

COMPULSORY COURSE 01 (CC-01)
EDUCATION IN INDIA

BLOCK 05
INDIAN EDUCATIONAL RESPONSES
TO SOCIAL NEEDS

B.Ed. CC-01 : EDUCATION IN INDIA

Block 5

INDIAN EDUCATIONAL RESPONSES TO SOCIAL NEEDS

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BLOCK 05 : INDIAN EDUCATIONAL RESPONSES TO SOCIAL NEEDS

INTRODUCTION

When India obtained independence on 15th August 1947, it had to face many challenges in political, social and economic fields. Unification of hundreds of princely states into one integrated Nation, drafting a constitution was the main political problems. In the social and educational fronts also there were many problems India had to face. Restructuring Indian Education System to suit the needs and aspiration of an independent country, removal of illiteracy, providing educational opportunities to the needy sections of society were the chief problems in the educational sector. Uplifting the downtrodden sections of the society, reducing prejudices of language, region or castes, removal of superstitions, exploitation, preventions of atrocities towards neglected sections of society, developing a feeling of one nation were the problems in the social sector which had to be tackled. These problems reflected the needs of the Indian society at the time of independence. The Indian Educational System had to respond positively to these social needs. This Block explains how the Indian Education System responded to these social needs. It explains the efforts made by the country to solve these problems.

This Block consists of six Units. In **Unit - 25** you will study the efforts made by the Government - Central and states to universalize primary education to educate millions of illiterate Indians. In **Unit-26** the efforts made to educate especially the scheduled Castes /Tribes, Women and Disabled Children are explained. Developing a feeling of one nation, a feeling of belongingness is very essential in building a nation. This is even more essential in a society which is a mixture of several languages, religions, subcultures and ways of life. This feeling is known as National and Emotional Integration. In **Unit-27** you will study the role of education in developing National and Emotional Integration. In the modern world no country can exist in isolation. There is a need to understand other nations of the world. **Unit-28** explains education as a means to develop international understanding.

The remaining two Units relate to two modes of education which are important in the changed context of modern India. In **Unit-29** you will study about the need of providing Vocational Education **Unit-30** explains the nature and importance of Distance Education, which has proved to be a boon to millions of people in India who are desirous of continuing their education.

UNIT-25 □ UNIVERSALISATION OF EDUCATION

Structure

- 25.1 Introduction**
- 25.2 Objectives**
- 25.3 Concept of Universalisation of Education**
- 25.4 Aims and Importance of Universalisation of Education**
- 25.5 Problems in the Universalisation of Education**
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25.1 Introduction

In 1945, when freedom seemed round the corner, Mahatma Gandhi in his letter to Nehru pleaded for the villages to be the focal point of free India's political structure, economic and developmental policies. But Nehru wrote back to describe the Indian villages as “intellectually and culturally backward from where no progress could be made.” What Nehru felt in 1945 is still relevant today. This is not that we have failed in policy making but we have failed in process of carrying out the policies to the people. It is a fact that developmental policies do not reach the villagers who constitute nearly 60 % of the total population of our country. Even if certain policies reach the people they are not able to understand the policies and take full advantage of such policies. The basic reason for this failure is that most people have not received elementary education and are thus illiterate.

India is a developing country and education is an important factor for the development of any nation, since it is directly related to the quality of life. Hence, it is very important for the government to provide education for all. In this regard Government, both at Central and State levels have put in regular efforts and have taken up various schemes to enable every individual of the country to access education and contribute

for the development of nation with national values such as secularism, equality & equity, social justice, democracy etc.

In 1950, the Indian Constitution provided that all states should provide free and compulsory education to the children of every section of the society upto the age of 14 years within 10 years of time. The then national literacy rate was only 16 %.

India being a democratic country, equal opportunities have been given to all citizens, irrespective of gender, economic conditions, caste, region, religion, creed etc. Consequently, education has been considered as the 'birth right' of every child. In this regard education has been universalized i.e., 'Universalisation of Education has become a means to attain 100% functional literacy and national development. Many problems were associated with making of universalisation of education and successfully they have been tackled through scientifically designed functional measures and strategies. In this context, these issues would raise the following questions:

1. What is Universalisation of Education?
2. What are the problems involved in Universalisation of education?
3. What are the measures taken by the State and Centre regarding Universalisation of Education?
4. What are the causes for not achieving universalisation of education even after 55 years of independence?

The contents of this unit would reflect the issues related to the aforesaid questions.

25.2 Objectives

After studying this unit, you will be able to:

- Define Universalisation of Education.
- Explain the importance of Universalisation of Education and state the aims of Universalisation of Education
- List out the strategies and measures taken up by Centre and State Governments regarding Universalisation of Education
- List the causes for not achieving Universalisation of Education
- Explain the various schemes/programmes of government towards Universalisation of Education.
- Explain the problems involved in the Universalisation of Education.

25.3 Concept of Universalisation of Education

Article 45 of the Indian Constitution states: "The State shall endeavor to provide

free and compulsory education for all children till the age of fourteen years.” In other words, we are committed to universal, free and compulsory elementary education. Universalisation of elementary education (UEE) in India means making education available to all children in the age-group of 6 to 14 and in classes I to VIII.

The concept universalisation signifies that education is for all and not for a selected few. This also means that education is the birth right of every child. The concept ‘free’ signifies that no fees will be collected from children for receiving elementary education in educational institutions run by the state or receiving grants out of the state funds. The concept ‘compulsory’ signifies that all children attaining the age of 6 are to be enrolled in Class I and should continue until they complete class VIII at the age of 14 years.

Universalisation of elementary education passes through three stages:

1. Universal Provision
2. Universal Enrolment and
3. Universal Retention

i. Universal Provision: This means that an elementary school should be provided in each area within a walking distance (1 km.) of the child’s home, so that all children in the age group 6 to 14 are provided with school facilities.

ii. Universal Enrolment: This means every child attaining the age of 6 must be enrolled in Class I of an elementary school. This also means compulsory enrolment of all children attaining the age of 6 in an elementary school. Here, it may be mentioned that the gross enrolment is very often taken amiss as universal enrolment.

iii. Universal Retention: This means that every child enrolled in Class I must continue in the school till he completes class VIII. Children should be properly understood and guided so that they do not leave school before they complete Class VIII course.

Besides the stages stated above, there are two other stages of universalisation.

They are:

1. Universalisation of Participation

Education, like most human decisions, is a problem of priorities in every community. In assessing their various responsibilities, not enough schools and administrations, and school boards-have recognized the vital importance of community in taking active part in the programme of universalisation of education. In order to materialize this, decisions

should be decentralized, in order to utilize community participation in the programme of Universalisation of Elementary Education.

2. Universalisation of Achievement

Universalisation of enrolment alone cannot help in success of universalisation of elementary education. To make this programme a success it is important to assess the achievement of the students. This can be possible only by the programme of continuous and comprehensive evaluation. If we can introduce this evaluation programme both in formal and non-formal settings, our objectives of education for all can achieve its success.

Universalisation of elementary education denotes two processes namely:

1. Access
2. Success

Access: This means universal provision of elementary schools and universal enrolment of children in the age-group of 6 to 14. All children in the age-group of 6 to 14 should have access to elementary schools. There should not be any discrimination on grounds of sex, religion, caste, place, or socio economic status.

Success: By simply providing access to elementary schools we cannot claim that we have universalized elementary education. Along with access to schools we should make adequate provisions in schools, so that children can experience success in elementary education. Adequate number of trained teachers, qualitative learning and teaching materials, aids and equipments, classrooms, etc. should be provided in each and every school to facilitate successful completion of elementary education. Success is to be determined in terms of attainment of Minimum Levels of Learning (MLL) which means most of the students would acquire most of the competencies.

25.4 Importance of Universalisation of Education

Elementary education is a fundamental right of every citizen. In a historic judgement in July, 1992 which was modified in 1993, the Supreme Court of India declared: “The citizens of the country have a fundamental right to education. Every child / citizen of this country has a right to free education until he completes the age of 14 years. “

Since Article 45 and other provisions in the constitution could not compel the government and the society to have universal elementary education even after 55 years of independence, the judgements of the Supreme Court assume utmost significance. The judgements also assume importance, as we have also not been sincere to UN / UNESCO / International Labour Organisation (ILO) declarations on the human rights

and the rights of the children, which India rectified.

UEE is important for the following reasons:

- a. Eradication of poverty,
- b. Fostering economic progress,
- c. Managing the growth of population and
- d. Creating a clean and healthy environment.

There cannot be effective empowerment of our people without universal elementary education. J. P. Naik, an eminent educationist of our country has very aptly observed, "The progress of primary education is an index of the general, social and economic development of the country as a whole". Primary education plays an important role in laying the proper foundation of a child's cultural, emotional, intellectual, moral, physical, social and spiritual developments. Countries which have made proper provision for primary education are far ahead than those with inadequate provision of primary education.

'Check Your Progress' -1

1. The Constitutional Provision, which provides for 'Free and Compulsory Primary Education to all'
 - a) Article 29 b) Article 46 c) Article 45 d) Article 16
2. Universalisation of Education means making education available to,
 - a) All
 - b) Children of age group 6 - 14
 - c) Disadvantaged group
 - d) Illiterates
3. Strategy of providing elementary school within a distance of 1 km is for,
 - a) Universal enrolment b) Universal provision
 - c) Universal retention d) Universal participation
4. Success in UEE is to be determined through the attainment of children in-terms of
 - a) examination results b) grades c) MLL d) All these
5. The index of general, social and economic development of a nation is the,
 - a) Per-capita income of its citizens b) Progress of the primary education
 - c) Gap between the rich and poor d) Access to higher education

6. Universalisation of Education is significant, because it helps in,
- a) Eradication of poverty
 - b) Fostering economic progress
 - c) National development
 - d) Creating good and healthy environment

B. Answer the following briefly:

1. Enlist the five stages of UEE.
2. What do you mean by:
 1. Universalisation of Provision
 2. Universalisation of Enrolment
 3. Universalisation of Retention
3. Define 'Access' and 'Success' with respect to UEE
4. Mention any four reasons why Universalisation of education is important in Indian context.

25.5 Problems in the Universalisation of Education

Article 45 of the Indian Constitution directed states to endeavor to provide free and compulsory education to all children upto the age of 14 years by 1960. But this could not be materialized due to scarcity of financial and human resources and other factors. As a result, the target date had to be extended upto 1970, then to 1976 and later to 1990. The NPE (1986) further extended the target date to 1995. The modified policy 1992 has further revised the target date. It states, "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before we enter the 21st century." A National Mission has been launched for the achievement of this goal.

Inspite of the provision made in the constitution and the efforts made by the government, we have not yet been able to universalize elementary education. Free and compulsory elementary education has remained on paper and pen only. What are the problems or issues which are responsible for our failure to universalize elementary education? The problems which caused failure are of various types such as:

- a. Social Problems
- b. Economic Problems.
- c. Educational Problems.

- d. Geographical Problems.
- e. Administrative Problems.

Social Problems:

- 1. Apathy of parents.
- 2. Conservative attitude of parents towards co-education.
- 3. Over population.
- 4. Early marriage of girls.

Economic Problems:

- 1. Poverty of parents.

Educational Problems:

- a. Low enrolment of SC, ST and other backward sections of the society.
- b. Low enrolment of girls.
- c. Low enrolment of disabled children.
- d. High rate of stagnation.
- e. High rate of wastage.
- f. Defective curriculum.
- g. Uninspiring methods of teaching
- h. Lack of competent teachers.

Geographical Problems:

- (i) Inaccessible areas
- (ii) Small and scattered habitations particularly in tribal and hilly areas.

Administrative Problems:

- (1) Inequality of educational opportunities.
- (ii) Frequent transfer of teachers.
- (iii) Lack of women teachers.
- (iv) Lack of effective supervision.
- (v) Failure to enforce compulsory education.

- (vi) Lack of suitable reading and writing materials.
- (vii) Lack of suitable admission policy.
- (viii) Inadequate and unattractive school buildings.
- (ix) Lack of teaching-learning aids.
- (x) Existence of large number of incomplete primary schools.
- (xi) Lack of non-formal and adult education facilities.

Two severe causes of universalisation of education, not being achieved are: Wastage and Stagnation. It may be added that these twin problems of Wastage and Stagnation prevail at almost all levels of Indian education. At this moment we are concerned with this problem at primary level.

Wastage: If a child leaves the primary school before the completion of his primary education course, we are talking in terms of wastage. Wastage is also defined as “premature withdrawal of children from school at any stage before the completion of primary course”. Wastage may be due to:

- (a) Ill health of the pupils,
- (b) Lack of proper clothing,
- (c) Extreme poverty, i.e., in general or because of death of father,
- (d) Non-availability of reading and writing materials;
- (e) The school hours do not suit the parents,
- (f) School is far from home,
- (g) Parents engage their children in domestic affairs,
- (h) Penalizing pupils to maintain discipline in the class,
- (i) Lack of parental interest in the education of their children, parents are illiterate or do not know the importance of education,
- (j) Stagnation of pupils,
- (k) Caste and communal sentiments of parents.

Stagnation: If a child takes more than the required time in a class to clear it, it is a case of stagnation. Stagnation is synonymous with failure. Some causes of stagnation are:

- (a) General physical weakness of the pupils.

- (b) Ear defect and eye defect of the pupils.
- (c) Lack of power of memory of pupils.
- (d) Physical deformity.
- (e) Juvenile delinquency.
- (f) Single teacher handling large number of pupils.
- (g) Curriculum is heavy.
- (h) Lack of parental co-operation.

Problems in detail and a few solutions:

1. ***Problem of Finance;*** There is no denying the fact that universalisation of education should be achieved at the earliest as it has far reaching effect on the productive capacity. It, therefore, should not be allowed to suffer from lack of funds. Cost on primary education may be cut down by:
 1. Introducing double shift system wherever possible.
 2. Harnessing community resources in men, material and monetary terms.
 3. Evolving a system of voluntary service in the form of teaching by young people who have completed secondary school or college.
2. ***Problem of Priority:*** Primary education should be developed on priority basis with more percentage of budgets allocated to this sector. From 50% of the total educational budget spent on primary education during the First plan, it came down to 31.9% in the Fifth plan. However in the Sixth Plan, 45% of the educational budget is earmarked for primary education.
3. ***Problem of Population Explosion:*** The problem of population explosion has upset the whole planning including education. Family planning must be adopted as a way of life.
4. ***Problem of restructuring education:*** The single point entry system must be replaced by multiple entry system under which it will be open for older children of 9, 11 or 14 years to join primary schools in separate classes organized for their needs. Facilities for part-time education even at primary stage should be introduced. It should also be made possible for older children to join the prescribed courses at any time and also complete them in much shorter period.

5. ***Problem of Poverty:*** A vast majority of children in the age group 6 - 11 do not attend schools as poverty compels the children to work at home. The girls are more useful at home and hence a very large proportion of them are engaged in domestic work. Facilities such as free supply of books and stationery, uniforms and school meals can be helpful in retaining children in schools. It may be essential to provide part-time education to the children of poor families to receive education at their convenient time.
6. ***Apathy of Illiterate parents:*** Illiterate parents do not fully realize the importance of education for their children. They are indifferent and show apathy to education. The prevalence of illiteracy is one of the factors that stood in the way of universalisation of primary education. A massive programme for removing adult illiteracy has been taken up.
7. ***Problem of Unattractive Schools:*** Our primary school programmes are dull and boring with the result that schools do not have any attraction or holding power. The methods of teaching are traditional and uninspiring. Necessary equipment in the form of audio-visual material is lacking. The courses of study are unrelated to the lives of the students. Work experience and physical education should form an integral part of education. Education should be suited to the environment and lives of children so that they do not regard it as a waste of time. Audio-visual aids should be made available in schools. Methods of teaching should arouse the curiosity and interest of children.
8. ***Problem of Girls' Education:*** Although girls' education has made much headway since independence, yet there is still a wide gap between the education of boys and girls. Adequate attention should be given to education of girls at all stages. Special scheme should be prepared for this purpose and the funds required for them should be provided on a priority basis.
9. ***Problem of States with Low Enrolment:*** Special attention to universal enrolment has to be paid in these states. Provision for part-time education should be made and more schools should be setup at suitable places.
10. ***Problem of Education of Backward Classes.*** The backward classes include the SC, the ST, De-notified Communities and a few nomadic and semi-nomadic groups. The SC/ST constitutes 15% and 7% of the total population of the country. Special efforts should be made to enroll girls, children of SC/ST and children of other weaker section like landless agricultural labourers.

11. *Problems of small Habitations:* The number of small habitations with a population of less than 200 is nearly four lakhs and a half. The population of these habitations is nearly 15 % of total rural population. To tackle the problem of small habitations, two solutions have been suggested. One is to set up peripatetic teacher schools, based on the Australian half-time school, in which the teacher works in two schools which works in a place for six months a year.

12. *Problem of the Education of the Handicapped:* The education of the handicapped needs to be expanded. However, it will be limited by two considerations; availability of special teacher and financial resources. The education commission recommended that a reasonable target would be to provide, by 1986, education for 15% of blind, deaf and orthopedically handicapped children and to about 5% of the mentally challenged ones.

13. *Problems of Enforcing Compulsory Primary Education Act:* Although the compulsory primary education act has been passed, yet it has not been properly enforced. The attendance authorities, i.e., the teachers must be made to work vigorously for the enforcement of the Act. They should enlist the cooperation of elected representatives or influential people in the area for the enrolment of children. Parents who willfully do not send their children to school be fined as provided in the Act.

‘Check Your Progress’ - 2

(A) Choose the appropriate answer

1. The extended target years for achieving UEE are,
 - a) 1960, 1970, 1980, 1990, 2000, 2005
 - b) 1947, 1957, 1967, 1977, 1987, 1997
 - c) 1956, 1966, 1976, 1990, 1995, 1999
 - d) 1960, 1970, 1976, 1990, 1995, 2000

(B) Match the Following

- | | | |
|-----|-------------------------|--------------------------------------|
| (A) | 1. Social problem | a) Group rivalries of local bodies |
| | 2. Economic problem | b) Low enrollment of SC/ST & others. |
| | 3. Political problems | c) Inaccessible areas. |
| | 4. Educational problems | d) Apathy of parents |

- | | |
|----------------------------|----------------------------------|
| 5. Geographical problems | e) Frequent transfer of teachers |
| 6. Administrative problems | f) Poverty of parents. |

(C) Answer the following briefly:

1. Enlist the educational and administrative problems which caused failure of UEE.
2. Define the following:
 1. Wastage 2. Stagnation
 2. Mention the causes and remedial measures for:
 1. Wastage 2. Stagnation

25.6 Strategies and Measures Towards Universalisation of Education

(a) Strategies for UEE:

1. Giving top priority to primary education of an acceptable quality.
2. Ensuring the efficient and effective use of existing infrastructure and schools.
3. Expansion of non-formal system for out-of-school children.
4. Mobilization of community, involvement of parents, NGO and voluntary agencies for the cause of elementary education.
5. Decentralization of educational planning for elementary education - block planning and district planning in place of state planning to ensure universal success and universal participation.
6. Introduction of MLL to ensure universal achievement.
7. Accountability of primary schools and teachers to the community for success/ failure of elementary education.

Strategies for the Disadvantaged Groups :

1. Equalisation of educational opportunities for SC and ST children at all stages and all levels of education, in all areas and in all four dimensions - rural male, rural female, urban male and urban female.
2. Provision of incentives to attend school regularly till they reach the age of 14.

Strategies for Girls:

- a. Removal of gender disparity between boys' and girls' participation in elementary education.
- b. Special attention to girl child, particularly in the rural areas.
- c. Changing the attitude of parents towards girls' education.
- d. Education to be considered as women's empowerment.
- e. Appointment of women teachers.

Strategies for the Disabled:

- a. Education of mildly and moderately disabled children in general schools. (ii)
Education of severely handicapped children in special schools.
- b. Minimizing the rate of drop-outs.
- c. Adjustment and adoption of the curriculum to the special needs of disabled children.
- d. Reorienting teachers' training programme to develop their competencies to teach disabled children along with non-disabled children in general schools.

Strategies for Adult Literacy:

- a. Massive campaign for total literacy.
- b. Organization of literacy programme for adults in the age group of 15 to 35
- c. Post literacy and continuing education programme for those adults who have received primary education earlier.
- d. Involvement of voluntary agencies and NGO along with government organizations in the literacy programme.
- e. Emphasis on women's literacy.

Strategies for Quality Education:

- a. Reorienting the curriculum to the needs, problems and aspirations of the community.
- b. Organising training programmes for teachers to make teaching-learning

qualitative, to improve their competence in the context of MLL and to make the best use of available resources and existing infrastructure facilities.

- c. Orienting teachers about multi-grade teaching.
- d. Emphasis on learning in place of teaching.

Attempts made from 1950 - 1992:

Three factors relating to universal provision of school facility were responsible for our failure to universalize elementary education. These are:

- a. In some cases schools existed without building.
- b. In some cases schools existed without any teacher or with a single teacher.
- c. In some cases schools existed without any enrolment or with very poor enrolment.

In the light of this, the following attempts were made during this period.

Universal provision of School Facilities: Several attempts were made for universalisation of elementary education during the period 1950 - 1992. One such attempt was quantitative expansion of elementary education by increasing the number of primary schools. For example, the number of primary schools increased from 2,10,000 in 1950-51 to 5,58,392 by 1990-91. Similarly the number of middle schools increased from 14,000 in 1950 - 51 to 1,46,636 by 1990-91.

(ii) Universal Enrolment: Along with universal provision of school facilities, attempts were made to enroll all children in the age-group of 6 - 14. Such attempts include:

- i) Enrolment drive.
- ii) Public awareness programme through mass media like radio, television, newspaper posters and pamphlets.

In spite of such attempts, UEE failed because of the following factors:

- i) Low enrolment of girls.
- ii) Low enrolment of children belonging to SC, ST and other backward communities.
- iii) Low enrolment of disabled children.
- iv) Low enrolment of children belonging to linguistic and religious minority group.
- v) High rate of wastage.
- vi) High rate of stagnation.

(iii) Universal Retention: Attempts were made to ensure universal retention. This means, all children in the age-group of 6-14 will continue in the school until they complete elementary education. This also means children will not drop-out from the school before completing class VIII. For the purpose of universal retention, the following measures were taken by the government:

- a. Adoption of 'No Detention Policy'.
- b. Free supply of uniforms to girls and other children of backward communities.
- c. Attendance scholarship for girls and SC/ST children.
- d. Provision of mid day meals.

In spite of these measures UEE failed because of:

- a. High rate of Stagnation.
- b. High rate of wastage.

(iv) Universal Achievement: Attempts were made to reduce the rate of stagnation and to ensure universal achievement. This means all children in the age group of 6- 14 will achieve success in relation to MLL. Universal achievement necessitates two conditions:

- a. Equal opportunity to learn.
- b. Qualitative improvement of elementary education.

In the past several measures were adopted by the government to provide equal opportunity to all children in the age group of 6 - 14 and to bring qualitative improvement of elementary education. Some of these measures are as follows:

- a. Provision of minimum two classrooms in primary schools.
- b. Provision of minimum two teachers in primary schools.
- c. Supply of black board and teaching aids to primary schools free of cost.
- d. Renewal of primary education curriculum.
- e. Identification of minimum learning continuum.
- f. In-service training of primary school teachers for ensuring qualitative instruction in the classroom.
- g. Instruction of work books for children.
- h. Introduction of teachers' handbook in different subjects.

Several schemes and projects were implemented in different states to bring qualitative improvements in elementary education. These include the following:

Primary Education Curriculum Renewal (PECR).

- a. Operation Black Board (OBB)

- b. Project Mass Orientation of School Teachers (PMOST)
- c. Survey on Educational Backwardness of Girls
- d. Centrally Sponsored Scheme of Integrated.
- e. Education for Disabled Children (EDC).
- f. Early Childhood Education and Care (ECEC).

These attempts to ensure universal achievement were no doubt noteworthy. Yet we are far away from the goal. It will not be surprising that we again have not completely achieved universalisation of elementary education even after we have reached the 21st century. Teachers have, no doubt, a crucial role to play for the success of UEE. We have always expected too much too soon from the teachers. If we expect teachers to work hard and with a sense of dedication and commitment, we have to take care of their demands, regular salary, promotional benefits, retirement benefits, incentives, health working conditions, etc.

Attempts made at Present:

New attempts are being made at present in our country to improve the quality of elementary education and to realize the goal of UEE. District Primary Education Project (DPEP) is being implemented in different states with assistance from world bank. In order to realize the goal of UEE the DPEP focuses on the following:

- a. Attainment of Minimum Level of Learning (MLL).
- b. Updating and reorganizing the primary education curriculum and the text books (area-specific approach)
- c. Emphasis on child-centered approach.
- d. Emphasis on activity-based approach to teaching-learning process.
- e. Shift of emphasis from teaching to learning
- f. Joyful learning.
- g. Multi-grade teaching.
- h. Provision of infrastructure facilities in primary schools.
- i. Community participation in education.
- j. Care of special groups of children - disadvantaged, disabled, girls, and first generation learners.
- k. Preparation and utilization of low-cost and no-cost aids in teaching and learning.
- l. Continuous and comprehensive evaluation in the context of MLL.
- m. Enlisting parental cooperation and community mobilization in the education of the child.

The DPEP is ultimately meant to lead to greater achievement among all children in the age-group of 6-14. This means that children should find it worth coming to school and worth staying in the school long enough. This can happen only if the school becomes an attractive place where:

- a. The education offered is able to cater to children's needs.
- b. Effective and feasible teaching practices are available.
- c. They have good materials to learn from.
- d. They have competent and motivated teachers.
- e. Their learning is constantly monitored and supported.
- f. Their teachers are supported in aspects they need help, with.

A National Elementary Education Mission (NEEM) is being set up in the country. The chief objective of NEEM would be to expedite, resolve and take concerted action in partnership with states, local bodies such as Panchayat Samiti and Village Education Committee (VEC), teachers and NGOs. In addition to this, a number of submissions would be established to deal with critical aspects of elementary education.

Measures taken by the Ministry of Education for Universalization of Primary Education:

1. Special Central assistance to backward states for their progress of non-formal education for primary school children. The total central sector outlay for this scheme was Rs. 25 crores for 1980-85. Under this scheme financial assistance was extended to voluntary agencies in the nine educationally backward states for running non-formal education centers.
2. A modest programme for early childhood education was envisaged in the sixth plan by way of broad-basing universalization of elementary education, including training of teachers needed for the programme.
3. A 20 - year programme (1980-2000) has been initiated under IYDP for disabled children. The main plan of the educational programmes for the disabled is to integrate education in schools along with normal children.
4. Under central initiative, a few innovative projects have been in operation to improve the school curriculum. These programmes are being assisted by UNICEF. For the period of 1981- 83, a Master Plan of Operation (MPO) was drawn up as follows:

Nutrition, Health Education and Environmental Sanitation: Launched as a pilot project in 1976, this project has been implemented till 1980 through 5 regional centers at Coimbatore, Jabalpur, Baroda, Calcutta and Ludhiana. The curricular materials developed were tried in 2308 primary schools involving training of 7091 primary teacher educators and supervisors.

Primary Education Curriculum Renewal: Implemented since 1975 in 15 states in 30 primary schools in each state. This project aims at a qualitative improvement of the curriculum. During the MPO period, this project was extended to another 100 schools in the existing 15 states/union territories.

Development Activities in Community Education: The project was initiated in 1976. Till 1980, the experimental phase was in operation in 30 centers, at 2 per state. The project aimed at developing non-formal educational programmes for various target groups, particularly for out-of-school children and adults.

Comprehensive Access of Primary Education (CAPE): This was taken up for implementation in 29 out of 31 states/union territories with a view to decentralizing the curriculum according to the needs and life situations of out-of-school children. The learning materials developed will be utilized in the network of non-formal learning centers. More than 3500 teacher educators and 550 education officers in the participating states have been trained by NCERT, SCERT, etc.,

Children's Media Laboratory - Early Childhood Project: This project aims at developing new capacity for the training of pre-school educators, extension of reach and developing activities and development of model, pre-school centers, play materials and audio-visual materials for pre-school children have been devised.

Non-formal Education Programme for Women: This project aimed at introducing a substantial component of maternity and child care training in the programme of Adult Education. An important feature will be to link child care centers with adult education centers so that women can attend adult education classes simultaneously leaving their children to the child care centers.

Schemes Implemented:

Operation Black Board (OBB): This is a scheme to bring improvement in impediments and for increasing the quality of primary education. It was started in the year 1987 - 88 by the central government. Following are the provisions of this scheme:

1. Facility of lavatory for boys and girls and with a verandah at least two big halls suitable for all weathers:

2. Atleast two teachers in every school out of them one should be a lady as far as possible.
3. There should be arrangement of necessary teaching materials with blackboard, maps, charts, toys and instruments of working experiences.

In the period of years 1987 - 88 to 1992 - 93 this scheme was implemented in 91.5% blocks of the country in which 91 % primary schools are included. In connection with facilities of schools with the aim of making the revised Policy and POA of 1992 active under the operation blackboard during 8th plan, the following three sub schemes have been included:

1. In the 7th Plan, the OBB to be continued for including the rest of the schools which fixed in the above plan.
2. To make available three teachers and three classrooms in the primary schools where the enrolment in above 100.
3. To extend the area of the OBB in the upper primary schools.

District Primary Education Programme (DPEP)

The Government of India launched a massive programme to bail out primary education and ensure its universalisation by 2000 namely, District Primary Education Programme (DPEP), which seeks to develop and implement in the selected districts, “a replicable, sustainable and cost-effective programme” to-

1. Reduce difference in the enrolment, dropout and learning achievement among gender and social groups to less than 5%,
2. Reduce overall primary dropout rates for all students to less than 10%,
3. Increase average primary learning achievement by 25% over measured base line levels,
4. Provide, according to national norms, access for all children to primary education in formal primary schools wherever possible, or its equivalent non-formal education.

Activities undertaken under this programme include:

1. Micro-planning and school mapping.
2. Expansion of school facilities.
3. Improvement in the existing levels of equipments and teaching-learning aids.
4. Streamlining the production and distribution of text-books.
5. Development of school libraries.

6. Improvement in the current MLL and upgrading it to reach the prescribed norms with a specific time -frame.
7. Recruitment, training and induction of teachers wherever necessary to meet the existing shortfall with special emphasis on rural areas and recruitment of women teachers.
8. Provision of free text-books for the focus group of the disadvantaged.

Minimum Levels of Learning (MLL)

This is a programme, which was prepared to enforce minimum learning levels for bringing about improvement in the receptibility of studies in the schools. For implementing this programme, the central government has provided cent-percent aid. Two thousand primary schools, ten thousand teachers and 3.86 lakhs of students were included in this programme. To enrich the teaching atmosphere of the class, the teachers have been provided with hand-books on the three subjects of language, mathematics and environment studies, work books and evaluation materials have been prepared for the students. State Council for Education, Research and Training(SCERT) and District Institute of Education and Training (DIET) have been included in the programme by imparting essential training to the members of Education Institutions in many states including Karnataka.

Navodaya Vidyalaya:

It is universally accepted that the children of special talent should be given opportunity for fast progress. With this viewpoint, arrangements have been made under the NPE that in the different parts of the country on definite bases such schools should be established so that the proper opportunity may be available for new researches and experiments. With this objective, the Government of India decided under a plan that at least one such residential school with co-education should be established in each district. Such a school has been given name as “Navodaya Vidyalaya”. The following are the main objectives of Navodaya Vidyalaya -

1. Irrespective of the family, social and economic distinction of the talented children, for their all round development, the best and modern education is to be made available for them with ultra-modern technical facilities.
2. Proper Knowledge in three languages according to the “Tri-Language Formula”.
3. On the basis of experiences and facilities to work as a centre for the improvement of education.

For running Navodaya Vidyalayas, “Navodaya Vidyalaya Samiti” was established which is an autonomous body under the Ministry of H R D. This was registered dated February 28, 1985 in the form of a “Samiti”. It is affiliated with the Central Board of Secondary Education (CBSE). With the objective of making available modern education of good standard for the talented and sharp students of rural areas, the Government of India commenced a plan to establish one Navodaya Vidyalaya in each district as an average in 1985-86.

Admission in Navodaya Vidyalayas starts from class VI. Keeping this fact in mind that most of the students who want to seek admission in these schools, they have acquired their previous education through mother tongue/regional language. They are imparted education through the same medium upto VI or VIII class and in this way, during this period, they are made to study Hindi and English languages deeply as subjects and co-media. After this, Hindi or English becomes general medium. Till this stage 30% of them are transferred from one Navodaya Vidyalaya to another in different language regions. Mainly this transfer will be between Hindi and non-Hindi districts.

National Open Schools:

They provide alternative education to lakhs of people who are unable to join formal schools. Rural people, poor people of towns, women, S.C. and S.T., workers, adults and the people who have left the schools in the mid-way for various reasons. Recently, national open school has started several vocational courses. In the present time, there is enrolment of more than 2.5 lakhs of students in the National Open School from all the Union Territories and the states. At present, there are 346 recognized study centers of National Open School in entire country in which 40 centers are of vocational education.

Central Schools: The central government implemented the plan of opening central schools on the recommendation of Second Pay Commission. There are more than 1000 central schools at this time in the country in which more than 10 lakhs of students are getting education.

In these schools free education is imparted upto 8th class and the fees of classes 9, 10 and I I' is fixed according to the pay of the parents of the student. These schools have been opened for those officials whose posts are inter-state transferable. These schools are conducted by an autonomous body namely “Kendriya Vidyalaya Sangathan”. The students of these schools appear in the All India Higher Secondary Examination of Central Board of Secondary Education (CBSE). The main objective of these schools is to maintain the level of education on low cost.

Sarva Shiksha Abhiyan (SSA)

Many efforts have been made in the last four decades for the Universalisation of Elementary Education and to fulfill the mandate of the Indian constitution. The NPE 1986 and 1992 also gave top priority to the achievement of UEE. Many projects and programmes at the micro and macro levels have been undertaken in the past in this direction. Experiences have shown that with all the past interventions, there has been considerable progress in providing access to primary education, increasing in enrolment and retention, improvement in school attendance and generation of strong demand for education, specially for girls. However, pupils achievement has been low and there have been inter-state and inter-district disparities in pupils' attendance and achievement level.

Sarva Shiksha Abhiyan (SSA) is an attempt to provide human capabilities to all children through provision of community owned quality education in a mission mode, therefore, SSA focuses on the following:

1. A programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic education.
4. An effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents-Teachers Associations, Mother-Teacher Associations, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools.
5. An expression of political will for universal elementary education across the country.
6. A partnership between the central, state and local government.
7. An opportunity for states to develop their own vision of elementary education.

Aims and Objectives of SSA

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. Following are the main objectives of SSA:

1. All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.

2. All children complete five years of primary schooling by 2007.
3. All children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

Basic Features of SSA

1. *Institutional reforms in state.*
2. *Sustainable financing* in partnership with states (IX plan 85 : 15, X plan 75: 25, After X plan 50 : 50).
3. Community ownership of school based interventions through effective decentralization.
4. Institutional capacity building for improvement in quality.
5. Community based monitoring with full transparency in all aspects of implementations.
6. Community based approach to planning with each village as a unit of planning.
7. A mainstreaming gender approach.
8. Focus on the educational participation of children from the SC/ST religious and linguistic minorities, etc.
9. Thrust on quality and making education relevant.
10. Recognition of critical role of teacher and focus on the human resource development needs of teachers.
11. Preparation of District Elementary Education Plans reflecting all governmental and non-governmental investments.

Major Areas of Interventions

Following are the key areas of interventions under SSA:

Quality Improvement.

Special Focus Group.

Education of out-of-school children (Educational Guarantee Scheme and Alternative

& Innovative Education).
Research and Evaluation.
Management Structure and Institutional Capacity Building.
Community Mobilization.
Civil Works.
Monitoring and Management Information System (MIS).
Finance and Procurement.

(TLC) Total Literacy Campaign

This programme was implemented under the NAEP as 'Centre-based' approach has been now shifted to 'Mass Approach'. The main characteristics of the Mass Approach are as follows:

- a. Literacy as a means of Empowerment and Development.
- b. The well defined goals are area specific, time-bound and total coverage for a given age group.
- c. The TLC is a volunteer-based approach under the Zilla Saksharata Samities (ZSS), participation of all sections of the society including NGO will be ensured.
- d. Environment building and mass mobilization are important components for the success of TLC. For this purpose, organization of Jathas, folk and electronic media, person to person contact and conventions and pledges are essential.
- e. Improved pedagogy with emphasis on learning outcomes be used.
- f. It is a cost effective programme.
- g. Stress was given on Post-Literacy (PL) and Continuing Education (CE).

The implementations of TLCs are going on throughout the country, following the above characteristics of TLC. In the TLC, the duration of the functional literacy programme is 200 hours spread over 5-6 months. Functional literacy implies:

- a. Achieving self-reliance in literacy and numeracy.
- b. Becoming aware of the causes of their deprivation and moving towards improvement of their condition through organization and participation in the process of development.
- c. Acquiring skills to improve the economic status and general wellbeing.

- d. Imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms, etc.

Under the TLC, the endeavour is to provide education to all children and adults who have been denied the opportunity. Special focus is on women and girls and SC/ST. The objective is to achieve 80-85% literacy in each target or focus group. The TLC is based on the assumption that there would be active involvement of the community, students, youths, elders, women activists, voluntary workers and the people who are expected to benefit from the literacy campaign.

'Check Your Progress' - 3

A Choose appropriate answer:

1. Induction of MLL is to ensure,
 - a) Universal retention b) Universal achievement
 - c) Universal enrolment d) Universal success
2. Reorienting the curriculum to the needs, problems and aspirations of the community is a strategy for:
 - a) Education for disadvantaged groups b) Education for the disabled groups
 - c) Adult literacy d) Quality education
3. Programme for Early Childhood Education (ECE) was envisaged in,
 - a) 5th plan b) 6th plan c) 7th plan d) 8th plan
4. C A P E means,
 - a. Central Administration for Primary Education
 - b. Children Accessibility for Primary Education
 - c. Comprehensive Access to Primary Education
 - d. None of the above

B. Answer the following briefly:

1. Enlist the measures taken by the Ministry of education for UEE.
2. Mention the strategies of UEE regarding:
 - a. Girls b. Adult Literacy
 - c. Disabled groups d. Quality education

3. Write Short Notes on:
- MLL
 - SSA
 - TLC

25.7 Let Us Sum-Up

Universalisation of Elementary Education (UEE): Means making education available to all children in the age group of 6 to 14 and in classes I to VIII. It has 5 stages:

1. Universal Provision,
2. Universal Enrolment,
3. Universal Retention,
4. Universal Participation, and
5. Universal Achievement.

Universalisation of elementary education denotes two processes namely,

1. Access
2. Success.

UEE is important for the following reasons:

- Eradication of Poverty,
- Fostering economic progress,
- Managing the growth of population and
- Creating a clean and healthy environment.

The problems which caused failure are of various types such as:

- Social Problems.
- Economic Problems.
- Educational Problems.
- Geographical Problems.
- Administrative Problems.
- Political Problems.

Strategies for UEE:

1. Giving top priority to primary education of an acceptable quality.
2. Ensuring the efficient and effective use of existing infrastructure and schools.
Expansion of non-formal system for out-of-school children.

3. Mobilization of community, involvement of parents, NGO and voluntary agencies for the cause of elementary education.
4. Decentralisation of educational planning for elementary education - block planning and district planning in place of state planning to ensure universal success and universal participation.
5. Introduction of MLL to ensure universal achievement.
6. Accountability of primary schools and teachers to the community for success/failure of elementary education.

Several schemes are:

1. Primary Education Curriculum Renewal (PECR). Operation Black Board (OBB).
2. Project Mass Orientation of School Teachers (PMOST) survey on Educational Backwardness of Girls.
3. Centrally Sponsored Scheme of Integrated. Education for Disabled Children (EDC). Early Childhood Education and Care (ECEC).

Some of the Projects / Programmes are:

- (i) Operation Black Board (OBB)
- (ii) District Primary Education Programme (DPEP)
- (iii) Wastage and Stagnation
- (iv) Sarva Shikshana Abhiyana (SSA)
- (v) Minimum Levels of Learning (MLL)
- (vi) Navodaya Vidyalayas

25.8 Answers to ‘Check Your Progress’

‘Check Your Progress’ - 1

(A) 1- c 2-a 3-b 4-c 5-b 6-e

1. (a) Universal Provision (b) Universal Enrolment
(c) Universal Retention (d) Universal Participation
(e) Universal Achievement

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UNIT - 26 □ EDUCATION OF THE DIS-ADVANTAGED GROUPS

Structure

- 26.1 Introduction**
- 26.2 Objectives**
- 26.3 Education of Physically and Mentally Challenged**
- 26.4 Education of SC/ST**
- 26.5 Education of Women**
- 26.6 Education of Minority and other Backward Groups**
- 26.7 Let Us Sum Up**
- 26.8 Answers to “Check Your Progress”**
- 26.9 Unit-End Exercises**
- 26.10 References**

26.1 Introduction

From a sociological point of view, one of the important objectives of education is to provide equal opportunities for all the sections of society - backward, linguistic and religious minority, handicapped, under privileged, economically poor, weaker section and all other disadvantage to enable them to get educated, participate and contribute to build an egalitarian human society - a society in which democracy, secularism, equality and social justice be the norms. All efforts should be made to provide equal educational and employment opportunities to all the weaker sections of the society, especially SC,ST, backward communities and women.

In this regard, all kinds of related efforts have been made both by the State and Central Governments to bring in ‘equality’ among the various classes of society in terms of education, economic development and social status by way of ‘equality of educational and employment opportunities’. Many policies were formulated to implement the recommendations of various committees and commissions. Education is the right of every individual of this country and hence, it has been universalized i.e., it is made to be obtained by all (Education For All - EFA). Thus it has become the constitutional duty (Article 28, 29,30,45,46, etc.) of the state to endeavour to provide

equal educational opportunities to all the sections of society, irrespective of any social or economic considerations.

In this regard, one has to understand what are the constitutional provisions for 'equality of educational opportunities what educational provisions are made for various sections of society, what are the recommendations of various committees and commissions in this regard and what is the Programme Of Action (POA) by the government to implement the same. This forms the thrust area of this unit.

26.2 Objectives

After studying this Unit you will be able to,

- Define “disadvantaged groups”.
- State the constitutional provisions related to education for disadvantaged groups.
- Explain the educational provisions for physically / mentally challenged children.
- State the recommendations of various committees and commissions for education of various disadvantaged groups.
- Explain the educational provisions for SC/ST students.
- Discuss the importance of education of women and related educational provisions.
- Explain the educational provisions for minority groups.

26.3 Education of the Physically and Mentally Challenged

In our schemes of child welfare, attention is being paid to the needs of handicapped children too. These children can be classified on two bases, viz., casual and symptomatically. While the first classification is done by referring to the personal or subjective handicaps which prevent the child from attaining normal adjustment, the second classification is based upon the abnormal or awkward behaviour, which may be a symptom of some handicap deterring the individual from acquiring normal adjustment.

Casual Classification - The handicapped children, according to the first classification, are of three categories: (1) Physically challenged, (2) Mentally challenged, and (3) Socially challenged.

The physically challenged can be divided into three groups, viz., the visually impaired, the hearing impaired and the orthopedically impaired. On the basis of the

intellectual capacity of the mentally challenged, they are classified as under:

1. Profoundly challenged - has an I.Q., below 20 or 25 (varying on different test scales) and a mental age below 4 years.
2. Severely challenged - has an I.Q., of 20 or 25 to 35 or 40 (varying according to different test scales) and a mental age of 4 or 6 years.
3. Moderately challenged - fails in the I.Q., range of 35 or 40 or 50 or 55 (differing on different scales) and the mental age range of about 6 to 8 years.
4. Mildly challenged - has an I.Q., ranging between 50 to 55 and 65 to 70 (according to different test scales) and a mental age of about 8 to 12 years. They can learn academic skills approximately upto VIII grade level under special education programmes. Such individuals are termed as 'educably- challenged '. They can also be benefited by vocational training.
5. Borderline cases - fall under the I.Q., range of about 70 to 90. They are 'slow-learners'. All their psychomotor developments are approximately normal and they can reach upto the lower classes of the university.

Symptomatic Classification - A human child is born with a number of physical, physiological and social needs. This can be illustrated by our needs for food, physical comforts, social recognition, affection and security. There are a number of subtle handicaps, which however, come in the way of satisfying these fundamental needs.

Three symptoms in behaviour are usually accepted as indications of this type of abnormal condition. These are: (1) delinquency, (2) neurotic tendencies leading to mental disorder, and (3) general backwardness in school attainments. These three symptoms are, however, often intermixed and are to be treated simultaneously.

Educational programmes for the handicapped

Aim -The main objectives in the education of the handicapped are to reduce the intensity of the hurdle, and to lead the child to learn according to his own abilities so as to help him overcome frustration and to develop in him a healthy, self-respecting independent individuality. Every handicapped child is a separate entity and deserves to be treated on his own merit.

Diagnosis - The most important problem in the education of the handicapped especially classified under symptomatic approach, is the discovery of the handicapped child at an early stage through proper medical examination, guidance and counseling. Each individual case requires a thorough investigation. This work can be properly done in child guidance and mental hygiene clinics.

Educational Institutions - After the medical diagnosis and educability of the child are determined, there rises the question of giving him suitable training. There are three alternative plans : (1) to keep the child under a specialist or in a clinic or a mental hospital; (2) to place the child in a regular classroom with a modified curriculum; and (3) to transfer the child to a special school or institution. The special institutions are of the following types: (1) schools for the blind, (2) schools for the deaf and mute, (3) centers for the crippled, (4) schools for the mentally defective, (5) orphanages, (6) institutions for delinquents, and (7) clinics and guidance centers.

Present facilities in Indian administrative set up - The responsibility for implementing welfare schemes is being shared between the central and state governments. The responsibility of center rests with the ministry of welfare, and its activities are carried out through five bureaus. They are - handicapped welfare, social defence administration and minorities, tribal development, and scheduled castes and backward classes.

In our country, there are more than 5000 special schools for blind and deaf children, and for the mentally challenged. A majority of them are run by voluntary organizations. It is estimated that there are five million disabled children who need special care, viz., improvement of health service, nutrition standards, mother care and effective measures to prevent disability.

There cannot be one model for special education programme. One can, however, suggest a few alternatives. These models are: (1) hospital model, (2) full-time residential or day school, (3) home - bound model with peripatetic teaching, (4) part-time special schools or part-time classes in regular school, (5) regular school class plus resource room help, and the like.

The NPE suggests the following incentives for special schools:

- (1) Provision of aids and appliances.
- (2) Transportation allowance.
- (3) Cost of a rickshaw in rural schools with a minimum strength of ten handicapped children.
- (4) Supply of text books and uniforms free of cost etc.

Training of Teachers

(a) Pre-service Education: Under the PIED (UNICEF) aided project integrated education for disabled, one year multi - category training in different disability for primary teachers has been introduced. For secondary teachers, a special education course for the

handicapped in the B.Ed. or M.Ed. course is introduced. In addition, a year's course leading to post-graduate diploma in this special field has been offered.

(b) In-service education: The NPE has suggested adequate training for at least three persons at SCERT, three at DIET level, and at least one at block and sub-divisional levels. It holds that the ministry of H.R.D. through its agencies like the NCERT, National Institute of Education Planning and Administration (NIEPA) and Regional Institutes of Education (RIE) may undertake the task of training through the SCERTs.

(c) In addition to the above suggestions, short time programmes can be introduced for primary and secondary teaching. Instructional/ non-instructional courses can be tried in areas like human relations, communication, and behaviour necessary to run parental programmes dealing with learning disabilities. The parents should be motivated in the integrated education programmes and planning meetings for educating their children.

Major Problems - The education of the handicapped faces a number of problems. Some of them are:

- (1) Preparation of careful statistics of under privileged groups.
- (2) Provision of better institutions.
- (3) A rural bias in curriculum.
- (4) Need for trained personnel, and
- (5) Administrative weaknesses.

The tendency of withdrawing handicapped children from normal schools has to be abandoned. Society must be ready to accept them as its integral part. Such children should be given opportunity to interact with normal children, which is very necessary for the comprehension of the mentally handicapped. These unfortunate **children should not be looked upon with pity. They need social acceptance.**

‘Check Your Progress’- 1

A. Match the Following:

Type of Mentally Challenged	I.Q
1. Profoundly Challenged	a) 70-80
2. Moderately Challenged	b) 35-40
3. Mildly Challenged	c) 20-25
4. Border-line cases	d) 65-70
5. Severely Challenged	e) 50-55

B. Answer the Following:

1. List out the possible plans of education programmes for handicapped children.
2. Mention the problems involved in the education of handicapped children.

26.4 Education of SC/ST

Generally, it is observed that people of minority community belong to the weaker section of the society. The weaker sections of the society include scheduled castes, scheduled tribes, de-notified tribes, nomadic tribes and other backward classes of the minority community. The 'scheduled castes'(SCs) refer to all those classes as untouchable, traditionally regarded by Hindu caste people. The 'Scheduled Tribes'(STs) refer to aboriginal and lull tribes of India. De-notified tribes are those who were designated as 'criminal tribes' before independence. The 'nomadic tribes' are those who have no permanent home and who move from one area to another in search of food or employment. The term 'weaker sections' or 'backward classes' is used for those groups of miscellaneous castes, which are economically poor and socially and culturally backward.

In our country, the minority community is formed on the basis of religion, caste and language. The state government may identify other groups, which are educationally backward at the state level. For a very long time in the past, the tribes were totally neglected by the education department of the government. Most of the tribes lived in remote, inaccessible and forest areas. There was the difficulty of understanding their dialects. None of their dialects has a script and no educated tribals were available to teach them. Thus, at the time of independence, they were in a very bad state of minorities groups. There are five minority communities in our country. They are Muslims, scheduled castes, scheduled tribes, urban slum people, and linguistic minorities.

Constitutional Provisions regarding Education of Scheduled Castes and Tribes.

Article 15: "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward class of citizens or for the scheduled castes and the scheduled tribes."

Article 15(Clause 2): The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth, or any of them.

However, the state can make special provisions for the advancement of women, children, SC and ST. Articles 14 and 15 have indirect implications for education. Every citizen should enjoy equality before law so far as his education is concerned. Admission should not be denied to any student in any educational institution run by the state

government simply on grounds of religion, race, caste, sex, place of birth, or any of them.

Article 15(3): “Nothing in this article shall prevent the state from making any special provision for women and children.”

Article 46: “The state shall promote with special care the educational and economic interests of the weaker sections of the people and, in particular, of the SC and ST, and shall protect them from social injustice and all forms of exploitation. In spite of this provision and after 55 years of independence we have not yet been able to educate all SC/ST children improve their economic conditions.

Clause 17: Untouchability has been declared as a social crime. The people practicing it may be prosecuted.

Clause 29: Equal right to admission of SC and ST students in all schools and colleges maintained by public funds.

Clause 16 and 335: Reservations for scheduled castes and scheduled tribes in all public services. Commissions and Committees for Education of SC and ST students

The Dhebar Commission (1960 - 61)

The Government appointed a commission under the chairmanship of Dhebar in 1960 - 61 for finding out the condition and problems of the SC/ST people. The commission observed that adequate arrangements have not yet been made for the education of SC/ST.

Recommendations

The Commission made the following recommendations for the expansion of primary education:

1. The children of SC/ST should be trained in some handicraft or practical skills.
2. The teacher appointed to teach SC/ST children should be given special allowances and residential facilities.
3. Children in schools for SC/ST should be given food, clothing, books and stationeries free.
4. Teachers appointed for teaching SC/ST children should be trained in training colleges established in their area in order that during the training period they may get acquainted with the life style of the SC/ST.

5. Teachers appointed to teach SC/ST children should be fully conversant with their culture.
6. Primary education for SC/ST children should be given through their mother tongue. Suitable books should be published for this purpose in mother- tongue.

The Kothari Commission, 1964 - 66

In addition to the recommendations of the Dhebar commission the Kothari commission has given welcoming suggestions for various levels of education of SC/ST children.

1. Primary Education: Primary education for SC/ST children should be better organized. More schools should be opened in the densely populated areas of SC/ST people.

2. Secondary Education: More secondary schools should be opened with facilities for hostels and stipends.

3. Higher Education: More scholarships should be instituted for higher education. Those engaged in the service for SC/ST people should be assigned a separate cadre. In the beginning, Non-SC/ST people may be appointed in this cadre, but later on suitable people from the SC/ST groups alone should be appointed in this cadre.

Programmes for SC/ST people

The following three types of programmes have been organized by the government for the SC/ST people:

1. The work directly done by the central government.
2. The work done under the supervision of the central government.
3. The work done by the various states in the country.

The work directly done by the Central Government:

The central government grants reservation in government services in favour of SC/ST people. But many reserved posts are not filled-in by the SC/ST people, because suitable hands from them are not available. For improving this situation, the government has opened coaching - cum - guidance centers at Channi, Jabalpur and Kanpur in order to transmit information regarding employment opportunities and also to impart training to SC/ST people for specific jobs. Since 1953 many scholarships have been instituted for sending people of SC/ST groups to foreign countries for obtaining education. 17.5 % of seats in educational institutions have been reserved for SC/ST people. Some seats have been reserved for them in medical and engineering colleges also.

The work done under the supervision of the Central Government:

- a. After passing high school examination the SC/ST students are granted scholarships for continuing further education. These days, about three lakh scholarships are awarded to students of SC and about a lakh scholarship to the ST classes.
- b. There are more than 25 centers all over the country for coaching people for SC/ST classes for I.A.S and I.P.S. services.
- c. The central government gives grants to the various state governments for instituting scholarships for SC/ST students.
- d. More than twenty five centers have been established throughout the country for doing research on SC/ST people.
- e. A central research advisory council has been established for correlating the activities of these research centers spread all over the country.
- f. The central government gives various kinds of financial assistance for rehabilitation and education of SC/ST people. Through this assistance provisions have been made for meals, hostels, residential schools, examination fees, scholarships and tuition fees.

The work done by the various states:

The financial assistance received from the central government by the various state governments are treated as loans and block grants. Through this assistance the state government runs the following types of programmes for SC/ST people:

- a. Opening Ashram schools.
- b. Organizing teaching materials.
- c. Establishing schools and hostels.
- d. Stipends for primary and higher education.
- e. Mid - day meals.
- f. Exemption from tuition and examination fees.

Measures after Independence

In the National Adult Education Programme, launched in October 1978, with great expectation, it was categorically stated by the central govt. that women and SC/ST people would be given top priority and special treatment.

Strategies in the Programme of Action

The POA-NPE has suggested the following operational strategies with respect to SC/ST education.

- a. Contact micro-planning and verification will be done to ensure that enrolment, retention and successful completion courses by SC/ST students do not fall at any stage.
- b. Recruitment of teachers from SC/ST category.
- c. Provision of hostel facilities for SC/ST students at district headquarters.
- d. Location of hostel buildings and school buildings, balwadis and adult education centers in SC/ST extensions.
- e. Content and orientation of the curriculum in respect of SC/ST.
- f. Measures will be further strengthened to ensure that incentives in the form of scholarships, uniforms, books, etc., reach the backward groups.

On the other hand, a number of centrally sponsored schemes are being continued in the 8th Five year plan (1992 - 97) for SCs, STs and other backward sections. These are:

- a. Post - metric scholarships
- b. Grant-in-aid to voluntary organizations
- c. Pre-metric scholarships for children of those engaged in un-clean occupation.
- d. Books banks
- e. Boys' and girls' hostels, and
- f. Coaching and allied schemes.

In addition to these, two schemes in the central sector have also been approved, viz.,

- a. Special educational development programme for girls belonging to SCs of very low literacy levels, and
- b. Educational complex in low literacy pockets for development of women's literacy in tribal areas.

These programmes are in addition to the special thrust given to the weaker sections in the general programmes for educational development like opening of schools, running of Non Formal Education (NFE) Centers and Adult Education Centers, Operation Blackboard, upgradation of merit of SC/ST students, reservation in educational institutions, etc.

Elementary Education

Taking into account the experience gained in the implementation of NPE, 1986 and POA, the following strategies are proposed:

Access and Enrolment: In order to ensure universal access and enrolment of SC children in rural areas, henceforth, in opening primary and upper primary schools, priority would be given to the needs of SC habitations and hamlets. As far as possible, pre - primary sections will be an integral part of such schools.

Every ST habitation will be provided with a primary school or other suitable institution before the end of the 8th five year plan in order to ensure universal enrolment and participation.

In tribal areas educational plan will be implemented in an integrated manner. Pre-school education (through Balwadis), Non Formal Education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population. This integrated educational complex will be responsible for total education within its area serving all children in the age group 3 - 14 and adults in the age-group 15 and above.

For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non formal and distance education centers will be established to ensure universal access and enrolment. It will be the responsibility of the teachers to organize enrolment drives at the beginning of every academic session on all school-age children specially girls belonging to SCs, STs and other backward sections. For this purpose active assistance of voluntary agencies and local communities shall be taken. Traditional and folk media can be very effective in reaching parents and children in remote areas to motivate them.

Participation:

Adequate incentives have been provided for the children of SC, ST and other backward sections in the form of scholarships, uniforms, textbooks, stationery and mid - day meals. All schools, NFE centers and pre-school centers in SC/ST habitations are equipped with necessary and essential infra-structural facilities in accordance with the norms laid down for Operation Blackboard and for achieving Minimum Levels of Learning (MLL). Operation Blackboard shall cover within a period of two years all schools in tribal areas and Harijan Bastis irrespective of the date on which the school was set up. The indigent families among SC/ST will be given incentives to send their children, particularly girls, to schools.

Achievement:

Children from tribal communities have been taught through mother tongue in the earlier stages in primary school. Teaching/learning material in the tribal languages is prepared providing for a transition to the regional language by class III.

The home language of children of SC/ST may be different from others. Therefore, standard teaching/learning material is re-written to make them intelligible to the SC/ST children especially in areas where the standard language and the learners' dialect are different.

It will be ensured that MLL already set-up for primary schools will be achieved, that the necessary standards of three R's (Reading, Writing and Arithmetic) are acquired by all children in SC/ST communities. Effective methodologies for measurement of MLL are implemented.

Adult education:

Adult education programmes are an integral part of educational micro-planning in all tribal areas. Under the total literacy campaign, SC and ST populations have been the major focus for achieving total literacy. Special attention has been paid to adult illiterate women. Adult education programmes for SCs/STs are essentially the programmes of empowerment. Special and relevant curricular and materials are prepared for this purpose as a crash programme. Post - literacy centers have been set up in SC/ST areas where literacy campaigns are carried out in order to provide facilities for continued literacy for adult neo-literates, especially women.

Incentives

Under the scheme of pre-metric and post-metric scholarships, the rates are linked with the increase in the cost of living index. Scholarships for SC/ST students in upper primary (middle) school and onwards are distributed through bank/post-office. Scholarships are paid in advance on the first day of each month. Special provisions have been made to allow minor children to operate bank accounts.

Coaching, training and remedial teaching classes are organized for students of SC/ST and other backward sections in order to enhance the scholastic achievement of these students. Special coaching for entrance examinations for institutions of higher learning, particularly for professional courses are provided to SC/ST students of classes X and XII.

Residential facilities are provided for SC/ST students preparing for competitive examinations. Additional scholarships are provided for SC/ST girl students in the

secondary and senior secondary classes. Special coaching and remedial courses are organized for SC/ST girl students.

Merit scholarship schemes covering A grade students have been implemented in all the states. Books of proven quality including classics from Indian and foreign languages have been abridged, adapted, translated and reproduced and made available at subsidized rates to the children and neo-literates in SC/ST communities.

Reservations

Implementation of reservation is monitored at all levels and failure to adhere to the same is punishable. Reservation in recruitment of teachers from SC/ST communities has been ensured in all educational institutions. In Navodaya Vidyalayas, admission for SCs and STs are reserved on the basis of either the national norm of 15% and 7.5% respectively or of the percentage of SC and ST population in the district, whichever is higher. This principle is considered for adaptation by state governments in other educational institutions, wherever feasible, the criterion of reservation being the national percentages of 15 and 7.5 or the state percentages of SC and ST or the district percentages of SC and ST, whichever is higher.

Teachers and their Training

Where teachers are not available in schools located in SC/ST localities, crash programmes for giving suitable training to eligible persons from SCs/STs have been started. The eligible amongst them are appointed as teachers in the schools. Specified teachers training institutions such as DIETs are identified for training of SC/ST teachers on a large scale.

In order to encourage SC/ST students to become teachers, special courses integrating secondary, senior secondary and professional training have been devised. This will encourage such candidates to opt for the teaching profession from an early stage and get adequate training as teacher. Wherever possible husband - wife teams are posted as teachers in tribal areas. This has ensured high participation by such teachers in school education.

Additional Measures

A chain of pace-setting institutions from primary to higher secondary have been established in areas of SC/ST concentration for providing quality education to talented learners as well as for upgrading the achievement levels of comparatively slow learners in these communities.

Education in tribal areas is linked with out - door activities. Many tribal children

excel in sports, games and other out - door activities. Such talent is identified and nurtured. Adequate coaching is provided at early stages so that these talented sportsmen and women can participate in sporting activities and competitions. Scholarships have been provided for such students paying special attention to their dietary requirements.

There is a need for improvement in the standards of hostels for SC/ST students. Special attention has been paid to the nutritional needs of the students. As far as possible hostels are managed by teachers. Hostels for SC girls are constructed in or around the vicinity of the school/college where the girls are enrolled and adequate security measures are provided.

Philosophy of Dr. Ambedkar, which emphasized an untiring effort to alleviate the educational standards of SC/ST people and an inculcation of an understanding among teachers and students about the richness of the culture of SC/ST and of their contribution to culture and economy has been incorporated in the school curriculum.

Monitoring

Monitoring of education in SC/ST areas has been entrusted to the local community / village education committee with adequate representation of SC/ST members specially women. The local community takes the total responsibility of planning the educational facilities in SC/ST areas.

In most of the state and at the centre the incentive programmes like scholarships, mid-day meals, free uniforms, etc. and setting up of hostels and ashram schools for SC/ST are being implemented by the welfare departments, while the departments of education run programmes of setting up of schools, appointment of teachers, preparation of text books, curriculum, etc. which cater to SC/ST students as a part of the general programmes of education departments. In some states, educational institutions for scheduled tribes are being run by agencies other than the education department. It is better that these are managed by department of education.

‘Check Your Progress’ - 2

A. Choose the appropriate alternative:

- 1 . De-notified tribes before independence were designated as,
a. SC b. Nomadic tribes c. Criminal tribes d. ST
2. The Constitutional Articles to safe-guard the educational and economic interests of SC/ST people,
a. 29(1) & (2) b. 15 (1) & (2) c. 30(1) & (2) d. All these

B. Answer the Following:

1. Mention the different types of backward classes.
2. Mention the educational programmes organized by State Governments for SC/ST students.
3. Enlist the different strategies quoted in POA-NPE(1992) for education and employment of SC/ST people.

26.5 Education of Women

For full development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of infancy, the education of women is of greater importance than that of man.

The education of women is very essential for happy and healthy homes, improvement of society, economic prosperity and national solidarity. There is no doubt that women education in India is on the increase but still it is lagging far behind when compared to other countries. Still millions of women are deprived of these basic rights. Still there is a wide gap between the education of men and women in our country. Every effort should be made to remove this gap.

Education of women is more important than that of man. Kothari education commission has rightly asserted that “There can’t be an educated people without educated women”. If general education had to be limited to men or to women, then opportunity should be given to women for then it would most surely be passed on to the next generation”

Laying stress on the need of women education, National policy on education says “The education of women should receive emphasis not only on grounds of social justice but also because it accelerates social transformation. So if homes are to be made happier and healthier, if new generation is to be made cultured and educated, if social transformation is to be brought rapidly education of women should be increased to be the maximum.

Constitutional Provisions:

Regarding education of women the constitutional provision are 15(1) 15(3) and 16(1)

- 15(1): The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

- 15(3): Nothing in this article shall prevent the state from making any special provision for women and children.
- Article 16(1) provides equality of opportunity for all citizens, men as well as women, in employed or appointment of any office under the state.

From this, it can be inferred that the constitution has given women absolute equality with men.

Gandhiji used to say “if you educate a boy, you educate only one individual but if you educate a girl, you educate the whole family.” Hence, importance of education of women has been recognized since the achievement of independence. Accordingly, strenuous efforts have been made in this area. There is an increasing awareness among the women about their rights and an important challenge is establishing linkage between the education and women’s right. Women’s rights have been strengthened from time to time since independence.

In free India much faster progress was made, both in raising the social status of women and developing their education. After independence the following commissions and committees were appointed to suggest measures for the improvement of education in general.

University Education Commission, 1948-49: University of education commission appointed in 1948- 49 under the chairmanship of Dr. S. Radhakrishnan recommended for the improvement of Women’s Education at higher education level. Dr. Radhakrishnan very emphatically remarked, “Women are human beings and have as much right to full development as men have. The position of the women in any society is a true index of its cultural and spiritual level.”

National Committee on Women Education, 1958 - 59: The national committee on women education was constituted by the ministry of education in 1958 - 59 under the chairmanship of Durgabai Deshmukh to examine the problems of women education and make recommendations.

National Council for Women Education: An important outcome of the recommendations of this committee was the setting up of the national council for women education in 1959 by the government of India. It was reconstituted in 1964.

Hansa Mehta Committee, 1962: Examined carefully the problems of differentiation of curriculum between boys and girls.

Bhaktavatsalam Committee, 1963: Studied the problems of women’s Education in six states where the education of girls was less developed.

The Kothari Commission 1964- 66: The Indian education commission, 1964 - 66 which was appointed under the chairmanship of Dr. D.S. Kothari to investigate the problems of education in general, accepted the suggestions of National committee on women's education.

Women had been at the center stage of developmental planning since independence. The programmes for women and development of women have been taken up right from the First five year plan. The emphasis currently had shifted from the welfare of women to women's development, so that they are a source of strength for reaching further national goals.

In India it is in the eighties that women's development was recognized as one of the development sectors by including a separate chapter "Socio-economic development of women" in the plan document of sixth five year plan. So women's empowerment received fresh impetus in the 1980s, when women were recognized as a separate target group and given their rightful place in developmental planning in this sixth plan.

The sixth plan gave more emphasis on three aspects of women viz. health, education and employment. In the seventh plan, the focus of effort was on the following:

1. Promotion of girls' education through appointment of women teachers.
2. Attachment of pre-school centers.
3. Provision of free uniforms and other incentives.
4. Encouragement of talented girls to pursue higher education.
5. Promotion of technical and vocational education for girls by opening women polytechnics.
6. Boosting of education among the girls of the SC and ST and backward sector.
7. Encouraging women and girls to participate in sports and games.

The eighth plan emphasized on increased opportunities and improved conditions of "employment and training for women". Ninth five year plan provided access to good primary health care for the promotion of women welfare to ensure that new primary health care centers are established which provide basic health and family welfare services to the rural population in general and women population in particular.

It is hereby revealed that many, committees and commissions have expressed concern regarding slow progress of girls and women education in India since independence from time to time. Lastly, the well known National Policy on Education, 1986 was concerned about the status and education of women in the country.

The major recommendations regarding the education of women according to the Policy of 1986 are as under:

“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. The national education system will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigning curricula, text-books, the training and orientation of teachers, decision-makers and administrators and the active involvement of educational institution. This will be an act of faith and social engineering. Women’s studies will be promoted as a part of various courses and educational institutions encouraged taking up active programmes to further women’s development.

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 targets, and effective monitoring. Major emphasis will be laid on women’s participation in vocational, technical and professional education at different levels. The policy of nondiscrimination will be pursued vigorously to eliminate sex-stereo-typing in vocational and professional courses and to promote women’s participation in non-traditional occupations, as well as in existing and emergent technologies.”

National Policy on Education Review Committee (NPERC)1990:

NPE, 1986(NPERC), under the chairmanship of Acharya Ramamurti considered women’s education to be a vital component of the overall strategy of securing equity and social justice in education. This committee states that: “in order to promote participation of the girls and women in education at all levels, there is need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education. More implementation of disaggregated schemes such as opening of Non-formal education centers for girls, adult education centers for women etc. by themselves are not adequate. In this context special mention may be made of inter-action of Early Childhood Care and Education (ECCE) with primary education. Education of women is not to be construed as a question of mere access, but of empowerment in them through education of all on equality of sexes.”

Programme of Action, 1992:

The valuable suggestions regarding the women’s education in the draft POA 1992, “Education for women’s equality is a vital component of the overall strategy of securing equity and social justice in education. What comes out clearly from the implementation of NPE, 1986 and its POA, is the need for institutional mechanisms to ensure that

gender sensitivity is reflected in the implementation of all educational programmes across the board. It is being increasingly recognized that the problem of UEE is, in essence, the problem of the girl child. It is imperative that participation of girls is enhanced at all stages of education, particularly in streams like science, vocational, technical and commerce education, where girls are grossly under-represented. The education system as a whole should be re-oriented to promote women's equality and education."

The committee recommended that the following measures will be taken to make education an effective tool for women's empowerment.

- Enhance self-esteem and self-confidence of women.
- Building of positive image of women by recognizing their contribution to the society, policy and the economy.
- Developing ability to think critically.
- Fostering decision-making and action through collective processes.
- Enable women to make informed choice in areas like education, employment and health.
- Ensuring equal participation in developmental processes.
- Providing information, knowledge and skill for economic independence.
- Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

The World Bank assisted technical education project involving 90 % of the approved polytechnics in the country is currently going on. It gives thrust for women's education through the creation of additional jobs for women in polytechnics by establishing new women polytechnic institutions.

It is recommended in the new education policy that education will be used as an agent of basic change in the status of women and women's empowerment. A component of women's development is being added to all the on-going programmes of the department. For example:

- Stress on women teachers while providing an additional teacher under Operation Black Board.
- Non-formal education to be treated as a programme of women's development by linking it with condensed courses and special training of women instructors.

- National Literacy Mission to have a special focus on women's equality and running of centers for women.
- Women's vocationalisation has been given special stress.
- Women's studies would continue to receive attention in higher education.

The content and processes of education are being modified to introduce the value of women's equality at all stages of education, in formal as well as non-formal areas. In conclusion, we should look back at our achievements in women's education with a sense of pride but not with a sense of complacency. In spite of being a developing country, we have committed ourselves to increase our efforts in the field of women's education through increased allocation over the five decades, and we have achieved significant results, but we have not been able to break the barriers between men and women. We have grown in quantity and have also improved our quality, we have achieved spikes of excellence in several areas, but by and large, our efforts in women's education in its totality needs considerable thrust upwards and a thrust which is possible through careful planning and managing our efforts in women's education.

'Check Your Progress' - 3

1. Choose the appropriate alternative:

1. The constitutional articles for women empowerment and equality of opportunity for men and women.

- a. 1.5 & 16 b. 28 & 29 c. 30 & 16 d. 45 & 46

2." Educating a boy is educating an individual only, but educating a girl is educating the whole family", this was opined by:

- a. Swamy Vivekananda b. Dr. S. Radhakrishnan c. Mahatma Gandhiji d. Kothari Commission

2. Answer the following:

- a. List out the Committees and Commissions constituted regarding women education.
- b. State the efforts of Government regarding women education during 7th five year plan (1985-90).

26.6 Education of Minority and Other Backward Groups

So far as minorities are concerned the following constitutional guarantees have been provided which are in addition to Articles relating to Fundamental rights in part III of the Constitution:

(i) **Article 29. Protection of interests of minorities:**

- a. **29 (1)** : Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- b. **29 (2)**: No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.

(ii) **Article 30. Right of Minorities to establish and administer educational institutions.**

30(1): All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

30 (1A): In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by minorities, referred to in clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.

30 (2): The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority, whether based on religion or language.

(iii) **Article 350A. Facilities for instruction in mother tongue at primary stage.**

It shall be the endeavor of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups and the president may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities.

The implementation of the aforesaid guarantees has been uneven although the various conferences of education ministers, Government of India Memorandum of 1956 etc., have been laying emphasis on the special treatment to linguistic minorities. Efforts should be made to safeguard these constitutional guarantees more vigorously.

The high power panel on minorities, SC/ST and other weaker sections, appointed by ministry of home affairs and headed by Dr. Gopal Singh has identified Muslims and

Neo-Buddhist as educationally backward at national level. Subsequently, the government has extended to neo-Buddhists all the benefits which are available to SCs. The state governments may identify other groups which are educationally backward at the state level. Special efforts need to be taken to bring the educationally backward minorities on par with the rest of the society and to make them participate fully in the national development activities.

The National Policy on Education (NPE) 1986 states the following regarding educations of minorities vide par 4.8 of the document: “Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text books and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum “. This has been reiterated in the revised policy formulations.

15-point programme for the welfare of minorities

Former Prime Minister Smt. Indira Gandhi issued a 15-point directive on welfare of minorities to the central and state governments in May 1983. Point Nos. 11 and 12 concern education of minorities.

Point No. 11: In many areas recruitment is done through competitive examination. Often minority groups are handicapped in taking advantage of the educational system to compete on equal terms in such examinations. To help them overcome these handicaps, steps should be taken to encourage the starting of coaching classes in minority educational institutions to train people to compete successfully in these examinations.

Point No. 12: The acquisition of technical skills by those minorities who are today lagging behind would also help in national development. Arrangements should be made to set up ITIs and polytechnics by government or private agencies in predominantly minority areas to encourage admission in such institutions of adequate number of people belonging to these areas.

On-Going programmes for minorities education

1. The UGC introduced a coaching scheme in 1984 to prepare students belonging to educationally backward minorities to enable them to compete in various

competitive examinations for recruitment in services and for admission to professional courses including Engineering, Medical etc.

2. Ministry of Welfare had launched during 1990-91, a scheme of pre - examination coaching/training to prepare candidates belonging to educationally and economically backward minority communities for various competitive examinations/professional courses/entrance examinations through reputed minority voluntary organizations. Many pre - examination coaching / training centers were sanctioned till March 1991.
3. The planning commission has agreed to include a scheme of pre -examination coaching for weaker sections based on economic criteria under the 8th Five Year Plan. The modalities are being worked out by the Ministry of Welfare.
4. A scheme of Community polytechnics was initiated in 1978-79 with a view to ensuring for the rural society a fair share of benefits from the investments in technical education system. The major areas of activities of community polytechnics are socio-economic surveys, training programmes for providing skills to unemployed people for self/wage employment, organizing technical services in villages etc.
5. NCERT has been organizing seminars and training programmes for principals/ teachers of minority managed schools. The programmes include seminar cum workshop for principals and managers, and training programmes for teachers from minority managed institutions in subject areas of English, Science, Mathematics, Vocationalisation of education and Educational Evaluation. Such training programmes are also being organized by the Regional Resource Centers.

Guidelines for recognition on minority managed institution

The Union Department of Education has prepared policy norms and principles for recognition of educational institutions as minority managed institutions and these have been circulated to State Governments for enabling them to prepare detailed guidelines in the matter. However, the response from state governments has not been encouraging. These guidelines need to be vigorously pursued and effectively monitored.

Review of Textbooks from the standpoint of national integration

The programme of review of text books from the point of view of providing communal harmony, secularism and national integration is being implemented jointly by NCERT and state governments; NCERT takes up review of text-books of state

governments on sample basis. A steering committee has been set up at national level to make this programme a regular feature.

In pursuance of the revised POA 1992, a new central scheme i.e., **scheme of area intensive programme** for educationally backward minorities has been launched during 1993-94. The objective of this scheme is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities, which do not have adequate provision for elementary and secondary schools.

Under this scheme cent percent assistance is given for (i) establishment of new primary and upper primary schools, non-formal education centers where such a need is felt and is viable on the basis of a school mapping exercise; (ii) Strengthening of educational infrastructure and physical facilities in the primary and upper primary schools; and (iii) opening of multi-stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught to the educationally backward minorities.

‘Check Your Progress’ - 4

1. Choose the appropriate alternative:

1. The Constitutional Article, which provides for protection of interest of Minorities is,

- a. 29 b. 45 c. 350 A d. 46

2. The Constitutional Article 30 is for,

- a. Conservation of language, script, and culture of minorities
- b. Right of admission into any educational institution irrespective of caste, sex, language, religion etc.
- c. Establishment and administering of educational institutions by minorities.
- d. No discriminations of any individual on the grounds of religion, caste, etc.

3. Text books were reviewed by NCERT and state governments in order to provide for:

- a. National integration b. Communal harmony c. Secularism d. All these

4. The Constitutional Article 350 A is for,

- a. Hindi as the National language.
- b. Mother tongue as the medium of instruction at primary level.
- c. Free and compulsory education for all.
- d. Reservation for women.

B. Answer the following questions:

1. State the Constitutional Provisions which provide for education of minorities and backward groups.
2. Enlist the on-going programmes for education for minorities.

26.7 Let Us Sum-Up

Education of the Physically and Mentally Challenged

Handicapped children are classified as **casual** and **symptomatically**.

Casual (1) Physically handicapped, (2) Mentally challenged, and (3) Socially handicapped. The physically handicapped are the blind, the deaf and mute, and the crippled. On the intellectual capacity, the mentally challenged are classified as: Profoundly Challenged, Severely Challenged, Moderately Challenged, Mildly Challenged and Borderline cases.

Symptomatic: (1) delinquency, (2) neurotic tendencies leading to mental disorder, and (3) general backwardness in school attainments.

Educational programmes for the handicapped

Aim -Reduce the intensity of the hurdle, and to lead the child to learn according to his own abilities so as to help him overcome frustration, and to develop in him a healthy, self-respecting independent individuality.

Diagnosis - Discovery of the handicapped child at an early stage through proper medical examination, guidance and counseling and a thorough investigation in child guidance centers and mental hygiene clinics.

Educational Institutions: (1) schools for the blind, (2) schools for the deaf and mute, (3) centers for the crippled, (4) schools for the mentally defective, (5) orphanages, (6) institutions for delinquents, and (7) clinics and guidance centers.

Present Facilities in India

1. Administrative set up

The responsibility of Center rests with the ministry of welfare, through five bureaus. Viz., handicapped welfare, social defence administration and minorities, tribal development, and scheduled castes and backward classes.

a. Model for special education programme are : (1) hospital model, (2) full-time residential or day school, (3) home - bound model with peripatetic teaching, (4) part-

time special schools or part-time classes in regular school, (5) regular school class plus resource room help, and the like.

b. The NPE suggests the following incentives for special schools: (1) provision of aids and appliances (2) Transportation allowance (3) Cost of a rickshaw in rural schools with a minimum strength of ten handicapped children (4) supply of text books and uniforms free of cost etc.

2. Training of Teachers:

(a) Pre-service Education: 'PIED (UNICEF) aided project integrated education for disabled, one year multi - category training in different disability for primary teachers has been introduced. For secondary teachers, a special education course for the handicapped in the B.Ed. and M.Ed.

(b) *In-service education:* The NPE has suggested adequate training through SCERT, and DIET at block and sub-divisional levels. NCERT, NIEPA and RIE may undertake the task through the SCERTs.

(3) *Major Problems* - The education of the handicapped faces a number of problems. Some of them are: (1) Preparation of careful statistics of under privileged groups (2) Provision of better institutions

(3) A rural bias in curriculum (4) Need for trained personnel and (5) Administrative weaknesses.

Education of SC/ST

The 'scheduled castes'(SCs) refer to all those classes as untouchable, traditionally regarded by Hindu caste people. The 'Scheduled Tribes'(STs) refer to aboriginal and hill tribes of India. De-notified tribes are those who were designated as 'criminal tribes' before independence.

The 'nomadic tribes' are those who have no permanent home and who move from one area to another in search of food or employment.

Constitutional Provisions regarding Education of Scheduled Castes and Tribes: Article 15,(2),(3), Article 46, (17), Clause 29, Clause 16 and 335

Commissions and Committees for Education of SC and ST students

The Dhebar Commission 1960 - 61 and The Kothari Commission, 1964 - 66 - for SC/ST people: Programmes:

- The work directly done by the central government.

- The work done under the supervision of the central government. The work done by the various states in the country.

The state government runs the following types of programmes for SC/ST people:

1. Opening Ashram Schools.
2. Organizing teaching materials.
3. Establishing schools and hostels.
4. Stipends for primary and higher education.
5. Mid - day meals.
6. Exemption from tuition and examination fees.

After Independence the operational strategies with respect to SC/ST education include,

- Contact micro-planning and verification will be done to ensure that enrolment, retention and successful completion courses by SC/ST students do not fall at any stage.
- Recruitment of teachers from SC/ST category.
- Provision of hostel facilities for SC/ST students at district headquarters.
- Location of hostel buildings and school buildings, balwadis and adult education centers in schedule caste extensions and tribal villages.
- Utilisation of NREP, RLEGP resources to provide educational facilities for SC/ST.
- Content and orientation of the curriculum in respect of SC/ST.
- Existing gaps in educational infrastructure in remote and inaccessible areas, islands, hills and desert areas will be identified and plans for implementation to remove the backlog will be undertaken.
- Measures will be further strengthened to ensure that incentives in the form of scholarships, uniforms, books and dictionary etc., reach the backward groups.

Education of women

National policy on education stresses, saying, The education of women should receive emphasis not only on grounds of social justice but also because it accelerates social transformation.

Constitutional Provisions: 1 S (1) 15(3) and 16(1)

In the seventh plan, the focus of effort was on the following:

- Promotion of girls' education through appointment of women teachers. - Attachment of pre-school centers.
- Provision of free uniforms and other incentives.
- Encouragement of talented girls to pursue higher education.
- Promotion of technical and vocational education for girls by opening women polytechnics.
- Boosting of education among the girls of the scheduled castes and scheduled tribes and backward sector.
- Encouraging women and girls to participate in sports and games.

The eight plan emphasized on increased opportunities and improved conditions of "employment and training for women".

Ninth plan: Providing access to good primary health care for the promotion of women welfare.

National policy on education review committee (NPERC) 1990: Considered Women's education to be a vital component of the overall strategy of securing equity and social justice in education. Childhood Care and Education (CCE) with primary education was advocated.

Programme of Action, 1992:

The following measures will be taken to make education an effective tool for women's empowerment.

- Enhance self-esteem and self-confidence of women.
- Building of positive image of women by recognizing their contribution to the society, policy and the economy.
- Developing ability to think critically.
- Fostering decision-making and action through collective processes.
- Enable women to make informed choice in areas like education, employment and health.

Education of minority and other backward groups

Constitutional Articles in this regard: 29(1) and (2), 30 (1), (1A) and (2) and 350 A

The national policy on education (NPE) 1986 states the following regarding education of minorities vide par 4.8 of the document: Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice.

Former Prime Minister Smt. Indira Gandhi issued a 15-point directive on welfare of minorities to the central and state governments in May 1983. Point Nos. 11 and 12 concern education of minorities.

On-Going programmes for minorities education

- Scheme of coaching classes for competitive examination
- Community polytechnics in minority concentration areas
- Training programmes for principals/managers/teachers in minority managed schools.

The programmes include seminar cum workshop for principals and managers, and training programmes for teachers from minority managed institutions in subject areas of English, Science, Mathematics, Vocationalisation of education and Educational Evaluation. Such training programmes are also being organized by the Regional Resource Centers. About 1400 principals and teachers have been trained so far to know the guidelines for recognition on minority managed institution and to develop ability to review textbooks from the standpoint of national Integration

26.8 Answers to Check Your Progress

‘Check Your Progress’ 1.

A 1. Match the Following: 1-c, 2-e, 3-d, 4-a,5-b

B 1. Page 5 SC/ST, Minorities

‘Check Your Progress’ - 2.

A-1-c, 2-d

B.1 - Page 8 3.Page 8

‘Check Your Progress’- 3.

A - 1-a, 2-c

B.1 2. Page 15 1. Page 14.

2. Page 5 Backwards

‘Check Your Progress’ - A4

1-a, 2-c, 3-d, 4-b

B.2 1. Page 18, 19 2. Page 19, 20

26.9 Unit End Exercises

1. State the Constitutional provisions for
 - a. Education of SC/ST
 - b. Education of Women
 - c. Education of Minority groups.
2. What are the programmes and approaches of governments towards the education of handicapped children?
3. What are the problems involved in the education of different types of handicapped children?
4. Mention the different types of backward groups and define the different types of tribes.
5. Mention the different strategies enlisted in NPE-POA,1992 regarding the education of SC and ST.
6. Enlist the recommendations of various committees and commissions regarding education of women.
7. What are the problems involved in the education of women in Indian context?
8. Briefly explain the on-going programmes of education of minority groups by the State and Central Governments.

26.10 References

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UNIT - 27 □ EDUCATION FOR NATIONAL AND EMOTIONAL INTEGRATION

Structure

- 27.1 Introduction**
- 27.2 Objectives**
- 27.3 National and Emotional Integration**
 - 27.3.1 Meaning**
 - 27.3.2 Barriers of National and Emotional Integration**
 - 27.3.3 Promoters of National and Emotional Integration**
 - 27.3.4 Objectives of Education for National and Emotional Integration**
- 27.4 Role of Education in developing National and Emotional Integration**
- 27.5 Approaches to develop National and Emotional Integration**
- 27.6 Role of Teacher in developing National & Emotional Integration:**
- 27.7 Let Us Sum-up**
- 27.8 Answer to ‘Check Your Progress’**
- 27.9 Unit-End Exercises**
- 27.10 References**

27.1 Introduction

India is the land of many religions, castes, languages, places of worship, customs, traditions, norms etc. It is a secular state with people of different attitudes and aspirations. The climatic conditions also differ from region to region. It is the seventh biggest country and second highly populated country in the world facing both internal and external aggressions.

The unity of any nation depends on the view of its citizens on themselves and members of the group. There must be desire and will of understanding each other and uniting together among the citizens of the nation. In this context, National and Emotional Integration need top priority, especially in the present time of national and international crises. Every citizen of the country needs to be much more vigilant than ever before on this issue and achieve the goal of attaining the same for the sustainable growth and development of the country.

In this context, as a citizen of a country you will always have to reflect for a while upon the following:

- Are National Integration and Emotional Integration different concepts or are they same and complimentary to each other?
- Can India be called a nation?
- How national and emotional integration are important in building a nation?
- What are the barriers and promoters of emotional integration?
- Why Indians exhibit diversity in unity and also unity in diversity?
- What is the role of education in developing national and emotional integration?

The more you reflect upon the concepts of national and emotional integration, more parameters, dimensions and intricacies involved in the same are likely to rise in your mind. This Unit will introduce the understandings of aforesaid issues.

27.2 Objectives

After studying this Unit you will be able to:

- Define national integration and emotional integration.
- Describe the barriers and promoters of national and emotional integration.
- Explain the need and importance of national and emotional integration. List the objectives of education for national and emotional integration.
- Explain the role of education in developing national and emotional integration. Explain the approaches to develop national and emotional integration.

27.3 National and Emotional Integration

27.3.1 Meaning

1. National Integration

National integration is unity in diversity. The term implies social, political, economic, linguistic and cultural unity. In the words of R. N. Tagore, “Where the world has not been broken up into fragments by narrow domestic walls.” National integration is a mental attitude and it is a state of mind. It is based on the feeling of oneness among Indians with common ideals of life and common code of behaviour. National integration is the negation of all differences of caste, creed, religion, communities, sects, beliefs, provinces or regions.

The word national integration consists of two parts - national and integration. The word 'national' implies a country, which has become a state in political terms. The word 'integration' means the fusion of the people into one. Thus it implies that the people of a country recognize the oneness of their country. Now study the following definitions of national integration.

According to National Integration Conference Report, 1961, National integration is a psychological and educational process involving the development of a feeling of unity, solidarity and cohesion in the hearts of people, a sense of common citizenship and a feeling of loyalty to the nation.

According to Kothari Education Commission Report, National integration includes a confidence in the nation's future, a continuous rise in the standard of living, development of feeling of values and duties, a good and impartial administrative system and mutual understanding."

According to Dr. Bedi, National integration means bringing about economic, social, cultural and linguistic differences among the people of various states in the country within a tolerable range and importing to the people a feeling of the oneness of India.

Compare the above-mentioned three definitions of national integration. Do you find common characteristics among these three? What are they?

2. Emotional Integration

Emotional integration means unity of thoughts and feelings of all the citizens of a country or a nation. In the words of Pandith Jawahar Lal Nehru, "By emotional integration, I mean the integration of our minds and hearts, the suppression of feeling of separatism."

Emotional integration is the sentiment or feeling of an individual as one with the people of differences in religion, language, customs, region, dress patterns, food habits, norms, usages etc. It is the feeling of unity in diversity. This uniting together and rising above the differences with a feeling of unity as a whole is termed as emotional integration, leading to national unity.

National integration and emotional integration are complementary. It is difficult to draw a dividing line between these two. Emotional integration is the basis of national integration. Emotional integration prepares the people mentally for national integration. It prepares a line of defence for national integration in the hearts and heads of the people. You know, it is not sufficient to train the army physically with all skills, but it is extremely essential to prepare them mentally for war with a common feeling of oneness. Emotional integration leads to nationalism required for national pride, national loyalty and national welfare.

In this way, both national and emotional integration are complimentary to each other, and by establishing harmony and balance between them, we can free ourselves from communalism, casteism, provincialism, linguistic disparities and build a broad outlook. Thus, in order to maintain our own unity and diversity, it is essential that we should form our own philosophy of life, which reflects social and emotional security among all citizens of India.

27.3.2 Barriers of National & Emotional Integration

There are a number of identifiable and not so easily recognizable factors that operate against national integration. By and large these factors are expressions of self-centered groups with vested interests. Some of them work as under-currents, which do not come to the surface and hence not noticeable. Those that can be easily noticed and labeled are discussed here:

a. Race: Racial diversity has not been a source of social conflict in India to the extent it has been in some other parts of the world. Moreover, race in its pure stock does not exist in India. However, the racial origins of the people of India can be traced back to the Indo-Aryans, the Dravidians and to some extent the Mongolians. Even now the racial sentiments are played up. For instance, the Dravida Kajhagam party of Tamil Nadu for which the Dravida Munnetra Kajhagam was the political wing staged a row against what they call the Aryan domination of Indian culture. In fact, they burnt the epic poems Ramayana and Mahabharatha, which are revered as sacred by a large section of the Indian masses. But this was only a passing phase not a permanent feature of the Indian social life.

b. Language: Language has been one of the strongest threats to the stability of the nation. There are nearly 900 dialects out of which 850 are spoken by less than a lakh of people. Non-Indian languages are also spoken in the country. However 95% of the Indian population, fall under one or the other of the 16 national languages, which are declared so according to the 8th schedule of the Indian constitution. Because of the vastness of the land, India has not been able to settle upon a language so far which can be taken as the link language for official purposes. More indications of attempts to evolve a link -language, for instance Hindi, which is spoken by the majority of the population in the country has led to widespread violent reactions. Occasions were many when normal life was paralyzed, public property was destroyed and many types of criminal acts were committed in the name of language.

Language has become a strong disintegrating force of Indian social life. Even the

states of India were reorganized on linguistic basis so as to solve this problem. Regionalism as an evil force centers largely on language. The Shiv Sena movement led by Bal Thakare in Maharashtra is only an apparent illustration of such sentiments. Such regional groups, which play on linguistic sentiments, exist in most of the Indian states today.

c. Cultural Differences: There are a number of other cultural differences that also are potential threats to the solidarity of the nation. Some of them are the caste and sub-caste consciousness among the people, practice of untouchability, religious diversities (Eg. Punjab problem) etc. A discerning observer of Indian socio-political life would be able to identify many more sources of disintegration.

d. Economic Disparities: Such disparities exist between and among the states of India, among the districts in a state, and among the blocks in a district. Economic backwardness leads to emotional unrest between regions (Eg. Gorkhaland agitation) and among social groups.

e. Provincialism: It is a very big obstacle in the way of national and emotional integration. It is natural that every person loves his/her province but he/she should not forget that nation is greater than the province. The people of one province should not look down those of other province with hatred and feeling of inferiority. One should not forget that all provinces make a nation and its solidarity depends extremely on the unity of these provinces.

f. Unemployment: Unemployment is real obstacle in the way of national integration. A hungry man forgets national interest. Unemployment would generate in him disappointment, frustration, conflict, hatred, restlessness, characterlessness, corruption etc., which all would make him anti-social.

g. Self-centered Political parties: The existence of political parties is a must for the success of democracy in a country. Political parties without vested interests and with a future vision for sustenance are a wealth of a country. But unfortunately in India no political parties are accomplishing this task. They are organized and working in the name of community, caste, religion, region, province etc., that is a serious threat to national integration.

h. Lack of National Character: There is a lack of national character in India. In a society where there is a fall in moral values, there is anarchy and restlessness. In such a situation the ideal of national character alone acts as defence. These days we do not have anything called character. At every step destructive tendencies such as corruption, dishonesty, adulteration, black-marketing, betraying of trust and smuggling are prevalent.

i. Inequality: Inequality is proving a serious obstacle in the way of national integration. Social, economic, political and religious inequalities are prevalent in the country. Especially the gulf between the haves (rich) and have-nots (poor) is increasing. This would naturally cause a serious threat to nationalism.

j. Lack of Social Sense: Prof. V. R. Taneja has rightly observed, “It is unfortunate that in this country, we lack, what maybe called, social sense.” We are not at all considerate to the needs of other people and their feelings. We are self-centered and do not realize that we have duties towards them as they have towards us.

k. Lack of Vision in Education: “Where there is no vision, the people perish.” The same is the fate of our country. Education is the most important means of developing national integration. Unfortunately, it has not been able to complete this task till this day. Our education system has not been linked to the national life. Hence all the parameters of our education system are to be reoriented around national development.

27.3.3 Promoters of National and Emotional Integration

There are a number of geographical, historical and socio-political forces that contribute to the stability of India. Even the high school textbooks discuss the geographical and historical factors that have given a sense of unity to the nation. In recent times, that is after independence, the development of tourism, the carrying of science and technology to rural areas and the like have strengthened the previously existing sense of unity in the country. A common constitution, federal set up, national symbols and songs etc., have also helped in this regard.

There are also a number of cultural values that have held the nation as a strong and stable unit inspite of the changes arising out of foreign invasions, internal squabbles and anti-social trends. Tolerance, as a value of life is only an illustration. Tolerance is not indifference. Apart from tolerance, there are also other modern values such as democracy, socialism and secularism, the emerging awareness of which is most favourable to the building of a strong unified and integrated India.

Thus, there is already an undercurrent of strong potential to bring about unity in Indian social life. But this has to be lifted to the surface and those who live this social life must be made aware of this.

27.3.4 Objectives of Education for National Emotional Integration

Education is the most powerful medium for the achievement of national and

emotional integration in India. It provides the necessary inspiration. In this regard it is worth to know some of the more significant objectives of education for national and emotional integration.

- a. to bring about a correct understanding and appreciation of cultural diversities among the different sub-cultures.
- b. to develop a commitment - both mental and behavioural to the ideals of democracy as set out in the constitution.
- c. to develop healthy appreciation of one's sub-culture therein avoiding bias against other sub-cultures. ‘

‘Check Your Progress’- 1

A. Select the most appropriate answer among the alternatives:

1. National Integration is:

- a. Unity and Diversity
- b. Unity in Diversity
- c. Diversity in Unity
- d. Neither Unity nor Diversity

2. Emotional Integration is, “Integration of our minds and hearts, and the suppression of feelings of separation”. This was told by:

- a. Mahatma Gandhiji
- b. Kothari commission
- c. Jawahar Lal Nehru
- d. Dr. S. Radhakrishnan

3. Which is not correct?

- a. National integration and Emotional integration are complementary.
- b. Emotional integration leads to National integration.
- c. National integration leads to Emotional integration.
- d. Both National integration and Emotional integration are sentiments and feelings of individuals.

4. The conflict between India and Pakistan is mainly due to:

- a. Economic disparities
- b. Provincialism
- c. Cultural differences
- d. Religious disparities

5. The most powerful means of National and Emotional integration is:

- a. Education
- b. Economic development
- c. Employment
- d. Defence

6. "National integration cannot be built by bricks, mortar, chisel and hammer, it has to grow silently in the minds and hearts of every individual". This was told by:

- a. Dr. Bedi
- b. Shrimali
- c. Dr. S. Radhakrishnan
- d. Mahatma Gandhiji

B. Answer the following:

1. List the objectives of Education for National integration.

2. Differentiate between National and Emotional integration.

National integration	Emotional integration

27.4 Role of Education in Developing National and Emotional Integration

Today the unity of the nation is passing through crisis. No ones life is secure and extremism is over-powering the national unity. Disintegrating factors such as casteism, provincialism, linguism, economic disparities, deterioration of values, etc., have become a challenge for national and emotional integration. The existence of freedom, which we obtained after the sacrifices of martyrs, is now in peril. In this context, Dr. K. L. Shrimali has written, "The process of national integration must continue and be strengthened, if we are to preserve and enrich our hard-won freedom".

Dr S. Radlhakrishan has said, "National integration cannot be built by bricks and mortar, it cannot be built by chisel and hammer, it has to grow silently in the minds and

hearts of every individual. The only process to accomplish this task is the process of education.” Education is the most important means of national and emotional integration. It is such a process as it can slowly overcome all obstacles, which are weakening the unity. Therefore, if education sows the seeds of unity in every individual from the beginning i.e., from childhood days, this problem can be solved.

At the conference of the Education Ministers held in November 1960, the importance of the role of education in counteracting the divisive forces and in fostering unity was stressed. The conference recommended a committee to be set up to study the problems and suggest positive educational measures for promoting national and emotional integration. As a follow-up action, the Ministry of Education under the chairmanship of Dr. Sampurnanand appointed a committee in May 1961. This committee has opined that education can play a vital role in strengthening national and emotional integration. Education should not only aim at imparting knowledge but should develop all aspects of students’ personality. It should broaden the outlook; foster the feeling of oneness, nationalism and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the larger interests of the country.

Education can create patriotic feelings among the people and a sense of sanctity for the motherland. To promote this feeling, there should be an amalgamation of cultural issues in the curriculum. Instead of differentiating cultures of different states, there should be what is called Indian culture, which is to be given more weightage.

27.5 Approaches in Education to Develop National and Emotional Integration

1. School Programmes: There are many things that the school can do to promote national integration. The programmes of the school must be phased. In the first phase children must be made aware of the existence of and the similarities and the diversities in the different sub-cultures. This is at the early stages of schooling. This phase is basic to the subsequent phases. At the second phase, opportunities must be provided for children to discuss common problems with objectivity and concerns. At the third and final stage, which is by the end of the schooling period, children must be provided opportunities through work situations to work for common goals and interests. School programmes must bring about both attitudinal and behavioural changes.

2. Curriculum for National Integration: There are two views with regard to the nature of curriculum organization for national integration. One opinion is that a special area on inter-sub-cultural variations must be included in the existing curriculum. But this

may not be a practicable suggestion in view of the competing claims of different objectives of education. It is difficult to accommodate all the claims.

Another opinion is that an orientation towards national integration should be provided in the existing curriculum, wherever it is possible. It must become an integral part of the curriculum, curricular and co-curricular.

3. Text Books: Text books must be prepared carefully as to promote national integration and if required, they should be re-designed so as to foster national integration. Words with emotional overtones must be used to highlight the significant and distinguishing features of one's own sub-culture without developing prejudices against other sub-cultures. Omission of facts, prejudiced statements and sweeping generalizations must be avoided.

4. Development, learning and usage of an all India language: The most important and practical condition for promoting national and emotional integration in the country is that an all India language should be evolved, learnt and used by all citizens of the country. Hindi is our national language, which is capable of performing this role. Hence, it is desirable that, this language be taught in every kind of educational institution, at all levels, to all students. A common and national language is a must for every citizen to live successfully in any state of the country.

5. Co-Curricular Activities: Co-Curricular activities play an important role in the development of national and emotional integration among students directly and also indirectly. Activities such as celebration of National Days, birth-days of great men, cultural festivals, inter-state games or competitions, camps, educational excursions, talks on matters of national concerns, cultural exchange etc. can be organized which would definitely contribute for the development of 'we' feeling and national unity among students.

6. National System of Education: The concept of National system of education implies that upto a given level, all students, irrespective of caste, creed, location, gender have access to education of a comparable quality. National policy on education has envisaged 10+2+3 pattern, which is based on National Curricular Frame work and is being followed to bring-in uniformity in the country. This provides for a sense of equality among the students of all the states and also leads to uniform pattern of admission, evaluation and such institution related issues, which allows for migration of students across the states for accessing higher education. This further enables the students to understand and appreciate cultural diversities of our country.

The curriculum contains common core contents of national concerns essential for national identity. These contents will cut across various subject areas and will be designed to promote national values such as India's common cultural heritage, democracy, secularism, equality etc.

7. Equality of Educational Opportunities: In order to create national integration in the country, National Policy on Education lays special emphasis on the removal of disparities and equalizing educational opportunities by attending to the specific needs of those who have been denied opportunities for equality so far. In this regard, special attention has been given to women's education, education of the Scheduled Castes and Scheduled Tribes, education of religious and linguistic minorities, education of special children such as handicapped and adult education with functional literacy programme

'Check Your Progress' - 2

Answer the following questions briefly:

1. List out the co-curricular and extra-curricular activities that foster the development of national and emotional integration among students.

2. Enlist the educational programmes, which provide for equality of educational opportunities.

3. Mention the educational approaches to promote National and Emotional Integration.

4. Write Short Notes on:

a. Curriculum for National Integration.

b. Role of Hindi as the Indian national language in the promotion of national integration.

c. Importance of National System of Education in the promotion of National Integration.

27.6 Role of Teacher in Developing National and Emotional Integration

Teacher has a predominant role in promoting national and emotional integration. Teacher is accepted as the guide, philosopher and the man of higher ideals in moulding the society. The ideal character of teacher leaves a lasting impression in the minds of students.

Teacher should always provide such experiences to students, which develop emotional attitudes towards national integration. Teacher's balanced mind and attitude towards society's norms, customs, religions, castes etc., will impress effectively upon his/her students.

It is the teacher who can develop rational attitude of students towards the social and political factors, which promote and demote national and emotional integration and act in a convenient manner with constructive contributions to the nation. Every

student tends to imbibe the qualities of his or her teacher. Hence, the teacher should act as a role model and reflect all such attributes, which foster national and emotional integration.

The teacher should play his/her role judiciously in imbibing the worthy ideas that promote national and emotional integration. He/she should give thoughts to create harmony and peaceful nationalism through personal examples. He/she should have a secular outlook with fullest patriotism.

27.7 Let Us Sum-Up

National Integration is a psychological and educational process involving the development of a feeling of unity, solidarity and cohesion in the hearts of people, a sense of common citizenship and a feeling of loyalty to the nation. It is bringing about economic, social, cultural and linguistic differences among the people of various states in the country within a tolerable range and imparting to the people a feeling of the oneness of India.

Emotional Integration is the sentiment or feeling of an individual as one with the people of differences in religion, language, customs, region, dress patterns, food habits, norms, usages etc.

National integration and emotional integration are complementary. It is difficult to draw a dividing line between these two. Emotional integration is the basis of national integration.

Barriers of national and emotional integration are: Racial disparities, Linguistic differences, Cultural differences, Economic disparities, Provincialism, Unemployment, Self-centered political parties, Lack of national character, Inequality, Lack of social sense, and Lack of vision in education.

Significant objectives of education for national and emotional integration are:

1. to bring about a correct understanding and appreciation of cultural diversities among the different sub-cultures.
2. to develop a commitment - both mental and behavioral to the ideals of democracy as set out in the constitution.
3. to develop healthy appreciation of one's sub-culture therein avoiding bias against other sub-cultures.

Role of Education: Education is the most important means of national and emotional integration. It is such a process as it can slowly overcome all obstacles, which are

weakening the unity. Education should not only aim at imparting knowledge but should develop all aspects of students' personality. It should broaden the outlook; foster the feeling of oneness, nationalism and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the large r interests of the country.

Approaches through education:

School programmes: The programmes of the school must be phased. In the first phase children must be made aware of the existence of and the similarities and the diversities in the different sub-cultures. At the second phase, opportunities must be provided for children to discuss common problems with objectivity and concerns. At the third and final stage, which is by the end of the schooling period, children must be provided opportunities through work situations to work for common goals and interests.

Curriculum for National Integration: A special area on inter-sub-cultural variations must be included in the existing curriculum, and orientation towards national integration should be provided in the existing curriculum, wherever it is possible. It must become an integral part of the curriculum, curricular and co-curricular.

Text Books: Text books must be prepared carefully as to promote national integration and if required, they should be re-designed so as to foster national integration.

Development, learning and usage of an all India language: A common and national language is a must for every citizen to live successfully in any state of the country. Hindi is our national language, and this language should be taught in every kind of educational institution, at all levels, to all students.

Co-Curricular Activities: Co-Curricular activities play an important role in the development of national and emotional integration among students directly and also indirectly.

National system of Education: National system of education implies that upto a given level, all students, irrespective of caste, creed, location, gender have access to education of a comparable quality. This is based on National Curricular Framework with 10+2+3 pattern and is being followed to bring-in uniformity in the country. This provides for a sense of equality among the students of all the states and foster national and emotional integration.

Equality of educational opportunities: Women's education, education of the Scheduled Castes and Scheduled Tribes, education of religious and linguistic minorities, education of special children such as handicapped and adult education with functional literacy programmes have been provided to ensure-equality of educational opportunities which would promote national and emotional integration.

Role of Teachers:

Teacher has a predominant role in promoting national and emotional integration. It is the teacher who can develop rational attitude of students towards the social and political factors, which promote national and emotional integration and act in a convenient manner with constructive contributions to the nation. Every student tends to imbibe the qualities of his or her teacher. Hence, the teacher should act as a role model and reflect all such attributes, which foster national and emotional integration.

27.8 Answers to Check Your Progress

‘Check Your Progress’ -1

- a.
 1. (b) Unity in Diversity
 2. (c) Jawahar Lal Nehru
 3. (c) National Integration leads to Emotional Integration
 4. (b) Provincialism
 5. (a) Education
 6. c) Dr. S. Radhakrishnan
- b.

To bring about a correct understanding and appreciation of cultural diversities among the different sub-cultures.

To develop a commitment - both mental and behavioural to the ideals of democracy as set out in the constitution.

To develop healthy appreciation of one’s sub-culture therein avoiding bias against other sub-cultures.

‘Check Your Progress’ - 2

1. Celebration of National Days, birth-days of great men, cultural festivals, inter-state games or competitions, camps, educational excursions, talks on matters of national concerns, cultural exchange etc.
2. Women’s education, education of the Scheduled Castes and Scheduled Tribes, education of religious and linguistic minorities, education of special children such as handicapped and adult education with functional literacy programmes.
3. a. Designing suitable school programmes.

- b. Designing, transacting and evaluating suitable curriculum.
- c. Redesigning text books.
- d. Development, learning and usage of one National language.
- e. Organising diversified co-curricular activities.
- f. Following National system of education.
- g. Achieving equality of educational opportunities.

4. Short Notes: (Ref. Section- 27.5)

27.9 Unit-end Exercises

- Define the concepts of National and Emotional integration and bring out the difference between them.
- Enlist the barriers and promoters of National and emotional integration.
- Mention the significant objectives of education for National integration.
- Briefly explain the role of education in the development of national and emotional integration.
- Briefly explain the different educational approaches to develop national and emotional integration.
- Describe the role of teacher in fostering national and emotional integration among students.

27.10 References

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UNIT 28 □ EDUCATION FOR INTERNATIONAL UNDERSTANDING

Structure

- 28.1 Introduction
- 28.2 Objectives
- 28.3 International Understanding
 - 28.3.1 Concept and Definitions
 - 28.3.2 Need and Importance of International Understanding and its Education
 - 28.3.3 Objectives of Education for International Understanding
 - 28.3.4 Barriers of International Understanding
- 28.4 Education and International Understanding
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 - 28.4.3 Role of teacher in promoting International Understanding
- 28.4 Let Us Sum Up
- 28.5 Answers to ‘Check Your Progress’
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28.1 Introduction

“Isolation means backwardness and decay. The world has changed and old barriers are breaking down, life becomes more international, we have to play our part in the coming internationalism” (Jawahar Lal Neheru, “Discovery of India”, P.580)

Now the Earth has become a Global village. We are living in a scientific age, an age of ‘Space traveling’, ‘Information Technology’ and ‘Nuclear Energy’, due to new explorations and discoveries. Now the distance and other physical barriers have become insignificant. Life has received a new orientation and fresh challenges.

But, at the same time, the present world is divided into armed camps. Every nation including developed countries is passing through international crises that have threatened the very existence and survival of them. Never before in the history of the world has man suffered international insecurity, destructivism and deterioration of peace and co-operation to this degree as at this period of time.

Though nationalism is desirable and patriotism is essential for every citizen of the country, due to lack of human values, foresight or future vision, narrowness of mind, self-centeredness with vested interests and racial prejudices, life of individuals especially in developing countries like India is at stake, insecure, uncertain and lacks peace.

In this regard, people of different countries have to learn to live together with a feeling of 'oneness' and create a 'world society'. Sustained quality life with peace and cooperation is assured only when all the natural resources of this globe are shared judiciously among all the countries, irrespective of race, language, economic and educational levels of people living there. This is possible only when one has an international understanding. That is, understanding the needs, culture, and economic conditions of people of other countries and their historical and geographical importance and dependency.

In this context, you as a citizen of a developing country like India, need to understand the dynamics and dimensions of "International Understanding" which would orient around the following questions.

1. What is International Understanding and what is its need at this point of time?
2. Is International Understanding required for people of only developing and under-developed countries?
3. Now is it so important for the survival of human life on earth with peace and co-operation?
4. What is the role of education, school and teacher in promoting International Understanding among students?
5. What are the approaches towards International Understanding?

The more you think about the aforesaid questions, more dimensions, parameters and complexities related to the concept and dynamics of International Understanding are likely to rise in your mind. This Unit will introduce you to such reflections, which concentrate around the answers for aforesaid questions.

28.2 Objectives

After studying this Unit, you will be able to:

Define 'International Understanding'

- Explain the need and importance of education for International Understanding
- Mention the objectives of Education for International Understanding
- Describe the barriers for International Understanding

- Explain the role of education for International Understanding
- Analyse the curriculum, educational programmes, methods of teaching and co-curricular activities to promote International Understanding
- Explain the role of schools and teachers to foster International Understanding among students.

28.3. International Understanding

28.3.1 Concept and Definitions:

- a. The urge of man to bring about understanding between and among nations is not new. But for the first time in recent history, Jeremy Bentham coined the word “Internationalism” which is currently referred to as ‘International Understanding’. In simple terms, international understanding is an understanding of the problems of mankind and their relation to us. Such an understanding is characterized by an attitude of mind as follows: Connell, W.F: Readings in the foundations of education.
- b. A desire to live together with all people within a social framework that provides equal justice for all without considering their nationality, class, race, colour, creed or status. Equal justice is not identical justice, it is not necessary that the social framework be the same everywhere.
- c. An attempt to encourage and enable all people to plan co-operatively and work together constructively.

Internationalism is an idea of recent origin through a tendency of people to live cooperatively for peace after two world wars. It implies creativity that strives together to eliminate ignorance and prejudices, war and parochial nationalism and to make people conscious “of the place of one’s own nation in the world, society and the contribution that it can make to world society. Whose survival depends upon maintenance of peace and relief from war”.

Dr. Walter A. C. Lewis former Deputy Director General of UNESCO defined international Understanding as. “It is the ability to observe critically and objectively amid appraise the conduct of men everywhere, irrespective of the nationality or culture to which they may belong. To do this, one must be able to observe all nationalities, cultures and races as equally important varieties of human beings inhabiting this earth”.

Oliver Goldsmith has defined International Understanding as, “It is the feeling

that the individual is not only a member of his state, but a citizen of the world.” Internationalism inspires the people of the world “to live together in peace with one another as good neighbors, to take effective measures for the removal of areas of differences and to develop friendly relations among nations.

It is the way and means of peace and security. It is the building up of understanding through knowledge and mutual appreciations. It is the recognition and acceptance of existence of different nationalities races, culture, idea and ideals.

Hence, International Understanding in a sense is ‘World Citizenship’ which emphasizes that all human beings are fellows and members of the world family. As such, this feeling is concerned with international good will and contributes to the wellbeing of the whole of humanity. In simple terms it indicates love, sympathy and co-operation among all the people of the nations of the world.

28.3.2 Need and Importance of International Understanding and its Education

The needs for developing International Understanding are numerous and diverse. But four needs may be considered as significant.

a. Progress of Human Civilization: There has been tremendous progress in all spheres of life; from Paleolithic and Neolithic ages man has progressed to the nuclear and space age, from cow-dung and bullock-cart to computer technology, from dictatorship to communism and democracy, from aristocracy to Republican forms of Government, in values and beliefs from Adam and Eve to origin of species, from slave trade to equality and tyranny to liberty. Similarly there has been progress in mathematics, medicine, agriculture, oceanography, metallurgy and all walks of life. Progress in human civilization has not been achieved by any race, caste, class, ethnic or national group but people working in different corners of the world and belonging to diverse groups have achieved it. All the people of the world have shared this progress. The present state of the world is due to the combined, cumulative and patient efforts of many nationals.

b) Synchronization of Cultures: International trade and modern means of transport have given rise to a continuous interaction between and among all the people of the world. The world of man is enlarging though the world is shrinking. Both the East and the West have influenced each other. Now needs and problems of humanity are similar. When two people from different countries meet each other for trade or other economic purpose, they also unintentionally become familiar with and in many cases influenced by each others culture. There has been a diffusion of cultures. The world has become a melting pot of all cultures.

c) *Interdependence of Nations:* Every country may try to be self-reliant but no country can be self-sufficient. All the countries of the world depend upon each other for their consumer goods or for raw materials; in certain cases even for finished non-consumable goods. No country can remain free from any tilt in the international economic balance. Not only there is dependence on goods and services but also on technical know-how. In recent years, dependence in cultural life has been observed. The value-system of one nation initiates changes in the value system of another nation. As if acutely sensing the need for interdependence among nations, Nehru made the opening statement in his speech at the Geneva Peace Conference thus: “*The choice before the world today is peaceful co-existence or no-existence at all.*”

The needs discussed so far for international understanding have a positive overtone. There is also a rather negative reason to realize this objective.

d) *Threat of a Nuclear War:* A nuclear war means one mass of total annihilation. It implies a sophisticated nuclear war technology has been so enormous that it is very dangerous to take risks about that. To balance this progress, a commitment to international peace and understanding is very essential. The threat of a nuclear war is haunting every nation and especially those who are ignorant of nuclear war technology. There is a need for the nuclear nations to guarantee the non-proliferation of nuclear weapons and the security of non-nuclear nations.

In addition to these aspects, the following arguments will favour International Understanding.

1. In this world, there are nations having different colours, races and religions, but the inner soul or spirit is the same in all. The real fact is that the whole human race is one and the whole world is also one unit. To promote this feeling of oneness, the development of International Understanding is essential.

2. In the modern world, all nations have come so close to one another that events and occurrences in one nation have their direct impact upon the life of people of other nations also. Under such circumstances, if the emotion of fear will keep developing in all against the onslaughts of the other, each nation will prepare feverishly for defence or offence. Thus more and more money and other resources will be diverted towards military preparations. Not only this, science will be exploited for human destruction. Hence a sense of international understanding should be developed in all people of the world so that each nation uses its resources for the welfare of humanity.

3. In the modern world of today, no nation can boast of its self-sufficiency and self-reliance. All the nations of the world depend upon each other economically,

politically and culturally. In the field of industry, the success of a nation depends upon the raw materials imported from other nations. Not only this, the cultural bonds are also bringing all the nations of the world nearer with the result that no nation can boast of its own culture as pure. We observe that the culture of a nation invades the culture of other nations. Hence, it penetrates, changes and grows. As a result, a synthesis of all cultures is going on and a world culture is gradually coming into being today.

4. All nations belong to one world. Thus all nations, backward or advanced belong to one family- the world family. Just as all the members of a family have a duty and moral obligation for each other, much in the same way all nations of the world should feel dutiful and morally obliged for promoting the welfare of all others, may they be weak, backward or advanced. The affluent and developed nations should try to improve the conditions of poor, weak and backward nations. This will develop mutual love and friendship among all the nations resulting in peace and prosperity throughout the world.

5. Each human being has certain desirable qualities namely love, sympathy, co-operation and friendship. Geographical boundaries cannot delimit these human qualities. It is just possible that the political ideologies of citizens of different nations may differ, but the essential milk of humanity is the same everywhere in all nations at all times. This fact should lead us towards international fellow feeling and international understanding.

6. The development of international understanding has an immense value in our country. The chief reason of this fact is that India has recently attained its freedom. Now we have to develop our nation in all spheres. For this, we need peace in the world.

Education for international understanding is the crying need of our age. The war-minded world is a serious challenge to the peace and happiness of mankind. We can make our world safe and peaceful only by developing international outlook through international understanding, which is the vital need of the present generation for the following chief reasons:

1. To counteract wrong emphasis on 'My country, right or wrong'. In the words of the Secondary Education Commission Report (1953) - There is no more dangerous maxim in the world today than 'My country, right or wrong'. The whole world is now so intimately interrelated that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that of a national citizenship'. Education for International Understanding is needed to counteract this wrong emphasis, to re-interpret patriotism, and to raise national jingoism to international enlightenment.

2. To emphasize interdependence and intimate relationship of human race.

Modern world is closely knit world and now there is more interdependence and intimate relationship among people here and people there than ever before. “If it is to survive,” observes P.E. James, “it must draw upon all the world’s resources and the entire world’s people must share its benefits.

3. To Educate for Democratic Ideals. The modern world has seen the rise of democratic forces. The democratic ideal expresses itself in such slogans as “World Government”, “World Society”, “One State”, etc., The rise of these forces puts an essential responsibility on education, that of conditioning the young minds to adopt **these ideals as the practical creed of life they live.**

4. To Educate for Human Prosperity: It is in the school class rooms that the destiny of not only a country but of the whole world is being shaped. The future prosperity of the total human race depends much upon the type of education we propose to provide in our schools. Mankind today stands at the cross-roads of human prosperity and human extinction. It is for education to shape the world for a prosperous happy life. Education for international understanding fulfills this enlightened purpose. We may conclude by saying : ‘for any system of education which refuses to concern itself with world peace, is shutting its eyes to the stark fact that, if world peace is not maintained, there must come a time when there will be no one left to educate.

28.3.3 Objectives of Education for International Understanding

The following specific objectives would serve to realize the general objective (or aim) of education for international understanding.

- a. Highlight the peaceful uses of atomic energy and vividly picturise (describe) the devastating consequences of the misuse of nuclear energy. For instance, the uses of an atomic reactor for constructive purposes and the misuse of atomic bomb for destructive designs may be discussed in comparative frame.
- b. Give a basic knowledge of the life and culture of different nations of the world.
- c. Develop a spirit of tolerance (not indifference) towards the ways of life of different people of the world - their religion, customs and traditions, dress and food habits, etc.
- d. Develop rational thinking about the problems of other nations, inter-nation problems and their relevance to the nation to which the children belong.

- e. Develop a sympathetic attitude towards the (problems of the) less developed nations of the world; in general a concern for the welfare of humanity.
- f. Develop a willingness to place common good before personal interests.
- g. Strengthen the sense of national solidarity.
- h. Inculcate a belief in the ideals like fraternity, equality, liberty and justice.

In addition to this, other objectives of education for International Understanding are to enable the student to:

- a. know and understand how people of other lands live.
- b. recognise the common humanity, which underlines all differences in culture.
- c. work for a fair and just world.
- d. maintain interest in world affairs.
- e. recognise the importance of solving world problems according to democratic practices.
- f. appreciate the contributions of all people to the world citizenship.
- g. combine love of one's country with a broad social consciousness towards an inter-dependent community of nations.
- h. respect the dignity and worth of man by giving him equality of rights and opportunity
- i. take the world as one unit.
- j. realize that truth also triumphs and leads to human progress and prosperity.
- k. believe in common values and goals for the world community.
- l. understand that victories of peace are greater than victories of war.

28.3.4 Barriers of International Understanding

There are many problems, which pose obstacles and barriers in the progress of man towards International Understanding. Some of these problems are referred to here:

Secrecy: About the nuclear strength of nations.

Racial prejudices: It is one of the strongest barriers in the way towards international understanding. H. G. Wells had suggested interracial marriage as the solution for all the problems of the world.

Inequality of Countries : in size, resources, growth rates, national income, scientific and technological progress, etc., inequality has led to a sort of inferiority complex among less developed nations-and consequently to corresponding prejudices and preferences.

Lack of National Solidarity: When the people of many countries do not cherish a feeling that they are nationals of a nation and instead owe their loyalties to parochial groups and ideas, are victims of regionalism, communalism, casteism, etc., how can they be expected to look at the world as an organization of brothers and equals? So, national integration and a sense of national solidarity are a pre-requisite for International Understanding.

In addition to these, the following obstacles in the way of international understanding are identified.

Physical and geographical isolation: Different nations of the world live in isolation because of geographical distance.

Political barriers: Different nations profess different political ideologies and issues such as democracy, socialism, capitalism and totalitarianism etc.

Religious barriers: Nations differ in their religious creeds and practices- Hinduism, Islamism, Buddhism and Christianity.

Psychological barriers: International peace is sometimes disturbed due to selfishness, greed, love of power, attitude of hostility, aggressiveness and hatred of some nations.

Social barriers: Differences among nations exist in respect of social customs and habits, languages, historical traditions and cultural background.

Narrow or parochial nationalism

‘Check Your Progress’-1

1. Choose the appropriate alternative:

1. International Understanding is,

- a) Acceptance of position of other nations, and their ideas and ideals
- b) Feeling of an individual as the citizen of the world
- c) The way and means of peace and security
- d) All the above

2. The word 'Inter-nationalism' was coined by,
 - a) Dr. Walter H. C. Lewis
 - b) Jeremy Bentham
 - c) Oliver Goldsmith
 - d) Barnard Shaw
3. Which is correct?
 - a) Internationalism is anti - nationalism.
 - b) Nationalism is anti - internationalism.
 - c) Internationalism is not anti - nationalism and nationalism is not anti – internationalism.
 - d) Nationalism is patriotism and internationalism is anti – patriotism.
4. Which is not a barrier for international understanding?
 - a) Racial prejudices
 - b) Inequality of countries in many respects
 - c) Economic restrictions
 - d) Interdependence of nations
5. The ultimate aim of promoting international understanding is,
 - a) To have world peace and co-operation
 - b) To promote human welfare & prosperity
 - c) To have security and sustenance of life
 - d) All the above

B. Answer the following questions briefly

1. Mention any four dangers of narrow nationalism.
2. Define international understanding.
3. Mention any four needs for promoting international understanding among students.
4. Enlist the objectives of education for international understanding.
5. List out the barriers for international understanding.

28.4 Education and International Understanding

28.4.1 Role of Education for International Understanding

All philosophers, educationists, politicians, scientists and social reformers of the world agree that while on the one hand United Nation Organization(UNO) and other similar world organizations are striving to develop international good will in children, it is essential, on the other hand that citizens of each nation should realize and appreciate their good achievements. Education is the only important and effective agency to develop such type of international understanding. The reason for this is that school has a special environment, which includes the essential attributes of highest truth, beauty and goodness. All the philosophers and educationists of the world have accepted education as the only effective agency to develop international understanding, therefore according to all of them the aim of education in all the nations of the world should be the promotion of International understanding.

It is through education the minds of the younger generation that lasting peace in the world will be possible. In this connection the preamble to the constitution of UNESCO says, “the state parties to this constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth and in the free exchange of ideas and knowledge are agreed and determined to develop and to increase the means of communication between their people and employ these means for the purpose of mutual understanding and a truer and more perfect knowledge of each other lives.” Regarding the role of education in promoting international understanding, the U.N.O. states that, Education shall be directed to the full development of the human personality and to strengthening of respect for human rights and fundamental freedom.

It shall promote understanding, tolerance and friendship among all nations, races of religious groups and shall further the activities of the U.N.O. for the maintenance of peace.

Importance of education for maintaining international peace and understanding cannot be overestimated and the guiding principles of education must influence internationalism in many ways. The agencies of education do not limit themselves to the formal systems like schools, but to different informal as well as formal agencies including all the mass media like radio, television, press, cinema and so on.

International understanding can develop only through the right type of education, which will allow full awareness, form healthy attitudes, create desirable interests, and promote critical thinking and appreciation among the students. It is the responsibility of educational institution to generate a suitable atmosphere in which children can develop the feelings of oneness and world unity. Students should feel that they are the members

of one world-community and be encouraged to practice tolerance, mutual help and respect for others. The seeds of the world citizenship can be sown in the class-rooms or in the school campus.

Internationalism is not a plant that will grow of its own accord. It is a tree to be planted, nourished and well-trimmed; it has to flourish with the rich experiences of life in the school and outside; it has to bear its fruit and flowers of amity and concord, understanding and friendship in a healthy and wholesome atmosphere.

28.4.2 Approaches in Education For Promoting International Understanding Among Students

a) Curriculum for Education for International Understanding

Curriculum is highly instrumental in educating for International Understanding. The traditional curriculum followed in our schools and universities does not fulfill all the possibilities of internationalism. There is a need to redesign it in the light of the guiding principles of a programme for International Understanding. The redesigned curriculum should enable our students:

- a. To learn that the earth is the home of man and other living things.
- b. To gain knowledge about the world we live in - its people, their similarities and differences, the variety of their modes of life and its reason, etc.
- c. To learn how to promote better understanding of the interdependence of the people of the world.
- d. To inculcate respect for all the major religions of the world.
- e. To know something about the long struggle of mankind to replace conflict with cooperation.
- f. To develop a desire and the simple skills to participate effectively in building a better world.

In view of the above guiding principles the present curriculum should be reorganized according to the following lines-

- a. In the curriculum, essential attributes of all religions of the world, various ideals of life of different people, ways of living and patterns of behaviour of different nations and sections of population should be included and amply emphasized.
- b. It should also include the review of all international welfare programmes and higher achievements of all nations in all fields of human activity.

- c. Literature, music and art creations of all nations of the world must find a proper place in the curriculum.

This means that all the important subjects and other activities that comprise the curriculum should initiate the students into the world of which they are the members. This necessitates a two-way programme. There is a need to re-write the school text-books with a view to promoting International Understanding. Secondly, the methods and techniques of teaching various subjects have to be re-oriented and re-modeled.

b) Educational Programmes for International Understanding

International understanding can be fostered at school level, national level and international level with the help of both curricular and co-curricular activities:

1. Study of some curricular subjects may help to promote international understanding. Social Science should be taught as “story of man on earth” studying man in his relations with social, political, economic and moral aspects of other men. UNESCO has pleaded history teaching for better international understanding. Stress should be given on the development of human civilization as a whole-man’s progress on earth from his weak, shaky beginning to the present position. National greatness is not an isolated fact. It is a part of the general progress of mankind. At present, no nation lives in isolation. History teaching widens one’s mental horizon and makes him cosmopolitan. It fosters international sympathy and goodwill. UNESCO has written a “History of Mankind” in 8 volumes giving stress on the writing of history text-books from a international standpoint. It should throw light on the fundamental unity of man and human civilization. It should be the history of mankind. History is the common storehouse of knowledge of mankind. Human civilization and human history are interlinked. Human civilization is not the product of the genius of one person, but rather the result of the cumulative and co-operative effort of many people. In the words of Lord Russell, the history books should carefully abstain from glorification of any one nation at the expense of any other. In promoting international understanding a simplified version of world history can be taught to the students.
2. Study of civics and social studies can develop a true spirit of citizenship. Its teaching should cross the narrow boundaries of different nations.
3. Arts and literature have humanistic and universal appeal as they portray the

failures and achievements, urges and beliefs of man. Their appeal transcends all barriers. Music has a language, which touches the heart.

4. A specialized course on international understanding and relations may be introduced in schools and colleges to promote consciousness about the importance of world understanding.
5. Teaching of an international language or a foreign language can serve as a stimulus to know, appreciate and respect the cultures of other people. Language study develops emotional attachment. The three-language formula of our NEP emphasizes the teaching of one foreign language.
6. Text-books should give stress on the interdependence of nations and the essential sameness of man. These should emphasize cooperation rather than competition and peace rather than war. Students should realize that peace is more constructive than war.
7. Study of world personalities who have served humanity through their thoughts, deeds and artistic creations should be emphasized in teaching history and writing history text-books. The biographies of great men and women like Buddha, Asoka, Christ, Martin Luther King, Gandhi, Mother Theresa etc., who fought to establish peace in the world will be a great incentive to the children.
8. Education of the soul is the need of the hour. Education for human values is urgently needed to promote international unity and friendship. Education has a social purpose. The whole world is to be treated as one society. Study of world religions and world history can greatly help in this regard. History teaching can help to develop a respect for humanity at large in the minds of students.
9. Educational institutions may celebrate annual days of international importance such as United Nations Day, Human Rights Day, International Literacy Day, Children's Day, Women's Day, World Health Day etc.
10. A comparative study of different national cultures can furnish the basis for true international understanding. Children of every nation must be given an understanding of the different national cultures and taught to respect them.
11. Prolific use of books, pictures, posters, photo-prints, films and film-strips about other countries is sure to promote international understanding. Films shown about the ways, manners and culture of other countries will go a long way in promoting international understanding.

12. All institutions of higher learning particularly universities should make studies of world affairs.
13. The school assemblies, clubs, excursions, exchange schemes, games and sports are shared by other schools and groups of community and cultivate interests and co-operation which leads to better understanding.
14. The Red Cross, the Boy Scout and Girl Guide movements inspired by service to humanity can develop positive attitude and is favorable for establishing universal brotherhood. A scout is a friend to all and brother to every other scout, no matter to what country, class or creed the other may belong.
15. Emotional unity has to be stressed in both curricular and co-curricular programmes. The concept of “One world-One State and World Citizenship” is the present international outlook and this should be developed in the minds of the pupils.
16. Racism, economic imperialism, colonialism, exploitation of the weaker nations by the stronger ones, interference in one’s internal affairs, economic disparity between nations, vanity for language and cultural heritage all must be removed.
17. Interchange of Cultural Missions, Interchange of Teachers, Scholars and Students, Foreign Scholarships, Foreign Travel Grants, Organization of International Games and Sports, International Youth Festivals, Film Festivals, Scheme of Travel Grants of Youth Leaders, Programmes of Associated School Projects in Education, Programmes of Free and Compulsory Education for all are the ways for the realization of universal brotherhood.
18. The principles of *Panchasheela*, distinctive human qualities and spiritual values should always be emphasized in education. Knowledge about other lands and their culture-patterns should be imparted to them through books, films and broadcasting.

c) Methods of Teaching in Education for International Understanding

The teacher plays an important role in making the curriculum easily intelligible to the children. He plans the essential items of all subjects in such a way that children grasp the truth and essential attributes of every concept taught to them. As such, teachers should so mould and direct the presentation of facts of all subjects in such a way that leads children in more or less degree towards international understanding and brotherhood. He should form his own point of view for this purpose.

Sometimes “What” is taught is not as important as “How” it is taught. The same content may be taught with or without realizing the desired objectives. Methods of teaching are emphasized for achieving objectives of international understanding. While teaching various subjects, world unity, mutual cooperation, interdependence and faith in the humanity, sympathy, love and universal brotherhood should be impressed upon the students. How this can effectively be done depends on the competency of teachers, their methods of teaching and various learning aids and media that they can use.

The way of presentation, language and format for the purpose are to be decided according to psychological, cultural and social needs and conditions of the pupils. For example, at the primary school stage, storytelling method is very effective, whereas at the secondary stage project method or any kind of activity method brings about better results than any other method for teaching international understanding.

It should also be impressed upon the young pupils that differences in living, language, culture, religion and even appearances are mostly due to geographical or historical or ethnological aspects. These differences have nothing to do with intelligence, imagination and feelings of human beings. The human passions and emotions, strengths and weaknesses are universal. Hence too much weight should not be given on the so called superiority or inferiority ideas which are accidental and temporary. No country or nation is advanced all through the ages and no nation is destined to be backward for all time to come. Hence, rational thinking, objective outlook and scientific attitude should be encouraged through teaching various subjects which are essential for the development of internationalism.

The instruction in various school subjects can help a lot in promoting a spirit of international mindedness among the pupils. Instruction in various school subjects should not be provided with a view to disseminating factual knowledge but with a broader concept. All the subjects should have a social content, leading the pupils from national to international understanding. A few guidelines regarding this are:

(a) Literature: Literature should be interpreted as an expression of noble urges of the individuals of different countries of the world. A UNESCO publication states, “Extracts from the works of writers such as Dickens, Gorky, Tolstoy, Tagore and Ibsen can be used to illustrate stages in social progress, in the emancipation of women, in religious freedom, and in the struggle for human rights in other domains”.

(b) Language Teaching: Language can prove to be an effective vehicle of international understanding. It can play a vital part in the peaceful interaction of the people of the world. Emphasis should be placed on the learning of an international language. Pupils should also be encouraged to study the language of other communities.

(c) Instruction in Science: Science has got great international potential. During the course of teaching various science subjects, it may be emphasized that, a man of science as much belongs to one country as to the whole world. He nourishes in his heart a good will to the whole of mankind. It should be impressed upon the students that, Science essentially concerns itself with the progress of human society and betterment of human civilization.

(d) Instruction in History and Geography: Instruction in History, Civics and Geography should also be oriented towards international objective. The teaching of these subjects should re-educate people's ideas and sublimate their emotions. If curriculum in the teaching of History is to be effective enough to foster international understanding, the field of history should be wide enough to enable the students to cultivate international outlook. History should be taught objectively and with a cultural bias. World history can also be taught.

The teaching of Civics should impress upon the students the ideas of human freedom, dignity of the individual and equality and brotherhood of men of the world. "The need of a moral code of mutual human behaviour and a sense of common responsibility for world conditions should also be stressed." The teaching should develop in the students, "an acceptance of differences and an appreciation of the reasons for cultural diversity."

Similarly, Geography should enable the individual to have a global concept of the world and the interdependence of the people in the different parts of world for the varied necessities of daily life. It is important to see that text-books do not contain anything which may prove harmful to international harmony.

(e) Co-Curricular Activities for Promoting International Understanding: Co-curricular activities, which go on in the school from time to time can be geared to the needs of educating students for international understanding. The following activities are suggested:

- a. Celebrating birth anniversaries of great men of the world like Buddha, Lord Christ, Mohammad, Guru Nanak, Guru Gobind Singh, Lord Krishna, Lord Rama, Pandith Nehru, Washington, Lenin, etc.
- b. Celebrating international week and independence days of other countries.
- c. Celebrating days of international importance such as the U.N. Day, Human Rights Day, World Health Day, etc.
- d. Organising and running U.N. Societies and international clubs.

- e. Organising Pen Friends' Clubs for furthering international brotherhood.
- f. Inviting foreign scholars to address the students to broaden their mental horizon regarding world problems and world situation.
- g. Reading out important news items of world affairs to the students and discussing the effect of the events of a country on the world as a whole.
- h. Arranging Exhibitions, organizing hobbies like stamp-collecting, coin-collecting, picture-collecting, etc.
- i. Asking students to subscribe to the funds raised in aid of a foreign country, which might have been afflicted by some natural calamity like earthquake, flood etc. This will enlarge their sympathy.
- j. Dramatic representation of the horrors of war, enacting similar other plays, arranging film shows, displaying costumes of various countries through fancy-dress shows etc.

In addition to this the following could also be done.

- 1. Provide information about other countries; their problems and their contribution to the progress of human civilization; their role in international economic, social, political and cultural spheres of life.
- 2. Provide information about the UNO and its various agencies; about the purposes, structure and achievements of the UNO. There are three approaches to do this:
 - a. The historical approach, where the history of the UNO and other agencies are traced.
 - b. The problem approach where discussion about the role of UNO or any of its agencies in the solution of international economic or political problems would take place.
 - c. The project approach where children learn about UNO and its wings through the use of project method of learning.
- 3. Arrange model UNO in the school.
- 4. Arrange exhibitions displaying the achievements of the UNO.
- 5. Observe red-letter days of universal significance such as the UNO or the Red-cross day.
- 6. Observe the birth anniversary of great people of the world.

7. Arrange debates, seminars, symposia and special talks on topics of international interest.
8. Show films on different countries; their cultural differences.
9. Encourage children to go and collect funds for international causes; for instance, Red-cross and UNICEF.

28.4.3 Role of teacher in promoting international understanding

The role of the teacher set to develop international understanding is highly delicate. He is expected to rouse the patriotic spirit in children and at the same time develop an attitude of looking far beyond the nation and identifying one's interests and the interests of one's nation with the interests of those living far beyond the frontiers of one's own nation. Here follows a suggestive list of expectations from the teacher.

- a. He should have a world-perspective: Knowledge of the culture of the whole world. He must possess a quality of imagination to foresee the consequences of the policies of his nation on other nations and vice versa.
- b. He should have a tolerant attitude. The teacher should be able to appreciate the cultural diversities of other people and also sympathise with their problems.
- c. He must be free from prejudices and biases. He needs to be receptive to truth and objective in thinking. The teacher should possess an open mind and clear thinking.
- d. He should basically be a lover of peace and co-operation

The role of the teacher in bringing about international understanding has been very well described by L.S. Kensworthy. Though it is long, still it would be useful to quote it in full: "The teacher should be an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behaviour pattern in the world to which he may have to adjust. He is rooted in his own family, country and culture, but able to identify himself with the people of other countries and cultures. He is informed about the contemporary world scene and its historical background and concerned about improving the conditions of people everywhere. Moreover he is an intelligent participant in efforts to improve his own community and nation, mindful of their relationships to the world community, clear in his own mind as to the goals of education for international understanding, conversant with methods and resources for such programmes and able to help create world-minded children and youth, but stressed by a dynamic faith or philosophy of life whose basic tenets can be universalized."

Other roles of a teacher in promoting international understanding among students may be:

1. **Research in international concepts and attitudes:** Investigations may be made by the teachers in finding out methods whereby improved concepts and attitudes in the field of international understanding may be developed. At an early stage in the course, the staff should try to learn the attitudes of the students and the extent of training in international understanding which may be needed.
2. **Visits to other land:** Staff members should be encouraged, by leave of absence, financial aid, and by other means, to study and travel in other countries, and exchange of staff members be arranged as frequently as possible.
3. **Faith and enthusiasm for the value of international understanding:** Teachers should have faith and enthusiasm for the value of international understanding and co-operation and should possess the equipments to infuse this spirit in the minds of the students.
4. **Well informed about world situations:** They should be well informed about the contemporary world science and its historical background and concerned about improving the conditions of people everywhere and try to make students well informed.

‘Check Your Progress’ - 2

I. Choose the appropriate alternative

1. The most powerful means to promote international understanding is:
 - a. Economic reforms
 - b. Equity in sharing of global resources
 - c. Education
 - d. Secularism
2. The subject, which offers more scope for promoting international understanding among students is,
 - a) Social Science b) Physical Sciences
 - c) Languages d) Biological Sciences
3. The organization which works mainly for promoting world peace and international understanding is,

- a) UNICEF b) UNESCO c) UNO d) SAARC

II. Answer the following questions briefly:

1. Enlist the factors that should be emphasized in the curriculum of education for international understanding.
2. Mention the required attributes of a teacher, which can promote international understanding among students.
3. List out any six co - curricular activities which can foster international understanding among students.

28.5 Let Us Sum-Up

International Understanding in a sense is ‘world citizenship’ which emphasizes that all human beings are fellows and members of the world family. As such, this feeling is concerned with international good will and contributes to the wellbeing of the whole humanity. In simple terms, it indicates love, sympathy and co-operation among all the people of all the nations of the world.

The needs for developing International Understanding are:

- Progress of Human Civilization.
- Synchronization of Cultures.
- Interdependence of Nations.
- Threat of a Nuclear War.
- To counteract wrong emphasis on ‘My country, right or wrong’.
- To emphasize interdependence and intimate relationship of human race.
- To Educate for Democratic Ideals.
- To Educate For Human Prosperity.

Objectives of Education for International Understanding

- Highlight the peaceful uses of atomic energy and vividly picturise (describe) the devastating consequences of the misuse of nuclear energy. For instance, the uses of an atomic reactor for constructive purposes and the misuse of atomic bomb for destructive designs may be discussed in comparative frame.
- Give a basic knowledge of the life and culture of different nations of the world.

- Develop a spirit of tolerance (not indifference) towards the ways of life of different people of the world - their religion, customs and traditions, dress and food habits, etc.
- Develop rational thinking about the problems of other nations, inter-nation problems and their relevance to the nation to which the children belong,
- Develop a sympathetic attitude towards the (problems of the) less developed nations of the world; in general a concern for the welfare of humanity.
- Develop a willingness to place common good before personal interests.
- Strengthen the sense of national solidarity.
- Inculcate a belief in the ideals like fraternity, equality, liberty and justice know and understand how peoples of other lands live.
- Recognize the common humanity, which underlines all differences in culture.
- Work for a fair and just world.
- Maintain interest in world affairs.
- Recognize the importance of solving world problems according to democratic practices.
- Appreciate the contributions of all people to the world citizenship.
- Combine love of one's country with a broad social consciousness towards an interdependent community of nations.
- Respect the dignity and worth of man by giving him equality of rights and opportunities.
- Take the world as one unit.
- Realize that truth also triumphs and leads to human progress and prosperity.
- Believe in common values and goals for the world community.
- Understand that victories of peace are greater than victories of war.

Barriers of International Understanding.

- Secrecy about the nuclear strength of nations.
- Racial prejudices.
- Lack of National Solidarity.

- Physical and geographical isolation.
- Political barriers.
- Religious barriers.
- Psychological barriers.
- Social barriers.
- Narrow or parochial nationalism.

28.6 Answers to “Check Your Progress”

‘Check Your Progress’- 1

1. (d) All the above.
 2. (b) Jeremy Bentham.
 3. (c) Internationalism is not anti - nationalism and nationalism is not anti – internationalism.
 4. (d) Interdependence of nations.
 5. (d) All the above.
2. (1) 1. Un-judicial distribution of global resources
 2. International wars or world wars.
 3. International distrust & disharmony.
 4. Increasing gulf among developed, developing and underdeveloped countries.
 - (2) Refer section 28.3.2
 - (3) Refer section 28.3.1
 - (4) Refer section 28.2
 - (5) Refer section 28.3.4

‘Check your Progress ‘- 2

- I
 1. (c) Education
 2. (a) Social Science
 3. (b) UNESCO

- II
1. Refer section 28.4.2 (b)
 2. Refer section 28.4.3
 3. Refer section 28.4.2 (d)

28.7 Unit - End Exercises

1. Explain briefly the role of education in promoting international understanding among students.
2. List the programmes that can be organized in a school to promote international understanding.
3. What is international understanding? What is its importance in the present context?
4. Briefly explain the role of teacher in promoting international understanding among his/her students
5. What should be the curriculum of education for international understanding?
6. Mention the barriers for international understanding.
7. Briefly explain the methods of teaching various subjects to promote international understanding among students.

28.8 References

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UNIT-29 □ VOCATIONALISATION OF EDUCATION

Structure

29.1 Introduction

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29.3 Vocationalisation of Education

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29.5 Let Us Sum-Up

29.6 Answers to ‘Check Your Progress’

29.7 Unit-End Exercises

29.8 References

29.1 Introduction

In ancient India, we had ‘Gurukula’ system of education where, education was offered by ‘Guru’ (teacher) to his disciples (students) in his hermitage. (Ashram) Students were required to perform all kinds of manual work for learning and living. Education was mostly related to the life of pupils and there was no alienation or isolation between the world of life and world of work. It was education of life, for life and through life.

When the British rulers introduced formal education in this country, its objective was to prepare students for white-collared jobs. Consequently, education was mostly theoretical and bookish as there was no provision for manual or practical activity in general education. In 1854, the Wood Dispatch pointed out this defect and recommended for vocationalisation of education i.e., to introduce pre vocational components in education. But nothing much could be done in this respect by British rulers to the required extent.

During the past three or four decades, we realized that education in our country has

little utility to life, because it was not preparing an individual for earning a living. We all know India is a poor country with rich resources. There are plenty of natural resources in our country. Due to lack of adequate technical knowledge and skills, we have not yet been able to explore and exploit them fully for the economic development. Because of this inadequacy, the need for vocationalisation of education was felt. It was also felt that the students must be made self- dependents after completing their education with the acquisition of both knowledge and skills, and become more competent to earn their living. It was believed that, vocationalising education i.e., linking education with employment would promote all-round development of personality of the student & provide him economical self - reliance.

Consequently, Rabindranath Tagore deplored the ineffectiveness of bookish education and emphasized on the role of manual work in education. Added to this, Mahatma Gandhiji not only insisted to introduce manual work but also to make manual work productive and medium of education. This idea was put into practice in terms of 'Basic Education' as national education of the country in 1938 by the Zakir Hussain committee.

In this context, the following questions would be raised in our minds.

- a. What is vocationalising our education? And how it could be done?
- b. How is vocationalising our education important in making our country economically self dependent?
- c. How is it so important in getting rid of unemployment problems?
- d. What are the objectives and barriers of vocationalising of education?
- e. What are the strategies/ approaches of vocationalising our education?

This unit will introduce the elementary concepts of vocationalisation of education and related issues reflecting answers for aforesaid questions. This constitutes the focus of the present unit.

29.2 Objectives

After studying this Unit, you will be able to:

- Explain the meaning of vocationalisation of education
- Mention the objectives of vocationalisation of education
- Explain the need and importance of vocationalisation of education

- Analyse the problems involved in the vocationalisation of education
- State the recommendations of various commissions and organizations on vocationalisation of education.
- Discuss the strategies / approaches in the implementation of vocationalisation of education.

29.3 Vocationalisation of Education

29.3.1 Concept and Meaning

The term vocationalisation of education has many different meanings. Some people explain it as training in some specific vocation and others view it as combination of general education and vocational education. The first view implies learning of some trade, skill of some vocation or occupation so as to enter the world of work just after the successful completion of the particular course. As regarding the terminal nature of the course, there is nothing wrong with the view. But according to the other view, vocational training, in this narrow sense, is not correct. Such educational courses must include general education courses also, besides training in the specific vocation so as to train the practical aptitudes of students in the preparation for definite vocational work later.

In India, education has little utility to life, as it does not prepare a person for earning a living. Due to this inadequacy, the necessity of vocationalisation of education has been keenly felt. Vocationalisation means that vocational subjects should be given a place in the curriculum of general subjects so that the student becomes competent to earn his living after completing his general education. Vocationalisation of education does not intend to make the child a carpenter, an artisan, a weaver, a goldsmith or businessman or producer of some article. It only means to give a self-dependence to the student in life afterwards. Vocationalized education seeks the development of the total personality of the child. Vocationalisation does not mean only to impart vocational education. Vocational education should be organized according to the individual aptitudes of the student. A good vocational capacity may be developed in the child after ascertaining his various aptitudes and interests.

The concept of vocationalisation was introduced by the Kothari Education Commission for bringing education into close contact with productivity. According to the Commission, this would give a strong vocational bias to secondary education and increase emphasis on agricultural and technological education at the University level. The Commission maintains that hitherto, the educational system has been training young

people mostly for government service and the so-called white-collared professions. Now, education must be related to the needs and aspirations of the people. The standard of living of people is increasing day by day. An increase in population demands an increase in production of all commodities. This can be done only if education is vocationalized, especially at the secondary stage, because the young people coming out of higher secondary schools will meet the needs of the industry, agriculture and commerce.

(AI pg.119)

Vocationalisation of secondary education is different from technical or vocational education imparted in technical schools, polytechniques or Industrial Training Institutes. The UNESCO Report, 1974 pointed out that vocationalisation of education embraces all those aspects of the educational process “which involve in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in the various sectors of economic and social life”. Thus the dichotomy between education and work should go through vocationalisation.

Vocationalisation of secondary education links with facilities covering a large number of fields such as (a) Agriculture, (b) Industry, (c) trade and commerce, (d) Medicine, (e) Public health, (f) home management, (g) Art and Crafts, and (h) Management and secretarial practices. D.R. Dua has rightly remarked, “The cardinal aim of vocationalisation of education, it may be asserted, is to ensure an integral development of the personality and not the development of a mere technician or mechanic”.

29.3.2 Objectives of Vocationalisation of Education

Following are the objectives of vocationalisation of education reflected by the purposes and recommendations of various education commissions and national education organizations.

1. To bring education into close contact with productivity.
2. To give a strong vocational bias to secondary education.
3. To relate education to the needs and aspiration of students.
4. To fulfill the increasing demands for occupation and employment opportunities.
5. To enable youth to become economically self-dependents.
6. To enhance the employment potential of educated youths.

7. To boost-up the economic prosperity of the country with potential man power.
8. To provide for diversified vocational courses according to the aptitudes and aspirations of students.
9. To provide for all-round development of personality of students.
10. To develop a sense of 'dignity of labour' among students.

29.3.3 Need and Importance of Vocationalisation of Education

(a) Need:

The emerging technological developments in India challenge our old concept of 'unilateral' academic type of education and lay emphasis on teaching of science and vocational subjects at the secondary stage. Because of unfavorable economic conditions, a large number of students give up their studies after high school and try to enter into some profession. But it is not possible to provide employment to all. Hence they have to choose some alternative. It is due to this reason that subjects like agriculture, technology, handicrafts, commerce, and home science have been introduced in the modern curriculum. The students who learn these subjects do not depend on others for their livelihood.

Manual work becomes educative if it gives expression to the creative impulses of the child. It is not wise to have compartments between mental work and manual work. Experiences prove that even same mental works are quite mechanical and do not involve thinking. On the other hand, manual work may demand the use of higher mental process like analysis, reasoning imagination etc. the gulf between manual work and mental work reflects the stage of society which is divided into labouring and exploiting classes. In a country like ours, which desires to transform itself into a socialistic pattern of society, all work should be equally respected. Therefore, in the emerging Indian society, emphasis is laid on vocationalisation of secondary education.

In order to shape the personality of the students, to reduce unemployment, to give some financial benefits and to suit the attitude of the students, vocationalisation of secondary education is very much important. The adolescent getting education at the secondary stage of education learns the dignity of labour and derives pleasure from creative work. The Education Commission therefore, opines, there should be much greater emphasis on craft and productive work in all schools, and in addition, diversification of courses should be introduced. Students may take up agricultural, technical, commercial or other practical courses, which will train their varied aptitudes

and enable them to take up vocational pursuit at the end of secondary course or to join technical institutes for further training.

Various Commissions and Committees have given valuable suggestions to vocationalise the secondary stage of education. They all give unanimous opinions that educational planning in a developing country like ours must be properly generated to meet the immediate requirements of society. Life-career motive with a vocational bias should be the aim of planning at the secondary stage.

(b) Importance

1. *The Feeling of Fullness in Life:* Only vocational or general education makes the development of the individual one-sided. But vocationalized education may bring fullness in his life. General education makes an individual unemployed and dependent on others for economic assistance. Vocationalized education alone may make a child a skillful worker in some area, but not a fully developed individual.

2. *Creating a Spirit of Self-dependence:* Vocationalized education creates a spirit of self-dependence in the individual, because through his education he begins to earn something even during his school or college career. Thus ultimately he becomes a useful member of the society.

3. *Satisfaction of Psychological Tendencies:* Through vocationalized education, the individual may satisfy his instincts of construction and self-display. Many of his latent interests, too, may get full play. He acquires some abilities. If he has talent, it may also be further developed. Needless to say that in vocationalized education, the student is not a passive listener; in fact, he becomes an active partner in the very process of this education. He learns by doing things. Various types of vocation should be incorporated in a vocationalized curriculum in order to cater to the varying needs, interests and aptitudes of students.

4. *Dignity of Labour:* As one has to do some manual work for learning some vocational skill in the vocationalized education, it develops in him a sense of dignity of labour, not possible in purely general and academic education.

5. *Economic Prosperity:* Vocationalisation of secondary education is important from the point of view of economic development and prosperity of the country. The students coming out of such schools, where both general and vocational educations are provided side by side will emerge as potential manpower in boosting the economic prosperity of the country. They will be able to find jobs in industry, agriculture or some other fields.

The Kothari Commission visualized the link between education and productivity through vocationalisation of secondary education.

6. Flexible Stage: By giving a strong vocational bias to secondary education, we can make it a terminal stage for many young people who will be entering the world of work after schooling. At present, secondary education is academic in nature and paves the way for university education only.

7. Eradication of Unemployment problem: Vocationalisation of education will inculcate the habit of hard work and dignity of labour among the students. The present tendency to run after white collared professions will be checked. There is a tendency these days among men and women in rural areas to run to cities in search of employment. This programme should be strategically planned to solve the problem of unemployment among educated people.

8. Provision of Diversified Courses: Vocationalisation at the secondary stage will also provide diversified courses according to aptitudes, which would cater to the needs of students with a very wide variety of talents. The students will choose their careers according to their aptitude, intelligence and interest. Thus, they will be able to get a right job and hence, job satisfaction.

‘Check Your Progress’- 1

1. Choose the most appropriate alternative:

1. Vocationalisation of education is,
 - a. Imparting vocational education
 - b. Imparting occupational knowledge, skills and understanding in addition to general education.
 - c. Study of Science and technology
 - d. All the above.
2. Gandhiji’s Basic Education was adopted as National Education by,
 - a) Iswarabhai patel committee
 - b) Adisheshaiah Committee
 - c) Zakir Hussain Committee
 - d) Kothari Commission

3. The concept of vocationalisation was introduced by,
- Iswarabhai patel committee
 - Adisheshaiah Committee
 - Zakir Hussain Committee
 - Kothari Commission
4. The main aim of vocationalisation of education is,
- To link education to employment
 - To relate education to the needs and aspirations of students
 - To integrate occupational skills and attitudes with general education
 - All the above

II. Answer the following questions briefly.

- List out the objectives of vocationalisation of education.
- Bring out the need for vocationalisation of education.
- What is the importance of vocationalisation of education for Indian youth?

29.4 Problems Involved In Vocationalisation of Education

Main Problems

- Form and Organization of Education:** What should be the form of vocationalized education and how shall it be determined? These questions are concerned with the form of vocational education.
- Organization of the curriculum:** This includes the problem of how to harmonise the vocational courses with the general courses.
- Training of teachers.** The vocationalized education will require special type of teachers who can impart vocational education along with instruction in general education. It will mean change in the current set-up of teachers' training institutions like the multi-purpose schools. The vocationalisation of education will fail in absence of suitable teachers.
- Bringing in Changes in the Instructional Procedures.** Vocationalized education requires an integrated teaching procedure in which a certain vocation will have

to be accepted as nucleus and the various subjects will be taught around it in a correlated manner. However, all the subjects of general education cannot be taught in this manner. Only those subjects can be taught which may be correlated with the vocation concerned.

5. Laboratories and other equipments. Each school will require some workshops, laboratories and other physical facilities and equipments after vocationalisation of education. This will mean enough money. But due to want of financial resources even traditional schools lack the required facilities.
6. Selection of Vocation at the time of Admission of Students. At the time of admission, it is difficult for the student to choose a vocation. His aptitude should be ascertained through aptitude tests. Educational and vocational guidance services should be organized in schools. These services help the students in identifying their aptitudes and interests. Training in a particular vocation may be given accordingly.
7. Administration and Control. General education has been under the control of Government education department alone cannot control education. The co-operation of the departments of industries, agriculture and others will be necessary.

In addition to this, Department of public education in almost all states has not had the advantage of expert guidance through a technical adviser of sufficient standing to enable it to plan these courses on an intelligent and comprehensive basis. There has not been sufficient coordination and cooperation between the different departments of the government. Some institutions were under the Director of Industries, others were under the Director of Labour and the rest under the Director of Education.

Most excellent schemes came to grief on the rock of finance. It is of little use envisaging any type of technical education unless the minimum amount of efficiency can be ensured both at the initial stages and in later periods of training. It is costly to equip school for most kinds of technical training; it is more costly to get properly trained personnel to run these schools.

29.4.1 Recommendations on Vocationalisation of Education

Vocationalisation of education must include some practical courses according to the aptitudes of the student, besides the general educational courses. The Secondary Education Commission observed that these education programmes would not be narrowly vocational but would have a definite vocational bias as secondary schools are

not purely vocational as per their curriculum. Vocational courses should be introduced in the secondary schools along with various subjects of general education. In this regard, the Kothari Education Commission observed,

“We visualize the future trend of school education to be towards a fruitful mingling of general and vocational education- general education containing some elements of pre-vocational education. In the kind of society in which we will be living increasingly in the coming years, a complete separation between the two will not only be undesirable but impossible. We also expect a considerable expansion of professional education at the university stage, especially in agricultural and technological fields.

Recommendations of Committees and Commissions:

(a) Pre- Independence

Committees and Commissions of education were appointed keeping in view the problems arising out of vocationalisation of education. These Committees and Commissions have given following suggestions for vocationalisation of education.

- 1. Indian Education Commission (1882):** It suggested that vocational subjects should be given due place in the current curriculum. But the government made no efforts to implement this suggestion.
- 2. Hartog Committee (1929):** It suggested that after passing the middle school examination a student should be given an opportunity to study industrial and commercial courses.
- 3. Sapru Committee (1934):** It suggested that various types of vocational courses should be taught at high school level.
- 4. Basic Education Scheme (1936-37):** A number of basic schools were opened under this scheme. An attempt was made to teach a number of subjects around a certain craft with the interest of the student.
- 5. Abbot-Wood Committee (1937):** It submitted its report on vocational education. This report emphasized the introduction of vocational courses for removing unemployment.
- F. Sarget Scheme (1944-45):** It recommended the continuance of Basic Scheme. It suggested to incorporate local crafts and industries in the curriculum.

(b) After Independence

- 1. Secondary Education commission (1952-53):** It recommended the incorporation of vocational courses in the secondary school curriculum as follows:
 - a. Multi-purpose schools should be established. The current secondary schools should be gradually converted into multi - purpose schools. Till then vocational courses should be taught in them according to the varying interests of students. The whole curriculum was sub-divided into seven parts. Every student should study at least one of these parts according to his interest. Each student should study some vocational subject to develop a sense of respect for manual work. The commission emphasized the need of educational and vocational guidance services in each school.
 - b. Each student should be given an opportunity to do some productive work in the school. The courses should be diversified to make many alternatives available for the students. It will enable each student to choose some manual work according to his interest.
 - c. The student should be given theoretical knowledge and practical training in agriculture. Such vocations as gardening, animal husbandry, veterinary science and bee-keeping etc., may be encouraged in schools. These vocations were considered more useful for rural children. The rural school should function as community centre also.
 - d. Technical education should be provided in secondary schools. The student may choose some technical subject as his hobby. Some industrial tax may also be levied for acquiring some funds for technical education. The central government should annually give financial grants to state governments. A federal board for technical education should be established. Multi-purpose schools should be opened at some places.
- 2. University Education Commission (1948- 49):** It emphasized the need of establishing rural universities for teaching agriculture and allied subjects. It also recommended for making more progressive medical education, teachers training and education in law.
- 3. Kothari Commission (1964-66):** It emphasized the utility of vocational education and gave the following suggestions:
 - a. We have not yet fully emphasized vocational education at the secondary stage.

Secondary education must be vocationalized according to the means available to us.

- b. Vocational education should be sub-divided into the following stages according to the curriculum
 - i. Junior Secondary Stage: The student who has passed seventh or eighth class should be admitted in Industrial Training Institutes (I.T.I). The admission age should be reduced to 14 years of age. This may also benefit the primary school passed student. Part - time education should be arranged for industrial training to benefit those children who are mostly engaged in domestic work. The students should be given training in agriculture and domestic science.
 - ii. Higher Secondary Stage: Poly-technical institutions should be established for those students who have passed secondary school classes. Part-time training or Correspondence training courses may also be arranged for such students. In health, commerce, administration and small scale industries varying courses of six months to three years duration should be instituted.
 - iii. Separate Committees and Sub-committees should be organized within the jurisdiction of the Education Department of Government for giving training in their respective vocation. These committees will look after part-time training and correspondence courses in their respective areas. The manpower available for various vocations should be ascertained. Then the training for the same should be organized. The firms which may absorb the trained hands should also be consulted about the trained hands that they would require.
 - iv. The Central Government should give adequate financial assistance to the various states for vocational and technical education. In U.S.A. it was due to the federal assistance that secondary education could be vocationalized. This practice should be adopted in India also.
 - v. The current facilities for vocational and technical education should be further extended. The training of workmen should be grouped into two parts: semi-skilled and skilled. The number of vocational and technical institutions should be increased. The private and state trade schools should be encouraged by giving financial help.
 - vi. People have no interest in vocational curriculum as they do not understand its utility. Government should try to create interest in the people for vocational and technical training. Vocational courses should be made more interesting. Vocational

Guidance Committees should be organized in schools to give psychological vocational guidance to the students.

The National Review Committee (1978) has given the following recommendations for making vocationalisation of education successful:

1. There should be no rigid streaming of courses into the general Education and Vocationalized Education spectra. The student should be free to offer either the general education or vocationalized courses or a mix of the two, particularly in relation to the vocational courses as agriculture, and related vocations and other relation to the vocational courses as agriculture, and related vocations and other general sciences. There should be in-built elasticity in the choice of the general education or vocationalized subjects.
2. Learning must be based on work. It must be either through the Socially Useful Productive Work (SUPW) or through vocationalized courses.
3. Vocational courses should be provided in agricultural and related rural occupational areas and in managerial, commercial, health and para-medical vocations and not industrial and engineering occupations.
4. Books should be written on a priority basis to suit local conditions and make available to the schools, in order to impart instruction in vocational courses, in agricultural and related subjects.
5. Semester pattern and credit system may also be introduced in higher secondary classes. Suitable steps may be undertaken for the orientation of teachers in this connection.
6. To begin with, teachers with post-graduate qualifications need not be insisted, people who have had actual experience of on-the-job may be fruitfully utilized to reach vocational courses. Part-time teachers may also be appointed wherever necessary.
7. Both pre-service and in-service teacher education should be organized, in collaboration with Colleges of Education, SCERTs, NCERT, Agricultural Universities, ICAR etc.
8. A vocational survey of the area-metropolitan, block, taluk, district or state should be undertaken.
9. As little or no vocationalized education facilities are readily available for rural students, all the new schools should be constructed in rural areas and should be adequately equipped.

10. Shift system should be introduced wherever it is feasible.
11. Apprenticeship facilities should be extended to all the students who complete education in vocational streams if they desire to benefit from such training.
12. Vocationally qualified people should be preferred to graduates and be entitled to the pay scales available to the graduates as long as the job performed is the same or similar.
13. A National Council of Vocational Education should be set up.
14. At the State level, State Councils for Vocational Education be created and should function under the general guidance of the National Council of Vocational Education.
15. The vocationalisation of Education must be supported by the local community and other agencies, such as Panchayat, Union, Agricultural Co-operatives, the Small Scale Industries Corporation, Khadi and Village Industry Commission, Local branches of nationalised and other banks etc.

29.4.2 Strategies / Approaches in the Vocationalisation of Education

Our country is passing through a period of transition. There are a number of development plans before the country. Now there is a tendency to convert the unilateral schools into multilateral schools. To give secondary education a vocational bias, the following steps should be undertaken.

1. Diversification of Secondary Education Curriculum: The Government of India appointed a number of committees and commissions with the aim of re-organising secondary education. The diversification of the curriculum has been made on the basis of the recommendations of these committees and commissions. With the introduction of this system, the roads for the all round development of the students will remain wide open. They can get an opportunity to study subjects according to their abilities, aptitudes and capacities. To facilitate the students to choose their subjects according to their own sweet will, diversification of the curriculum is the best means.

2. Opening of Multi-purpose Schools: Before independence, students had to study subjects compulsorily. As a result of which, the natural tastes and aptitudes of the students were neglected and the study of the prescribed curriculum was forced upon them. With the dawn of independence, steps are being taken to convert secondary schools into multipurpose schools. If this programme becomes successful, we can enable the

students to study subjects of their choice and make the best use of their talents and energy. We can also enable students to acquire proficiency in some vocational subjects, so that they can get an opportunity to get self-employment.

3. Guidance Movement: To enable the students to choose vocation according to their interest and aptitudes, vocational guidance should be encouraged in the country. Eminent educationists and efficient teachers should remain in charge of the programme.

4. Introduction of Work Experience: Work-experience is directly related to productivity. The entire scheme of Basic Education is based on this principle. Its purpose is to relate education to productivity. It can work as a greater force for the vocationalisation of the secondary education. Therefore, the Indian Education Commission (1964-66) has suggested introducing it at the school stage of education. A scheme for providing well graded work - experience programme with scientific bias is introduced immediately in all the secondary schools of India.

5. Manpower needs should be carefully studied: Acute technical manpower shortage in some industries is an acute problem in our country. Therefore, we should carefully study the manpower needs of our country and accordingly include vocational subjects at the secondary stage.

6. Proper planning: Without proper planning, the programme of vocationalisation of secondary education cannot be successful. Therefore, emphasis should be laid on proper educational planning.

The National Review Committee and the working group on vocationalisation of education are unanimous in recommendations for making preparation and implementation to go hand in hand. The following guidelines are suggested for effective implementation.

1. The former has suggested two streams as given by the NCERT in its national document. They are (i) General Education Spectrum, and (ii) Vocational Education Spectrum. Of course, there is no rigid streaming of the courses into “general education” and “vocational education”.
2. Three models have been recommended in the offering of elective subjects by the schools:
 - a. Those offering only General Education Spectrum and its elective subjects.

- b. Those offering only the Vocational Education Spectrum and its elective subjects, and
 - c. Those offering both General Education and Vocational Education courses and their elective subjects.
3. Both the above bodies are unanimous on the issue of vocational surveys, services at the Block, Taluk, District, State and National level, to identify the vocations and the manpower needs of the rural and urban schools before launching the programme.
 4. The pattern of vocationalized courses recommended by the review committee is as follows:

Courses	Time Allocation
(i) Language/s	15%
(ii) General Foundation Courses	15%
(iii) Elective Subjects	70%

5. 70 per cent of the weekly hours of instruction is allocated to the teaching of vocational elective subjects with 50 per cent practical work.
6. Different broad-based vocational courses linked to agriculture and industry and other allied fields have been suggested by the review committee.
7. Counselling and placement officers particularly in rural areas to start with should be appointed to advise students on the choice of elective subjects.
8. Introduction of SUPW and community services as compulsory and integral part of education at the higher secondary stage for all students offering general education and launching of vocationalized courses demands for reorganization of teacher education. That is why teachers are to be prepared to take up the new challenges through pre-service and in-service education.

These guidelines are suggestive, not exhaustive. Proper understanding of the scheme, adequate planning and resource mobilization are necessary for success of vocationalisation. As regards methodology to be followed for implementation of the scheme the following guidelines may be suggested:

1. Educational potentiality of the programme can be realized by adopting the problem-solving method.
2. Every activity has to be related to the needs and conditions of the child, his schools and his locality or community.

3. Adequate data collection is necessary through exploration, experimentation and study of related literature.
4. The teacher and taught should discuss the project in detail and make joint planning for execution.
5. The teacher should demonstrate the processes and explain the principles utilizing various teaching aids and media.
6. Field studies may be conducted for better understanding of the environment, local resources and marketing conditions.
7. Constant evaluation of the process and the products with reference to norms and targets should be made.

The Adisheshaiah Committee has enunciated how SUPW could be integrated with the actual classroom instructions. Such linking of instructional programmes with SUPW at the secondary stage is quite feasible. But the vocationalisation of education needs a lot of field-work and discussion at various levels. Teachers are the main springs and pivots of the new system. But unless they are oriented and trained in the philosophy and realities of vocationalisation and adequate resources are provided in the planned manner, the scheme may not be a success. Collective planning evolved from grass roots, provision of necessary facilities, adequate awareness and total commitment as well as involvement of all concerned will ensure the realization of its objectives.

Check Your Progress - 2

I. Choose the most appropriate alternative:

1. The education commission which recommended the establishment of Multi-purpose schools is,
 - a) Kothari Commission (1964 - 66)
 - b) Secondary Education Commission (1952- 53)
 - c) University Commission (1948-49)
 - d) Indian Education Commission (1882)
2. The education commission which recommended the establishment of rural universities for teaching agriculture and allied subjects is:
 - a) Kothari Commission (1964 - 66)
 - b) Secondary Education Commission (1952-53)

c) University Commission (1948-49)

d) Indian Education Commission (1882)

3. With regard to Vocationalisation of education, Kothari Commission(1964-66) advocated,

a) Practical training in agriculture in high schools

b) Incorporation of local crafts and industries in the curriculum.

c) Opening of basic schools

d) Establishment of polytechnic institutions.

II. Answer the following questions briefly:

1. What is the pattern of vocationalized courses recommended by the National Review Committee?
2. Enlist the guidelines suggested by National Review Committee for effective implementation of vocationalisation of education.
3. State any four causes for slow progress in vocationalisation of education.
4. State one important recommendation of the following committees regarding vocationalisation of education.
 - a. Indian Education Commission (1882)
 - b. Hortog Committee (1929)
 - c. Sapru Committee (1937)
 - d. Abbot-Wood Committee (1944 - 45)
5. State any four problems of vocationalisation of education.

29.5 Let Us Sum-Up

Vocationalisation

Meaning: The concept of vocationalisation was introduced by the Kothari Education Commission for bringing education into close contact with productivity. Vocationalisation means that vocational subjects should be given a place in the curriculum of general subjects so that the student becomes competent to earn his living after completing his general education.

Objectives of Vocationalisation of Education:

- a. To bring education into close contact with productivity.
- b. To give a strong Vocational bias to secondary education
- c. To relate education to the needs and aspiration of students.
- d. To fulfill the increasing demands for occupation and employment opportunities.
- e. To enable youth, to become economically self-dependents.
- f. To enhance the employment potential of educated youths.
- g. To boost-up the economic prosperity of the country with potential man power.
- h. To promote for diversified vocational courses according to the aptitudes and aspirations of students.
- i. To provide for all-round development of personality of students
- j. To develop a sense of 'dignity of labour among students.

Importance of Vocationalisation of Education

Student will have

1. The feeling of fullness in life.
2. A spirit of self-dependence.
3. A satisfaction of psychological tendencies.
4. A feeling of dignity of labour.
5. Economic prosperity.
6. No unemployment problem.
7. Provision of diversified courses.

Problems involved in Vocationalisation of Education

The Main Problems are with respect to:

1. Form and Organization of Education.
2. Organization of the curriculum.
3. Training of teachers.

4. Bringing in Changes in the Instructional Procedures.
5. Laboratories and other equipments.
6. Selection of Vocation at the time of Admission of Students.
7. Administration and Control.

Strategies / Approaches in the Vocationalisation of Education

1. Diversification of secondary education curriculum.
2. Opening of Multi-purpose schools.
3. Guidance Movement.
4. Introduction of Work- Experience.
5. Manpower needs should be carefully studied.
6. Proper planning.

29.6 Answers to Check Your Progress

‘Check your progress’- 1

1.
 1. (b) Imparting occupational knowledge, skills and understanding in addition to general education.
 2. (a) Zakir Hussain Committee.
 - 3.(d) Kothari Commission
 4. (e) All the above
2.
 1. Refer Section 29.3.2
 2. Refer section 29.3.3(a).
3. Refer Section 29.3.3(b)

‘Check Your Progress’ - 2

1.
 1. (b) Secondary Education Commission (1952-53)
 2. (c) University Commission
 3. (d) Establishment of polytechnic institutions.
2.
 1. Refer Section 29.4.2

2. Refer section 29.4.2
3. Refer Section 29.4
4. Refer Section 29.4.1
5. Refer Section 29.4

29.7 Unit-End Exercises

Answer the following questions:

1. Explain the concept of vocationalisation of Education with its relevance in the present context.
2. Enlist the objectives of vocationalisation of Education.
3. Explain the need and importance of vocationalisation of education with illustrations.
4. What are the problems involved in the vocationalisation of education?
5. Describe any four strategies of vocationalisation of education

29.8 References

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UNIT - 30 □ DISTANCE EDUCATION

Structure

30.1 Introduction

30.2 Objectives

30.3 Distance Education

30.3.1 Concept and Definitions of Distance Education

30.3.2 Need and importance of Distance Education

30.3.3 Objectives of Distance Education

30.3.4 Special features of Distance Education

30.4 Let Us Sum Up

30.5 Answers to ‘Check Your Progress’

30.6 Unit-End Exercises

30.7 References

30.1 Introduction

This is an era of explosion of knowledge and for the present and future generation of people, ‘knowledge is power’ and hence their hunger and need for information and knowledge through education is enormously increasing. In this context, with a view to widen the horizons of education opening the new frontiers of knowledge and democratizing the teaching-learning process, non-formal education systems like open universities, open schools, distance learning or distance education systems are introduced to overcome the deficiencies and inadequacies of the traditional and formal education system. The expansion which has been done over the hundreds of years through this formal system has been lopsided and undemocratic in the sense that the rich and aristocratic people have been benefited more than the poor and the lower classes. There is, therefore, glaring disparities and discriminations between the rich & poor and high & low classes. Education has to be made accessible to all irrespective of financial, social and psychological and other conditions. In this kind of situation, distance education has been found to be an alternative, a boon and a remedial measure.

In addition to this, it has been observed over the past three or four decades that

there is a constant increase in the social urge for knowledge and demand for qualification by way of degrees universally. But the resources available to establish and run the conventional type of universities are limited especially in a developing country like India with very huge population. In this context, distance education emerged as a concept of modern education and has proved an effective alternative to formal education. It had its beginning in India over three decades ago with the introduction of correspondence courses. Now distance education has become a rapidly developing global phenomenon. It has not only gained a ground, but also has made rapid strides at various stages and in different dimensions of education.

In recognition of this rapid expansion of the scope and need for distance education, you would get the following questions in your mind:

- What is the concept of distance education?
- What is the nature and scope of it?
- What are its special features?
- What is its need and importance in Indian context?

This Unit shall provide you with such reflections which form the focus of issues related to the aforesaid questions.

30.2 Objectives

After studying this Unit, you will be able to:

- Define the concept of Distance Education
- Explain the nature and scope of Distance Education
- Explain the need and importance of Distance Education
- Reason out why there is an increasing demand for Distance Education. State the objectives of Distance Education
- Enumerate the special features of Distance Education

30.3 Distance Education

30.3.1 Concept and Definitions of Distance Education

In lay man's language we mean education provided at a distance. That is, unlike the formal system, the teaching-learning process is not mostly conducted in a room or in an institution; a distance is maintained between the teacher and the taught. It is a kind of non-formal education, in which there are no restrictions of age, class and duration

even qualification, etc., for a degree. There is flexibility in all aspects of Distance Education from admission to examination. Distance Education was started and even now it is known in various names such as Instruction through Correspondence, Home Study, Postal Tuition, External Study, Off -Campus study, Open Learning, Open School, Open University, Education without Walls and so on.

Distance education, simply and broadly defined as 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, who may meet the students only for selected tasks such as counseling, giving tutorials or solving students' problems. The system is heavily dependent today upon the printed material or instructional material, supplemented partly by the electronic media, radio, television, and computer, in addition to limited face-to-face contact sessions.

Distance Learning lends itself to a variety of interpretations which empowers it as a concept. "Distance Education" is an umbrella term which indicates the tangible distance between the learner and the teacher where the process of teaching and learning is not confined within the four walls of the classroom any more. With its horizontal mobility, distance education transcends the barriers-of time, space, sex, creed, community and religion, thus breaking the myth of elitism in conventional higher education.

The following definitions given by various experts and organizations would explain the meaning of the concept in clear and concrete terms.

1. **Henri Dieuzeide** has defined Distance Education as the "Copernican Revolution changing the entire gravity from teacher-centered mentality to the student-centered approach".
2. **Otto Peters** defines Distance Education as "The distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as the extensive use of technical media especially for the purpose of reproducing high quality teaching material which makes it possible to instruct a great number of students at the same time wherever they live. It is an industrial form of teaching and learning".
3. Document entitled "Open Learning" by **Mackenzie** and others published by UNESCO (1975) defines, "Such systems are designed to offer opportunities for part-time study, for learning at a distance and for innovations in the curriculum. They are intended to allow access to wider section of adult population, to enable students to compensate for lost opportunities in the past or to acquire new skills and qualification for the future. Open learning systems aim to redress social or

educational inequality, and to offer opportunities not provided by conventional colleges and universities”.

4. The Council for Educational Technology (CET), UK has defined the open learning systems as “Those which offer students measure of flexibility and autonomy, to study the programmes of their choice when and where they wish and at a pace to suit their circumstances (**David Butts**).
5. **Adisheshaiah** defined Distance Education as, ‘the teaching- learning process undertaken where space and time dimensions intervene between the teaching-learning”.
6. According to **G. Rama Reddy**, “Distance Education is one such alternative and it has the potential to transcend the barriers of time and space”.
7. **Moore**, 1973 has defined Distance Education as, The family of instructional methods in which the teaching behaviours are executed apart from the learning behaviour; including those that in a contiguous situation would be performed in the learner’s presence, so that communication between the teacher and learner must be facilitated by print, electronic, mechanical or other devices.

30.3.2 Need and Importance of Distance Education

In all progressive countries of the World the system of Distance Education is now being introduced. In our country, equipments and resources for providing education are quite inadequate because of the rising population every year. Under this situation, it has not been possible for us to meet the educational needs of all those who desire to receive education. The utility of Distance Education has been so much recognized these days that sixty countries have jointly established an International Council of Distance Education. The existing traditional education can benefit only those who have not yet taken up any job. If one gets admission in some school or college he will have to remain there till he finishes the prescribed course successfully.

Under this system generally the poor students are deprived of the facility of higher education. In this context, we shall have also to admit that the existing system of higher education is quite expensive. The larger portion of our population resides in rural areas. To make higher education available to all the rural people will be quite expensive and extremely difficult. Secondly, our state governments and central government have inability to provide the necessary funds for education. So it appears impractical to expand the prevailing system of education. In the present age of democracy, it is very necessary to give benefit of education to all. If many people cannot go to schools,

colleges and universities, education should be offered at their very doorstep.

For a developing country like India with its given demographic and economic conditions, the non-formal systems may be better suited for many of its societal aims such as 'literacy for all' and 'universal primary education' which are still just dreams even after more than 55 years of independence. Alternative strategies under the non-formal systems need to be strengthened further so that they may help in accelerating democratization and modernization.

The system of Distance Education has the potential to fulfill the enormous responsibility of universalisation and democratization of education, as it holds the promise of checking the falling standards at reasonable costs, making the optimum use of media and technology and providing education relevant to the needs of the country. Distance education methods can be successfully used for relating to groups who, for geographical, economic, or social reasons, are unable or unwilling to make use of traditional/conventional (Classroom based) provision of education.

Although, there is no total unanimity regarding the concept and the meaning of distance education, the needs for the same are felt by all in various ways and stages. The needs may be as follows:

- a. To provide educational opportunity to those who are deprived of or missed the chance earlier.
- b. To advance and disseminate knowledge, skills, attitudes, interests, etc., by multifarious means.
- c. To improve the quality and standard of education at all stages.
- d. To meet the needs of the learners and to make education relevant to the needs of the country.
- e. To make universalisation of elementary education its success through open schools.
- f. To reduce the pressure on formal education at various levels.
- g. To meet the needs for scientific and technical manpower required.
- h. To facilitate the implementation of constitutional provisions for equalization of educational opportunity.
- i. To remove inequality and inadequacies of the existing education system.

In addition to this, its importance can be realized by observing the following advantages:

1. It overcomes successfully the deficiencies of the formal system of education.

2. It is being an off-campus teaching system; it effectively meets the explosion of higher education.
3. It can to a great extent help realizing the Constitutional Directives of Universalisation of Elementary Education.
4. The rigidity of the conventional classroom-oriented education is avoided through distance education.
5. Since it is a non-formal pattern of education it caters to the needs of the deprived sections of the society.
6. It promotes motivation among the learners for advancing in his own pace.
7. It is very cost-effective as it does not require going and coming every day to the school/college nor required for staying in the hostel.
8. Distance education can be availed by the service-holders for whom earning bread is more important than prosecuting study.
9. Distance education is a boon for the handicapped people for whom journey is a problem and attending classes regularly is a hurdle.
10. Since distance education is a multimedia approach to education, learning becomes more effective due to multi-sensory advantages.
11. The study materials in various forms: audio, video, print, etc., help students to adopt and utilize according to his interest and ability.
12. The components like assignments, attending study centers and discussion or counselling with the course or subject experts facilitate learning.
13. Television being a very powerful medium can enable distance learners to see scientific experiments, interviews and discussions with eminent educationists, etc.
14. Innovations like teleconferencing, interactive programmes facilitate learning through two-way dialogue.
15. The use of computers in distance education provides rich learning resources, additional support and feedback facilities to its learners.

It would be proper if more relevant and flexible courses are offered through distance education mode. The distance education courses should be suited to the capabilities needed in the society. These could be developed in collaboration with industry, agriculture developmental agencies and social institutions.

It is also obvious from all that has been stated above, that the distance education system will play a crucial role in educational development in the country in the years to come. The success of the system will, no doubt, depend upon the manner in which it is organized and developed.

30.3.3 Objectives of Distance Education

The major objectives of distance education in India are:

- a. To provide an alternative cost-effective non-formal channel for higher education.
- b. To supplement the conventional university system and to reduce the pressure on it.
- c. To provide a second chance to education for those who have had to discontinue their formal education or could not join regular colleges/universities because of some inevitable problems.
- d. To democratize higher education by providing access to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, including working people, women and other adults who wish to acquire and upgrade their knowledge and/or skills through studies in various fields.
- e. To strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the country on the basis of its natural and human resources.
- f. To provide a means for continuing and life-long education for enriching the lives of the people.
- g. To provide an innovative system of university education which is both flexible and open in terms of methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination, and operations of the programmes with a view to promoting learning and encouraging excellence in new fields of knowledge (IGNOU Act, 1985; APOU Act, 1982; KOU Act, 1987; IGNOU project report, 1985, UGC Annual Report, 1981-82).

The Education Commission (Kothari Commission, 1964-66) had suggested the objective of enrolling about one-third of the students at the university level correspondence education. (GOI, 1966)

30.3.4 Special Features of Distance Education

Distance Education is that field of educational endeavour in which the learner is quasi-permanently separated from the teacher throughout the length of the learning process; a technological medium replaces the inter-personal communication of conventional, oral, group-based education; the teaching/learning process institutionalised (thus distinguishing it from the teach-yourself programmes); two-way communication is possible for both student and teacher (thus distinguishing it from other forms of educational technology). It represents an industrialization of the educational process (Keegan 1983).

Keegan's latest definition of distance education (1986) has synthesized all the various views held with regard to the definition of the terms distance education. Distance education is a form of education characterized by:

The quasi-permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face-to-face education.

The influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services; these distinguish it from private study and teach-yourself programmes.

The use of technical media, print, audio, video and computer, to unite teacher and learner can carry the content of the course. The provision of two-way communication so that the student may benefit from or even initiate dialogue; this distinguishes it from other uses of technology in education.

The quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purpose (Keegan, 1990).

In addition to this other features of distance education are:

- a. Great flexibility in the system starting from admission to examination, particularly in the teaching- learning process, is the most important characteristic.
- b. The concept of equality is emphasized.
- c. A multiple strategy and matching model approach is given importance.
- d. Distance education is democratic in nature as it takes care of all particularly the deprived and depressed sections of society.
- e. It is socialistic in nature as it seeks to provide social justice to those who are not able to get equal opportunity.

- f. It can be provided at any stage and to any group of learners.
- g. The learner is required to learn and make progress according to his own pace.
- h. Physical infrastructure is not so much essential as in case of formal education.
- i. Software materials are produced at a large scale and are developed mostly on the programmed learning modes.

30.4 Let Us Sum-Up

Concept and Definitions of Distance Education

Distance education, simply and broadly defined as 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, who may meet the students only for selected tasks such as counseling, giving tutorials or solving students' problems.

Henri Dieuzeide has defined Distance Education as the "Copernican Revolution changing the entire gravity from teacher-centered mentality to the student-centered approach".

Otto peters defines Distance Education as "The distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as the extensive use of technical media especially for the purpose of reproducing high quality teaching material which makes it possible to instruct a great number of students at the same time wherever they live. It is an industrial form of teaching and learning".

Macknie has defined Distance Education as, "Such system, designed to offer opportunities for part-time study, for learning at a distance and for innovations in the curriculum. They are intended to allow access to wider section of adult population, to enable students to compensate for lost opportunities in the past or to acquire new skills and qualification for the future. Open learning systems aim to redress social or educational inequality, and to offer opportunities not provided by conventional colleges and universities".

The needs of Distance Education are as follows:

1. To provide educational opportunity to those who are deprived of or missed the chance earlier. To advance and disseminate knowledge, skills, attitudes, interests, etc., by multifarious means. -To improve the quality and standard of education at all stages.

2. To meet the needs of the learners and to make education relevant to the needs of the country. To make universalisation of elementary education a success through open schools.
3. To reduce the pressure on formal education at various levels.
4. To meet the needs for scientific and technical manpower required.
5. To facilitate the implementation of constitutional provisions for equalization of educational opportunity.
6. To remove inequality and inadequacies of the existing education system.

Importance of Distance Education:

- It overcomes successfully the deficiencies and inadequacies of the formal system of education.
- It being an off-campus teaching system, effectively meets the explosion of higher education.
- It can to a great extent help realizing the constitutional directives of universalisation of Elementary Education.
- The rigidity of the conventional classroom-oriented education is avoided.
- Since it is a non-formal pattern of education it caters to the needs of the deprived sections of the society.
- It promotes motivation among the learners for advancing in his own pace.
- It is very cost-effective as it does not require going and coming every day to the school/college nor require for staying in the hostel.
- Distance Education can be availed by the service-holders for whom earning bread is more important than prosecuting study.
- Distance Education is a boon for the handicapped people for whom Journey is a problem and attending classes regularly is a hurdle.
- Since Distance Education is a multimedia approach to education, learning becomes more effective due to Multi-sensory advantages.
- The study materials in various forms: audio, video, print, etc., help students to adopt and utilize according to his interest and ability.
- The components like assignments, attending study centers and discussion or counseling with the tutors or subject experts facilitate learning.

- Television being a very powerful medium can enable distance learners to see scientific experiments, interviews and discussions with eminent educationists, etc.
- Innovations like teleconferencing, interactive programmes facilitate learning through two-way dialogue.
- The use of computers in Distance Education provides rich learning resources, additional support and feedback facilities to its learners.

Objectives of Distance Education

1. To provide an alternative cost-effective non-formal channel for higher education.
2. To supplement the conventional university system and to reduce the pressure on it.
3. To provide a second chance at education for those who have had to discontinue their formal education or could not join regular colleges/universities owing to pecuniary or other circumstances.
4. To democratize higher education by providing access to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, including working people, women and other adults who wish to acquire and upgrade their knowledge and/or skills through studies in various fields.
5. To strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the country on the basis of its natural and human resources.
6. To provide a means for continuing and life-long education for enriching the lives of the people.

Special Features of Distance Education

- The quasi-permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face to face education.
- The influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services; this distinguishes it from private study and teach-yourself programmes.

- The use of technical media: print, audio, video and computer, to unite teacher and learner can carry the content of the course.
- The provision of two-way communication so that the student may benefit from or even initiate dialogue; this distinguishes it from other uses of technology in education.
- The quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purpose (Keegan, 1990).
- Great flexibility in the system starting from admission to examination, particularly in the teaching - learning process, is the most important characteristic.
- The concept of equality is emphasized.
- A multiple strategy and matching model approach is given importance.
- Distance Education is democratic in nature as it takes care of all particularly, the deprived and depressed sections of society.
- It is socialistic in nature as it seeks to provide social justice to those who are not able to get equal opportunity.
- It can be provided at any stage and to any group of learners.
- The learner is required to learn and make progress according to his own pace.
- Physical infrastructure is not so much essential as in case of formal education.

‘Check Your Progress’ -1

I. Choose the appropriate alternative:

1. Distance Education is also termed as:
 - a. Correspondence education
 - b. Open University education
 - c. External study
 - d. Open learning
2. The ultimate aim of Distance Education is:
 - a. Universalisation of Education

5. Refer Section 30.3.1
6. Refer Section 30.3.2
7. Refer Section 30.3.3
8. Refer Section 30.3.3
9. Refer Section 30.3.4

30.6 Unit End Exercises

1. Briefly explain the concept of Distance Education with a special reference to its nature.
2. What are the needs to have Distance Education in India at this context?
3. State the objectives of Distance Education in Indian context.
4. Bring out the importance of Distance Education in the universalisation and democratization of education in India.
5. Enumerate salient features of Distance Education.

30.7 References

1. Chube, S. P : *History and Problems of Indian Education*, Vinod Pustak Mandir, Agra, 2001.
2. Manjulika, S., Reddy and V. Venugopal : *Distance Education in India - A Model for Developing countries*, Vikas Publishing House Pvt. Ltd.
3. Mohanthy Jaghannath : *Studies in Distance Education*, Deep and Deep Publications Pvt. Ltd. New Delhi-2001.

