DIRECTORATE OF DISTANCE EDUCATION

UNIVERSITY OF JAMMU
JAMMU

SELF LEARNING MATERIAL

B.A. Semester-III

Subject : Education **Unit: I-V**

Course No. : ED - 301 **Lesson No. 1-22**

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EDUCATION IN MODERN INDIA

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EDUCATION

Semester III

(For the examination to be held in the year 2015, 2016 & 2017 onwards)

Course No. : ED-301 (Theory)
Duration of Exam. : 3 Hrs.

Title : Education in Modern India
Total Marks : 100
Theory Examination : 80
Internal Assessment : 20

Objective of the Course :

To help the students to :

- Understand the stages at which education is imparted.
- Understand the important issues of education in Modern India (Post-Independence Period)
- Understand the process of development and problems of education in J&K State at all levels (Post-Independence Period)
- Acquaint students with basic concepts of Elementary Education
- Understand the concept and relevance of Secondary Education and Higher Education
- To enable the students to understand the concept and relevance of Women Education, Population and Adult Education.
- To familiarize the students with concept and relevance of distance education, Environmental Education, Educational Technology and Teacher Education.

COURSE CONTENTS

UNIT-I

Stage of Education :

Elementary Education : Concept, objectives of elementary education. Concept of Universalization of Elementary Education (UEE), Promotion of UEE through Sarv Shiksha Abhiyan (SSA)

Secondary Education : Concept, objectives of secondary education, Organizational Pattern as suggested by Kothari Commission of Education (1964-66) and National Policy on Education 1986. Main problems of secondary education and remedial measures to solve the problems.

Higher Education : Concept, objectives of higher education as per National Policy on Education. Problems being faced in higher education with emphasis on problem of selective Admission, Autonomy & Examination and their remedial, measures.

UNIT-II

Important Issues in Indian Education

Women Education : Concept of Women Education, Need for prioritizing women education, Problems of women education and suggestive remedial measures.

Population Education : Concept of Population Education, Need and Objectives of Population Education.

Adult Education : Concept of adult education, functions of Adult Education. National Adult Education Programme (NAEP)-Meaning and its features, National Literacy Mission (NLM) objectives and importance.

UNIT-III

Important Issues in Indian Education (Continued)

Distance Education : Concept of distance education, scope of distance education in India. Modes of distance education viz ;

Correspondence Course and

Open Learning System.

Environmental Education : Concept of environmental education, Need for Prioritizing environmental education at various stages of education. Recommendations of National Policy on Education-1986 on environmental education.

Educational Technology : Concept of educational technology, Vrious approaches to implement educational technology towards Quality Education. Role of ICT in education.

UNIT-IV

Teacher Education : Concept of teacher education, objectives of teacher education in India. Problems of Teacher Education, Role of NCTE in improving the Quality ot teacher education in India.

Evaluation, Assessment and Certification : Concepts of evaluation, assessment and certification, need for evaluation in Education. Shortcomings in the present system of evaluation and suggestive remedial measures. Continous Comprehensive Evaluation (CCE)-concept and problems.

UNIT-V

Development of Education in the sate of Jammu and Kashmir (Post-Independence Period)

Elementary Education : Growth of elementary education in the state since Independence. Specific problems of elementary education and remedial measures taken to deal with the problems.

Secondary Education : Growth of Secondary education in the state since Independence. Specific problems of secondary education and remedial measures taken to deal with the problems.

Higher Education : Growth of higher education in the state since Independence. Specific problems of higher education and remedial measures to deal with the problems.

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Unit-I **Lesson : 1**

ELEMENTARY EDUCATION

CONCEPT AND OBJECTIVES OF ELEMENTARY EDUCATION CONCEPT OF UNIVERSALISATION OF ELEMENTARY EDUCATION (U.E.E) PROMOTION OF UEE THROUGH SARV SHIKSHA ABHIYAN (SSA).

1.1 Introduction

1.2 Objectives

1.3 Meaning & Concept Of Elementary Education.

1.4 Objectives Of Elementary Education.

1.5 Concept Of Universalisation Of Elementary Education

1.6 Promotion of U.E.E. through sarv shiksha Abhivaan

1.7 Let Us Sum Up

1.8 Unit End Activities

1.9 Point For Dicussion

1.1 INTRODUCTION:-

The purpose of this unit is to introduce to you the concept of elementary education. The unit discusses the meaning and concept of elementary education. The unit also includes objectives of elementary education. It also presents a detailed discussion on the concept of universalization of elementary education (UEE)

1.2 OBJECTIVES

After going through this unit, you will lo able to:-

Explain the meaning and concept of elementary education.

State the objectives of elementary education

Discuss the concept of universalization of elementary education.

1.3 MEANING AND CONCEPT OF ELEMENTARY EDUCATION

Elementary education is often considered to be the first stage of the entire super structure of educational setup in India. Intact, this is the bottom most rung of the educational ladder of the Indian system.

Basic aim of the education is all around development of the personality of the child i.e physical development, mental development, social development, aesthetic development, moral development, emotional development etc. The elementary education is a stage when the function of all kind of development is laid. It is also important to spread mass literacy, which is basic requirement for the effective functioning of democratic institutions.

Kothari commission also known as Indian education commission has given a concept of 7 years primary or elemeniary education which is divided into two stages.

a) Lower primary of 1st four classes. It is comprised of age group 6-10 years,

b) Higher primary of three years duration i.e age group 11 - 13 years.

According to five year plans, our five plans have shown the tread of dividing primary education in two stages as under:-

i) A five year course for the age group 6-10 years.

ii) A three year course for the age group 11-14 years

Article 45 of the constitution reads:-

The state shall endeavor to provide within a period often years from the commencement of the constitution free and compulsory education for all children until they complete the age of 14 years.

According to article 45 of the constitution elementary education include eight classes from six to fourteen years of age. In simple words we can put it this way that elemenlary education means eight years of schooling. It can again be sub divided into two stages. First five years of schooling is known as primary stage and next three years of schooling is called as middle stage. Indian constitution this provides for eight years of elementary education in the age group of 6-14 years.

1.4 OBJECTIVES OF ELEMENTARY EDUCATION

1. To prepare the child for future life:-
2. To infuse a better attitude towards life.
3. To enable the child to express his thoughts and feeling freely which is the requirement of democratic society.
4. To produce democratic citizens.
5. To leering about the harmonious development of the child personality by providing for the physical moral social aesthetic emotional needs.
6. To make the child aware regarding the rights and duties as well.
7. To develop sense of social responsibility and help them to grow into happy and efficient human beings
8. To develop international understanding.
9. To inculcate sense of national integration, brotherhood sympathy and co-operation,
10. Prepare the children for good citizenship.
11. To inculcate values which act as guidelines for them to behave in acceptable mower.
12. To acquire knowledge of skills of languages.
13. To give the basic knowledge of language social science, science & Mathematic. N.C.E.R.T through a document Curriculum for ten years school has identified the following objectives of primary education;-

1. Literacy
2. Numecy
3. Techincacy
4. The child should develop respect for national anthem and for the democratic process and institutions of the countny.
5. The child should acquire healthy attitudes towards human labour and its dignity.

6. The child should develop habits of cleanliness and healthful living

7. The child should acquire taste for the good and beautiful object in his surrounding.

8. The child should learn to cooperate with others.

9. He should be in position to express himself freely and develop the habit of self learning.

1.5 CONCEPT OF UNIVERSALISATION OF ELEMENTARY EDUCATION(UEE)

Elementary education is the most important stage of learning. It supports the whole edifice of education. The strong system of education can be expressed only where the foundation of education is strong. The Indian constitution promised to provide good elementary education to all the children of the country. The framers of the constitution fully realized the need of elementary education for the progress of the elementary in the country. They introduced article 45 in the Indian constitution which slates that government shall provide compulsory primary education to all children within the age group of 6 to 14 years. But education cannot be made compulsory until and unless provision for is universalization is made effective.

According to all the three policy documents i.e 1968 document, 1979 document and national policy of education 1986, highest priority should given to elementary education. The NPE 1968 stressed the need that elementary education should be implemented in two stages i.e in the first stage universal education should be provided for all children till they reach the age of 11 years and in the second stage this age limit should be raised to 14 years.

Almost same suggestions were made in 1979 draft:

Education should become functional and related to the lives of people, promote scientific temper and a capacity for self-criticism The school should function as a local centre for the development of the neighborhood etc. incentives should be given to check the wastage. Provision of mid-day meals, free textbooks. stationary and uniforms be made. Medium of instructions should be regional language.

The NPE 1986 gave utmost importance to two aspect in the area of elementary education e.g (a) universal enrolment and universal retention of children up to 14 year and by improvement in quality of education. It was also suggested that teaching learning should he made child based and activity centred. It stated that essential facilities should be provided in the primary schools in order to provide test required education to the children so that desired objectives can be achieved. The term operation blackboard has been used by this document for the first time. The main aim is to make sure that minimum required facilities may be provided in the schools to the children e.g material facilities as well as learning equipment. It was felt that there is an urgency un this programme since the goals are clear and well delined and government is interested and determined to achieve those goals within a fixed stipulated time. So the term operation was used.

From time to time efforts are being made to make the elementary education universal to all which clearly means that elementary education must reach all.

1.6 PROMOTION OF U.E.E THROUGH SARV SHIKSHA ABHIVAAN

As per draft NPE 1979 highest priority must be given to free education for all upto the age of 14.

As laid down in the directive principles of the constitution. Education up to this stage should be general and not specialized and should enable the student to have command of language and inculcate a scientific attitude which result is a capacity for self criticism and a liberal and human outlook. The accent in elementary education should be on the development of personality and character. The accent has to be more creative and joyful activities than format instruction. While it is necessary to expand the facilities for formal education in elementary school for all children in the age group 6-14, it is also important to formulate schemes of non-formal education for dropouts and the older children in the age group who have not had any schooling. The aim should be to cover all children in the age group 6-14, in the next ten years.

Incentives such as mid day meals, free textbooks, stationery and uniforms should be provided to poor students. Special attention should be given to girls and children of scheduled castes and scheduled tribes. The community should also

involve itself in the educational effort. Skills available within the community should be utilized for education programmers in the school. The school should also funciion as focal centre for the development of neighborhood.

As per NPE 1986 two aspect is elementary education should be emphasized (i) universal enrolment and universal retention of children upto 14 years of age (ii) improvement is the quality of education.

A warm and encouraging approvals is the best motivation for the child to attend school and learn first generation learner should be allowed to set this own pace and be given supplementary remedial instruction.

The component of cognitive learning will increase and skills organized through practice as the child grows. The policy of non-detention will be retained and corporal punishment will be excluded. Vacations and school timings will be adjusted according to the convenience of clultsas.

A phased drive, called operation blackboard will be undertaken. Essential facilities in primary schools will be provided which will include two rooms, blackboards, maps. charts and other material. Retention at school will be ensured. All children who attain the age of about 11 years by 1990 will have had live years of schooling likewise by 1995 all children will be provided free and compulsory education upto 14 years of age.

The ideal of compulsory primary education can't be given a practical shape unless provisions for its universlization is made effective. Kothari commission 1964-66 has enlisted a number of problem e.g tack of sufficient resources, population explosion opposition to the girls education, Ignorance and apathy of the parents.

In order to overcome these problems the present Indian government adopted the method of sarv shiksha Abhiyan for the promotion of universalisation.

It is an effort to universal set elementary education it's a step to give quality basic education in the country.

Through provision of community owned quality education. It is an attempt to provide an opportunity for improving human capabilities of all the children.

Objectives of sarv shiksha Abhivaan:-

1. By 2002 all the children, should be in school.
2. By 2007 all children should complete five years of primary education.
3. By 2010 all children should complete eight years of elementary education.
4. By 2007 and 2010 all gender and social category gaps should be bridged at primary and elementary stage.
5. Universal retention by 2010.

Basic features of SSA

1. It is a programme with a clear time prime for the universalisation of elementary education.
2. It's a response to the demand for quality basic education.
3. Its an opportunity for promoting social justice through education.
4. Its an effort to involve panchayat Raj institution, school management committees. Parent-teacher association and other grass root level structures in the management of elementary school.
5. Central state and the local government are to act as parteners for achieving the target of universal elementary education.
6. An opportunity for the states to have their own vision of elementary education.
7. to realize the importance of early children are and education.
8. A programme to promote local need based planning based as brood national policy rooms.

1.7 LET US SUM UP

In the beginning our discussion focused on meaning and concept of elementary education in order to grasp the meaning and concept of elementary education. In order to grasp the meaning and concept of elementary education. We discussed it from different angles. We noted that elementary education can be seen as a necessity of life and a pre requisite for democratic a setup. There after we discussed objectives of elementary education which strenes the need of the same.

Lastly we tried to understand the concept of universalisation of elementary education.

1.8 UNIT END ACTIVITIES

1. Give the meaning and concept of elementary education
2. State the objectives of elementary education in India
3. Discuss the concept of universalization of elementary education

1.9 POINT FOR DISCUSSION

1. How can elementary education be implemented more successfully.
2. Can Non-formal education be helpful in giving elementary, education to the drop out and working children who can't attend the school.

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UNIT-I **LESSON : 2**

SECONDARY EDUCATION

CONCEPT, OBJECTIVES OF SECONDARY EDUCATION, ORGANISATIONAL PATTERN AS SUGESTED BY KOTHARI COMMISSION OF EDUCATION (1964-66) MAIN PROBLEM OF SECONDARY EDUCATION AND REMEDIAL MEASURES TO SOLVE THE PROBLEMS

2.0 STRUCTURE

2.1 Introduction

2.2 Objectives

2.3 Concept of secondary Education

2.4 Objectives of secondary Education

2.5 Organizational pattern as suggested by Kothari commission of education (1964-66)

2.6 Problems and remedial measures to secondary Education

2.7 Let us sum up

2.8 Unit end Activities

2.9 Point for discussion.

2.1 INTRODUCTION

In this lesson No -3 the purpose is to introduce to you the concept and objective of secondary education. The lesson discusses that what is the concept of secondary education and what objective have been fixed before this stage. It also present the discussion on the organization pattern as suggested by Kothari commission of education 1964-66.

2.2 OBJECTIVES

After going through this lesson you will be able to

- Explain the concept of secondary education.
- State the objectives of secondary education.
- Discusses the organization pattern as suggested by Kolhari commission of education (1964-66).

2.3 CONCEPT OF SECONDARY EDUCATION

Secondary education is that stage of school education which starts after elementary education and terminates with enterance of a student in the degree course of education.

It can be defined as all types of education beyond the 8 year of primary stage till the student leave the school be it high higher or senior secondary school.

According to secondary education commission report secondary education cavers the age group of 11 -17 years:-

i. Junior secondary stage of three years.

ii. Higher secondary stage of four years.

Indian Education commission has allotted four to five years after primary education of eight or seven years. However, planning commission has recognized secondary education to be beginning from IX class.

According to Bengal secondary education act 1960 "secondary education mean education suitable to the requirement of all pupils who have completed primary education. It includes general, technical, industrial, agricultural and commercial education.

NPE 1968 emphasised that (i) there is a need to increase the facilities for technical and vocational education (ii) need for diversification to cover a large number of fields such as agriculture industry trade and commerce, medicine public health etc.

iii. Identification for talent for the cultivation of excellence the 1979 document repeated the save and NPE 1968 emphasized consolidation.

Secondary education begins to expose student to the differentiated roles of science, social sciences and humanities. This is also an appropriate stage to provides children unite, a sense of history and national perspective and give them opportunities to understand their constitution duties and right of citizens vocationalisation through specialized institution's or through the refashioning of secondary education can at this stage provide. Valuable man power for economic growth.

2.4 OBJECTIVES OF SECONDARY EDUCATION

1. To prepare the student for various vocations.
2. To develop in the children ability to face the challenges of life.
3. To produce well informed and dynamic citizens who take effective part in the social reconstruction and economic development of their country.
4. 10 prepare student for centre's of higher learning.
5. 10 enable to child to enter life with self reliance and confidence and take up work well equipped with general knowledge and relevant skills.
6. To help in character formation. Its objection is two promote the appropriate moral, social and spiritual value.
7. To mould the out look and value of the youth.
8. Education for leadership.
9. Development of democratic citizenship.

2.5 ORGANISATIONAL PATTERN AS SUGGESTED BY KOYHARI COMMSION OF EDUCATION (1964-66)

As per the recommendation of the SEC(52-53) a decision was taken to develop a national pattern of school education covering eleven years-five years of primary education three years of middle school education and three years of higher secondary education. Specialisation was to begin in 9^{th} class and three years integrated course was to be integrated course was to be introduced at higher secondary stage. But Kothari commission has rejected this pattern because in its view the specialization in 9^{th} class is too early and three years integrated coarse at higher secondary stage is educationally unsound. Regarding pattern of education the commission has laid down a new structure which reads:

"It will be advantageous to have broadly uniform educational structure in all paris of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in school colleges or both according to local condition."

1. **Duration**: The total duration of schooling should be lengthened by adding a year lo higher secondary course. The structure of school education should be as under

   (a) A pro-school stage of one to three years.

   (b) A primary stage of seven or eight years divided into two sub-stages.

      (i) a lower primary stage of four or five years

      (ii) an upper primary stage of three year.

   (c) A lower secondary or high school stage of 2 to 3 year in general education or of one to three years of vocational education.

   (d) A higher secondary stage of two year's general education or one to three years of vocational education.

2. **General Education for ten year:** The first ten- years of schooling, which include seven or eight years of primary stage and three or two years of lower secondary stage should provide a course of general education without any specialization.

   (iii) Provision for vocational courses: At the end of ten years of general education at school about 40% of student should be made to enter working life, about 30% should join vocational course of one to three years duration and remaining 30% should receive two years general education.

   (iv) Two type of secondary schools: There should be provision of two types of secondary school-high school providing the ten-year course and higher secondary school which in due course will offer a twelve year course of education.

   (v) Upgrading only bigger high schools: only bigger and better high school should be upgraded to higher secondary schools. The number of

secondary schools should be one-fourth of the total number of secondary schools.

(vi) **To abolish pre-university course:-** pre-university course should be transfrerred from the colleges and the universities to the higher secondary schools. And the duration of higher secondary course should be lengthened by adding to it one more year. The programme of lengthening the course of higher secondary should start in the fifth five year plan and it should be completed by the end of seventh five year plan i.e. 1985-86.

(vii) **The age of admission** to class I should ordinarily be not less than 6+

(viii) **The first public examination** should come at the first ten year of schooling.

Conclusion

The central government accepted the recommendation of Kothari commission regarding pattern of education. On the basis of these recommendations 10+2+3 pattern of education is being tried. It has also been acknowledged by every one that duration of school course should be 12 year and not 11 year as it is advisable and desirable that mature student should go to the universities.

2.6 PROBLEMS AND REMEDIAL MEASURES TO SECONDARY EDUCATION:

Secondary education is a stage which occupies an important place with educational ladder. It can be made a powerful instrument of national reconstruction, increasing productivity etc. provided the problems which have emerge are slowed at the earliest.

Pt. Nehru said that Great changes have taken place in the country and educational business must also be in keeping with them. The entire basis of education must be revolutionized. But unfortunately our secondary education still has number of problems

1. **AIMLESSNESS** :- Aimlessness the main problems which doesn't suit to the national life. Students get institutions of higher learning. It doesn't create self confidence in the students.

Solution

It should be related with life to make the students skilled in some work so that they can stand on their legs and become useful members of the society. It must help in achieving the aims of education framed for free India and develop the complete personality of the students. Above all, secondary education should he made an independent unit and not complementary of higher education.

2. **Unplanned, unsystematic and haphazard expansion:-** There has been tremendous expansion in the field of secondary education after independence. The expansion has been unplanned and unsystematic and it strained the financial resources of the states

Solution

The huge expansion of secondary education should not lead us to devise measures lo check it. What actually we require is systematic and planned expansion to check the falling standards of education in secondary schools centre must provide 100% assistance to various states to enables them to equip science laboratories, libraries and to train more and more science and mathematics teachers to meet the needs of the secondary schools.

3. **Problem of curriculum**:- The existing curriculum of secondary education is narrowly conceived. It is bookish theoretical over crowded and lacks practical courses. It is unpsychological examination ridden. Even the new curriculum prepared by the NCERT is not being followed rigidly.

Solution

Both SEC and IEC have severely criticised the existing curriculum and have prepared suitable curriculum of secondary education which needs to new reviewed now and strengthened as per the changed needs of the country. It should have totality of experience variety and elasticity community

4. **Problem of teachers:-** Teachers play a significant role in the whole of education. The success of any scheme of education depends on the quality of teacher engaged in the process. Prof Humayun Kabir has rightly said. "Without good teacher even the best of system id bound to fall. With good teachers, even the detects of a system can be largely overcome. "As such if we want to improve the secondary education we must improve the teachers engaged in teaching of student. Very few

talented persons Join leaching profession particularly in the have resulted in their disappointment. A disappointed teacher can not be expected to give the best in him.

Solution

The dignity of teachers and their profession be acknowledged. Teachers should be accorded high social status, better pay scales and such other facilities as medical allowance, travel concession, better promotional avenues should be provided to them. At the same time talented persons be recruited to become increasing their professional competence. Recommendations of SEC and IEC be taken into consideration for solving this problem.

5. **Problem of text books:-** Text books occupy an important place in the formal system education. The standard of text books reflect the standard of education for which they have been written. The standard of text books, for secondary education, except those published by NCERT is very low and even contain defective subject matter poorly illustrated and poorly printed. They have not been written on psychological principles. Moreover these book do not inculcate creative and logical thinking among students. These books are not in accordance with the objective of education. This also leads to low standards of secondary education in the country.

Solution

Better text books be made available which are properly illustrative, better printed and rich in contents. There should be a high power text book committee to review text books from time to time and invite experts to write text books. In may opinion the publication of question banks and answer banks he discouraged as it lowers the standard secondary education. NCERT is doing a commendable job in this field.

6. **Problem of administration and supervision**:- Administration and supervision of secondary education in India needs much improvement inorder to raise the standard of secondary education. There should be qualified supervisors with rich teaching and administrative experience. Subject experts should also be appointed to evaluate the performance of various subject taught by the teachers.

7. **Problems of medium of instructions**:- English is the medium of instruction at the secondary stage of education in our country. The student have very poor hold over this language. They can not express themselves fully and properly in written as well as orally. They have to

resort to rote learning which defeats the very purpose of learning. Subject like science and mathematics can't be understand with rote learning. The very purpose of teaching such subjects is defeated. Moreover such learners cannot be expected to become good scientists.

Solution:- It is necessary that the medium of instruction at the secondary stage should be Indian language and particularly Hindi or Urdu. English should be taught as an optional subject to those who have not to join institution of' higher learning.

8. **Problem of vocationalisation and diversification of courses:-** A system of education which produces a high proportion of competent professional man power is a great assistance in increasing productivity and promoting economic growth. But the existing system of education in our country is unrelated to life. It has created large number of educated unemployed youth. It is uncommitted to great national effect of reconstruction. It does not cater to the varied needs and interesis of individual students it is possible only through diversification of curricula and by the maximum utilization of the available material resources of the country. In the absence of vocationalisation of secondary education the modernization of the country and productivity can't increase. In order to bring education into closer relationship with productivity it is necessary to give strong vocational bias to secondary education.

Solution:- In order to over come the problem, the secondary education should have a strong vocational bias. Work experience should form as an integral part of general education there should be diversification of curriculum at the secondary stage. Degrees should be delinked from jobs. A good number of male and female young people need to be trained in skilled and technical crafts and in agriculture, commerce, industry and health etc. The need for vocationalisation of secondary education in India was first raised in 1882.

9. **Problem of examination** :- Our examination fail to test the real knowledge of the students. The whole process of evaluation is defective. Radha Krishan commission and all subsequent commissions have pointed out this draw back in our system of examination. Moreover, the element of subjectivity is very high. Copying by the students in the examination hall has become the birth right of the students. This system of examination lacks definite aim and therefore adversely affect the health. It fails in its objective of evaluation.

Solution:- Much improvement is needed in this sector of secondary education. Evaluation techniques, question paper, conduct of examination etc. need improvement. There should be symbolic marking and provision of cumulative record. Home examination should form a part of final examination. It is necessary that examination should assess the all round development of our students. Further, new techniques of evaluation be introduced and the conduct of examination be improved.

Secondary education commission has made the following recommendations in this regard:

1. The number of external examination should be reduced and the elements of subjectivity in the essay type should be minimized by introducing objective type questions.
2. In order to find the pupils alround progress and to determine his future, a proper system of school records should be maintained for every pupils indicating the work done by him from time to time and his attainments in the different spheres.
3. In the final assessment of the pupils, due credit should be given to the internal test and the school records of the pupils.
4. The system of symbolic rather than numerical marking should be adopted for evaluation and grading the work of the pupils in external and internal examination and in maintaining the school records.
5. There should be one public examination at the completion of the secondary school course.
6. The certificate awarded should contain besides the result of the public examination in different subjects, the result of the school test in subjects not included in the public examination as well as the gist of the school record.
7. The system if compartmental examinations should be introduced at the final public examination.

The I.E.C has also made some recommendations for improving the system of evaluation which are nearly identical.

10. **Problem of guidance and counseling:-** Guidance and counseling services do not exist in secondary schools. These should be made available to strengthen this stage of education. It will help the students in selecting the right course of education in keeping with their interest, and aptitudes. It will also help the students with low I.Q in selecting the right type of secondary education for themselves and thus avoid wastage at this stage.

Solution

Guidance and counseling cells must be established in the institutions. Students must be guided property for the selection of reflects, course etc. with a fixed aim.

2.7 LET US SUM UP

In the beginning our discussion focused on the concept of secondary education.We noted that secondary education is one of the stage of education which prepares the children for higher education as well as for becoming fledged contributing member if the society. There after we discussed objectives of secondary education and also the organizational pattern as suggested by Kolhari commission of education (1964-66).

2.8 UNIT END ACTIVITIES:

1. Discuss the concept of secondary education.
2. Discuss the objective of secondary education.
3. Write down the organisational pattern as suggested by Kothari commission of education (1964-66).

2.9 POINTS FOR DISCUSSION

1. What steps should be takes to implement the vocational stream successfully at the secondary stage
2. How can secondary education be made more job oriented

****

UNIT-I **LESSON : 3**

HIGHER EDUCATION

CONCEPT, OBJECTIVES OF HIGHER EDUCATION AS PER NATIONAL POLICY ON EDUCATION PROBLEMS

3.0 STRUCTURE

3.1 Introduction

3.2 Objectives

3.3 Meaning Concept

3.4 Objectives of Higher Education

3.5 Problems of issues

3.6 Admission

3.7 Autonomy

3.8 The System of Examination

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3.1 INTRODUCTION

India has been a renowned and reputed cradle of education, learning, civilization and philosophy since time immemorial. Higher education was given in Vedic age as well as in Muslim age. Mental level of individual develops from one stage to another stage of the life. After secondary education, students want to get higher education. By 1947, there were 20 universities and 933 colleges in India. UGC was set up in 1953 to strengthen the higher education all over in the country.

3.2 OBJECTIVIES

To enable students:-

1) To understand obout Higher education in India

2) To understand obout the problems and issues of higher education.

3) To understand the system of Examination

3.3 MEANING/CONCEPT

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

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

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

Definitions

1. **Jawaharlal Lal Nehru :** "A university stands for humanism, for reasons for the adventure of ideas and for search for truth. It stands for onward march of human race towards even higher objectives. If the university discharges its duties adequately, then it is well with the people and the nation".
2. **Kothari Education Commission (1964-66) :** "A university is a place where all are engaged in making their contribution towards search for truth and through it develop their, personality.
3, **Earnest Baker :** "A University is an organized degree giving institution helping in spread of knowledge. It is autonomous in nature and national in scope.
4. **Bruce Truscof :** A university is a corporation or society which develops itself to a search after knowledge for the sake of its intrinsic value.

Conclusion

We can conclude that University is an institution which frames courses, designs course contents, teachers course, holds exams and conducts research work. It plays an important role in developing the society and the personality of the students.

3.4 OBJECTIVES OF HIGHER EDUCATION

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

Objectives by University Education Commission

(1948-49)

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

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

3. To train the students for democracy.

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

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

6. To train students for self development.

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

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

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

10. To impart professional and vocational training to students.

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

12. To train the intellectual pioneers of civilization.
13. To produce intellectual adventures.
14. To bring about the Spiritual development of the students.
15. To discover the innate qualities of a person and develop them through training.

Objectives by Kothari Education Commission (1964-66)

1. To seek and cultivate new knowledge.
2. To engage vigorously and fearlessly in the pursuit of truth.
3. To interpret old knowledge and beliefs in the light of new things.
4. To provide right type of leaders in all walks of life.
5. To identify gifted students and help them develop their potential to the full by cultivating physical fitness, developing powers of mind and cultivating right interests, attitudes and moral values.
6. To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions.
7. To strive to promote equality and social Justice and to reduce social and cultural difference through diffusion of education.
8. To foster in the teachers and students and through then in society generally the attitudes and values needed for developing the good life in individuals and society.
9. To develop the programme of adult education.

Objectives by British. University Education commission (BUEC)

1. To undertake search for truth and thirst for achievement.
2. To make stress on the development of mental powers.
3. To provide knowledge useful for future life.

General Objectives :

1. To evolve a wide spread network of part-time and correspondence courses.
2. To assist the schools in their attempts at qualitative self improvement.
3. To strive to improve standards all around by a symbolic development of teaching and research.
4. To create at least a few centers comparable with other parts of the world.
5. To bring back the '"Center of gravity" of Indian academic life within the country itself.

Objectives of Higher Education as per National Policy of Education (1986)

1. To take the urgent steps to protect the system from degradation,
2. To establish autonomous colleges.
3. To create autonomous departments within universities on a selective basis.
4. To redesign the courses and programmes to meet the demands of specialization.
5. To Decentralize the academic administration.
6. To promote creativity, innovation and higher standards.
7. To establish a council of Higher Education for state level planning and co-ordination of higher education.
8. To make the provision for minimum facilities.
9. To regulate admission according to capacity.
10. To initiate systematic assessment of teacher's performance.
11. To provide enhanced research and ensure high quality.
12. To co-ordinate and develop inter disciplinary research.
13. To establish rural universities.

All this made the universities conscious about all these problems and now most of them have introduced system of admission on the basis of competitive test. The students who quality this test can get admission and vice-versa. All this is creating a good deal of hardships to the students, who have to apply now in a number of universities, pay heavy fees, run from one university to another and undergo a good deal of mental harassment.

Remedial Measures :

1. **Determination of Number of Seats :** "Number of Seats available at university and its affiliated colleges should be determined by the university concerned. Specific norms and criteria to determine the number of seats should be followed. The student - teacher ratio, facilities available. library books, infrastructure, Journals etc should be taken into account.
2. **Eligibility Criteria :** Criteria for eligibility for each course should be prescribed by the state or the university concerned.
3. **Selected Criteria :** Criteria of selection should be based on marks secured in the last examination and the marks secured in the test conducted by the institution where one wants to get admission.
4. **Non-formal Education :** Non-formal centers of learning like open university and correspondence courses should be established in every state.
5. **Board and University Exams for Private Candidates :** Board and University examination should be extended to the private candidates to encourage self study.
6. **Establishment of full fledged Higher Education Institutions :** It is necessary to exercise great restraint in the establishment of new institutions. The policy of selective admission should be adopted in full time institutions of higher education.

Even before the establishment of universities in Europe, India had a long history of higher education. There had been a tradition of enlightenment and scholarship in various fields since ancient times. The older universities of

Europe came into existence during the medieval period. Even during Vedic-Upanishadic period, India had englightened the world through famous seats of higher learning. It is on record (Radhakrishnan commission, 1948-49) that the university of Takshashila flourished up to the end of fifth century AD and that of Nalanda survived up to the 12th century AD. The curriculum in these universities included the study of Vedas in addition to Upanishads, religious scriptures, philosophy and logic. Nalanda was basically a Buddhist centre of learning, but its working resembled the contemporary Hindu centres of learning such as those located at Vallabhi, Vikramshila, Banaras, Nadia, Ujjain and Kanchi. The Purpose of education in these institutions was not utilitarian; rather, learners acquired knowledge for its own sake. The philosophical and religious systems dominated the foundations of education with "idealism" occupying the prominent position and without any place for "materialism" and physical aspects of life.

The organization of these institutions resembled more to the modern concept of "non-formal" education than the traditional "formal" system. The teachers maintained themselves on "guru dakshina" received in the form of presents from the students, and there was no formal arrangement for payment of salaries. No fee there was charged in the ancient Indian system of education, but at a later stage, during the Buddhist period, Takshashila and Nalanda started charging fees from rich Student for maintaining the institution. There was no formal system of state funding of universities, however, kings provided endowments in terms of land and buliding, scholarships for poor and needy students and prizes for meritorious students. Since there was no state funding, there was no state interference in the academic or financial matters of the institutions. The greatest motivation for the teachers was the respect and status in the society, which they enjoyed. Higher education was however, not accessible to all and was available only to the upper and ruling classes of the society. Education was the territory of Brahmins who were responsible for tearhing. Shudras, the lowest of the caste hierarchy or Varna Vyavastha, were not allowed to study th sacred Scriptures.

The foreign invaders destroyed these great seats of learning during the medieval period, which was a period of conquest, destruction and and loot, However, Mohammad Ghauri, who was the the first first Muslim ruler to Start a "madarsah" at Aimer, encouraged higher education. Some more schools

(marktabs) and colloeged (madarsahs) were set up by some other Muslim rulers at Lahore, Delhi, Rampur, Bidar, Lucknow, Allahabad, Jaunpur, Ajmer Fatehpur Sikri and Agra. The Curriculum in these institutions included seven liberal arts in line with the contemporary European institutions. The medium of instruction was either Arabic or Persian or both.

3.5 PROBLEMS AND ISSUES

Despite visibly impressive achievements, there is a widespread dissatisfaction among the public in general and youth in particular. Some of the obvious problems are: poor quality of education, large scale unemployment, limited coverage, and in-built mal-practices coupled with heavy demand for higher education at low cost. This shows that there is something fundamentally wrong, and the entire system of higher education needs to be re-engineered. In this context, certain burning issues have to be examined and resolved. The discussion to follow concentrates on these issues (Chauhan, 2000).

3.6 ADMISSION

1. S**election of the Students.** Students should be admitted to the universities without any distinction of caste of creed. They should be selected on the basis of achievement tests. Those who have capacity for higher education should be selected. Opportunity for higher education should be based on ability, character and industry. No favour should be given to student belonging to a particular caste or creed.

2. **Scholarship to Equalise Opportunity.** For the boys and girls with slender resources, scholoarships should be available. Tests should be held for scholarships and those who succeed at them should be given scholarships to pursue their higher education.

3. **Health and Medical Care of the Students.** Due care should be taken of the health of the students.

(i) **Medical Examination**. There should be medical check up of the students coming up for education in the university or the colleges.

(ii) **Hospital and Medical College.** All residential universities should have a medical college and there should be at least a hospital or infirmery with a

competent staff of doctors, technicians and nurses, established in each and every university. In regard to colleges situated in the Muffassils, doctors should be brought from city for physical examination. The members of the staff should also be medically examined. Dur care should be taken for the treatment of mental and physical elements.

(**iii**) **Recreation and Physical Education.** Physical education is necessary for good health. Programmes of physical education and exercises should be arranged. Universities should be equipped with teachers of physical education, gymnasias, playgrounds, etc.

(iv) **National Cadet Corp.** Scheme of National Cadet Crops should be introduced in all the colleges and universities. The entire expenditure on this scheme should be made by the Central Government. Those students who do not join it should be made to undergo a two years physical educatio.

(v) **Social Services.** Students should be encouraged and inspired to take up social services.

(vi) **Residences.** In the universities and the colleges, there should be good arrangement of the hostels. No hostel should have more than 50 boys and in every hostel there should be good arrange ment of the facilities for games and physical exercises, etc.

(vii) **Proctorial System.** Proctorial system should be introduced in order to encourage the students to take part in administration and to develop administrative abilities.

(viii) **Students Unions.** Authority should not interfere with the students' unions. The students' unions should also have nothing to do with the politics and other political activities.

(ix) **Discipline.** Every effort should be made to maintain the discipline amongst the students. With this aim in view the the students should be encouranged to take part in constructive activities.

(x) **Development of Corporate Life**. Developmeny of corporate life is an essential part od higher education. The teachers should mingle with the students freely and bring about development of corporate life.

(xi) **Dean of the Students' Welfare.** Dean of the Students' Welfare should be appointed in every university. A Boards of Students' Welfare should be established in universities where there is no such body.

Rapid Growth in the Number of Students. The number of students receiving higher education in India is constantly increasing and it is likely to increase more in the near future. Hence it is not possible to provide them necessary facilities. The number of able teachers is not increasing with the same proportion.

Article 45 of the Indian Constitution guarantees free and compulsory education for all children in the age-group 6-14 years. Hence, elementary education may be considered as a right granted by the Constitution, and a responsibility of the government towards every citizen. But, education beyond elementary stage is supposed to be provided on selective basis, the selection being made on the basis of well-defined criterial. In veiw of this, all the commissions and committees on education appoined by the government during the post-independence period have suggested some kind of selective approach of admission to institutions of higher learning. Hence, secondary and higher education cannot be claimed by anybody as a matter of right, and may not be provided free of cost or at a hifhly subsidized price. However, due to certain sociopolitical reasons, the government of India has been following an open-door policy in college admissions, thus providing admission, to all those who desire higher education even if many of them do not deserve. Consequently, three kinds of students are enrolled in colleges and universities (Chauhan, 1997):

(i) Those who, both desire and deserve i.e. those who are genuine learners interested in and capable of receiving higher education;

(ii) Those who desire but do not deserve i.e. those who attach a social status to a university degree and higher education but lack basic capabilities to benefit from it;

(iii) Those who neither desire nor deserve i.e. those who are not genuine learners but seek admission to colleges/universities for passing their leisure time.

The first of these categories constitutes a small minority of students enrolled in colleges and univesities. It is this group that keeps the system going and passes out as a quality product followed by second group of second graders who fill up ministerial

positions in the government and private sector. The third group consists of trouble-makers coming from middle class families busy in status making and sending their childern to schools and colleges to keep themselves free. It is this group that creates and organizes campus problems, mostly at the instance of outsiders, anti-social elements, and ploitical parties. The college/ university authorities are, most of the times, busy in managing the conflicts created by them. Dr. Amrik Singh called this phenomenon 'babysitting'. The main business of this group is to organize strikes, dharnas, lock-ups, and gheraos, mostly on non-academic issues. A handful of these troublemakers emerge as student leaders, teacher politicians, and then as national leaders. This explains the rampant corruption, not only in public life, but also in the government. Therefore, open-door policy of admissions at higher education stage has proved to be counterproductive. Can we risk the future of higher education by continuing with this approach indefinitely? The following statement of the Education Commission (1964-66) should have acted as warning for our policy makers:

A System of university education, which produces a high proportion of competent manpower, is of great assistance in increasing productivity and promoting economic growth. Another system of higher education with the same total output but producing a large proportion of indifferently educated graduates of arts, many of whom remain unemployed or are even unemployable, could create social tensions and retard economic growth. It is only the right types of education, provided on an adequate scale that can lead to national development; when these conditions are not satisfied, the opposite effect may result.

Remedy. Kothari Commission has recommended that selective system of admissions should be adopted in the universities. The number of students should be determined by the facilities available in the institutions. The university should prescribe necessary qualification for admission. The beststudents should be selected from among them desiring to seek admission in the universities. Modern method should be adopted while selecting the students. Each university should resolve all the problrms concerning admission. The university Grants Commission should establish Central Testing Organisation in order to help the students to select different subjects of higher education.

3.7 AUTONOMY

The term 'autonomy' has proved to be a misnomer in Indian conditions. It has been both misinterpreted and misused. Everybody is asking for autonomy, be it an institution or an individual teacher. To them autonomy means "freedom for not accepting inconvenient or stringent norms. "The UGC, which is a funding and monitoring body, is autonomous, and every university is also authonomous, the onlu relationship being that of funding. Under section 12 of the UGC Act, 1956 it can issue guidelines to the universities for improvement and maintenance of standards in teaching and research, but universities are not obliged to accept these guidelines. The governing bodies of the universities tent to accept these guidelines on selective basis picking up favourable elements and following them promptly, and ignoring the stringent norms. Therefore, in the name of autonomy, UGC guidelines are either not accepted or are implemented partially. The UGC has been issuing guideline regarding teaching, research, and examination from time to time, but many of these have not been implemented. Under the umbrella of autonomy, the universities frequently dilute the UGC norms so as to make them suitable to their local and often non-academic requirements. Sometimes, various pressure groups inside the university forces the university bodies to dilute these standards. These situations aries because the UGC does not have mandatory powers, and hence, cannot force the universities to follow its guidelines.

Sometimes, there is slackness on the part of the UGC also. For example, UGC issued guidelines regarding qualifications and selection of teachers in the universities and colleges. AS a part of these guidelines, the clearance of the National Eligibility Test (NET) was made an essential requirement for recruitment of lecturers in the universities and colleges. But, UGC has revised these guidelines several times leading to a lot of confusion. At present, different universities are followed different patterns, some treating NET as an essential requirement while others using Ph.D. as a substitute forit. This is giving rise to malpractice in the teacher recruitment process. Autonomy should be taken to mean "freedom to grow in academic quality". It is freedom "to choose right ways and means" to achieve the objective of academic excellence, not to dilute the objective itself. The universities should be made to understand this point. Moreover, the UGC must exercise its powers to withhold grants to defaulter intitutions in the case of delay in following its guidelines or diluting them. Accountability should be ensured at all costs.

Somekind of performance-based funding system should be evolved. The establishment of National Assessment and Accreditation Council (NAAC), an autonomous organization, by the UGC is an excellent step. The main function of this organization, by the UGC is an excellent step. The main function of this organization is to evalute the performance of universities to encourange self-evaluation and accountability in higher education. Unfortunately, the idea is not being digested by the vested interests. There is some opposition to this process from some quarters. As assessment and accreditation is on voluntary basis, only a fraction of higher education system has come forward (Gautam, 1999) to be assessed and accredited. Consequently, the UGC is seriously considering making it compulsory for aided institutions to undergo the assessment and accreditation process conducted by the NAAC. Such an assessment will be linked with additional grants and awards. All the universities in the country will have to get assessed and ranked by December 31, 2000 and all colleges on a five-point scale on the basis of teaching, research, and infrastructure in addition to other parameters. The grading will range from 'Outstanding' to 'disqualified'

The NPE-1986 called for effective and speedy implementation of its proposals in order to achieve desirable results. Though, one of the proposals was to more empahsis on consolidation of facilities, yet the unplanned proliferation of colleges and universities continues unabated. On the average, 5-6 universities and 250-400 colleges are established every year in different parts of the country. Consequently, the quality of education is deteriorating everyday, in spite of the claim that efforts would be made to prevent the system from degradation. The Education Commission (1964-66) had recommended the concept of autonomous colleges with a view to providing academic freedom to potential colleges, especially in designing curricula , evolving new methods of teaching, research and learning, framing own rules for admission, prescribing own courses of study and conducting examination. Under this scheme, a college declared autonomous by its affiliating university is fully accountable for the content and quality of education it imparts. The Scheme of conferring autonomy on colloeges has since been revised to develop adequate criteria for selection of colleges for autonomous status. The new guidelines issued by the UGC provide for Financial assistance of Rs. 4-6 lakhs per annum to undergraduate Colleges, and Rs. 8 lakhs to colleges offering both undergraduate and Postgraduate courses. Under these

guidelines 123 colleges had been awarded autonomous status by the UGC by 1998-99, the number increasing to 131 by 1999-2000. However, most of these colleges are located in the southern states. Tamil Nadu has 49 autonomous colleges, Madhya Pradesh 40, Andhra Pradesh 19, Himachal Pardesh 5, Orissa 11, Maharashtra and Uttar Pardesh 3 each, and Gujarat had 1 autonomous college. These autonomous colleges are independent in coducing examination and setting their own question papers, and recommending to the university concerned the names of candidates for the award of degrees. the NPE-1986 envisaged the establishment of 500 autonomous colleges in the Seventh Plan. The progress in the direction, therefore, is not satisfactory. The allied proposal of creating autonomous departments has not yet taken off.

The scheme of redesigning curricula, as suggested in the NpE 1986, has been partially implemented by the UGC through establishing 27 Curriculum Development Centers (CDCs) to prepare model curricula in Sciences, Humanities, and Social Science during the 7th Plan. By the end of 7th Plan, 9 universities and 290 colleges had restructured their undergraduate courses in accordance with these guidelines. This shows that the programme is going slow. Still there are many universities and colleges, which are yet to take decision regarding their courses. This situation arises because the UGC lacks a monitoring and evaluation mechanism and keeps away from exercising its powers of withholding grants to non-performing institutions.

The NPE-1986 had also envisaged establishment of the State Councils of Higher Education, one in each state to corrdinate the state level planning and to maintain proper linkages with the UGC for maintenance of standards. But, so far, only a few states have set up SCHEs. Some states are reluctant to pursue the proposal because of certain apprehensions about new power structure. Under the programme of providing information technology to the universities, a large number of universities and colleges have been provided with computer facilities. Universities are being increasingly encouraged to start programmes in computer applications.

In pursuance of the proposals regarding improvement of status and quality of teachers, several steps are to be taken. Prominent among them is creation of avenues for career advancement linked with performance and

incentives for research in teaching. For organizing orientation programmes for newly appointed teachers, the UGC formulated a scheme of Academic Staff Colleges (ASCs) in 1987-88. Under this scheme 48 ASCs were started of which 45 were operational for some time. At present, the Total number of ASCs has increased to 50. In 1991, this scheme was reviewed by an expert committee, which recommended its continuation with improved design. Besides, there are 154 Staff Centers located in different universities to provide refresher courses to update Knowledge and skills of teachers. The IGNOU has also started a Post-graduate Diploma in Higher Education (PGDHE), which is very popular and has been recognized by the UGC.

The NPE-1986 also envisaged the establishment of a national apex body to coordinate the activities of various other bodies in different fields of knowledge. Due to certain difficulties, such a body has not been set up so far. Howevere, in March 1992 the UGC resolved to set up a National Assessment and Accreditation Council (NAAC) as an autonomous body for the appraisal and accreditation of institutional performance.

Based on the proposals of the NPE-1986, the UGC has started to conduct the National Eligibility Test (NET) to certify the eligibility of condidates for the award of research scholarships and appointment as lecturers in the universities and affiliated colleges. The idea, though innovative and good, could not receive wide acceptance, partly because of the interference of vested interests, and partly because of frequent relaxation and changes made by the UGC, probably under pressure of vested interests.

3.8 THE SYSTEM OF EXAMINATION

The Commission observed, "For nearly half a century the examinations, as they have been functioning, have been recognised as one of the worst features of Indian education. Commission and committees have expressed their alarm at their pernicious domination over the whole system of education in India. The obvious deficiencies and harmful consequences of the most pervasive evil in Indian education have been analysed and set out clearly by successive University Commissions since 1902, by a Government Resolution as for back as 1904 and by a Committee of the Central Advisory Board of Education in recent years,"

The Commission recommended:

1. Objective type of examinations held instead of the present essay-type of examinations. The Ministry of Education and the universities should try to study the problem with a view to apply the result of this study in Indian educational practice.
2. Every University should have a permanent full-time Board of Examiners with a small staff of assistants who can do clerical and routine work. The members of this Boards should have at least five years of teaching experience and at least one of them should be a highly expert person in this field. This Board should advise the unversity or college instructing staff in regard to techniques in devising and constructing objective tests for the class examinations. They should also make periodic and through inspections by use of progress tests in affiliated colleges which should be required to maintain certain now required for affiliation.
3. Experts of the techniques of examinations should be in the Ministry of Education, who may carry on the experiments in this field.
4. University Degree should not be required for Administrative Services. Special State examinations for recruitment to the various services should be organised and should be open to whosoever cares to take them.
5. Class work should be given due credit and importance. At least one-third of the marks allotted to a particular subject should be reserved for the class work of the boy.
6. Only such persons should be appointed examiners who have five years teaching experienceof the subject.
7. Every examining authority should have a careful study made of the work done in other countries to discover methods of minimising the outstanding defects of essay-type examinations and other such things.
8. Uniform standard of marking should be observed in various universities. A candidate should get 70 per cent or more marks to secure the first class, 55-69 pre cent for second class and at least 40 per cent for a third class.
9. The practice of giving grace marks should be abolished for the first-degree and all higher examinations.

10. Viva voce examinations should be employed only for postgraduate and professional degrees. They should be designed, however, to test the candidate's competence in the fundamentals of the field of study to which the problem of his research belongs.

Defective System of Examination. The Indian University Commission in 1902 pointed out "The greater evil from which university education, in India suffers is, that teaching is subordinate to examination, and not examination to teaching. "The University Education commission of 1949 also pointed out, "If we are to suggest one single reform in university education, it should be that of examination."

Remedy. Examination system can be reformed by including scientific methods in the examination of students by progressive test, preparation of objective progressive test and determination of 70,55 and 40 per cent marks for awarding first, second and third division to the students. Abolition of internal examination, starting internal assessment or evaluation system and training of teachers in new system of assessment may remove many of the defects of the present examination system.

3.9 NATIONAL POLICY OF EDUCATION (NPE) 1986

It was in May 1980 that a national policy in education as decided and adopted by the Govt. of India. It was proceeded by Nation wide debate on the various challenges confronting education. To bring these challenges in lime light a document filled, challenges of education. A policy perspective (1985) was released by the government of India a 20th August 1985.

In April 1986. the ministry of human resources development (education department Government of India) brought out a revised document entitled National Policy of education 1986, a presentation. Then document was discussed in the meetings of the state ministers of education, the national development council and the central advisory board of education. This document was also revised and the 'Draft National Policy on education 1986 was laid on the table of parliament in the first week of May 1986- The draft was debated and finally adopted by the Lok sabha on May 8 1986 and the Rajya sabha on May 12, 1986. In this way National Policy of Education 1986 emerged. With a view to implementing the national Policy of Educalion a Programme of action (1986) was prepared.

SALIENT FEATRURES OF NEP 1986

THE ESSENCE AND ROLE OF EDUCATION

1) **All Round Development.** In our national perception education is essentially for all. This is fundamental to our all round development, material and spiritual.

2) **Acculutrating Role.** Education has an acculturaling role. It refines senslivities and perceptions that contribute to national cohesion, a scientific tamper and independence of mind and spirit thus furthering the goal of socialism, secularism and democracy enshrined in our constitution.

3) **Development of man power.** Education develops man power for different levels of the economy- It is also the substrate on which research and development flourish being the ullimate guarantee of national self reliance.

4) **Unique investment.** Education is a unique investment in the present and the future. This cardinal principle is the key to the national policy on education.

NATIONAL SYSTEM OF EDUCATION

1) The constitution embodies the principles on which national system of education is conceived of.

2) **The concept of a national system of education.** Implies that up to a given level all students, irrespective of caste, creed location or sex, have access to education of a comparable quality. To achieve this, the government will initate appropriately funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1989 policy.

3) **Common education structure:** The national system of education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further breakup of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 year of upper primary followed by 2 years of high school.

4) **National curricular frame work:** The national system of education will be based on a national curricular framework which contains a common

core along with other components that are flexible. The common core will include the history of India freedom movement, the constitutional obligation and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India common cultural heritage egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

5) **International understanding:** India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, education has to strengthen this world view and motivate younger generations to international co-operation and peaceful co-existence. This aspect can not be neglected.

6) **In order to promote equality:** To promote equality it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

7) **Understanding of culture and social systems:** Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cullural and social system of the people living in different parts of the country. Besides the link language, programmes will also be launched to increase substantially the translation of books form one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

8) **Inter-regional mobility:** In higher education in general and technical education in particular steps will be taken to facilitate inter-regional mobility by providing equal-access to every Indian of requisite merit, regardless of his origins. The universal character of universities and other institutions of higher education is to be understood.

9) **National resource support:** Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation reducing disparities, universatisation of elementary education adult literacy, scientific and technological research etc.

10) **Emphasis on rearch and development:** In the areas of research and development, and education science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

11) **Life long education:** Life long education is a cherished goal of the educational process. This presupposes literacy. Opportunities will be provided to me youth, housewives, agricultural and industrial workers and professional to continue the education of their choice at the pace suited to them. The future thrust will be in the direction of open and distance learning.

EDUCATION FOR EQUALITY

Disparities. The new policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.

Education for women's equality:

(1) Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past. there will be a well conceived edge in favour of women. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

(2) The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive overriding priority, through provision of special support services, setting of time targesis and effective monitoring. Major emphasis will be laid on women's participation in vocational technical and professional education at different levels.

(3) Education of scheduled castes and scheduled tribes. The central focus in the SC's and ST's educational development is their equalisation with the non SC's. ST's population at all stages and levels of education in all areas and in all the four dimensions rural male, rural female, ruban male and urbar, female.

The measures contemplated for this purpose include:

(1) Incentives to indigent families to send their children to school regularly till they reach the age of 14.

(2) Pre-matric scholarship scheme for the children of scheduled caste and scheduled tribes will he made applicable right from class I onwards.

(3) Promising and educated youth of these families will be encouraged and trained to take up teaching.

(4) Hostel facilities will be provided.

(5) Priority will be accorded to opening of primary schools in tribal areas.

(6) Residential school, including to opening ashram schools will be established on a large scale.

(7) Constant innovation in finding new methods to increase the participation of the scheduled castes in the education process.

(8) Anganwardis, non formal and adult education centres will be opened on a priority basis in areas predominantly inhabited by scheduled castes and scheduled tribes to facilitate full participation of children belonging to these families.

Other educationally backward sections and areas: suitable incentives will be provided to all educationally back ward sections of society particulary in the rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

Minorities and the handicapped: Greater attention will be paid to the education of educationally back ward minorities and groups in the interests of equality and social justice. The physically and mentally handicapped children will be educated and trained in order to integrate them with the general community as equal partners so that they are able to face life with courage and confidence.

Adult education: The whole nation must pledge it self to the cradiction of illiteracy particularly in the 15-35 age group. The central and state governments political parties and their mass organistions the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies,

employers, etc. concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy. The mass literacy, functional knowledge and skills and also awareness among learners about the socio-economic reality and the possibility to change it.

A vast programme of adult and continuing education will be implemented through various ways and channels, including:

a. establishment of centres in rural areas for continuing education:

b. Worker's education through the employers trade unions and concerned agencies of government;

c. Post-secondary education institution:

d. Wider promotion of books, libraries and reading rooms;

e. Use of radio, TV and films, as mass and group learning media;

f. Creation of learner group and organizations;

g. programmes of distance learning:

h. Organizing assistance in self learning;

i. Organising need and interest based vocational training programmes.

ELEMENTARY EDUCATION

The new thrust in elementary education will emphasise two aspects:

i. Universal enrolment and universal retention of children upto 14 years of age, and

ii. A substantial improvement in the quality of education will he brought by adopting child centred and activity based process of learning at the elementary stage.

iii. Essential facilities including at least two reasonably large rooms necessary toys, charts, maps, black boards and other learning material, will be provided. For this purpose a scheme, symbolically known as operation black board will be undertaken.

NON-FORMAL EDUCATION

A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole day schools.

Modern technological devices will be used to improve the learning environment of non-formal education centres. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education.

Voluntary agencies and panchayati Raj institutions will be involved in the establishment of non-formal education centres.

Curriculum for NFE will be on the lines of national core curriculum, but based on the needs of the learners and related to the local environment.

Secondary Education: Regarding secondary education, the national policy on education provides the following:

1) Access to secondary education will be widened to cover those areas which are not yet covered.
2) Where the secondary education exists, the main emphasis there will be on consolidation.
3) Students at secondary stage of education will be exposed to the differentiated role of sciences, humanities and social sciences.
4) Secondary education is the suitable stage when the children should be provided with a sense of history in national perspective and given opportunities to understand their constitutional duties and rights as citizens.
5) Appropriate curricula will be formulated to bring about conscious internalization of healthy work ethos and values of a humane and composite culture.
6) Vocational education will be provided as a distinct stream. Vocalional courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible they may also be made available after class VIII. In the interest of integrating vocational education better with their facilities the industrial training institutes will also conform to the larger vocational pattern.
7) Pace setting schools called navodya vidyatayas, will be set up in various parts of the country to provide opportunities to talented children, largely belonging to rural areas, to develop their full potential. These schools will be residential and free of charge.

HIGHER EDUCATION

1. Higher education provided people with an opportunity to reflect on the critical social, economic, cultural moral and spiritual issues humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also key role in producing teachers for the education system.
2. In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before constantly entering uncharted areas.
3. In order to effect an all round improvement in the existing institutions of higher learning it is proposed that in the near future the main emphasis will be on the consolidation of and expansion of facilities in the existing institutions.
4. Urgent steps will be taken to protect the system from degradation.
5. to meet the demand of specialization the courses and programmes of college education will be redesigned.
6. Autonomous college will be developed.
7. Teaching methods in higher stage of education will be transformed by introducing audio-visual aids and electronic equipment. This will require preparation of teachers at the beginning of the services as well as continuing education there after.
8. Jobs will delinked from university degree. It will lead to refashioning of job specific courses,

OPEN UNIVERSITY AND DISTANCE LEARENING

1. The open university system has been initated in order to augment opportunities for higher education and as an instrument of democratising education.
2. The indira Gandhi national open university established in 1985 in fulfillment of these objectives will be strengthened.
3. This powerful instrument will have to be developed with care and extended with caution.

THE EVALUATION PROCESS AND EXAMINATION REFORM

Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvements of education.The objective will be to re-cast the examination system so as to ensure method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would mean:

1) The elimination of excessive element of chance and subjectivity;
2) The de-emphasis of memorization.
3) Improvement in the conduct of examination
4) Introduction of the semester system from the secondary stages in a phased manner.
5) Use of grades.
6) Reduction in the predominance of external examinations.

THE TEACHER

The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. For the improvement in teachers professional competency and his service conditions the (NEP) provides the following.

1) **Teacher education** will be made a continuous process. District institutes of education and training (DIET) will be set up for organising pre-scrviees courses for.

   (a) Primary school teacher and

   (b) Personnel working in non-formal and adult education.

   In addition to the establishment of DIET selected secondary teacher training colleges will be up graded to complement the state council of educational research and training (SCERT).

2. **Recruitment of teachers.** Method of appointing teachers will be re-organised to ensures merit, objectivity and conformity with spatial and functional requirements.

3. Services condition of teachers and their pay scales will he improved to

commensurate with their social and professional responsibilities. This is also essential to attract talent to the teaching profession.

4. Role of teacher associations. (NEP) wants teachers association to play a significant role in

   (a) upholding professional integrity.

   (b) enhancing the dignity of the teacher and

   (c) curbing professional misconduct.

VOLUNTARY AGENCIES

Voluntary agencies will be encouraged with financial assistance to make significant contribution in the development of educational system.

The government of India does not intend to keep this policy, which is full of so many promises, on papers only. Every effort is being made to implement it.

The teacher are being made to understand the spirit of policy through mass orientation of school teachers (M.O.S.T)

Review: The implementation of the various parameters of the new education policy must be reviewed every five years. Appraisals at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

3.10 CHECK YOUR PROGRESS

Q.1. What do you understand by Higher Education?

Q.2. Discuss various objectives of Higher Education as proposed by National Policy of Education 1986.

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UNIT-II **LESSON : 4**

WOMEN EDUCATION–I

CONCEPT OF WOMEN EDUCATION, NEED FOR PRIORITIZING WOMEN EDUCATION

4.0 STRUCTURE

4.1 Objectives

4.2 Introduction

4.3 Concept

4.4 Meaning

4.5 Women Education

4.6 Check Your Progress

4.1 OBJECTIVES

To enable students:-

1. To understand about the brief history of women education in India.
2. To understand the concept and meaning of prioritizing women education.
3. To understand about the need for prioritizing women education.

4.2. INTRODUCTION

The women education had made great progress in ancient India. Educational achievements of women were equal to men. Women had attained Knowledge and proficiency in different shastras and took part in discussions and sometime excelled men. Maittrai, Gargi, Gosha, Lopa, Mudra, Savitri and Draupdi were famous for their knowledge.

In Budhistic period also, many women preached Buddhism. Sanghmitra sister of Ashoka went to cylone to preach gospel of Budha. Anupama, Subha and Sumedha were leaders of Budhism Vijayanka were a talented poetess and queen Nayanika was an efficient administrator.

Women education received a set back with the revival of Hinduism because Shankracharya the leader of the movement was against the education of Women.

During Muslim rule purdha system and child marriage became common among both Hindus and Muslims, hence the education of Women was ignored. Only the education of Women of royal and rich families was prevalent. For this reason, only a few Women such as Salima Sultana, Gulbadan Begum, Nur Jahan Mumtaz Mahal Jahan Ara Begum, Zebun-Nisa could receive higher Education. Due to the neglect of women education during Muslim period hardly 2% Women were educated in the beginning of 19th century.

East India company showed in-difference towards the education of women. Woods dispatch of 1854 pointed out the necessity of spreading Women education in India. With the establishment of departments of Public Interaction in provinces, the schools were opened by the government and Christian Missionaries both for boys and girls. The number of primary, secondary and some training Institutions for girls increased between 1870 and 1882.

The Calcutta University Commission of 1917 made the following recommendations:-

1. Purdha Schools should be opened for Hindu and Muslim girls whose parents were willing to extend their girls education upto the age of fifteen or sixteen years.
2. A special Board of women education should he established in Calcutta University to propose special course of study suitable for Women.
3. To organize cooperative arrangements for teaching in Women's Collage particularly for the training of teachers and preparation for medical courses.

Between 1917 and 1922 there was some increase in the enrolment of girls. Hartog Committee in 1922 pointed out that in British India, only 10% girls of the school going age were attending school. The Hartog Committee made recommendation that;-

1. Deliberate efforts should be made to overcome the obstacles in the way of spreading Women education.
2. A generous provision of funds may be made.

3. Compensation for time wasted may be made up in respect of Women education.

4. A policy for adjustment of means to ends may be formulated.

There has been large expansion of facilities for Women education since 1947, The enrolment of girls at the Primary stage was 37Lac, at the middle stage 3 lac, and at secondary school stage 70 thousand and in Collages and 16 thousand in Universities in 1946-47. In free India the progress in girls education was much faster. The problems of women's education have been studied by a number of committees and commissions.

1. Considering the needs and importance of Women Education University Education Commissions (1948-49) made these recommendations :-
    1. The educational opportunities for Women should be increased . :
    2. The education for Women should not be identical with men, Home economics and home management should be encouraged.
    3. Standards of Social and moral responsibility should be maintained in co-educational institutions.
2. A committee under the chairmanship of Durgabai Deshmukh; was appointment by government of India in 1958. It made following recommendations.
    1. The existing gap between the education of Men and Women Should be bridged at the earliest.
    2. Efforts for universal enrolment of girls should be made for both the age group of 6-11 and 11-14 by 1976 and 1981 respectively.
    3. Publicity programmes should be organized on Women education.
    4. Facilities should be provided to girl student in backward, rural and isolated areas.
    5. A national council for the education of girls should set up,
3. Smt Hansa Mehta Committee made the following recommendation.
    1. Co-education should be adopted as the general pattern af the elementary stage.

2. Vigorous educative propaganda should be organized to overcomeresistance to co-education at this stage

3. The committee carefully examined the problems of curricula for boys and girls at all stage and recommended vocational and diversified and need based courses for both boys and girls at all levels.

4.3 CONCEPT

The education for women is very important for the social and national development of our country. The happy family life, better hygienic conditions of living, control over population growth rate, increase in production and economic prosperity is possible only if women are educated.

Pt. Jawaharlal Nehru has rightly said that "Education of boys is the education of one person, but the education of girl is the education of whole family"

In the opinion of Kothari Commission (1964-66) for full development of our human resources, improvement of homes and for moulding the character of children the education of Women is of greater importance than that of men.

There cannot be educated people without educated Women. If we want to have an educated generation, we should pay special attention and give priority to Women education. Only educated Women can bring prosperity and development in the country.

According to an English saying, "The hand that rocks the cradle, is the power that rules the world", supports the view point in favour of Women education.

From the above it is evident that the education of girls is now considered more important than that of boys. In the views of University Education Commission, if general education has to be restricted to men or to Women, that opportunity should be given to women, for then it would; be more surely passed on to the next generation"

4.4 MEANING

The concept of Women education as explained above leads us; to understand that Women education is our priority over the education of men and special attention should be paid to Women education by enhancing educational facilities.

Prioritizing also means taking up additional measures to provide educational facilities to girl students, like transportation, Hostel accommodation, scholarship, free books and uniforms, mid-day meals etc.

Prioritizing of Women education also includes identification;of priority areas which needs special attention. Hence whenever, some special provision for Women education like special enrolment drives opening of separate schools for girls, grant of scholarships, appointment of lady teacher are made it would amount to priorities of women education.

4.5 WOMEN EDUCATION SHOULD HE GIVEN PRIORITY BECAUSE OF THE FOLLOWING REASONS:

1. To ensure equality of opportunity

Although constitution of India provides for equality of opportunity in the field of education yet there is wide disparity in the, education of boys and girls. In case of Women education is not given priority it would be denying educational opportunities to them. It means nearly half the population would be deprived of the educational facilities.

2. To ensure social development

Social development is not possible without proper education of their Women folk Illiteracy among Women is the main reason for their ignorance, superstition and poor economic conditions. Prioritizing education among women can help fight against ignorance and poverty.

Education is the only means of social development arid up mobility.

3. **To Ensure Social Change And Modernization.**

Illiteracy among Women makes society static which resists social change. Women education is an important factor to bring social change and speed up modernization in India Women education, therefore, need priority.

4. To ensure Economics development

Women education can ensure economic development in India. By giving priority to educating women folk the total human caital would increase. In this way by increasing the human resources and the work force in the country, the production and per-capital income is bound to increase, resulting in the economic development of the country.

5. To ensure Political Awareness

Education brings about general awareness among the Women and makes them politically conscious. Educated Women also become aware of their rights and duties. Education increases their capacity for political leadership and participation.

6. To ensure Economic Independence

Women education, particularly the professional education provides Woman an opportunity to become economically independent. This wild provides relief to Women population from male domination, deprivation, suppression, domestic violence and evil practices like dowry. Giving priority to Women education would bring economic independence and hence a better place for Women in the sociejty.

7. To ensure population control.

Education to Women would change their attitude towards family planning. Educated Women will adhere to small family norms. The problem of over population and its adverse effects on the social and economic life of people can be better understood and controlled by educated Women. There is therefore need to pay special attention to Women education.

8. To ensure attitudinal change

Education among Women brings about a change in their attitude towards the health and hygiene of their children and Childs rearing practices which are of great importance for making a happy family life. Hence facilities and opportunities to women education should be given on priority basis.

9. To Remove Gender Bias

The discriminative attitude of parents towards girl child can only be changed when girls become educated and economically independent and parents do not consider them burden on them. Women education would thus remove gender bias from the society.

10. To Ensure National Development

Education among Women will bring about economic development, increase in production, population control, political awareness, social change, modernization, and removal of social evils and ultimately all round national development.

4.6 CHECK YOUR PROGRESS

Q1. Give brief description of Women education in pre-independent India.

Q2. Give brief description of development of Women education in independent India.

Q3. Discuss the concept of Women education.

Q4. Discuss the meaning of prioritizing of Women Education.

Q5. Discuss various factors that necessitate prioritizing of women in India.

Q6. Discuss the important of Women education in India.

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UNIT-II LESSON : 5

WOMEN EDUCATION–II

PROBLEMS OF WOMEN EDUCATION AND SUGGESTIVE MEASURES

5.0 STRUCTURE

5.1 Objectives

5.2 Introduction

5.3 Problems of Women Education

5.4 Suggestive Remedial Measures

5.5 Check Your Progress

5.1 OBJECTIVES

To enable the students

1. To understand various problems of Women education in India.
2. To understand about the remedial measures that can be taken up to come these problems.

5.2 INTRODUCTION

Large scale expansion of facilities for Women education has been noticed since 1947. The picture of Women education in 1946-47 was dismial as compared to men's education. The enrolment of girls in Primary classes was 37 Lac, in middle classes (6th to 8th) was 3 Lac, in secondary school (10th, 11th) classes was 70 thousand and in Colleges and Universitaes it was 16 thousand. That means for every 100 boys at Primary stage number of girls was 36, at middle stage 22, at secondary stage, 14 and at College / University stage 7 girls for every 100 boys on the roll.

Lot of progress has been made in free India for raising the social status of Women.

In 1976-77 the enrolment of girls in primary schools was 63.5% against 97.2% of boys, in middle schools girls enrolment way 24.5% against 48.7% of boys, in higher schools up to class 11th it was only 12.3% as against 28.8% of boys of the same age group.

According the Report of the committee on girls education 74%; girls drop out of school before becoming literate. The progress made from 1950-51 to 1991-92 has been shown the table below.

ENROLMENT IN LACS

	1951-52	1960-61	1970-71	1980-81	1991-92	
Pry school						
I) Enrolment of girls	3.80	14.41	213.06	279.73	424.0	512
II) No. of girls for every 100 boys.	39	48	60	65	-	-
Mid. School						
I) Enrolment of girls	5.34	16.70	38.89	69.10	130.0	297
II) No. of girls for every 100 boys.	22	35	43	52	-	-
Higher school						
1} Enrolment of girls	1.61	5.41	17.08	30.98	40.0	55
II) No. of girls for every 100 boys.	16	25	37	43	-	-
Collage & Uni.						
I) Enrolment of girls	41	1.50	6.14	10.00	14.37	18
II) No. of girls for every 100 boys.	16	27	38	45	-	-

5.3 PROBLEMS OF WOMEN EDUCATION

From the above table it become clear that there is need to provide facilities for the progress of Women education because there are a number of problems that come in the way of progress Women education. Some of these problems are discussed below.

1. Apathy and Indifference of Parents

Parents in rural areas are not desirous of sending their daughters to schools. The purdah system in some communities and at certain places comes in the way of development of Women education. Many parents are not in favour of co-education and do not send their daughters to boy's school. Parents of certain communities are not in favour of girl's education.

2) Discouragement due to failures

Earlier the repeated failures lead to wastage and stagnation. This the dropage of girl students from the school. But recently the problems of repeated failures and wastage and stagnation has been overcome by introducing continuous comprehensive assessment system from class 1^{st} -9^{th} in schools. As a result of which now there are no failures and enrolment of girls has increased to a large extent.

3) Economic Backwardness

Poverty of parents stands in the way of Women education. Poor parents, particularly of rural areas take help of their daughters for carrying out domestic work and they are reluctant to send them to schools. Such parents give preference to the education of their sons.

4) Conservative thinking

Most of the parents have conservative thinking. They think that girls have to become a house wife, so education is not essential for her Social evils like early marriage and purdah system also come in the way of women education.

5) Illiteracy of parents

Most of the parents particularly in rural areas are illiterate. They do no understand the value of education for girls. Hence they do not send daughters to schools.

6) Lack of Educational Facilities

In some far-flung areas adequate facilities for the education of girls are not available Girls are unable to go to school because either there is no familiar the with specific problems of Women education which effects the expansion of Women education. Primary school or no Middle School within the walking distance or they exist at a long distance.

7) No separate Girls schools

Adequate separate schools for girls are not available. Most of the parents do not favour co-education even in primary classes. Hence Women education is adversely affected.

8) Lack of Women Teachers

Lack of Women teachers particularly in middle schools is also responsible factor for low enrolment of girls in backward areas.

The proportion of Women teachers in mixed schools is also very low which discourage the parents to send their daughters to such schools.

9) Faulty curriculum

The curriculum for girls should be different from that of boys and should be framed according to the specific needs of girls. Generally girls have to study what is meant for the boys. This defect in the curriculum is adversely affecting the enrolment of girls.

10) Indiffrence of Government

The administration is not fully conscious of the requirements of Women education. The goverenment spends huge amount on the education of boys but very less amount is spent on the education of girls. In most cases men are the administrators of Women education who are not familiar the with specific problems of Women education which effects the expansion of Women education.

5.4 SUGGESTIVE REMEDIAL MEASURES

The following are the suggestive measures to overcome the problems of Women education.

1. Free Education

Free education should be provided to girl up to secondary stage at on all India basis. In the absence of this incentive, it is difficult to afford educational facilities for girls. What little expenditure parents can afford for the education of their children will be spent on the education of boys.

2) Free uniforms and books

There should be a provision for the free uniforms and books to the girl students.

3) Scholarships for attendance

The girl students attending the prescribed percentages of attendance that is above 75% should be given attendance scholarship. This will also reduce the incidence of dropout.

4) Mid-day Meals

Free mid-day meals should he provided to girl students upto higher secondary stage.

5) Change in attitude

The social attitude of parents towards Women education and their conservative thinking should be changed by creating awareness among the orthodox people about the importance of Women education. This can be done through the following measure:-

a) Separate schools for girls at the elementary and high school stages should he established.

b) School mothers should he appointed in co-educational primary schools.

c) Public opinion should he mobilized in favour of Women education and particularly in rural areas. Enrolment drives at the beginning of the session, documentaries on the importance of women education celebrations of girls education week will yield useful results.

6) Adequate educational facilities

Educational facilities should be expanded in rural and backward areas by providing one primary school within the radius of one kilometer, one high school with in the radius of two kilometer, and one higher secondary school within the radius of three kilometers, Hostel and transport facilities should be provided to girls at the middle. and high school stage where necessary.

7) Appointment of Women Teachers

Trained Women teacher should be appointment in girls schools and also in co-educational schools. This is possible by opening training institutions in rural areas.

8) Transport facilities

Transport facilities on concessional rates to girl students should provided wherever possible.

9) Priority for school Building

Priority should be given to the construction of building of girl schools. Liberal allocation of funds should be made to promote girl education.

10) Hostel facilities

Hostel facilities for girl students should he provided at the middle, high and higher secondary stages to reduce the chance of dropout.

11) Need-based curriculum

There should no differentiation in the curriculum at the primary stage. But emphasis should be laid on the teaching of music, fine arts and home science to girls.

12) Reforms in Administration

More and more Women should be appointed on administrative Women inspecting officers should be increased particularly in rural backward areas.

13) Transfer Policy

Proper transfer policy should be framed and couple posting at one station should be encouraged even if they are working in different departments.

5.5 CHECK YOUR PROGRESS

Q1 Discuss the causes of slow progress of Women education in India?

Q2 What do you suggest? Government should do to expand Women education base?

Q3 Discuss the remedial measures that can overcome the problems of Women education?

Q4 What educational facilities should be provided to promote Women education?

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UNIT-II LESSON : 6

POPULATION EDUCATION

CONCEPT OF POPULATION EDUCATION, NEED AND OBJECTIVES OF POPULATION EDUCATION

6.0 STRUCTURE

6.1 Objectives

6.2 Introduction

6.3 Meaning and Concept

6.4 Need and Importance of Population Education

6.5 Objectives of Population Education

6.6 Check Your Progress

6.1 OBJECTIVE

To enable students:

1. To understand the concept of population education.
2. To understand the need of population education.
3. To understand the objectives of population education.

6.2 INTRODUCTION

The term "population" education simply means to educate people about the need, importance and methods of population control. Sometimes the term is confused with family planning and sometimes with sex education, which are wrong concepts. It should he kept in mind that population education is the knowledge about the dangers of over population and to understand the methods of its control.

Population education makes children aware about the causes of its growth and the harmful effects on the personal; and socio-economic life of the country. Thus

the population education is the education about the problems of population explosion and awareness about the benefits of small of family size. It is the knowledge about the dangers of overpopulation. But at the same time it should not be restricted to the persons of child bearing, age but it should begin at an early age so that a person develops an attitude towards small family.

6.3 MEANING AND CONCEPT

The national seminar on "population education" defined the concept of population education as", knowledge about quantity and quality of population and the need to control them for happy human existence. It must explain to the students the causes and effects of population growth on economic, social and physical development of the individual, and country as a whole.

View points of some educationists about the meaning and concept population education are explained below:

1. **According to K.S.Rao.** "Population education is aimed at providing population awareness in the broader perspective of building a social order of equality and economic justice leading to a welfare state".
2. **In the view of V.K.R,V.Rao** "Population education is not concerned with population awareness but also with developing Value and attitude so that both quality and quantity are taken care of."
3. **Vidermains view :** "The purpose of population education is to develop awareness and understanding of the relationship between population growth and national development.
4. The National Seminar on population education defined the concept of population education as "knowledge about both the quality; and quantity of population and the need to control them for happy human existence".

6.4 NEED & IMPORTANCE OF POPULATION EDUCATION

On of the most serious problems facing India today is the alarming growth of population .At present India has a population of more than 100 crores. National policy on education (1986) has observed the growth of over population needs to be brought down .The single factor that could achieve this objective is the spread of education and literacy among women.

The following points highlight the need and importance of population education in India.

1. **To check population explosion:-**

   The population explosion is posing a great threat to social, economic and political life of people. This situation has made it necessary to include population education in school curriculum.

2. **To check ill effects of overpopulation**

   Population education is necessary to control the ill effects of over-population, like price-rise, increasing poverty, unemployment , housing and food shortage, overcrowding in every sphere and environment of pollution.

3. **To improve Economic Development**

   Overpopulation has badly effected the ecoromic development of our country .India is far behinid at the economic front from other countries like USA, Russia; and UK only due to population explosion,

4. **To improve standard of living**

   Population education is needed to improve standarid of living More the population, lower will be the standard of life because heavy investment would be required to feed the people and to provide bare amenities of life.

5. **To prepare good citizens**

   Population education is necessary for preparing young generation for effective citizenship by educating them to understand the realities of life.

6. **To check unemployment**

   Fast growing population is the main cause of unemployment in the country. To provide employment and respectable living standard population growth need to be checked .This is possible through population education.

7. **To understand population problems**

   The marriage age is the lowest in India as compared to other countries. Therefore, understanding about the population problems and planned parenthood is necessary.

   This is possible if population is made compulsory to create awareness about the problems of over population

8 **To lead planned life.**

Most of the people in India enter the reproductive stage without any orientation about the problems of life. For proper understanding about population problems and planned adult life, the population education should be included in the curriculum.

9. **To maintain standard of Education**

Over population results in overcrowded classes. This situation leads to lowering of standards of education. To raise the standard of education and to make education accessible to all growth of population should be controlled.

10. **To preserve cultural heritage**

It is important to provide population education to boys and girls with a view to preserve modern civilization and cultural heritage.

6.5 OBJECTIVES OF POPULATION EDUCATION

Population education aims to give knowledge to the future parents that a small family is beneficial for the society and the individual the objectives of imparting such an education are discussed below.

1. **To understand demographic concepts**

The objectives of population education is to develop understanding about the basic demographic concepts like statistics about birth & deaths, growth rate of population, disease and poverty and their reciprocal effects.

2. **To understand about the problems of over population.**

To develop an understanding about the problems of over population as a result of control over death rate.

3. **To understand the effects of population**

To develop an understanding about the influence of over population on the social, economic, cultural and political life of man.

4. **To understand the Phenomenon of reproduction**

It is very important to develop understanding among the youth of reproductive age about the phenomenon of reproduction which is responsible for increase in population growth rate.

5. **To understand the benefits of small family**

   To develop understanding about the benefits of small family and its relation with standard of living, health condition, education of children, housing facilities, diet and other amenities of life.

6. **To understand about the measure of population control.**

   To develop an understanding about the measures of family planning, planned parenthood, to regulate family size which ultimately control population growth.

7. To create and develop awareness about the population policies and programmes of the Govt. to ensure overall development of the country.

8. To understand about the risk involved for the mottier and child in premature pregnancies and unplanned deliveries.

9. To create awareness about health knowledge, health practices and family health. The ultimate goal isto develop and maintain physical, mental, social and family health of the individuals.

10. To make the students understand that family matter of choice and not of chance.

6.6 CHECK YOUR PROGRESS

Q.1 What do you mean by the term Population Education?

Q.2 Population Education is the need of the hour. Discuss.

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UNIT-II **LESSON : 7**

ADULT EDUCATION–I

CONCEPT OF ADULT EDUCATION, FUNCTIONS OF ADULT EDUCATION, ADULT EDUCATION PROGRAMMES (NAEP), MEANING AND ITS FEATURES.

7.0 STRUCTURE

7.1 Objectives

7.2 Introduction

7.3 Meaning and Concept

7.4 Functions / Purpose of Adult Education

7.5 National Adult Education Programme

7.6 Features of NAEP

7.7 Check Your Progress

7.1 OBJECTIVES

To enable students:

1. To understand meaning of adult education.
2. To understand the concept of adult Education.
3. To understand about the National Adult education programme (NAEP).
4. To understand about the meaning and features of NAEP.

7.2 INTRODUCTION

India has adopted democratic form of Government. But democracy cannot be successful in a country where people are illierate uneducated and do not understand the principles of democracy. Under the foreign rule, the education of the masses was

neglected and people were dependent on others even for reading and writng their own letters.

To strengthen and stablize democratic form of government, high percentage of literacy is required. After attaining independence the Government is trying to keep pace with other countries of the world but illiteracy has always remained a barrier in our economic social and political progress.

Dr. V.K.R.V.Rao Former Education Minister has observed that it is essential to achieve 100% literacy for the economic development, national integration, social and cultural advancement and preservation of democracy.

7.3 MEANING AND CONCEPT

Adult education is the education of the people of adult age who either could not receive education due to poverty or for any other reason .There is no age consideration in this module of education. Adult education is, therefore, is the deliberate and conscious effort of a mature person to learn something new.

The adult education is the education concerned with any ones' work life, personal life and citizenship life.

The meaning of adult education become more clear understandable from the views expressed by different educationists.

1. According to the viewpoint of Govt. of India. The Government India has accepted adult education in the aspects of:
   - (i) To spread of literacy among adult illiterates
   - (ii) To educate the minds of masses.
   - (iii) To make adults aware of their rights and duties as citizens of India.
2. In the view of KG Saiyidain, "adult Education, includes, political and civic as well as moral education".
3. According to Barker, "Adult education is given on' part-time basis and given concurrently with work and earning of a living",

From the above definitions it becomes clear that adult education includes education for literacy, education citizenship, education for earning a living & productivity and education for social progress.

7.4 FUNCTIONS /PURPOSE OF ADULT EDUCATION

The functions of adult education are two fold:

a) Individual Functions

b) Social Functions

a) Individual functions

Adult education aims at the fulfillment of the following functions.

1. Physical development:

For the physical development of the adults provision for the education of the health and hygiene of adults have been made. Proper programmes for medical check up of disease and providing healthy diet has also been made.

2. Mental development:

Adult education has the provision for the education of those adults who could not receive education due to poor economic conditions. Adult education helps them in their mental and intellectual development.

3. Development of social skills :

Adult education trains and educates the adults in the social skills of living a happy family life, develops the; skill of cooperation with friends & relatives. Adult education also develops sense of rights and duties among adults for the progress in their social life.

4. Vocational Development:

Adult education makes provision for the development of the vocational capability by providing professional and technical education in urban areas. In rural areas education in agriculture, trade and cottage industries is provided, This type of education improves the financial conditions of adults; and makes them financially independent.

5. Individual Development:

For the individual development of the adults somie special knowledge, according to their needs and circumstance is provided. They are trained

in some art or craft to help them to achieve social and economic self-development.

6. Cultural Development:

Adult education has the provision for the education of adiilts in cultural activities like dance, music and prevalent cultural ancient traditions.

B Social Functions:

From the social point of view following are the functions or purposes of adult education.

1. Promotion of social cohesion:

Adult education aims at providing education which brings different social groups close to each other and reduces the difference on the basis of language, religion, rural / urbar and educated & uneducated groups.

2. Conservation of National Resources:

Adult education aims at reducing wastage of national resources. It is helpful in improving rural economy and increasing production in the agriculture and industrial sectors.

3. Promotion of Socialization:

Adult education develops a sense of sacrificing personal interests for the welfare of society or larger social group. It prepares the people to follow social ideology of cooperation, brotherhood patriotism, national integration and tolerance.

4. Building cooperative Institutions:

Adult education aims at obtaining maximum individual happiness and social progress. It is helpful in building cooperatjive group and institutions that can solve economic and social problems through cooperation.

7.5 NATIONAL ADULT EDUCATION PROGRAMME (NAEP)

7.5.1 Introduction:

An outline of National Adult Education programme was prepared by Ministry of Education, Social Welfare and Culture in Oct 1977.

Under this programme the National board of Adult education was constituted and in its meeting held in Nov 1977, NAEP was discussed elaborately. The outline of NAEP is given below.

The National Adult Education programme was launched on Gandhi Jayanti, 2nd Oct 1978. The programme aimed at eradication of illiteracy among adults of the age group l5-35 years, estimated to 10 crores.

An amount of 200 crores was allocated by the planning commission of India for the enrolment ot two crore adults for the plan period.

7.5.2 Objectives of NAEP

The following are the objectives of NAEP.

1. **Promotion of Literacy skills**

   NAEP focuses on the promotion of literacy skills of persons belonging to economically and socially deprived sections of the society.

2. **To achieve Self Reliance:**

   National Adult Education Programme aims at creation of awareness among people to overcome their difficlties and to achieve self reliance.

3. **To improve upon the capabilities:**

   NAEP aims at improving upon the capabilities in their occupation and skills to manage their own domestic and social life.

   The following aims and expectations have been spelt out under the programme.

   Literacy Norms include the development following.

   a) **Reading ability:** The reading ability of the simple written message from letters or news papers should be developed.

   b) **Writing ability:** The ability to write letters,applications and

filling up forms of day to day use among uneducated adults should be developed.

c) Ability of simple calculations

NAEP aims at developing the ability of doing simple mathematical calculations of addition, subtraction, multiplication and division upto three digits among the adult illiterates.

d) To develop working knowledge

NAEP aims to developing working knowledge of metric weights and measures, currency, time and unit of distance and area to understand and work out the problems of daily life.

2. Creation of Awareness:-

NAEP aims at creation of awareness among adults, about the social abilities and understanding the role and responsibilities, social behaviour, citizenship rights forms of exploitation social evils existing in the society.

This is the sure way of eradication of these handicaps for the better and happier growth of the community.

3. Functional Aspect:

It means the development of capabilities of the individual to take suitable action for the fulfillment of their needs and interests so that desired goals are achieved.

7.6 FEATURES OF NATIONAL ADULT EDUCATION PROGRAMME

The following are the special features of NAEP which help in the successful implementation of the programme

1. Preparation of teaching learning Materials:

The responsibility of preparing teaching learning material for NAEP is put on the State Resource Centre. It will prepare the material in standard regional and sub-regional languages.

2. Training of Personnels :

Special importance is given to the training of NAEP functionaries. These functionaries at various levels include.

i) Functionaries at the national and state levels

ii) Experts and professionals in the specific areas like curriculum construction, preparation of teaching learning materials, training and evaluation etc.

iii) Functionaries at the district and block levels.

iv) Field level supervisors.

v) Adult education centre instructors

3. Monitoring and Evaluation :-

NAEP is monitored and the experiences are evaluated and analyzed to provide guidelines for future action.

4. Instructional Arrangement:

For the successful implementation of NAEP different categories of personnels are engaged for instructional work . The service of following type of personnels are uttilized.

i) School Teacher:-

School teachers are the best agency for imparting instructions at the NAEP centres.

ii) Students :-

Students of +2 stage be involved for organizing adult education centres.

iii) Village Youth :

The educated unemployed village youth should be encouraged to take up the instructional work.

iv) Retired Personnels:

Retired personnels and ex-service meq need to keep themselves busy and supplement their income.

They can be engaged as instructors of adult education centres.

iv) Voluntary Social Workers:-

Large number of people are willing to make contribution to the community development. Such persons should be involved in the National Adult Education programme.

5. Follow-up Activities:-

Post literacy and follow up activities are needed fot the success of the NAEP.

6. Voluntary agencies:-

The voluntary agencies can play an important role for the successful implementation of NAEP. Efforts should be made to seek their cooperation and support in this behalf.

7. Planning:-

Planning is an important component for the success of NAEP. A well planned programme of adult education for such a large illiterate population at the centre and state level should be taken up for its success.

8. Organization and Administration:-

For the implementation and administration of the NAEP, the National board of Adult Education has beeh set up under the Chairmanship of union Education Minister to periodically assess the progress of NAEP and to advise the government on various matters.

Similarly state board of Adult Education has been set up in each state to coordinate and carry on these functions. The state Adult Education officer with necessary supporting staff carry on the functions of implementation of NAEP in the state through District Collector and District Adult Education Officer in their respective Districts.

7.7 CHECK YOUR PROGRESS

Q.1 What do you mean by Adult Education?

Q.2 Discuss various objectives of NAEP.

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UNIT-II LESSON : 8

ADULT EDUCATION : II

NATIONAL LITERACY MISSION (NLM) OBJECTIVES AND IMPORTANCE

8.0 STRUCTURE

8.1 Objectives

8.2 Introduction

8.3 National Blue Print of NLM

8.4 Objective of NLM

8.5 Importance of NLM

8.6 Check Your Progress

8.1 OBJECTIVES

To enable students:-

1. To understand about the objectives of National Literacy Mission.
2. To understand about the importance of NLM.

8.2 INTRODUCTION

The eradication of mass illiteracy is necessary for promoting participation of people in the functioning of democratic institutions. It is also necessary for increasing production in agriculture and industry Eradication of illiteracy helps in speeding up the developmental process in general social development of individual in particular.

The employees of commercial and industrial fields should, therefore be made literate as early a s possible. Teachers and students should organize literacy campaigns as a part of the National Social Service Programme (NSS).

Special emphasis on the education of farmers and youth should be laid to provide them the opportunities of self-employment schemes of the Government.

8.3 NATIONAL BLUE PRINT OF NLM

It was adopted by National Board of Adult Education for a massive drive for eradication of illiteracy. The blue print comprises of the following 14 programmes.

1. National Campaign for Literacy

National Literacy campaign should be organized on War footing. Publication of literature for neo-literates setting up of libraries and providing continuing education for literate adults should be emphasized.

2. Adult Literacy Week

Adult Literacy week should be observed at the national level during coinciding with the international Education year. This will create awareness and mobilize national support for mass campaign for eradication of illiteracy.

3. National Get-Together

For purpose of exchange of experience on adult education at the national level, there should be a national get together for three days. During the get-together programme, the programme for removal of illiteracy from different groups should be formulated

4. Gram Shikshan Mohim

Gram Shikshan Mohim on the pattern of Maharashtra Govt. should be adopted by other states for the purpose of eradication of adult illiteracy.

5. Pilot projects on Adult Education.

Programmes of pilot projects on eradication of adult illiteracy should be launched in different parts of the country.

6. Priority by Ministry of Education

Ministry of education should give priority to the programme for eradication of illiteracy and also follow up adult education programmes.

7. Additional Radio Time

Additional radio time should be alloted for propagation of literacy programme.

8. Participation of industrial sector

Industrial establishments in public and private sector should take lead in organizing literacy programme for their employees

9. Public Libraries and Literature

The number of libraries should be increased in cities, towns and large villages. Literature for neo-Literates should be provided.

10. Students involvement

The entire student community at all relevant levels should be involved in literacy programmes.

11. Training programmes

Adult education centres of Universities should start training programmes for those who volunteer to undertake the eradication of illiteracy programme.

12. Services of Voluntary organizations

The utilization of services of voluntary organizations should be made by the Ministry of Education and Youth Welfare for the propagation of literacy programmes,

13. Expenditure on Literacy Programmes

The expenditure on adult literacy programme should be taken as national investment by the concerned departments.

14. Setting up of Boards of Adult Education

Boards of adult education should be set up in all states and Union Territories.

8.4 OBJECTIVES OF NLM

The National Adult Education Programme was launched on Gandhi Jayanti, 2nd Oct 1978.The programme aimed at eradicating illiteracy among adults of 15-35 years age group by achieving the following objectives.

1. Literacy Skills

Promotion of literacy skills among persons belonging to economically and socially deprived sections of the society.

2. To Create Awareness

To create awareness in the people to overcome their helplessness and to achieve self-reliance.

3. To improve capabilities

The capabilities in the occupational skills should be improved among the people for their own advantage in the Following aspecis:-

i) Reading ability to understand simple messages relating to ones occupation and social living.

ii) Writing short letters and applications and filling up forms of day to day use.

iii) Doing simple calculations involving addition, subtraction, multiplication and division upto three digits.

iv) Maintaining personal and Bank accounts.

v) Working knowledge of metric weights and measures, currency and time & distance.

4. Awareness

Awareness needs as to be developed to improve social abilities about social behaviour, social evils, citizenship rights and duties and different forms of exploitation . This is important for the achievement of national development.

5. Functionality

Functionality means the development of the capacities of the individual to take appropriate action for the achievement of his immediate and long term goals.

8.5 IMPORTANCE OF NATIONAL LITERACY MISSION

The National Literacy Mission is important from the individual and social point of view. The following points highlight its importance from both the aspects.

Importance from Individual form point of view

1. Physical Development

National Literacy Mission ensure proper physical development of adults by making provision for the healthy and hygienic living conditions of adults. Provision for the Medical check up and providing diet to adults has also been made.

2. Mental Developments

The NLM programme makes provision of education of those adults who have not received education due to their poor economic conditions. In this way the programme helps in the intellectual development of adults.

3. Vocational Development

For the development of vocational capacity, there is provision for professional and technical education for adults in urban areas and agriculture & cottage industries & trade in rural area under the NLM programme -This kind of education helps in the development of vocational: capacity of the adults.

4. Self- Development

For the self- development of adults the NLM programme provides for the giving special knowledge to learn some art or crafts which help them to add to their income and improve their standard of living. :

Social Importance

The National Literacy Mission serves the following social and national purposes.

1. Promotion of social unity

NLM aim at providing education to adults which helps in bringing close to each other the different social' groups like rural -urban, rich-poor, educated and uneducated language and religious groups. This would develop social cohesion and unity which is important for the national development.

2. Conservation of National Resources

National Literacy Mission aims at developing and conserving physical and national resources. It is useful for the improvement of rural economy and increasing production in agriculture and industry.

3. Inculcation of social Ideology

The NLM programme aims at preparing people to follow Social ideology of cooperation, emotional integration, nationalism and botherhood.

4. Building Co-operative Groups

The NLM aim at developing co-ordination between individual an social progress. It helps in developing such co-operative institutions that can solve economic, social and national problems.

5. Developing Democratic values

National Literacy Mission helps in developing democratic and social values among people by making them literate and increasing their horizon of thinking and understanding.

In this way it is helping in strengthening the democratic set up uf the country.

6. Improvement in Social Life

NLM is useful fos the improvement in the social life of people by creating awareness about their rights and duties as citizens.

The programme also aims at developing the habits of healthy and hygienic living which improves their quality of life.

7. Improvement of Economic Conditions

The economic conditions of individual are improved by providing professional & technical education to adults. They are also given education in the art & craft and development cottage industries which helps to increase their income.

8.6 CHECK YOUR PROGRESS

Ql What do you understand by National Literacy Mission Programme.

Q2. Discuss the objectives of NLM Programme?

Q3. Discuss the importance of NLM from the individual point of view.

Q4. Discuss the importance of NLM from the social and national point of view.

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UNIT- III LESSON : 9

DISTANCE EDUCATION–I

CONCEPT OF DISTANCE EDUCATION
SCOPE OF DISTANCE EDUCATION IN INDIA

9.0 STRUCTURE

9.1 Introduction

9.2 Objectives

9.3 Concept of distance education

9.4 Scope of distance education

9.5 Let us sum up

9.6 Unit end exercises

9.7 Suggested further readings

9.8 References

9.1 INTRODUCTION

In this lesson you will be apprised of the concept of distance education. Then an effort has been made to make you understand the scope of distance education in India.

9.2 OBJECTIVES

After studying this lesson you will be able to:-

a) Understand the concept of distance education

b) Know the scope of distance education in India

9.3 CONCEPT OF DISTANCE EDUCATION

Illiteracy in the third world countries is still a burning problem despite a number of policies formulated and implemented to achieve the goal of education for all.

Population explosion, illiteracy, poverty, backwardness and massive dropouts from the formal system further complicate the situation. Therefore distance education came into the picture as an alternative system of education. It is certainly viable, forward looking, flexible and cost effective. Distance education takes education to the doorsteps of needy learners. More than seventy countries of the world are offering distance education programmes in several forms at various levels.

Historically, the primary means of communication between learners and teachers separated by space and time has been through the printed word, and this is still the preferred medium of literally all distance education institutions/universities of the world.

Thus, the first type of distance education to be introduced was correspondence education. This was an innovation, not so much in technology as in the organization of teaching and learning. Otto Peters has pointed out that this is the first industrialized form of education, characterized by mass production and division of labour (Peters, 1973). The term distance education has been borrowed from the "European terms" to describe teaching learning arrangements in which the teacher and the learner are normally separated by space and time.

In the years immediately before the Second World War, radio became a medium of some educational importance in North America. An early example is reported from Glasgow in 1924 (Cain, 1975). It too is still widely favoured around the world. In the 1960s, educators concerned with distance learning experimented with television and with programmed instruction. In the 1970s, while applications of television in education continued to grow, programmed instruction gave way to learning through the computer. Programmed instruction techniques have also lived on through the enormous improvements in the 1970s in the design of the printed study materials, especially in the world's open universities. The 1990s is an era in which we see the development, application and promotion for education of the teleconferencing, audio-conferencing and computer conferencing media and, most-important, the application of video-conferencing delivered by satellite.

In most institutions offering distance education, correspondence education is still the dominant method of distance education, though it is supplemented by communication through computers, audio and video teleconferences, recordings and broadcasts. The term 'correspondence education' cannot encompass the didactic

potential of this form of education in the 1980s and beyond: print-audio-video-and-computer-based possibilities must be reflected by the terminology chosen. In the recognition of these changes, the International Council of Correspondence Education changed its name in 1982 to International Council for Distance Education. It may be said that 'distance education' is a generic term that includes the range of teaching/ learning strategies referred to as 'correspondence education' or 'correspondence study' at further education levels in the UK as 'home study' and 'independent study' at higher education levels in the USA; as 'external studies' in Australia; and as 'distance teaching' or technology at a distance' by the Open University of the UK.

Distance education is the system of education in which education is imparted to students from a distance. It contains two basic elements:-

a) the physical separation of teacher and learner and

b) the changed role of the teacher.

This system is dependent on printed study material supplemented partly, by electronic media, radio, television and computer in addition to limited face to face contact sessions. Distance Education operates on the following concepts:

a) Learner centeredness/ learner autonomy

b) Indirect education

c) Education in real life setting

Distance Education is a comprehensive method of non- formal education where teaching and learning at a distance are supported by a number of alternatives from educational technology. Planning, preparing, tutoring, guidance and counseling and evaluation of learning are done with due regard to the latest developments in instructional design.

DEFINITIONS OF DISTANCE EDUCATION

There are many definitions of distance education and it is very difficult to arrive at a definition that may bring together all aspects of distance education. Perhaps the most suitable use of the term 'Distance` is proposed by Moore (1983). According to him distance teaching may be defined as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours, including those that in a contiguous situation to be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.

Dohmen (1977) of Germany defines distance education as "a systematically organised form of self-study in which student counselling, the presentation of learning material and securing and supervising of students' success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distances".

Peters (1973) defined distance education as "a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, specially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialized from of teaching and learning".

Holmberg (1981) has defined distance education as that kind of education which covers "the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization".

David Butts defined distance education as "those which offer students measures of flexibility and authority, to study the programmes of their choice when and where they wish, and at a pace to suit their circumstances".

9.4 SCOPE OF DISTANCE EDUCATION

In a developing country like India where even after massive expansion of the conventional formal system there is still, for every school or college student, another young person in the age group of 15-35, who does not receive formal education, it is all the more important to know the scope of distance education. In the year 1966 at the four Regional Colleges of Education of National Council of Education Research and Training, a summer school-cum-correspondence course leading the B.Ed degree was started. There are many institutions in India including universities like Himachal University, Punjabi University and Bombay University where distance education strategies are being used for teaching various disciplines leading to university degree at graduate and post graduate levels. The basic feature of distance education is that the education be imparted to where people are, rather than expecting them to come where education is. Such reversal of the trend would be required in order to educate the masses in the Third World Countries where a large number of people live below poverty line and where population continues to expand. In such a situation, education

has to play a wider role and therefore, it can not remain confined to a classroom or a campus in reaching the unreached.

Therefore distance education not only takes education to remote places which may be physically inaccessible but also provides the required support to realise its objectives in right earnest. In a country like India the scope of distance education can be understood better through the following:

1. Relatively cheaper. More economical.
2. Any number of students may enroll themselves.
3. One good teacher or one team of teachers can prepare the instructional resources for a subject and the same can be mailed to all the students. Teacher's student ratio is 1: n where n is any number.
4. Teachers from schools and universities can do part-time course development.
5. Fewer teachers on the regular pay-rolls of distance education.
6. No need for buildings, classrooms, students' hostels, and staff quarters, etc.
7. No teachers association, no staff unions and no strikes!
8. No students on campus, no strikes, no enmass cuts and no unrest.
9. No delays in examinations and results.
10. No rigid levels of entry and admission.
11. Open to housewives, disabled persons and the underprivileged.
12. Available to working personnel without leaving their jobs.
13. Instruction at all levels of education.
14. Flexibility to add newer subjects.
15. Opportunities to all to improve qualifications.
16. Economies of large scale. Greater number of enrolment makes it cheaper to operate distance education!
17. Facilities for large scale. Greater number of enrolment makes it possible to employ television and radio channels of communication.
18. No restriction of time and place of learning.
19. No restriction on the pace of learning.
20. Development of continuing study habits for lifelong learning.

21. No need for reservation. No bar on caste and creed.

The following fields of study in Distance Education Institutions around the world high light its global scope:

1. Broad Multi- subject, study skills
2. Agriculture
3. Fisheries
4. Architecture, Building, Surveying, Planning
5. Arts, Humanities, Social Sciences
6. Business, Services, Management, Economics
7. Education, Training
8. Applied Science, Technology
9. Computer Environment
10. Pure Science, Mathematics
11. Medicine, Health, Social Welfare
12. Law, Law Enforcement, Regulations, Standards
13. Personal, Home and family affairs.

9.5 LET US SUM UP

In this lesson an effort has been done to make you understand the concept, definitions and of scope of distance education. Distance education is a comprehensive method of non- formal education where teaching and learning at a distance are supported by a number of alternatives from educational technology. In India distance education has a very vast scope as it aims at making education available at the doorstep of the learner.

9.6 UNIT END EXERCISE

a) Explain the term 'distance education'.

b) Highlight the scope of distance education in India.

c) Justify the need of distance education in India.

9.7 SUGGESTED FURTHER READINGS

a. "Unexplored Dimensions of Open Universities" by Manjulika S. V. Venugopal Reddy.

b. "Introduction to Educational technology" by K. Sampath, A. Panneerselvam & S. Santhanam.

c. "Performance Indicators in Distance Higher Education" by K.B. Powar, Santo's Panda & Veena Bhalla.

d. "Open Learning: An Imprecise term" by R. Carr.

e. "Status and Trends of Distance Education" by B. Holmberg.

9.8 REFERENCES

a. "Educational Technology", by K.L. Kumar

b. "Modern Trends in Teaching Technology" by Romesh Verma, Suresh K. Sharma.

c. "Technological Foundation of Education" by Dr. R.A. Sharma.

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UNIT- III LESSON : 10

DISTANCE EDUCATION–II

MODES OF DISTANCE EDUCATION VIZ: CORRESPONDENCE COURSES AND OPEN LEARNING SYSTEM.

10.0. STRUCTURE

10.1 Introduction

10.2 Objectives

10.3 Modes of distance education

10.4 Correspondence education

10.5 Open learning system

10.6 Let us sum up

10.7 Unit end exercises

10.8 Suggested further readings

10.9 References

10.1 INTRODUCTION

In this lesson an effort has been made to enable you to understand the modes of distance education viz: Correspondence education and open learning system.

10.2 OBJECTIVES

After going through this lesson you will be able to:-

a) Know the different modes of distance education.

b) Understand about correspondence education.

c) Explain open learning system.

10.3 MODES OF DISTANCE EDUCATION

Distance education is of recent reign. Teaching and learning by correspondence

is the beginning of what is called as distance education. Distance education is a generic term and includes wide variety of teaching and learning strategies. In fact it is a comprehensive method of non-formal education. In it teaching and learning at a distance are supported by a number of alternatives from educational technology.

Distance education came to be recognized as a viable alternative to the formal education a decade later than correspondence education. It is based upon learning resources prepared by the teachers for use by students located at a distance. It purports to make education more interactive and more intimate than does correspondence education. In a way, distance education is like formal education except that a physical distance separates the teacher and the taught. In distance education, teachers employ all the techniques of correspondence education with personalized tutorials as also mass media, i.e., radio, news- sheets and television.

Open- learning experiments were initiated in UK in early sixties. Success stories resulted in the establishment of the premier Open University at Milton Keynes in UK. They have since introduced degree and diploma courses in almost all subjects in arts, sciences and engineering. Their researches have led them to believe that high quality print-matter together with audio-visual resources is the most effective when combined with arranged tutorials. Looking at the success of the UKOU, the first Open University in India was established in 1982 in Andhra Pradesh. The Indira Gandhi National Open University (IGNOU) was established in September 1985 with its headquarters scattered in South Delhi. There are also some open schools in India (one in Delhi) through which students of any class may study and appear in Board examinations as private students. Open schools have not become popular perhaps because it is too early for school students to plan and educate themselves.

Depending upon the means of communication and the state - of - art in educational technology, different modes of distance education have come into being. These are as follows:

- Correspondence Education
- Distance Education
- Open Learning / Open Programmes
- Continuing Education Programmes
- Telelecturing / Teleconferencing

10.4 CORRESPONDENCE EDUCATION

The origin of correspondence education may be traced back to the turn of the nineteenth century in different countries. In Sweden, Hans Harmod published a correspondence course on Book- keeping in 1898 when he discovered that many students could not attend his classes. In Australia, Wolf Grundy is known to have taught through correspondence to children in 1910. Later, in 1914, voluntary teaching by correspondence to children in isolated places in Australia began under the Victorian Department of Education. In United States, however, correspondence education commenced even before 1890.In India, it was as late as 1962 when Delhi University opened the first department of correspondence education. It has since caught up and a number of universities have established schools or centers of correspondence education. Correspondence education relies mainly upon postal delivery of print- matter although it is quite possible to send non- print materials to students.

The distinction between correspondence education and distance education lies in their aims, methods, and orientation. Whereas correspondence education becomes an extension of conventional education as far its imparting of prescribed knowledge for issuing of certificate is concerned, distance education aims at more varied goals, These include personal growth, training for better job prospects and job enhancement, a change in attitude, etc, in addition to imparting of knowledge. Distance education also employs a multimedia approach including human contact. Correspondence education on the other hand, depends mostly on printed materials distributed by post. The procedure adopted for admissions to the courses and examinations are more or less the same as have been in use over centuries in the traditional college/ university education. Distance education contrastingly is oriented towards pedagogy; it tries to build the teacher in the materials. Thus, correspondence education is essentially a name based on the mode of:

i) distribution of didactic materials, and

ii) of effecting interaction, if needed, between the teacher and the taught.

Need for Correspondence Education

The political, economic and socio - culture index of a nation is estimated by the number of its educated population. It was the spread of knowledge and literacy which revolutionsed the entire western society and brought about a tremendous

scientific and economic development. Education is a fundamental human right and the concept of compulsory primary education has been widely accepted in all developing and under-developed countries. But unfortunately, illiteracy prevails in many nations despite several efforts.

Education is no longer the privilege of an elite or the concomitant of a particular age. In the modern age, it is reaching out to embrace the whole world of the society and the entire life span of an individual. The under-developed and developing countries cannot afford full time education for all. Thus, the correspondence courses are the only means to fulfill their need. Correspondence system of education made a valuable provision for them to acquire knowledge in their later life which they could not acquire at their young stage. This implies that education should never be considered terminal at any stage.

In a populous and a vast country like India, several people discontinue their studies after school stage and go out to seek a job under economic stress and strain, for such aspirants, the correspondence courses provided by their home states and imparting instruction through their mother tongue can come to their rescue.

10.5 OPEN LEARNING SYSTEM

We may define 'open education' as a system of education that does not operate through the traditional conventions which are essentially restrictive in nature - admission restrictions, attendance restrictions, restrictions on the candidature for examinations, restrictions on the period of time to be devoted to a course, restrictions on the number of examinations for a particular degree, restrictions on the modes of didactic communications and the didactic tasks, etc. The larger the number of such restrictions left unobserved , the higher the degree of the 'openness ' of the type of education under consideration.

Keegan said," open learning is a term that is not to be used in an administrative context; its context is, rather, theoretical and describes, for instance, colleges with open administration policies or a special spirit."

In 1984 the Manpower Services Commission of UK defined it as," Open Learning arrangements enable people to learn at the time, place and pace which satisfy their circumstances and requirements. The emphasis is on opening up opportunities by overcoming barriers that result from geographical isolation, personal

or work commitments or conventional course structures which have often prevented people from gaining access to the training they need."

Lewis and Spencer said,' Open learning is a term used to describe courses flexibly designed to meet individual requirements. It is often applied to provision which tries to remove barriers that prevent attendances at more traditional courses, but it also suggests a learner-centered philosophy. Open learning courses may be offered in a learning centre of some kind or most of the activity may be carried out away from such a centre. In nearly every year case specially prepared or adapted materials are necessary."

Open learning can, infact, be carried on under both face to face and distance education conditions. Perhaps the most commonly used sense of `open` has been the idea of creating opportunities for study for those debarred from it for whatever reason be it lack of formal educational attainments or shortage of vacancies, poverty, remoteness, employment or domestic necessities.

The openness refers to the dimensions of prior educational qualifications, place of learning, accessibility, choice of subjects, diversity in instructional designs, flexibility in delivery mechanism and in the pace of learning allowed to the learners. In operational terms the essence of open learning lies in its being imparted and received in a non-instructional setting; making use of multimedia packages of distance education like print material, audio and video cassettes, radio and TV programmes, etc, and supplementing this packaged programme by contact programmes. In the case of vocational course requiring skill development, some training-practice facilities in work place are to be made available for hands-on-experience. Such programmes became operational for over 250 years, mainly in Europe and North America, in the form of 'correspondence education for adults' wishing to secure diplomas, degrees or just skills and information of their special interest.

Open Learning system therefore reaches out to those who:

1) were left out of education due to one or the other reason

2) dropped out due to some compulsions

3) looked at education as a life long process to continue with their education at any age and stage of their lives

4) lived in geographically isolated areas

5) belonged to socially and economically backward and weaker sections of the society

6) could not get into conventional system earlier but later get motivated to continue their studies

7) are employed and want to improve their knowledge and skills

Objectives of Open Learning

1) To facilitate by providing equal oppurtunities of education to all citizens of the country.

2) To provide education, training and orientation of various segments of the populations so as to enable them to acquire wage-employment\self-employment managerial skills.

3) To make provisions for the substantial demand for secondary education.

4) To provide diversified academic and vocational education of good quality at the secondary level and beyond so as to meet the emerging needs for personal, social and economic growth.

5) To provide wide access to higher education to a large population and maintain high quality of education.

6) To gear various levels and types of educational oppurtunities for enhancing the overall quality of life in the national context.

10.6 LET US SUM UP

In this lesson you were introduced with the modes of distance education viz: Correspondence education and open learning system. Now we know that depending upon the means of communication and the state of art in educational technology, different modes of distance education have come into being. Correspondence education is an extension of conventional systems depending mainly on postal delivery of print matter. Open University system has no restrictions in admission, attendance, candidature for examinations, time devoted to a course, examinations given and taken in a year, subject combinations for a particular degree etc. The lesser the restrictions, more openness is there in learning.

10.7 UNIT END EXERCISES

a) List the modes of distance education.

b) Trace the significance of correspondence education.

c) Describe the open learning system.

d) Differentiate between correspondence education and open learning system.

10.8 SUGGESTED FURTHER READINGS

a. "Unexplored Dimensions of Open Universities" by Manjulika S. V. Venugopal Reddy.

b. "Introduction to Educational technology" by K. Sampath, A. Panneerselvam & S. Santhanam.

c. "Performance Indicators in Distance Higher Education" by K.B. Powar, Santosh Panda & Veena Bhalla.

d. "Open Learning : An Imprecise term" by R. Carr.

e. "Status and Trends of Distance Education" by B. Holmberg.

10.9 REFERENCES

a. "Educational Technology", by K.L. Kumar

b. "Modern Trends in Teaching Technology" by Romesh Verma, Suresh K. Sharma.

c. "Technological Foundation of Education" by Dr. R.A. Sharma

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UNIT-III LESSON : 11

DISTANCE EDUCATION–III

OPEN LEARNING SYSTEM

11.0 STRUCTURE

11.1 Objectives

11.2 Open Learning System : Its Meaning

11.3 Meaning and Importance of Open School

11.4 Aims and Objectives of Open School

11.5 Open University : Its Concept

11.6 Main Characteristics of Open University

11.7 Objectives of Open University

11.8 New Methods of Instruction in Open Universities

11.9 Need of Open Universities in India

11.10 IGNOU

11.11 Let Us Sum Up

11.12 Check Your Progress

11.13 Suggested Further Readings

11.1 OBJECTIVES

After going through this topic you are expected to

* Understand the concept of Open Learning System;
* Meaning, aims and objectives of Open School;
* Concept, characteristics, objectives, methods of instruction and need of Open Universities;
* Concept of IGNOU

11.2 OPEN LEARNING SYSTEM : ITS MEANING

The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratizing education and make it a life long process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream. In order to eradicate illiteracy and promote higher, technical and professional education in the country, the concept of Open University has been adopted in our country, this is a system of providing education to people through distance education pattern.

The concept of open learning system can be understood more clearly by taking into account the concept of Open School and Open University.

11.3 MEANING AND IMPORTANCE OF OPEN SCHOOL

Open school is a technique of distance education pattern. It may be pointed out that open universities have been started in India with a view to promote higher academic, professional and technical education. Open school has been started with a view to provide education and instructions upto secondary and higher secondary levels.

It may be pointed out that in India, the concept of starting an open school was developed by a working group and education experts. This group was formed by a central body of education popularly known as National Council of Education Research and Training (NCERT) in 1974. The group appointed by NCERT discussed and examined the possibility of starting an open school in Delhi to fulfill the educational needs of the students at the secondary level in 1974. The first open school was established in Delhi and the open school was affiliated to Central Board of Secondary Education (CBSE) Delhi.

11.4 AIMS AND OBJECTIVES OF OPEN SCHOOL

Following are the aims and objectives of Open School –

i) Further education for dropout students who have not been able to continue education for one reason or the other.

ii) The open school provides facilities for such students who have not been able to continue further education after 8^{th} to 10^{th} classes.

iii) The open school provides the facilities to such students who due to poverty cannot attend normal school regularly.

iv) The open school has the provision of providing vocational and technical courses in various disciplines in collaboration with other health, agriculture, industrial and other departments.

v) There is no age bar for admission in open school. Working males or females can seek admission who do not possess any formal type of education or qualification.

It may be concluded that the system of open school can help drop-out students, poor and those students who belong to remote and inaccessible areas and cannot attend or continue the education for one or the other reason.

11.5 OPEN UNIVERSITY : ITS CONCEPT

Open University is the latest development in the field of distance education. It is called so because its doors are open to all irrespective of age, caste, creed and religion, attendance not required, formal degrees may not be needed and very economical to the pupils.

According to V.K.R.V. Rao, "In a situation where the explosion of enrolment in higher education has to continue at a terrific pace and where available resources in terms of men and money are extremely limited, the obvious solution is to adopt the Open University model with the provision of higher education on part time or whole time basis."

According to him, Open University should be enlarged to include all groups and new interesting programmes of instruction based on modern science –oriented educational technology :-

- for students in higher education;
- and the large body of population which remains outside the so called university.

On the basis of experiments of U.K. and some other countries like Sri-Lanka, Netherland, Spain, West Germany, China, India has also established Open University System in 1982 which was modeled on the lines of Open University of Great Britain. In 1985 IGNOU came into existence with the sole objectives of providing higher educational facilities to large sections of population particularly the disadvantageous

group to provide continuing educational facilities to upgrade knowledge and skill and a consolidated programme for target groups like people residing in hilly areas, handicapped, house wives etc.

The Open University students are mostly adults in the age group of 20's, 30's or 40's. All these students are part-time. It operates on a calendar year, beginning in January with final examination in November.

11.6 MAIN CHARACTERISTICS

1) Does not debar a student on account of lack of formal qualifications.

2) Is not class-room based but home based.

3) Enables students study according to their own pace and convenience.

4) Is not rigid in the choice of courses.

5) Makes use of educational technology instead of depending mainly on the lectures delivered by the teachers in the class-rooms.

6) Enables those to pursue education who because of social, financial or personal reasons could not get it.

7) It provides education on a low cost basis. The cost incurred on constructing large class-rooms, huge play grounds and big auditoriums in traditional universities is saved.

11.7 OBJECTIVES OF OPEN UNIVERSITY SYSTEM

Its objectives are to provide :

1. Greater access to higher and continuing studies.

2. Opportunity for those who missed higher education when they were young and they started "their working life" instead of "student life".

3. To help those who want to renew or update their knowledge while in service; and to meet the constitutional obligations.

4. To make education a life long process.

5. To educate the learner by making use of new Educational Technology.

11.8 NEW METHODS OF INSTRUCTION

The Open University incorporates all the elements of the correspondence courses and provides additional and new methods of instruction. It is an innovation

in the field of education to any one who seeks it and makes use of the latest developments in the field of Communication Technology to achieve this end. The T.V. programmes pertaining to the field of education of general information are quite useful besides other techniques of teaching.

There are three main sources of teaching in Open Universities :-

i) **Mailed Parcels** : They are contained with the text, list of objectives, a glossary explaining new term, notes on radio and T.V. programmes and notes on assignments.

ii) **Part time class tutors** : In study centres, part-time class tutors are available who can give tuitions to students in their spare time.

iii) **The study centres** : Study centres are the places where the students can assemble to study in their own time. The other functions of the study centres are conducting tutorials, assessing assignments, giving information about the course, giving feedback to the students, providing study material and conducting examinations.

11.9 NEED FOR OPEN UNIVERSITY IN INDIA

1. The students rush in the universities is creating a great warning problem for the administrators and it has become difficult to manage the affairs smoothly. So, Open University is very useful in maintaining the number of students and meeting their academic requirements.
2. It will bring down the illiteracy rate in the country considerably.
3. It will be democratically sound as nobody will be debarred from getting higher education and thereby improving his qualifications.
4. In this system there is a provision of 'Posting Coaching'. Even the students of the remote areas where transport communication is not available can be benefited.

11.10 IGNOU (INDIRA GANDHI NATIONAL OPEN UNIVERSITY)

IGNOU was established in 1985 to face the challenges of providing higher educational facilities to disadvantageous groups like women, people living in backward regions and hilly areas. The university has been assigned the responsibility to co-ordinate the distance learning system in the country and to determine its standards.

The range of educational programmes affixed by IGNOU is quite wide and covers areas in humanities, Social Science, Management, Sciences, Engineering and Technology etc. It has study centres all over the country. It takes the services of DD and A.I.R. to impart information about their different courses. It also keep it's A/V library at study centres and regional centres where in these are demonstrated to the students. It is funded directly by the Ministry of HRD.

11.11 LET US SUM UP

After reading this lesson, we come to the conclusion that the major thrust of open learning system would be on the acquisition of the skills, vocational skills directly continuing to productivity and inculcation of habits of self-learning.

11.12 CHECK YOUR PROGRESS

Q1. What do you understand by the term Opening Learning System ?

Q2. Write short notes on :-

1) Open School

2) Open University

11.13 SUGGESTED FURTHER READINGS

1. Puri, Usha; Distance Education ; Programme Publications, New Delhi.
2. Satija, B.R. ; Trends in Education, Anmol Publications, New Delhi.
3. Sharma Kaushal ; Mahapatra B.C. ; Emerging Trends in Inclusive Education, Ivy Publication, Delhi.
4. Sodhi, T.S. ; Suri, S.P. ; A Text book of Trends in Education, Bawa Publication, Patiala.

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ENVIRONMENTAL EDUCATION

12.0 STUCTURE

12.1 Objectives
12.2 Introduction
12.3 Meaning and Definition of Environment
12.4 Meaning and Definitions of Environmental Education
12.5 Aspects of Environmental Education
12.6 Characteristics of Environmental Education
12.7 Importance of Environmental Education
12.8 National Policy on Education and its Recommendations
12.9 Recommendations of NPE towards Environmental Education
12.10 Let Us Sum Up
12.11 Check Your Progress
12.12 Suggested Further Readings

12.1 OBJECTIVES

After going through this lesson you shall be able to :

- Know the meaning and characteristics of environmental education.
- Understand the importance of environmental education.
- Know the recommendations of national policy on education towards environmental education.

12.2 INTRODUCTION

Environment dominates the shapes of things in a particular area. It keeps an impact on an individual to the extent one comes into contact with it. Physical environment and health of the people are interlinked. A favourable environment proves useful for the healthy growth and keeps an individual free from many diseases. Due to population explosion there are revolutionary changes in our environment and it had disturbed the balance of our social environment. This explosion has taken place alarmingly during the last 50 years. So there is a great need of environment education. Now we have to find out ways and means to preserve our natural and social environment. Environmental education has to impart knowledge and information about these devices. Environmental education has to develop a sense of responsibility in people for solving the environmental problems. It has also to make the people aware of the dangers that are associated with population explosion.

Definitions :

1) View of Woodworth : "Environment covers all the outside factors that have acted on the individual since he began life. The environment is everything that affects the individual except his genes".

12.4 MEANING OF ENVIRONMENTAL EDUCATION

Environmental education means education about the various aspects of nature and their importance in the life of man. Environmental education has to impart knowledge and information about the very aspects or devices of education. Moreover environmental education has to develop a sense of responsibility in people for solving the environmental problems. It has also to make the people aware of dangers that are associated with population explosion. In the nutshell, in order to maintain the balance between ecology, environmental education is needed to a great extent.

Definitions :

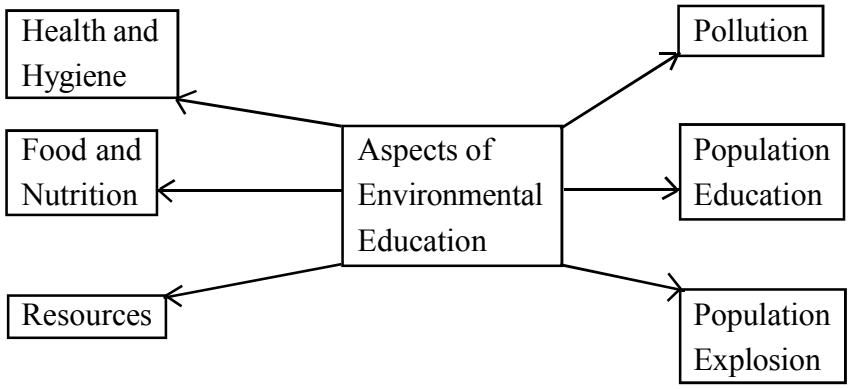
1. View of Cerovsky : Cerovsky, in the Handbook of environmental studies edited by Saveland Robert (1976), writes, "Environmental Education is the process of recognizing values and classifying concepts in order to develop skills and attitudes

necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings".

2. **Finnish National Commission for UNESCO :** "Environmental education is a way of implementing the goals of environmental protection. Environmental education is not a separate branch of science or subject to study. It should be carried out according to the principle of life-long integral education".

Thus from the above definitions we come to the conclusion that environmental education is education about the environment, from the environment, through the environment and for the environment.

12.5 ASPECTS OF ENVIRONMENTAL EDUCATION



12.6 CHARACTERISTICS OF ENVIRONMENTAL EDUCATION

The following features of environmental education should be kept in mind:

1. **Problem oriented** : Environmental education is oriented towards a problem or an issue.
2. **Elaboration of alternatives** : Environmental education aims at elaborating the alternatives that exist for situation and the skill of choosing between them.
3. **Realistic situations** : Environmental education is concerned with realistic situations.
4. **Individual disciplines :** Environmental education transcends individual disciplines.

5. **Actions and integral component :** Environmental education includes actions and integral component.

6. **School environment :** Environmental education uses the real environment of the school and its surroundings as a context.

7. **Classification of values :** Environmental education involves the classification of values. It should aim at building up sense of values.

8. **To increase competence :** Environmental education aims to increase the competence and confidence that students have within their own environment.

12.7 IMPORTANCE OF ENVIRONMENTAL EDUCATION

The environmentalists, educationalists, social reformers and political leaders all over the world have come to know that for the survival of humanity and for better and healthy life, there is a dire need to educate masses for ecology and environmental balance.

1. **To keep a check on deforestation** : Indiscriminate cutting down of forests has not only caused extinction of flora and fauna but has also resulted in soil-erosion and Tsunamis, floods and volcanoes. So far man has failed to control it. So it becomes quite important to make people aware of the problems related to deforestation.

2. **Urbanization** : Environmental education is needed in order to make people aware of the problems related to environment like rapid industrialization problems like slum dwelling, air, water, oil and noise pollution etc.

3. **Use of insecticides and pesticides** : Over use of insecticides and pesticides results in increasing pollution in alarming proportions and consequently creating health hazards. Environmental education is hence very important to avoid these health hazards.

4. **Improper drainage and stagnant water** : Improper drainage and stagnant water may affect the health of an individual. Lack of proper sewerage facilities has led to the spoiling of physical environment and environmental education is highly needed for proper maintenance of all these.

5. **To reduce the danger to aquatic or marine life :** Due to pollution of water there has been danger to marine life. Here environmental education proves to

be very beneficial because it imparts the knowledge for protection of aquatic or marine organisms from the pollutants.

6. **Build sense values :** Environmental education is quite necessary as it builds up a sense of values among the individuals. It promotes the value and necessity of local, national and international co-operation in the prevention and solution of environmental problems.

7. **Learning experiences :** Environmental education also enables the learners to have a role in planning their life experiences and provides an opportunity for making decisions and accepting their consequences.

8. **Environmental education and teachers :** Proper environmental education encourages teachers to environmentalise their teaching and bring teachers into direct contact with the particular environment under consideration.

9. **Utilization of learning environment :** Environmental education utilizes diverse learning environment and a broad array of educational approaches to teaching with due stress on practical activities and first hand experience.

10. **Environmental education is life centered :** Environmental education is centered on practical problems related o real life.

12.8 NATIONAL POLICY ON EDUCATION

The government of India announced its desire in January 1985 to formulate a new Education policy for the country. After receiving views and suggestions from different quarters, the NPE was announced in 1986. It laid stress on :

i) Radical reconstruction of the education system;

ii) Improving quality of education at all stages;

iii) Giving greater attention to science and technology;

iv) Cultivating moral values;

v) Strengthening integration;

vi) Developing a sense of common citizenship and culture.

Recommendations Of National Policy On Education

The important measures proposed in the policy are :

1. Initiating funded programmes by the government for providing access to education to all students, irrespective of sex, caste and creed.
2. Adopting common education structure of 10+2+3 in all parts of country. The breakup of first ten years will be five years for primary three for middle and two for high school.
3. Providing equal opportunity of education to women, SCs STs and OBCs, minorities and the handicapped.
4. Assuming responsibility by the nation to providing resource support, reducing disparities, universalisation of elementary education, adult literacy and technological research.
5. Implementing programme of adult education.
6. Implementing programme of vocational education.
7. Taking steps for degrading of higher education. Courses to be redesigned to meet the demands of specialization. Enhanced support to be provided to research in the universities.
8. Initiating Open University system.
9. Delinking degrees from jobs.
10. Developing new pattern of rural university.
11. Strengthening technical and management education, and also system of rural polytechnics.
12. Giving better deal to teachers with greater accountability.
13. Focus on imparting value education.
14. Providing infrastructure for physical education, sports and games.
15. Introducing reforms in examination system.

12.9 RECOMMENDATIONS OF NPE TOWARDS ENVIRONMENTAL EDUCATION

The first degrading environment including the economic and health related issues have necessitated the need for early environment education to be included

in the school curriculum. There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environment consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process. The issues of sustainable development have received due importance and attention in the NPE, POA and the National curriculum framework for school education. The Supreme Court of India, while passing orders on the public litigation on environment education has given a clear cut direction to the Union Government, State Government and Apex Educational institutions like the UGC and NCERT that environmental education should be made a separate and compulsory subject in all classes. A separate curriculum and syllabus for environmental education has been prepared by NCERT, which has been accepted by the Supreme Court. There are several innovative and experimental approaches to environmental education which are not only relevant to the needs of the local people but also help in enriching the children in their appreciation of environmental concerns.

12.10 LET US SUM UP

Well students, after reading this lesson we come to the conclusion that the environment is essential for human growth and good health of the citizens. The purpose of environmental education is to bring awareness among the people. Its education will make the children conscious about environment. They can be made to feel the impact of unhygienic conditions in localities like slum areas and over crowded places. The issues of sustainable development have received due importance and attention in the National Policy on education.

12.11 CHECK YOUR PROGRESS

Q1. Explain the concept of environmental education.

Q2. Discuss the need and importance of environmental education.

Q 3. What are the recommendations of national policy on education towards environmental education ?

12.12 SUGGESTED FURTHER READINGS

1. Kumar Bharati; Environmental Education, Dominant Publishers and Distributors, New Delhi
2. Pankajam G.; Education and Development, Gyan Publishing House, New Delhi.
3. Sharma R.C. ; National Policy on Education and Programme of Implementation, Mangal Deep Publications, Jaipur.
4. Shrivastava K.K., Kanishka Publishers, New Delhi

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UNIT- III LESSON : 13

ENVIRONMENTAL EDUCATION

CONCEPT OF ENVIRONMENTAL EDUCATION NEED FOR PRIORITIZING ENVIRONMENTAL EDUCATION AT VARIOUS STAGES OF EDUCATION. RECOMMENDATION OF NATIONAL POLICY ON EDUCATION - 1986 ON ENVIRONMENTAL EDUCATION

13.0 STRUCTURE

13.1 Introduction

13.2 Objectives

13.3 Concept of Environmental education

13.4 Need for prioritizing environmental education at various stages of education.

13.5 Recommendations of National Policy on Education - 1986 on environmental education.

13.6 Let us sum up

13.7 Unit End Exercises

13.8 Suggested Further Readings

13.9 References

13.1 INTRODUCTION

In this lesson you will be introduced with the concept of environmental education. An attempt has been made to make you understand the need for prioritizing environmental education at various stages of education. After this the recommendations of National Policy on Education 1986 on environmental education have been explained.

13.2 OBJECTIVES

After reading this lesson you will be able to:

a) Understand the concept of environmental education.

b) Know the need for prioritizing environmental education at various stages of education.

c) List the recommendation of National Policy on education 1986 on environmental education.

13.3 CONCEPT OF ENVIRONMENTAL EDUCATION

Education is defined as the process of development, and environment is the aggregate of all external conditions and influences affecting the life and development of man and other living organisms. Man's environment consists of natural as well as socio cultural environment. Education can change and improve the quality, of man's environment for desirable modification of his behaviour.

Education deals with the various problems and principles which govern the relationships between students and their environment which is created by school and teacher formally and informally. Similarly ecology is a new science which deals with organisms and their environment. This education may be termed as 'Human Ecology' which deals the relationship of man and material in context of growth and development

"Environmental education is a way of implementing the goals of environmental protection. It is not a separate branch of science or field of study. It should be carried out according to the principles of the life-long integral education."

----- UNESCO (1976) Seminar at Jammi

"Environmental education appears to be a process that equips human beings with awareness, knowledge, skills attitudes and commitment to improve environment."

------- Mishra (1993)

Environmental education is a process of providing learning experiences to obtain knowledge, understanding, skills and awareness with desirable attitudinal changes about man's relationship with his natural and man- made surroundings which includes the relation of population, pollution, resource allocation, transportation technology and urban and rural planning to the total human environment.

Environmental education must utilize diverse learning environments and a broad array of educational approaches to teaching learning about and form the environment with due stress on practical activities and first hand experience.

"Environmental education is problem- centred, interdisciplinary, value-oriented, and concerns with man's survival as species, based on student initiated activities and involvements present and future oriented".

------- Cook and Hearn (1971)

Characteristics of Environmental Education

Following are the main characteristics of environmental education:

1. It refers to the knowledge and understanding of physical, biological, cultural and psychological environment and to perceive its relevance for real life situation.
2. It identifies the imbalances of environment and tries to improve it in view of sustainable development.
3. It entails practice in decision- making and self formulations of a code of behaviour about problems and issues concerning environmental quality.
4. It involves child's investigation and systematic exploration of his own natural and social environment and prepares himself to solve problems for improving his life.
5. It develops skills, attitudes, feeling and values needed to play productive role in improving life and values.
6. It provides the basis for construction and creative skills for the practice of healthy living and improvement.
7. It is problem-centered, interdisciplinary, value and community oriented and concerns with man's survival and development. It concerns with the present and the future.
8. It utilizes educational approaches, methods and techniques of teaching to identify the real causes of environmental problems and practice problem solving in formal and non-formal situations.
9. It is a process of recognizing the interrelatedness among man, his cultural and biological surroundings.

10. It involves both theoretical and practical aspect of environment to improve the imbalances and prevent the deterioration or pollutions.

11. It appears to be a process that equips human beings with awareness, skills, attitude, values and commutations to improve environment.

13.4 NEED FOR PRIORITIZING ENVIRONMENTAL EDUCATION AT VARIOUS STAGES OF EDUCATION

For approximately more than twenty years, the educational institutions of the world have been making substantial efforts to meet the challenges arising from politics, science and public opinion towards integrating environmental concerns. A popular slogan of the international ecology movement is: "think globally,act locally". For students of environmental education in India, it is important to learn to differentiate between aspects in environmental education that are typically Western, European or Indian, and global.

Today, environmental education is an important segment within the educational system. In some countries, it also constitutes a political - pedagogical action programme to be developed and pursued by social groups, government, the scientific community and educational institutions. This programme includes all educational activities consciously confronting and attempting to overcome the environmental crisis. It is a new programme encompassing the following aspects:

i) Goals, concepts and components of the specific educational measure.

ii) Relationship between environmental crises and environmental education.

iii) Subjects and actors- teachers and pupils and their qualifications

iv) Target groups.

v) Local environment.

vi) Educational institutions.

vii) Conditions of access and participation.

Environmental education has a single, clearly defined, but multi- faced object: the environmental crisis. Environmental learning is learning about the factors, causes and solutions to the environmental crisis. Learning about the environment is 'immediate' reaction to concrete problems in management of natural resources.

Present civilization finds itself in a state of development in which environmentally responsible behaviour has long ceased to be norm and the daily routine, unlike the traditional societies. Such behaviour is no longer learned and internalized naturally but must be taught consciously. There are substantial breaks with traditional habits, which at times become unavoidable.

Programmes for environmental education possess not only a fundamental pedagogical guideline and precise educational task but also a standard for evaluating its own success or failure. The ultimate test for such education lies in the effect that it has in real life--- that is out side pedagogical domain in overcoming the environmental problem.

Environmental education aims at ultimately far reaching and manifold behavioral changes in every day life at the workplace. The guiding principle and pedagogical ideal of environmental education is the environmentally responsible consumer, industrial producer, employee, citizen, policy maker, traveler, athlete, tourist and farmer - every human who is aware of nature and lives in harmony with it. Whoever learns about ecology develops problem-oriented and action- oriented capabilities and insights. In this process, to some extent, elementary cultural process and behavioral patterns must be learnt anew.

Scientists in many specialized areas of research agree that environmental education must oppose certain values, norms and behavior patterns that have developed with industrial society and must develop new attitudes and priorities. This may be different in other societies. Even in the west one finds philosophical worldview and religious traditions that offer the basis for a new environmental ethic. However, environmental education is essentially one of hiatus and not one of compromise. Education is preparation for and adaptation to the complex daily life and workplace world of the developed western industrial system, on the one hand, and on the other, education as preparation for active participation in confronting the problems created by this industrial system.

Environmental education is not a programme for the passive adaptation to autonomous change but a programme that permits active formation of goal-directed change. Environmental education is a programme for directing the course of dominant social trends, and one opposed to certain traditional norms and behavioral patterns, especially relating to resource exploitation.

In USA, it has been reported that very little time is spent in the classroom on environmental education subjects unless the teacher has a special interest in the specific topic of study. However, if the goal of environmental education is to "prepare citizens capable of acting on behalf of the environment", then one of the tasks of environmental education is to integrate knowledge from the disciplines across the natural, social, and psychological sciences. Integrating the three mathematics, science, and environmental education into one learning activity can be a productive use of education. The reaching of this goal can be aided by using concepts of environmental education as a vehicle for teaching science and mathematics by infusing the three into an approach to study environmental education.

In teaching about the environment, learning activities that require the use of the physical environment surrounding the learners, or moving into nature and natural settings to explore issues of the environment are often constructed. In methodological discussions, these teaching approaches are sometimes labeled "non-formal'. The same label non- formal is given to many environmental education efforts that have little to do with formal schooling.

In fact, "environment" is one of the key elements of a teaching/ learning exchange. Environment refers to both the physical or constructed surroundings and the affective environment created by the interaction of the teacher, the individual learner, the group of learners, the content, and the physical environment.

13.5 RECOMMENDATION OF NATIONAL POLICY ON EDUCATION-1986 ON ENVIRONMENTAL EDUCATION

According to NPE (1986) to curb such problem- "there is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process."

India is the seventh largest country in the world and Asia's second largest nation with an area of 3,287,263 square km. it has a land frontier of some 15,200 kms and a coastline of 7,516 km. India had a population of 300 million in 1947, which is approximately one billion today. This rapidly growing population, along with increased economic development has strained the country`s environment. Deforestation, soil erosion, water pollution and land degradation continue to worsen and are hindering

economic development in rural India. Rapid industrialization and urbanization in India's metropolises are also serious concerns.

The Government of India (GOI), recognizing the severity of these problems, has adopted a comprehensive policy to address the environment. India was first country to insert an amendment into its Constitution allowing for the state to intervene and to protect public health, forests and wildlife. The 42nd Amendment was adopted in 1976, but an important limitation to the amendment was a clause specifying that it "shall not be enforceable by any court". More effective environmental legislation was adopted in the form of the Environment Protection Act of 1986. Under this Act the Ministry of Environment and Forests (MoEF) has overall responsibility for administering and enforcing environmental laws and policies. The MoEF established the importance of integrating environmental strategies into any development plan for the country. One of MoEF's main focuses continues to be the reduction of industrial pollution.

India is party to serial other international environmental treaties, such as the Montreal Protocol, Law of the Sea, and the Convention Limiting the Movement of Hazardous Wastes.

13.6 LET US SUM UP

In this lesson you have studied about the concept of environmental education, its need at various stages of education and the recommendation of National Policy on Education -1986 on environmental education. Environmental education is a process that equips human beings with awareness, to knowledge, skills, attitude and commitment to improve environment. It is very important to ensure that environmental education is given priority at all stages of education. National Policy on Education-1986 had also recommended that awareness be created with regard to environmental education at all ages and all sections of the society.

13.7 UNIT END EXERCISES

a) What is environmental education?

b) Justify the need of environmental education at different stages of education.

c) Elaborate the recommendation of National Policy on Education- 1986 on environmental education.

d) How would you contribute to the cause of environmental education?

13.8 SUGGESTED FURTHER READINGS

a. National Policy of Education ----- G. Rasool

b. Grassroot Initiatives in India --- D.L. Seth

c. National Policy on Education ---- R.C. Sharma

d. Modern Indian Education ----- C.P.S Chauhan

e. Environmental Education ---- K.K. Shrivastava

13.9 REFERENCES

a. Environmental Education ------ NeelKamal Publications

b. State of Indian's Environment - Anil Agarwal (1984-85)

c. Current trends in India --- Ashok Kumar

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UNIT- III LESSON : 14

EDUCATIONAL TECHNOLOGY–I

CONCEPT OF EDUCATIONAL TECHNOLOGY. VARIOUS APPROACHES TO IMPLEMENT EDUCATIONAL TECHNOLOGY TOWARDS QUALITY EDUCATION. ROLE OF ICT IN EDUCATION

14.0 STRUCTURE

14.1 Introduction

14.2 Objectives

14.3 Concept of educational technology

14.4 Various approaches to implement educational technology towards quality education

14.5 Role of ICT in education

14.6 Let us sum up

14.7 Unit end exercises

14.8 Suggested further readings

14.9 References

14.1 INTRODUCTION

In this lesson an attempt has been made to explain the concept of educational technology to you. After reading this lesson you will be able to understand various approaches to implement educational technology towards quality education. Further you will also be made familiar with the role of ICT in education.

14.2 OBJECTIVES

After readings this lesson you will be able to:

a) Explain the concept of educational technology.

b) Understand various approaches to implement educational technology towards quality education.

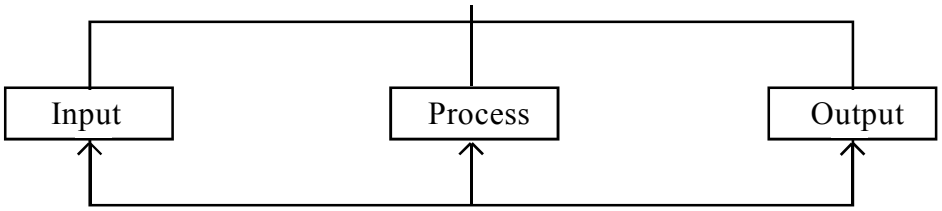
c) Highlight the role of ICT in education.

14.3 CONCEPT OF EDUCATIONAL TECHNOLOGY

Technology is the systematic application of techniques to achieve an objective. As a matter of fact, techniques are reckoned as the software and the equipment as the hardware of technology. Technology results in new designs and devices as also new ideas and processes. 'Technology' is widely used these days. The present era is of technological advances. The developed countries of the world have more advanced technological inventions.

H.J Learit relates technology with an attempt to be rational and affect greater efficiency. Mr. Grath has said that technology includes methods and strategies of teaching, mechanical and electronic devices and instruments, media equipment, library inventories and text books. Technology does not produce any thing but it provides desirable output efficiently by processing the input material.

Technology has the three basic components as shown below:



Basic Components of Technology

Education is a process of acquiring and imparting knowledge. Education is both a science as well as an art. In fact it is a blend of science of learning with the art of teaching. Three major processes and activities of education are:

1) Teaching 2) Training 3) Instruction

Educational technology has been described in a number of ways. In the present

context it refers to a planned and structured manner of conducting instructional activities. Such activities can be done through any medium, content or method. The main focus of educational technology is on a purposeful planning of instruction. From a broad general statement of the 'intent or purpose' of instruction we have to draw specific instructional objectivities. The qualitative aspect of "Why", "Whom" "When", "How" and "Where" are to be categorically answered. Therefore, it is imperative that each step has to be systematically constructed and evaluated.

Educational technology implies the use of insightful resources and strategies to improve the quality of education:-

1. All educational resources (including research, information on human learning and communication principles).
2. All planning strategies (including identification of educational needs, resources, procedures, analysis, assessment and evaluation).

Educational technology has its development roots in audio-visual movement, research findings and theories of communication as well as the psychology of learning. Therefore, educational technology can be explained from the views of Dib (1980) who reports that educational technology can be described from three perspectives:-

a. As an assembly of technical materials and resources,
b. Use of the mass communication system,
c. The application of certain psychological models and principles under ideal learning conditions for facilitating learning.

Educational technology is considered as an assembly of technical materials and resources which are tools for teacher education. The application of the psychology of learning theory, principles and models, use of principles of instructions, curriculum and learning explain educational technology.

When a group of learners are in view, their capacities are also to be diagnosed and utilized. The content of instruction also needs to be broken down to manageable units and sequenced properly. For each step, evaluation procedures should also be designed. Analyzing the context and conditions of instruction and anticipating the results of instruction are two important components of educational

technology. Although assumptions regarding the learner's capacities and competences cannot be entirely ruled out, over dependence on these assumptions may be counter- productive. Educational technology advocates for more and more observations and try outs to replace guess work and assumptions. Further, educational technology does not believe in a final instruction system which would remain perennially valid across all cultures and learner groups. It relies on a dynamic and flexible approach which demands a critical review of each step from time to time.

In brief, educational technology is both technology in education and technology of education to solve certain problems in education. The technology in education denotes hardware, machines for projected materials, and other audio- visual aids in educational processes. This is the service aspect of the educational technology. Later developments recognize the concept of technology of education i.e techniques and methodologies of the teaching learning process. This is the software aspect of educational technology associated with instructional design and development of a subject.

Educational technology is therefore, concerned with the application of systematic know-how of science and technology to develop required educational tools to maximize teaching learning process and to redefine educational objectives.

I.K. Davis: "Educational technology is concerned with the problems of education and training context and it is characterized by the disciplined and systematic approach to the organization of resources for learning."

D. Unwin: "Educational technology is concerned with the application of modern skills and techniques to requirements of education and training. This includes the facilitation of learning by manipulation of media and methods and control of environment in so for as this reflects on learning."

S.K Mitra: "Educational technology can be conceived as a science of teaching techniques and methods by which educational goals could be realized."

De Ceoco (1971),"Educational technology is the form of detailed application of the psychology of learning to practical teaching problems."

14.4 VARIOUS APPROACHES TO IMPLEMENT EDUCATIONAL TECHNOLOGY TOWARDS QUALITY EDUCATION

There are three major approaches of educational technology that can take us to quality education:

1) Hardware Approach

2) Software Approach

3) System Approach

1) Hardware Approach

It is known as "Hardware approach" in education or audio-video aids. Its origin lies in physical sciences or engineering in education and training systems. It has the major assumption that a technology or machines is closely related to technology of teaching. The process of teaching and learning has been gradually mechanized through the use of teaching machines, language laboratory, radio, television, tape-recorder, video-tape and projectors. The mechanization is introduced by preservation, transmission and advancement of human knowledge.

Silverman (1968) called this type of educational technology 'Relative Technology'. This refers to borrow and to apply technology, machines and devices in the process of teaching and learning. This educational technology performs a simple service function in education.

2) Software Approach

Software approach' refers to the application of teaching learning principles to the direct and deliberate shaping of behaviour. Its origin lies in the application of behavioural science to the problems of learning and motivation, whereas mechanization of teaching learning is seen purely as a problem of presentation. This view of educational technology is closely associated with the modern principles and theory of teaching, models of teaching, theory of instruction, and theory of teacher- behaviour and principles of programmed learning. It is characterized by task analysis, writing objectives in behavioural terms, selection of appropriate teaching strategies, reinforcement for correct responses and constant evaluation.

Silverman (1968) termed this education technology, as 'Constructive

Educational Technology'. In this technology some constructive work is to be performed. It is basic educational application dealing with:

1 The analysis of instructional problems,

2 The selection or construction of measuring instruments required to evaluate instructional outcome, and

3 The construction or selection of strategies and tactics to produce the desired educational outcome. It concentrates on the analysis, selection and construction of whatever is necessary to meet educational needs.

3) System Approach

This new technology is known by several names. It is essentially a new management approach, influencing management decision making in industry, government, military and the education, one term that has gained reasonable standardization is 'system analysis'.

This technology has influenced the educational administration and organization to a great extent. It refers to the analysis and development of systems. The term system analysis includes utilization of scientific mathematical techniques applied to organization operations and problems of management as a part of decision making activities.

The third approach of educational technology is not only the system analysis or management technology, but involves three instructional designs

* Training Psychology;
* Cybernetic Principles or Theory of Reinforcement;
* System Analysis.

14.5 ROLE OF ICT IN EDUCATION

In the knowledge society, the development in Information and Communication Technology (ICT) opened up new and cost-effective approaches for expanding the reach of education to children, youth as well as to those who need continuing education to meet the demands of explosion of information, fast-changing nature of occupations and life-long education. The significant development affecting education in the coming decades will be the application of information technology as it has the potential to bring a drastic change in the total system of education. Computers or information technology will not by itself solve educational problems.

As observed by Bill Gates, "The first principle for any technology……. Is that automation applied to an efficient operation will magnify the efficiency? The second is that automation applied to an inefficient operation will just entrench the inefficiency."

Information and Communication Technology (ICT) encompasses all forms of electronic communication in both digital and analogue form. The digital electronic devices include

* computers,
* CD players,
* cellular telephones and
* Satellite broadcasting.

The potential of computers has been recognized as an efficient tool for obtaining knowledge and information through multimedia, via internal database (CD-ROM), external databases (Internet) or by communication with others via e- mail, data conferences etc. The global spread of computers and the Internet has changed the way people communicate and develop networking. This digital revolution has made remarkable impact on education too. This technology is a tool in the hands of educationists for solving the problems in the area of education like, access to education, quality education, internationalization of education, opportunities for life long learning. It can be said that:

1) ICT has reshaped various sectors of business and markets, and there is a shift to knowledge workers in every sector of the economy and innovation becoming the source of value- added growth.
2) The promise that ICT holds for education in such a context is undeniable. By developing open, virtual and distance learning options it can decentralize educational administration.
3) ICT has a potential to promote increased community involvement and can be used to teach about the technology itself, helping people acquire the skills and competencies needed for the future life.

Technology presents both threats and opportunities for education. One of the opportunities is the enormous scope for assistance and mutual aid among developing

and developed countries and the threats is of the "digital divide" between those who have access to computer skills and the Internet and those who don't. Indian software specialist Venkatesh Hariharan points out that because only 10 percent of India`s population(of one billion) speak English some 900 million Indians are effectively excluded from the "digital revolution" for the foreseeable future. The dominance of English language on the Internet in many ways acts as a barrier as the high cost of equipment. Therefore putting a computer in every classroom, besides being extremely costly, may not necessarily be the best policy for a developing country.

For a developing country like India we will have to think of combining new and old technologies in imaginative ways to deliver educational content. Synergic combination of the modern and traditional technology is required for achieving the set target of Indian education. In other words, it is not just a matter of how much money is spent, but how well it is spent. Globally, around 63 percent of the cost of education is met by governments, with the second largest contribution, 35 per cent, coming from the private sector: a combination of students, parents, employers, non-governmental organizations (NGOs), and commercial enterprise. The final 2 per cent comes from overseas aid programs. The government plays the central role. In the absence of a comprehensive scheme to provide computer access to teachers, the full potential of ICT will remain untapped.

Therefore ICT in Education:

- Promotes the ongoing education and life long learning among teachers by way of providing scope for teachers to interact with the teachers around the globe discussing problems, issues classroom practices etc.
- Strengthens pre-service and in-service teacher education programs by equipping becoming teachers and teacher in the field with their new roles.
- Promotes effectively professional and vocational education through the use of IT, helping students to achieve their employment expectations.
- Provides IT training and education for non-IT professionals to enable them to use and contribute to the development of their trade, services.
- The use of computer-based training methods in the delivery of education.

- Supports and helps in integration of disabled and out of schools students with the help of tailor made programmes.
- Distance learning programmes of the educational institutions of the different countries. Introducing the methods of distance learning to postgraduate training at different levels.
- Develops educational management research teams at all levels of education and establishes networks among them.
- Networks among educational institutions at various levels of education i.e. starting from school level to universities to the apex educational institutions. This would facilitate to keep data base state wise and would help in educational planning at the national level.

14.6 LET US SUM UP

In this lesson you have been introduced to the concept of educational technology with a few definitions. Also the three approaches of educational technology have been elaborated as hardware approach, software approach and system approach. Then an effort has been made to explain you the role of ICT in education. ICT has brought a digital revolution by giving a tool to educationists for solving their educational problem like access to education, quality education, internationalization of education and opportunities for life long learning.

14.7 UNIT END EXERCISES

a) What is educational technology?

b) List and explain the approaches of educational technology.

c) Justify the role of ICT in education.

d) How educational technology is improving the quality of education in India.

14.8 SUGGESTED FURTHER READINGS

a. "Introduction to Educational technology" by K. Sampath, A. Panneerselvam & S. Santhanam.

b. "Information and Communication Technology in education" by Dr. Anajli Khirwadkar.

14.9 REFERENCES

a. "Educational Technology", by K.L. Kumar

b. "Modern Trends in Teaching Technology" by Romesh Verma, Suresh K. Sharma.

c. "Technological Foundation of Education" by Dr. R.A. Sharma

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UNIT- III LESSON : 15

EDUCATIONAL TECHNOLOGY–II

ROLE OF ICT IN EDUCATION

15.0 STUCTURE

15.1 Objectives

15.2 Introduction

15.3 Role of ICT in Education

15.4 Need of ICT for the Learner

15.5 Use of Computer Assisted Technology

15.6 Let Us Sum Up

15.7 Check Your Progress

15.8 Suggested Further Readings

15.1 OBJECTIVES

Dear students after going through this topic you are expected to understand-

* The role of ICT in education,
* Its need for the learner and
* Use of computer assisted technology.

15.2 INTRODUCTION

We are living in the age of science and technology. Science and technology has been instrumental in bringing efficiency, improvement and perfection in the processes and products of human work. As we know, these days education technology has become an evitable tool of modern education, it has helped in improving the task of teacher, facilitating the process of teaching and learning and enriching the aims of education. Modern education is bound to change radically due to technological impact

in the years to come. Correspondence system originated at the end of the nineteenth century and is most widely used form of open distance learning in less developed countries. Home based life long learning systems are emerging with the help of ICT's such as radio, television, receivers, video receivers, telephone lines, computer mediated communication (CMC) and the internet.

15.3 ROLE OF ICT IN EDUCATION

New technologies make possible highly interactive learning environments. Information and communication technologies have become common place entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practice and procedure of nearly all forms of endeavour within business and governance within education. ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact. The use of ICT in education lands itself to more student centred learning settings. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and it will continue to grow and develop.

In the western countries more ICT practices are going on due to IT explosion and a wider accessibility of the technology to the students and learners even residing in rural areas. In India too, there are some innovative practices that have been implemented to facilitate distance education among the learners. Some of them are:

i) Developing IT hub for the Universities or institutes.

ii) Launching of EDUSAT i.e. educational satellite.

iii) Spread of computer literacy programmes for the teachers.

iv) Publishing of e-books and other electronic media as study material.

v) Using on-line courses for in-service teachers.

Only the minority of students could afford the costs of this education which heavily relies on ICT. Common learners could not afford on-line education which required very significant costs for the learners to equip himself or herself as a life-long learner.

ICT's are being used by teachers and learners in conventional universities and colleges as well as tertiary institutions which serve the needs of distance learners who are home based and in some other off campus locations, they can enable distance learners to receive and interact with educational material and resources, to engage with teachers and peers in ways that previously may have been impossible.

15.4 NEED OF ICT FOR THE LEARNER

Beyond the print material, traditional class-rooms, teaching practices/strategies and the relationship, distance education leads the more innovative practices using ICT to foster learning and fulfill the other needs of the learner. These needs are:

1. Effective and fast transfer of the information.
2. Information/Instruction through different resources.
3. Economic process in relation with time and money.
4. Effective examination system.
5. Barrier free education in terms of space, time, sex etc.
6. Valid certification
7. Job opportunities and placements.
8. Easy to perform, handle job and education both at the same time.

15.5 USE OF COMPUTER ASSISTED TECHNOLOGY IN TEACHING LEARNING PROCESS

Computer assisted technology can be used in four areas of education system:

i) Teaching and instruction purpose

ii) Data processing purpose or research work.

iii) Educational guidance and counseling purpose.

iv) Examination system for preparing results.

1) Teaching and Instruction : A computer assisted technology can be used for teaching and instruction purpose in the field of education. We have to ensure that the computer is able to recognize the needs actually implicit in the students

reposes and the remedial sequence it then offers really is satisfactory to him. To do this we must have wide, factual knowledge about what misunderstandings students form regarding particular items of subject matter and about how these mistakes are really rectified. We can then device frames capable of clearing up the difficulties that different students encounter.

2) Research Work : A computer is used in research institutes or universities for analyzing the data for obtaining results and verifying the research hypothesis. Computer is now being used most frequently in analyzing the research data. It is very economical, speedy and accurate device for this purpose and has made this difficult task more simple.

3) Educational Guidance and Counselling : Computer now-a-days assists in guidance and counseling services. The students are diagnosed for educational guidance, their weaknesses are identified and remedial instructions are provide to them. Computer also helps in providing vocational guidance to the students. A card is prepared for the abilities and aptitude of a student and it is given to a computer. It takes a decision and provides the guidance for the job through electronic typewriter.

4) Examination System : Teaching and testing are two main tasks of education process. The computer assisted instructions are used for both the purposes. In India, the computer services are employed in preparing examination results of universities, state boards and other competitive examinations.

15.6 LET US SUM UP

So, students you have learnt in this lesson that ICT plays an important role in the teaching learning process. The growing use of ICT as an instructional medium is changing and will likely to change many of the strategies employed by both teachers and students in the learning process. ICT's by their very nature are tools that encourage and support independent learning. Students using ICT's for learning purposes become immersed in the process of learning and more and more students use computers as information sources.

15.7 CHECK YOUR PROGRESS

Q1. Discuss the role of ICT in Education ?

Q2. What are the uses of computer assisted technology ?

15.8 SUGGESTED FURTHER READINGS

1. Nanda, Renu; Engineering Prospective in Educational Technology, Yak Publishing Channel, Pacca Danga, Jammu
2. Pankajam, G.; Education and Development, Gyan Publishing House, New Delhi
3. Talesra, Hemlata; Open and Distance Learning Global Challenges, Jawahar Park, Delhi.

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UNIT- IV LESSON : 16

TEACHER EDUCATION–I

CONCEPT, OBJECTIVES OF TEACHER EDUCATION, AND PROBLEMS OF TEACHER EDUCATION ROLE OF NCTE IN IMPROVING THE QUALITY OF TEACHE EDUCATION IN INDIA

16.0 STRUCTURE

16.1 Objectives

16.2 Introduction

16.3 Definitions and meaning of Teacher Education

16.4 Objectives of Teacher Education

16.5 Problems of Teacher Education

16.6 National Council of Teacher Education (NCTE)

16.7 Check Your Progress

16.8 References

16.1 OBJECTIVES

To enable students

- To understand the concept of teacher education
- To know the components of teacher education
- To comprehend the objectives of Teacher education
- To understand and analyse the problems of teacher education

16.2 INTRODUCTION

"A sound programme of professional education of teachers is essential for the qualitative improvement of education".

Indian Education Commission (1964-66)

"A teacher can never truly teach unless he is learning himself. A lamp can never light another lamp unless it continuous to burn its own flame".

Rabinder Nath Tagore

"The Status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers."

National Policy on Education 1986

No programme of education can be successful without proper education of teachers. Teachers who are considered builders of nation can discharge their duties efficiently and effectively only if they are trained properly and are updating their knowledge in the fields as well. It is therefore essential that programme teacher education is undertaken for pre-service and in-service education.

16.3 DEFINITION & MEANING OF TEACHER EDUCATION

Definition of Teacher Education

"Teacher education refers to the total educative experiences which contribute to the preparation of a person for the teaching position in schools, but term is more commonly employed to designate the programme of course and other experiences offered by an educational institution for announced purposes of preparing persons for teaching and other educational services. Such teacher programmes offered in teachers' college and normal schools and college and universities.

Munroe's Encyclopaedia of Educational Research

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school, college, other educational institutions and wider community.

Teacher education in India includes pre service and in service education. It is provided in teachers' training institutes, teachers' colleges, colleges and universities.

In wider perspective, teacher education is divided into:

- **Initial teacher training**-a pre service course before entering the classroom as a fully responsible teacher.
- Induction-the process of providing training and support during the first few years of teaching or in first year of service.

- Teacher development or continuing professional development (CPD)-an in service education for practicing teachers.

16.4 OBJECTIVES OF TEACHER EDUCATION

Following are the Objectives of Teacher Education

1. Development of knowledge and understanding
2. Development of Abilities.
3. Development of Skills
4. Development of Attitudes

1. Development of knowledge of Knowledge and understanding. This is done to acquire to the knowledge and understanding of the following:

- Understanding the child.
- Curriculum, methods and evaluation procedures.
- Current educational practices and problems.
- Educational policies.
- Needs of secular, democratic, secular and socialistic country.
- Educational system of the country.
- Modern educational trends.

2. Development of abilities

- Development of self- confidence.
- Organizing curricular content and curricular activities.
- Conducting action research
- Managing classroom activities effectively.
- Exploiting community resources to the optimum for educational ends.

3. Development of Skills

The following skills have to be honed among student teachers;

- Effective Communication with children and adults.
- Imparting communication skills among students.

- Organizing work experience
- Preparation and use of teaching aids.

4. Development of attitudes

- Sensitivity to professional problems
- Scientific approach towards educational problems
- Aesthetic appreciation
- Positive attitude towards profession and professional ethics

16.5 PROBLEMS OF TEACHER EDUCATION

Teacher education is confronted with many problems. Following are the main problems of teacher education.

1. Problem of Selection.

Quality of teachers depends on the selection procedure of candidates to be enrolled for teacher training. Presently, various techniques are being employed for the selection of candidates for admission to the teacher training programmes. National Commission on Teachers-1(1983-85) recommended that while selecting a teacher for training following factors should be taken into consideration:

(i) Good physique;

(ii) Linguistic ability and communication skills;

(iii) A fair degree of general mental ability;

(iv) General awareness of the world;

(v) A positive outlook on life; and

(vi) Capacity of good human relations.

The National Council on Teacher Education, a statutory body in teacher education should frame a standardized procedure for admission to B. Ed. Course. At present, according to NCTE norms there is much flexibility in admission procedure. Following is eligibility criteria for admission to B.Ed. Course:

1. Eligibility

- Candidates with at least 45% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme.
- The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable. There shall be relaxation of 5% marks in favour of SC/ ST/OBC and other categories of candidates.

2. Admission Procedure

- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/ U.T. Administration and the University.

In the state of Jammu and Kashmir, candidates are being admitted to the course on the basis of marks scored in the examination (Bachelor's Degree in case of B.Ed and 12th class in case of Diploma in Education).

The university of Jammu has deteriorated the system of admission for B.Ed course by reducing the percentage of general candidates seeking admission to the course to 39.5 percent. It is a big blot on the teacher education.

There is an urgent need of formulating a standard procedure for selection of candidates for teacher training which seems to be a distant dream.

2. Problem of Duration

The period for B.Ed course has all along been one year after graduation- the effective session of just 8 months. Thus duration is very small. It is not possible to develop healthy attitudes, broad interests, values and skills required for performing the job of a teacher.

3. Problem of Finance

Lack of adequate finances, for teacher training colleges, run by state governments is also a big problem. For developing appropriate infrastructure, it is very important that adequate finances be made available. It will lead to improvement in the quality of

teacher education. There are also few teacher training institutions which have resorted to illegal practice of charging money in addition to the fees prescribed.

4. Problem of infrastructure.

These are related to the buildings, libraries, laboratories and technological aids. The teacher training institutions should have appropriate number of rooms for conducting classes and other activities, and halls, adequate number of quality books, journals, magazines, abstracts, surveys, newspapers etc. in the libraries, well furnished labs equipped with computers with internet facility and technological aids.

5. Problem of internship.

In order to improve the quality of teacher training, the internship has been introduced. By undertaking internship, student-teachers are exposed to variety of situations and activities which they have to undertake during their career as a teacher. But there are many problems which are confronted by the training colleges and universities during the process of internship. The cooperating schools are not willing to cooperate. Moreover, due to mushroom growth of teacher training colleges and institutions, administrators find it difficult to spare their institutions for internship activities for longer duration. With the result the process of internship remains a sermon.

6. Problem of trained teacher educators.

Teacher educators are not trained to supervise all subjects during teaching practice and internship. They should supervise only those subjects in which they have specialization.

7. Problem of practice teaching.

In most of the universities emphasis is laid on the theory in respect of marks. The ratio of marks between theory and practice generally remains of 7:3 to 5:3. It is evident that practical aspect is not given equal importance. Practice teaching plays very significant role in teacher education. The main objective of teacher education is to help student teachers to acquire various skills to become effective teachers. Teacher training involves learning of how to prepare lessons independently, to evaluate students' work and to teach with the help of various methods. The student teachers' non-seriousness indifference to children, lack of innovativeness in teaching are some the problems which affect the practice teaching.

8. Poor academic background.

Proper admission procedure is not being observed. Most of those who are seeking admission in teacher education institutions do not have high level of motivation and sound academic background to become effective teachers. They remain indifferent to studies and do not learn requisite skills required to discharge duties effectively.

9. Problem of supervision of student teaching.

There are many problems related with supervision of student teaching. Supervision has to bring about desirable improvement in the instructional activities of student teachers. Supervision should be conducted at two stages:

10. Lack of subject knowledge.

In teacher education programme, emphasis is not given for the acquisition of basic subject knowledge. There is no provision to develop the knowledge of teaching subjects among student teachers during the whole programme of teacher preparation.

11. Lack of coordination.

There is lack of coordination among agencies imparting training and employing trainees. There is no coordination between university education departments, teacher training colleges, practising schools and school in which trained teachers have to serve. This aspect needs to be researched at an extensive level.

12. Inadequate empirical research.

Research conducted in teacher education is of poor quality. The teacher education programmes have not been properly evaluated in our country as well as in our state. Some researches which could be considered qualitative, their results have not been put into practice.

13. Problem concerning curriculum.

Curriculum of teacher education is not according to the present needs of society. It needs to be reviewed and equal weightage should be given to theory and practice.

14. Problem of practice teaching.

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to help student teachers to acquire various skills to become effective teachers. Teacher training involves learning of how to prepare lessons independently, to evaluate students' work and to teach with the help of various methods. The student teachers' non-seriousness indifference to children, lack of innovativeness in teaching are some the problems which affect the practice teaching.

15. Poor academic background.

Proper admission procedure is not being observed. Most of those who are seeking admission in teacher education institutions do not have high level of motivation and sound academic background to become effective teachers. They remain indifferent to studies and do not learn requisite skills required to discharge duties effectively.

16. Lack of licensing.

Teacher education should be improved qualitatively. There should be licensing for teachers like advanced countries of the world. With the result teachers will improve their professional competence by renewing their skills.

17. Faulty methods of teaching.

Teacher educators use traditional methods of teaching including lecturing and dictating of notes. They are averse to innovations and experimentation. They are hesitant to use modern methods including use of multimedia in teaching learning process.

18. Absence of professional attitude.

There is absence of professional attitude in teacher education programme. Teacher education has been commercialized. With the privatization in teacher education, the entrepreneurs try to save money by providing sub standard facilities in the colleges. This is also reflected in the recruitment of teachers and principals. No attempt is being made for the development of sound professional ethics and values during teacher education programme.

19. Lack of facilities for professional development of teacher educators.

There is no specific programme for the professional development of teacher educators. Teacher educators get facility of attending general orientation course and refresher courses meant for general teachers in higher education. NCTE should come up with a concrete programme for the professional development of teacher educators.

Q. 1. What problems do you visualize in the teacher education in your state?

Q. 2. What are your suggestions to improve quality of teacher education?

16.6 NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE)

In May 1973, the government of India established National Council of Teacher Education (NCTE) to provide guidance for the improvement of quality of teacher education The National Council for Teacher Education, in its previous status was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August,1995.

a) Structure

The NCTE aims to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. NCTE has its headquarder at New Delhi and four Regional Committees at Banglore, Bhopal, Bhubaneshwar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research,

policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in service programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is NCTE has its headquarters at New Delhi and four Regional Committees at Banglore, Bhopal, Bhubaneshwar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Reginal Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in service programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director. Each Regional Committee is headed by a Regional Director Regional Director Regional Director.

b) Improvement of Quality of Teacher Education

It performs following functions to improve the quality of teacher education:

1. It undertakes surveys and studies relating to various aspects of teacher education.
2. It helps the central and state governments to prepare plans and programmes regarding teacher education.
3. It coordinates and monitors teacher education in the country.
4. It prepares guidelines in respect of minimum qualifications of teacher educators at different levels.
5. It develops norms for various courses or training programmes in teacher education including minimum eligibility criteria for admission.
6. Prepares guidelines and specified requirements for starting new courses and programmes under teacher education.
7. It promotes innovations and research studies.
8. It supervises the teacher education programmes and provides financial assistance.

9. It enforces accountability of teacher development programmes in the country.
10. It endeavours to prevent commercialization in teacher education and maintain quality and standard of teacher education to provide teachers.
11. It prepares programmes for in service teacher educators for orienting teachers for latest developments.
12. It entrusts responsibility to other organizations, universities and other institutes.
13. It establishes national and international collaborations.
14. It develops and renews curriculum of teacher education from time to time.
15. It organizes national seminars and workshops.
16. It formulates general and stage-wise objectives of teacher education.

16.7 CHECK YOUR PROGRESS

Q.1. Is structure of NCTE appropriate?

Q.2. Is NCTE playing its role effectively?

16.8 REFERENCES

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UNIT- IV **LESSON : 17**

EVALUATION, ASSESSMENT AND CERTIFICATION

CONCEPTS OF EVALUATION, ASSESSMENT AND CERTIFICATION; NEED FOR EVALUATION IN EDUCATION.

17.0 STRUCTURE

17.1 Introduction

17.2 Objectives

17.3 Concept of evaluation

17.3.1 Meaning and definition of evaluation

17.3.2 Nature and characteristics of the term evaluation

17.3.3 Types of evaluation

17.3.4 Tools of evaluation

17.4 Concept of assessment

17.4.1 Meaning and definition of assessment

17.4.2 Characteristics of assessment

17.5 Concept of certification

17.5.1 Meaning of certification

17.5.2 Objectives of certification

17.5.3 Characteristics of certification

17.6 Need for evaluation in education

17.7 Let Us Sum Up

17.8 Unit-end Exercises

17.9 Suggested Readings

17.1 INTRODUCTION

Learning is the focus and ultimate goal of the learner-centered paradigm. Because of this, evaluation, assessment and certification plays a key role in shifting to a learner-centered approach. When we assess our students' learning, we force the questions, "What have our students learned and how well have they learned it?" "How successful have we been at what we are trying to accomplish?" In this lesson you will learn about concept of evaluation, assessment and certification and also why there is need for evaluation in education.

17.2 OBJECTIVES

At the end of this unit you will be able to :

- Understand the concept of evaluation;
- Discuss the various components included in the concept of assessment;
- Describe in details the different areas included in the concept of of certification;
- Appreciate the need for evaluation in education.

17.3 CONCEPT OF EVALUATION

Evaluation is very important for checking the performance of the students and the teachers. It includes the following features:

17.3.1 Meaning and definition of evaluation

All teaching is directed towards the welfare of the students and the welfare of the students lies in bringing desirable changes in their behaviour for their adequate progress and development. At a particular stage and teaching-learning situation, therefore, proper planning is made for bringing desirable changes in the behaviour of students. The task begins with the setting of proper teaching-learning objectives i.e. the type of changes in behaviour of the pupils expected as a result of the ongoing teaching-learning process. How these expected changes in the behaviour of the students may be introduced or the stipulated teaching-learning objectives may be realized, thus becomes a focal point for the further planning and organization of teaching-learning activities. As a result suitable learning experience in the form of subject

matter and other practical activities are planned and organized with the help of proper teaching-learning methods, strategies, aids and devices. Teacher and students both thus strive hard for the realization of the teaching-learning objectives by taking proper help from the organized learning experiences (subject matter and curriculum) and methodology and strategy of teaching-learning. Meanwhile there comes a stage when teachers and students both desire to know the outcomes of their teaching and learning efforts. To what extent the stipulated teaching-learning objectives have been realized or are in the proper process of their realization is a basic question that needs to be answered from time to time during the overall period of a teaching-learning session. This can be only answered properly by an appropriate scheme of evaluation. In this way where setting of objectives starts the process of a teaching- learning act, the selection and organization of the learning experiences supported by the proper selection and employment of teaching-learning methods and strategies pushes it forward for the proper realization of the set objectives. Evaluation in between provides the ways and means of exercising control over the total teaching-learning process by passing value judgments over the desirability of the teaching-learning objectives, learning experiences, methods and techniques and efforts of the teacher and students. Some of the definitions of evaluation are:

Carter V. Good (1959)

Evaluation is the process of ascertaining or judging the value or amount of something by use of a standard of appraisal .

Stufflebeam (1971)

Evaluation in the process of delineating, obtaining and providing useful information for judging decision alternatives.

Wrightstone (1956)

Evaluation is relatively new technical term introduced to designate a more comprehensive concept of measurement that is applied in conventional tests and examination, the emphasis is upon broad personality changes and major objectives of educational programme. These include not only subject matter achievements but also attitudes, interests, ideals, ways of thinking, work habits and personal and social adaptability.

Indian Education Commission (1966).

It is now agreed that evaluation is a continuous process, forms an integral part of the total system of education and is ultimately related to educational objectives. It exercises a great influence on the pupil's educational achievements but also improves it.

Quillen and Hanna.

Evaluation is the process of gathering and interpreting evidences on change in the behaviour of the students as they progress through school.

17.3.2 Nature and characteristics of the term evaluation

* Evaluation is more comprehensive term than measurement or testing.
* It represents a continuous process and overall efforts for knowing about the progress of the learner.
* It provides quantitative as well as qualitative description of the outcomes of a teaching-learning process.
* It helps in knowing about the changes in behaviour related to the domains of the learner's behaviour as a result of the process of teaching-learning.
* It provides greater scope and flexibility for the use of variety of means and techniques rather than limiting itself to certain tests or conventional examinations.
* It provides sufficient value judgment about the progress of the learner, teacher's efforts and effectiveness of the instructional programmes.
* It represents a comprehensive plan of better testing and measurement for inquiring into the quality of the output in the light of the set objectives and techniques and efforts of the teacher and students.

17.3.3 Types of Evaluation

While teaching teachers may resort to three major kinds of evaluation-diagnostic, formative and summative in order to help themselves for taking wise decisions at the three stages of the teaching-learning process i.e. proactive, inter-active and post-active. There characteristics are:

Diagnostic evaluation:

Such evaluation task if performed prior to teaching may help in providing information what the students know about a certain topic, contents or area of learning which is going to be taught to them. In this way it may help the teacher to plan his instructional programme suiting the needs, interest and abilities of the students. Strategies used for such evaluation may be both informal (like observation and discussions) and formal (like pretest, inquiry, questionnaire). However, diagnostic evaluation does not limit itself to the pre-stage or beginning of the instruction. One can make of its use throughout his delivered lesson or unit of teaching for diagnosing his students understanding and interest. Making use of evaluation for such on going assessment of the teaching-learning outcomes during teaching pushes it near the formative teaching or some specially designed remedial teaching programmes and measures for the students who are diagnosed as suffering from serious learning problems. The main objective of diagnostic evaluation thus is to find out the nature and causes of the persistent learning problems and to formulate a plan for seeking suitable remedial actions.

Formative Evaluation:

This type of evaluation is conducted well during the teaching-learning process. When a teacher has taught some content or some unit or provided some learning experiences, he has a need to determine the outcome. Similarly, students also need to know about their progress in the path of learning. The formative evaluation helps in this task by providing useful information to both teacher and students about the strengths and weaknesses of their teaching and learning. In the light of this information, they may plan and engage for the mid course corrections in pace or content and methodology of instruction. The formative evaluation may be carried out both in formal (like checklists, quizzes, question-answers, assignments and tests) as well as informal (like observations, listening to students comments and conversations) way. The essential characteristics of such evaluation may be briefly summarized as under.

* It is administered during the lesson taught or instruction imparted.
* It helps in informing the students about their progress chiefly about the amount they have yet to learn before achieving the set objectives.

* It is useful to the extent it remains informative, closely related to the things being taught, timely and frequent.
* It helps the teacher by providing him qualitative and quantitative data for bringing necessary modification in his teaching.
* It proves very useful in guiding the students, planning remedial instruction and prompting them to ask for necessary help.
* It should in no way be used by the teacher against the students, just as for making comparison among the students or making a certifying judgment. The results of such evaluation should not necessarily appear in any official record.

Summative Evaluation:

Such type of evaluation is carried out at the end of a piece of instruction lesson or unit. Actually it represents a final test or measure of the student's progress or gains made by him as a result of a course of learning. Both formal as well as informal techniques may be used for conducting such evaluation. The formal techniques may include tests-standardized as well as teacher made, questionnaires, interviews, rating scale, work assignments, projects etc. In the informal techniques, we may include observations, discussions, comments and feedback given by the students etc. Such type of evaluation is chiefly characterized as following.

* It summarizes the final progress of the students as a result of a course of learning unit or lesson.

* It is carried out less frequently than formative evaluation, usually at the end of a unit or course of instruction.

* The results of such evaluation may be safely used for making comparison among students, placing them in order of merit or taking decisions about their promotion and awarding degree or diploma. It is this characteristic of summative evaluation which enables it to be called as certifying evaluation.

17.3.4 Tools of Evaluation

Tools of evaluation represent those ways and means which help to measure and assess the teaching-learning outcomes i.e. to know the extent to which desired behavioural changes have taken place in the learner. These changes both quantitative as well as qualitative occurs in all the three domains - cognitive, conative and affective

- of the behaviour of the learner. The teacher may make use of so many formal as well as informal techniques for the measurement and assessment of the teaching-learning outcomes like below.

(A) Oral tests

(B) Practical tests

(C) Quizzes

(D) Written tests and examinations consisting of essay, objective and short answer type questions.

(E) Techniques and devices like observation, discussion, questionnaire, inventory, interview, checklist, attitude scale, rating scale, case study, protective techniques, assignment, project work, motive and production work of the students .

A. Viva-voce or Oral Tests. Such tests are based on oral communication between the examiner and examinees. Here in general oral questions are put to the students for being responded by them in oral form. Besides question-answer, the other verbal communication and dialogue techniques like interviews, quizzes, group discussion, panel discussions, debates and declamation contests and symposiums may be used for evaluating students abilities and learning potential in oral form.

B. Practical tests. In such tests students are required to demonstrate their learning performance by engaging themselves in experimental and work activities. They have to create or produce something, report their observations of a relevant phenomenon, demonstrate the applicability of theoretical information in a concrete form and perform some motor behaviour or skilled activity as asked to be done for testing their behavioural outcomes related to cognitive, conactive and affective domains.

C. Quizzes. Quiz competition may help in testing the comprehension of the students with regard to the knowledge skill and application of scientific facts, principles, laws and processes or subject area previously learned or studied. In the organisation of such competitions or evaluation tests generally the following types of question are asked from the students like simple recall types or multiple choice type in which students have to select the answer from the given multiple choice For the quiz testing session students may be given a particular theme, section or portion of their syllabus. It may also involve a particular topic or unit recently taught in the class and like wise suitable quiz question may be pressed for testing the learning outcomes of the pupils.

D. Written tests. Such tests require the use of writing material like paper and pencil from the examiner and examinees. Students receive test questions through written media known as question paper and are required to give their responses on the supplied answer sheet or the question paper itself in the written form. The scoring and interpretation of these answer sheets or written responses thus becomes a basis for the evaluation to the teaching-learning outcomes, performance and abilities of the students. Written tests are the most frequently and popularly used evaluation tools. The questions framed in the written tests are usually of the following three types.

(i) Essay type (ii) Short answer type and (iii) Objective type.

(i) Essay type question.

In a written test (whether teacher made or standardised) are characterized with their demand from the students to respond by providing quite lengthy, descriptive, detailed and elaborate answers. The answers given by the students are so lengthy and descriptive that these might look like essays on the related subjects. Students are at liberty to respond to the presented questions in a way they like. For example-

1. What are Newton's three laws of motion ? Discuss them in details , citing suitable examples.

(ii) Short Answer Type Questions

These type of questions fall midway between the essay type and objective type questions. On one hand like essay type they do not need lengthy and detailed answers covering a number of pages and on the other hand the responses to these questions do not limit or confine themselves to such small extent as yes or no, fill up the blanks or providing the answer in a single word or number. These questions, thus may demand the use of language, diagram or sketch but in a very simple, concise and brief way.

1. Name the three modes of transmission of heat.
2. Point out the precautions to be kept while preparing oxygen gas in the laboratory.
3. Name the planets of the solar system.

(iii) Objective Type Questions

These type of questions provide sufficient reliability, validity, objectivity and comprehensiveness to a scheme of evaluation or test. That is why these type of questions are now becoming increasingly popular day by day in the setting of question

papers to all grades of the school education. These questions vary in terms of the shape and styles. Their various types are: True-False type, Fill in the blanks, multiple choice type and matching types.

CHECK YOUR PROGRESS 1

1. Explain the meaning of evaluation .

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2. How can a teacher evaluate the performance of students in the class ?

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17.4 CONCEPT OF ASSESSMENT

Assessment means knowing what the students have acquired during teaching-learning process through different sources. Meaning and characteristics of assessment are given below:

17.4.1. Meaning and definition of assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Palomba, C.A. & Banta, T.W.

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development.

The **Higher Learning Commission** defines assessment of student learning in the following way:

"Assessment of student learning is a participatory, iterative process that: provides data/information you need on your students' learning ,engages you and others

in analyzing, and using this data/information to confirm and improve teaching and learning, produces evidence that students are learning the outcomes you intended, guides you in making educational and institutional improvements, evaluates whether changes made improve/impact student learning, and documents the learning and your efforts."

University of Oregon, Teaching Effectiveness Program

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

17.4.2 Characteristics of assessment

1. Assessment is inherently a process of professional judgment.

The first principle is that professional judgment is the foundation for assessment and, as such, is needed to properly understand and use all aspects of assessment. The measurement of student performance may seem "objective" with such practices as machine scoring and multiple-choice test items, but even these approaches are based on professional assumptions and values. Whether that judgment occurs in constructing test questions, scoring essays, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretations and decisions. Understanding this principle helps teachers and administrators realize the importance of their own judgments and those of others in evaluating the quality of assessment and the meaning of the results.

2. Assessment is based on separate but related principles of measurement evidence and evaluation.

Measurement evidence skills include understanding of these techniques needed to interpret student strengths and weaknesses, reliability and validity evidence, grade determination, and making admissions decisions. Like students, teachers and administrators also need analysis skills to effectively interpret evidence and make value judgments about the meaning of the results.

3. Assessment decision-making is influenced by a series of tensions.

These tensions include deciding which type of assessment is to be used effectively in the classroom to get reliable and valid results.

4. Assessment influences student motivation and learning.

The nature of assessment influences what is learned and the degree of meaningful engagement by students in the learning process. Assessments should be authentic, with feedback and opportunities for revision to improve rather than simply audit learning, the more general principle is understanding how different assessments affect students- will students be more engaged if assessment tasks are problem-based? How do students study when they know the test consists of multiple-choice items? What is the nature of feedback, and when is it given to students? How does assessment affect student effort? Answers to such questions help teachers and administrators understand that assessment has powerful effects on motivation and learning.

5. Good assessment enhances instruction.

Just as assessment impacts student learning and motivation, it also influences the nature of instruction in the classroom. When assessment is integrated with instruction it informs teachers about what activities and assignments will be most useful, what level of teaching is most appropriate, and how summative assessments provide diagnostic information. For instance, during instruction activities informal, formative assessment helps teachers know when to move on, when to ask more questions, when to give more examples, and what responses to student questions are most appropriate. Standardized test scores, when used appropriately, help teachers understand student strengths and weaknesses to target further instruction.

6. Good assessment is valid.

For being valid good assessment covers student knowledge of learning targets and the nature of the assessments prior to instruction (e.g., knowing what will be tested, how it will be graded, scoring criteria, and examples of performance), student prerequisite knowledge and skills, including test-taking skills and avoiding stereotypes.

7. Good assessment is fair and ethical.

It includes absence of biasness (e.g., offensiveness and unfair penalization), equitable treatment, equality in outcomes, and opportunity to learn.

8. Good assessments use multiple methods.

Assessment that is fair, leading to valid inferences with a minimum of error, is a series of measures that show student understanding through multiple methods.

There is need to understand the entire range of assessment techniques and methods, with the realization that each has limitations.

9. Good assessment is efficient and feasible

Teachers and school administrators have limited time and resources. Consideration must be given to the efficiency of different approaches to assessment, balancing needs to implement methods required to provide a full understanding with the time needed to develop and implement the methods, and score results. Teacher skills and knowledge are important to consider, as well as the level of support and resources.

10. Good assessment appropriately incorporates technology

As technology advances and teachers become more proficient in the use of technology, there will be increased opportunities for teachers and administrators to use computer-based techniques for the process of assessment.

To summarize, what is most essential about assessment is understanding how general, fundamental assessment principles and ideas can be used to enhance student learning and teacher effectiveness. This will be achieved as teachers and administrators learn about conceptual and technical assessment concepts, methods, and procedures, for both large-scale and classroom assessments, and apply these fundamentals to instruction.

CHECK YOUR PROGRESS 1I

1. Define assessment.

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2. Why should a teacher use assessment to evaluate the performance of students in the class?

_____

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_____

17.5 CONCEPT OF CERTIFICATION

Certification means to check if a person has attained a level to become a professional or not. Meaning, objectives and characteristic of certification are given below:

17.5.1 Meaning of certification

Certification refers to the confirmation of certain characteristics of a person, organization or object. This confirmation is often, but not always, provided by some form of external review, education, or assessment. One of the most common types of certification in modern society is professional certification, where a person is certified as being able to competently complete a job or task, usually by the passing of an examination. The purpose of any professional certification is to provide official and public recognition of an individual's competencies and capabilities in a professional subject area. However, it is important understand that certification is not licensing or registration and does not provide legal authority to practice a profession. A professional engages in a profession as a means of earning a livelihood. Professionals practice professionalism by engaging in the conduct, purposes or qualities that characterize the profession. They are characterized as conforming to the standards of a profession. Certification is an attestation that a person has conformed to the standards of a profession.

17.5.2 Objectives of certification

1. To raise the professional standards .
2. To identify for employers, clients and the public, persons with a broad knowledge in their field, and capability to professionally apply the knowledge.
3. To establish a program with the goal of continuous improvement for individuals skills and professional development.
4. To clarify the skills, knowledge and standards of conduct for the professional development.

17.5.3 Characteristics of certification

1. Certification is the process through which an organization grants recognition to an individual, organization, process, service, or product that meets certain established criteria.

2. For certification of individuals, the individuals usually have to meet eligibility requirements (such as education or years of experience), pass an examination, and pay a fee. There are also usually ongoing requirements that need to be met, such as retesting or participating in a minimum number of continuing education activities.

3. Certification is voluntary but valuable - because some employers require or prefer applicants who are certified.

4. It means that a state of affairs has been stated to be so, by means, most commonly, of a document self described as a certificate

5. Certification is not a degree. A degree validates a person as having met the requirements for a course of study as determined by a college or university. It does not signal that its holder is a professional; rather it signals that the holder is prepared to become a professional.

6. Certification is not about awarding certificates to only highly qualified persons. It is about helping persons raise their personal and professional standards through the certification process. It helps the person to learn and grow. Certification is not about who is the best or worst. It is about helping every person become the best they can be by meeting, maintaining and raising the standards for what a competent music person should know and be able to do.

7. Certification is not an honor or award bestowed upon for excellence, but an attestation

CHECK YOUR PROGRESS III

1. Explain the meaning of certification.

_____

_____

_____

2. Why is certification necessary?

_____

_____

_____

17.6 NEED FOR EVALUATION IN EDUCATION

1. To help in laying out or bringing modification in the instructional and educational objectives for a particular grade in a specified teaching-learning situation.
2. To help in the selection and organization of learning experiences related to a particular grade and teaching-learning situation.
3. To help in the selection and use of general and specific teaching-learning strategies and methods for the teaching of specific topics and branches in a particular grade and teaching-learning situation.
4. To help in diagnosing the learning difficulties of the students (general and specific) and accordingly plan suitable remedial teaching.
5. To help the teacher for better planning and organizing his teaching task according to the needs of his students and prevailing teaching-learning situations.
6. To help the teachers and students for getting due incentives and motivation (extrinsic as well as extrinsic) for carrying out their teaching-learning functions.
7. To help the guidance and counseling personnel for providing educational, personal and vocational guidance and counseling to the needy students.
8. To help in the process of realization of the teaching-learning goals to a particular grade in a given teaching-learning situation.
9. To help the teachers, students, parents, guidance personnel, administrators, curriculum framers, researchers and planners to take needed decisions in their respective fields of work in the light of the results of evaluation.

17.7 LET US SUM UP

In this unit our main focus was on the meaning of the terms evaluation, assessment and certification. We also discussed the characteristics of evaluation, assessment and certification. Types and various tools of evaluation were also discussed. We have also realized that evaluation helps in bringing modification in the instructional and educational objectives , leaning experiences and methods of teaching. It helps in diagnosing the learning difficulties of the students enabling teachers to

plan better and organise their teaching task according to the needs of his students and prevailing teaching-learning situations. It also helps the teachers, students, parents, guidance personnel, administrators, curriculum framers, researchers and planners to take needed decisions in their respective fields of work in the light of the results of evaluation.

17.8 UNIT-END EXERCISES

1. Give the meaning of evaluation. Also explain the nature and characteristics of the term evaluation
2. Discuss the various types of evaluation.
3. Describe the various types of tools of evaluation.
4. Explain the characteristics of assessment.
5. What are the objectives of certification?
6. Highlight the characteristics of certification.
7. Why there is need of evaluation in the educational process?

17.9 SUGGESTED READINGS

1. Adam, G.S. and Ahluwalia, S.L.(1964):Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Renehart and Winston.
2. Mangal, S.K.(2002): Teaching of General Science, Ludhiana ;Tandon Publications.
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EVALUATION, ASSESSMENT AND CERTICATION : II

SHORTCOMINGS IN THE PRESENT SYSTEM OF EVALUATION AND SUGGESTIVE REMEDIAL MEASURES

18.0 STRUCTURE

18.1 Introduction

18.2 Objectives

18.3 Meaning of evaluation

18.4 Shortcomings in the present system of evaluation

18.5 Suggestive remedial measures

18.6 Let Us Sum Up

18.7 Unit-end Exercises

18.8 Suggested Readings

18.1 INTRODUCTION

Teaching for successful learning cannot occur without high quality evaluation. Evaluation, therefore, needs to be integrated with the process of teaching and learning. The greater the integration the better the outcomes of learning. Hence, evaluation has to be so designed that it can be used as a powerful means of influencing the quality of what teachers teach and what students learn. But, while doing so special care must be taken to ensure that it is humane and it enables the learner to grow into a responsible and productive citizen. If it is not done in a proper way it can lead to serious consequences .In this lesson you will study about the shortcomings in the present system of evaluation and remedial measures to overcome this problem.

18.2 OBJECTIVES

At the end of this unit you will be able to :

- understand the meaning of evaluation;
- Discuss the Shortcomings in the present system of evaluation ;
- Suggest measures to overcome the shortcomings in the present system of evaluation.

18.3 MEANING OF EVALUATION

Evaluation is the chief concern of the teacher, the greatest premium of parents and the first anxiety of the students. End-products of all educative efforts are appraised by evaluation. Evaluation is a wider term than examination or test. It was introduced in thirties as a reaction against subject-centred and skill-centred examination. The aim of modern education is all-round development of the child, and his growth and development can be effectively judged and appraised by a continuous process of evaluation. Evaluation in its broader concept includes appraisal of academic and non-academic aspects of education. Thus it includes all the changes that take place in the development of a balanced personality and measures the qualities of head, hand, health and heart of an individual. A comprehensive programme of evaluation would include: evaluation of academic subjects; evaluation of skills; evaluation of physical development; evaluation of social development and evaluation of moral development.

Thus evaluation can be defined as a measurement of all round development of the pupil including his physical, social, moral and intellectual development as well his skills, abilities, aptitudes and interests.

18.4 SHORTCOMINGS IN THE PRESENT SYSTEM OF EVALUATION

1. Not Complete.

In the present system of examination, emphasis is laid on memorization. The students who cram certain things come out with flying colours in the examination. Real knowledge of the student is not tested. This system of examination actually hampers the proper application of knowledge. Thus we find that the present examination system does not measure what we are actually wanted to measure through the examination.

They are not considered complete due to the following reasons;

- They test the cramming ability and not the understanding ability of the learners.
- They do not test the full knowledge of the students. Rather they test their limited knowledge only.
- Due to vast choice in the paper, the students do not prepare some portions of the syllabus.
- It is not a scientific method of examining the students.
- There is scope of bluffing on the part of the students. The students write their answers and fill up pages upon pages by writing irrelevant things.
- All the skills, intelligence, attitude and aptitude are not tested by these examinations.

According to Secondary Education Commission, "The examinations to-day dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than rigidity, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong value in education. Pupils assess education in terms of success in examinations. Teachers recognize the importance of external examination to the individual pupil's interest.....they are forced to attend to what can be examined."

2. No Definite Aims.

The present examination system lacks definite aims. The most fundamental objection to the public examination from the point of view of educational organization is that there is often no definiteness of aim in view. The examiners often do not really know what success in examination means. They are not clear or unanimous to the educational values of the particular branches of study, they examine, in the qualities of mind and character of the specific abilities they test, they examine for examination's sake. Not knowing what specific qualities they test, they cannot say anything about the fitness of the candidate for any definite vocation in life.

3. Not Reliable

Real knowledge of the students is not tested in the examinations which prevail in our country. Only partial knowledge of the students is tested. Some students prepare

a few selected topics and they pass the examination getting good marks. On the other hand, those who have prepared the full syllabus many a time get less marks. The fact is that narrow sampling of questions in the paper restrict the reliability.

4. Not Progressive Type

The present examination system is not of progressive type. A good student falling sick on the examination day, may not be able to sit for the examination and so fail. Another student failing in one or two subjects loses one year of his studies and is declared fail. All this shows very clearly that our examination system is not in conformity with the progressive views of education.

5. Highly Subjective

The examination system that prevails today in our country is highly subjective. The setting of question papers depends upon the liking of the examiner. Many a time it is seen that a teacher interested in some portion of the syllabus sets most of the questions out of that portion only. Then while examining the answers written by the students much depends upon the whims of the examiner. He may award marks as he likes. Experiments conducted in this direction reveal a lot of difference between the scores given to the same answer by different examiners. An examiner sitting in a happy mood may award more marks and one in bad mood gives quite less marks for the same answer. Thus subjectivity leads to a great variability in marking. In the words of Dr. R.K.Singh, "Our examinations are subjectively weighted and subjectively scored and are not, therefore, dependable indices of pupils' achievements." In this respect Zakir Hussain Report on Basic Education states : "The system of examinations prevailing in our country has proved a curse to education. A bad system of examinations has, if anything been made worse by awarding to examination a place out of all proportion to their utility. As a measure of the work of the individual pupils or the schools by a consensus of expert opinion, examinations are neither valid nor complete. They are inadequate and unreliable, capricious and arbitrary. We should take care to guard against their baneful influence."

6. Element of chance dominates

In the examinations of to-day, element of chance plays a dominant role. Generally we find that students prepare some set of questions and appear in the examination. When their selected questions come in the paper, they secure distinction

in the examination. On the other hand, a student may be very intelligent and he has prepared the whole syllabus except a few questions. It is possible that major portion of the question paper comes from the syllabus that he has not prepared. Sometimes the student has prepared everything thoroughly and on the day of examination he falls sick or meets with an accident or gets perplexed in the examination hall for a while. Thus it is all a matter of chance that a student may win laurels in the examination or may fail miserably. Hence we cannot conclude that a student with more marks in the examination is decidedly better than the other who has got less marks.

7. Examinations dominate the Curriculum

In the present day curriculum, the examinations hold the upper hand. They are given more importance. The teachers as well as the students consider examination to be the most important. The teacher makes every effort to enable the students to pass the examination. Sometimes he leaves some portions of the syllabus which are not important from examination point of view. He has to do this because the criteria of judging his performance is the pass percentage of the students in the examination.

The report of Secondary Education Commission says about examination, "They have so pervaded the entire atmosphere of school life that they have become the main motivating force for all efforts on the part of the pupil's as well as the teacher. It is not often clearly realized that a pupils' effort throughout this education is concentrated almost wholly on how to get through the examination. Unless a subject is included in the examination scheme, the pupil is not interested in it. If any school activity is not related directly or indirectly to the examination, it fails to evoke or enlist his enthusiasm." The Indian Universities Commission (1902) reported that "Evil from which the system of university education in India suffers is that teaching is subordinated to the examinations and not examinations to teaching."

8. Bad effect on Health

The present examination system is such that a student works hard near the examination or on the examination day. There are many students who do not work much otherwise but as the examination approaches, they start burning mid-night oil. It tells upon their health. Many students suffer from examination fever or they tend to have mental disturbances. KG. Stead says, "Examinations cause emotional disturbances to the examinees and therefore, they are not real incentives to learning."

9. Lowering of Educational Standard

The examination system of to-day is lowering the educational standard day-by-day. The authorities judge the intelligence of a student from the marks obtained by him in the examination. The worth of a teacher is determined on the basis of his pass percentage shown in the examination. The result is that nobody bothers about real learning or teaching. The educational standards are deteriorating day by day. According to Secondary Education Commission, "The present system of examination does not test anything except memory and a certain kind of verbal felicity."

10. One Sided Assessment

The present examination system it mostly of written type only. There are no oral examinations. Only some of the Universities in some examinations do conduct oral examination. Moreover, the examinations do not measure the all round development of the pupils. Only the academic aspect is taken into consideration. Qualities like physical growth, social development and character building are not given weight age.

11. Lowering of Moral Standard

The examinations of today require a lot of cramming on the part of the students. The system too is such that the students learn different ways of becoming dishonest. Many students take books in the examination hall. They threaten the supervisor and the superintendent. There is too much of moral degradation on the part of the students due to pressure of getting good marks.

12. Award of Division causes Frustration

In each examination the students passing the examinations are awarded first or second or third division. This award of division frustrates many students. A person getting first division may not always be very intelligent. But in the present day situation such a student is considered superior to others who get second or third division. Moreover, the award of division causes complexes in the student which are not useful to them in the long run.

Thus we find that the examination system of present time requires some changes. The University Education Commission verdicts, "If we have to make any reform in education it is in the examination system"

18.5 SUGGESTIVE REMEDIAL MEASURES

1. The question paper should have three portions having different types of questions-Essay type, short answer type and objective type. The number of questions should be increased and the students should be required to attempt all of them, keeping in mind, of course, the time factor.
2. Questions set in the paper should be spread out to the whole of the syllabus as far as possible.
3. The question paper should have difficult as well as easy questions so that it satisfies the intelligent and weak students.
4. There should be internal assessment based on the day to day's work done by the students in the class. Proper record should be maintained for it. It should be given due weight age in determining the success or failure of a student finally.
5. The marks secured in the internal examination should also be indicated in the certificates finally issued to any student.
6. The paper setters and examiners should be out of those who are actually teaching that subject.
7. Grading system of marking the papers should be implemented because giving numerical marks is not accurate in the case of many subjects. In grading system, the student's answers are graded on the basis of some scale. We may have five point scale, seven point scale, or any other scale. To explain five point scale, we mean five grades namely A, B, C, D, E. We may fix up criteria of these grades, say E stands for very poor, D-poor, C-average, B-good and A is for excellent. We can also fix up as A+, A, A-, B+, B, B-, C+, C, C-. The values of these grades may be fixed up. By giving grades, the answer of a student is better evaluated as compared to giving of exact marks. For an answer, giving of 8 or 9 or 10 marks out of twenty is very difficult. There may be variation. But with the help of grading system there are less chances of variation. So grading system is an improvement over the system of allotting marks.

8. Effort should be made to standardize the system of marking. That will ensure reliability, validity and uniformity in examination which is badly needed today.

9. Apart from scholastic achievements, other aspects of personality development like physical, moral and social be assessed.

10. Definite aims should be fixed up. Those should be clearly known to the teacher as well as the student. Then efforts should be made to achieve those aims.

Thus the defects of examination system can be overcome if we apply the above explained remedial measures. This certainly requires change in the behaviour and attitude of the teachers and parents.

18.6 LET US SUM UP

1. Evaluation is a measurement of all round development of the pupil including his physical, social, moral and intellectual development as well his skills, abilities, aptitudes and interests.

2. Shortcomings in the present system of evaluation is that they are not complete. In the present system of examination, emphasis is laid on memorization and cramming ability and not the understanding ability of the learners. They do not test the full knowledge of the students. Rather they test their limited knowledge only.

3. Due to vast choice in the paper, the students do not prepare some portions of the syllabus. The examinations are subjective, non reliable and not a scientific method of examining the students. There is scope of bluffing on the part of the students. The students write their answers and fill up pages upon pages by writing irrelevant things. All the skills, intelligence, attitude, aptitude are not tested by these examinations. They may also become mentally stressed and fall sick. As a result they may resort to unfair means like copying and cheating.

4. There is often no definiteness of aim in view. The examiners often do not really know what success in examination means. Not knowing what specific qualities they test, they cannot say anything about the fitness of the candidate for any definite vocation in life.

5. In the examinations of to-day, element of chance plays a dominant role. Students prepare some set of questions and pass the examination thus lowering the standard of education. As the examinations dominate the curriculum the teachers performance is judged by the pass percentage of the students in the examination. So they also give stress on examination.

6. Suggestions for improvement

- The question paper should have three portions -essay type, short answer type and objective type.
- Questions set in the paper should be spread out to the whole of the syllabus
- The question paper should have difficult as well as easy questions .
- There should be internal assessment and their marks should also be indicated in the certificates finally issued to any student.
- The paper setters and examiners should be out of those who are actually teaching that subject.
- Grading system of marking the papers should be implemented .
- Effort should be made to standardize the system of marking. That will ensure reliability, validity and uniformity in examination which is badly needed today.
- Apart from scholastic achievements, other aspects of personality development like physical, moral and social be assessed.
- Definite aims should be fixed up.

18.7 UNIT-END EXERCISES

1. Give the meaning of evaluation.
2. What are the shortcomings in the present system of evaluation ?
3. How can the defects in the present system of evaluation be removed?

18.8 SUGGESTED READINGS

1. Mangal,S.K.(2002): Teaching of General Science, Ludhiana ;Tandon Publications.

2. Sachdeva,M.S.(2002): A new approach to teaching learning process, Ludhiana; Bharat Book Centre.
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UNIT- IV **LESSON : 19**

EVALUATION, ASSESSMENT AND CERTIFICATION : III

CONTINUOUS AND COMPREHENSIVE EVALUATION

19.0 STRUCTURE

19.1 Introduction

19.2 Objectives

19.3 Concept of continuous and comprehensive evaluation

19.3.1. Meaning of continuous and comprehensive evaluation

19.3.2 Need of continuous and comprehensive evaluation

19.3.3 Functions of continuous and comprehensive evaluation

19.3.4 Purpose of continuous and comprehensive evaluation

19.3.5 Merits of continuous and comprehensive evaluation

19.4 Problems of continuous and comprehensive evaluation and remedial measures

19.5 Let Us Sum Up

19.6 Unit-end Exercises

19.7 Suggested Readings

19.1 INTRODUCTION

The scope of evaluation in schools extends to almost all the areas of pupils' personality development. It should include both scholastic and non-scholastic areas, i.e. it should be comprehensive in nature. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weakness of pupils more frequently, so that the pupils have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies. In this unit you will study about the meaning, need, purpose, importance

and merits of comprehensive and continuous evaluation This unit also deals with the problems encountered during implementing comprehensive and continuous evaluation and suggestions to overcome these problems.

19.2 OBJECTIVES

At the end of this unit you will be able to :

- Understand the meaning of continuous and comprehensive evaluation;
- Appreciate the need for continuous and comprehensive evaluation;
- Explain the functions of continuous and comprehensive evaluation;
- Describe the purpose of continuous and comprehensive evaluation;
- Discuss the problems of continuous and comprehensive evaluation;
- Suggest measures to overcome the problems of continuous and comprehensive evaluation.

19.3 CONCEPT OF CONTINUOUS AND COMPREHENSIVE EVALUATION

Education aims at promoting all round development of the individual. This all round development involves both scholastic and co-scholastic aspects of personality. However, because our examinations, take cognizance of only the scholastic areas, all attention and efforts of both pupils and teachers are primarily invested on this area alone .The NPE 1986/92 has pinpointed, this shortcoming of our education system and given a directive about the introduction of Continuous and Comprehensive Evaluation (CCE) covering both scholastic and non-scholastic areas of the personality of the students. The logic behind this directive is that if some abilities, skills and qualities of the students are to be evaluated and reported for public consumption, it will prompt the institutions to initiate concrete action about offering the needed activities for encouraging their development. CCE is aimed at correcting the current imbalance in our educational pursuits.

19.3.1 Meaning of continuous and comprehensive evaluation

The term 'Continuous' emphasizes that the evaluation of the identified areas of personality is a continuous 'process' rather than a combination of isolated unconnected 'events'; that it is built into the total teaching-learning process as its integral part and is thus spread over the entire span of an academic session. The

second term 'Comprehensive" implies that it attempts to cover different aspects of personality beyond the academic ones i.e., abilities, skills, qualities, interests, attitudes, values outdoor activities etc. and not just academic achievement. The third term 'Evaluationl implies that the purpose of the total endeavor is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.

Such a scheme of school-based evaluation, in addition to stimulating the pupils' scholastic growth, aims at promoting his physical health, developing in him desirable personal and social qualities, building in him desirable attitudes and values, helping him cultivate and nurture his interests by providing opportunities of acquiring skills and proficiencies through participation in various co-curricular activities.

19.3.2 Need of continuous and comprehensive evaluation

1. The present system of evaluation at school stage suffers from a number of imperfections. The first and foremost shortcoming of the evaluation system is that it focuses only on cognitive learning outcomes and completely ignores the non-cognitive aspects which are a vital component of human personality. Even in cognitive areas it lays too much emphasis on memorization and little on abilities and skills that require higher mental operations like problem-solving, creative thinking, summarizing, inferring, arguing etc.
2. Examinations in their present form are not the real measure of students' potential because they cover only a small fraction of the course content that the students strive to learn over a period of one year. Nor do they provide for the application of multiple techniques of evaluation like oral technique, observations, projects, assignments etc. as they resort only to the use of written tests.
3. Another shortcoming of the present examination system is that the results are declared in terms of raw marks which suffer from a number of inadequacies ranging from the subjectivity of the examiner to the inherent limitation of the 101 point scale that satisfies neither the criterion of absolute zero nor that of absolute hundred.
4. From the initial stages of schooling small children are prepared along the lines of board examinations right from the beginning and the significant

components like diagnosis and remediation seldom become a part of the system.

5. It is no secret that teachers adjust their teaching to testing which means laying extra emphasis on the maxim, "Whatever is tested is to be taught and whatever is not tested is not to be taught." This backwash effect of examination which is currently dominating the system frustrates the very concept of mastery learning as it leads to selective teaching and learning.

6. The existing examination system also suffers from an inhuman rigidity which allows little flexibility of any kind.

7. Yet another flaw of the existing system is the undue importance attached to the results of examinations by the society in the wake of growing competition in every field. This creates psychological fear and tension in the minds of the students to such an extent that various kinds of malpractices in the examinations become rampant and the fear of failure sometimes leads to extreme measures like suicides.

With the help of continuous and comprehensive evaluation the above mentioned problems can be solved to some extent.

19.3.3 Functions of continuous and comprehensive evaluation

In the teaching-learning process, the evaluation is expected to take care of scholastic and non-scholastic aspects. If a child is weak in some area, diagnostic evaluation and remedial measures should be adopted by you. Important functions of continuous and comprehensive evaluation are as follows :

i) Continuous evaluation helps in regular assessment of students progress (ability and achievement with reference to specific scholastic and non-scholastic areas).

ii) Continuous evaluation serves to diagnose weaknesses and permit the teacher to ascertain an individual pupil's strengths and weaknesses and his needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs reteaching for the whole class or whether a few individuals are in need of remedial instruction.

iii) It helps the teacher to organize effective teaching strategies.

iv) Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden fall in their achievement. If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect of studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child. The continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures in time, to help the child overcome it at their own level.

v) By continuous evaluation, children can know their strength and weakness. It provides the child a realistic self picture of how he and she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps an individual to determine the areas of instruction in which more emphasis is required.

vi) Continuous and comprehensive evaluation ascertains areas of aptitude and interest. It helps in identifying changes in attitude, character and value pattern.

vii) It helps in making decisions for the future, regarding choice of subjects, courses and careers.

viii) It provides information/report on the progress of students in scholastic and non-scholastic areas and thus help in predicting the future successes of the learner.

19.3.4 Purpose of continuous and comprehensive evaluation

1) To integrate teaching and evaluation and to test those skills and abilities which cannot be tested through written examinations at the end of the course. For this purpose, continuous, comprehensive internal evaluation should be properly diversified, so that through it we can test the :-

   i) Writing ability of the student

   ii) His participation in discussions, seminars etc.

   iii) His participation in field work, project work etc.

2) To encourage students to apply themselves rigorously to their studies

3) To enable the teacher to realize the effectiveness of teaching - learning process.

4) To serve as a feedback for improving the contents of the courses, methods of teaching and teaching - learning process in general.

19.3.5 Merits of continuous and comprehensive evaluation

1) More Valid: It is more valid than external examinations as it covers all the topics of the syllabus assessment every month or fortnightly.

2) Regular and Punctual : Students will become more regular and punctual. They will try to do their home assignments and class work to the entire satisfaction of all concerned.

3) Discipline: The problem of discipline will remain subsided.

4) More reliable: It is more reliable than external examinations as it covers all the topics of the syllabus.

5) Motivational Value: It motivates the pupils to work regularly and thoroughly. They work through out the year and don't waste time.

6) Diagnostic Value: It enables us to diagnose pupils difficulties in learning. It provides opportunities of find out needs, interests, abilities and aptitude of an individual and shows him the way for the development.

7) No Undue strain: Undue strain upon the students is relaxed. Moral standards in students are never allowed to wave.

8) Basis of scholarship: It serves as a base for awarding scholarship and giving fee concessions.

9) Positive results: It aims at finding out what the child knows, what he can do and what intelligence he has got rather than at finding out what he does not know, what he cannot do and what intelligence he has got.

CHECK YOUR PROGRESS 1

1. Explain the meaning of continuous and comprehensive evaluation .

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2. Why there is the necessity to shift from existing evaluation system to continuous and comprehensive evaluation ?

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19.4 PROBLEMS OF CONTINUOUS AND COMPREHENSIVE EVALUATION

1) Time consuming : Continuous comprehensive evaluation is time consuming. The syllabus may not be completed in time.

2) Heavy work load on teachers : The short term evaluation increases the work load of teachers. Moreover, it demands training, efficiency and resourcefulness on the part of teachers.

3) Incomplete without external examination : In the absence of external examination the overall progress of the student will not be known. A public examination at the end of the year is very essential in every scheme of evaluation.

4) Increase in number and intensity : Bad things like bribery may increase in number and intensity.

5) Shirkers of work : Shirkers of work in the teaching profession who are there due to some compulsions of life may not work and the standard of education may go down.

6) Lack of knowledge and skills related to evaluation : The in-service programmes planned for the teachers have inadequate inputs in evaluation and do not create avenues for practical exercises during the training sessions. The teachers may have no knowledge of conducting continuous and comprehensive evaluation

Suggestions of overcoming the problems encountered during implementation of continuous and comprehensive evaluation

- Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.

- Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
- Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- The maintenance of records.
- Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.
- Re-orientation of teachers and parents. Both will need to adapt to the new system of learning and grading. The vicious circle of the need for high marks and exams will have to be broken with an attitudinal change.
- Preventing nepotism: This problem may happen in the implementation of the grading system. Parents will really have no option but to accept the teacher's diktat. A proper redressal method should be evolved at the school level.

19.5 LET US SUM UP

The educational objectives aim at the all round development of individual. Accordingly, the expected learning outcomes of any educational program cannot be limited to scholastic domain but it should include the non-scholastic domain also. . Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. This not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency, and accountability. There are many problems of implementing this scheme but proper planning and following certain remedial measures can help to overcome this problem.

19.6 UNIT-END EXERCISES

1. Explain the meaning of continuous and comprehensive evaluation.
2. Why have educationist spoken in favour of continuous and comprehensive evaluation?

3. What is the purpose of having continuous and comprehensive evaluation?
4. Discuss the functions of continuous and comprehensive evaluation.
5. What are the various problems encountered during implementation of continuous and comprehensive evaluation? Suggest measures of overcoming these problems.

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UNIT- V LESSON : 20

ELEMENTARY EDUCATION IN J&K

GROWTH OF ELEMENTARY EDUCATION IN THE STATE SINCE INDEPENDENCE SPECIFIC PROBLEMS OF ELEMENTARY EDUCATION AND REMEDIAL MEASURES TO TAKEN TO DEAL WITH THE PROBLEMS

20.0 STRUCTURE

20.1 Objectives

20.2 Introduction

20.3 Elementary Education in India

20.4 Growth of Elementary Education in J&K after Independence

20.5 Problems related to Elementary Education in J&K

20.6 Remedies related to Elementary Education in J&K

20.7 Check Your Progress.

20.8 References

20.1 OBJECTIVES

A careful reading to this unit will enable you to:

1. To acquaint students with based concept of elementary education.
2. To acquaint students the process of growth of education in J&K State.
3. To acquaint students the process of growth of elementary education in India since Independence.
4. To acquaint students the problems and remedies related to elementary education in India.

20.2 INTRODUCTION

Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Elementary education in India,

therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. But making primary education available for all in India has also been one of the major challenges for the government. Moreover, the quality of elementary education in India has also been a major cause of worry for the government. In fact, making elementary education in India accessible, universal and relevant has been a goal since the eighth five-year plan.

Elementary education in India means eight years of schooling from the age of six. The government has made elementary education compulsory and free. But, the goal of universal elementary education in India has been very difficult to achieve till now.

20.3 ELEMENTARY EDUCATION IN INDIA

Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. **Elementary education in India**, therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. But making **primary education** available for all in India has also been one of the major challenges for the government. Moreover, the quality of elementary education in India has also been a major cause of worry for the government. In fact, making elementary education in India accessible, universal and relevant has been a goal since the eighth five-year plan.

Elementary education in India means eight years of schooling from the age of six. The government has made elementary education compulsory and free. But, the goal of universal elementary education in India has been very difficult to achieve till now.

Therefore it has introduced innovative ways of universalizing elementary education in India.

After the District Primary Education Programme (DPEP) of 1994, the govt. has now launched the **"Sarva Shiksha Abhiyan"** or SSA. Sarva Shiksha Abhiyan was launched in 2001 to universalize and improve the quality of elementary education in India through community ownership of elementary education. In order to effectively decentralize the management, it has involved **Panchayati Raj institutions**, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous

Councils and other grassroots level structures. SSA, apart from being a programme with clear time frame for Elementary Education, also offers opportunities to the states to develop their own vision of elementary education. It has set 2007 as the deadline for providing primary education in India and 2010 as the deadline for providing useful and relevant elementary education to all children in the 6 to 14 age group. In order to improve the quality of elementary education in India, the SSA has emphasized on improving the student teacher ratio, teachers training, academic support, facilitating development of teaching learning material and providing textbooks to children from special focus groups etc.

Despite all the efforts of the government of India, universalization of elementary education in India remains a distant dream. This is because of the persistent poverty and various prejudices prevailing in the Indian society. While the growth in female literacy is increasing at a faster rate than male literacy, the gap in the male female literacy has been a major hindrance in the universalization of elementary education in India.

While the total literacy rate is 65.38% according to 2001 census, the female literacy rate is only 54.16%. Another area of concern is to reduce the gap between the rural and urban literacy rate. While 80. 3% urban people are literate, only 59.4% of the rural population is literate according to 2001 census data.

Thus reduction in poverty, promotion of female education, emphasis on rural education, providing incentives for retaining the children from weaker sections of the society would have to go together so that it can achieve the goal set by the Sarva Shiksha Abhiyan and also the Millennium Development goal by 2015 set by the UNESCO.

20.4 GROWTH OF ELEMENTARY EDUCATION IN JAMMU & KASHMIR AFTER INDEPENDENCE

In the National Educational Scenario, J&K State is subsumed as educationally backward in reference to the established indices namely literacy rate, teacher pupil ratio , dropout rate and the absorption pattern of the educated persons. The disquieting features are low literacy rate, higher drop-out rate gender disparity, mismatch between education and employment. The J&K State strictly adheres to the National Education Policy and with the exponential growth of the institutional framework and reach of

services as a consequence of sustained investment folio through plan strategy, improvement in every parameter is visible. The improvement is more pronounced in the field of girls literacy. Education is one of the most valuable means in achieving gender equality and empowerment of women.

The Education Department with broaden objectives of Universalization of Elementary Education, Extension of School facilities with in every school, development of infrastructure and providing incentive structure to improve enrolment and retention is implementing various schemes through the following sectors.

1 Elementary Education

2 Secondary Education

3 Teacher Education

4 Adult Education

5 Direction and Administration

The main thrust during the current financial year and for the next financial year is to develop the infrastructure facilities for the schools particularly those schools which have recently been up-graded besides while introducing the computer education to all the Higher Secondary Schools as one of the subjects. The facilities such as construction of Computer labs and providing of computers to the schools will occupy the main thrust during 2006-07. during 2006-07. The rest of the incentive schemes for increasing the enrolment, attendance, retention etc. occupy the important/main thrust for the development of Education in whole of the Jammu Province.

Initiatives taken to improve Elementary Education in J&K state

Since independence, the central and state governments have been expanding the provision of primary, formal and non-formal education to realize the goal of Universilisation of Elementary Education (UEE). The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving Elementary education in the state. With a view to cushioning the impact of rising costs of text books the State Government is providing Free Text books to all the children reading in elementary classes though there was a provision of free text books to all girls and SC/ST children.

Removal of systemic deficiencies in the implementation of UEE and forging

ahead necessitates the creation of informed public opinion and a facilitative environment akin to that of the Total Literacy Campaign. This has to be achieved through effective and sustained advocacy, massive community mobilization and awareness programmes. With this perspective, a national programme of media publicity and advocacy has been planned. The programme will target:

I) Teachers and all those involved in education of children.

II) Students and parents of students, particularly non-literate parents; and

III) Community opinion leaders.

The Jammu and Kashmir State Board of School Education was established in 1975 under The Jammu and Kashmir State Board OF School Education Act, 1975 to advise the Government on matters of policy relating to Elementary Education, Secondary Education and Higher Secondary Education and other matters pertaining to promotion of Education for All . It is a body set up to

National Programme of Nutritional Support to Primary Education(School-Meal-Programme

This scheme was launched on 15 August, 1995 to give a boost to UEE in terms of increasing enrolment, retention and attendance in primary classes by supplementing nutritional requirements of children attending primary schools. It is an ambitious scheme that has been operationalised throughout the country in a very short period. The programme envisages provision of nutritious and wholesome cooked meal of 100 gms of food grains per school day, free of cost, to all children in classes I-V by 1997-98.

During 1995-96, 378 districts, 225,000 schools and 33.5 million children have been covered with an expenditure of Rs. 4,412 million. In 1996-97, the scheme was extended to cover 55.4 million children with an expenditure of Rs. 8,110 million. The scheme has become fully operational in 1997-98 covering nearly 110 million children in primary classes. A positive impact on school enrolment and retention has been reported.

RECENT DEVELOPMENTS

1. Notable higher education or research institutes in Jammu and Kashmir include Sher-e-Kashmir Institute of Medical Sciences Soura Srinagar, National

Institute of Technology Srinagar, Government College of Engineering and Technology of Jammu and the Government Medical College of Jammu. University-level education is provided by University of Jammu, University of Kashmir, Sher-e-Kashmir University of Agricultural Sciences and Technology of Jammu, Sher-e-Kashmir University of Agricultural Sciences and Technology of Kashmir, Shri Mata Vaishno Devi University, Islamic University of Science & Technology, and Baba Ghulam Shah Badhshah University.

2. The literacy rate in the state in 2001 was only 55 per cent. A latest survey has indicated that it has increased up to 65.67 per cent

3. The number of school dropouts has also reduced from 3.67 lakh to 0.39 lakh due to opening and upgrade of primary schools, establishment of education guarantee scheme (EGS) centers and organizing seasonal camps

4. In fact, there are more students attending English-medium schools in J&K than in big states like Karnataka, Maharashtra, Gujarat or Madhya Pradesh.

20.5 PROBLEMS RELATED TO ELEMENTRY EDUCATION IN J&K

Natural Problems: The geographical enrolment has a great impact on man life. His ways of living, food habits, profession and means of transport and communication are very much influenced by geographical environment. As the facilities enjoyed by the people in the plains are not available for those in hilly areas and deserts, the geographical conditions of hilly areas and deserts demand new steps in life. Hills, plateaus, deserts, rivers, lakes, forests isolate people of one area with those of another. In these areas there is no dense population. Hence, it is not economically feasible to open elementary school for a few people. Elementary schools with very few children will be impracticable due to the meager funds at the disposal for the authority responsible for providing education. Children from one area cannot go to school funded in another area because of difficult and inadequate means for transport. Teachers do not like to work in schools of difficult geographical surroundings.

Political Problems: The British Government was indifferent to primary education in India. It did not try to remove illiteracy prevailing in the land. After

independence the Indian Government became keen to spread education throughout the whole country. But due to political difficulties the efforts in this direction has been faulty. There is no-ordination in the various government departments.

Social Problems: One finds many social evils in India such as untouchability, caste differences, narrow religious beliefs, conservatism, illiteracy, communalism, nepotism and jealousy. People of different castes, religious and communities seek to open schools only to educate their own children. At some places children of Harijans and the down-trodden are not admitted to schools as children of higher caste do not like to mix up with the children of Harijans studying in the same schools. Language problem also obstructs some children from going to schools. Separate schools are demanded for girls due to Purdah system. Conservation parents do not send their girls to boys school. Social workers and efficient government officers should establish personal contacts with parents for removing their wrong notions which hamper the growth of elementary education.

Economic Problems: The national income is the index of the income of the common man. Indian national income is not satisfactory. The common man is spending difficult days.

Problems of Teaching System: The atmospheres of an ideal school should be so attractive and natural that the children may themselves like to spend much of their time there. Such an atmosphere can be available only when the teaching methods, devices and materials are organized on psychological lines. Indian elementary schools do not have suitable teachers and appropriate teaching materials. Hence, they have failed to provide a suitable atmosphere for attracting young children. The cruel and unpsychological behaviour of teachers and harsh corporal punishment force many children to leave the school in the middle of the session.

Problem of Wastage and Stagnation: In India there is too much of wastage and stagnation at the elementary stage of education. Many children leave school or fail due to the aboe difficulties. Money, labour and time are wasted. Stagnation is there when children repeat classes due to failure.

Problem of Dearth of Teachers: In India suitable teachers for elementary schools are not available in adequate number. Most of the teachers are intolerant. They behave very harshly with children. Children are very much afraid of them and

do not like to go to school. Even after obtaining training, there is no change in the behaviour of some teachers. It appears that training has not produced any impact on them.

20.6 REMEDIES RELATED TO ELEMENTARY EDUCATION IN J&K

Shortage of New Schools: For expansion for elementary education new schools should be opened within the easy approach of children so that they may not have to face the problem of transport.

Lack of Interest: There is not much interest for education in Indian villages. Illiterates do not understand the importance of education. Others do not send their girls to school because of the Purdah system. Some keep their children at home so that they may help them in earning their bread. Others are not able to educate their children because of paucity of funds. Some wants to train their children in their hereditary trade and do not send them to school. Hence, the schools for villages should be so organized as to help the villagers to get solution of their educational problems. The curriculum of the school should be vocationally-oriented according to the needs of the locality which it is supposed to serve. This will help the people to realize the utility of the school and they will start taking interest in the education of their children. The school should function as a community development centre. It should try to develop all skills in children which the villagers want them to pick up in view of their agriculture and allied professional occupations.

Catering to Local Needs: Keeping in view its religious, cultural and social traditions, the schools should be organized for a particular area. Then alone the public will feel and belongingness to the schools. If the public so desires, separate school should be run for girls. But it will be better if co-education is encouraged upto the elementary stage.

Insufficient School Building: Suitable buildings are very necessary for primary schools. In India very few elementary school have buildings worth the name. The buildings should be in open, healthy and clean places. There should be big playground adjoining it to facilitate adequate physical activities of the school children. There should be separate space for agricultural workshops and practices in cottage industries.

Lack of Sufficient and Suitable Teachers: For free and compulsory education, it is necessary that suitable teachers from the adjoining areas or local persons are appointed who are willing to work in rural areas. They should be conversant with the local cultural, religious and social traditions. They should be fully familiar with language of the area. They should have the capacity to make the school environment healthy, attractive and useful. They should be master of subjects so that the teaching of various subjects may be done satisfactorily.

Inappropriate Curriculum: The purpose of elementary education is to equip children in fundamental process so that they may be able to receive further education. The social needs have changed with changes in society. Hence, the curriculum of the elementary education should also be modified accordingly. The Basic education curriculum should be implemented at the primary stage. Local needs should be the basis of organizing the curriculum on the Basic pattern so that students acquire some vocational bent of mind while receiving training in the principles of citizenship and healthy living along with the acquisition of command over the 3R's i.e., reading, writing and arithmetic.

Lack of National and Local Co-Operation: The co-operation of the government and of the public is very necessary for the development of elementary education. In India both the Central and State Governments are trying for the expansion of elementary education, but success has not yet been achieved due to the defective policy and the lack of necessary co-operation from the government officials responsible for running the elementary education scheme. The public also does not extend sufficient co-operation. Even some voluntary organizations extend helping hands; the government is not able to utilize it. Now the government departments should stop such policies which obstruct the growth of elementary education. The co-operation of the public should be enlisted and the government officials should invite it. The inspectors of schools should contact the primary schools teachers and the public. They should guide the teachers and create an awakening in the public for primary education. They should study the local needs and arrange for primary education accordingly.

20.7 CHECK YOUR PROGRESS

Q 1. What is the meaning of elementary education in India?

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Q 2. Explain the process of growth of education system in J&K?

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Q 3. Suggest some remedies related to the problems of elementary education in India?

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Q 4. Describe the process of growth of elementary education in India since Independence?

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Q 5. Identify some problems that are related to elementary education in India?

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UNIT-V LESSON : 21

SECONDARY EDUCATION IN J&K

GROWTH, PROBLEMS AND REMEDIAL MEASURES OF SECONDARY EDUCATION IN J&K

21.0 STRUCTURE

21.1 Objectives

21.2 Growth of Secondary Education in J&K

21.3 Specific Problems of Secondary Education in J&K

21.4 Remedial measures

21.5 Check Your Progress

21.6 References

21.1 OBJECTIVES

After studying this lesson you will be able to

a) understand the growth of Secondary Education in J&K.

b) describe the problems if Secondary Education in J&K

21.2 GROWTH OF SECONDARY EDUCATION IN J&K

The secondary educationin the state also witnessed a great increase after independence. The growth and development of secondary education can be explained as under :

1. The higher secondary scheme of education comprising 8 years of elementary education and 2 years of secondary education which was introduces in 1955 in the state, has been converted to the new educational pattern of 10+2.

2. Under 10+2 scheme, PUC has been introduced in all the 42 newly selected high schools.
3. First year T.D.C. has also been started in 31 higher secondary schools.
4. Board of school education constituted in 1977-78.
5. The enrolment at +2 stage in the new pattern higher secondary schools is likely to shoot up from 1846 in 1974-75 to 14000 by the end of 5th year plan.
6. By this time 938 posts of senior mastersin the gazette carde were created for the teaching at +2 levels.
7. With the adoption of new pattern of 10+2+3 in the state, the structural changes have been brought out in this sector.
8. Under this scheme P.U.C. has been introduced in all the newly selected schools.
9. First year T.D.C. which was university class would be merged in 1st and 2nd year of +2 stages.
10. Under RAMSA various middle schools and high schools are being upgraded to high and higher secondary schools in the state.
11. The number of high and higher secondary schools has increased many folds.
12. A number of teachers with P.G. Degree and B.Ed. have been promoted to masters under RAMSA.
13. Huge grants have been released to meet the infrastructural and other requirements of all the upgraded schools under RAMSA.
14. The high school facility is provided with 5 km from the residence of every child.

21.3 SPECIFIC PROBLEMS OF SECONDARY EDUCATION IN J&K

(1) Unplanned Expansion : The expansion of secondary and higher secondary schools in J&K is unplanned and unsystematic. A number of higher

secondary schools are being opened without proper infrastructure and other facilities. Moreover there is lack of well qualified and trained teachers.

(2) Defective Curriculum : The curriculum at +2 stage is diversified but it is full of many defects. The curriculum framed for different classes does not fulfill the demands of students and society. It suffers from aimlessness. It is not giving the students any diretion in life and employment.

(3) Lack of Trained Teacher : The teachers in secondary and higher secondary schools are not well trained. The quality of education depends on quality of teachers. Teachers are not deputed to attend orientation, refresher and pedagogical courses from time to time.

(4) Lack of Staff : The newly established high and higher secondary schools are suffering due to lack of required staff. There are many classes which remain without a teacher throughout the session. This directly effects the results of schools.

(5) Faulty Transfer Policy : The transfer of teachers during the session effects the academic growth of students. There are no fixed norms and regulations regarding the transfer of teachers. There are no criteria of transfer. Moreover there are sevral attachments of teachers in the schools where they sit idly for the whole day contributing nothing for students.

(6) Stress on Theoretical Education : Most schools stress as theoretical portion of the curriculum. Teachers stress on completion of syllabus rather than performing practicals in science subjects. Students do not attend laboratory daily. Practically the students are not well trained.

(7) Lack of Modern Methods of Teaching : In most of the high and higher secondary schools, the teachers use out dated methods of teaching. No new and innovative methods are being used by teachers. At +2 level, the teachers usually use lecture method. The teachers are not well trained to use audio-visual aids in the classroom.

(8) Tuitions : Most of the students and teachers are engaged in tuitions. The lecturers at +2 encourage student for private tuitions to get a handsome

amount of money. The teachers who are involved in tuitions are not giving their hundred percent efforts in the school classes. They are worried about tutorial class and are leas! bothered about school study.

(9) Faulty System of Evaluation and Examination : The present system of evaluation and examination rs not evaluating the true output of the students. The students are evaluated on the basis of theoretical knowledge. The practical knowledge of the students is not evaluated. As, both the students and teachers are involved in malpractices In case of practical examinations. Moreover the students lack proper knowledge of practicals.

21.4 REMEDIAL MEASURES

(1) Planned Expansion : The opening and up gradation of high/higher secondary schools should be well planned as per the need of the students. A proper criterion should be fixed for opening a new school or up-grading already existing school.

(2) Purposeful Curriculum : The curriculum at secondary and higher secondary level need lo be made purposeful. The students should have clear perception of curriculum. It should relate to the future adjustment and career advancement of the student,

(3) TeacherTraining : The teachers for secondary and higher secondary schools should be well trained before appointment. The teacher training course shall be made compulsory for all teachers and lecturers. Every teacher or lecture should be deputed to attend orientation course, refresher course and course in pedagogy during the summer and winter vacation, SIET and DIET should organize various training programmes for these teachers.

(4) Adequate Staff : It is necessary to supply required staff to each and every school. The subject teachers should be made available in every school. Moreover newly established school should be given proper staff accordingly. The teacher-pupil should be kept in mind while af lotting the staff to different schools.

(5) Proper Transfer Policy : The Govt should form a transparent transfer policy for teachers. No teacher should be transferred in the mid of the session. Every transfer should be made either in the beginning of new session or ending the session. Proper criteria should be fixed for transfer.

(6) Practical Knowledge : The students at secondary and higher secondary schools should give more practical knowledge. More and more practical, curricular and co-curricular activities should be organized to make the students practically sound. This type of knowledge helps the students to earn their livelihood and to get adjusted in life.

(7) Modern Methods of Teaching : The teachers lecturers should be trained in various new and innovative methods m the classroom. Special training shall be conducted for the teachers regarding methods of teaching. The teachers should avoid using out dated and orthodox methods of teaching,

(8) Ban on Tuitions : The tuitions of any kind need to be banned under law. The tuition centres and coaching centres should be closed by the Government. The teachers working in these centres should be punished under law. Moreover parent should be made well aware that they should visit school regularly and meet the teachers regarding the academic growth of their wards. They should avoid sending their wards to private tuition because it in just a spoon feeding.

(9) Changing System of Evaluation and Examination : The system of evaluation and examination should be changed keeping in view modem needs and challenges and future perspective, h is necessary to evolve the student regularly and compressively to have clear judgment of his academic level and achievement level. Emphasis should be laid on practical aspect only.

21.5 CHECK YOUR PROGRESS

Q.1. Write a note on growth of Secondary Education in J&K.

Q.2. Discuss the problems in the ways of Secondary Schools of J&K.

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UNIT-V LESSON : 22

HIGHER EDUCATION IN J&K

GROWTH, PROBLEMS AND REMEDIAL MEASURES OF HIGHER EDUCATION IN J&K

22.0 STRUCTURE

22.1 Objectives

22.2 Growth of Higher Education in J&K after Independence

22.3 Specific Problems of Higher Education in J&K

22.4 Remedial Measures of Higher Education in J&K

22.5 Check Your Progress

22.6 References

22.1 OBJECTIVES

After having studied this lesson you will be -

a) able to understand the Growth of Higher Education in J&K

b) able to describe the problems of Higher Education in J&K

22.2 GROWTH OF HIGHER EDUCATION IN J&K AFTER INDEPENDENCE

The growth of higher Education in J&K can be evaluated under the following points :

1. The Jammu and Kashmir University came into existence in 1948 which was converted into teaching university on the demand of people of J&K.

2. Ganguly committee recommended two separate university for J&K . The university of Jammu and University of Kashmir came into existence by an ordinance which was latter replaced by an Act of State Lagislative known as J&K Universities Act, 1969.

3. College established during 1900-1925 : Two colleges were established :

   (a) Shri Partap College, Srinagar – 1905.

   (b) Govt. Gandhi Memorial Science College, Jammu–1905.

4. Colleges established during 1925-1950 : Four colleges were established :

   (1) Amar Singh College, Srinagar-1942.

   (2) Govt. College of Education, Srinagar–1948.

   (3) Govt. Women College M.A. Road Srinagar - 1950

   (4) Govt. Degree College Anantnag - 1950

5. Colleges established during 1950-1975: Thirteen colleges were established.

   (1) Govt. Degree College Sopore - 1951

   (2) Govt. College for Women Parade, Jammu - 1953

   (3) Govt. MAM College Jammu-1954

   (4) Govt. Degree College Bhadarwah - 1954

   (5) Govt. Degree College Poonch - 1955

   (6) Govt. College of Education, Jammu - 1955

   (7) Govt. Shri Partap Memorial Rajput Commerce College-1955

   (8) Govt. Degree College Kathua - 1961

   (9) Govt. Degree College Udhampur - 1961

   (10) Govt. College for Women Nawakadal, Srinagar -1962

(11) Govt. Degree College Baramulla - 1963

(12) Govt. College for Women Gandhi Nagar Jammu -1969

(13) Govt. Degree College Bemina - 1972

6. Colleges established during 1975-2000: Thirteen Colleges were established.

(1) Govt. College for Women Anantnag - 1979

(2) Govt. Degree College Rajouri - 1979

(3) Govt. Degree College Kishatwar - 1986

(4) Govt. Degree College Pulwama - 1986

(5) Govt. College for Women Udhampur - 1986

(6) Govt. Degree College Baramulla- 1986

(7) Govt. Degree College Tral - 1988

(8) Govt. Degree College Shopian - 1988

(9) Govt. Degree College Handwara - 1988

(10) Govt. Degree College Kupwara - 1988

(11) Govt. Degree College Doda -'1989

(12) Govt. Degree College Leh - 1994

(13) Govt. Degree College Kargil - 1995

7. Colleges established during 2000-2015

(a) In 2003, two colleges were set up.

(1) Govt. Degree College Reasi

(2) Govt. Degree College Ganderbal

(b) In 2004, only one college came into existance. (1) Govt. Degree College Kulgam

(c) In 2005, nineteen colleges were established.

(1) Govt. Degree College R.S. Pura

(2) Govt. Degree College Akhnoor

(3) Govt. Degree College Samba

(4) Govt. Degree College for Women, Kathua

(5) Govt. Degree College Hiranagar

(6) Govt. Degree College Basohli

(7) Govt. Degree College Billawar

(8) Govt. Degree College Thanamandi

(9) Govt. Degree College Ramnagar

(10) Govt. Degree College Mendhar

(11) Govt. Degree College Ramban

(12) Govt. Degree College Badgam

(13) Govt. Degree College Beerwah

(14) Govt. Degree College Bandipora

(15) Govt. Degree College Dooru

(16) Govt. Degree College Bijbahera

(17) Govt. Degree College Pattan

(18) Govt. Degree College Uri

(19) Govt. Degree College Sopore

(d) In 2008, eighteen colleges were set up.

(1) Govt. Degree College Paloura, Jammu

(2) Govt. Degree College Bishnah

(3) Govt. Degree College Kilam

(4) Govt. Degree College Pulwama

(5) Govt. Degree College Kokernag

(6) Govt. Degree College Uttrasoo

(7) Govt. Degree College Khansaheb

(8) Govt. College for Women Srinagar

(9) Govt. Degree College Sogam

(10) Govt. Degree College Tangdhar

(11) Govt. Degree College Banihal

(12) Govt. Degree College Chatroo

(13) Govt. Degree College Kilotran

(14) Govt. Degree College Dharmari

(15) Govt. Degree College Budhal

(16) Govt. Degree College Nowshera

(17) Govt. Degree College Bani

(18) Govt. Degree College Gurez

(e) In 2010, only one college came into existence

(1) Govt. Degree College Sumbal

(f) In 2011, Twenty two colleges were set up.

(1) Govt. Degree College Jindrah

(2) Govt. Degree College Khour

(3) Govt. Degree College Mahanpur

(4) Govt. Degree College Surankote

(5) Govt. Degree College Kalakote

(6) Govt. Degree College Sunderbani

(7) Govt. Degree College Sarh Bagga Mahore

(8) Govt. Degree College Thathri

(9) Govt. Degree College Marwah

(10) Govt. Degree College Gool

(11) Govt. Degree College Zanskar

(12) Govt. Degree College Bagi Dilawar Khan

(13) Govt. Degree College Kangan

(14) Govt. Degree College Charar-e-Shrief

(15) Govt. Degree College Mangam

(16) Govt. Degree College D.H. Pora

(17) Govt. Degree College Pampore

(18) Govt. Degree College Tangmarg

(19) Govt. Degree College Handipura

(20) Govt. College for Women Kupwara

(21) Govt. Degree College Nobra

(22) Govt. Degree College Vailu Larnoo.

8. At present about 95 Degree Colleges are functioning at almost every tehsil headquarter to provide higher education to a large number of students and some more colleges ap coming on.

9. In Private sector, more than 130 colleges of Education (B.Ed Colleges) and about 12 degree colleges are functioning in the state. These colleges are affiliated to University of Jammu and University of Kashmir.

10. Two engineering colleges and two Medical colleges are also functioning each in both the regions of the state to promote professional and technical education.

11. At present seven state universities are imparting education to the students in different courses viz.

    (a) University of Jammu, Jammu.

    (b) University of Kashmir, Kashmir

    (c) Shri Mata Vaishno Devi University Katra

    (d) Baba Gulam Shah Badshah University, Rajouri

    (e) Islamic Technical University, Kashmir

    (f) SKUAST-Jammu

    (g) SKUAST-Kashmir

    (h) Cultsar university of Jammu

    (i) Cultsar univresity of Kashmir

12. Two central Universities, one in Jammu region and other in Kashmir region are functioning.

    (a) Central University of Jammu

    (b) Central university of Kashmir

13. Directorates of Distance Education are also functioning in University of Jammu and University of Kashmir for providing a number of PG and UG. courses.

14. Various new and modern subjects are being introduced in all the universities and colleges of J&K state like B.C.A, M.C.A, M.B.A, B.B.A, EVS, Bio chemistry, remote sensing etc.

15. Continue and extension Education centers are also functioning in Jammu and Kashmir Universities.

16. Academic Staff Colleges (HRPC) are also established in University of Jammu and University of Kashmir for providing training courses to the teachers teaching in different colleges and universities of J&K state.

17. The agricultural colleges and an agricultural university arc also functioning in both the regions of J&K State.

18. The colleges and universities of J&K have good collection of library books for meeting the academic needs of the students More than 3 lakhs books are available in the libraries of Jammu and Kashmir Universities (in each).

Conclusion

It has been concluded that a revolution has come in the field of higher education in J&K Slate. Jammu and Kashmir has become a hub of educational achievement and academic excellence in the present scenario.

22.3. SPECIFIC PROBLEMS OF HIGHER EDUCATION IN J&K

1. **Less Number of working days in the session:** In almost all the colleges of J&K, the number of working days is the whole session is very less as required under norms (180 days).

2. **Lack of proper facilities:** The higher educational institutes of J&K lack proper facilities and infrastructure. The students are not getting basic facilities like play ground, Library, laboratory, toilet, reading room, restroom, medical aid etc.

3. **Lack of trained teachers:** In most of the colleges of the state, the contractual and academic arrangement teachers are engaged for teaching purpose who are not properly trained and experienced. This effect the output and quality of students in examinations.

4. **Lack of qualify education:** The quality of education in the colleges is not up to the mark. The standard of teaching-learning process is very low which exercise a bad effect on the academic achievement of the students.

5. **Inadequate curriculum:** The curriculum designed for undergraduate and post graduate classes is not fulfilling the current needs and desires of the society. The curriculum is not related to the life of the students.

6. **Lack of curricular and Co-curricular activities:** Due to the less number of working days, there is problem of organizing curricular and co-curricular activities in the colleges and universities. The students need to be evaluated in various co-curricular activities to expose their hidden talents.

7. **Faulty system of Examination/Evaluation:** The system of examination in the higher educational institutions has a number of short comings and defects. The examination system need to be redesigned and reframed in order to access, evaluate and certify the overall development and improvement in the personality of students.

8. **No congenial atmosphere:** In the colleges and universities of our state, there is no congenial atmosphere. The students are not getting favorable environment for their learning.

9. **Lack of modern teaching learning techniques:** In the higher educational institutions, the process of teaching is dull and boring due to lack of modern teaching learnining techniques.

10. **Lack of moral/value education:** There is lack of moral and value education in our colleges. No separate period has been designed to promote moral and value education among the students. As such we are not producing enlightened citizens for the country.

11. **Political Interference:** The political interference in the higher educational institutions is increasing day by day which is not healthy for the smooth functioning of the institutions.

12. **Wrong transfer Policy:** There is no well planned and transparent transfer policy for the teachers of the colleges. It has been observed that the teachers are being transferred in the mid of the session which creates a lot of problems for the students and teachers as well.

13. **Medium of Instruction:** The medium of instruction at the college and university level is English. The students can't understand and comprehend the subjects in this foreign language. This language has made the subjects difficult for the students.

14. **More Leaves/vacation/holidays:** Large number of leaves of teachers, vacation and holidays in the session also effect the study of the students to a great extent. The teachers are being sanctioned the variety of leaves viz. maternity leave, casual leave, study leave, medical leave etc. Moreover the summer vacation, winter vacation, Pooja holidays, Holi holidays, Gazatted. Holidays etc are also affecting the studies of the students.

15. **Problem of indiscipline:** The problem of indiscipline is increasing day by day in the colleges which disturbs the normal functioning of the colleges.

22.4. REMEDIAL MEASURES OF HIGHER EDUCATION IN J&K

1. **Increasing working days/lectures in the session:** It is necessary to increase the working days in the higher educational institutions. The working days in one session should be restricted to 180 days.

2. **Providing basic facilities:** Every new college should be provided the essential basic facilities so that the students may get good atmosphere there.

3. **Well educated and trained teachers:** The teachers for the higher educational institutions should be well educated and Jrained to satisfy the adult students. The teachers should be given training through refresher courses and orientation courses from time to time to update their knowledge nnd Skill.

4. **Raising the quality of Education:** The quality of education should be raised by using new and innovative technology in the classroom situation.

5. **Meaningful curriculum:** The curriculum for undergraduate and post graduate classes should be made meaningful. It is essential to revise the curriculum in every new session.

6. **Organizing variety of Co-curricular activities :** A variety of co-curricular activities should be organized in the colleges in such a way that each and every student can participate in (hem for the personality development.

7. **Improvement in Examination / evaluation system:** There is dire need of bringing improvement in the system of examination and evaluation in J&K state. It is necessary to give weight age to the class tests weekly tests, and monthly tests as internal assessment.

8. **Providing suitable atmosphere:** The students should be provided good, congenial, motivated and democratic atmosphere in the colleges. Full opportunities should be given to students for self expression.

9. **Raising the standard of teaching:** The teaching hours for a teacher should be restricted to 18 hours per week as per norms of U.G.C. The teacher should take a remedial period, tutorial period apart from his regular periods. Moreover the teacher should be given professional training.

10. **Provision of moral and value education:** The students at the college level should be given moral and value education. Special period should be designed for promoting moral and value education among the students.

11. **No Political Interference:** There should be no political involvement and interference in the internal matters of colleges and universities. The higher educational institutions should be given a free hand in running the institutions without political pressure.

12. **Proper transfer Policy:** The Higher Education department should frame a proper and transparent transfer policy for the college teachers. No teacher will be transferred in the mid of the session.

13. **Reducing the leaves/vacation/holidays:** In order to increase the number of working days upto 180 days, it is necessary to reduce the leaves of the teachers, vacation and holidays in a session.

14. **Mother tongue as medium of instruction:** The medium of instruction at graduate and post graduate level should be the mother tongue of students as the students can easily understand and comprehend the subject matter in their mother tongue.

15. **Proper Discipline:** The proper discipline should be created in the colleges and universities. The students can be made well disciplined by involving them in various curricular and co-curricular activities like N.S.S., N.C.C. Seminars, debate, discussion, library work and laboratory work.

22.5 CHECK YOUR PROGRESS

Q.1. What is the meaning of Higher Education.

Q.2. How many colleges in J&K are functional.

Q.3. What are various ways to surtain the quality in Higher Education.

22.6 REFERENCES

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