GED S3 02
(M)

Select Issues in Indian Education

SEMESTER - III

EDUCATION

BLOCK - 2

(Major)

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COURSE INTRODUCTION (COURSE 03-02, BLOCK 2)

BLOCK INTRODUCTION

In this Second Block of the Course, 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 STRUCTURE

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9.3.1 Definition of Teacher Education

9.4 Objectives of Teacher Education

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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.

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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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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 20th 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.

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Q 4 : Mention any four functions of a teacher education institution.

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Q 5 : Name the apex organization for teacher education at the national level.

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Q 6 : What are the main functions of a DIET?

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Q 7 : Name the courses conducted by IGNOU for teacher education.

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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 accorded to its women. Women population represents about 4.9 % of India's population accordis to the course Revert 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.

.....

.....

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?

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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 12th 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%. (12th 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.

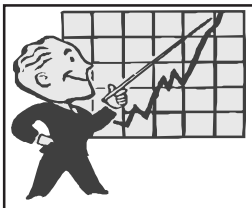
b. Professional Knowledge : Professional knowledge means what

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.

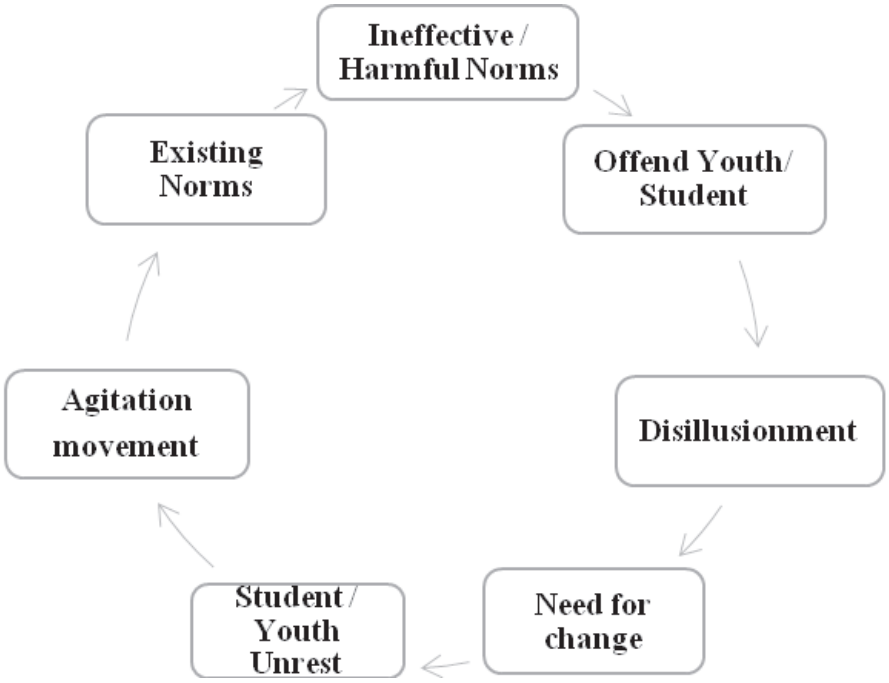


Fig : Manifestation of Student's unrest

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

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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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