Learning Objectives

9.2 Introduction

9.3 Meaning of Teacher Education

9.3.1 Definition of Teacher Education

9.4 Objectives of Teacher Education

9.5 Importance of Teacher Education

9.6 Distinction between Teacher Training and Teacher Education

9.7 Role of the Teachers for the 21st Century

9.8 Problems of Teacher Education in India

9.8.1 Prospects of Teacher Education in India

9.9 Let Us Sum Up

9.10 Further Reading

9.11 Answers to Check your Progress

9.12 Model Questions


## 9.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- explain the meaning of teacher education
- enumerate the objectives and assess the importance of teacher education
- trace the distinction between teacher training and teacher education
- identify the problems and prospects of teacher education in India

## 9.2 INTRODUCTION

In the words of Prof. Humayun Kabir, “Teachers are literally the arbiters of a nation’s destiny. It may sound a truism, but it still needs to be

stressed that the teacher is the key to any educational reconstruction." The teacher occupies a very exalted place in society because he/she brings about the transfer of the intellectual tradition from one generation to the next. Hence, this unit seek to reflect a reflection on how to educate the teacher, which will lead to the building of the nation as a whole. In this unit you will also be able to learn about the need, importance, objectives, problems and prospects of teacher education with special reference to India.

## 9.3 MEANING OF TEACHER EDUCATION

There is a notion that teacher education means teaching the teacher how to teach. But it is not only making the teacher oriented with the skill of teaching, it is something more than that. In very simple words, we can say that teacher education helps the teacher to reshape the teacher's interest, aptitude and remodels his behaviour and habit and reorganizes and reconstitutes his personality towards the profession of teaching. Besides, we can also say that in making the teaching-learning activity more effective and strengthening the personality of the teacher, teacher education plays a significant role. It helps the teacher adjust himself with the physical condition of the school and cultural environment of the society. Teacher education also helps a teacher to make educational adjustment with their own profession of teaching. Teacher education is now-a-days going to be more professionalized and technology based that would give practical experience to the teachers for their effective adjustment with the modern technology of teaching.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Hence, we can say, Teacher Education = Teaching Skills +Pedagogical theory + Professional skills.

***Teaching skills*** would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

***Pedagogical theory*** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

***Professional skills*** include the techniques, strategies and approaches that would help the teachers to grow in the profession and also to work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and, above all, life-long learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting a holistic development in their professional engagement.

### 9.3.1 Definition of Teacher Education

The National Council for Teacher Education has defined teacher education as –"A programme of education, research and training of persons to teach from pre-primary to higher education level".

According to Goods Dictionary of Education, Teacher education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

According to UNESCO (2005), teacher education "addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers."

## 9.4 OBJECTIVES OF TEACHER EDUCATION

In general objectives of teacher education are same at various stages of teaching. But, we all know that each stage of teacher education caters to a specific age group of children; so for this there should be specific objectives of teacher education for different stages.

In this regard we can clearly understand both general and specific objectives of teacher education as suggested by National Council of Teacher Education. They are as follows:

**General Objectives :**

The general objectives of teacher education as derived from the context, concerns and scope and applicable to various stages/levels may be listed as follows:

- To develop a critical awareness among the teachers' educators regarding realities of life.
- To promote capabilities among the teacher educators for the realization of national values and goals as enshrined in the Constitution of India.
- To enable them to act as agents of modernisation, social change and development and transmittance of the natural and cultural heritage.
- To cultivate among teacher trainees a sense of rational thinking and scientific temper.
- To promote among them the managerial and organizational skills as required in the contemporary Indian educational contexts.
- To develop among them the capabilities needed for performing their role in a dynamic society in order to meet the challenges of continuity and change.
- To make them aware of the environmental and ecological problems and enable them to find out their suitable solutions.
- To develop competencies and skills needed for becoming an effective teacher.
- To inculcate positive attitudes towards students.
- To develop interests and skills in undertaking action research.
- To enable teachers to develop aesthetic sense among students.

- To sensitise teacher trainees towards the promotion of patriotic feelings, national integration, world peace and promotion of human rights.

Besides these above mentioned general objectives, there are also specific objectives of teacher education for different stages of teaching. These are also highlighted below:

**Specific Objectives of Pre-School Teacher Education Curriculum :**

- To sensitise the teacher trainees towards physical, mental, moral, social, aesthetic and linguistic development of children.
- To enable pupil-teachers to help in inculcating useful social habits for the development of children.
- To cultivate social sensitivity, affection for children and respect for their uniqueness.
- To be able to organise different types of activities for the development of children individually and collectively.
- To acquaint them with the principles of child care and child health.
- To empower pupil-teachers for promoting creativity, inventiveness and developing imagination among children.
- To develop skills and competencies in making learning a joyful activity for children.

**Specific Objectives of Elementary Teacher Education Curriculum**

- To equip the teachers with sufficient theoretical and practical knowledge and skills.
- To develop a proper understanding of the psychological and sociological principles implicit in the elementary education.
- To empower the teachers for promoting all round development of children.
- To generate the capacities for greater motivation, aspiration and a sense of value commitment.
- To enable the teachers to foster problem-solving ability among pupils.
- To acquaint them with methods and techniques of handling children with special needs.

- To motivate them to undertake action research and employ innovative practices.

**Specific Objectives for Secondary Teacher Education Curriculum**

- To develop among the teachers a clear understanding of the psychology of their students.
- To enable them to understand the process of Socialisation.
- To develop in them an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation.
- To develop the skills for guidance and counselling.
- To enable them to foster creative thinking among the pupils for the reconstruction of knowledge.
- To enable them to utilise community resources as educational inputs.
- To develop communication skills and to use the modern information technology.

**Specific Objectives of Senior Secondary Teacher Education Curriculum**

**Academic Stream**

- To promote academic interests and values among the teachers.
- To develop in them reading and reference skills.
- To develop skills for curriculum development and transaction.
- To enable them to use and develop various types of tests.
- To enable them to reconstruct knowledge and experience under new contexts.

**Vocational Stream**

- To make them understand the philosophy and social relevance of vocational education.
- To develop a sense of workmanship and dignity of labour.
- To impart knowledge and develop skills necessary for teaching vocational subjects.
- To give them relevant information for attaining success in a vocation of their choice.
- To develop faith in the efficiency of vocational education.



**CHECK YOUR PROGRESS**

**Q 1 :** Define Teacher Education.

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**Q 2 :** Mention any three general objectives of teacher education programme.

.....

.....

**Q 3 :** Answer true or false-

(a) Teacher training develops teaching skills and teaching activities.
True / False.

(b) Teacher education is related to pedagogy.
True / False.

(c) The objectives of teacher education are formulated by NCTE.
True / False.

## 9.5 IMPORTANCE OF TEACHER EDUCATION

A teacher educator plays an important role in the implementation of the teacher education curriculum. Therefore, his/her education or training is crucial for any appreciable change in the training and orientation of teachers. We can discuss the need and importance of teacher education as follows:

- **Better understanding of the student :** It is only through teacher education, that a teacher can understand the psychology and behaviour of the student.
- **Building confidence :** Through teacher education a teacher can build confidence to teach a student in an open area in front of all. He becomes confident to use his aids and talents where necessary.

- **Methodology of teaching:** Through training, the teachers become familiar with the appropriate methods of teaching. They also get the essential knowledge of the methods required for a particular subject.
- **Building a favourable attitude:** Teacher education is very necessary as it helps every teacher to build a favourable attitude for teaching and also towards the children they teach.
- **Familiarising with the latest trend in education:** Teacher education programmes familiarize the teacher trainees with the organisation and administration of the school.
- **Creating Social Insight:** Teacher education programme is necessary to teach the teacher to live a community life. Training is essential to create a social insight in them.
- **Improving teachers:** Through teacher education programme a teacher can bring improvement to the present system of education by using the available resources.
- **Training for democracy:** Lastly, teacher education programme is a must for producing teachers who can teach with dedication and can also strengthen the democratic set up in the country. The programme is required not only to make one a good teacher but also to make him a good citizen.



**ACTIVITY 9.1**

Why do you think there is the need of teacher education in the present context in India? Elaborate in your own words, the points mentioned in the unit about the importance of teacher education.

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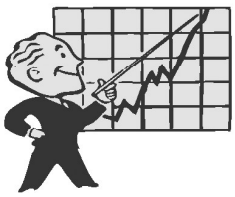
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## 9.6 DISTINCTION BETWEEN TEACHER TRAINING AND TEACHER EDUCATION

"Teacher training" is the term as used earlier means exclusively the act of teaching or training the teachers on the modern methods of teaching. It was aimed at improving efficiency in teaching profession. Every profession needs training to be provided to its professional for improving in the transaction of their job. Such professional training was also expected to improve the output in the respective field of work. The term 'training' was therefore narrow in its concept and professional in its use. This could comprise the evolving concept of education today.

'Teacher Education' is the tem used in a broad and comprehensive sense. It includes theory and practice of knowledge and experiences needed for qualitative improvement of the teacher's personality in his mental, emotional, social and behavioural aspects. The scope of educating the teacher has becomes so wide as to cover the study of philosophical, psychological and technological principles and methods of education. The term 'training' is not adequate to represent these comprehensive aspects of modern technology of education. So, the concept of 'teacher-training' has at present been made wider by the term 'teacher-education' in order to include the comprehensive and dynamic nature of the study of the subject.



**CHECK YOUR PROGRESS**

**Q 4 :** Fill in the blanks :

(a) Teacher-education and teacher training develop basically…….....……..skills.

(b) Teacher-education develops theoretical, practical and…….....…aspects.

(c) Teacher-training means the …….....

## 9.7 ROLE OF THE TEACHERS FOR THE 21ST CENTURY

The documents circulated at the 45th session of the International Conference on Education, organized by UNESCO/IBE, held at Geneva in 1996, included in general the following roles that the teachers are expected to follow in the wake of globalisation which is affecting all walks of life including education. These are as follows:

- Promoting skills and competency in literacy and numeracy, sensitivity to the environment and harmony between the school and its community.
- Helping the growth of basic skills and attitudes for a proper and continued development of cognitive, social, moral and emotional development.
- Transmitting culture and knowledge, and to help students become aware of the world community.
- Nourishing creative and critical abilities.
- Encouraging adaptability in a dynamic and ever-changing society.
- Helping each individual achieve full self-actualization to become a fully functional member of society.
- Providing the students and the community with an admirable role model as a professional teacher.
- Ensuring students' physical well-being.
- Becoming accountable to the community and student's parents.In order to undertake these tasks the experts at regional meetings believe that teachers need to:
- Ensure their continuing personal development, including the upgrading of knowledge and teaching skills.
- Be aware of the values and attitudes which lead to a healthy human society.
- Be involved actively in the affairs of the local community and society.
- Provide effective management of the learning environment and resources.
- Be skilled in linking the curriculum of the school with the needs of the community.

- Be skilled in counselling individual children and the management of groups of children.
- Be skilled in the use and choice of variety of teaching methods.
- Be skilled in working with parents and other members of the community.
- Be skilled in a variety of appropriate research methodologies.

The general expectation is, therefore, that teacher education should be modified to ensure that all teachers have the knowledge, competencies and sensitiveness to accommodate all these aspects of the teachers' role.

## 9.8 PROBLEMS AND PROSPECTS OF TEACHER EDUCATION IN INDIA

The existing system of teacher education in our country is subject to severe criticism from different quarters. It has not been able to serve the present qualitative need of education. The whole field of teacher education remains neglected. The nomenclature has been changed from 'Teacher Training' to 'Teacher Education' at present. But the attitude necessary for a healthy professional growth of the teacher has not been attained. A sense of futility and worthlessness resulting in the lack of initiative and purpose are going to over-shadow the whole programme. It is necessary, therefore, to outline some of the gross defects from which the system itself has suffered. Some of them are as follows:

- **Artificiality in courses of studies including theory and practice:** One of the major defects of our teacher education programme is the traditional nature of most of the instruction provided by the programme. The methods used by the teacher educators are quite outdated and theoretical. The theory courses in particular have no articulation with practical work and teaching skills requirements.
- **Lack of perpetual rapport :** Training institutions do not have necessary rapport with the school for which the teachers are being trained. There is a large gap between the teaching work and the field work of the teachers. Training course has not been prepared on the basis of the actual need and reality of the school situation. So, the

training programme appears to be quite unrealistic resulting in educational wastage.

- **Ineffective methods of teaching :** Teacher educators in our country are averse to innovation and experimentation in the use of the methods of teaching. They use the traditional method of instruction like lecturing and dictating of notes. Their acquaintance with modern classroom communication devices is negligible. The teacher educators have no planned and systematic awareness and control over the instructional technology.
- **Absence of professional attitude :** In India, the entire teacher education programme is lacking in professional attitude which is very important for a sound programme of teacher education. The effort to build a proper democratic attitude through a community life gets undermined. No attempt is made for the development of sound professional ethics during the period teacher education.
- **Lack of dynamism in curriculum :** The existing curriculum of teacher education is often crticised for being ineffective and outdated. It is mostly theoretical, traditional and overloaded with variety of disconnected elements. The treatment of the course is more dominated by the need of examination. The spirit of experimentation, innovation and practical application of the educative principles do not find a rightful place in the curriculum. It is not at all linked up with life and society and not even with the professional life of the teachers.
- **Lack of Supervision :** Teacher trainees after the completion of their course are expected to use their experiences in schools. For this purpose there is the need of preparing follow-up programme of the teacher training department. The teacher educator should undertake supervision activity to see that the teachers can make appropriate use of the principles and methods taught to them. But in actual practice there are no such supervision activities in the training programme.
- **Lack of proper facilities :** In many of the training institutes, well equipped library to develop the reading habit of the teachers is absent.

The training methodology of the subjects like geography and science and well equipped laboratories with modern amenities are essential, but many of the training institutes do not have proper laboratory facilities and so fail to teach the necessary professional skills to the teacher trainees.

- **Limited number of training institutions :** At present there has been a pressing need of providing more number of trained teachers. It may be noted that most of the teachers working in secondary schools in the country have remained professionally untrained. So, there is an ardent need of establishing more training institutions to serve the present requirements.
- **Lack of research and experimentation :** For the development of new outlook and attitude in the teaching profession, there is the need of extensive research and experimentation work to be undertaken in the country. The new methods and techniques of teaching which are western oriented need to be re-adjusted to our Indian cultural and economic situation and make them cost effective. In this regard there are more possibilities and prospects of undertaking research work. But teacher educators do not seem to have necessary initiative to such work. As a consequence, there is chaos and confusion in every aspect of our education system in the country today.
- **Inadequate financial provision :** In most of the states teacher education is still being run with the fee collected from the student-teachers. The share of state grant is too less and as a result teacher education institutes are running under financial crisis.

### 9.8.1 Prospects of Teacher Education in India

In view of the multiplicity of the problems of teacher education, to find a solution to all of them is certainly not an easy task. Again, for the improvement of the quality of education in the country there can be no alternative but to train the teachers professionally. The Secondary Education Commission of 1953

observes: "The lower the grade of the pupils, the greater is the skill acquired to teach them. It is, therefore, necessary that we should develop a comprehensive plan of teacher education right from pre-school stage upto the university level of teaching."

In view of taking such effective steps to solve the problems of teacher education the following suggestions may be made in this regard:-

- **Reorganization of courses:** A spirit of dynamism and flexibility should be brought to the existing curriculum of teacher the teacher training programme and the examination oriented activities should be removed in favour of service-oriented training course. The curriculum should be made relevant to the personal and social needs of the trainees. The contents and methods of teaching should be made appropriate to the Indian condition.
- **Suitable methods of teaching:** Teacher education department should adopt suitable methods of teaching. It should conduct special innovative programmes seminars, lectures, team teaching, panel discussions etc.
- **Training in co-curricular activities:** Provision should be made the training of the teachers in co-curricular activities also. The objective of such training should be to give valuable assistance to the students in schools. The co-curricular training may include subjects like leadership training, physical education, social education, scout and guide, junior red cross, citizenship training as well as training in conducting students club, debating society and community living of the students.
- **Establishment of co-ordination:** Different agencies and institutions of teacher education available in the country at present should not remain isolated. The members of the staff of the teacher training colleges should be closely associated with those belonging to schools. The courses of studies, the practical work and practice teaching should moderated in such

a way that they have useful implications for improving the school practices.

- **Development of professional attitude:** The colleges of teacher education should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities which promote the democratic spirit of mutual appreciation and fellow-feeling.
- **Effective selection of teacher-trainees:** Admission to the teacher –training institutions should be reasonably restricted. Persons with aptitude in teaching should be selected for admission. It is necessary to conduct psychological test to determine the teaching, aptitude of the trainees.
- **Training in modern educational technology:** The qualitative improvement of our teacher education programme may be ensured by making provision for training in the use of modern educational technology. Keeping in view the present prospect of technological use of the computer education, this may be considered as a very urgent effective requirement of the training programme of the teachers. The teacher may get practical experiences of the activities and functions in the use of the new technology.
- **Organizing follow-up programme:** There should be better provision for supervision activities and functioning of the trained teachers in the respective schools. The training college teachers, in co-operation with the education department of the government, should organise programme of constant supervision on the teacher's performance in the classroom. The schools should also provide minimum necessary facilities for effective working out of educative principles and methods prepared for them incourse of their training period.

- **Need for Research:** The teacher education department should be made a nucleus for research on teaching, curriculum and evaluation and is to be entrusted with the responsibility of sponsoring programmes for extension education such as bringing the community into close contact with the university academicians. Besides, to improve the quality of teacher education programme there should be a free exchange of scholars from one department to another, particularly in subjects like natural and biological sciences and languages.

- **Provision for Funds:** The state government should make adequate provision for funds for the teacher education departments. They should be treated on par with other colleges and with the departments of the Universities for all sorts of grants. Special assistance should be given for running an experimental school and for holding practice teaching sessions in various schools.



**CHECK YOUR PROGRESS**

**Q 5:** Mention two specific problems of Teacher Education in India.

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**Q 6 :** Mention two solutions for the problems of Teacher Education in India.

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## 9.9 LET US SUM UP

- Teacher Education helps the teachers to reshape their teacher's interest, aptitude and remodels, their behaviour and habits and reorganizes and reconstitutes their personality towards the profession of teaching.
- Teacher education also helps the teachers to make educational adjustment with their own profession of teaching.
- Teacher education is now-a-days going to be more professionalized and technology-driven that gives practical experience to the teachers for their effective adjustment with the modern technology of teaching.
- Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Hence, we can say, Teacher Education = Teaching Skills +Pedagogical theory + Professional skills.
- A teacher educator plays an important role in the implementation of the Teacher Education curriculum. Therefore, his/her education or training is crucial for any appreciable change in the training and orientation of teachers.
- The term "Teacher training" as used earlier means exclusively the act of teaching or training the teachers on the modern methods of teaching while the term 'Teacher Education' is used in a broad and comprehensive sense. It includes theory and practice of knowledge and experiences needed for qualitative improvement of the teacher's personality in his mental, emotional, social and behavioural aspects.
- The problems of teacher education are: artificiality of the courses, lack of perpetual rapport, ineffective methods of teaching, lack of professional attitude, lack of supervision, lack of governmental funds, lack of research and experimentation etc.

- We may suggest the solutions to the problems of teacher education as- reorganization of courses, suitable methods of teaching, training in co-curricular activities, establishment of co-ordination, development of professional attitude, introduction of research in the field of teacher education etc.



## 9.10 FURTHER READING

1) Sharma Prabha Shashi (2003): "Teacher Education-Principles, Theories and Practices, kanishka Publishers, New Delhi.

2) Tewari A.D. & Panda B.N (2009): "Teacher Education" A.P.H Publishing Corporation, New Delhi.

3) Sharma Promila (2010): "Teacher Education", Balaji Offset, New Delhi.

4) Sharma. Dr. R.A (2010): "Teacher Education &Pedagogical Training" Raj Printers, Meerut.



## 9.11 ANSWERS TO CHECK YOUR PROGRESS

**Answer to Q. No. 1 :** According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities as a teacher more effectively.

**Answer to Q. No. 2 :** The three general objectives of teacher education are:

- To develop a critical awareness among the teacher educators regarding realities of life.

- To promote the capabilities among the teacher educators for the realization of national values and goals as enshrined in the Constitution of India.
- To enable them to act as agents of modernisation, social change and development and transmittance of the natural and cultural heritage.

**Answer to Q. No. 3 :** a) true, b) true, c) true.

**Answer to Q. No.4 :** a) Teaching, b) affective, c) the act of teaching or training.

**Answer to Q. No. 5 :** The two most important problems of teacher education at present are- ineffective methods of teaching and lack of research and experimentation.

**Answer to Q. No. 6 :** Two suggestions for the problems of teacher education are: to adopt suitable methods of teaching, and to introduce research in the field of teacher education.



## 9.12 MODEL QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What do you mean by Teacher Education?

**Q 2 :** What do teaching skills include?

**Q 3 :** What incorporates the pedagogical theory and professional skills?

**B) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** Explain the meaning of Teacher Education. Differentiate between Teacher Training and Teacher Education.

**Q 2 :** Discuss the importance of Teacher Education.

**Q 3 :** Discuss the general objectives of Teacher Education.

**Q 4 :** Elaborate the specific objectives of Teacher Education at various levels of teaching.

**Q 5 :** Discuss the role of the teachers in 21st century.

**Q 6 :** What are the problems of Teacher Education in India ? Analyse their causes.

**Q 7 :** Suggest some practical ways and means for the improvement of Teacher Education in India.

# UNIT 10 : TRAINING FOR TEACHERS

## UNIT STRUCTURE


10.1 Learning Objectives

10.2 Introduction

10.3 A Brief Overview of Teacher Training

10.4 Concept of Teacher Training

- 10.4.1 Meaning of Teacher Training
- 10.4.2 Need and Importance of Teacher Training

10.5 Teacher Support Programme

- 10.5.1 Types of Teacher Support Programme
- 10.5.2 Functions of Teacher Education Programme
- 10.5.3 Teacher Education Institution for Supporting Teachers

10.6 Let us Sum Up

10.7 Further Reading

10.8 Answers to Check Your Progress

10.9 Model Questions


## 10.1 LEARNING OBJECTIVES

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

- describe in brief about the development of teacher training programme in India and Assam
- define and explain the meaning of teacher training
- explain the need and importance of teacher training.

## 10.2 INTRODUCTION

Teaching is a complex process involving the teacher and the taught. We know that the gardener needs to know how the plants grow, the physician needs to know how the body functions, the engineer needs to know how a certain machine made for him functions. Similarly, a teacher needs to know how to teach his students. In order to do the job of teaching well, the teacher

should be well conversant with the art and skill of teaching. This necessitates imparting training to the teacher to familiarise to him or her with the intricacies of the teaching-learning process. It is said that the quality of a nation depends upon the quality of schools. The quality of the schools depends primarily upon the quality of its teachers. This is specially applicable for the Elementary school teacher preparation programme because elementary education is the foundation on which the super structure of the entire educational system is built. Its contribution to nation building and process of development and growth has been universally recognized. This unit deals with strategies for supporting the teachers for teaching, for the teacher support programme, institutional policies and practices in teacher support programme.

## 10.3 A BRIEF OVERVIEW OF TEACHER TRAINING

The formal system of teacher training first began in Germany with the establishment of a school for teacher preparation in the year 1706. Then in the year 1794, the Education Department of France established an institute of teacher training in the name of 'normal school'. In that school, training on methods of teaching were provided and the experienced teachers of elementary schools used to share their experiences with the trainees. The trainees were appointed as teachers after completion of the course which was of three years duration.

There is very little evidence of formal system of teacher training found in ancient India. The school in ancient India was called 'gurukul' as the schooling use to take place at the home of a teacher or guru. In this system, the teacher used to give individual attention to each student and in this work he took the help of his senior and brilliant students. The senior students worked as monitors and thus used to teach students in the absence of teacher. In this way the students received indirect training of teaching. This same system was prevalent in the mediaeval periods also. This system later got the name 'Monitorial System' in the British period, when in the schools that were established by the Christian Missionaries in India, started to appoint expert senior students of the school to teach or monitor the

students of junior classes to compensate for the shortage of teachers. This system is also known as 'Bells System' after the name of Dr. Andrew Bell, who introduced this system for the first time. Between the year 1815 and 1854, opinion in favour of introduction of teacher training gradually began to build leading to the introduction of Normal schools in the country. The first normal school was established in Srirampur (West Bengal) in the year 1826. With the opening of more Normal schools in Puna, Bombay, Agra, Meerat and Benaras within the years 1850 to 1857, teachers' training became an integral part of the Indian Education system.

In the post-independence period, with the rapid expansion of schools, the teacher education and training also expanded in response to meeting requirement of teachers for new schools. On the basis of the suggestions put forward by various Educational Committees and Commissions from time to time, a large number of new teachers' training institutions were started by both the State and also by private management. In the wake of such developments the Government of India, Ministry of Human Resource Development set up the National Council for Teacher Education (NCTE) in 1973 as an advisory body for the Central and State Governments on all matters pertaining to education of teachers and in 1995, the Parliament of India through an Act gave it statutory powers for framing regulations and norms for maintaining the standards of teacher education and teacher training in the country.

In Assam also, the Christian Missionaries played a pioneering role in the establishment of a few primary teacher training institutions in the state in the year 1888-89. In the early part of 20$^{th}$ century, the then Government had established a few Normal Schools to provide training to MV and ME level teachers of the state. In the post independent Assam, as per the Basic Education Act of 1954, a number of Basic Training Centers (BTC) were established throughout the state to train the in-service teachers in primary level. Both pre-service and in-service training for Middle School teachers was introduced in the state in the already established Normal Schools. But because of some job related problems of such trained teachers, such training course was discontinued in 1970. However, to clear

the huge backlog of untrained teacher, the Government of Assam reintroduced the two year teacher training programme for elementary level school teachers by establishing District Institutes of Education and Training (DIET) within the period of 1989 to 1996. After the Sarba Siksha Abhijan (SSA) has taken charge of the elementary education system in our country, it has been conducting some short term need-based training programmes from time to time for in-service teachers.

But the face-to-face teacher training programmes could not meet the growing demand of trained teachers, especially after the Right to Education (RTE) Act came into force on April 1, 2010. One of the salient features of this act is that every school teacher should obtain an adequate professional degree in teaching within the period of five years from the date of commencement of the RTE so that along with the free and compulsory education, the children will also get quality education. But it is found that at present in Assam at least 61 per cent teachers in lower primary and upper primary sections are untrained and so it is not feasible to meet the provision of the Act with the existing infra-structure for teacher training in Assam. The Assam Government, therefore, has entrusted this responsibility of training the elementary level teachers to the Krishna Kanta Handqiui State Open University through distance mode. The duration of the training programme is decided to be of two years and is named as “Diploma in Teacher Training Programme for Elementary Teachers.”

## 10.4 CONCEPT OF TEACHER TRAINING

The quality of a nation is judged by the quality of its citizens and the quality of the citizens is mostly determined by the educational system of a nation. The educational system, in turn, depends upon the quality of the teachers. It is the teacher whose energy and personality has a direct and indirect impact on the coming generations. The teacher plays the most dominant role in moulding and shaping the attitudes, habits, manners and above all, the character and personality of the young students put in his

charge. It can, therefore, be asserted that the progress of the nation and of mankind depends substantially on the teacher.

The Secondary Education Commission (1952-53) in its report has said "…the most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of the teacher working in it."

Thus, the importance of the teacher for the community and the educational system is very much evident. The teacher helps in the making of the future citizens on whom the nation's rise and fall will depend. In this connection, the Kothari Education Commission (1964-66) has also rightly remarked, "The destiny of India is being shaped in its classrooms", and classrooms are controlled by class teachers. So a teacher's personality and professional competence is a most important pre-requisite without which even the best curriculum, syllabi or the teaching-learning material cannot bring about the desired learning outcome of the students. Therefore, to be a good teacher and also to ensure the desired learning outcome of the students professional training is a must for every aspiring teacher.

### 10.4.1 Meaning of Teacher Training

Teacher training or education, in general refers to the various policies and procedures which are designed to equip teachers with the knowledge, attitudes, behaviours and skills, which are necessary for the teachers so that they can perform their tasks effectively in the school and classroom.

Dictionary of Education – C.V. Good (1973), defines teacher education as "All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession and to discharge his responsibility most effectively."

According to the definition given in National Council of Teacher Education (NCTE,1993) Act, teacher education means programme of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary, senior secondary stage in schools and non-formal education, adult education and correspondence education through distance mode. In sum, we can say that teacher training or teacher education is that knowledge, skill and ability which is relevant to the life of "teacher as teacher". A course in teacher training seeks to reshape the attitudes, remodel the habits and, in a way, to reconstitute the personality of a teacher.



**CHECK YOUR PROGRESS**

**Q 1 :** What is meant by teacher training ?

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## 10.4.2 Need and Importance of Teacher Training

Some people believe there is no need of training the teachers. They should only have mastery over the subject. There is also the popular saying that teachers are born, not made. But this connotation can be true only in a few rare cases only. In fact, training is essential for every teacher. Even the born teachers have to study the techniques of teaching craft. Trained teachers can do much more than untrained teachers. It is however not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. It has also been aptly remarked, "If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if educate a teacher, you

educate the whole community." So we can say that the demand of the profession, and the objectives and expectations from a teacher certify the need of training for teachers. The following points summarize the need and significance of teacher training:

- **Training helps create a understanding of the students:** Teaching is not confined only to imparting knowledge of the subject-matter taught. Teaching has a laudable role of aiming at an all-round development of students. For this the teacher should have a thorough knowledge of child psychology and principles of pedagogy so as to understand the child better and to deal with children keeping in mind their all-round development. The teacher pays a key role in moulding their all-round development.
- **Trainings boost teachers' confidence:** Teacher training is essential to build confidence in the teacher. A trained teacher, with the scientific knowledge of class management and guidance processes can tackle any odd or problematic situation in the classroom with confidence
- **Training is important to have mastery over teaching skills:** To have mastery over the subject matter to be taught and to communicate this effectively to the students are not same. Many skills are needed to communicate the information effectively, e.g., skill of introducing a lesson, questioning, illustrating, demonstrating, explaining and proper use of blackboard, skill of arranging and logically sequencing the subject matter, skill of proper assessment and evaluation etc. A teacher can master these skills by undergoing a training programme.
- **Training is needed to understand the methodology of teaching:** A teacher should be able to contrive and use a number of suitable teaching methods and devices. Teacher training makes a teacher familiar with the methodology of teaching, thereby, helping him or her to choose the suitable methods and devices according to the demand of the subject.

- **Training develops organizing capacity of the teacher:** A teacher should be able to organize, supervise and participate in and co-curricular activities of the school and should also be able to help effectively in the guidance programme of the school. To develop these qualities training is very essential.
- **Training familiarizes the teacher with the school organization:** A teacher should have adequate knowledge about the organization and administration of the school. During the course of training, the teacher trainees are given inputs so that they can familiarize themselves with these aspects of the schools they serve.
- **Training improves quality and standard of education by updating teachers' knowledge:** Teacher training programmes update the knowledge of the teacher trainees the latest developments in education and thus indirectly helps in improving the quality of education.
- **Training creates social insight:** Teachers' training is needed to teach the teachers to live a community life. Training creates a social insight in them.
- **Training is a must for teaching in a democratic country:** A teacher in a democratic country should be able to teach with zeal and zest and strengthen the democratic setup of the country. For this training is a must. Training is required not only for making one a good teacher but also for making him or her a good citizen.
- **Training builds a favourable attitude towards the teaching profession:** Along with the possession of required knowledge and skills, a teacher must have a positive attitude towards the students and the profession itself. Attitudes are learnt through experience. A proper teacher training programme provides such experiences to the teachers by which they can develop positive attitude towards themselves, the job and the students

In short, we can say that teacher training is needed for kindling the necessary initiative in the teacher, for keeping it alive,

for removing the pitfalls of the 'hit and miss' process, for according a professional status to the teaching profession and, above all ,for making the use of time and energy of the teacher and the taught.



## LET US KNOW

**Significance of Each Letter of the Word Teacher:** Each letter of the word 'Teacher' signifies some traits or values which should be possessed by a teacher.

- ♦ T stands for - Tact, Tolerance, Truth
- ♦ E stands for - Efficiency, Enthusiasm, Ethics, Etiquette
- ♦ A stands for - Adaptability, Affection, Alertness
- ♦ C stands for - Character, Clarity, Constructiveness, Creativity
- ♦ H stands for - Hard work, Humanity, Honesty, Humor, Human Relations
- ♦ E stands for - Eagerness, Emotional Stability
- ♦ R stands for - Rationality, Resourcefulness

The teacher should be an integration of all these traits.



## CHECK YOUR PROGRESS

**Q 2:** How does teacher training help to ensure effective teaching?

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## 10.5 TEACHER SUPPORT PROGRAMME

Before discussing the teacher support programme it is necessary for us to understand what are the demands of the teaching profession at the stage of elementary education, so that the teacher support programmes can be organized on that line. In the emerging Indian society there is a demand for a sound programme of the professional education of teachers.

### 10.5.1 Types of Teacher Support Programme

Teacher support programme has two distinct aspects- (i) pre-service teacher education and (ii) in-service teacher education.

**I. Pre-service teacher education:**

As the name signifies pre-service teacher education refers to all programmes of teacher education that a person can receive before employed as a teacher, to qualify himself as a prospective teacher. It has now been increasingly realized that teacher education is something deeper than mere teacher training. The emphasis is now shifted from training to education. It simply means acquisition of that type of knowledge, information, skill and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habit and personality of a prospective teacher.

**II. In-service education:**

In-service education refers to the education of an employed teacher, received after his or her entering the teaching profession. The professional growth of a teacher does not cease with the completion of the training programe in the training institution. For the correct professional growth the teacher must be prepared to learn more in order to remain alive and fresh with new knowledge and experience throughout the teaching career. In fact, both pre-service and in-service education are reverse and obverse of the same coin.

### 10.5.2 Functions of Teacher Education Programme

The chief function of a teacher education programme is to produce good teachers. Teaching is also a profession like any other profession. As such, there is a demand for helping the teachers in their professional growth. Besides having necessary professional training they also need periodic reconditioning and updating of their of knowledge and refreshing of their experience as teaching professionals. They also need to continously develop a wide outlook, benefiting from the experience of others; they must reflect upon new problems, acquire new information and on the whole must be prepared to reorient themselves.

The function of an elementary teacher education institution includes:

- Pre-service and in-service education of teachers for the formal school system.
- Induction level and continuing education of Non-formal and Adult Education Instructors and Supervisors.
- Training and orientation of the heads of institutions in institutional planning and management and micro-level planning.
- Orientation of community leaders, functionaries of voluntary organization and others influencing school level education.
- Academic support to school complexes and District Boards of Education.
- Action research and experimentation work.
- Serving as evaluation center for primary and upper primary schools as well as non-formal and adult education programme.
- Provision of services of a resource and learning center for teachers and instructors.

- Consultancy and advice, for example to District Boards of Education

### 10.5.3 Teacher Education Institutions for Supporting Teachers

The conviction that professional education of teachers is essential for the improvement of the quality of education has led the Central and State Governments and some private bodies to take an increasing interest in all types of teacher education institutions. Different types of teacher education institutes are established for providing both pre-service and in-service education for teachers. Besides having regular teacher training programmes these institutes also organize various short-term courses for elementary school teachers.

**National Council for Educational Research and Training (NCERT) :**

NCERT is the apex organization at the national level established in September,1961. It is designed to undertake research and training in education at the school stage- Primary and Secondary. It works in close cooperation with the Education Departments in the states and the universities and with all institutions and agencies set up in the country for furthering the objectives of school education. NCERT conducts research, surveys with a view to evolving better methods of teacher education. It produces literature for teachers and teacher educators on educational subjects and organizes seminars and refresher courses. It also maintains close contacts with similar international agencies. On the lines of NCERT, State Councils for Education Research and Training (SCERT), have been established in various states and Union Territories, SCERT organises both long term and short term in-service teacher training courses for elementary school teachers from time to time.

**State Institutes of Education (SIE) :**

In 1964, a chain of State Institutes of Education for elementary school teachers was set up in all major states with the assistance of the Central Government. At present there are 30 state institutions in the country. The main purpose and functions of these institutes are to:

- Provide various training courses for supervisors of elementary schools or elementary teacher educations.
- Organize conferences and seminars to senior state education officers.
- Provide, conduct and supervise extensive services to training institutions for elementary teachers.
- Organize research in elementary education and teacher education.
- Provide correspondence courses to teachers.
- Assist the state departments of education in the planning and implementation of various educational plans at the elementary stage of education.

**District Institutes of Education and Training (DIET) :**

As envisaged in the National Policy on Education, 1986, DIETs are being established in various states to organize pre-service and in-service courses for elementary teachers and for persons working in non-formal and adult education:

A DIET is a grassroot level institution, with the district as the basic unit for educational planning, for evolving strategies for catering to district level specific needs. A DIETs mission is "to provide academic and resource support at the grassroot level for the success of various strategies and programmes being undertaken in the areas of elementary and adult education" DIETs have been assigned a pace-setting role in two aspects viz.,

- excellence in institutes own work;

- helping the elementary and adult educational systems in the district in achieving excellence.

The **three main functions** of the DIETs are :

- Training both pre-service and in-service level.
- Resource support, such as extension, guidance, development of resource materials, aids, evaluation tools etc., and
- Action research.

Besides, a DIET has to develop its primary attention to the promotion of education among girls and women, schedule castes and scheduled tribes, minorities, the handicapped and other educationally disadvantaged and marginalized groups like working children, slum dwellers etc.

With a view to enabling a DIET to attain its mission and fulfill its assigned functions, it comprised the following seven branches :

- Pre-service Teacher Education (PSTE), branch to provide induction level training;
- Work Experience (WE) branch to cater to the need for vocationalization of education and to provide a variety of work experience related inputs;
- District Resource Unit (DRU) to assist education authorities in planning and coordination of training programmes for Alternation Education, Non-formal Educational personnel throughout the district;
- In-service programmes, Field interaction and Innovation Coordination (IFIC) branch to identify the needs of elementary teachers in the district and to organize programmes for in-service training to assess quality of such programmer.
- Curriculum, Material Development and Evaluation (CMDE) branch to develop curricular units, techniques and guidelines for continuous and summative learner evaluation, tests, scales and other instruments for diagnostic testing and remedial programme.

- Education Technology (ET) branch to develop simple, effective and low cost teaching aids for elementary education and elementary teacher education.
- Planning and Management (P&M) branch to maintain an appropriate database for the district for exercises for attaining goals related to universalisation of elementary education and national literacy mission.

**Colleges of Teacher Education (CTE) :**

Colleges of teacher education provides training at all levels under one roof. It can have large intake of student teachers and can prove more effective and economical than small one-track institution. The CTEs have been assigned the following functions :

- To organize pre-service education programme for both elementary and secondary teachers.
- To organize subject-oriented in-service teacher education programmes of upto 3-4 week duration.
- To conduct experimentation and innovation in school education.
- To provide training and resource support for new areas of educational concern, e.g., Value-oriented education, population education etc.
- To encourage community participation in teacher education programmes.

The functions of CTE clearly bring out their role in strengthening elementary education and making the community a major stakeholder in quality teacher education.

**Basic Training Centre :**

These institutions offer certificate and diploma courses, mostly run or aided by State Education Departments. The training is open to Matriculates and is of two years duration. There are at present

960 primary teacher training institutions throughout the country (Kochar, S.K., 1989). These schools are also known as Normal Schools. Academic guidance to those schools are provided by the SCERT.

**National Council for Teacher Education : NCTE**

In order to improve and coordinate the standard of teacher education in the whole country, it had been felt that there should be a National Council for Teacher Education (NCTE) to advise the Government on matters relating to teacher education. This was formulated in 1973 before launching the Fifth Five Year Plan. But NCTE appeared as a statutory body on 17th August,1995, with the objectives of achieving planned and coordinated development of teacher education system, regulation and proper maintenance of norms and standards of teacher education. Accordingly, the council has laid down norms and standards for pre-primary, elementary and secondary level teacher education institutions. During the year 1997-98 the NCTE has held a number of seminar, workshop, symposia, awareness meetings etc. and prepared a document for improving the quality of teacher educations. “Curriculum Framework for Quality Teacher Education” (1998, 2009 and its revised framework on 2014) provide specific crystallized guideline for providing ‘change and continuity’ through in-service education programmes. In-service education programmes should according to NCTE, strive for attainment of the following objectives :

- Upgrade professional competencies of teachers.
- Prepare teachers for new roles.
- Provide knowledge and skills relating to emerging curricular changes- content, process and evaluation.
- Make teachers aware of critical areas and issues in contemporary education.
- Compensate for gaps and deficiencies, if any, in pre-service education and

- Upgrade the qualification and competencies of the untrained or trained on-the-job teachers. (The North Eastern States had the largest percentage of untrained teachers in elementary level.

Apart from these training institutions, NCTE also provide guidelines for the training of teachers through distance mode of learning at elementary to higher level. The Central Open University as well as the State Open Universities tries to offer various training programmes like Diploma in Elementary Education, short term training programme for in-service teachers, special BED programme for both pre-service and in-service teachers etc.

Distance Education for teacher education and training is widely used around the world because it has certain advantages over the formal system. Some of the uses of the Distance mode, are as follows :

- To reach out to the teachers of remote and rural araes and to widen their access to learning opportunities and resources.
- To provide education and training both initial and continuing on a larger scale and within shorter time scales than provided by the traditional forms.
- To support school based programmes of initial teacher training.
- To increase the inflow of information and learning opportunities for the teachers in their work controls.
- To provide a route for unqualified teachers to gain the required teaching qualification and for qualified teachers to upgrade their qualification.

Indira Gandhi National Open University (IGNOU) is conducting several teacher training courses such as B.Ed. and M.Ed. for secondary school teachers and Certificate of Primary Education (CPE) and Diploma in Primary Education (DPE) for elementary teachers.



**CHECK YOUR PROGRESS**

**Q 3 :** Mention the types of teacher education.

.....

.....

**Q 4 :** Mention any four functions of a teacher education institution.

.....

.....

**Q 5 :** Name the apex organization for teacher education at the national level.

.....

**Q 6 :** What are the main functions of a DIET?

.....

.....

**Q 7 :** Name the courses conducted by IGNOU for teacher education.

.....

.....



## 10.6 LET US SUM UP

- During the ancient and the medieval period, there was no formal teacher training institutes in India. The students however used to receive indirect training of teaching from their own teachers through monitorial system. The formal system of teacher training in India started only during the British period and the institutes were named as Normal Schools.

- In the post independent period, with rapid expansion of schools, a large number of teachers' training institutes were opened to meet the requirements of trained teachers. National Council for Teacher Education (NCTE) was set up for maintaining the standards of such training institutes and also as an advisory body on all matters pertaining to teacher training and education.

- Teacher training means various policies and procedures which have been designed to develop knowledge, skills and competencies in teachers and to make them efficient in performing their duties in school and classroom effectively.

- Teachers needs training because training (1) helps in having a better understanding of the students, (2) boost teachers' confidence, (3) helps them to have mastery over teaching skills, (4) helps the teachers in understanding the methodology of teaching, (5) develops organizational capacity of teachers, (6) familiarize teachers with the school organization, (7) improves quality and standard of education by updating teachers knowledge, (8) creates social insight in teachers, (9) helps for teaching in a democratic country and (10) builds a favourable attitude towards the teaching profession.

- The teaching profession of an elementary school demands thorough knowledge of the subject content, ability to communicate knowledge, ability to develop instructional materials, plan and organize contents of a lesson, ability to assess and evaluate students and to organize and supervise co-curricular activities in school.

- Teacher support programme has two distinct aspects- pre-service and in-service.

- The functions of a teacher education programme includes organizing pre-service and in-service education, training and orientation of the heads of the institution, academic support to school complexes and District Boards of Education, conducting action research, organizing training for adult education inspectors and supervisors etc.

- The different types of organizations that provides teacher support are- NCERT, SIE, DIET, Basic Training Centres, Normal School, Colleges of Teacher Education etc.



## 10.7 FURTHER READING

1) Kumar T. Pradeep, Teacher Education, APH Publishing Corporation, New Delhi.

2) Dash B.N., Teacher and Education in the Emerging Indian Society, Neelkamal Publications Pvt. Ltd. Hyderabad, New Delhi.



## 10.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Teacher training is a system or procedure, which is designed to equip teachers with the knowledge, attitudes, behaviours and skills, which are necessary for the teachers so that they can perform their tasks effectively in the school and classroom.

**Ans to Q. No. 2 :** Teachers training help for ensuring effective teaching, it helps teachers in many ways, such as: (1) helps to have a better understanding of the students, (2) boosts teachers' confidence, (3) helps to have mastery over teaching skills, (4) helps the teachers in understanding the methodology of teaching, (5) develops organizational capacity of teachers, (6) familiarize teachers with the school organization, (7) improves quality and standard of education by updating teachers knowledge, (8) creates social insight in teachers, (9) helps for teaching in a democratic country and (10) builds a favourable attitude towards the teaching profession.

**Ans to Q. No. 3 :** Pre-service, In-service training

**Ans to Q. No. 4 :** (i) Organising pre service and in-service education for teachers.

(ii) Continuing education for Adult Education Instructors and supesrisos.

(iii) Training, Resource and orientation of the head of the institution.

(iv) Action research and experimentation work.

**Ans to Q. No. 5 :** National council for Educational Research and Training (NCERT).

**Ans to Q. No. 6 :** Training, Resource support, Action research.

**Ans to Q. No. 7 :** Certificate of primary Education (CPE) and Diploma in primary Education (DPE)



## 10.9 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words)

**Q 1 :** In which year and in which country of the world, the first teacher training institution was established?

**Q 2 :** In which period did the formal system of teacher training emerge in India?

**Q 3 :** What is the name of the council that has been formed as an advisory body on all matters concerning Teacher Education?

**Q 4 :** For developing democratic citizenship education should be based on what and why?

**Q 5 :** What are the subjects that are usually included in the teacher training programmes for the professional development of teachers?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What is meant by teacher training? Give a definition of teacher education.

**Q 2 :** "Teachers are born, not made"- is this connotation always true? Explain.

**Q 3 :** How does training help in boosting the confidence of teachers and help them in better understanding of the students?

**C) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** Explain the need and importance of teacher training.

**Q 2 :** Describe briefly pre-service and in-service education for teachers.

# UNIT 11 : EDUCATION FOR WOMEN EMPOWERMENT

## UNIT STRUCTURE


11.1 Learning Objectives

11.2 Introduction

11.3 Need and Importance of Women Education

- 11.3.1 Problems of Women Education
- 11.3.2 Strategies for Empowering Women through Education

11.4 Let Us Sum Up

11.5 Further Reading

11.6 Answers to Check Your Progress

11.7 Model Questions


## 11.1 LEARNING OBJECTIVES

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

- specify the needs and importance of women education
- identify the problems of women education
- point out the strategies to empower women through education

## 11.2 INTRODUCTION

Women play a crucial role in the development of the society as a whole. It has been a fact since the dawn of history. They constitute a most responsible section of a society and form the very backbone of the family with their multifaceted role as a mother, wife, daughter, sister etc. They are the agents of change by judging and appraising the status of the women one can assess the status of a nation and its overall socio-economic condition. From this point of view, education plays a key role by providing educational opportunities to the women. Education has been one of the key factors for the development of human society with its emphasis on promoting equality among the different classes, races, ethnic groups and castes.Gradually gender came to be added the list of priorities for education

as the much needed equality demanded the opening of equal educational opportunities for both men and women. The status of a nation can be measured largely through the attribution accorded to its women. Women population represents about 49 % of India's population according to the Census Report 2011. In early Vedic period, to some extent, women enjoyed the same status as men had. But with the passes of time, women of India were given a secondary status resulting in unequal opportunities and facilities for them owing to the inherent discrimination prevalent in our society. Despite various international conventions on human rights and empowerment of women girls and women continue to be victims to domestic as well as social violence. Women's education is the sin-qua-non of women's empowerment. In India after independence women education has received adequate attention from the planners who consider it a necessary prelude to women's empowerment.

## 11.3 NEED AND IMPORTANCE OF WOMEN EDUCATION

Though India could take pride of according a respectable status to women in ancient times, in later ages the disparity between men and women pushed women to an inferior position. With the coming of the British, women education got revived in certain aspects and it received a boost with the reforms made after the nation-achieved independence.

Social justice demands that women be treated equally in terms of accessing human rights and various opportunities as men in accordance with the Constitution. But in reality in our country gender differences are rampant in every sector of our socio-economic development. Women are educationally backward, and less skilled as compared to men; they have poor economic and social status than men and discriminated against in getting social justice and equal opportunities. Women constitute half of the total population of the country and they have the full right to excel in all the fields at par with the men. To stress this point, our visionary leader and first Prime Minister of India, Pandit Jawaharlal Nehru has rightly said that "When you educate a man, you educate an individual and when you educate a woman

you educate a whole family".

Education is very much essential for women to prepare themselves for participation in various developmental processes from which they as well as the whole society will benefit. An educated mother enhances the literacy skill of the family, provides better hygiene and sanitation, increases the financial status of the family by imparting vocational education, conquers disadvantages, discrimination, and fights against various types of exploitation. As such, women education is regarded as an important indicator of the development of the country.

The University Education Commission (1948-49) has rightly observed, "There cannot be an educated people without educated women. If general education had to be limited to men or to women, for then it would most surely be passed on to the next generation. General education is very important not only for men but also for women; because it is the education that makes men's or women's living interesting and intelligent. It also makes a person good, useful and productive citizen of his/her society." According to Chabaud, "the education of women has become a world-wide need. It is not a question of providing the rudiments of an education on humanitarian grounds; women must be given all the means of participating in the building of the world." To make a society with no bias for gender, the government and various non-government agencies are trying hard to encourage women education in all the spheres ranging from general education to vocational and technical education. Various committees and commissions on education appointed by the government have emphasized the unique need and nature of women education. To realize the dream of making India a land having equal opportunity for both men and women, we are yet to overcome different social and traditional barriers and constraints which are not conducive for the women folk in general. It is necessary to emphasize the special needs and interests of women in the educational programmes. Accordingly, we will have to introduce changes in the existing curriculum, which may be corresponding to the special aptitudes, interests and life duties of women. Education is the foundation on which the true development of a society can be observed. Girls should be given equal opportunity with their male

counterparts to realize their goal and aspirations. The government has a special responsibility for enforcing compulsory education for girls up to the secondary stage. Likewise, our administration should give much emphasis on providing professional education of women in order that they may also contribute to the national prosperity. Special provisions should be made to attract them to the professions of their choice through stipends and other necessary facilities so that we achieve a society with no gender disparity and discrimination.

Women need to be viewed not as beneficiaries but as active participants in the process of development and change of the society they live in. Her ability to work, her knowledge and skills are the resources to fall back on her survival particularly in poor households. As such, women are the key players in the process of moving their families out of poverty.



**CHECK YOUR PROGRESS**

**Q 1 :** What do you mean by women education?

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**Q 2 :** Why is it necessary to give importance to women education?

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**ACTIVITY 11.1**

According to you what are the reasons behind the importance for educating a girl?

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### 11.3.1 Problems of Women Education

The present society is developing in all spheres. But we are still facing problems in realizing the goals of development of women. Women are still lagging behind the men in reaping the benefit of development. For example, there are disparities in wages and other forms of income between men and women for the same job. Women are still facing some problems regarding their education. These are mentioned below,

- The course content generally in use in an educational programme does not focus on the unique life, responsibilities and domestic demands of women. Research should be conducted in a comprehensive way so that the problems can be identified and steps are undertaken accordingly.
- Hostels for girls at the middle and high school stage should be set up. At the secondary and college stage, there should be full freedom to the managements and parents either to evolve common institutions or to establish separate ones for girls.
- Comprehensive development plans for the education of girls and women are found absent in many vital areas. Under this criterion, subsidized transport facilities wherever necessary and possible should be provided to the girl students.
- The impact of economic hardships felt by of rural people often discourages them to send girls to schools. Free uniforms and free books to the needy and deserving children should be provided. The government, in order to encourage women education in all the stages of learning, should provide incentives and allowances.
- Rural people often do not appreciate the importance of towards girls' education. There should be close co-operation among the women social workers, state council of girl education, and district organizations so that a positive mental setup gets built

up amongst the masses towards women education.

- Proper educational facilities are still not available in rural areas to the desirable extent. Government should initiate action to build the required infrastructure so that a proper educational environment gets evolved in the rural areas.
- Lack of proper inspection and guidance: Routine inspection by the Inspector of Schools and proper guidance for all round development of the girl students should be encouraged.
- Inadequate number of women teachers: More women teachers should be engaged in schools to enable the girl students to approach them to share their problems related to their overall development.
- Lack of adequate incentives to parents of girl child. Government has initiated some good schemes to give incentives in some stages of girl education. The effort should be maximized so that the parent does not remain indifferent towards imparting education to their girl child.

### 11.3.2 Strategies for Empowering Women through Education

Various factors have contributed to the inequality between men and women. Since historical ages, a strong tendency can be seen such as restricting the women's mobility, education and access to information by the traditional society. To enable women to lead a life of dignity at par with men concerted efforts need to be taken to empower them. The features of an empowered person are the presence of knowledge and competence, ability to take rational decision exercise of self control and the presence of a strong self-esteem. 'Empowering' women refers to developing multi-dimensional capacity and competency in them for which education is an absolute necessity as it accords them the same status within and outside family as with men. Empowerment through education for a person implies promoting

self - recognition to build a positive self-image as well as stimulating critical thinking. It also enables him or her to have a better understanding of the gender differences that exist in traditional power structure. Besides an empowered person enjoys access to resources and develops the ability to analyze the options available be which he or she can control their lives.

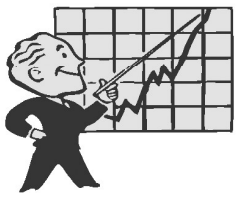
Let us discuss some of the strategies of empowering women through education: -

- The National Population Policy (NPP), 2000 enunciated by the Government of India has given due recognition to women empowerment and gender issues as a path to population stabilization. According to ICPD (International Conference on Population and Development) held in Cairo, 1994, women should have the ability to control their own fertility so that a proper and uniform development takes place in the society. Women being empowered and taking control of their fertility are able to invest relatively more in a smaller number of children, trying to prepare them for a better future.
- Government of India launched the National Literacy Mission (NLM) in 1988 to expand better education thereby expanding economic opportunities for women. Empowerment eliminates variable subjugation, drudgery at domestic work of women, and develops consciousness about their own position in the society. It encourages taking steps against all kinds of violence in a society and directs for greater utilization of capacities in economically productive avenues.
- Women's Education and the Child mortality rate are very intimately connected. Educated mothers are more likely to follow sound hygienic and nutritional practices and seek medical help when their children are ill. Literate mothers with less than six years of education have an average infant mortality rate of 100 per 1000 live births whereas the children of illiterate mothers have the mortality rate up to 170.

- Educated mothers appreciate the value of enrolling their children in school irrespective of gender that is without making any discrimination between a male and a female child. This factor can be of much help in imparting education to all our children so that we can get a total literacy in near future.
- Education through open and distance learning. Open and distance learning (ODL) is getting much more attention now a day amongst the student community and especially women. The homemakers as well as the workingwomen are getting plenty of opportunity to progress their academic career through proper utilization of open and distance learning. Various organizations like IGNOU, KKHSOU etc are doing commendable work in this regard through opening numerous courses in the ODL system which are particularly helpful for women. Majority of our rural women are not highly uneducated. The ODL can make them to realize their aspirations for higher education as formal, mainstream education cannot reach in all the nooks and corners of our society. ODL can definitely play a decisive role in imparting education to our women so that the gender disparity ends and a proper development can be generated. Proper utilization of resources and time can be accomplished to a great extent through enrolment of women in ODL so that their participation in the general household activities does not get hampered as seen in case of formal education. In another way, we can state that ODL gives them space for learning whilst juggling multiple household, childcare and professional commitments. Flexible time management is possible only in a learning environment which excludes regular classroom attendance. Qureshi (2002) rightly argues that ODL helps women circumvent 'constraints of time, space, resources and socio-economic disabilities.' Majority of the women would not be able to afford higher education programme conducted by mainstream institutions but ODL reduces the cost of learning

and enables them to acquire degrees which are on par with those offered by full time programmes.

Thus ODL contributes significantly to the empowerment of women by providing access to education to them. The ODL system has the potential to lift the socio-economic barriers that limit this access. Empowerment of women should be comprehensive enough to ensure the political, social and financial empowerment. The government, community and institutions should act together to support the programmes of literacy, education and health care for the girl child and women and provide the necessary back up for their gainful employment.



**CHECK YOUR PROGRESS**

**Q 3 :** Write two important problems of women education.

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**Q 4 :** What do you mean by empowerment of women?

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**ACTIVITY 11.2**

Suggest some measures for eradicating the problems of women education in our country.

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## 11.5 LET US SUM UP

- Women play multiple roles as mother, wife, daughter, sister etc.
- The status of women reflects the general status of a nation.
- Education plays an important role in the empowerment of women and in underdeveloped societies in particular its importance is more vital.
- References to women holding exalted position in Indian society in ancient times are found in various scriptures. But in later times women were pushed to an inferior position. Social and traditional barriers and gender disparity are largely responsible for this.
- Women need to be viewed not simply as beneficiaries but also as active participants in the educational programmes.
- Some problems regarding women education can be related to the course content where the unique problems of women are not given any importance.
- An empowered person possesses knowledge, skill and competence, takes rational decision, exercise self control and has a strong sense of self esteem. An empowered woman will possess these qualities and education is the most vital factor for her empowerment.
- Open and Distance Learning (ODL) system is particularly helpful in providing to women as easier access to education as it allows. Sufficient space to them to continue their engagement with regular household activities. Homemakers and working women get ample opportunities under the ODL system to acquire degrees and thereby empowering themselves to face diverse challenge.



## 11.6 FURTHER READING

1) Gupta, N.L. (2000); Women Education through the Ages, Concept Publishing Company, New Delhi

2) Pati, J.C., Sahoo, R.K. & Dash, H. (2008); Women Education Emerging Issues and Rethinking, Mittal Publications, New Delhi



## 11.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Women education means the education provide to women for their upliftment in the society. It is a prelude to women's empowerment by which is meant the possession of knowledge, skill and competence on the part of a woman.

**Ans to Q. No. 2 :** It is necessary to give proper education to women because it entails an all round development of women, empowers them to participate in the decision making process and helps build a society without gender disparity.

**Ans to Q. No. 3 :** Two problems of women education are -

- Comprehensive development plans for the education of girls and women are missing in many vital areas.
- A large number of girls in rural areas are not sent to school because of the economic hardship of their parents.

**Ans to Q. No. 4 :** Empowerment of women means realizing a life of dignity at par with men. The features of an empowered person are the presence of knowledge and competence, ability to take rational decision and control and the presence of a strong self esteem. 'Empower' refers to multi-dimensional capacity and competency building among women so that they do not have to suffer indignity and enjoy equal status with men.



## 11.8 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words)

**Q 1 :** What do you mean by the term 'Women empowerment'?

**Q 2 :** Why do you think that education is essential for women

empowerment?

**Q 3 :** What did the first Prime Minister of India J. N. Nehru say about the importance of women education?

**Q 4 :** Can you identify the two basic barriers in empowering women in India?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What is the basic idea behind the emphasis by the Government on the educational opportunities for women for their empowerment?

**Q 2 :** Why do you think that open and distance learning is an important means to achieve better socio-economic positions of women in a society?

**Q 3 :** Do you think that separate educational institutions for girls particularly at school level are necessary for empowering them?

**Q 4 :** Why do you think education can ensure and enhance the power of decision making among the women?

**C) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** Why do you think that women education is important? Explain it in accordance with the demand of contemporary society.

**Q 2 :** What do you mean by empowerment of women? Suggest some measures for eradicating the problems of women education in our country.

# UNIT 12 : RURAL DEVELOPMENT

## UNIT STRUCTURE


12.1 Learning Objectives

12.2 Introduction

12.3 Community Development Programme

12.4 Integrated Rural Development Programmes

12.4.1 Special Features

12.5 Minimum Needs Programmes

12.5.1 National Common Minimum Programme

12.6 Development of Women and Children in Rural Areas

12.6.1 Thrust areas of DWCRA

12.6.2 National Rural Health Mission

12.7 Voluntary Organisations and People's Participation in Rural Development

12.7.1 Voluntary Organisations in Rural Areas

12.7.2 People's Participation in Rural Development

12.8 Let Us Sum Up

12.9 Further Reading

12.10 Answers to Check Your Progress

12.11 Model Questions


## 12.1 LEARNING OBJECTIVES

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

- identify different developmental areas
- explain the genesis of various rural development programmes launched in India from time to time.
- discuss the various strategies and programmes of rural development undertaken by the government after Independence.
- discuss the salient features of the major rural poverty alleviation programmes launched in India from time to time.

## 12.2 INTRODUCTION

This unit provides an exhaustive understanding of occupational and agrarian structures of the rural societies in a historical as well as contemporary perspectives. We will discuss on various programmes of rural development that India has adopted after Independence. During the struggle for India's Independence Gandhiji reiterated that the development of the country depends on its villages. He emphasised that an overall development of the society is possible only when it takes place from the grassroots. The development programmes, which the country is implementing, are aspects of directed change. Plans and programmes, which are especially meant for rural development carry an objective to make a change in the quality of life of the villagers. It is also pertinent to mention that rural development encompasses not only agricultural prosperity but also prosperities with regard to education, health, poverty eradication, drinking water and sanitation, electricity, employment generations of the youth, village industries, transport and communication facilities, market linkages, and a large number of other such facilities.

The backward and stagnant economy that India inherited as a legacy of colonial imperialism arrived at a historical turning point at the dawn of Independence. The imperative of meeting the emerging challenges as well as the rising urge for development provided the dynamic impulse for the future course of progress. It seemed to be historically conditioned that the country should undergo a profound socio-economic transformation through comprehensive planning and a massive drive aimed at reaching the cherished goals of growth, prosperity and good life for the people. The development of the rural areas must consider reduction or elimination of poverty, inequality and unemployment as an important index of development. The basic elements of Rural Development are:

*Basic necessities of Life*: People have certain basic needs, without which it would be impossible for them to survive. The basic necessities include food, clothes, shelter, basic literacy, primary health care and security of life and property.

*Self-respect*: Every person and every nation seeks a certain self-respect, dignity or honour. Absence or denial of self-respect indicates lack of development.

*Freedom*: In this context, freedom refers to political or ideological freedom, economic freedom from social servitude. As long as a society is bound by the servitude of man to nature, man towards man, institutions, ignorance and dogmatic beliefs, it cannot claim to have achieved the goal of 'development'. Servitude in any form reflects a state of underdevelopment.



**CHECK YOUR PROGRESS**

**Q 1 :** What is the basic purpose behind rural development?

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**Q 2 :** What are the elements of rural development?

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## 12.3 COMMUNITY DEVELOPMENT PROGRAMME (CDP)

The Planning Commission in the First Five Year Plan had described the Community Development Projects as the method through which the Five Year Plan sought to initiate a process of transformation of the social and economic life of the villages. It was on 2nd October 1952 – the day of Gandhi Jayanti – that the Community Development Project (CDP) was launched in the country. We can trace the beginning of the rural development in India in the CDP introduced during the First Five Year Plan. The CDP mainly aimed at the development of the villages. It meant development of agriculture and the related areas such as:

- irrigation,
- communication,
- education,

- health,
- supplementary employment,
- housing,
- social welfare, and
- training.

The CDP was India's first large-scale, well-planned and organised initiative for promoting agricultural rural development with the main focus on equity. CDP is a multi project programme with the aim of an overall development of the rural people. This programme consisted of agriculture, animal husbandry, irrigation, cooperation, public wealth, education, social education, communication, village industries etc. The CDP had also enlisted the services of the experts in various fields, such as agriculture, irrigation, education, and veterinary science. In a larger way, it promised to the villagers the availability of the required amount of money by way of loan on easy terms. The broad objective of the CDP was to make the villagers self-reliant. The people wouldhave to progress with their own efforts and for that the government would provide the required expertise and financial assistance.



**CHECK YOUR PROGRESS**

**Q 3 :** What is the target group under CDP?

.....

**Q 4 :** What types of programmes CDP has covered around ?

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## 12.4 INTEGRATED RURAL DEVELOPMENT PROGRAMMES (IRDP)

Growth with social justice has been the basic plan objective in India. In fact, reduction in the incidences of poverty and its ultimate elimination is the national goal. IRDP was first introduced in 1978-79 in 2,300 selected

blocks in the country and then was extended to all the blocks in the country with effect from 2nd October 1980. The IRDP is the most important programme that falls in the category of self-employment programmes. It is the single largest anti-poverty programme currently underway in all the community development blocks in the country. It aims at providing income generating assets and self-employment opportunities to the rural poor to enable them to rise above the poverty line once and for ever. The IRDP in effect seeks to redistribute assets and employment opportunities in favour of the rural poor and thereby reduce income inequality. It is a centrally sponsored scheme and is funded on 50:50 basis by the centre and the state. It seeks to remove rural poverty through a comprehensive and integrated programme covering major development sectors – agriculture, minor irrigation, fishery, animal husbandry and veterinary, industry and services and other tertiary sub-sectors. The need of such a comprehensive programme was felt in view of the failure of earlier programmes to make any positive impact on the income creating capacity of the families of the target groups. IRDP is described officially as a major mechanism for the alleviation of rural poverty.

The target groups under IRDP consist of small and marginal farmers, agricultural labourers and rural artisans having an annual income below Rs. 11,000 defined as poverty line in the Eighth Plan. In order to ensure that benefits under the programme reach the more vulnerable sectors of the society, it is stipulated that at least 50 percent of assisted families should be from Scheduled Castes and Scheduled Tribes with corresponding flow of resources to them. Furthermore, 40 percent of the coverage should be of women beneficiaries and 3 percent of differently-abled persons. Thus, its objective is to bring about the desired socio-economic transformation in the rural sector of the country.

A numbers of steps have been taken in order to improve its implementation process. These are:

- The limit for security free loan has been raised from Rs. 5000/- to Rs. 10,000/- for agricultural and allied activities.

- Diversification of activities to include new and innovative programmes like fruit processing units, fish farming, etc. have been enhanced.
- Close dialogue and coordination between DRDA and the employment exchange for employment opportunities and training under Training Rural Youth for Self Employment (TRYSEM). The TRYSEM is an integrated part of the IRDP and aims at equipping the rural youths with skills to enable them to achieve self-employment.

### 12.4.1 Special Features

There are several special features of the Integrated Rural Development Programme such as the following:

- It seeks to help the poor and under-privileged families of the rural areas and remove the fundamental cause of poverty and deprivation.
- IRDP is conceived essentially as an anti-poverty programme. The programme seeks to eliminate poverty by assisting the poor households to receive productive assets, technology and skill so that they become economically solvent.
- IRDP is also conceived as a comprehensive programme of raising not only the economic status of a household but also its social, educational and nutritional states etc. The prospective beneficiaries under the IRDP should be linked to the various social services like applied nutrition, compulsory education, adult education, family welfare, children and women welfare, etc. and it should be the duty of the concerned departments to provide these services to them.
- The IRDP covers a number of important individual beneficiary schemes consisting of land developments, supply of agricultural inputs, minor irrigation, fishery, dairy, goatery, piggery, tailoring, weaving, wool knitting, rickshaw pulling, fish netting, blacksmithy, etc.
- Training for Rural Youth for Self-Employment (TRYSEM) is an essential component of IRDP. Under this Programme, necessary

training for six months is given to the selected rural youths in new schemes, occupations and modern technology relating to agricultural and allied activities, industrial schemes like, tailoring, knitting, dairying, blacksmithy, weaving, etc. This training is expected to improve the skill, expertise and productive efficiency of the participatory beneficiaries.

Active participation of the local people in various stages of IRDP is essential for the achievement of the objectives of the programme. It is only with their active participation that the true motive behind the implementation of this rural development programme would succeed. In this regard, the government has a very significant role in mobilising and motivating the youths to secure better livelihoods. Success or failure of any programme purely hinges on how best it is managed and organised. Above all, public consciousness is another potent factor for making any scheme productive.

The IRDP is implemented by an autonomous agency called the District Rural Development Agency (DRDA). At the national level, the Ministry of Rural Development is responsible for the release of the central share of the funds, policy formulation, overall guidance, direction, coordination, monitoring and evaluation of the IRDP. The Ministry of Rural Development has provided for the concurrent evaluation and impact studies of the IRDP as an aid to administer the programme effectively. The state governments have been advised to undertake evaluation studies from time to time to ascertain the impact of the programme and to measure the extent to which the beneficiaries have directly derived additional income and employment from the investments made under the programme. The state governments may make use of their own evaluation machinery, whatever practicable, to undertake concurrent evaluation and impact studies, or they may entrust this work to selected academic/research institutions of standing and repute in this field.

Several all-India evaluation studies of the IRDP have been carried out by the National Bank for Agricultural and Rural Development (NABARD), the Reserve Bank of India (RBI), the Programme Evaluation Organisation (PEO) of the Planning Commission and academic institutions. The Public Accounts Committee (PAC) of the Indian Parliament made certain recommendations in its report about reshaping the IRDP. Some of the major inadequacies of the IRDP are as follows:

- The per capita investment (loans plus subsidy) is too low to generate enough income to bring the beneficiary family above the poverty line.
- Inadequate infrastructural support for various income generating activities.
- Inadequate representation of the concerned agencies on the governing body of the DRDA
- Absence of people's participation in the programme.
- Malpractices by the lower officials have been pervasive.



**CHECK YOUR PROGRESS**

**Q 5 :** Write whether the following are true or false :

(a) The IRDP seeks to reduce poverty in the rural areas. (True/ False)

(b) People's participation is the single most factor for effective implementation of the IRDP. (True/ False)

**Q 6 :** What are the objectives of IRDP ?

**Q 7 :** List some of the important components of IRDP.

**Q 8 :** Fill in the blanks :

(a) IRDP was launched in the year…….

(b) ……..is an important component of IRDP which aims at imparting trainings to the rural youths for self-employment.

## 12.5 MINIMUM NEEDS PROGRAMMES (MNP)

The draft of the Fifth Plan for the first time enumerated elementary education, rural health, nutrition, drinking water, house sites for the rural landless, urban slum improvement, rural roads and rural electrification as priority items of social consumption to be included in Minimum Needs Programme (MNP). The MNP was launched in the Fifth Five Year Plan. Its objective was to ensure a basic minimum standard of life for all sections of people living in the rural areas of the country. The strategy was to establish a network of facilities to attain an acceptable level of social consumption in respect of selected items within a stipulated time frame.

The availability of certain public service, facilities and amenities constitute a part of the standard of living. It is particularly with respect to the community facilities and civic amenities that rural people are at a great disadvantage vis-à-vis their urban counterparts. Duly recognising the need for the provision of such facilities and services in rural areas, the Government of India (GoI) developed and launched a scheme called the MNP in the Fifth Five Year Plan. The MNP initially included eight components. During the Sixth Five Year Plan, one more component – adult education – was added, and in the Seventh Five Year Plan, the list of items was further expanded with three more components, namely rural domestic energy, rural sanitation and public distribution system (PDS).

**I. The following are the components of MNP :**

- Elementary Education
- Adult Education
- Rural Health
- Rural Water Supply
- Rural Roads
- Rural Housing
- Rural Electrification
- Environmental Improvement of Urban Slums
- Nutrition

- Rural Domestic Cooking Energy
- Rural Sanitation
- Public Distribution System (PDS)

**II. Objective of MNP :**

The concept of MNP emerged and crystallised out of the experience of the previous plans which showed that neither growth nor social consumption can be sustained – much less accelerated – without being mutually supportive. The main objective of the MNP was to provide the rural population, particularly the rural poor, with access to certain items of social consumption which form an integral part of the basic needs. It was envisaged that certain national level norms would be fixed with respect to each of these items and that within the specified time frame, all areas in the country would achieve these national goals. The programmes emphasise the urgency for providing social services according to the nationally accepted norms within a stipulated time frame. To optimise benefits, all the 12 components of the MNP mentioned above are taken as a package, and are related to specific areas and beneficiary groups. The programme is essentially an aid to human resource development. The provision of free or subsidised services through public agencies is expected to improve the consumption levels of those living below the poverty line and, thereby, improve the productive efficiency of both the rural and the urban workers.

### 12.5.1 National Common Minimum Programme (NCMP)

In May 2004, the United Progressive Alliance (UPA) Government at the centre adopted the NCMP to be implemented in the rural areas to raise their standard of living. Some of the important components of NCMP relevant to the rural sector are as follows:

- *Rural Infrastructure*: Bharat Nirman is a four year programme (2005-09) for achieving goals in six selected areas of rural infrastructure - irrigation, drinking water, housing, roads, telephony and electrification.

- *Indira Awaas Yojana (IAY)*: There is a direct correlation between poverty and housing in the rural areas. The poor person either does not have a house or lives in an unserviceable kutcha house. Village Housing Progarmme was launched as part of the Community Development Programme (CDP) in 1957. In June 1985, the Union Finance Minister made an announcement earmarking a portion of the RLEGP (Rural Landless Employment Guarantee Programme) funds for the construction of houses for the SC/ST people and the freed bonded labour. The IAY was a result of that announcement. The IAY became a part of JRY when it came into being in April 1989. Considering the magnitude of the problem, the central government announced in 1998 a National Housing and Habitat Policy (NHHP), which aimed at providing 'Housing for all'. The government had set the goal of ending any such lack of shelter by the end of the Tenth Five Year Plan.
- *Pradhan Mantri Gram Sadak Yojana (PMGSY)*: The primary objective of the PMGSY is to provide connectivity by way of all-weather roads along with necessary culverts and cross-drainage structures, which is functional throughout the year. It was proposed to cover all the eligible unconnected habitations in the rural areas with a population of 1,000 persons and above in three years (2000-03), and all unconnected habitations with a population of 500 persons and above by the end of the Tenth Five Year Plan (2007). In respect of all the hill states (North-east, Sikkim, Himachal Pradesh, Jammu and Kashmir and Uttaranchal) and the desert areas and Schedule V areas, the objective is to connect habitations with a population of 250 persons and above.

Rural road connectivity is not only a key component of rural development by promoting access to economic and social services, and thereby, generating increased agricultural incomes and productive employment opportunities in India, but it is also a key ingredient in ensuring sustainable poverty reduction.

Thus, the government has been implementing various programmes to eradicate poverty and to bring a 'just and equal' society.



**CHECK YOUR PROGRESS**

**Q 9 :** What do you mean by Minimum Need Programme (MNP)?

.....

**Q 10 :** What are the areas that are covered under the programme?

.....

**Q 11 :** Fill in the blanks:

(a) ……..…..was launched as a part of ….....……in ……...…..

(b) NCMP has been adopted to…….....……

(c) The…….was launched as an important component of …….. in the…….plan.

## 12.6 DEVELOPMENT OF WOMEN AND CHILDREN IN RURAL AREAS (DWCRA)

Concerns about the development of women and children in India are not new. Subsequently, women and child issues have been recognised as priority for development in the country as is reflected through different Five-Year Development Plans, Schemes of the Government, as well as through National Health Policies and National Population Policies. Uplifting the health conditions of women and children has been also given high priority for an overall development of the society. The first Health Survey and Development Committee constituted, way back in 1943, recommended that the reduction of sickness and mortality among women and children should be amongst the highest priority issues in any programme of health development. Similar concerns were raised by the Health Survey and Planning Committee in 1961. Let us now understand the role of different

programmes of the Government in uplifting the conditions of women and children, especially in the rural areas.

The DWCRA programme was launch in 1982 as part of the IRDP. Its aim was to empower the rural women living below the poverty line by way of organising them to create sustainable income generating activities through self-employment. It was the first programme of its kind that specifically focused on improving the quality of life of rural women. A unique feature of the DWCRA, unlike the other IRDP components was that along with the improvement in income, it also focused on access to health, education, safe drinking water, sanitation, nutrition and so on. Thus, it not only aimed at promoting economic development, but also facilitated social development. Another important feature of the programme was that it emphasised group activity. It was thought that in the long run, women's empowerment depends on the creation of a movement that promotes awareness and self-reliance.

Some of the *major thrusts* of the Scheme are as follow:

- The scheme - DWCRA was aimed at improving the socio-economic status of the poor women in the rural areas through creation of groups of women for income-generating activities on a self-sustaining basis.
- The main strategy adopted under the programme was to facilitate access for poor women to employment, skill upgradation, training credit and other support services so that the DWCRA women as a group could take up income-generating activities for supplementing their incomes.
- It sought to encourage collective action in the form of group activities which were known to work better and were more sustainable than the individual effort. It encouraged the habit of thrift and credit among poor rural women to make them self-reliant.
- The programme seeks to improve the access of rural women to health, education, safe drinking water, sanitation, nutrition, family welfare, health care, child care, etc; thereby bringing about an enhancement in the quality of general well being of women & children.

Thus, DWCRA with exclusive focus on economic empowerment of women provides all these inputs by considering women as critical to development. This intervention aims at not only raising the incomes of rural women of poor households, but also enabling organised participation of groups of women in the programmes of credit, skill training and infrastructure support for self-employment. DWCRA was introduced for ensuring that the benefits of IRDP reach women directly. The Scheme had been merged into Swarnajayanti Gram Swarojgar Yojana (SGSY) with Integrated Rural Development Programme (IRDP), Training for Rural Youth for Self Employment (TRYSEM), etc. from April, 1999.

### 12.6.1 Community Based Convergent Services

The Community Based Convergent Services (CBCS), as a component of DWCRA was started in 1991. The objective was to create greater awareness among the village communities to enable them to demand social services provided by the state in a better manner and also share responsibilities in the management and implementation of these services, thus, leading to sustainable development. Traditional methods like visuals, role play, folk art, puppetry, dance and drama etc, are some of the means employed for sensitising the community to the basic needs. The Programme seeks to strengthen existing organisation of poor rural women, encourage the level of social and economic status of women. The programmes of ICDS, Rajiv Gandhi National Drinking Water Mission, and National Literacy Mission (NLM) are some of the programmes which are sought to be converged at the grass root level- 298 district community based convergent Services (CBCS) with cent per cent Central assistance at Rs. 5.00 Lakhs per district.

### 12.6.2 Child Care Activities

Child Care Activities (CCA) has been incorporated in DWCRA Programme during 1995-96 with the following objectives:

- To provide crèche services for children of working DWCRA women.
- Setting up of literacy centers of DWCRA with specific emphasis on girl child dropouts and illiterate members of the DWCRA groups.
- Filling up critical gaps in the areas of immunization, nutrition etc. for the children of DWCRA members with special focus and emphasis on the girl child to reduce gender disparities in the infant girl child care.
- To provide some relief to the physically handicapped children of DWCRA members. To provide immediate relief and pay for legal assistance in case of redressal of physical abuse of the girl child.
- Children below 6 years are the target group under Child Care Activities. Each DRDA is to receive Rs. 1.50 lakhs (Rs. 1.00 lakhs Central Share and Rs. 50,000 as state share) for Child Care Activities.

### 12.6.3 National Rural Health Mission (2005-2012)

Recognising the importance of health in the process of economic and social development and for improving the quality of life, especially in the rural areas, the Government of India has resolved to launch the National Rural Health Mission (NRHM) to carry out the necessary corrections in the health care delivery system. This is a scheme launched to deliver quick health care services in the rural areas and improve the health conditions of the people within a stipulated time-period of seven years (that is, 2005-2012).

The Mission adopted a synergistic approach by relating health to the determinants of good health, viz. segments of nutrition, sanitation, hygiene and safe drinking water. It also aims at mainstreaming the Indian system of medicine to facilitate health care. The Plan of Action includes increasing public expenditure on health, reducing regional imbalances in health infrastructure, pooling resources, integration of organisational structures, optimisation of

health man-power, decentralisation and district management of health programmes, community participation, induction of management and financial personnel into district health system, and operationalising community health centers into functional hospitals meeting Indian Public Health standards in each block of the country. NRHM has identified 18 'high focus' states: Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, Jharkhand, Chhattisgarh, Uttarakhand, Orissa, Himachal Pradesh, Rajasthan, Jammu and Kashmir, Manipur, Meghalaya, Nagaland, Assam, Arunachal Pradesh, Sikkim, Mizoram, are included in the list.

- *Major Goals*
  - The goal of the Mission is to improve the availability of and access to quality health care by the people, especially for those residing in rural areas, the poor, women and children. It seeks to reduce the Infant Mortality Rate (IMR) and Maternal Mortality Rate (MMR).
  - Universal access to public health services such as women's health, child health, water, sanitation and hygiene, immunization, and nutrition.
  - Prevention and control of communicable and non-communicable diseases, including locally endemic diseases.
  - Access to integrated comprehensive primary health care.
  - Population stabilization, gender and demographic balance.
  - Promotion of healthy lifestyles among the rural masses.
  - Integrating vertical Health and Family Welfare Programmes at National, State, Block and District Levels.
  - Every Village/ large habitat will have a female Accredited Social Health Activist (ASHA) – chosen by and accountable to the Panchayat – to act as the interference between the community and the public health system. ASHA acts as an honorary volunteer, receiving performance-based compensation for promoting universal immunization, referral and escort services for Reproductive and Child Health (RHC),

construction of household toilets, and other health care delivery programmes. She facilitates preparation and implementation of the Village Health Plan along with Anganwadi workers, ANM, functionaries of other department, and Self Help Group members, under the leadership of the Village Health Committee of the Panchayat.

- Availability of trained community level workers at the village level, with a drug kit for generic ailments. Good hospital care through assured availability of doctors, drugs and quality services at PHC/CHC Level. Improved facilities for institutional deliveries through provisions of referral, transport, escort and improved hospital care subsidised under the Janani Suraksha Yojana (JSY) for the below poverty line families.
- Health Day at Anganawadi level on a fixed day/month for provision of immunization, ante/post-natal check-ups and services related to mother and child health care, including nutrition.

After sixty years of planned development, India remains backward in health care facilities. India, with 16 per cent of the world population, accounts for about 30 per cent of the infant/child mortality in the world. The maternal mortality of the country is significantly high. Life expectancy at birth of the average Indians is only about 64 years which is about fifteen years lower than that achieved by developed countries. More than half of the women in India suffer from anaemia which results in high rate of morbidity. Almost half of the Indian children under three years suffer from various levels of malnutrition. This level is worse than even those of sub-Saharan countries. It means that about half of the Indian children are at risk of health problems such as stunted growth, mental retardation, and increased susceptibility to infectious diseases.



**CHECK YOUR PROGRESS**

**Q 12 :** Write briefly:

(a) In which year, was the DWCRA programme launched?

.....

(b) What is the main aim of DWCRA ?

.....

.....

(c) In which year, was the NRHM launched and what is the basic purpose of the programme?

.....

.....

**Q 13 :** Which are the major focus areas of the programme of DWCRA?

.....

.....

**Q 14 :** List down the names of the states in which the programme of NRHM has been launched.

.....

.....

**Q 15 :** De-abbreviate the following:

(a) NRHM (b) NHS (c) CBCS (d) JSY

(e) DWCRA (f) PPP (g) ASHA

## 12.7 VOLUNTARY ORGANISATIONS AND PEOPLE' S PARTICIPATION IN RURAL DEVELOPMENT

Rural development is a dynamic process directed towards transforming the entire society embracing its economic, social, political and administrative aspects of an all-round and balanced-upward development. It mainly involves extending the benefits of development to the poorest of

the poor who seek a livelihood in rural areas. The very success and failure, may even the very survival of a rural development programme depend on its management. Ineffective management of such programmes cuts off the very roots of development. Significantly, people's participation and healthy awareness can bring about development at the grassroot level.

### 12.7.1 Voluntary Organisations in Rural Areas

The Voluntary Organisations (VAs) or the Non-Governmental Organisations (NGOs) play a very important role in rural development. They can motivate the rural population to prepare meaningful plans for rural development, as also to take part in their implementation. Since the rural population is mostly uneducated, they do not understand the thrust of the different government's programmes that are being implemented at the village level. The VAs or the NGOs can motivate them to actively participate in various government programmes by imparting necessary trainings and awareness campaigns.

There are now quite a few VAs in the country which have the requisite technical and managerial resources available with them to undertake rural development projects and to manage them successfully. At the national level, the Council for Advancement of People's Action and Rural Development Technology (CAPART) is the nodal agency responsible for promoting voluntary action in rural development. CAPART was registered under the Societies Registration Act, 1986, on 1 September, with its headquarters in New Delhi. It aims at encouraging, promoting and assisting voluntary action for rural development.

Now, the NGOs are coming up with greater vigour for development. With the support of the funding agencies, the NGOs (both small and big) have received a boost. This has also made it necessary for funding agencies to take a more proactive role than they did earlier. Many of them now play the role of a resource centre, contributing to the planning and implementation of programme and

competence building of the NGO teams. The ability of the NGOs to deliver high quality development had also been recognised by the state machinery. This had also led to fairly high expectations from these organizations.

### 12.7.2 People's Participation in Rural Development

Above all, the most important factor of any rural development is the 'people' for whom the programme is meant. Therefore, the implementation of any rural development programme on a national scale cannot be possible without the active and widespread participation of the rural masses. The programmes of rural development must be formulated in such a way that these initiatives encourage more people's participation and make them partners for effective implementation.

There are many factors that may motivate people to participate or refrain from participating in the rural development programmes. Hence, it is necessary for those responsible for project implementation to find out the factors that motivate the local people for participation in a programme and to formulate specific strategies for effective participation. A review of India's past efforts in involving people in the processes of plan formulation and implementation would reveal that the decentralisataion of planning and administrative functions through the PRIs has not brought about the desired results. After the introduction of the 73rd Constitutional Amendment Act, 1992, people's participation in planning and implementation of rural development programmes was expected to improve better than before. But the experience to date indicates that it has not improved significantly. Most of the rural poor still do not participate, due to a variety of reasons such as:

- people in the rural areas are mostly uneducated or less educated and they do not understand the importance of their participation,
- lack of proper motivation also hinders their active participation,

- Ignorance on the part of the people about various programmes, especially meant for them,
- The programmes are implemented without proper awareness, that is, poor information flow between the concerned authorities and the villagers,
- the women are generally kept out of the decision-making process, that is why their participation rate is low.

Thus, the term 'rural development' connotes overall development of rural areas with a view to improving quality of life of the rural people. In this sense, it is a comprehensive and multi-dimensional concept, and encompasses the development of agriculture and allied activities, village and cottage industries, crafts, socio-economic infrastructure, community services and facilities and above all, the human resources in rural areas. Rural development can be conceptualised as a process, a phenomenon, a strategy and a discipline. As a process, it implies the engagement of individuals, communities and nations in pursuits of their cherished goals over time. As a phenomenon, rural development is the end result of interactions between various physical, technological, economic, socio-cultural and institutional factors. As a strategy, it is designed to improve the economic and social well-being of a specific group of people that is the rural poor. As a discipline, it is interdisciplinary in nature, representing an intersection of agricultural, social, behavioural, engineering and management sciences. Some of the objectives that are usually related to rural development are:

- Increase in per capita income (economic growth).
- Improvement in the distribution of income (equity).
- Equitable access to resources, education, health care, employment opportunities and justice.

Therefore, it can be said that development at the grassroots ia a means to an end, that is national prosperity. It is therefore always advisable and feasible to have an integrated approach of development particularly for the rural population. For this, active local participation is an essential factor for success of any government initiated programmes of rural development.

In order to ensure maximum participation in the development programmes, government has to adopt appropriate mechanisms for widespread awareness among all sections of the rural population. Without proper awareness and social consciousness, people will not be able to understand fully the importance of different programmes of development meant for them. Thus, development has to have a bottom-up approach so that people can actively participate in the process of development.



## CHECK YOUR PROGRESS

**Q 16 :** Write true or false :

(a) As a strategy, rural development implies improving the quality and standard of living of the rural poor.

(b) Effective implementation of policies of rural development is possible without people's participation in the process.

**Q 17 :** Fill in the blanks :

(a) The utmost important factor of any…….is……..for whom the programme is meant.

(b) ……..is the nodal agency responsible for promoting……

(c) …….play a very important role in rural development.



## ACTIVITY 12.1

Write a note on the major rural development policies and programmes in Assam launched by the Government?

…….....

.....

Evaluate the causes of success and failure of NRHM in Asssam.

.....

.....

Illustrate with examples that poverty and unemployment are inter-related problems and have two-way relations, that is, one is both the cause and effect of the other.

.....

.....



## 12.8 LET US SUM UP

- The term 'rural development' implies an overall development in the quality of life of rural people.
- Eradication of poverty has remained the top most priority in all government initiated programmes of rural development. Poverty and unemployment have been the bane of India since long. Their reduction has been one of the major goals of India's development planning since the beginning of the planning era. Accordingly, the GoI has launched various programmes from time to time which aimed at alleviation of poverty and unemployment.
- The rural development programmes and policies are designed to improve the conditions under which people live and work. The goals of these policies are governed by what people desire, and the measures of policies by what people think the government can and ought to do to bring about the desired changes.
- For the major infrastructural development programmes,Common Minimum Needs Programme (CMNP) was launched.
- The Community Development Programme (CDP) was India's first large scale, well planned and organised initiative to promote agricultural and rural development, with the main focus on equity. Its main objective was to secure total development of the material and human resources of rural areas, and to develop local leadership and self-governing institutions, so as to raise the levels of living of the rural people. It laid the foundation for agricultural and rural development programmes.

- The Integrated Rural Development Programme (IRDP) is the most important programme that falls in the category of self-employment programmes. It is the single largest anti-poverty programme currently underway in all the community development block in the country.
- Last but not the least, the Voluntary Organisations (VAs) or the Non-Governmental Organisations (NGOs) play a very important role in rural development. They can motivate the rural population to prepare meaningful plans for rural development, and they can also take part in the implementations of the programmes and policies.



## 12.9 FURTHER READINGS

1) Ahlawat, S.R.(ed.). (2008). *Economic Reforms and Social Transformation.* Jaipur: Rawat Publications.

2) Mohanty, Manoranjan (ed.) (2010). *India: Social Development Report 2010: The Land Question and the Marginalized.* Council for Social Development.New Delhi: Oxford Publishing House.

3) Samanta, R.K. (ed.), (1991). *Rural Development in North-East India: Perspectives, Issues and Experiences. New Delhi:* Uppal Publishing House.



## 12.10 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** The basic purpose of rural development is to make welfare to the masses that will get dignity of life to the people in the rural araes. The development programmes, which are especially meant for rural development carry an objective to make a change in the quality of life of the villagers. It is also pertinent to mention that rural development encompasses not only agricultural prosperity but also prosperities with regard to education, health, poverty eradication, drinking water and sanitation, electricity, employment generations of the youth, village industries, transport and communication facilities,

market linkages, and also expansion of the choices and involvment in decision making process to a great extent.

**Ans to Q. No. 2 :** The basic elements of rural development are :

- Basic Necessities of Life: Rural development is needed for meeting the basic necessities of life: People have certain basic needs, without which it would be impossible for them to survive. The basic necessities include food, clothes, shelter, basic literacy, primary health care and security of life and property.

- *Self-respect*: Rural development can protect and promote the sense of self-respect to each member of the society. Every person and every nation seeks a certain self-respect, dignity or honour. Absence or denial of self-respect indicates lack of development.

- *Freedom*: In this context, freedom refers to political or ideological freedom, economic freedom from social servitude. Rural development can provide such kinds of freedom to the common masses which may eventually lead the proper growth and development of the society and then the country in a wider context.

**Ans to Q. No. 3 :** The main target group under the CDP is the rural poor.

**Ans to Q. No. 4 :** The major areas of concerns under the CDP are : agriculture and related matters, irrigation, communication, education, health, supplementary employment, housing, social welfare, and training.

**Ans to Q. No. 5 :** (a) True (b) False

**Ans to Q. No. 6 :** The IRDP is the most important programme that falls in the category of self-employment programmes. It is the single largest anti-poverty programme currently underway in all the community development blocks in the country. It aims at providing income generating assets and self-employment opportunities to the rural poor to enable them to rise above the poverty line once and for ever. The IRDP in effect seeks to redistribute assets and employment opportunities in favour of the rural poor and thereby reduce income inequality.

**Ans to Q. No. 7 :** It seeks to remove rural poverty through a comprehensive and integrated programme covering major development sectors –

agriculture, minor irrigation, fishery, animal husbandry and veterinary, industry and services and other tertiary sub-sectors.

**Ans to Q. No. 8 :** (a) 1978-79

(b) Training for Rural Youth for Self Employment (TRYSM).

**Ans to Q. No. 9 :** MNP was one of the major poverty alleviation programmes of the Government of India. It was directed to ensure a basic minimum standard of life for all sections of people living in the rural areas of the country. The strategy was to establish a network of facilities to attain an acceptable level of social consumption in respect of selected items within a stipulated time frame.

**Ans to Q. No. 10 :** The major areas covered under the MNP are: Elementary Education, Adult Education, Rural Health, Rural Water Supply, Rural Roads, Rural Housing, Rural Electrification, Environmental Improvement of Urban Slums, Nutrition, Rural Domestic Cooking Energy, Rural Sanitation, Public Distribution System (PDS).

**Ans to Q. No. 11 :** (a) Village Housing Programme was launched as a part of the Community Development Programme in 1957.

(b) NCMP has been adopted to raise the raise their standard of living in the rural areas.

(c) The Minimum Needs Programme was launched as an important component of rural development in the fifth year plan.

**Ans to Q. No. 12 :** (a) The DWRCA programme was launched in 1957.

(b) The main aim of DWRCA is to empower rural women living below the poverty line by way of organising them to create sustainable income generating activities through self-employment.

(c) The NRHM was launched in 2005 to uplift the health conditions of the rural masses.

**Ans to Q. No. 13 :** DWCRA focuses on access to health, education, safe drinking water, sanitation, nutrition and so on. Thus, it not only aimed at promoting economic development, but also facilitated social development. Another important feature of the programme was that it emphasises group activity. It was thought that in the long run,

women's empowerment depends on creation of a movement that promotes awareness and self-reliance.

**Ans to Q. No. 14 :** NRHM has identified 18 'high focus' states: Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, Jharkhand, Chhattisgarh, Uttarakhand, Orissa, Himachal Pradesh, Rajasthan, Jammu and Kashmir, Manipur, Meghalaya, Nagaland, Assam, Arunachal Pradesh, Sikkim, Mizoram, are included in the list.

**Ans to Q. No. 15 :** (a) NRHM: National Rural Health Mission

(b) NHS: National Health Survey

(c) CBCS: Community Based Convergent Services

(d) JSY: Jawahar Rozgar Yojana

(e) DWCRA: Development of Women and Children in Rural Areas

(f) PPP: Public Private Partnership

(g) ASHA: Accredited Social Health Activists

**Ans to Q. No. 16 :** (a) True (b) False

**Ans to Q. No. 17 :** (a) The utmost important factor of any rural development programme is people for whom the programme is meant.

(b) The Council for Advancement of People's Action and Rural Development Technology (CAPART) is the nodal agency responsible for promoting voluntary action in rural development.

(c) The Voluntary Organisations play a very important role in rural development.



## 12.11 MODEL QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What is rural development?

**Q 2 :** What are the elements of rural development?

**Q 3 :** Why do you think that the implementations of the policies and programmes are important for rural development?

**Q 4 :** What are the relevance of MNP?

**Q 5 :** Write short notes on the following:

(a) Non-Governmental Organisations (NGOs)/ Voluntary Agencies (VAs) and their role in rural development.

(b) IRDP

**Q 6 :** Outline the major features of CDP in India.

**Q 7 :** What are the mjor thrust areas of DWCRA Scheme? Explain.

**B) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** Write an essay on why India's rural sector continues to be relatively backward and underdeveloped despite the fact that so many policies and programmes for its development have been launched by the government from time to time over the last 70 years or so?

**Q 2 :** What are the advantages of involving people in the process of implementation of rural development?

**Q 3 :** Discuss the Programme of DWCRA for women and children development in rural areas.

**Q 4 :** Assess the impact of NRHM in Assam.

# UNIT 13 : SKILL DEVELOPMENT IN EDUCATION

## UNIT STRUCTURE


13.1 Learning Objectives

13.2 Introduction

13.3 Skill Development: Its Meaning and Importance

13.3.1 Types of Skills

13.4 Recommendations and Implications of NSQF in Education

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answers to Check Your Progress

13.8 Model Questions


## 13.1 LEARNING OBJECTIVES

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

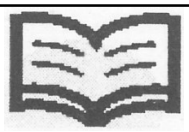
- define the need and importance of skill development
- explain the different types of skill development
- discuss the recommendations and implications of NSQF in education

## 13.2 INTRODUCTION

Skill development has become a new focus area for the governemnt of India in view of the mounting unemployment problem and India's developmental needs. A primary concern of the policy planner is how to integrate education with the development of skills and harness the vast manpower for the useful purpose of national economic growth. In this connection in a developing country like India, there is an urgent need for democratisation of education so that everyone enjoys equal opportunities and justice in every sphere of life. Education in the present century must combat all types of exclusiveness and hence it is the need of the hour to devise new ways to extend and impart education. It is against this

background that the pedagogy of the oppressed is a pre-requisite for bringing positive social transformation and make the people in society empowered in every aspects of their life. Besides, skill development in the present context has been seen as the most vibrant area in the current educational policies of the country. For the long term benefits of the nation as well as for the benefits of the well being of its people, there is a need not only of quality education but also the kind of education that makes th learners more competent in work through the development of different skills. Besides developing the power of rationality and critical thinking of the learners, education also equips them with some need based skills and develops in them certain level of efficiency in the performance of their work. Thus, education is a pre-requisite for the acquisition of knowledge, enhancement skills, development of right kind of attitudes and values etc. We, therefore, need such type of education that provides knowledge and skills that help the people to lead a meaningful life. Actually, in today's world, there is a growing demand for ***human capital*** and enhancement of manpower and education creates the human capital for the benefit of the society or for the country as a whole. In India, in particular the urgent need is the functional education or need-based education to be provided by the educational institutions by launching need based and skill based courses.

In this unit, we are going to discuss why skill education is important, how education can bring the functional literacy to the young, and finally what are the recommendations and implications of NSQF in education.



***Human capital*** is a term popularized by Gary Becker, an economist from the University of Chicago, and Jacob Mincer that refers to the stock of knowledge, habits, social and personality attributes, including creativity, embodied in the ability to perform labor so as to produce economic value. It indicates the skills, knowledge and experience possessed by an individual or population.

## 13.3 SKILL DEVELOPMENT : ITS IMPORTANCE IN EDUCATION

India has a rich demographic dividend because, the country has 54% of population below the age of 25, and 66% people under the age of 35. (Census 2011). It means that the young age of population, the number of school-going people within that age-group, and the level of work force in that period, are considered an asset for the entire country. If the proper skill-based education could be given to the members of this group of popula-

tion, it could contribute a lot to enhancing the positive social transformation through social and economic mobility, and to the creation of a knowledge-enabled population of the country. Therefore, it is the right time to provide the skill-based learning opportunity to all and make them productive citizens.

Skill Development means development of knowledge, attitude and skills of the personnel so that the skilled personnel can promote social and economic development. Besides, it also means to ensure the development of the quality of life, economic progress and enlargement of people's choices (expansion of economic and social choices). Therefore, it is the right time to make people skilled and competent so that every individual can lead a meaningful life with some adequate ways of earnings.

Thus, the 'Skills' means the ability to apply knowledge and use knowledge to complete tasks and solve problems. Skills are developed for the cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instructions) domains. In fact, skillful learning is related with the product of human resource development. The people, those who have been acquainted with proper needful skills, can contribute a lot in the development processes. They are independent in terms of earning their livelihood, and have the competency to compete with the present need and demand of the country. Skill-based education does not help in solving the livelihood problems of the people only by creating opportunities for a decent standard of living, but also makes them rational and productive. Through all these, it helps in the development of the nation.

Development is basically related to skill-based education. Development has mainly three objectives-the first objective is to improve the quality of life by providing life sustaining goods such as food, shelter, health and protection; the second objective is in connection with economic progress and includes the level of living, higher income, provisions of more jobs, better education, more attention to cultural and humanistic values that lead to creat high individual and national self-esteem; the third objective in the pro-

cess of development is concerned with the expansion of economic and social choices of individuals and nations, that provide freedom to the people to overcome the forces of ignorance and human misery. Again, skill-based education is very much relevant in today's world. It needs mentioning here that many of the degree holders from colleges and universities are not able to find any employment due to lack of sufficient amount of required knowledge and skills as the situation demands. Therefore, it has been seen that the rate of unemployment and underemployment is high in the country.

Thus, skill based education in all educational levels can help in the economic growth of a nation by producing productive labour forces, and also by providing ample employment opporutnities.Therefore, various skill-based curriculum and co-curriculular activities should be introduced considering the mental level of the learners in each stage of education. The curriculum should be designed in such a way that it can take into account the cognitive, affective and psycho-motor domain of the learners. In this context the educational institutions should play a vital role for enhancing the skills of the present learners.

Again, the 12$^{th}$ Five Year Plan also lays particular emphasis on higher education and states that higher education is critical for developing a modern economy and vibrant polity, because, higher education equips young people with skills relevant for the labour market and provides opportunity for social mobility. It prepares all the people of the nation to become responsible citizens who value a democratic and pluralistic society. Thus, through higher education, the people can become human capital, and this system of education is the principal site at which our national goals, development priorities and civic values can be examined and refined. (MHRD Report, 2013-14). Besides having such policies and programmes, in India only 5% of the population within the age group of 19-24 acquired some sort of skills through vocational education, while the corresponding figure for the country like Korea is as high as 96%. (12$^{th}$ Five Year Plan, Social Sectors, Vol III, Planning Commission, Government of India). Therefore, it is an urgent need to redefine the policies and give stress on implementing the skill-based schemes in a proper and justified way. In this regard, the National Knowl-

edge Commission (NKC) has recommended for expansion and redesigning of vocational education and improvement of its quality.

For achieving sustainable growth of the economy, workers and employers need to be well-trained in the new areas of skills, and Information and Communication Technology. Besides, like other forms of education and training, vocational education and training in educational institutions is a must for the formation of human capital which brings the positive externalities and more labour productivity in future. Apart from the conventional educational institutions, it is also the duty of the open and distance learning institutions to take up the gear for fulfilling the needs of the situation as well as the demands of the stakeholders, and play the pivotal role in the process of human resource development. It is a fact that the open educational institutions, because of the flexibility in terms of providing educational opportunity irrespective of age, time and place; have better scope than the conventional ones for ensuring the democratisation of education to all and for providing skill-based education. Again, the fastest growth of information and communication technologies as a convenient medium of education also encourages the learners to take some skill-based training courses at the learners' own pace in the ODL mode. Thus, it seems that today, open and distance learning institutions can play an important role for the development and enhancement of the individual's potentialities by providing the scope of educational opportunity at any time, any where and for any one.



**CHECK YOUR PROGRESS**

**Q 1:** Why is skill based education necessary?

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**Q 2:** Why do you think that a country like India is demographically rich?

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**Q 3:** Do you think that ODL can retain the skill development of the learners or young Indias?

…….

…….

### 13.3.1 Types of Skills

In order to live as a human being, we need to possess some basic skills such as reading, writing and arithmatic. Apart from these, we also need some other pratical skills like how to eat, how to dress, how to drive a car, how to use public transportation and some basic safety and survival skills etc. There are some other skills such as communication skill, language skill, personal habits, cognitive or emotional empathy, time management, teamwork, leadership traits. These are known as soft skills. In fact, along with hard skills, soft skills enable people to effectively carry out the work they are engaged in as well as encourage them to do the team work for achieving their goals.

The following is a list of soft skills entitled *Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace*,compiled by Eastern Kentucky University, developed by Marcel M. Robles, and published in the journal of Business Communication Quarterly, 75(4) Pp453–465

Courtesy – manners, etiquette, business etiquette, being gracious and respectful, saying please and thank you.

Communication – oral, speaking capability, written, presenting, listening.

Flexibility – adaptability, willing to change, lifelong learner, accept new things, receptive, adjustable.

Integrity – honest, ethical, high morals, personal values, always follow the right principles.

Interpersonal skills – being nice, personable, sense of humour,

friendly,nurturing, empathetic, self-control, patient, sociability, warmth, social skills.

Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.

Professionalism – businesslike, well-dressed, appearance, poised.

Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense.

Teamwork – cooperative, gets along with others, agreeable, supportive, helpful, collaborative.

Work ethic – hard working, willingness to work, loyal, initiative, self-motivated, on time, good attendance

But later on whenever there is the responsibility of educational providers to produce human capital, there is a need to develop those skills of the learners that help them to become educated in the true sense, maintain good health, and enable themselves to have some suitable employment. Therefore, in order to have a decent standard of living, there is the need of developing the life skills of the learners to a great extent for improving the productivity level of the nation. Regarding life skills of education, the World Education Forum held in 2000 in Dakar, Senegal, set the main agenda as achieveing Education for All (EFA) by 2015. Under the main agenda of EFA, there was an attempt to popularise education by promoting learning and life skills for young people and adults. (UNICEF, EFA 2010). Life Skill Based Education is considered a way for empowering the young people in the present techno-based world. This approach of Life Skill Based Education is an interactive process of teaching and learning which enables the learners to acquire knowledge, develop attitudes and skills that would help the learners to adjust with any kind of environment.

The World Health Organization (WHO) defines ***life skills*** as "abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life." In primary and secondary education, *life skills* may refer to a skill set

that accommodates more specific needs of modern industrialised life, for instance money management, food preparation, hygiene, basic literacy and numeracy, and organizational skills.

The World Health Organization has also defined life skills as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." In essence, life skills are a combination of cognitive, personal and interpersonal abilities that assist individuals in making informed decisions, solving problems, thinking critically and creatively. They also help them to communicate effectively, build healthy relationships, empathise with others, and cope with as well as manage affairs of life in a healthy and productive manner.

**Main Components of Life Skills :** Education is the only way through which the four basic objectives can be achieved. These are : *education to learn, education to do, education to be and education to live together*. Only skill-based education can help the people to achieve these four objectives by developing competencies in terms of knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together). The practical skills are the manual skills under learning to do, and other psycho-social life skills are the skills under learning to know, learning to be and learning to live together. In fact, life skill education acquaints the learners with those skills (including the practical and life skills) which are needed in both particular and specific contexts.

Apart from these, UNESCO,UNICEF and WHO listed ten core life skill strategies and techniques. These are: *problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy and coping with stress and emotions*. However, each country has their own choice to design their curriculum according to their desired needs in order to develop the competency level of the stakeholders.



## LET US KNOW

**UNICEF :** The United Nations International Children's Emergency Fund was created by the United Nations General Assembly on 11th December 1946. The headquarter of the UNICEF is in New York. This organisation provides humanitarian and developmental assistance to children and mothers in developing countries. UNICEF's programme emphasise developing community level services to promote the health and welbeing of children.

**UNESCO :** The United Nations Educational Scientific and Cultural Organisation is a specialised agency of the United Nations based in Paris. It was founded in 16th November 1945. UNESCO pursues its objectives through five major programs: education, natural sciences, social/human sciences, culture and communication/information. Besides, UNESCO's aim is also "to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information."

**WHO :** The World Health Organization is a specialised agency of the United Nations that is concerned with international public health. It was established on 7th April 1948, headquartered in Geneva, Switzerland.



## CHECK YOUR PROGRESS

**Q 4 :** Mention the full form of UNICEF, UNESCO and WHO, and their basic objectives.

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**Q 5 :** What are the soft skills?

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**Q 6:** Why do you think that life skill based education is necessary in education system?

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## 13.4 RECOMMENDATIONS AND IMPLICATIONS OF NSQF IN EDUCATION

Education is the only way to develop the life skills and soft skills of the masses or the common people. In this connection, the Government of India has taken so many initiatives for launching various skill-based programmes from time to time after evaluating the prevailing educational system in the country. The Ministry of Human Resource Development (MHRD), Govt of India, notified the National Vocational Education Qualification Framework (NVEQF) in September 2012, as an endeavour to build flexible education and training systems that allow individuals to accumulate their knowledge and skills. At present, about 18 Ministries of GOI are offering skill-based programmes. In December 2013, the Department of Economic Affairs, Ministry of Finance, notified National Skill Qualification Framework (NSQF), which is being facilitated by the National Skill Development Agency (NSDA).

The NSQF is a quality assurance framework for measuring qualities knowledge, skills and attitudes of the learners at different levels. These quality levels of the learners are assessed in terms of their learning outcomes which the learners gain from educational institutions wheather it may be formal, informal or non-formal institutions. The key elements of NSQF provide:

- national principles for recognising skill proficiency and competencies at different levels leading to international equivalency,
- multiple entry and exist between vocational education, skill training, general education, technical education and job market.

- progression framework defined within skill qualification framework
- opportunities to promote life-long learning and skill development
- partnership with industry

In fact, NSQF is a transparent, accountable and credible mechanism for skill development across various sectors. The qualification framework is beneficial to schools, vocational education and training providers, higher educational institutions, accrediting authorities as well as industry, professional associations, licensing authorities etc. The biggest benefit of this qualification framework is that learners have the opportunity to judge the immediate value of the acquired qualification at a particular level, and they also make informed decision about their career progression paths.The National Skill Qualification Framework help to make qualifications more understandable and transparent.

In India, the NSQF is anchored at the National Skill Development Agency (NSDA) and is being implemented through the National Skills Qualifications Committee (NSQC) which comprises all key stakeholders (such as Chairman of NSDA, Secretary of Dept of School Education and Literacy, Ministry of HRD, and Department of Higher Education, MHRD, Secretary of Ministry of Labour and Employment, Member Secretary, Planning Commission, Mission Directors etc). The NSQC approves accreditation norms, prescribing guidelines to address the needs of the disadvantaged sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks.

**Need of NSQF in India** :

The NSQF provides the outcome based approach which is very much essential for assessing the acquired knowledge of the people in immediate way. Again, it is also helpful to each institution, student and employer to get a self-assessment regarding the progression pathways in terms of their competency level i.e. what they can do and cannot do after taking the course under NSQF. Besides these, this is the only course through which uniformity in terms of course duration,curriculum, entry requirements as well as title or degree across the country can be established. The most interesting benefit of this course is that it facilitates the Recognition of Prior Learning (RPL)

through which people get formal recognition of their traditional skills so that they can use these kinds of informal skills into a productive form. The NSQF also helps in the alignment of the Indian qualifications with international qualifications in accordance with relevant bilateral and multilateral agreement. Thus, through this system, it tries to develop the national and international mobility among the people across the nation.

The policy of NSQF through NSDC tries to develop some descriptors of the learners in different levels. The NSQF has determined the areas of the process of skill development into ten levels. (For detailed information regarding the ten levels of descriptors, please visit NSQF Notification, MHRD, website:mhrd.gov.in/sites/upload_files/mhrd/files/upload.../NSQF-NOTIFICATION.pdf). Process, professional knowledge, professional skill, core skill and responsibility are the five domains which are known as descriptors, which means the minimum knowledge, skills and attributes that a learner needs to acquire in order to get certified for that level. These descriptors give the meaningful indicators of the learning outcomes at each level. Thus, NSQF gives the detailed framework for building a strong nation by empowering skills of the people in different level.



**LET US KNOW**

Level of Descriptors : There are five domains under the level of descriptors which are as follows :

a. Process,
b. Professional knowledge,
c. Professional skills,
d. Core skills, and
e. Responsibility

**a. Process :** Process is a general summary of the other four domains corresponding to the level.

**b. Professional Knowledge :** Professional knowledge means what

a learner should know and understand with reference to the subject in terms of depth of knowledge, breadth of knowledge (range is from a single topic to multidisiplinary area), kinds of knowledge (range from concrete to abstract) and complexity of knowledge (refers to the combination of kinds, depath and breadth of knoweldge).

**c. Professional Skill :** Professional skills are cognitive and creative skills which includes the skills of intuition, logical and critical thinking. Besides, it indicates the development of communication skills involving written, oral, literacy and numeracy skills and also development of interpersonal skills.

**d. Core Skill :** Core skill refers to basic skills involving dexterity and the use of methods, materials, tools and instruments used for performing the job, including IT skills needed for that level.

**e. Responsibility :** Responsibility aspect determines the nature of working relationships, level of responsibility for self and others, managing change and accountability for actions.



**CHECK YOUR PROGRESS**

**Q 7 :** Write briefly the recommendations of NSQF for skill development through education and training.

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## 13.5 LET US SUM UP

- In a developing country like India, there is an urgent need for democratisation of education so that everyone enjoys equal opportunities and justice in every sphere of life.
- Education in the present century must combat all types of

exclusiveness, and hence it is the need of the hour to devise new ways to extend and impart education.

- Skill development in the present context has been seen as the most vibrant area in the current educational policies of the country.
- Education is a pre-requisite for the acquisition of knowledge, enhancing skills, developing attitudes and values etc. Therefore, as human beings, we need such types of education that provides knowledge and skills ro help the people to lead a meaningful life. Actually, in today's society, there is a growing demand for human capital and enhancement of manpower.
- Again, it should be kept in mind that India has a rich demographic dividend because, the country has 54% of population below the age of 25, and 66% people under the age of 35. (Census, 2011). It means that the young age of population, the number of school-going people within that age-group, and the level of work force in that period, are considered an asset for the entire country.
- If the proper skill-based education could be given to the members of this group of population, then it could contribute a lot to enhancing the positive social umbrella.
- Skill Development means development of knowledge, attitude and skills of a person, so that he/she can promote social development. Besides, it also means to ensure development of quality of life, economic progress and enlargement of people's choices (expansion of economic and social choices).
- 'Skills' means the ability to apply knowledge and use knowledge to complete tasks and solves problems. Skills are developed as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instructions).
- skill based education in all educational levels can help in the economic growth of a nation by producing productive labour forces, and can also provide ample employment opporutnities.

- Therefore, various skill based curriculum and co-curricular activities should be introduced considering the mental level of the learners in each stage of education. The curriculum should be designed in such a way that can ameliorate the cognitive, affective and psycho-motor domain of the learners.
- Apart from the conventional educational institutions, it is also the duty of the open and distance learning institutions to take up the gear for fulfilling the needs of the situation as well as the demands of the stakeholders, and play the pivotal role in the process of human resource development. It is a fact that the open educational institutions, for its flexibility in terms of providing educational opportunity irrespetcive of age, time and place; have more scope than the conventional ones for ensuring the democratisation of education for all.
- Again, the fastest growth of information and communication technologies as a media of education also encourages the learners to take some skill based training courses at the learners' own space in the ODL mode.
- In order to live as a human being, we need to possess some basic skills such as reading, writing and arithmatic. Apart from these, we also need some other pratical skills like how to eat, how to dress, how to drive a car, how to use public transportation, basic safety and survival skills.
- The World Health Organization (WHO) defines *life skills* as "abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life." In primary and secondary education, *life skills* may refer to a skill set that accommodates more specific needs of modern industrialised life; for instance, money management, food preparation, hygiene, basic literacy and numeracy, and organisational skills.
- The main components of life skills education are to develop knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together).

- The Ministry of Human Resource Development (MHRD), GOI, notified the National Vocational Education Qualification Framework (NVEQF) in September 2012, as an endeavour to build flexible education and training systems that allow individuals to accumulate their knowledge and skills.
- NSQF is a transparent, accountable and credible mechanism for skill development across various sectors. The qualification framework is beneficial to schools, vocational education and training providers, higher educational institutions, accrediting authorities as well as industry, professional associations, licensing authorities etc. The biggest benefits of this qualification framework is that learners have the opportunity to judge the immediate value of the acquired qualification at a particular level.



## 13.6 FURTHER READING

1) Lineo Clementina and Bothephana Makhakhane: Life Skills for National Development in Lesotho: Can ODL Do it? https://wikieducator.org/images/0/08/Lineo_Clementina_Kolosoa.pdf
2) Mohan B Menon (2014): Strategy for Skill Development through Open Schooling in India, Wawasan Open University, Penang, Malaysia
3) NSQF Notification, MHRD, website:mhrd.gov.in/sites/upload_files/mhrd/files/upload.../NSQF-NOTIFICATION.pdf



## 13.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Skill based education in all educational levels can help in the economic growth of a nation by producing productive labour forces, which in turn also provides ample employment opporutnities. Therefore, various skill based curriculum and co-curricular activities should be introduced considering the mental level of the learners in each stage of education. The curriculum should be designed in such

a way that can ameliorate the cognitive, affective and psycho-motor domain of the learners.

**Ans to Q. No. 2 :** India has a rich demographic dividend because, the country has 54% of population below the age of 25 and 66% people under the age of 35, according to the Census of 2011. It means that the young age of population, the number of school-going people within that age-group, and the level of work force in that period, are considered an asset for the entire country. If the proper skill-based education could be given to the members of this group of population then it could contribute a lot to enhancing the positive social transformation through social and economic mobility, and creating the knowledge-enabled population of the country.

**Ans to Q. No. 3 :** Open and distance learning institutions can easily take up the gear for fulfilling the needs of the situation as well as the demands of the stakeholders and play the pivotal role in the process of human resource development. It is a fact that the open educational institutions, for its flexibility in terms of providing educational opportunity irrespective of age, time and place; has more scope than the conventional one for ensuring the democratisation of education to all. Again, for the fastest growth of information and communication technologies in education, open and distance learning institutions can play an important role for the development and enhancement of the individual's potentialities by providing the scope of educational opportunity at any time, any where and for any one.

**Ans to Q. No. 4 : UNICEF:** The United Nations International Children's Emergency Fund was created by the United Nations General Assembly on 11th December 1946. The basic objective is to emphasise in the development of community level services to promote the health and welbeing of children.

**UNESCO :** The United Nations Educational Scientific and Cultural Organisation is a specialised agency of the United Nations based in Paris. It was founded in 16th November 1945. UNESCO pursues its objectives through five major programs: education, natural sciences,

social/human sciences, culture and communication/information.

**WHO :** The World Health Organization is a specialised agency of the United Nations that was established on 7 April 1948, headquartered in Geneva, Switzerland. The basic objective of WHO is to promote the international public health.

**Ans to Q. No. 5 :** Communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork, leadership traits are known as soft skills. In fact, both hard skills and soft skills enable people to effectively find out their work where they are engaged, encourage to do the team work for achieving their goals.

**Ans to Q. No. 6 :** Life Skill Based Education is necessary because it enables the learners to acquire knowledge, to develop attitudes and skills which help the learners to adjust with any kind of environment. Life skills are a combination of cognitive, personal and interpersonal abilities that assists individuals make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with as well as manage lives in a healthy and productive manner.

**Ans to Q. No. 7 :** The NSQF is a quality assurance framework, organising qualities considering the knowledge, skills and attitudes of the learners at different levels. These quality levels of the learners are assessed in terms of learning outcomes which the learners gain from educational institutions wheather it is formal, informal or non-formal institutions. The key elements of NSQF provides:

- national principles for recognising skill proficiency and competencies at different levels leading to international equivalency,
- multiple entry and exist between vocational education, skill training, general education, technical education, and job market.
- progression framework defined within skill qualification framework.
- opportunities to promote life-long learning and skill development

- partnership with industry.

Besides, the NSQC approves accreditation norms, prescribing guidelines to address the needs of disadvantaged sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks.



## 13.8 MODEL QUESTIONS

**A) Very Short Questions** (Answer each question in about 50 words)

**Q 1 :** Why is education essential for a person in a society ?

**Q 2 :** What is the need of skill development courses in education ?

**Q 3 :** What do you mean by skill development ?

**Q 4 :** What is soft skill ?

**Q 5 :** What is hard skill ?

**Q 6 :** What is life skills ?

**Q 7 :** Why do you think that life skills are essential for having a decent Xstandard of living ?

**Q 8 :** How has ODL retained the skill development of learners or the Indian young ?

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** What are the needs and importance of skill development courses in education? explain.

**Q 2 :** Do you think that ODL can retain the skill development of the learners or Indian young ? discuss.

**Q 3 :** Write briefly the objectives of NSQF in India.

**c) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** What are the different types of skills ? Why do you think that life skill based education is necessary in education system ?

**Q 2 :** Discuss the various needs and descriptors of NSQF in India.

**Q 3 :** What is skill based education ? Why do you think that skill based education is very much relevant in today's world ? Discuss.

# UNIT 14 : STUDENT'S UNREST

## UNIT STRUCTURE


14.1 Learning Objectives

14.2 Introduction

14.3 Concept of Students Unrest

14.4 Causes of Student unrest

- 14.4.1 Academic Causes
- 14.4.2 Political Causes
- 14.4.3 Economic Causes
- 14.4.4 Other Causes

14.5 Remedies of Student Unrest

14.6 Let Us Sum Up

14.7 Further Reading

14.8 Answers to Check Your Progress

14.9 Model Questions


## 14.1 LEARNING OBJECTIVES

After going through thus unit, you will be able to

- explain the concept of student unrest
- describe the causes of student unrest
- suggest some remedial measures of student unrest

## 14.2 INTRODUCTION

At present, student's unrest has been the buzzword in almost every educational institution. Student's unrest usually refers to the indiscipline shown by students. It is a worldwide problem. The society has been witnessing frequent strikes, mass demonstrations, boycotts of classes as well as occasional violent agitation by the students in schools, colleges, universities, and other educational institutions. Student's unrest is a great threat to our system of education and development. Thus, the growing

unrest and indiscipline among the students has been being considered a matter of great concern. In recent years, student's unrest has assumed a serious form and has posed a great threat to our social development. If these undesirable activities and indiscipline are allowed to go on unchecked, the whole education system would soon be paralyzed. However, why do the students involve themselves in some rebellious activities? This very serious and crucial question must be addressed and answered with matching concern and seriousness. In this unit, we intend to discuss the concept, causes and remedies of this serious problem of student's unrest.

## 14.3 CONCEPT OF STUDENT'S UNREST

'Unrest' means 'disturbed condition'. It is "the state of disillusionment and dis-satisfaction". Unrest refers to a situation in which people are angry and likely to protest or fight. Unrest may be defined as the result of disagreement over social issues, beliefs and ideologies. Social unrest is the manifestation of collective disillusionment, discontentment and frustration of the group, community or society. The emphasis in the concept of social unrest is on "collective frustration" and disillusionment of the groups on common social issues in the society.

Student's unrest is a form of social unrest. It may be defined as the "manifestation of collective frustration of the youth/student in the society". If there is unrest among the students of one educational institute, it is not perceived as the problem of student's unrest. It is only when students from all over the country feel frustrated on some common issues like content of courses, the examination system, the representations in academic bodies etc., then we can say that there exists the prob-lem of student's unrest in our society. Students' unrest is characterized by "collective discon-tent, dysfunctional conditions in educational institutions and concern (of public and students) for change in existing norms".

Student's unrest is manifested when the existing norms in the society are perceived by the youth or students as ineffec-tive or harmful to the extent

that they offend them, and they feel so disillusioned and disgusted that they recognize the need for changing these norms. Movement is the activity of diffused collectivity, oriented towards changing the social or-der.

The important functions of student agitations are:

- to create collective con-sciousness and group solidarity,
- to organize students to work for new programmes and new plans,and
- to provide opportunities to students to express their feelings and make some impact on the course of change.

The goal of students' agitation is neither injury to a person nor destruction of public property but protest.

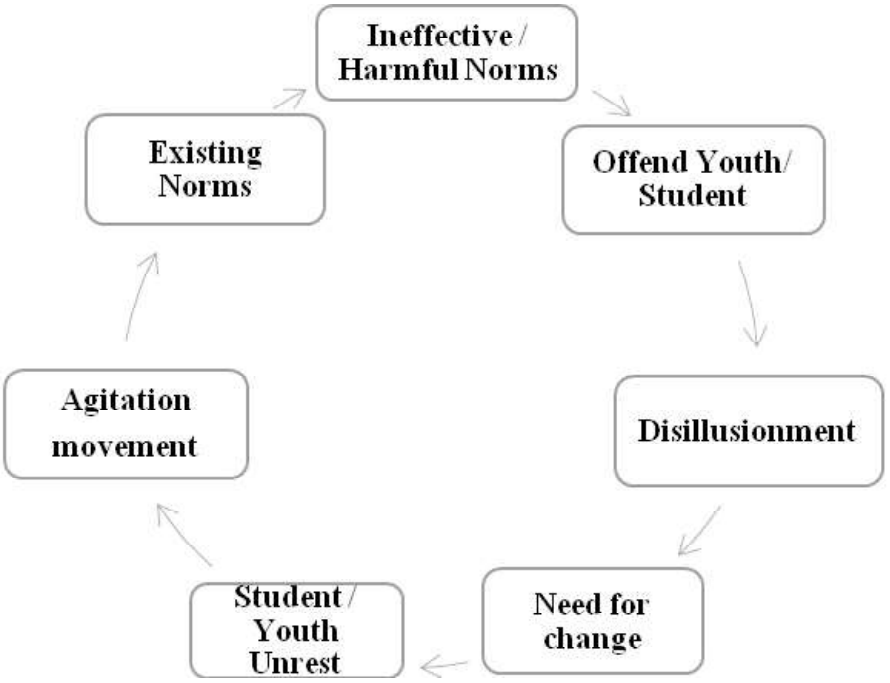



**Fig : Manifestation of Student's unrest**

Based on the above discussion over the concept of student's unrest, it may be said that student's unrest is characterized by the following conditions:

- Collective discontent
- Dysfunctional conditions
- Public concern, and

- The need for change in the existing norms.

Now, the problem of student's unrest is not only a cause of worry for the educational administrative authorities, but it has also become a national concern. Wide spread frustration among the students have been reported from various quarters, and they, instead of becoming a positive force in nation building, are getting increasingly resentful. This unrest among the students reflects the prevailing dissatisfaction, disillusionment, frustration, dejection and hopelessness.



**CHECK YOUR PROGRESS**

**Q1 :** What is meant by student unrest ?

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## 14.4 CAUSES OF STUDENT'S UNREST

There is hardly any country, which has not witnessed a student's unrest. Today, student's unrest is a serious concern in Indian society. Why is this so? There must be some genuine causes for this unrest. Students are generally emotional by nature. They are more or less idealists as they are inspired by noble ideals. They are prepared to sacrifice their lives for the good of the country. If this is the case, we should seriously think, why they have followed this ignoble path. Every thoughtful man should seriously think over the matter and find out the causes of this unrest. When the causes are found out, there must be remedies for the removal of those causes. It seems to us that various causes have acted on the minds of the students and their reaction is the present unrest. The reason behind unrest among Indian Students is a plethora of frustration, grievances and anxiety of the students. The following are some of the causes of Student's unrest as expressed by some of the important personalities and dignitaries.

- Humayun Kabir (1958) mentioned four causes responsible for student unrest. These are: Loss of leadership by teachers, Growth of economic difficulties, Defects in existing system of examination, and General loss of idealism.
- According to Dr. Sampurnanand, student's unrest is the result of lack of religious education and economic problem of the family. The long period of student's life, negative role of student's union and the breakdown of families are the main reason of indiscipline among the students.
- Former Prime Minister Smt. Indira Gandhi said during the Silver Jubilee celebration of Pune University that, Political excitement and economic condition are the main cause of student's unrest.
- National Education Policy (1986) has focused on the problem of norm-less institutions, careless teachers, worst evaluation system, lack of discipline, and interface of political, diplomatic and unsocial elements in the education system. The causes of students' unrest and agitations, as pointed out by the UGC committee in 1960, are:
- Economic causes, like demands for re-ducing fees, increasing scholarship.
- Demands for changes in existing norms pertaining to admissions, examinations and teaching and the process of admission.
- Poor administration or functioning of college and universities.
- Conflicting relations between stu-dents and teachers, e.g., behaviour of teachers with girl students or student leaders, cutting classes and so on.
- Inadequate facilities in the campus, e.g., inadequate hostels, poor food in hostels, lack of canteen fa-cility, etc.; and
- Student leaders being instigated by politicians.



**CHECK YOUR PROGRESS**

**Q 2 :** Explain briefly some causes of student unrest as pointed out by the UGC Committee.

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The above mentioned reasons and causes of Student's unrest shows that we cannot consider this problem in isolation. There are many factors, which have contributed to this dangerous phenomenon of student unrest in a country like India. Some of the causes of student's unrest are being discussed below in some details under some common heads –

### 14.4.1 Academic Causes

The academic causes related with student unrest are –

- **Defective Education System :** One of the main factors of student unrest is our outdated, uninspiring, un-integrated and irrelevant system of education. The real aims of education are—broadening the intellect, developing the mind and discipline of thinking. The present education system does not fulfill its proposed aims and nor does it give the students any practical skill for taking up any job after their education. This system of education does not cater to our national and social needs. This defective system of education cannot make the students disciplined and responsible. Consequently, the students feel cheated, confused, frustrated and express these in the acts of violence and indiscipline. It gives birth to rebellious thoughts.

- **Defective Examination System :** In the present system of education, passing of examination has become the sole aim of education. It encourages bookish knowledge and speculation. They do not take into consideration their excellence in co-curricular activities, social service or strength of moral character and conduct. It places too much emphasis on cramming, mechanical memory and elements of chance. It promotes such corrupt practices as copying in the examination, leakage of question papers etc. Similarly, the system of examination is rotten to the very core because of its many inherent defects. Due to this examination system, the students have begun to think that there is no need of studying throughout the year, and only a little study near the examination time will be sufficient. Therefore, the rest of the time may be spent recklessly. Because of this tendency, the students are left with a lot of unoccupied time, which they spend in indiscipline activities of various types.
- **Uninspiring Curriculum :** The present education does not give the student any such qualifications, which may assure to them a certain future or enable them to become economically self-sufficient. They are not even sure of getting proper employment opportunities after completion of their education and training. Therefore, they find their future uncertain and insecure. Similarly, harmonious development of personality is not possible only through the curricular teaching. For this, various co-curricular activities are necessary because through them the different aspects of the personality of the student concerned manifest and attain the high state of development. However, lack of sufficient provision of these types of activities may contribute to the development of student's unrest to a significant extent. Consequently, student's unrest and indiscipline has touched it peak.

- **Unsuitable Teachers :** Presently, the student-teacher relationship, which should be an inspiring association of minds, has come down to the commercial level. The personality of the teacher has no impact on the students. Today, in our schools, colleges and universities, we find many such teachers who have no interest in their teaching job. The teachers themselves often resort to strike, dharma and gears to coerce the authorities to accept their legitimate and illegitimate demands. Sometimes, they are engaged either in petty politics or in manipulations. Such teachers present a wrong example by their behaviour and conduct. These corrupt teachers have worsened the situation of student unrest.
- **Defective Teaching Methods :** The teaching methods in many of our schools, colleges and universities have become defective. They do not arouse curiosity in the students for new knowledge nor do they increase knowledge. The result is that the students do not find the classes interesting. Consequently, students pass the examination by any means, such as, cramming or based on guess or papers sold freely in the market, or on the basis of copying in the examination hall by terrorizing the invigilators.
- **Excessive Number of Students in the Class :** Generally, the number of students in every class is so high that the students and teachers are unable to establish contact with each other, that is, the teachers are unable to understand the difficulties of individual students, which fueled the problem of student unrest.
- **Lack of Proper Infrastructure :** Lack of amenities is also another cause of student unrest in colleges and universities. There are several educational institutions where classrooms, laboratories, libraries and teachers are not available. In such a situation, unrest and indiscipline amongst students is not surprising.

- **Poor Standards of Administration :** The poor standards of administration of the institution are also quite frequent, so much so that they have provoked prolonged agitations on the part of students. On different occasions, some grievances of students are just. However, indifference and lack of sympathy for the demand of the students on the part of the administrations may force the students to resort different rebellious activities. Thus, student's unrest may be caused by administrative errors.
- **Lack of Proper Guidance :** Lack of provision proper guidance and counselling also significantly contribute to the development of the problem of student's unrest. The result is that students can get neither proper attention nor guidance to channelize their energy in desired way. The absence of guidance and counselling services widened the possibility of student's unrest.
- In the matter of admission also, some nasty factors like casteism, nepotism, favouritism and bribery are playing their dirty role. As a result of these, the deserving and meritorious students are being left out.

In short, academic causes related with student's unrest include badly equipped institutions, improper admission facilities, overloaded classrooms, insufficient and incompetent teachers, lack of vocational education, and bitter teacher-student relationships.

### 14.4.2 Political Causes

Students of the present age have become more or less politically conscious. However, they cannot keep themselves completely aloof from the political movement of the country. Some political causes also fueled the problem of student unrest. If we look at the history of student's unrest in India, we shall find that it has occurred mostly in those states, which were politically disturbed or unstable. Now a days, some educational institutions are hot-beds of politics. Different politicians take the help of both students and

teachers to gain their ends. Some political causes of student unrest are —

- **Corrupt Political Ideologies :** Political leaders also are not sincere, honest in many cases. They cannot inspire the students to noble activities. All these causes work together to create a feeling of dissatisfaction in the students. So, the present unrest is an expression of that dissatisfaction. As a result, they begin agitation to get their grievances removed.
- **Political influence on Student's Union :** In our various educational centres, the students organize unions. But, in the process of organization and elections of these unions, various political parties and teacher-politicians try to serve their vested interests. The interference of the political elements vitiates the nature of the student unions in various ways and encourages indiscipline among students.
- **Political use of the students :** Sometimes, politicians add fuel to the fire of student's unrest. They are misusing and misguiding students to serve their own selfish and partisan political ends. These political professionals use the students as their tools and lead them astray.
- **Political Appointments of Teachers :** Sometimes, teachers are recruited on the basis of their political backing and patronage, and not on the basis of their academic achievements and merits. Appointments made on the basis of political patronages have caused havoc in the field of education and result in teacher-pollutions.

### 14.4.3 Economic Causes

Student's unrest is again partly due to some economic causes. For example-

- **Poverty :** Poverty is also one of the causes of student unrest. A. S. Patel in his book, 'Poverty, Progress and development'

(2012) explained that: 'Poverty is the main cause of student's unrest. The high intellectuals exploit the less intelligent and create problems of student's unrest'. Children brought up in environments pressed by poverty are not properly housed, feed, and dressed. There are economic inequalities, exploitations and a picture of frustration before most of the students. There is no bright prospect before them. They are disillusioned with what they are having and are pessimistic about their future. Thus, students coming from poor families are deprived of the opportunity of higher education also because of financial difficulty. Therefore, it is natural for them to agitate.

- **Unemployment :** There is the serious problem of unemployment. Unemployment of educated youth is increasing like never before. They feel insecure as far as proper employment opportunities are concerned. As a result, the students are losing confidence in them as well as on the system of education, and are becoming more and more restless.



**ACTIVITY 14.1**

Explain two incidents of student unrest with reference to-economical and political context of our state.

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### 14.4.4 Other Causes

Some other causes of student unrest are—

- **Indifference of the Family Members:** Lack of interest on the part of parents is another factor, which contributes to breeding indiscipline in the young minds. Today, parents are so busy that they have no time to attend to their wards.

Careless and indifferent homes produce undisciplined children. Needless to say that so long as the responsible members of the family do not fulfill their responsibility towards their wards, the indiscipline prevailing amongst students will not end and nor will the unrest and discontent calm down.

- **Communication Gap :** Lack of understanding and communication between the students and teachers on the one hand, and parents and students on the other, also case unrest among students.
- **Corruption :** Now corruption has crept into every walk of our life. They cannot be blind and deaf to what goes on around them. In the classrooms, they are taught the virtues of purity in public life, but outside, they see the rule of jobbery and corruption everywhere. The leadership has failed to set a good model for the student to emulate. Therefore, it is but natural for them to take active interest in the lives of the people and to voice their feelings is not an act of indiscipline.
- **Moral Degradation :** We often notice moral degradation in our present society. There is discrepancy between percept and practice. Established moral values and faiths have lost their appeal. With that, man has lost his spiritual moorings. The result is a rootless generation, cut off from the past, and facing an uncertain future. Our schools and colleges fail to produce good men and women. Education today helps to earn a living, but does not help to learn the art of living well. In other words, it does not try to develop your character.
- **Elements of Indiscipline and Chaos prevailing in the society :** The elements of indiscipline and chaos prevailing in the society, in fact are reflected in the indiscipline behaviour of students. Under such a situation, our younger generation is standing on a crossroad, little knowing in which direction to move. As a result, it is aimless, dissatisfied and misguided.

- **Gap between aspiration and achievement :** Students are likely to have their own aspiration and ambitions. Student with unfulfilled and unrealistic aspiration may naturally become victim of frustration and restlessness. Such students are easily vulnerable to use by others.

Today's students have lost all sense of purpose and direction, and often get confused a lot. On different occasions, media also plays a significant role in developing the tendency of restlessness among the student. This state of affairs, coupled with the natural propensities of youth towards revolt and adventure, has served as the ideal setting to appear in the role of mobs of frustrated unrest agitators.



**LET US KNOW**

Youth unrest may be viewed in three perspectives:

- Unrest among youth
- Unrest due to the youth, and
- Social unrest in the country and its effect on the youth



**CHECK YOUR PROGRESS**

**Q 3 :** Mention the causes of student unrest in respect of-

(a) Academic

(b) Political

(c) Economic and other causes

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## 14.5 REMEDIES OF STUDENT UNREST

Unrest among the students in India is only an expression of discontent and nothing else. This discontent cannot be cured by what is called Police Method. The rules for militants and students cannot be the same. Nobody will support and tolerate student indiscipline or lawlessness. It should be put down with a strong hand. However, before trying to put down lawlessness, they should go to the root cause of the lawlessness and should try to remove cause. They have to be dealt with in a careful manner.

- **Educational System :** There is a need to reoriented education to make it more purposeful. It should not only give the students a sense of a mission in life but also furnish them with a set of values, which should serve as guideposts in their journey of life. It should be something more than an apprenticeship for this or that type of job. It should teach them to live their life in the real sense. There is a need to provide adequate learning materials and conducive environment. Lecturers should be transparent and give frequent feedback to students about their academic progress and examinations. The rush to the educational institutions must be regulated and controlled with scientific channelization of talent in suitable directions.

- **Provision for proper leisure time Activities :** Student's are the real strength and future of a country. They possess vast energy, which can do wonders if properly oriented and utilized. They should be kept busy in creative, fruitful, relevant, social and academic activities. Their minds should never be allowed to remain idle.

- **Employment Opportunities :** Proper employment opportunities should be created for them. Efforts should be made to provide opportunities for the students in different job related courses. The spirit of self-reliant must be created among the student.

- **Developing Self-discipline :** Students should be assisted in developing self-discipline. Student must be free to exercise their rights. However, they must not take things too far. Students are the leaders of

tomorrow, so they must be disciplined now, so that when they grow they will continue in that path.

- **Proper Leadership :** Some suggest that leaders of the country should set before the student's bright examples of patriotism, loftiness of character and selfless service. This will surely influence them to build up their character.

- **Improvement of Social-economic Conditions :** The present socio-economic conditions should be improved to instill hopes in the minds of the students. Poor and needy students should be helped through scholarship system, freeship, loan scholarship, free hostel facilities, stipend etc. Some suggest that there should be provisions for students to earn something while they learn. This will help them to solve their pecuniary troubles and draw away their minds from undesirable activities.

- **Sympathetic Consideration of Problems :** All problems can be solved satisfactorily if the students are taken into confidence and their problems are considered sympathetically. The authorities should try to make the students understand their difficulties. Therefore, they should be treated accordingly with sympathy, affection and genuine concern for them.

- **Adequate Administrative Mechanism :** There should be a proper administrative mechanism to redress genuine grievances of students for the malady of student unrest and indiscipline.

- The authorities should listen to their complaints patiently and sympathetically and try to remove their legitimate grievances without any delay.

- The Administration should not make any decisions without appropriate investigation. There is a need to improve communication system between the Students' Organization, students and the administration.

- The level of involvement of students in the decision making process and other affairs should be increased. The administration can conduct seminars and orientations to students and faculties to ensure forum and open discussions.

- The administration of these institutions should be improved and proper amenities provided and closer parent teacher collaboration should be established.

- **Cordial Student Teacher Relationship :** There must be a cordial relationship between teachers and students. A Teacher should be a living example of the enabling influence of real learning, and not a pitiable wage earner. Every student must get proper attention of the teacher.

- **Guidance and Counselling Services :** Educational institutions need to establish and strengthen guidance and counselling services for the students on the campus to minimize possibilities of unrests.

- **No political interference :** Last but not the least, politics of any shade or colour must be banished from all educational institutions. There should be no political interference in- educational matters. The students should have political awareness, but their active participation in political matter must be restricted. As Mahatma Gandhi said, "For the students there should be no party politics. There should be no Socialist, Communist, Congress or other groups among students. They should be all students first and last, determined to gather as much knowledge as possible and that for the sake of the service of the people, not for the sake of getting jobs." The student leaders, teachers and authorities must make joint venture to save education and educational institution from undue influence of politics.

It is essential that students' unrest must be checked before it reaches an alarming level. Tightening up of rules and restrictions would only produce reaction and make matters worse. If we undertake the task with will and determination, there is no reason why we should not be able to enforce effective remedial measures, which should rescue our youth from unrest. In a comprehensive analysis of the phenomenon, we shall have a take into account the spirit of the age in which we are living, the natural propensities of youth and the external factors, which influence their behaviour.



## LET US KNOW

***Differences between scholarship and freeship :***

Scholarship is a financial grant aid awarded to students to help them pay for their education. It generally refers to grants in support of undergraduate education whereas a freeship can be defined as a financial aid providing the student with remission of the whole or half of the institution fees. It generally means exemption from paying tuition fees. Scholarships are mostly given to students who are excellent in academics. And therefore scholarships act as an incentive to encourage meritorious students. On the other hand freeships are generally given to economically weak students. Application for Freeship has to be made at college office with supporting documents. Government also grants freeship to certain categories.



## CHECK YOUR PROGRESS

**Q 4 :** Explain some of the remedial measures of student unrest.

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## 14.6 LET US SUM UP

- The phenomenon of student unrest has assumed alarming proportions, and has become a matter for serious thought.
- Student's unrest reflects the prevailing dissatisfaction, disillusionment, frustration, dejection and hopelessness among the students.

- We cannot consider this problem in isolation. Tightening up of rules and restrictions would only produce reaction and make the matters worse.
- There are many factors, which have contributed to this dangerous phenomenon of student unrest in India.
- It is essential that students' unrest must be checked before it reaches an alarming level. If we undertake the task with will and determination, there is no reason why we should not be able to enforce effective remedial measures, which should rescue our youth from unrest.



## 14.7 FURTHER READING

1) Aggarwal J. C. *Development and planning of Modern Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

2) Bhushan, Vidya, & Sachdeva D. R. *An Introduction to Sociology.* Allahabad: Kitab Mahal



## 14.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Student's unrest is a form of social unrest. It is a manifestation of disillusionment, discontentment and frustration. Student's unrest may be occurred due to the content of the course, the examination system, the representation in academic bodies, dysfunctional conditions in educational institutions, agitation movement etc. The changing social norms also impact upon student's unrest.

**Ans to Q. No. 2 :** The causes of students' unrest and agitations, as pointed out by the UGC committee in 1960, are as follows:

- Economic causes, like demands for re-ducing fees, increasing scholarship.

- Demands for changes in existing norms pertaining to admissions, examinations and teaching and the process of admission.
- Poor administration or functioning of colleges and universities.
- Conflicting relations between stu-dents and teachers, e.g., behaviour of teachers with girl students or student leaders, cutting classes and so on.
- Inadequate facilities in the campus, e.g., inadequate hostels, poor food in hostels, lack of canteen fa-cility, etc.; and
- Student leaders being instigated by politicians.

**Ans to Q. No. 3 :** Students become unrest because of many causes such as academic, political, economical and other social issues.

**Academic cause :** Defective education system, defective examination rule, uninspiring curriculum, unsuitable teacher**s,** defective teaching methods, excessive number of students in the class, poor infrastructure, poor standards of administration, lack of proper guidance are some of the academic causes of student's unrest. Besides, the prevailing casteism, nepotism, favouritism and bribery in terms of student's admission are also some of the causes for which the meritorious students are deprived to get proper admission in schools. Again, there are some other academic causes such as badly equipped institutions, improper admission facilities, overloaded classrooms, insufficient and incompetent teachers, lack of vocational education, bitter teacher-student relationship etc.

**Political causes :** Corrupt political ideology, political influence on student's union, political use of the students, political appointments of teachers, misguiding and misusing students to use politics for personal profit and gain etc. influence in increasing the unrest of the students on school.

**Economic cause :** Poverty, economic inequalities, exploitation lose the confidence of the students and they become frustrated and

depressed. Unemployment is also a serious problem, because due to the lack of employability, students feel insecure and ultimately they do some anti-social activities in the society.

**Other causes :** Indifferences of the family members, communication gap between teacher and student, corruptions, moral degradation, elements of indiscipline and chaos prevailing in the society, gap between aspirations and achievements of students become victim of frustration and restlessness etc. are some other causes of student's unrest behaviour.

**Ans to Q. No. 4 :** Purposeful educational system, provisions of proper leisure time activities, useful co-curriculum activities, employment opportunities, developing self-discipline, proerm leadership in school, improvement of socio-economic conditions of the student by providing scholarships and freeship, psychological understanding of the teachers towards student's perception and attitudes, adequate administrative mechanism, cordial relationship between teachers and students, provisions of guidance and counselling services in the schools, no political interferences in educational matters of the school are some of the remedial measures that helps to reduce the restlessness and student's unrest behaviour in school as well as in the society to a great extent.



## 14.9 MODEL QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q 1 :** Explain the concept of student unrest.

**Q 2 :** Describe the process of manifestation of student unrest.

**Q 3 :** What are the academic causes of student unrest? Explain

**Q 4 :** What are the political causes related with student unrest? Explain.

**Q 5 :** Describe some economical causes of student unrest.

**Q 6 :** Suggest some administrative mechanisms to tackle the problem of student unrest.

**B) Long Questions** (Answer each question in about 300-500 words)

**Q 1 :** Explain the concept of student unrest. Discuss the causes, which are responsible for this phenomenon of student unrest.

**Q 2** Suggest some remedial measures to solve the problem of student unrest.

**Q 3 :** Discuss some administrative measures to solve the problem of restlessness among students.

# UNIT 15: STUDENT INDISCIPLINE

## UNIT STRUCTURE


15.1 Learning Objectives

15.2 Introduction

15.3 Meaning and Concept of Indiscipline

15.4 Necessity of Maintaining Discipline in Schools

15.5 Types of Undisciplined Behaviour

15.6 Causes of Student Indiscipline

15.7 How to Maintain Discipline in School

15.8 Let Us Sum up

15.9 Further Reading

15.10 Answers to Check Your Progress

15.11 Model Questions


## 15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –·

- Define the meaning of indiscipline.
- Explain the concept of student indiscipline.
- Explain the necessity of discipline in school.
- Describe the problems and causes of student indiscipline.
- Learn how to use the suggested remedies for tackling student indiscipline.

## 15.2 INTRODUCTION

Growing indiscipline among students in schools has become a cause of concern for the educational administrators, teachers and parents in recent years. Maintaining discipline or an orderly atmosphere is the most essential condition for running a school effectively. In a comprehensive sense, education identifies itself with discipline. The main objective of education in school is to train the students to be disciplined in life. However, even after

adopting various methods and means to train the students to be disciplined in life, the emergence of undisciplined behaviour has created problems in the schools from time to time. This unit will introduce you to the concept of indiscipline, and shall discuss the necessity of discipline in school.

## 15.3 MEANING AND CONCEPT OF INDISCIPLINE

The term 'Indiscipline' is in general means a breach of order of any kind. When the meaning is stretched further, its ambit covers any breach of social order, of moral behaviour and any kind of deviance from norms. Indiscipline also implies self-accepted and self-maintained social values that may be contrary to socially sanctioned values. The term 'student indiscipline' means the particular form of indiscipline among students who do not want to abide by the rules and regulations imposed on them by the authorities. Indiscipline can be defined simply as the lack of controlled behaviour on the part of some people who suffer from the discipline problem. Longman (2010) defines that it involves a lack of control in the behaviour of a group of people, with the result that they behave badly, and in an unacceptable manner. Levin and Nolan (1996) state that a discipline problem among the students is the behaviour that (a) interferes with the teaching act; (b) Interferes with the rights of others to learn; (c) Is psychologically or physically unsafe; and/or (d) destroys property.According to Afolaby (1998), discipline is 'the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency.' When an individual fails to discharge these characteristics, indiscipline is said to have occurred.It is not uncommon to find all sorts of anti-social acts committed by some students. Such students are often found guilty of a number of offences such as truancy, stealing and lying, cheating in examinations, rioting, sexual assaults, drug abuse and causing damage to school properties etc.

## 15.4 NECESSITY OF MAINTAINING DISCIPLINE IN SCHOOL

As stated above, discipline identifies itself with the broad concept of education. ***Discipline*** is not only essential, but is imperative for helping the



***Discipline*** **:** The word '**discipline**' is derived from the Latin word '**Discipulus**' which means to ***learn.***

child in the growth of his/her individual personality, for giving him/her the feeling of security, a sense of confidence, and the knowledge of the boundaries of the freedom to be enjoyed. Discipline is very important in one's life because through discipline, a man can attain the necessary power by which he becomes capable of developing his natural tendencies. Aristotle said, "A nation is not built by mountains and trees, it is built by character of citizens." This statement is completely true. A disciplined student is of good character and pious by mind, words and actions. P.C. Wren states, "As in the army, the navy, or the state, so in the school, the prerequisite, the very condition of existence is discipline." In the absence of discipline, the entire working of a school suffers because it cannot be run properly. Discipline is a necessary condition of good administration. It becomes evident that maintaining discipline is one of the major tasks of the educational administration. Discipline in a school is also the requirement of society. Without constructive and proper discipline, the aims and aspirations of the society cannot be realized. Thus, discipline is that power through which a person, a society, a nation, and a school take the right path to attain progress and development.



**CHECK YOUR PROGRESS**

**Q 1 :** What is meant by the term 'discipline'?

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**Q 2 :** What is the necessity of discipline in school?

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## 15.5 TYPES OF UNDISCIPLINED BEHAVIOUR

Today, the prevailing indiscipline in our schools and the society in general has created various problems in various forms. These include all

forms of anti-social behaviour among our students. This behaviour often comes in the form of sexual assault, rioting, stealing, cheating, lying, drug abuse, examination malpractice, truancy, damage to school property etc. Let us explain each of them briefly:·

- **Stealing :** It is commonly observed that some students steal pencils, books, pens, copies and other articles from their classmates. It is a kind of indiscipline. Behind every act of stealing, there is generally some unfulfilled need of the student.·

- **Drug Abuse :** The consumption and trafficking in drugs have assumed alarming proportion among the students posing as a great challenge for parents and the government. Drinking alcohol is another problematic issue with the students. Many of them may not be called alcoholics, but they are often problem drinkers who create problem to themselves, to their parents and to the society.·

- **Sexual Assault :** Sexual harassment is an unwanted imposition of sexual urge in the context of a relationship of unequal power. Homosexuality, lesbianism, prostitution, rape etc. are the various forms of sexual disorder seen among the adolescent students.·

- **Examination Malpractices :** It is obvious that malpractice is gradually turning out to be a normal practice undertaken by a large number of students in the various educational institutions of the country. Leaking of examination papers, exchange of papers in examination halls by students, copying from books in examination hall, hired examinee etc. are some of the most common forms of examination malpractices. ·

- **Truancy :** Truancy is a disturbing symptom. A child is said to be a truant, if he is a wandering maniac and if he avoids school. It may hamper the child from getting proper attention from the teachers. Truancy may be due to rivalry between siblings, physical and mental defect, undue pressure at school, harsh treatment by teachers etc.·

- **Damage to School Property :** Sometimes, students do a lot of damage to the school property by breaking window panes, chairs, tables, laboratory

and lavatory equipments etc. Damaging school property is regarded as a serious offence, which no disciplined students would commit but undisciplined students often resort to damaging school property. The school authority has to face such situations quite often and they find no easy solution to the problem of destruction of school property.



**CHECK YOUR PROGRESS**

**Q 3 :** Write briefly different types of indiscipline.

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## 15.6 CAUSES OF INDISCIPLINE

Why have students become so undisciplined? Why do they behave like hooligans? Why are so many anti-social acts committed by them? These questions often come to our mind while discussing student indiscipline. Determining the major causes responsible for indiscipline in the school as well as in society is indeed not an easy task. Some people tend to state that there is no single factor that can be called responsible for indiscipline. In fact, there are various causes and factors of undisciplined behaviour. However, the following causes are considered the major ones for student indiscipline.

The most important cause of student indiscipline lies in our system of education itself, which breeds dissatisfaction among the students. We know that the real aims of education are broadening the intellect, development of mind and discipline of thinking. Instead of giving importance on these aspects, the whole system has become examination oriented. The objectives of our educational institutions are to produce result, i.e. improving performance by getting marks. The students who are not able to get expected marks in the examination become frustrated and consequently, they resort to undisciplined behaviour.

- Large size of the class is another cause for which the teacher cannot give individual attention to the students. Inability of the teachers to inspire and motivate the students for learning create uninspiring and inconducive school climate, which ultimately becomes a fertile ground for undisciplined activities. ·
- The curriculum is also overcrowded. Lack of innovation in syllabi and methods of teaching makes the class uninteresting and boring. Again, the principle of individual difference is neglected, and there is no provision for different curriculum for the gifted, average and slow learners. Undue importance is laid on theoretical and bookish learning, but applied or practical components are neglected in the curriculum. Memorisation of facts, figures and information are getting importance rather than the learning components that develop their mind. It provides the students with the path toward higher education, but it does not provide opportunity to the individual interested in some craft or vocation. ·
- Student teacher relationship should be an inspiring association of minds. However, the relation has become more impersonal. Of late, the tendency to provide tuition to students has increased among the teachers in a big way. Having established an economic relationship with the student, the teachers could no longer exercise their authority over them. ·
- Deterioration of leadership qualities of the principal/headmaster is another cause of student indiscipline. The real leader for a school or college is the principal, who guides the teachers and students. However, most of the principals do not have the power to lead, and they fail to create an intellectual atmosphere suitable for the teachers and students in their institutions. ·
- Lack of amenities in the institutions and poor standard of administration often provoke agitation on the part of the students. Besides, the inadequate teaching and non-teaching staff, frequent staff turnover, absence of teachers etc. too create problems for the students.·

- Negative impact of mass media such as T.V., films which show crime, murder brutalities, undisciplined behaviour etc. influence thinking and behaviour of the students. Rampant use of mobile phones, especially smart phones, is also another source of problem behaviour. All these encourage the students to behave aggressively with others.·
- Dominance of materialistic viewpoint, and the attitude towards the values of life underwent a revolutionary change. The generation, which is now proceeding to schools and colleges for education, is composed of a very large number of youngsters who have links with families indulging in corruption, smuggling, black-marketing and bribery. It is only natural that children coming from families with unprincipled conduct, insulting behaviour and immoral views will become a major cause of their act of indiscipline.
- The examination system in vogue in India is another cause of student indiscipline. The existing system of examination with its yardstick fails to measure properly the merit of a student. A student of gifted intelligence and talent can never remain confined to the narrow zone of his/her textbooks. His/her horizon is wider. However, the present examination system compels him/her to limit the merit within the arena of textbook and syllabus only. On the other hand, the students of poor and average merit always have a fear towards examination because of their lack of preparation for the examination. This leads to their experience of nervousness in the examination hall, and they fail to perform well. The examiners also have to examine a large number of scripts in a comparatively short period. Being in a hurry, they too are not expected to do justice in the uniform evaluation of the answers. Moreover, the mood of the examiner under varying circumstances is sometimes, reflected in their task.·
- Student discontent and its development into the dangerous form of indiscipline are often due to the absence of reasonably minimum facilities in most of the educational institutions. There is overcrowding in school, building space are insufficient and badly equipped. Besides,

the low quality of teaching is very common in the schools. Some schools are also understaffed and some are overstaffed. Present day management is interested in admitting more and more students for earning more income. This has made the educational institutions business centres. All these above-mentioned factors are largely responsible for the rampant student indiscipline in the educational institutions.



**CHECK YOUR PROGRESS**

**Q 4 :** Find out the causes for indiscipline among the youths.

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## 15.7 HOW TO MAINTAIN DISCIPLINE IN SCHOOL

A disciplined set up of education can only develop the sense of discipline in the minds of the students. The creation of a disciplined environment in school and the maintenance of student discipline is the prime responsibility of the head of the institution and teachers. The steps that can be taken in this regard may be outlined below: ·

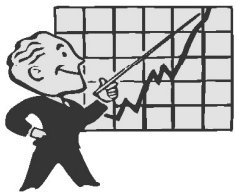
- **Influence of Teacher :** A teachers can render a far-reaching effect on the life of an individual. Therefore, the teacher should try to exert genuine influence on the thought process, feeling and activity of his or her students. The teacher should be a source of inspiration and become the ideal person to be obeyed and followed by the students.·
- **Taking Individual Care :** A teacher's sympathetic attitude towards his students is sure to win their hearts. As far as possible, the teacher should make a close personal contact and understanding with each student. The Secondary Education Commission observes, "The good teacher in our reorganised school, will endeavour the love and

confidence of his children and establish his or her prestige on sincerity, integrity, hard work and sympathetic handling of their problems". In such an environment, the discipline becomes democratic. A large number of problems arise due to the harsh and unsympathetic behaviour of the teachers towards his or her students.·

- **Placing the Responsibility upon the Student :** The discipline employed in the school should be designed in such a manner that it can place more and more responsibility on the students. The Secondary Education Commission states, "Discipline in the school will not be a matter of arbitrary rules and regulations enforced through the authority of the teachers, helped by and lure of rewards or the fear of punishment. The students will be given full freedom to organise functions, to conduct many of the school activities through their own committees. In this way discipline maintained through social group will gradually lead to the development of self-discipline."·
- **Discipline among the Staff Members :** Discipline among students can be promoted if there is discipline among the staff members of the school organisation connected with the teaching profession. The teachers must realise that the students are watching all of their activities. Therefore, both in his or her personal conduct, and in his or her general attitude to all his or her problems, he or she has to realise that there are limitations within which he or she must act for the best interest of the profession.
- **Profession of Recreational Activities :** Better provision of education for leisure in schools can desist the students from being undisciplined. Co-curricular activities should, therefore, be used in a big way. Activities like camping, hiking, gardening, cycling and mountaineering, building up some of the basic requirements for success in life-the spirit of service, observation, grit, determination and courage; group activities like dancing, play acting, clay modelling, paper cutting, painting, group singing, carpentering, spinning, weaving and the like, shall provide

joyful opportunities, eliminate boredom, and develop invention, initiative and emotional control. ·

- **Material Conditions of Work :** Lack of proper educational facilities is a common problem in our schools. Good furniture, well-equipped library, laboratory, proper classroom accommodation, good lighting arrangement, playgrounds, water, ventilation, sanitation etc. present a congenial environment for learning. Attractive environment for learning develop love for school among the students and reduces the tendency of indiscipline.
- **Guidance and Counselling Service :** An efficient guidance and counselling service in school can assist the students to solve various problems arising in their day-to-day life, and help them adjust themselves to different situations of life. Further, through guidance and counselling they become aware of their abilities and capabilities and can keep themselves busy in worthwhile pursuits and learn disciplinary habits. ·
- **Moral Education :** A Programme of moral and spiritual education is very essential for a gracious and harmonious living. It should be an integral part of the entire curriculum emphasised in all courses and activities. ·
- **Parent-Teacher Co-operation :** Problem of student's discipline may be solved effectively through joint co-operation of the teachers and parents. School authorities should take the initiative of forming parent-teacher association, and discuss their mutual problems and solve them through common strategy and concerted action.·
- **Reasonable Punishment :** Punishment is a psychological concept of bringing about reform in one's behaviour. However, it should be used very carefully, sparingly and judiciously. Punishment should be used as the last resort when all other constructive devices prove to be effective. The nature of punishment should be psychological and reformative rather than physical and deliberate.



**CHECK YOUR PROGRESS**

**Q 5 :** Give some measures for reducing the student's indiscipline in school.

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## 15.8 LET US SUM UP

- Indiscipline is a term used to mean a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life.
- Discipline is essential for helping the child in the growth of individual personality, for giving him or her feeling of security, a sense of confidence, and the knowledge of the boundaries of his freedom.
- Indiscipline often comes in the form of sexual assault, rioting, stealing, cheating, lying, drug abuse, examination malpractice, truancy, damage to school property etc.
- There are various factors responsible for causing indiscipline among students such as defective system and policies of education, defective examination system, lack of teachers' leadership quality, lack of teacher-parent cooperation, dearth of leisure time activities etc.
- Various remedial measures are given to curb the problems of indiscipline in schools and colleges. Among them, the most important ones are as follows:
- School administrators, parents and teachers must show good examples to students since they imitate and copy their behaviour.
- School administrators, teachers and parents should reduce indiscipline through increased supervision. Support staff can be used to assist

the teachers in classroom supervision especially in case of large classrooms.

- In cases of serious misconducts, the parents of the students should be invited to the school by the administrators.
- School curriculum should emphasize moral education for good character training.
- Parents, the school and religious bodies that are charged with moral training of children, should ensure that sound moral education is given to children.



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## 15.10 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q. No. 1 :** Indiscipline means a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life.

**Ans to Q. No. 2 :** Discipline is needed for helping the child in the growth of individual personality, for giving him the feeling of security, a sense of confidence, and the knowledge of the boundaries of his freedom so that he or she can attain success to the fullest in life.

**Ans to Q. No. 3 :** sexual assault, rioting, stealing, cheating, lying, drug abuse, examination malpractice, truancy, damage to school property etc are the different types of indiscipline among students.

**Ans to Q. No. 4 :** There are various causes for indiscipline among students such as family background, environmental influences and societal demand. We can cite some other minor causes such as defective policies of education, lack of interest for studies, loss of leadership quality among teachers, lack of parent-teacher cooperation, negative peer influence, dearth of leisure time activities, negligence of school authorities, spirit of youth etc.

**Ans to Q. No. 5 :** Positive thoughts of teachers, taking individual care, placing responsibility upon the student, maintaining discipline among the teaching and non-teaching staff, introducing recreational activities, good infrastructural facilities in school, guidance and counselling services, moral education, parent-teacher co-operation and use of judicious punishment are some of the measures that helps for reducing student's indiscipline in school.



## 15.11 MODEL QUESTIONS

**A) Very short questions** (Answer each question in about 50 words)

**Q 1 :** What is meant by the term 'student indiscipline' ?

**Q 2 :** What are the common types of indiscipline found among students in school ?

**Q 3 :** Name the causes of indiscipline among students.

**Q 4 :** Give some measures for reducing student indiscipline in school.

**B) Short Questions** (Answer each question in about 150 words)

**Q 1 :** Why do you think that discipline is a much-needed element in schools or academic institutions ? Explain briefly.

**Q 2 :** Explain the different types of indiscipline among students in schools and academic institutions ? Give your answer briefly.

**C) Long Question** (Answer each question in about 300-500 words)

**Q 1 :** Discuss the probable causes for the ever-increasing indiscipline among the students in schools now a days.

**Q 2 :** How can you prevent the ever-increasing problems of indiscipline among the students and youngsters in our society ? Explain.



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