



INSTITUTE OF DISTANCE EDUCATION
IDE
Rajiv Gandhi University



MAEND-408

Problems of School Education and Higher Education

MA EDUCATION

2nd Semester

Rajiv Gandhi University

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**PROBLEMS OF SCHOOL EDUCATION AND HIGHER
EDUCATION**

MA [Education]

Second Semester

MAEDN 408

RAJIV GANDHI UNIVERSITY

Arunachal Pradesh, INDIA – 791112

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Authors

Prof. J C Soni
Dr. C Siva Sankar
Moyir Riba

About the University

Rajiv Gandhi University (formerly Arunachal University) is a premier institution for higher education in the state of Arunachal Pradesh and has completed twenty-five year of its existence. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4th February, 1984 at Rono Hills, where the present campus is located.

Ever since its inception, the university has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The University received academic recognition under Section 2(f) from the University Grants Commission on 28th March, 1985 and started functioning from 1st April, 1985. It got financial recognition under section 12-B of the UGC on 25th March, 1994. Since then Rajiv Gandhi University, (then Arunachal University) has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high-level expert committee of the University Grants Commission from among universities in India.

The University was converted into a Central University with effect from 9th April, 2007 as per notification of the Ministry of Human Resource Development, Government of India.

The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km from the National Highway by the Dikrong Bridge.

The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Undergraduate, Post-graduate, M.Phil and Ph.D programmes. The Department of Education also offers the B.Ed Programme.

There are fifteen colleges affiliated to the University. The University has been extending educational facilities to students from the neighbouring states, particularly Assam. The Strength of students in different departments of the University and in affiliated colleges has been steadily increasing.

The faculty members have been actively engaged in research activities with financial support from UGC and other funding agencies. Since inception, a number of proposals on research projects have been sanctioned by various funding agencies to the University. Various departments have organized numerous seminars, workshops and conferences. Many faculty members have participated in national and international conferences and seminars held within the country and abroad. Eminent scholars and distinguished personalities have visited the University and delivered lectures on various disciplines.

The academic year 2000-2001 was a year of consolidation for the University. The switch over from the annual to the semester system took off smoothly and the performance of the students registered a marked improvements. Various syllabi designed by Boards of Post-graduate Studies (BPGS) have been implemented. VSAT facility installed by the ERNET India, New Delhi under the UGC-Infonet program, provides Internet access.

In spite of infrastructural constraints, the University has been maintaining its Academic excellence. The University has strictly adhered to the academic calendar, conducted the examinations and declared the results on time. The students from the University have found placements not only in State and Central Government Services, but also in various institutions, industries and organizations. Many students have emerged successful in the National Eligibility Test (NET).

Since inception, the University has made significant progress in teaching, research, innovations in curriculum development and developing infrastructure.

About IDE

The formal system of higher education in our country is facing the problems of access, limitation of seats, lack of facilities and infrastructure. Academicians from various disciplines opine that it is learning which is more important and not the channel of education. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. This will meet the demand for qualitative higher education of millions of people who cannot get admission in the regular system and wish to pursue their education. It also helps interested employed and unemployed men and women to continue with their higher education. Distance education is a distinct approach to impart education to learners who remained away in the space and/or time from the teachers and teaching institutions on account of economic, social and other considerations. Our main aim is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general. In 2008, the Centre for Distance Education has been renamed as "Institute of Distance Education (IDE)."

Continuing the endeavor to expand the learning opportunities for distant learners, IDE has introduced Post- Graduate Courses in 5 subjects (Education, English, Hindi, History and Political Science) from the Academy Session 2013-14.

The Institute of Distance Education is housed in the Physical Sciences Faculty Building(First floor) next to the University Library. The University campus is 6 kms from NERIST point on National Highway 52A. The University buses ply to NERIST point regularly.

Outstanding Features of Institute of Distance Education :

- (i) At par with Regular Mode.
Eligibility requirements, curricular content, mode of examination and the award of degrees are on par with the colleges affiliated to the Rajiv Gandhi University and the Department(s) of the University
- (ii) Self-Instructional Study Material (SISM)
The students are provided SISM prepared by the Institute and approved by Distance Education Council (DEC), New Delhi. This will be provided at the time of admission at the IDE or its Study Centres. SISM is provided only in English except Hindi subject.
- (iii) Contact and Counselling Programme (CCP)
The course curriculum of every programme involves counselling in the form of personal contact programmes of duration of approximately 7-15 days. The CCP shall not be compulsory for BA. However for professional courses and MA the attendance in CCP will be mandatory.
- (iv) Field Training and Project
For professional course(s) there shall be provision of field training and project writing in the concerned subject.
- (v) Medium of Instructions and Examination
The medium of instruction and examination will be English for all the subjects except for those subjects where the learners will need to write in the respective languages.
- (vi) Subject /Counselling Coordinators
For developing study material, the IDE appoints subject coordinators from within and outside the University. In order to run the PCCP effectively Counselling Coordinators are engaged from the Departments of the University, The counseling-Coordinators do necessary coordination for involving resource persons in contact and counseling programme and assignment evaluation. The learners can also contact them for clarifying their difficulties in their respective subjects.

SYLLABUS

Objectives:

1. To enable the students know the problems of primary and secondary education
2. To familiarize the students with the vocationalisation of education.
3. To enable the students analyze the problems of higher education
4. To make the students know educational backwardness in India, with special reference to Arunachal Pradesh

Course Content:

UNIT-I. **Problems of Primary and Secondary Education:**

- Constitutional Provisions in Education and its implication
- Universalization of primary education- OB, SSA as an educational programme.
- Regional imbalances in Education
- Qualitative development of primary and secondary education

UNIT-II. **Vocationalization of Education:**

- Concept, scope and need of vocational education.
- Aims of vocational education at the +2 stage
- New education policy, 1986 and innovations in vocational education
- Basic education and SUPW.
- Concept of Community College

UNIT-III. **Higher education and problems:**

- Structure of Higher Education
- Curriculum and evaluation in higher education
- Distance Education and Continuing Education

UNIT-IV. **Educational backwardness in India, with special reference to Arunachal Pradesh:**

- Literacy and its factors in NE
- Constraints in communication and physical facilities
- Education of socially and economically disadvantaged section of society-SC, ST, Women and rural population.
- Problems of Educational Administration & Supervision

Practicum

1. Identification of problems of vocational education at secondary school stage in Arunachal Pradesh
2. Problems of educational supervision and inspection

UNIT 1 PROBLEMS OF PRIMARY AND SECONDARY EDUCATIONS

- 1.0 Introduction
- 1.1 Unit Objectives
- 1.2 Constitutional Provisions on Education and their Implications
 - 1.2.1 Educational Scenario in India
 - 1.2.2 Fundamental Rights of Education
 - 1.2.3 Constitutional Provisions on Education
 - 1.2.4 Implications of the Constitutional Provisions on Education
- 1.3 Universalization of Primary Education
 - 1.3.1 Objectives of Primary Education
 - 1.3.2 Curriculum of Primary Education
 - 1.3.3 Development of Primary Education in India
 - 1.3.4 Meaning of Universalization of Primary Education
 - 1.3.5 Need and Importance of Universalization of Primary Education
 - 1.3.6 Schemes for Universalization of Primary Education
 - 1.3.7 Operation Blackboard
 - 1.3.8 Sarva Shiksha Abhiyan (SSA)
- 1.4 Regional Imbalances in Education
 - 1.4.1 Developments in Recent Years
- 1.5 Qualitative Development of Primary and Secondary Education
- 1.6 Summary
- 1.7 Key Terms
- 1.8 Answers to 'Check Your Progress'
- 1.9 Questions and Exercises 5.10 Further Reading
- 1.10 Further Reading

1.0 INTRODUCTION

The history of education in India took a significant turn from the night of August 15, 1947, when people of India had finally won independence and in the free air of independence, attention turned towards changes in education, formulation of an education policy, and the needs of the country. Education is vital to the life of an individual, society and nation. Without education no individual, society or nation can grow, develop or make its own place in the world. Since oldest times known, man has endeavored to stock up, transact, execute and carry forward the knowledge, information, skills and expertise to make life easy and comfortable. The education process and education provided at the beginning of life is termed as primary education. Similarly, education that follows primary education is known as higher education.

During the British rule in India has been an epoch making era in the development of modern system of education. This was the time when India got a well-defined system of education in the form of primary, elementary, secondary and higher education. In the post-independence period, there came several changes in the nomenclature and structure of education. The Constitution of free India has elaborated upon varied aspects of educational structure, management and objectives in the country. Many of these are still being followed as the guiding principles of educational system in India.

In formal education system, Primary education is the broadest base of education upon which the structure of elementary, secondary, senior secondary and higher education depends. Unfortunately, the course of primary education has not been quantitatively extensive and qualitatively reasonable in our country. Therefore, it has been a thrust area for educational planners and policymakers since Independence. Even now, the condition of access and success of primary education; otherwise known as universal access, universal enrolment and universal retention, i.e., universalization of primary education, is a distant dream. There are several regions of our country where this objective has been achieved to a great

extent, whereas many parts of India are big black spots, devoid of schools, infrastructure, teachers, teaching-learning materials, and libraries.

This part of the unit deals with the constitutional provisions on Education and their implications, the process of development of primary education in India, schemes for universalization of primary education, particularly the operation blackboard and SarvaShiksha Abhiyan (SSA). At the end, the unit deals with the issue of regional imbalances in the field of primary education and qualitative development of primary and secondary education in India.

1.1.UNIT OBJECTIVES

After careful or thorough reading this unit, you will be able to:

- acquire the constitutional provisions in education and their implications
- understand the relevance of schemes for universalization of primary education
- explain regional imbalances in education and discuss the reasons
- describe the qualitative development of primary and secondary education

1.2.CONSTITUTIONAL PROVISIONS ON EDUCATION AND THEIR IMPLICATIONS

1.2.1 Educational Scenario in India

One of the best means of development of a country is education. Education is an instrument for developing a society and for ensuring equity and social justice. In India, the education scenario at the time of Independence had structural flaws with inequities characterized by gender, social and regional imbalances. Even though the post-Independence period saw significant achievements in the field of education, the structural flaws continued and to a certain extent got accentuated.

In India, we have certain provisions of education which are enshrined in the constitution. The Indian Constitution guarantees the values based on the principles of equality, liberty and fraternity, and ensures the dignity of an individual irrespective of his caste, creed, political, economic or social status. Humayun Kabir has rightly said, 'as a democratic republic, India has abolished all vestiges of privileges and vested interest. Our constitution not only offers but guarantees equality of opportunity to all. Such equality can be realized only in an atmosphere of justice and fair play'. Students, the future citizens of India, should be trained in a democratic set-up, its values and ideals, so that they will have sense of justice, which is conducive for the development of national integration.

The other pertinent thing about the constitution is, the fourfold idea of Justice, Liberty, Equality and Fraternity in the Indian Constitution has been incorporated for the elimination of social inequalities, economic disparities and political privileges. In the eyes of law, everyone has an equal status; justice is denied to no one. Everyone has liberty of thought, expression and to practice his own faith and belief. The dignity of each individual is assured.

Change of education to be in the concurrent lists was brought in the Forty-Second Amendment of 1976, which also brought about drastic changes in the Indian Constitution. Before 1976, education was a State subject while the Central Government played only an advisory role. Soon it was felt by the educational administration that education should be the joint responsibility of the Central Government and state governments. It was effected by a Constitutional Amendment in 1976.

This Amendment was made on the recommendation of the Swaran Singh Committee to put education on the 'Concurrent List'. The report of the Committee stated, 'Agriculture and Education are subjects of primary importance to the country's rapid progress towards achieving desired socio-economic changes. The need to evolve all-India policies in relation to these two subjects cannot be over-emphasized'. In accordance with this Act of 1976, Education was put on the Concurrent List with the implications that both the Centre and the States can legislate on any aspect of education from the primary to the university level. With education in the Concurrent List, the Centre can directly implement any policy decision in the states.

The Forty-Second Amendment makes the Central Government and State Governments equal partners in framing educational policies. But the enactment on the laws on education, i.e., the executive power, has been given to the Union. The states have limited powers to the extent that these do not impede or prejudice the exercise of the executive powers of the Union. National institutions like University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), and national

bodies like Central Advisory Board of Education (CABE) play a crucial role in the Indian education system.

In fact, we know that the Constitution of India declares India to be a federal state. It divides powers between the Centre and the States and describes some powers as Concurrent. Accordingly, there are three lists:

(i) Union List (List-I): It includes items which are of great interest to the nation. The Centre has exclusive powers to make laws in respect of the items in List-I. (ii) State List (List-II): It includes items of local interest. The states have the power to make laws to cover items in List-II. (iii) Concurrent List (List-III): It includes items which concern both the Centre and the states, and for which the Centre and the states both can legislate. Education comes under the Concurrent List; therefore, both the Centre and the states are meaningful partners in it.

1.2.2 Fundamental Rights of Education

The Indian constitution gave rights and duties of the citizens, accordingly after independence, the Kothari Commission (1964-66) recommended the Central Government should undertake the responsibility for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

Instruction in mother tongue

Knowing the importance of mother tongue, after Independence, special emphasis has been laid on using the mother tongue of a region as a medium of instruction. In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens.

Article 26 (1) states, '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 converse the same'.

Article 350A directs, 'it shall be endeavour of every state and every local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups'.

Secondary Education Commission, 1952-53, recommended that subject to the provision that for linguistic minorities, special facilities should be made available. The mother tongue or the regional language should generally be the medium of instruction throughout the secondary school stage. The Kothari Commission also recommended that mother tongue should be the medium of instruction at college and university stage.

Promotion of Hindi

The Indian Constitution also makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union with the duty to promote the spread of the Hindi language. Hindi has been accepted as the Official Language of Indian Union. This has been laid down by the Constitution as: 'it shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India'.

Today in practice, Hindi is largely in use as a link language in India, in order to facilitate the movements of students and teachers, and to strengthen national unity. The educational system should be the one that contributes to the acceleration of this process in nation building.

Higher education and research

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC).

As per the latest 2011 Census, about 8.15% (68 millions) of Indians are graduates, with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11. As of 2016, India has 799 universities, with a break up of 49 central universities, 402 state universities, 124 deemed universities, 334 private universities, 5 institutions established and functioning under the State Act, and 75 Institutes of National Importance which include IIMs, AIIMS, IITs, IEST and NITs among others. Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2016. Colleges may be Autonomous, i.e. empowered to examine their own degrees, up to PhD level in some cases, or non-autonomous, in which case their examinations are under the supervision of the university to which they are affiliated; in either case, however, degrees are awarded in the name of the university rather than the college.

The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council.^[13] Indira Gandhi National Open University (IGNOU) is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

However in the Indian Constitution, Indian Parliament has the exclusive rights to enact legislation in respect of educational institutions and Union Agencies mentioned in items 63, 64, 65 and 66 of Union List (List-I).

Item 63 relates to universities administered by the Central Government. Item 64 relates to scientific institutions of national importance. Item 65 includes institution for professional, vocational or technical training, including training of police officers; promotion of special studies or research; and scientific or technical assistance in the investigation of detection of crime. Item 66 relates to coordination and determination of standards in institution for higher education or research and scientific and technical institution.

Women's education

A unique feature of modern Indian education is the tremendous advancement made in the education of women. Education of a girl child is considered very important in the changing times. The Indian Constitution makes the provisions on women's education under different Articles. **Article 15 (1)** provides that the state shall not discriminate any citizen on the grounds of gender, and that nothing in this Article prevents the state from making any special provision for women and children.

National Policy on Education, 1986, was concerned about the status and education of women in the country. It envisaged that education would be used as a strategy for achieving a basic change in the status of women. It opined that the national system of education must play a positive role in this direction. It stated, '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'.

Education in the Union Territories

Article 239 of the Constitution states, 'Save as otherwise provided by Parliament by Law, every Union Territory shall be administered by the President acting to such extent as he thinks fit, through an administrator to be appointed by him with such designation as he may specify'. Thereby, this Article lays down the provision that the education in the Union Territories comes under the responsibility of the Centre.

Educational and cultural relations with foreign countries

Item 13 of the Union List includes participation in international conferences, associations and other bodies and implementing decisions made thereat.

1.2.3 Constitutional Provisions on Education

The Constitution of India contains as many as 34 provisions related to education. These provisions are in the form of articles, entries, rights to special categories, admission norms, language and special provisions. A list of such provisions since the implementation of the Constitution in 1950 till the inclusion of **Article 21 A** in 2002 after the 86th amendment in the constitution is given hereunder:

1. Article 28, According to our Constitution, Article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

2. Article 29, This article provides equality of opportunity in educational institutions.

3. Article 30, It accepts the right of the minorities to establish and administrate educational institutions.

4. Article 45, According to this article 'The state shall endeavor to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years.'

However, the Constitution (86 Amendment) Act, 2002 (12th December, 2002.) An Act further to amend the Constitution of India. BE it enacted by Parliament in the 53rd Year of the Republic of India as follows Insertion of new article 21A.- After article 21 of the Constitution, the following article shall be inserted, namely:-

Right to education.- "21A. The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." 3. Substitution of new article for article 45.- For article 45 of the Constitution, the following article shall be substituted, namely:- .Provision for early childhood care and education to children below the age of six years." 45. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years." 4. Amendment of article 51A.- In article 51A of the Constitution, after clause (J), the following clause shall be added, namely:- "(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."

5. Article 46, It provides for special care to the promotion of education and economic interests of the Scheduled Caste, Scheduled Tribes and the weaker sections of society.

6. Article 337, This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

7. Article 350A, This article relates to facilities for instruction in mother tongue at primary stage.

8. Article 350B, It provides for a special offer for linguistic minorities.

9. Article 351, This article relates to the development and promotion of Hindi language. The seventh schedule of the Indian Constitution contains legislative powers under three lists, viz., The Union List, the State List and the Concurrent List

A. Union list, This list contains 97 subjects where the following entries are related to education:

1. Entry 13, This provides educational and cultural relations with foreign countries.

2. Entry 62, The institutions known on the date of commencement of this Constitution, as National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial, the Indian War Memorial, and any

other institution financed by the Government of India, wholly or in part and declared by Parliament by law to be an institution of national importance.

3.Entry 63,Institutions of national importance.The institution known at the commencement of this Constitution as BenarasHindu University (BHU), Aligarh Muslim University (AMU) and Delhi University, declared by Parliament by law to be an institution of national importance.

4.Entry 64,The institution of scientific and technical education financed by the Government of India wholly or in part and declared by law to be institutions of national importance like Indian Institute of Technology (IITs) and Indian Institute of Management (IIMs).

5.Entry 65,Union agencies and institutions for:

- (i) Professional, vocational or technical training, including the training of police officers
- (ii) Promotion of special studies or research
- (iii) Scientific or technical assistance in the investigation of detection of crime

6. Entry 66, Coordination and determination of standards in the institutions of higher education or research and scientific and technical institutions

B.State list

State list consists of 66 entries, out of which the following is the entry related to education:

1. Entry 12, According to this entry all libraries, museums and other similar institutions controlled or financed by the state, ancient and historical monuments and records other than those declared by or under law made by the Parliament to be of the national importance.

C.Concurrent list

The list comprises 47 entries, among them the following are related to education:

1.Entry 20,Economic and social planning

2.Entry 25,Education, including technical education, medical education and universities subject to provision of entries 63,64,65,66 of the Union List

3.Entry 39,Newspapers, books and printing presses

Reservation in education (Education of minorities)*Cultural and Educational Rights*

Under these, Article 29 and 30 are for the protection of educational interest of minorities,viz.,

1.Article 29 (i)Any section of citizen residing in the territory of India on any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

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

3.Article 30 (ii)The state shall not in granting and to educational institution discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language.

Admissions related:

Article 29 (II)No citizen of India can be denied admission into any educational institution, which is either maintained by the state or receiving aid out of state funds oil ground only of religion, race, caste, language or any of them.

Article 15 (III) This article is meant to make special provisions for the education of woman. It says that separate educational institutions can be established for women.

Mother tongue :

For promotion of teaching of and through mother tongue the Constitution of India has made distinct provisions. These include provisions for Hindi language also:

1. Article 350 (A) It shall be the endeavour of every state and local authorities with 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; the President may issue directions to any state as he considers necessary for recurring the facilities.

2. Article 351, It is to promote the development of Hindi language and states that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country.

Right to Education:

Article 41 of the Constitution provides that all the citizens have equal right to education. It states that 'The state shall, within the limits of its economic capacity and development, make effective provisions for the right to work, to education and to public assistance in cases of employment, old age, sickness and disablement'.

Weaker Section:

Our Constitution has made some special provisions for the weaker sections of our society.

1. Article 45, The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years.

2. Article 46, The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the Scheduled Caste and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitations.

3. Article 21A, The State shall provide free and compulsory education to all children of the age of six to fourteen years. (86th Amendment in the Constitution, 2002)

1.2.4 Implication of the Constitutional Provisions on Education

The provisions provided in the constitution of India, like other areas of functioning of governments at the center and state; the structure, management, curriculum, syllabi, special provisions and features of education in India are exactly as per the provisions of the Constitution. The division of powers and levels of education among centre and state governments is done suitably. Establishment of educational institutions by minority categories, freedom to attendance at religious institutions and abolition of religious institutions in the state run institutions is being followed strictly.

There are special provisions for regional, lingual and cultural minorities to protect their heritage through education. There is no discrimination in admission of students in the schools run by the governments. Special provisions are being followed to ensure educational enhancement of the students of Scheduled Casts, Scheduled Tribes and other weaker sections of the society. Special grants are available for the benefits of Anglo-Indian community. Most of the government schools provide facility for instruction in mother tongue at primary stage.

Different supportive institutions such as National Museums, Libraries, Historical Buildings and Memorials are being protected by the governments as subsidiary services for the development and promotion of education in children. Several institutions of national importance such as Vishwa Bharti, Banaras Hindi

University, IITs and IITs, AIIMS and others are being supported by the central government to set high standards of education and training in various fields.

Planning of education is done centrally with the consent of state governments, and the centre is assisting states in the implementation of several schemes such as Operation Blackboard, Sarv Shiksha Abhiyan and others. The centre is also directly responsible for the education in the Union Territories. The central government is fulfilling responsibility of liaisoning with international organizations such as UNESCO and UNICEF in implementing internationally accepted schemes such as Universalization of Primary Education within given time frame.

CHECK YOUR PROGRESS

1. How many entries are there in the union list of Indian Constitution regarding education? Identify them.
2. Which articles of the Indian Constitution ensure protection of educational interest of minorities?
3. What is the importance of Article 21 A?

1.3 UNIVERSALIZATION OF PRIMARY EDUCATION

The government of India along with state governments, philanthropic societies, nongovernmental organization and private entrepreneurs has been striving to ensure education for all since the independence of the country. Education in India has three basic divisions viz. Primary Secondary and Higher Education. Amongst these, the primary education forms the basis for the other two. But, provision of primary education to all the citizens is still a challenge for the Government of India. The effect of non-provision, poor-provision and sparse-provision of primary education hampers the growth of secondary and higher education. Along with the quantity the quality of primary education also is an issue of concern for the government.

To overcome the problems of quantitative and qualitative improvement of primary education the government has made numerous efforts since Independence. Some of these are Operation Blackboard, District Primary Education Programme and Sarva Shiksha Abhiyan(SSA). An overview of some of these schemes is given hereunder at appropriate stage. Primary education should be so developed that it is provided to every child leading to their growth and development. The following three measures will be important in making education universal:

1. Universalization of schools: The universalization of primary educational facilities is to locate primary schools near homes so that all children can attend schools. To make primary educational facilities universal, the government has plan to establish schools within reachable distance of children of every village, large or small. Therefore, primary schools should be located in close proximity to homes of children.

2. Universalization of enrolment: Universalization of enrolment in primary schools means to admit all children in the age group of 6-14. To provide primary education, it is necessary that all children are admitted to schools. As per the statistics, this goal has not yet been achieved and still the problem is acute in rural areas. In order to fulfill this, the government has launched different schemes under SSA. Kasturba Gandhi Balika Vidyalaya(KGBV), Inclusive Education (IE) In order to materialize this, a large-scale enrolment drive programme - "Vidyalaya Chalo Abhiyan" is organised throughout the state. Certain amount per child is sanctioned for following categories of Children With Special Needs (CWSN) for taking educational care : • Mental Retardation (MR), Low Vision (LV), Blind (TB), Hearing Impairment (HI), Speech Impairment (SI), Orthopedic Impairment (OI), Cerebral palsy (CP), Autism, Multiple Disability (MD), etc.

3. Universalization of retention in schools: By universalization of retention in schools we mean to keep children at school once they have completed basic education. Generally, students drop out without completing primary education. Available data points out that about 60 per cent students drop out before class V, and 75 per cent drop out before class VIII. That is, out of 100 children taking admission in school, only 40 reach class V and only 25 reach class VIII. Such a situation does not allow the goal of compulsory primary education to be realized. The four aspects of universalization of primary education in India are discussed below. The Government of India launched

Mid-Day Meal Scheme with a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995. In 2001 MDMS became a cooked Mid Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid Day Meal (MDM) with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. The Scheme was further extended in 2002 to cover not only children studying in Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres.

In September 2004 the Scheme was revised to provide for Central Assistance for Cooking cost @ Re 1 per child per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to personnel or amount payable to agency responsible for cooking. Transport subsidy was also raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states and Rs 75 per quintal for other states. Central assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2% of the cost of foodgrains, transport subsidy and cooking assistance. A provision for serving mid day meal during summer vacation in drought affected areas was also made.

In July 2006 the Scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North Eastern Region and Rs 1.50 per child / school day for other States and UTs. The nutritional norm was revised to 450 Calories and 12 gram of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner were made.

In October 2007, the Scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) and the name of the Scheme was changed from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid Day Meal in Schools'. The nutritional norm for upper primary stage was fixed at 700 Calories and 20 grams of protein. The Scheme was extended to all areas across the country from 1.4.2008.

The four Universalization of Primary Education in India are discussed below:

1. To provide primary education to all children: The foremost problem pertains to provide primary education to all children. The Constitution instructs the state to secure universalization of primary education within 10 years of its coming into force.

The initiatives undertaken by government can be summed up as follows:

- (i) The Central Government and the State Governments have increased general and planning budgets for education, allocating almost half of it for primary education.
- (ii) Primary schools have been set up as per needs and are also well equipped.
- (iii) The schools have been specifically opened in areas where people belonging to Scheduled Castes, Scheduled Tribes and minorities live,
- (iv) The number of schools for handicapped and mentally-challenged child has been increased.

The state governments should keep the following in view:

- (i) The projects meant for universalization of primary education work efficiently and smoothly,
- (ii) The funds allotted for the purpose are well utilized,
- (iii) The government cannot establish schools at all places in required numbers, therefore, people's cooperation should be sought. Thus, it is also necessary that voluntary organizations, private individuals and trained teachers establish primary schools in deprived areas, and they should be given due recognition and financial aid.
- (iv) Residential schools should be opened in far-flung areas, such as distant hills, desert and forested areas, and their number be increased if needed,
- (v) The family planning scheme should be implemented on all people compulsorily and legally for seeking control over population.

2. To secure enrolment of all children in primary schools: The second aspect of the problem pertains to secure enrolment of all children in the age group of 6-14. The government has taken up several steps for the realization of this goal, such as:

- (i) Creating awareness in parents/guardians
- (ii) Improving the condition of schools
- (iii) Providing mid-day meals to children
- (iv) Providing free textbooks to children belonging to scheduled castes/tribes
- (v) Providing children free meals and school dress.

For the realization of these goals, the following measures can prove to be more effective:

- (i) The law on compulsory and free education should be passed and enforced strictly,
- (ii) To make lower primary schools within 1 km in radius and upper primary schools within 2-3 km radius. To allow civic amenities to people only when they get their children admitted to school, such as issue of ration card,
- (iii) Teachers be given the responsibility to motivate parents, to send their wards to school, by personal contact,
- (iv) Financial aid should be given, not on the basis of caste, but on the basis of economic status, whatever caste or religion they may belong to.
- (v) Expansion of education is the best way to eradicate backwardness from the society. Therefore, compulsory and free pre-primary education and adult education should be made popular to the utmost extent.

3. To retain students in schools: The third aspect belongs to the retention of children in school. In this respect, the government has undertaken several steps. The following ensures can prove to be still more effective in this respect:

- (i) Operation Blackboard should be implemented honestly in order to improve the condition of schools. A code of conduct should be formulated for teachers and their unions, and the liabilities of teachers should be specified.
- (ii) The curriculum should be limited and made interesting, and the burden of the bag should be reduced.
- (iii) Adult education should be given necessary momentum in order to eradicate backwardness from the society. Suitable changes should be adopted in economic policies for eradication of poverty.
- (iv) The responsibility for controlling primary schools and working teachers lies on local bodies, so vigilance should be carried on their work from time to time by the Village Education Committee (VEC).
- (v) Implementation of Mid-Day-Meal should be taken up seriously on the part of the Government by timely financial and material support. Strict monitoring on the part of District School Authorities (DDSE, DC) and local authorities like NEC and Mahila Group.

4. To help children clear primary classes' examination: The fourth and final aspect is to make children complete their primary education within the given time frame. The government has taken several steps in this direction. For eradication of this problem, the following steps should be undertaken:

- (i) The curriculum for primary education should be constructed keeping general children in view. At upper primary level, compulsory study of three languages should be replaced with the study of only mother tongue.
- (ii) The condition of primary schools should be improved. Their shortcomings should be removed and teachers' liability should be specified,
- (iii) The awareness programme for parents should be given more emphasis,
- (iv) Suitable policies should be adopted for children, where they should be explained the importance of education, their problems should be understood and tackled affectionately, and they should be motivated to study. Local specific problems should be dealt with utmost care.

1.3.1 Objectives of Primary Education

As far as the question of deciding the aims of primary education is concerned, Hunter commission, 1882 was the first to express its view on it. It had decided only two aims for primary education—first, expansion of mass education and second, education of practical life. Since then we have kept expressing these aims with changed language. Some 20 to 25 aims have been given in the 'National Curriculum Framework for school Education,' document published by NCERT in November 2000. In the NCF, 2005, more emphasis has been laid on national values and secularism.

The objectives of primary education are as follows:

1. acquire literacy, numeracy, creativity and communication skills
2. enjoy learning and develop desire to continue learning
3. develop ability for critical thinking and logical judgment
4. appreciate and respect the dignity of work
5. develop desirable social standards, moral and religious values
6. develop into a self-disciplined, physically fit and healthy person
7. develop aesthetic values and appreciate own and other people's cultures
8. develop awareness and appreciation of the environment
9. develop awareness of and appreciation for other nations and international community
10. instill respect and love for own country and the need for harmonious co-existence
11. develop individual talents
12. promote social responsibility and make proper use of leisure time
13. develop awareness and appreciation of the role of technology in national development

The Kothari Commission remarked that the aim of primary education in India was to enable children to face the future life situations by giving them physical and mental training, and by making them useful citizens. The objectives of primary education in India seem to be somewhat vague. In fact, in the absence of clear specification of objectives, it is difficult, if not impossible, to run the educational system efficiently. NCERT, in its document titled 'The Curriculum for the Ten-Year School', published in 1975, has mentioned that primary education aims at: Cultivating respect for national symbols (such as the national flag and the national anthem) and democratic laws and institutions. Acquainting them with the blended culture of India, and teaching them how to oppose untouchability, casteism and communalism. Imparting them the knowledge of first language (mother tongue) for communication with others. Providing ability in addition, subtraction, multiplication and division solution of practical problems. Teaching scientific inquiry method and explaining the importance of science and technology. Cultivating healthy attitude towards human labour. Cultivating the habits of cleanliness and healthy life. Enhancing interest in goodness and beauty. Cultivating the spirit of cooperation with others. Cultivating character and desirable traits of personality (such as initiative, leadership, mercy, honesty and others). Cultivating the ability of self-expression by creative activities. Cultivating the habit of self-study.

1.3.2 Curriculum of Primary Education

Curriculum implies the group of all those activities which teachers and students hold together for the realization of educational aims. The subject courses and the co-curricular activities carried out in the school in order to impart mental, physical and social values to the learners.

Significance of curriculum

Curriculum occupies a special place in the modern educational system. It is the basis that makes it possible to properly organize the teaching-learning process in educational institutions. The curriculum is constructed mostly on the basis of educational aims. It is essential that the curriculum for any level of education be in conformity with the specified goals or aims for that level.

A curriculum is important in an educational system. It helps one plan the education process or procedure for a given period of time (a term, session, lesson period etc). As the saying goes, if you fail to plan then you plan to fail.

Curriculum consists of continuous chain of activities needed to translate educational goals into concrete activities, materials and observable change in behavior. A lesson plan for example is a curriculum used by the teacher in the classroom. Now, imagine a teacher going into the classroom not knowing what to teach or how to teach it, that is going to be a disaster for her or him because at the end the students wouldn't have learnt anything apart from the fact that the teacher seems confused and the teacher would be mentally stressed out unnecessarily a result of lack of planning (curriculum). Hence for a society to achieve its educational goals, it needs a curriculum that is functional and relevant to its needs.

Shortcomings:

The present curriculum of primary education has failed to realize its educational aims. Following are the causes responsible for it:

1. It has become not suited to the present time, needs improvement in the content as well as in methodology.
2. As the curriculum has become very rigid, it is incapable to be molded as per the local needs.
3. In it, more emphasis is laid on bookish knowledge and rote-learning.
4. It has failed to realize all-round development of students.
5. This curriculum appears to be narrow, lifeless, uninteresting, useless and impracticable.

The curriculum for primary level should include such activities which can cultivate students' abilities and willingness to work in cooperation. It the curriculum should made in such a way that the children should be attracted to wards the school.

The Kothari Commission recommended integrated approach at the primary level. The Commission brought out the shortcomings of this curriculum in the following points:

1. Primary education has become only bookish.
2. It has failed to meet the needs and aspirations of life.
3. It is not as per the country's needs and circumstances. There is need to bring in effect the extensive amendment to existing laws in order to bring about social, economic, cultural and political changes, and to attain national goals and ideals.

'Integrated approach' implies the following: 1. To accept the entire primary education as a unit and then impart it to students. 2. To divide the entire curriculum of all subjects at primary level into small units and arrange them in a sequence. 3. Students should be allowed to complete these units one after another as per their interest, aptitude, capability and ability, and at their own pace.

According to Kothari Commission, the following would be the benefits of this approach:

1. Both good and average students will be able to proceed at their own paces.
2. The problem of wastage and stagnation, which is very acute at the primary level, can be eradicated by implementing integrated curriculum.

The Kothari Commission had also prepared an outline of restructured curriculum. On its recommendation, the Government of India announced National Education Policy, 1986. For reform of curriculum at school level, the Ministry of Education constituted a specialist committee or curriculum committee. This committee prepared an approach paper for reform in the curriculum, which was considered in the National Conference on Curriculum in 1975. Later, NCERT published a document titled 'The Curriculum for Ten-Year School: A Framework' in 1975. This document contained two important points:

1. The curriculum was described as a set of carefully prepared educational experiences of all types

which are meant to be given to students.

2. It was explained that the curriculum should be related to:

- (i) The general aims of education for a particular level or class.
- (ii) The teaching objectives of the subjects.
- (iii) The course of studies and allocation of time.
- (iv) The teaching-learning experiences.
- (v) The teaching aids, evaluation of learning outcomes, and feedback of students, teachers and guardians.

In 1977, a committee was constituted under the chairmanship of Ishwar Bhai Patel, called 'Ten-Year School Curriculum Review Committee'. This Committee, also known as Patel Committee, reviewed the curriculum for primary education and emphasized the following points:

1. The curriculum should have the elements of realism and flexibility.
2. There should not be any rigid timetable at the lower primary level.
3. The duration of study can be 2.5-3 hours.
4. The academic session should be determined as per the local needs. Students should not be given any homework.
5. Self-study should be provided in the school itself in the form of supervised study.
6. Only one book should be specified for classes I and II, that of language.
7. In classes III, IV and V, there can be three books; on language, mathematics and environmental study.
8. The need for teacher guides and teaching aids should be emphasized.

At the upper primary level, the Committee expressed the following views:

1. The timetable should be formal.
2. There should be the provision of self-study in place of homework.
3. Effort should be made towards reducing the number of textbooks, reducing the number of pages in them, and to make the language of books easy and comprehensible.

NCERT Council made the following efforts:

1. It constituted a working group in 1983 for appraisal of the curriculum.
2. It conducted several researches pertaining to different aspects of the curriculum.
3. It laid stress on the need for national curriculum based on common scheme of studies for primary education.
4. It constituted a steering committee in 1984 for construction of national curriculum.
5. In 1985, it held a national seminar and four regional seminars. On the basis of the above mental exercise, the Council prepared the National Curriculum Framework, published in 1985. It emphasized on the following points: (i) Equity, (ii) National identity, (iii) Scientific temper, (iv) Art and creativity, (v) Explosion of information and technology to cope with (vi) Interface between work and education, (vii) Value education and socio-cultural factors, such as environment, resources and population, (viii) Centrality of the learner (ix) Professional role of the school and (x) Focus on learning.

Continuous efforts are being made for change in primary education curriculum. National Curriculum Framework (NCF) can be termed as a step in the direction of creating a national system of education. Though it has a common scheme of studies, yet there is much flexibility and freedom in content and learning experiences. This is the reason that the outlines of the curriculum have been called 'Core Curriculum'. In 1986, the Indian Parliament announced National Education Policy, so NCERT prepared new curricula for different classes of upper primary level as per the provisions of this policy. The National Policy of Education have been initiated by the present Government and brought a draft policy 2019 towards improvement education system in India.

1.3.3 The Growth and Development of Primary Education in India

Primary education in India is as old as its history and civilization. We can see its impressions even in the Vedic period. In the vedic period the primary education used to start at home. The father used to provide the child 'boy or girl' the knowledge of family tradition, alphabets, grammar and maxims important for further learning and life. In the Buddhist period the primary education was imparted in 'mathas' or 'viharas'

by the expert teachers called as 'Bikhu'. In the medieval period, the system of primary education was established by kings, nobles and rich in the form of 'Makhtabs'. These institutions were available in large number, almost in every village. The missionaries from western countries established primary schools of western standards in various parts of India. In colonial time the British government made tremendous effort to standardize and popularize primary education throughout the country.

In 1698, by an order of the British Government, the East India Company was given the right to expand and spread education in India. As a result, the Christian missionaries set up English medium schools at many places with the financial aid given by the Company. The Indians too setup *pathshalas* and *makhtabs* at many places.

In 1813, the British Parliament issued a charter to the Company and passed three orders regarding the provision of education in India for the first time:

- (i) The Christian missionaries of any country be allowed to come to India and spread religion and education,
- (ii) It is the responsibility of the Company to provide education in the Company-ruled territories,
- (iii) The Company should spend one lakh rupees per annum for this purpose.

In 1859, the government imposed the primary education cess and the amount thus collected was used for the development of primary education in India. In 1882, Indian Education Commission (Hunter Commission) was appointed to give recommendations on the Indian education system. On the basis of the Commission's recommendations, the responsibility of primary education was assigned to local agencies, which started to make efforts for the expansion of primary education. In 1881-82, the number of primary schools was 82,916 with an enrolment of 20, 61, 541 students in them, which increased to 93,604 and 30,76,671 in 1901-02; though the financial aid given to these local agencies was very less.

In 1937, autonomous administration was installed in states. In the same year, M.K. Gandhi presented his National Education Planning, which proposed to provide free and compulsory education for children in the age group of 6-14. In the Plan, teaching of mother tongue and craft education was made the basis of curriculum. In those days, primary education signified the basic or elementary education imparted from classes I to VIII. With the passage of time, this education was divided into two parts:

- (i) Lower primary education (from classes I to V).
- (ii) Upper primary education (from classes VI to VIII).

Article 45 of the Constitution of India declared that within 10 years of its enforcement, the goal of free and compulsory education for all children up to the age of 14 years should be achieved (education from classes I to VIII).

At present, National Education Policy (1986) is functional, with 10+2+3 educational structure. The first 10-year core curriculum is divided into three stages:

- (i) Primary from classes I to V
- (ii) Upper primary from classes VI to VIII
- (iii) Secondary from classes IX to X

In the post-Independence period the system of primary education got tremendous overhauling due to the efforts of central and state governments. The recommendations of various committees and commission starting from the Tarachand Committee to the NCF, 2005, have contributed a lot in changing the face of primary education in India. Still, this stratum of education is facing lots of problem in various regions of this vast country. The first and foremost among them is the problem of making this education available to all in a cost-effective, qualitative and usable manner. These dimensions of problem are congregated under the head of 'Universalization of Primary Education'. This is one of the oldest problems of primary education in India which still prevails and needs attention of all the stake holders of the system of education starting from the government to the non-governmental organizations (NGOs) and philanthropic societies run under Corporate Social Responsibility.

What we have as the latest development in this aspect is that the Government of India made the 86th Amendment of the constitution on 12th December 2002 . which is as below,

BE it enacted by Parliament in the Fifty-third Year of the Republic of India as follows:- 1. Short title and commencement.-

(1) This Act may be called the Constitution (Eighty-sixth Amendment) Act, 2002. (2) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

2. Insertion of new **Article 21A**.- After article 21 of the Constitution, the following article shall be inserted, namely:- Right to education.- "21A. The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."

3. Substitution of new article for article 45.- For article 45 of the Constitution, the following article shall be substituted, namely:- . Provision for early childhood care and education to children below the age of six years. "45. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years."

4. Amendment of **article 51A**.- In article 51A of the Constitution, after clause (J), the following clause shall be added, namely:- "(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."

Statement of the Objects and Reasons :

The Constitution of India in a Directive Principle contained in article 45, has 'made a provision for free and compulsory education for all children up to the age of fourteen years within ten years of promulgation of the Constitution. We could not achieve this goal even after 50 years of adoption of this provision. The task of providing education to all children in this age group gained momentum after the National Policy of Education (NPE) was announced in 1986. The Government of India, in partnership with the State Governments, has made strenuous efforts to fulfil this mandate and, though significant improvements were seen in various educational indicators, the ultimate goal of providing universal and quality education still remains unfulfilled. In order to fulfil this goal, it is felt that an explicit provision should be made in the Part relating to Fundamental Rights of the Constitution.

2. With a view to making right to free and compulsory education a fundamental right, the Constitution (Eighty-third Amendment) Bill, 1997 was introduced in Parliament to insert a new article, namely, article 21 A conferring on all children in the age group of 6 to 14 years the right to free and compulsory education. The said Bill was scrutinised by the Parliamentary Standing Committee on Human Resource Development and the subject was also dealt with in its 165th Report by the Law Commission of India.

3. After taking into consideration the report of the Law Commission of India and the recommendations of the Standing Committee of Parliament, the proposed amendments in Part III, Part IV and Part IVA of the Constitution are being made which are as follows:-

(a) to provide for free and compulsory education to children in the age group of 6 to 14 years and for this purpose, a legislation would be introduced in Parliament after the Constitution (Ninety-third Amendment) Bill, 2001 is enacted;

(b) to provide in article 45 of the Constitution that the State shall endeavour to provide early childhood care and education to children below the age of six years; and

(c) to amend article 51A of the Constitution with a view to providing that it shall be the obligation of the parents to provide opportunities for education to their children.

1.3.4 Meaning of Universalization of Primary Education

The universalization of primary education means, universal access, enrolment, retention and quality education up to the age of 14 years in India. The constitution of India provides for primary education to all the citizens of India vide the Article 45 of the Directives Principles of state policy. 'The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years.' This provision though not mandatory in nature but gives a direction to the governments to effort for providing qualitative primary education to all the citizen of the country. The term universal primary education is also known as Universalization of Primary Education.

There are three components, viz., Universal Provision, Universal Enrolment and Universal Retention. It means the facility of primary education should be available to each child or the country within the radius of one kilometer as per the provisions of the Right of Children to Free and Compulsory Education Act, popularly known as RTE, 2009. All the students who have attained the age for entering to such schools should be enrolled in such schools. This is known as universal enrolment. On the third stage, all the students who have taken admission in a primary school should complete their education. This is termed as Universal Retention. The completion of the cycle of universal provision, enrolment and retention is known as Universalization of Primary Education.

The RTE Act, 2009, provides for the:

(i) Right of children to free and compulsory education till completion of elementary education in a neighborhood school,

(ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

(iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.

(iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

(v) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

(vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

(vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

(viii) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition, (ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

The existing programmes of teacher education at primary and secondary stages are generally based upon the teacher education curriculum framework brought out by the NCTE in 1978. There was another attempt to revise the curriculum in 1988. Most of the institutions now conduct programmes and courses which were revised prior to 1988 document. The developments and changes over the last two decades require a fresh look at the teacher education. The feeling has been echoed by sensitive and concerned teachers and teacher educators. The establishment of the NCTE as a statutory body in 1995 has brought this issue at the centre-stage. Consequently, NCTE began the process of nation-wide consultations to evolve a strategy to develop a new curriculum framework on teacher education. After several consultations, a discussion document was developed and published in September 1996. Now we the National Curriculum Framework of 2005 which was published by National Council of Educational Research and Training (NCERT).

1.3.5, Need and Importance of Universalization of Primary Education

Education is the key of development. A strong education system broadens access to opportunities, improves health, bolsters the resilience of communities- all while fueling economic growth in a way that can reinforce and accelerate these process. As mentioned earlier, primary education is the back bone of secondary, senior secondary and higher education. If the three steps in Universalization of Primary Education viz. Universal Provision, Universal Enrolment and Universal Retention are achieved; the country would undoubtedly serge leaps and bounds on the path of all-round success and development.

On international scenario, universalization of primary education has found place in the United Nation's Millennium Development Goals. Currently, there are more than 75 million children around the world of primary school age who are not in school. Out of these 80 millions are in India alone as per the SSA data in 2009. The Right to Education Act, 2009, has further intensified the movement of universalization of primary education by ensuring schools to all children with one kilometer radius from their residence.

After achieving all the three steps of the universalization of primary education; the question of quality comes up. With quality the success of quantities achievements remains futile. Recently, 'Pratham', a renowned NGO engaged in the task of achieving universalization of primary education, has come up with disappointing results of its survey of government schools. This indicates at the need of quality improvement at the primary school level. The concern of quality location of school, medium of instruction, localization of curriculum, gender equality and cost of education are several other issues which are needed to be addressed as early as possible.

1.3.6 Schemes for Universalization of Primary Education

Primary education is the basic education that ensures success, growth and development of the further stages of education. In any country the number of aspirants of primary education happens to be the greater than the other stages of education. Therefore, providing primary education happens to be one of the most challenging tasks of the government of India. Looking at the history of development of primary education in India, we find that numerous efforts were made at various levels to ensure the provision of primary education to all the children of the country since the establishment of formal system of education in the country.

Underlining the importance of primary education to all, Gopal Krishna Gokhlehad voiced the plea of 'Free and Compulsory Education to all' in the Imperial Legislative Council of Bombay in 1906. However, in 1917, Vithal Bhai Patel got the ' Compulsory Education Bill' (Popularly known as Patel Act) passed in the Legislative Council of Bombay, hi 1930, the 'Compulsory Education Act' was added in the Statute Book of all British Provinces in India. The idea of providing free and compulsory education had got place in the list of fundamental rights in the constitution of free India. But, notably due to lack of sufficient funds the constituent assembly included the provision in form of Article 45 in the Directive Principles of State Policy.

The government of India has endeavored meticulously to ensure the achievement of universal provision of primary education through various schemes from time to time at central as well as at state level. Results of these schemes have been encouraging but not satisfying due the large number of out of school and dropout children in the country. A look at the data of the development of literacy rate in India since 1951 till 2001 endorses the fact.

Table 5.1 Literacy Rate - India (1951-2011)

SNo.	Year	Persons	Male	Female
1.	1951	18.33	27.16	08.86
2.	1961	28.30	40.40	15.35
3.	1971	34.45	45.96	21.97
4.	1981	43.57	56.38	29.76
5.	1991	52.21	64.13	39.29
6.	2001	65.38	78.85	54.16
7.	2011	74.04	82.14	65.46

Source: National Literacy Mission, Govt, of India New Delhi.

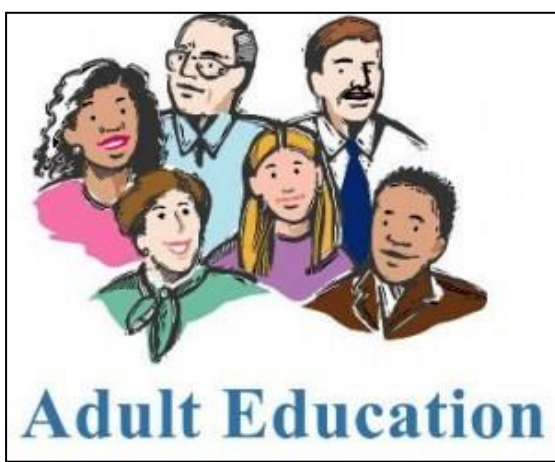
These schemes have undoubtedly been instrumental for kindling the light of education in the lives of millions but there is much to be done even now. A general introduction of some of the schemes of universalization of primary education is mentioned hereunder:

(i) Non formal education

The scheme was introduced in 1979-80 for the children between 6 and 14 years of age who were devoid of formal schooling. The revised scheme covered all the unserved habitations throughout the country where there are no learning centers within a radius of 1Km. It was a part of overall national programme framework for universalization of elementary education.



Fig.5.1 A drive under National Literacy Mission



National Literacy Mission (MLM)

NLM was launched in 1988 with an aim of attaining a sustainable threshold literacy level of 75 per cent by 2005. The mission seeks to achieve this goal by imparting functional literacy to non-literates in the age-group of 15-35. In order to ensure that the learners make a smooth transition from guided learning to self-learning, the postLiteracy Campaigns (Continuing Education Programmes) were launched after the basic phase. These included life long learning opportunity through a host

of programmes viz. income-generating programme, quality of life improvement programme, and Individual interest promotion programmes.

National Programme for nutritional support to primary education



The scheme commonly known as Mid-Day Meals Scheme was launched on August 15, 1995. Along with the provision of complete and nutritive diet, the scheme also aimed at improving enrolment, attendance and retention of primary school students. Under the scheme cooked meals or processed food is provided to the children studying in all government, local bodies and government-aided schools.

In 2001 MDMS became a cooked Mid Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid Day Meal with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. The Scheme was further extended in 2002 to cover not only children studying in Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres.

In September 2004 the Scheme was revised to provide for Central Assistance for Cooking cost @ Re 1 per child per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to personnel or amount payable to agency responsible for cooking. Transport subsidy was also raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states and Rs 75 per quintal for other states. Central assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2% of the cost of foodgrains, transport subsidy and cooking assistance. A provision for serving mid day meal during summer vacation in drought affected areas was also made.

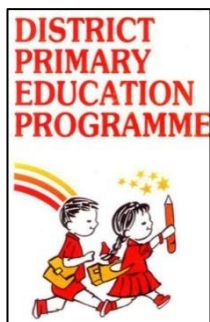
In July 2006 the Scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North Eastern Region and Rs 1.50 per child / school day for other States and UTs. The nutritional norm was revised to 450 Calories and 12 gram of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner were made.

In October 2007, the Scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) and the name of the Scheme was changed from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid Day Meal in Schools'. The nutritional norm for upper primary stage was fixed at 700 Calories and 20 grams of protein. The Scheme was extended to all areas across the country from 1.4.2008. The Scheme was further revised in April 2008 to extend the scheme to recognized as well as unrecognized Madarsas / Maqtabs supported under SSA .



Fig.5.2, An Endeavour of the National programme for Nutritional Support to Primary Education

District primary education programme



DPEP was launched in November 1994 as a major initiative to achieve the objective of Universalization of Primary Education (UPE). However, the programme was not implemented in all the state of India but selected states only. The programme was implemented through state level registered societies with objectives of:

- ✓ Providing access to primary education for all children
- ✓ Reducing primary drop out rate to less than 10 per cent
- ✓ Increasing learning achievement of primary school students by 25%
- ✓ Reducing the gender and social gap to less then 5 per cent

Lok Jumbish

Lok Jumbish was an innovative project to evade illiteracy through people's active participation. It was launched in Rajasthan with assistance from Swadesh International Development Authority (SID A) to achieve Education for All (EFA) by the year 2000. The programme was funded by SID A, government of India and government, of Rajasthan in 3:2:1 ratio. The third phase ended in June 2004 was assisted by the Development for International Development (DFID), United Kingdom.

MahilaSamakhya

This Programme of Education for Women's Equality was a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. It was being implemented in 9,000 villages of 53 districts spread in 10 states. MahilaSanghas were established as the nodal points where all activities were planed and provide the space where women could meet, be together and discuss their problems. The funds earmarked for the Sangh could be deposited in a bank or post office account to be used collectively by the women folk for a period up-to three years. Hence, this was a scheme of women empowerment through education.

Janshala

This programme was a collective effort of the Government of India and five UN agencies - UNDP, UNICEF, UNESCO, ILO and UNFPA to provide programme support to the ongoing efforts towards achieving UEE. It was a community based programme, which aims at making primary education accessible and effective. It was centered on the girls and children in deprived communities, marginalized groups, SC/STs, minorities, working children and children with specific needs.

1.3.7 Operation Blackboard

Operation Blackboard was a centrally-sponsored programme launched in 1987 in pursuance of National Policy of Education, 1986, to provide the bare minimum crucial facilities to all primary schools in the country. Under the scheme provision of at least two reasonably large rooms with at least two teachers and necessary Teaching-Learning Materials was made essential for every existing primary school. The panel of experts in framing the NPE, 1986, experienced that one of the biggest obstacle in the universalization of primary education is severe dearth of essential equipment in the existing primary schools. This condition enhanced enthusiasm in teachers as well as students to continue or excel in primary education.

During 1993-94 the scheme was extended to cover upper primary schools also. It provided for three rooms and an additional teacher. The comprehensive scheme of Operation Blackboard (OB) the provision of amenities was extended to Scheduled Class, Scheduled Tribes and tribal areas. Broadening the parameters of facilities, the revised scheme provided three teachers and three rooms wherever enrolment extended more than 100 in the primary school. After the primary classes, at least one room was to be provided for each class or section. Along with the extra classrooms; a headmaster-cum-office room, separate toilet facilities for girls and boys and essential teaching ming equipments, including a library was also recommended. The construction of ildings was to be done by using innovative designs suitable to the local conditions.

To ensure quality improvement through the operationalization of Operation Blackboard it was decided that state governments will take care of repair or replacement of the impaired or damaged teaching-learning equipments (TLMS). Enough flexibility was provided for the purchase of TLMs relevant to the curriculum and the local needs. A contingency grant for replenishment of items, consumable and minor repairs and incident expenditures was also recommended.

For qualitative development of primary education and optimum use of the Teaching Learning Materials, the existing teachers of primary schools were planned to be trained in using the teaching materials under a specially designed teacher training programme. To enhance admission and retention of girls in primary education, it was decided that at least 50 per cent of the teachers appointed will be women. Funds for the appointment of additional teachers will be borne by the Central Government. Implementation and management of the scheme was done through state governments. In 2002-03, this scheme was subsumed in Sarva Shiksha Abhiyan.

Evaluating the success and achievements of the Operation Blackboard, the Implementation Report of the Eight Five Year Plan (Volume II, Unit 3, Section III, viz. Achievements during the eighth plan period); it is mentioned that 'As many as 5.23 lakh schools have been provided with books and teaching equipment worth ₹ 10,000 each, 1.47 lakh single teacher schools a second teacher and the construction of 1.74 lakh classrooms undertaken. The scheme was extended to cover upper primary schools and, with Central assistance, 47,000 schools have been allowed to purchase teaching-learning materials worth ₹ 40,000 each (₹ 50,000 for schools in tribal areas) and 33,600 posts have been created for adding a third teacher in schools with enrolment exceeding 100. In the Eighth Plan, the expenditure on Operation Blackboard is likely to be Rs. 816.26 crore against the outlay of Rs. 279 crore. About 4.5 lakh teachers have undergone special orientation for the use of teaching materials provided under the Operation Blackboard Scheme. This training programme was called the Special Orientation of Primary Teachers (SOPT) during the Eighth Plan'.

5.3.8 Sarva Shiksha Abhiyan (SSA)



One of the most comprehensive programmes initiated by the Government of India to tackle the problems of illiteracy is Sarva Shiksha Abhiyan (SSA), which was launched in the year 2000. Earlier the programme was under the banner of Universalization of Elementary Education (UEE) on the same aims and objectives and in a time bound manner. The need of such programme was being felt since the 86th amendment to the Constitution providing free and compulsory Education to the all the children in India between 6 and 14 years age group as a

Fundamental Right.

This programme was evolved from the recommendations of State Education Ministers Conference held in October, 1988, to pursue Universal Elementary Education as a mission. Objectives of the programme included admission of all children between 6 and 14 yrs of age to schools under Education Guarantee Scheme by 2003. Focus on elementary education of satisfactory quality with emphasis on education for life was ensured. The programme also aimed at bridging all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

SSA is the flagship programme being implemented in partnership with state governments to cover the entire country and address the needs of 192 million children in 1.1 million habitats with the following objectives:

- ✓ To open new schools in the areas without them and to expand existing school infrastructure.
- ✓ To address the problem of inadequate teachers and provide training for existing teachers.
- ✓ To provide quality elementary education including life skills with a special focus on the education

of girls, children with special needs, scheduled casts, scheduled tribes and tribal children as well.

- ✓ To ensure and strengthen school facilities and infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.
- ✓ To provide grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.

The issues and challenges underlined in the SSA are discussed in the Implementation Report of the Eight Five Year Plan (Volume II, Unit 3, Introduction section) vide the following paragraphs: 'The strategy of educational development during the next decade of planning takes into account various emerging factors like (i) the national goal of providing primary education as a universal basic service, (ii) the Supreme Court judgment declaring education to be a fundamental right for children up-to 14 years of age, (iii) the need to operationalize programmes through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs), (iv) the legal embargo on child-labour, (v) the provisions of the Persons with Disabilities Act, 1995, and (vi) heightened awareness of human rights violations in respect of women, children and persons from disadvantaged sections of society. It is also realized that a large number of out-of-school children, who figure neither in school enrolments nor in the calculations of identifiable child-labour, are to be provided access to schooling. It is equally necessary that the problem of universal elementary education and literacy is tackled through a strong social movement with clearly perceived goals and involving the State and Central Governments, Panchayati Raj Institutions, Urban Local Bodies, voluntary agencies, social action groups, the media and every supportive element in society'.

CHECK YOUR PROGRESS

4. For which areas is the Constitution of India a guiding force?
5. What is the role of the central government in the field of education?
6. What is meant by the universalization of primary education?

5.4 REGIONAL IMBALANCES IN EDUCATION

Regional imbalance is the disparity in economic and social development of two regions. Imbalances in the area of setting up industries, service sectors, educational institutions, health care facilities etc. of the same country.

India is a vast country. Its vast size, numerous political divisions and varied socio, cultural as well as economic status makes it a country of differences. This difference is vividly apparent in the heterogeneous spread of education at various levels. There are several states in India who are very rich as far as education standards are concerned, whereas there are others who are striving even for the universal provision of education to all the aspirants in the state. This condition of imbalance of academic facilities and educated persons in various states of the country is termed as the regional imbalance in education.

Several states of India particularly Kerala, Gujarat, Himachal Pradesh, and Karnataka are good at the track of education whereas few states like Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Jharkhand, and Chhatisgarh are backward on this scale. On one hand Kerala is at the top of literacy scale on the other hand the states of Bihar and Uttar Pradesh are at the bottom. A long list of states can be made who are fall in between these two extremes and have not been successful to serge ahead on the educational scale. There are varied reasons of this regional imbalance which include economic condition, social structure, academic infrastructure, size of population, resources available and so on. The will power of the governments of particular states also matters a lot in the up-gradation of the educational standards. Several common factors

influencing the academic status of a particular region are listed hereunder:

- Size of population
- Availability of academic infrastructure
- Budgetary Expenditure on education
- Educational policy of the state or local bodies.
- Social inequality between boys and girls
- Drastic concerns of casts and untouchability
- Apathy of parents towards education of their children
- Unavailability of suitably qualified teachers
- Accessibility of schools from vicinal locality

Due to the aforementioned reasons of the severe regional imbalances in education the enrolment of primary students varies widely from one region to the other. For example the educational statistics of the Department of Education, Ministry of Human Resource Development, Government of India for the year 2000-2001 indicated that the enrolment ratio of primary standard of the state of Gujarat was as high as 126.16. On the other hand, the same was as low as 65.69 in the Uttar Pradesh. A table mentioned in the report will be helpful to understand the regional imbalance in the enrolment of primary education:

Table 5.2 *Enrolment Ratio of Five States in the Year 2000-2001*

S. No.	Name of the state	Enrolment ratio from I to V	Enrolment ratio from VI to VII
1	Gujarat	126.16	66.51
2	Madhya Pradesh	111.42	58.78
3	Andhra Pradesh	104.07	48.95
4	Uttar Pradesh	65.69	37.42
5	Bihar	79.87	31.29

The data in the table is evident that there exists a severe imbalance in educational opportunities, status and standards of education in various parts of the country. Several commissions including the Kothari Commission (1964-66) and National Policy of Education (1986) have put their attention towards this condition and suggested innovative measures to ensure equalization of educational opportunities in all parts of country and to all citizens of the nation. Some of these are listed below:

- Preparing a comprehensive plan for enrolment of all children of admission age.
- Provision of sufficient funds for primary education with the local bodies.
- Counseling parents about the importance of school education for their wards.
- Launching campaigns for promoting education for girls, scheduled casts and scheduled tribes children.
- Ensuring existence of schools with adequate facilities within one kilometer radius of all localities.
- Ensuring availability of essential teaching-learning aids in all schools.
- Appointment of trained teachers in all primary schools or providing training to the working teachers.
- Appointing at least 50% female teachers at primary level to promote girl education.
- Construction of washroom facilities separately for boys and girls in all schools.
- Launching special drives for enrolling but of school children of appropriate age.
- Providing incentives, nutritious food, uniform and stationary to poor children in primary schools.
- Enhancing the role of central government in planning and funding the schemes of universalization of primary and elementary education.
- Inviting private sector, corporate and non-governmental organizations (NGOs) in the task of ensuring quality education to the children of particular areas.

As a matter of fact most of the above listed measures are being adopted by various states to achieve equalization of educational opportunities to all and perform better on the national scale of education. If all the

states could implement the mentioned measures on priority basis; the regional imbalance in education would be soon a subject of past.

1.4.1 Developments in Recent Years

Another serious challenge is the presence of teachers without professional qualifications approved by the National Council of Teacher Education (NCTE), as is required under the RTE Act. There are about 8.1 lakh untrained teachers in the country with four States—Bihar, UP, Jharkhand and West Bengal—accounting for 72 per cent of them.

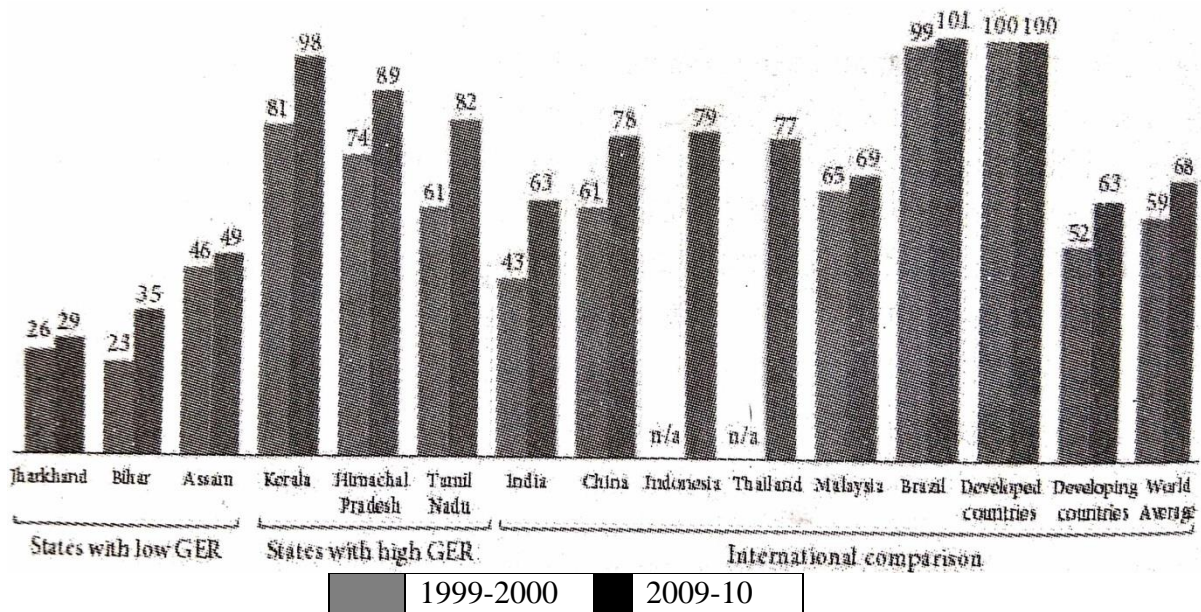
The gross enrolment ratio (GER) at upper primary level is low, even though it improved by 11.8 per cent in the four years between 2006-07 and 2009-10. At 62 per cent the net enrolment ratio (NER) at upper primary level is also a cause for concern. This varies from 47 per cent in UP and 53.1 per cent in Bihar to 91 per cent in Tamil Nadu and 83 per cent in Himachal Pradesh.⁴ It is evident that although a larger number of children are entering the educational system, all of them are not progressing through the system and this progression is uneven across the States.

A large number of children are still out-of-school (OoS). Of the 8.1 million out-of-school children (OoS) in the country in 2009, UP (34 per cent), Bihar (17 per cent), Rajasthan (12 per cent) and West Bengal (9 per cent) account for 72 per cent.⁵ Although surveys have reported a decline in the proportion of OoS to the corresponding child population of various communities such as SCs, STs and Muslims, these estimates need to be taken with caution, keeping in mind the steep decline in absolute numbers of OoS reported in the corresponding period. A recent study for rural India places the proportion of children not enrolled in schools at 3.5 per cent. However, in a few States like Rajasthan and UP, the percentage of OoS girls in the age group of 11-14 years is as high as 8.9 per cent and 9.7 per cent, respectively.

The mid day meal scheme (MDMS) covered 7.18 crore primary school children and 3.36 crore upper primary school children in 2010-11. The coverage of children in the States of Bihar (43 per cent), UP (57 per cent) and Jharkhand (58 per cent) is below the national average of 72 per cent, whereas it is well above the national average in Chhattisgarh (83 per cent) and Odisha (82 per cent). Based on the Annual Work Plan and Budget of the States/UTs for the year 2012-13, the district-wise performance of the MDMS in all the States/UTs has been analysed and the poor performing districts (144) have been identified for focused attention. Of the poor performing districts, 17 are in areas affected by the Left Wing Extremism (LWE); 11 in the North Eastern States (Tripura—3, Meghalaya—4, Assam—4); 17 in tribal districts, and 13 in the hilly areas (Uttarakhand—4, J&K—9).

GERs at the secondary (Class IX-X) and senior secondary (Class XI- XII) levels are 62.7 per cent and 35.9 per cent, respectively, leading to a combined GER for Class IX-XII at a considerably low 49.3 per cent. The significant dip in GERs from secondary to senior secondary level for all categories is driven by a number of factors including general lack of access, paucity of public schools, high cost of private senior secondary education and poor quality of education, along with the very important factor of high opportunity cost of deferred entry into the workforce. India's GER at the secondary level is close to that of the average for all developing countries (63 per cent), but substantially lower than that of emerging economies like China, Indonesia, Thailand and Brazil.

Within the relatively low GER at the secondary level, there are wide regional and inter-State variations. Among the major States, secondary level GERs are as low as 29 per cent in Jharkhand and 35 per cent in Bihar and as high as 89 per cent in Himachal Pradesh and 98 per cent in Kerala, as compared to the national level (62.7 per cent). At the Senior Secondary level, the GER ranges from being very low at 6.5 per cent in Jharkhand and 13 per cent in Assam and quite high at 60 per cent in Haryana and 69 per cent in Himachal Pradesh. In addition, in some States like Rajasthan and MP, the gender gap in GER is as wide as 20 per cent.



Source: Selected Education Statistics, Ministry of HRD, 2009-10, EFA-GMR-2011 and UIS.
Fig. 5.3 GER for Secondary Education: By States/Select Countries (High/Low GER States and International Comparisons)

Even though GER in higher education at the national level is 18 per cent, there are wide inter-State variations. Delhi, Chandigarh and Puducherry, which attract a large number of students from outside their States, have GERs exceeding 30 per cent while States like Bihar, Jharkhand, Assam, Rajasthan, Odisha and West Bengal have significantly lower GERs.

CHECK YOUR PROGRESS

7. Name five schemes run by the Government of India for achieving universalization of primary education.
8. When and why was Operation Blackboard launched?
9. What is meant by regional imbalance in education?

1.5 QUALITATIVE DEVELOPMENT OF PRIMARY AND SECONDARY EDUCATION

There have been numerous efforts to ensure the reach of primary and elementary education to the all the eligible children of the country. These efforts have yielded encouraging outcomes in many parts of the nation. Fortunately, a number of corporate houses and non-governmental organizations (NGOs) have joined hands with the government in ensuring primary education to maximum number of children in various parts with the help of state governments. After universal provision, universal enrolment and universal retention also, there lies another big problem which many a times dissipates the very purpose of education. This is the issue of qualitative development of primary and secondary education in the country.

The concept of quality in school education means the achievements of the desired learning objectives at the level of mastery. The definition of quality education as per the International conference on improvement of quality of secondary education is the education that is relevant and innovative in its objectives, content, means and processes. In our country a minimum level of learning is set to ensure quality in education. The

same has been stressed upon in the Right of Children for Free and Compulsory Education Act (RTE), 2009. Hence, the concept of quality is a matter of concern in Indian education.

In order to ensure qualitative improvement in Indian education the National Curriculum Framework, 2005, has suggested basic reforms in pursuance of quality. The following suggestions of the NCF, 2005, are especially quotable:

- The school curriculum should be wide-ranging and flexible.
- The syllabi and textbooks should be based upon redefined subject matter to enhance pedagogical space of the students.
- Curriculum should be entwined around the needs and surroundings of rural and marginalized children. Re-organization of transaction and evaluation strategies to make them democratic, continuous and comprehensive.
- To provide flexibility in subject choice to make education student friendly.

Apart from the initiatives mentioned in the NCF, 2005, there have been efforts of ensuring qualitative learning in several policies and programmes of primary and secondary education. For example, National Policy of Education, 1986, laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people. The policy indicated a National System of Education to provide education of a comparable quality to all students irrespective of caste, creed, location or sex. It urged to take effective measures such as the 'Common School System' recommended in the 1968 Policy.

Along with, the Central government and various state governments have endeavoured to ensure quality education at primary and secondary standards. These include Scheme for Universal Access and Quality at the Secondary Stage, a centrally-assisted programme known as SUCCESS. The programme aimed at universalizing quality education with focus on science and maths. 'Roopantar', a scheme by the government of Delhi, aims at providing comfortable learning environment to students. The Quality Council of India is the national accreditation body provides a framework for the effective management and delivery of holistic education programme aimed at overall development of students. The system of continuous and comprehensive evaluation (CCE) of students' achievements is also an apt step towards ensuring quality in education.

CHECK YOUR PROGRESS

10. Name some of the schemes for ensuring quality improvement in education.

1.6 SUMMARY

In this unit, you have learnt that:

The history of primary education in India is as old as its civilization. It has been there since the Vedic period. It existed in the Buddhist and Medieval period as well with contemporary modifications. The missionaries from Western countries established primary schools of Western standards in various parts of India. These were regularized by the British government to give them a standardized format on the line of the English education.

After Independence, the government of free India worked meticulously in the light of the constitutions provisions for the universalization of primary as well as elementary education. The Kothari Commission (1964-66), National Policy of Education, 1968, Programme of Action, 1992,

and National Curriculum Framework, 2005, did a lot to ensure the provision of quality education to the masses of this vast country.

Education is like a touchstone to change the course of life of an individual.

The Constitution of India contains as many as 34 provisions related to education. These provisions are in the form of articles, entries, rights to special categories, admission norms, language and special provisions. These provisions are being followed by the government in as areas of school plant such as the structure, management, curriculum, syllabi, special provisions and features of education.

Article 45 of the directive principles of the state policy provide for universalization of education. The term universalization, in this context, means universal provision, universal enrolment and universal retention of students in schools till the completion of their education. To implement this directive of the Constitution Central and state governments have launched several schemes. The prominent among them are Non-Formal Education, National Literacy Mission, National Programme for Nutritional Support to Primary Education, District Primary Education Programme, Lok Jumbish, MahilaSamakhya, Janshala, Operation Blackboard and Sarv Shiksha Abhiyan (SSA).

Among the schemes of universalization of education, two centrally-sponsored schemes, viz., Operation Blackboard (OB) and Sarv Shiksha Abhiyan (SSA) are more important due to their nature of objectives and mode of operationalization.

Operation Blackboard was a centrally-sponsored programme launched in 1987 in pursuance of National Policy of Education, 1986. It aimed at providing the bare minimum crucial facilities to all primary schools in the country especially in the academically backward areas.

Under the scheme, provision of at least two reasonably large rooms with at least two teachers and essential Teaching-Learning Materials was made essential for every existing primary school.

During 1993-94 the scheme was extended to cover upper primary schools also by providing at least one room for each extra class.

Along with the extra classrooms; a headmaster-cum-office room, separate toilets for girls and boys and library room were also recommended. The responsibility for repair or replacement of the impaired teaching-learning equipments was given to the state governments. In 2002-03 this scheme was subsumed in the Sarva Shiksha Abhiyan.

The other plan Sarv Shiksha Abhiyan (SSA) was also launched by the central government in the year 2000 to achieve Universalization of Elementary Education (UEE). The need of such programme was felt due to the 86th amendment to the Constitution, which aimed at providing free and compulsory education to the all the children in India between 6-14 years age group as a Fundamental Right.

The SSA was implemented in partnership with state governments to fulfill the needs of 192 million children in 1.1 million habitats. Its objectives included to open new schools and expand existing school infrastructure, to enhance appointment of inadequate number of teachers and provide training for existing teachers, to provide quality education particularly for girls, children with special needs, scheduled casts, scheduled tribes and tribal children, to strengthen school facilities and infrastructure and to provide grants for developing teaching-learning materials. Results of these two schemes were very positive and encouraging.

All such schemes were planned and executed to ensure universal quality education to all children of school age but due to the vast size, political divisions, varied socio-cultural and economic standards the goal of universal provision of education is still unfulfilled.

There are several regions of India which have good academic progress, but many others are lagging far behind even from the national standards. This condition of imbalance of academic facilities in various states is termed as the regional imbalance in education.

This imbalance is due to several common factors such as size of population, availability of infrastructure, poor economic condition, insufficient expenditure on education, social inequality between boys and girls, untouchability, indifference of parents towards education and non-qualified teachers.

The educational statistics of the Department of Education, MHRD, (2000-2001) indicated that the enrolment ratio of primary standard of Gujarat was 126.16 whereas the same was 65.69 in Uttar Pradesh. This imbalance can be curbed by preparing a comprehensive plan for enrolment of all children of admission age along with several other measures.

Along with the quantity the quality of education also is important to get desired results out of the schemes and

programmes being run by various governments.

The concept of quality in school education means the achievements of the desired learning objectives at the level of mastery.

To ensure qualitative improvement in Indian education the National Curriculum Framework, 2005 has suggested several ways including making school curriculum wide and flexible, enhancing pedagogical space of the students, framing curriculum around the needs and surroundings of children, refraining the transaction and evaluation strategies and providing flexibility in subject choice to make education student friendly.

Apart from the NCF, several government programmes such as the Scheme for Universal Access and Quality at the Secondary Stage (SUCCESS), 'Roopantar', a scheme by the government of Delhi, the Quality Council of India and the system of continuous and comprehensive evaluation (CCE) also are playing well in ensuring quality education for students in the country.

1.7 KEY TERMS

- **Primary education:** The first stage of compulsory education
- **National Literacy Mission:** The National Literacy Mission Programme is an Indian programme which aims to make 80 million adults in the age group of 15 - 35 literate over an eighty year period
- **Lok Jumbish:** An innovative project to evade illiteracy through people's active participation
- **UNICEF:** An agency of the United Nations established in 1946 to help governments (esp. in developing countries) improve the health and education of children and their mothers
- **UNDP:** A global development network. It advocates for change and connects countries to knowledge, experience and resources to help people build a better life
- **UNFPA:** An international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity
- **ILO:** One of the oldest components of the UN system of specialized agencies and has been involved over the years in appraising and seeking to improve and regulate conditions for seafarers

18 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The union list has 97 subjects and only six are related to education. These six are: (i) Entry 13 (ii) Entry 62 (iii) entry 63 (iv) Entry 64 (v) Entry 65 (vi) Entry 66.

2. Article 29 and 30 of the constitution provides that those having a distinct language, script or culture of their own shall have the right to conserve the same.

3. Article 21A was added in the Constitution as the 86th amendment, in the year 2002. It says that - 'The State shall provide free and compulsory education to all children of the age of six to fourteen years.

4. The Constitution of India is a guiding force for central as well as state governments in the areas of the structure, management, curriculum, syllabi and special provisions of education in India.

5. The central government is responsible for planning of education, funding of schemes and establishment as well as management of the institutions of higher education throughout the country. Special schemes and drives like Operation Blackboard, Sarv Shiksha Abhiyan are also conducted by the centre. The central government bears the responsibility of liaising with international organizations such as UNESCO and UNICEF.

6. Universalization of education is an internationally accepted term for the steps of providing education to all aspirants. These steps are Universal Provision, Universal Enrolment and Universal Retention.

7. Five schemes run by the Government of India for achieving Universalization of Primary

Education are: National Literacy Mission, National Programme for Nutritional Support to Primary Education, District Primary Education Programme, Operation Blackboard and Sarv Shiksha Abhiyan are five prominent schemes to achieve universalization of primary/elementary education.

8.Operation Blackboard was a centrally sponsored programme launched in 1987 to provide minimum crucial facilities to all primary schools in the country. Under the scheme provision was made to provide at least two large rooms with two teachers and essential Teaching-Learning Materials. In 1993-94 the scheme was extended to cover upper primary schools also. Along with the extra classrooms; a headmaster-cum-office room, separate toilets for girls and boys and library room were also recommended. This scheme was subsumed in Sarva Shiksha Abhiyan in 2002-03.

9.Regional imbalance in education means the difference in educational opportunities, enrolment and rate of retention in various regions of the country. In other words the condition of imbalance of academic facilities in various states is termed as the regional imbalance in education.

10. Central and state governments have launched several schemes to upgrade quality of education at various levels. Few of these are the Scheme for Universal Access and Quality at the Secondary Stage (SUCCESS), 'Roopantar', a scheme by the government of Delhi, the Quality Council of India and the system of continuous and comprehensive evaluation (CCE).

1.9 QUESTIONS AND EXERCISES

Short-Answer Questions

- 1.What entries, related to education, in the union list, state list and concurrent list?
- 2.What are the provisions of Article 28 that are related to minority communities?
- 3.List the objectives of the District Primary Education Programme.
- 4.What are the objectives of Sarv Shiksha Abhiyan?

Long-Answer Questions

- 1.Give a list of provisions, since the implementation of the Constitution in 1950 till the inclusion of Article 21A in 2002, after the 86th Amendment in the Constitution.
- 2.Write a note on the implication of the Constitutional Provisions on Education.
- 3.Discuss the schemes for universalization of primary education.
- 4.Explain the salient features of Operation Blackboard.
- 5.Describe the effects of regional imbalances in education.
- 6.What qualitative development has taken place in primary and secondary education in India?

1.10 FURTHER READING

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UNIT 3 HIGHER EDUCATION AND ITS PROBLEMS

Structure

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 Unit Objectives
 Aims and Objectives of Higher Education in India
 Structure of Higher Education in India
 Structure of Higher Education
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INTRODUCTION

Education has always been recognized as a major instrument to achieve the objectives of Social, Economic and Political development of a nation. Education is considered to be a powerful weapon of social transformation, economic development and human resource development. While the school education equips the society with the enlightened and spirited workforce, higher education provides competent

leadership by supplying skillful and competent human resource. The important functions of higher education are: creation and dissemination of knowledge, supply of manpower, attitudinal changes for modernization and social transformation, promotion of higher quality of individual and social life and fostering of the spirit of nationalism. Thus, the role of higher education at present is multifaceted. In the first decade of the 21st century, higher education encompasses opening of new avenues of learning academic restructuring, up gradation of technology, revamping of traditional technology and mutual sharing of expertise, innovations, knowledge management, entrepreneurship, media convergence and globalization.

Higher education is defined simply as the education after schooling. It is the education that aims to attain mastery over a subject or a set of subjects of one's preference. The international definition of higher education indicated that it is the post school education which is named either as higher education, further education, tertiary education and under-graduate education. Higher education comprises three stages. The first one is under-graduate or graduation degree. The next one is post-graduation or masters Degree in a specific subject, and the next one is a research degree which is bifurcated into Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) disciplines. It is usually a degree level education, which takes three to four years for completion and award of degree.

Higher education is basically theoretical in nature, including practical or research work as per the nature of the subject adopted. In brief, it may be said that higher education is post-school education which is delivered in colleges, institutions of higher education, training college, technical colleges, and so on, as per the nature or stream of studies. These streams are numberless. Some of them include arts or humanities, commerce, sciences, medical, engineering, management, and technical subjects.

In this unit, we will discuss in detail the problems related to higher education in India.

UNIT OBJECTIVES

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

Discuss the objectives of higher education in India
Explain the structure of higher education in India

Describe the problems in higher education in India—scarcity of financial resources, upgrading the curriculum, management of private institutions and autonomy of universities
Analyse the issues related to curriculum and evaluation in higher education

AIMS AND OBJECTIVES OF HIGHER EDUCATION IN INDIA

The tradition of higher education is age old in India. Even in the pre-Vedic ages, there used to be three types or levels of education in India. The first stage of education used to complete after twelve years. The pass outs of this education were given the title of '*Snatak*'. The second level of education used to continue for another 12 years. These students were given the title of '*Vasu*'. The third stage of education prolonged up to 36 years, and the degree or title '*Rudrc*' was awarded to the pass outs. The last stage of education used to prolong up to forty-eight years. The scholars who used to pass this level of education were considered to be the experts of their fields and were given the degree of '*Adityc*', which means 'sun' or the source of light, life and energy.

The system of specialized or higher education continued consistently in late Vedic, Buddhist and Muslim periods. The time period of various levels of education and the titles awarded after achieving specific levels of education changed from time to time. For example, in Buddhist education the scholars were called '*Bhikkhus*' after passing the higher level of education. In medieval education, there were titles such as '*Aalim*', '*Kamil*', '*Fazil*' and '*Qubil*' that were awarded to the passed outs of higher levels of education.

The system of higher education was overhauled with the intervention of the British during the colonial period. Universities were established, colleges were affiliated and new nomenclature

for degrees and certificates were decided. Later, especially after the recommendations of Wood's Despatch in 1854, there came a revolution in the quarter of higher education in India. The reports of Indian University Commission(1904) and Calcutta University Commission (1917) also set milestones in the development of international standard higher education in India.

In the post-Independence era, the University Education Commission (or Dr. Radhakrishnan Commission) (1948), National Education Commission or Kothari Commission (1964-66), National Education Policy (1968), National Education Policy (1986) and its programme of action (1992) are a few notable commissions and committees linked with higher education in India. As a result, the number of universities has come up from 26 in 1951 to 574 in 2011 and the number of colleges from 695 in 1951 to 35539 in 2011. Enrolment of students also has crossed 1,50,00,000 mark in comparison to 3,60,000 in 1951. Expenditure upon the establishment and management of higher education has also gone up many times since Independence.

In the First Five-Year Plan (1951-56), the total amount spared for university education was merely 14 crore rupees, whereas the amount allocated for higher education in the twelfth Five-Year Plan was Rs 22891 crores. These efforts have yielded promising results and Indian higher education is leaping in quality and quantity. Yet, there is much to be done to meet the international standards in the field of higher education.

Objectives of higher education have also undergone tremendous change in the course of its development since the ancient times. The process of change in the objectives of higher education has several distinct stages viz., the Vedic age, Buddhist Age, Medieval Age, Colonial Age and Post-Independence Age. Radhakrishnan Commission (1948) and Kothari Commission (1964-66) have done much to distinguish the objectives of higher education. ***The National Policy of Education, 1986***, has redesigned the objectives of higher education and tried to make relevant and competitive as per the needs of time and needs of the progressive India. As per the policy, the chief objectives of higher education in India are to:

- Reflect upon the critical social, cultural, economic, moral and spiritual issues.
- Make the higher education proactive and research oriented in view of the dynamic society constantly entering the uncharted areas of knowledge and functioning.
- Strengthen and expend faculties, departments, facilities and quality of academics, experiments, teaching-learning strategies and material, as well as human resource in order to make education more and more competent and competitive.
- Upgrade the management, leaning and research systems of the universities and colleges.
- Ensure the interest and success of private players in the field of education, the government needs to create autonomous departments within universities on a selective basis.
- Redesign the existing programmes and courses to meet the expectations and requirements of specialization with special emphasis on the competence related to the languages.
- Increase flexibility in the combination of programmes to facilitate inter-disciplinary research and development.
- Enhance state level planning and coordination of higher education through national councils and University Grants Commission (UGC) to keep a watch on the standard of

education.

- Upgrade and enhance the intervention of science and technology in transactional methodology.
- Employ qualified and capable manpower on merit basis and also make arrangements for teacher preparation.
- Enhance support to ensure high level research in higher education institutions and universities. Suitable mechanism will be setup by the UGC to ensure coordination among the universities in research areas, especially in science and technology.
- Pay special attention to enhance research in humanities and social science to fulfil the need for the synthesis of knowledge. Efforts will be made to research and secure the ancient knowledge and to relate it with the contemporary reality.
- Develop a mechanism of sharing of human and material resource among the institutions of higher education to make-up the deficiency the quality implements in the field of research and development in higher education.
- Establish open universities to augment opportunities for higher education as an instrument of democratizing education.
- Take-up appropriate steps to de-link degree from jobs in selected areas.
- Establish rural universities on the lines of Mahatma Gandhi's ideas of basic education and mass education.

Some of the aims of university education, as put down by ***Kothari Commission (1964-66)***, are as follows:

- The aim of higher education is to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and benefits in the light of new needs and discoveries
- The aim of higher education is to provide right kind of leadership in all walks of life.
- The aim of higher education is to supply society with competent men and women trained in the fields of agriculture, arts, medicine, science and technology and different other professions.
- The aim of higher education is to take the attitudes and values for developing good life of an individual and the society.

STRUCTURE OF HIGHER EDUCATION IN INDIA

The structure of higher education has two dimensions. The first dimension is that of the types of institutions, their establishment and management, which in short is termed as the 'institutional framework or structure'. The other dimension is the degrees and certificates awarded at the culmination of the programme. This specification is usually termed as 'academic structure of higher education'. Both types of structure are explained hereunder with required details.

A. Institutional structure of higher education

As far as the institutional framework is concerned, it consists mainly of seven types of institutions. These are as follows:

Central
universities
State
universities
Open
universities

Institutions established by state legislative act such as private
universities Deemed universities

Institutes of national
importance Colleges
affiliated with universities.

At present, there are 42 central universities, 286 state universities, 14 open universities, 129 deemed universities, 115 private universities or institutions established by state legislative acts of various states of India, 39 institutes of national importance, and more than 52,000 colleges affiliated with universities. These include both the colleges aided by the government and unaided i.e., not receiving any aid from any government. These institutions are opened by the central government or the state governments, private education societies and non-governmental organizations (NGOs). These are regulated by specific bodies such as University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Medical Council of India (MCI), and Distance Education Council of India (DEC).

There is an active and effective system for ensuring and maintaining quality in the institutions of higher education. Various regulatory bodies have constituted specific organizations to ensure and monitor quality concerns in specific types of universities, colleges and institutes through auditing and inspection at given intervals. One of such regulatory bodies is National Assessment and Accreditation Council (NAAC), which was established by the UGC in 1994. A similar function related to technical education is conducted by the National Board of Accreditation (NBA), which was set up by AICTE in 1994; and in case of agricultural education conducted by the Accreditation Board (AB), which was set up by Indian Council of Agricultural Research (ICAR) in 1996.

B. Academic structure of higher education

Next to the institutional structures of the institutions of higher education in India, there lies the system of programmes and courses and their time frame. In this context, the structure of education may be categorized into three layers:

Under-graduate programmes (Bachelor's degree) Post-graduate programmes (Master's degree), and Research programmes (Doctoral degree).

A detailed description of the academic structure of higher education in India is explained hereunder with required particulars:

Under-graduate (Bachelor's degree) programmes: It is usually an undergraduate academic degree awarded generally for a programme starting after schooling and lasting up to three or four years. This may have varied nomenclatures depending upon the type of Bachelor's programme opted. For example, Bachelor of Arts (BA) after humanities programme, Bachelor of Commerce (B Com) after commerce stream, Bachelor of Science (B Sc.) after undergoing a programme in sciences stream, Bachelor of Technology (B Tech.) after technological programmes, Bachelor of Business Administration (BBA) after management programmes, and so on.

Post-graduate (Master's degree) programmes: It is an academic degree usually awarded for completion of a postgraduate programme offered after three or four

graduation programme. Post-graduate programmes long usually from one to two years in duration. Like graduation the degree of post-graduate programmes also has subject specific nomenclature. For example Master of Arts (MA) after humanities programme, Master of Commerce (M Com) after commerce stream, Master of Science (M Sc.) after undergoing a programme in sciences stream, Master of Technology (M Tech.) after technological programmes, Master of Business Administration (MBA) after management programmes and so on.

Doctoral (Research degree) programmes: It is an academic degree of the highest level. In India, there are two types of research degrees. The first one is offered after post-graduation in some discipline as the degree of Master of Philosophy (MPhil). The duration of this degree programme happens to be usually from one to one and a half years. The other is awarded after going through a full scale research programme and approval of thesis. This degree is recognized as Doctor of Philosophy or doctorate (PhD). Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied. Besides, the Degree of DLitt. (Doctorate of Literature) is also a research degree that can be pursued by a candidate after completion of his PhD either with a supervisor or independently registering himself in a University.

Structure of Higher Education

The UGC regulates universities and colleges teaching general subjects. It has the power to determine and maintain standards and disburse grants. Technical education is regulated by the AICTE. Technical institutions can provide degree programmes if they are affiliated with a university (this condition is waived for some institutions). Affiliation is not required if the institution runs only diploma programmes. The Central Advisory Board of Education (CABE) co-ordinates between the centre and the states.

The following table provides the regulatory structure for different type of higher education institutions in India.

Table 3.1 Regulatory Structure of Higher Education in India

Types of Institutions	Regulatory Structure
1. Universities	Set up by Act of Parliament or State legislatures (can be public or private).
2. Deemed to be universities	Central govt grants status on recommendation from UGC. Have autonomy to set their own syllabus, admission criteria and fees.
3. Colleges	Affiliation to a public university is mandatory. Can be aided, unaided or autonomous.
4. Institutes of National Importance	Status granted by an Act of Parliament (IITs, NITs etc). Can award degrees without affiliating with a university.
5. Technical education (central govt funded; state govt funded; and self-financed institutions)	AICTE can approve setting up of new institutions and introduction of new courses. It includes engineering, technology, management, architecture, town planning and pharmacy.
6. Institutions offering medical, legal, dental, nursing, pharmacy, teacher education.	Regulated by 13 professional councils such as the Medical Council of India, Bar Council of India, and Dental Council of India who can recognize courses and promote the institutions.

Source: University Grants Commission Act, 1956; The All India Council for Technical Education Act, 1987, Institutes of National Importance; Annual Report:

2009-10, Ministry of Human Resource Development; "Professional Councils" in the UGC website.

National Knowledge Commission (NKC) recommendations on the regulatory structure of higher education

The NKC, which submitted its report in March 2009, has made the following recommendations with regard to the regulatory structure of higher education in India:

An Independent Regulatory Authority for Higher Education (IRAHE) should be established through an Act of Parliament to set standards and determine eligibility criteria for new institutions.

The IRAHE shall also settle disputes and licence accreditation agencies (both public and private). UGC shall only disburse public funds. Abolish all professional bodies except the MCI and BCI who shall provide licences to those wishing to enter the profession.

Yash Pal Committee Recommendations on the structure of higher education

The Yash Pal Committee, which submitted its report in June 2009, has made the following recommendations with regard to the regulatory structure of higher education in India:

A National Commission of Higher Education and Research (NCHER) should be established through a Constitutional amendment, to replace UGC, AICTE, NCTE and DEC.

Professional bodies such as MCI and BCI should conduct qualifying examinations.

NCHER shall create norms for accreditation and certify accrediting agencies, independent of the government.

A National Education Tribunal should be constituted to adjudicate disputes.

HIGHER EDUCATION IN NPE OF 1986

The issue of higher education has been discussed in the National Policy of Education (NPE) of 1986 (NPE has also been discussed in Unit 6) in the part V titled 'Reorganization of Education at Different Stages'. The chapter contains plans and details about the following:

- (i) Early childhood care and education
- (ii) Elementary education
- (iii) Child centred approach
- (iv) School facilities
- (v) Non-formal education
- (vi) Secondary education
- (vii) Vocationalization

All these areas are tried to be given new look and philosophy to meet the needs and aspirations of constantly developing Indian society. The issue of higher education is given special importance by stating it to be 'an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills'. These words are sound evidences of the importance given to the arena of higher education in the policy. The text devoted to the redefining and restructuring higher education through the policy is given hereunder in original form from the NPE, 1986:

- Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.
- In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas. In view of the need to effect an all-round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of, and expansion of facilities in, the existing institutions. Urgent steps will be taken to protect the system from degradation.
- In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability
- Courses and programmes will be redesigned to meet the demands of specialization better. Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses.
- State level planning and coordination of higher education will be done through Councils of Higher Education. The UGC and these Councils will develop coordinative methods to keep a watch on standards.
- Provision will be made for minimum facilities and admission will be regulated according to capacity. A major effort will be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipments will be introduced; development of science and technology curricula and material, research, and teacher orientation will receive attention. This will require preparation of teachers at the beginning of the service as well as continuing education thereafter. Teachers' performance will be systematically assessed. All posts will be filled on the basis of merit.
- Research in the universities will be provided enhanced support and steps will be taken to ensure its high quality. Suitable mechanisms will be set up by the UGC for co-coordinating research in the universities, particularly in thrust areas

of science and technology, with research undertaken by other agencies. An effort will be made to encourage the setting up of national research facilities within the university system, with proper forms of autonomous management.

- Research in ideology, the humanities and social sciences will receive adequate support. To fulfil the need for the synthesis of knowledge, inter-disciplinary research will be encouraged. Efforts will be made to delve into India's ancient fund of knowledge and to relate it to contemporary reality. This effort will imply the development of facilities for the intensive study of Sanskrit and other classical languages. An Autonomous Commission will be established to foster and improve teaching, study and research in Sanskrit and other classical languages.
- In the interest of greater coordination and consistency in policy, sharing of facilities and developing interdisciplinary research, a national body covering higher education in general, agricultural, medical, technical, legal and other professional fields will be set up.

To sum up, the highlights of the plans and procedures pertaining to higher education in the National Policy of Education, 1986, are summarized as follows:

Elevating the standard of aims and functions of higher education.

Emphasising consolidation and expansion of facilities in existing institutions.

Opening a large number of autonomous institutions.

Regulating the admission process in the higher education institutions.

Redesigning the programmes of courses in higher education.

Enhancing research and development facilities in universities and colleges.

Establishment of open universities for providing continuing or distance education.

PROBLEMS IN HIGHER EDUCATION IN INDIA

Education has been a subject of private enterprise from pre-historic times. Such efforts were not sufficient to provide educational facility to which all needed it. Secondly, it was not uniform, standard and necessarily updated. There was state support to some extent to this sort of education at it needed sufficient funds to manage it. This support was quite vivid during the medieval period when kings and high placed ministers and courtiers patronized 'madrasas'. The British period came up as a new age for the upgrading the education set-up, standardization and expansion of higher education in direct state participation. Indian Universities today are facing a number of challenges relating to their management in an effective manner due to a multiplicity of factors including increasing interference of government leading to sharp erosion in their autonomy, snowballing financial resource crunch mainly caused by spiralling price of goods and services and fixation of the grant by some state governments at the level of 1990s, hike in various kinds of fees by the Universities making it difficult for the meritorious poor students to pursue it, privatization and even globalization of education of good quality at high cost beyond the capacity of the common students to afford, lowering down of moral standard of the teaching and administrative staff, sharp deterioration in work culture etc. The question of equity, excellence and global competitiveness becomes more pertinent at the higher level of education. At this stage two factors come into serious reckoning- the individual's capacity to benefit from higher education and the maintenance of quality in relation to international standards. Since access is one of the most fundamental issues of knowledge society, opportunities of higher education should be availed by each sections of the society. In a country like India where multi-sided diversities in respect of caste, creed, religion, language, socio-economic status is existing, providing equity and ensuring excellence simultaneously appears to be a myth rather than reality.

Therefore, it may be said that access, equity, excellence, scarcity of financial resources, upgrading of curriculum, problems related to privatization of institutions of higher education and autonomy of universities are the major challenges in the way of development of higher education in India.

Problem of Access, Equity and Excellence:

Access is one of the fundamental features of a knowledge society. Higher education must promote social inclusion by providing opportunities for wider sections of society. It needs a combination of traditional modes of education with modern modes to reach all the prospective students in the best possible manner and to provide them with educational avenues as per their needs to cope up with the demands of global competitive world. Equity refers to fair access to the poor and the socially disadvantaged groups in the field of higher education. Excellence involves provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that help them to enhance their human resource capabilities.

A look into the Gross Enrolment ratio in the 17-23 age group in higher education in India reveals that we are far below the developing countries of the world in terms of providing access of higher education to different sections of our society. The same is the case of equity. Since economic resources, mobility and socio cultural background are important criteria in determining the accessibility and cost of higher education for a student, wide disparities are visible across geographical regions, genders, socio- economic and socio-religious groups.

The following steps can be taken for solving the problems of access, equity and excellence.

- ***Culmination of the Spirit of professionalism:-***

The spirit of professional outlook and tempo should be cultivated among the students and teachers associated with the higher education. Professionalism would help our system of education in structuring, regulating and funding it both from the public and private sector. This is quite clear from the nations who have given importance to professionalism become stronger economically.

- ***Emphasis on Promotion of Self-learning and Life-long learning:-***

The higher education system must be redesigned and revamped in such a manner that it develops capacities of students to become independent learners. The students should be encouraged to continue learning with a strong zeal and build their skills to learn from various sources of knowledge. Alertness, openness, absorption, adoption and adaptation quality needs to be cherished among the future students to get success at the global level.

- ***Inculcation of Spirit of Research and Enquiry :-***

Higher educational institutions should be entitled to provide ample scope for research and enquiry. Top priority must be accorded to the inculcation of the spirit of research both fundamental and applied. This refers to restructuring of higher education curriculum, providing adequate emphasis on field work and skill development. Educational surveys may be conducted and the teacher would help the students in undertaking small projects and make them familiar with the procedure of undertaking the research.

- ***Development of the Spirit of Team Work:***

Globalization calls for team work at the international, national and regional levels. Public as well as private agencies should be welcomed to participate in the progress and promotion of higher education with mutual understanding, co-operation and collaboration in terms if

investment, monitoring and assessment of the outputs throwing the vested interests into oblivion.

- ***Development of skills to Link and Apply Knowledge :***

Students are required to link the chunks of knowledge received to make meaning out of it and to use it for practical purposes. Applicability and utility of knowledge are essential to prove its validity and relevance.

- ***Enhancement of Opportunities for a Wider Sections of Society:***

Higher education must promote social inclusion by providing opportunities for a wider sections of society. It needs a combination of traditional modes of education with modern modes to reach all the prospective students in the best possible manner and to provide them with educational avenues as per their needs to cope up with the demands of global competitive world.

- ***Enhancement of Quality Human Resource:***

At present the focus of higher education should not only to impart theoretical knowledge but also to provide practical knowledge. Integration of theoretical knowledge with practice is needed along with promoting critical thinking and power of initiation in students. Arrangements should be made to stop the -brain-drain. Performance can be used as a major indicator of quality in academic functioning and to set accountability. The UGC has notified -Regulations on Minimum Qualification for Appointment of Teachers and other Academic staff in Universities and Colleges for maintenance of standards in Higher Education in July 2018 which has laid down concrete criteria to assess performance of academic functionaries in terms of various Academic performance Indicators (API) carrying different weight age for assessing research and academic contribution. This kind of move from the apex organization of higher education indicates the strong will to improve the environment conducive for professional growth.

- ***Strengthening of Infrastructure:-***

The developing countries including India, are not yet equipped with the necessary exportable goods (knowledge) and vehicles (technologies) to use them. (Daniel and Daniel, 2010). The obsolete telecommunication facilities, high cost of setting up connections, low levels of technological awareness and high levels of bureaucratic interference in using technology may inhibit from participating actively in the global provision of higher education through the mode of ICT.

- ***Evolving Inter-Accreditation and Inter-Recognition Strategy:***

Indian higher education institutions and their Degrees are required to be recognized and accredited by the other countries of the world. It would enhance the global acceptance of Indian education and thus would add to its relevance for the aspirants. The foreign University Bill of 2009 is a realistic and positive move in this direction.

Problem of Scarcity of Financial Resources

Though the state has become an important agency to ensure higher education to all who qualify or deserve for it, providing the same to a big number of aspirants in the country like India is next to impossible for any single agency, be that be the government itself. Institutions of higher education need abundant funds to establish, manage and run any single institution of higher learning. Apart from land, building, laboratories, equipment, and related infrastructural facilities; sufficient number of faculty members also demand copious investments. It is therefore, the governments at central and state levels have given way to private players to venture into the field of higher education. There are several other measures being taken to manage this problem which may be listed as under:

Establishment of seven types of institutions of higher education for lessening the burden on any single agency for providing higher education single handedly. These are central universities, state universities, open universities, deemed universities, private universities or institutions established by state legislative acts of various states of India, institutes of national importance and self-finance colleges. *Establishing institutions of higher learning under corporate social responsibility.* The corporate social responsibility Act is an important tool to lessen the burden of the government in the field of provision of higher education to the masses. Corporate houses like Wipro, Tata, HCL, Tech Mahindra are quite ahead in establishing institutions of higher learning in various fields.

Collaborations with foreign countries is also a tool to diversify the task of arranging financial capital for establishment and management of higher education institutions.

Problem in Upgrading the Curriculum

The world today is getting more and more competitive and advanced day by day. The policy of periodical changes or upgrading the syllabi is neither applicable nor successful nowadays. Therefore, constant renovation or standardization of the courses has become need of the hour. To meet this challenge, following measures are being preferred by the universities and concerned institutions of higher education:

Accreditation from the national and international agencies: There are several accreditation agencies in the fields of various types of education. These include National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, National Board of Accreditation (NBA) set up by AICTE in 1994, and Accreditation Board (AB) set up by ICAR in 1996.

Apart from the above mentioned national level accreditation agencies, there are several international agencies also that are known for their standardization and upgraded systems. The British Standards Institution is one among them which helps organizations to excel on the global standards. Similarly, International Standards Organization (ISO) in another such institution for marking standardization of institutions globally for the sake of improvement in their business processes.

Other than the national and international accreditation bodies, there are several regulatory agencies who play positive role in the pursuance and sustenance of quality in the institutions of higher education. Prominent among them are University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Medical Council of India (MCI) and Distance Education Council of India (DEC).

Problem in Management of Private Institutions

There are all levels and sorts of educational, technical professional and managerial institution in private sector. These are ensuring expansion of educational facilities in remote, backward and tribal areas. These are providing better and upgraded educational facilities to talented and above average students; and on the other hand, good employment to educated youth in the country. Under the mutual market and official stress, competition and compulsions these are providing the best available infrastructure, standard education, high-class training and guidance to their students. These are helping to generate high-class professionals in all walks of life and making India to compete the worldwide competition.

But on the other side, these institutions charge excessive fee and other charges and make quality education much expensive and out of reach for others. There is hardly any place for disabled, poor and weaker sections of society in the private institutions apart from those who are getting grants from government. Many of these institutions adopt illegal, corrupt and immoral practices or by-passes to get recognition and affiliation and cheat both the government and the public. They exploit their employees' capacities, parents' aspirations and students' calibre to make their own name fame and money. Even then their products are not essentially superior and valuable. There is hardly any job security, proper remunerations, balanced or justified workload and responsibilities in these institutions. Apart from this, dictatorial management is a common characteristic of most of the private institutions.

If we try to find out the causes of many of the problems existing in the institutions of higher

education in the private sector, or involving private sector in the responsibility of providing higher education to the masses, we come across several facts. The foremost among them are as follows:

Scarcity of financial resources with central government and state governments

Rapidly growing population

Demand for educated and skilled man power in all sectors of the economy

Need to upgrade nation's standard to pace with the international community

To provide appropriate and satisfying employment facilities to the educated, skilled and capable people in the country

Finding solution to the problem is not as hard as it seems in the first sight. Few simple means and measures would be capable to evade many of the problems existing in the private institutions.

These include:

Selection for the admission to the private institutions to be done by the government agencies or in a transparent manner.

While giving affiliation to the private institutions, care should be taken regarding their need and importance for the region/country.

There should be an impartial and transparent system of fee and other charges for private or self-financed institutions.

Rule and regulations for these institutions should be clear and simple. There should be one central body to regulate and inspect them. Parents, teachers, government officials and educationists should be involved in the governing bodies of these institutions.

A system of internship should be introduced to ensure the worth of the students studying in such institutions.

Problem of Autonomy of Universities

Autonomy means right to regulate institutions in all areas of its management, under the statutes set by the governments, Indian Universities Board (IUB) and University Grants Commission (UGC). There are two observations regarding granting autonomy to universities. In the first case, universities are denied autonomy and are made to function under official control. Political pressure politicizes all the matters of academics and administration from admission of students to the appointment of teachers leading to sustained pandemonium and total turmoil in the institutions. Red-tapism in the organizations and institutions hampers the pace of decision-making, execution of decisions and planning of further growth. Universities apply all their efforts just to fulfil the official formalities and in teaching the tendency of innovations and experiments is curbed. Curriculum becomes a limitation and very often it remains to be useless, outdated and impractical. It is hardly rationalized and restructured as per the need of the hour. There remains no inspiration, facilities and yearn for good, hard and commendable work. All benefits are time based and not performance based.

On the other hand, if universities are granted autonomy and are allowed to manage their matters independently, there remains no uniformity in any of the academic or administrative matters of universities. Selfish motives may bring baseless norms in institutional administration. Curriculum is either changed frequently or remains static for years. Examination and evaluation loses consistency and reliability, hence, the standard of studies deteriorates. No proper use of allotted money is seen or funds may not be used in desired manner or for the intended purposes.

Looking at the causes of the problem it may be noted that severe misuse of power due to non-sincerity and lack of honesty is the foremost reason of the crises. Other than this, the politics of vote, anarchy and mess in the campuses due to political motives, frequent changes in government and subsequently in the administration also make the situation bad to worse. Fanatic and groundless ambitions of high placed officials and politicians also add manure to the problem.

To find a workable solution to the problem a status of autonomy may be provided along with a set of accountability. Freedom to administer internal affairs should have checks and balances from the concerned authorities. UGC should ensure that the curriculum and research work in universities should be of high/international standards. The jurisdiction of UGC in fixing the minimum qualification should be maintained along with universities, as far as the rights of selection and promotion of teachers is concerned.

Examination and evaluation should have more precision, transparency and objectivity; and lastly, the academic and administrative bodies should work independently in close cooperation with each other.

CURRICULUM AND EVALUATION IN HIGHER EDUCATION

Evaluation is an act or process that assigns 'value' to a measure. Literally, evaluation means 'to find the value of or to judge the worth of'. In the process of evaluation; we make a judgment as to the suitability desirability or value of a thing, hi education, evaluation refers to the assessment of student's progress towards stated objectives, the efficiency of the teaching as well as the effectiveness of the curriculum. Apart from classroom examination, evaluation also deals with the evaluation of cognitive, affective and psychomotor domains of the students.

According to J.M. Bradfield, 'evaluation is the assignment of symbols to phenomenon in order to characterize the worth or value of the phenomenon usually with reference of some social, cultural and scientific standards'. In the words of Hanna, 'evaluation is the process of gathering and interpreting evidences on change in the behaviour of al students as they progress through school'.

Problems of the Traditional Evaluation System

The system of examination has been a matter of concern since the inception of formal schooling in India. Prior to this, the evaluation of pupils was almost subjective and depended upon the observation of students' character and learning by gurus or mentors. The traditional schools of education viz., Gurukulas, Parishads, Tolls, Mathas, Madrasas, Maktabas and Convents did not have prefixed programme of study, and largely followed individual curriculum and statute. Hence, their outcome of education was not predetermined and universal.

With emergence of the Western system of education, schools in 17th century, schools started developing syllabi, curriculum, examination and evaluation systems, and so on. With this, there developed two streams of academic institutions viz., Indigenous and Western. Western style institutions had well designed curriculum, transitional methodologies and examination system, which were later imbibed by the Indigenous institutions. In the beginning it seemed to be a path-breaking culture, but later on several drawbacks were felt in various facets of school system. The evaluation system is one such area, which continues to be an area of concern even today.

The objective of school examination system is to measure and evaluate students' performance in all the areas of individual achievement. These areas include knowledge, understanding, skill, creativity, applicability, research and innovations in selective areas of expertise. But ironically, the system of examination has been failing to bring forth the desired results. The major shortcomings of the system are discussed hereunder:

(i) Emphasis upon rote learning or Cramming:

The conventional examination system contains a scheme of periodical tests, terminal tests and annual examinations. The question papers of such examination contain basically three types of questions viz., Essay-type questions, Long-answer questions and Short-answer questions. Recently, objective type questions have also been a part of question papers in schools and higher education institutions. All these types of questions are alike as far the type of answer is concerned. They all need a set of information which is basically memory based. Memorizing facts and information is the best way to score high in such examinations. As a result, students tend to develop a habit of memorization of facts and texts. This practice not only prevents students to research and analyse their content, but also hampers their innovation and creativity to a great extent.

(ii) Subjectivity or Biasness:

The traditional system of examination enhances subjectivity by giving more weightage to written tests. Such tests are held periodically and contain a repeated set of questions. In schools, teachers usually discriminate among students due to varied reasons. These may include caste, creed, religion, region, monitory status, and so on. Sometimes, teachers consider gifts and presents, nepotism and vicinity as a basis of awarding marks or grades to individual students. In certain cases, monitory, sexual or preferential aspects also determine results in written examinations. In school examinations, students usually mention all the relevant details on their answer sheets. At times, teachers recognize the writing pattern

of students and this becomes a tool for discriminatory results.

(Hi) Poor content coverage

The traditional examinations have a fixed pattern of questions, which is repeated without gap in all assessments. The students can pass such examination by observing the previous sets of question papers. Moreover, teachers tend to disclose important questions to students well before examinations. In such circumstances, students tend to develop a habit of preparing guess papers or purchase such texts from market to pass a particular examination. Such books are easily available at book stores and are very popular among students.

(iv) Problem of administration

The traditional system of examination loses reliability as it is conducted without proper vigilance measures. Students sit in a line with the same set of question papers. In such examinations, invigilation plays a vital role; but in most of the cases, it is not conducted religiously. Copying is another issue which hampers the trustworthiness of school examination system. Students waste more time in assessing important questions and preparing chits or copying material. Biased invigilation, insufficient staffing and improper sitting arrangements are other drawbacks of such system.

CHECK YOUR PROGRESS

Define higher education.

What kind of efforts was made by the British to upgrade higher education in India?

List the commissions appointed by the Indian government to develop higher education.

What are the drawbacks of traditional system of evaluation?

Proposed Reforms in Evaluation in Higher Education

Educationists, educational philosophers and educational administrators are keen to develop modern examination system to get rid of the shortcomings of the traditional evaluation pattern. In this process, several successes have been achieved. Some of them are discussed hereunder:

Application of scientific approach: To overcome the shortcomings of the traditional examination system, it has been suggested to adopt scientific approach to prepare question papers and evaluation of answer books. This includes weighing for types of questions and various aspects of the content as per the objective of the subject. A schemes of options and inclusion of applicative questions is also kept in mind which preparing a question paper. Preparation of Blue Print, Scoring Key and Marking Scheme is also suggested to make the question paper apt and apposite for the evaluation of the student performance. A question-wise analysis is also suggested to make the question paper more student-friendly.

Multiple choice questions: School managements, state boards of examination and universities are briskly adopting innovative evaluation systems to add objectivity and reliability to the examination systems. To overcome the problems of rote learning, subjectivity and poor content coverage; Multiple Choice Questions or MCQs have been incorporated as an evitable part of examination system. The Central Board of Secondary Education (CBSE) has been pioneering in adopting such system in recent years.

Combined question papers: In place of subject-wise question papers, some schools are adopting the system of Combined Question Papers, or CQPs, to overcome the limitation of traditional evaluation pattern. Such question papers contain items from all the disciplines of the content for a class.

Open book examinations: Another innovation in the field of examination reforms is the conduct of Open Book Examinations or OBE. Such examinations are conducted to lessen stress among students and provide them with the opportunity of answering questions from a valid source. The most important fact regarding the Open Book Examination is that it can be beneficial only for the students who have been studious and aware of the whereabouts of the content in books. It reduces excessive dependence on rote learning and develops the habit of book surfing among students. Such habit is especially helpful for the students and practitioners of medical and legal studies.

On demand examinations: On demand examination is another innovation in the area of examination reforms which is particularly suitable for the students of information technology and distance education. The world now is shedding all boundaries of time and space and bridging the gaps among the nations and populations. Education plays a vital role in this process by imparting online education and on demand examination systems. Such examination maintains the sanctity and reliability through competent security systems.

Continuous and comprehensive evaluation: The Continuous and Comprehensive Evaluation (CCE) is a scheme evaluation of students takes place on a regular basis, covering the various aspects of their expansion and progress. As the name suggest, 'Continuous' stands for customary assessments, regularity of unit testing, analysis of learning gaps, applying corrective measures, re-testing and providing feedback/remarks on self-evaluation and perfection.

'Comprehensive', in contrast, attempts to cover the scholastic as well as the co-scholastic issues concerning a student's growth and development; moreover, these two issues of the evaluation process are monitored via formative as well as summative assessments.

CCE is a streamlined tool for providing a holistic profile of the learner through the most precise assessment of all the tools included in the system spread over the total span of instructional time in the institution. It helps to identify every single aspect of individual personality including attitude, aptitude, inclination and preferences; which bring forth the actual self of an individual. Class tests, projects, portfolios, presentations, and so on, are effective measures of CCE which are being implemented in schools and institutions of higher learning quite successfully.

Principles of Curriculum Framing in Higher Education

Curriculum in general terms is the sum total of all the activities; scholastic or co-scholastic taking place in an educational institution. It includes all the scheduled activities in terms of daily programme and annual calendar of an institution. In broader terms, curriculum of an institution includes the goals, objectives and all the methods, materials and assessment schemes to ensure the achievement of them. In short, curriculum may be defined as the collective entity of all the efforts, activities and assessments taking place in an institution of teaching and learning.

Framing curriculum for higher education is a cumbersome activity as far as time and efforts are concerned. Any activity of curriculum framing normally involves seven steps as follows:

Selecting an appropriate title for the course

Defining the objectives of the course

Putting the learning outcomes of the course in a sequence

Sequencing the course content as per the objectives and learning outcomes

Defining the mode of interaction and transaction of the course

Framing the assessment components of the course

Fixing the system of evaluation of the achievement of objectives

Title of the course must be indicating not only the very nature of the course, but also the components involved in it. It should be short, crisp and affirmative to avoid any dubiety or similarity with related titles. The objectives of the course help learner to understand the need and importance of the course of study. It also makes the learner to set priorities in order to achieve the maximum of knowledge, understanding and skill development out of the course. The course objectives must follow learning outcomes which may be in measurable terms.

Sequencing the content may be done in fractions of units or modules with appropriate titles. Bifurcation of the content should also be sequences suitable so that the easy and apparent experiences come first and tough and abstract components should follow them. It would be convenient for the teacher as well as for students to define the mode of interaction between the teachers and taught and the methodology of transaction of the content.

Selection of components of evaluation is very important to ensure the achievement of all the learning objectives set in the beginning of the curriculum. The last step is to fix a system of evaluation. This aims

at helping teachers to evaluate all the objectives and students to keep prepared for all sorts of evaluation.

Along with the steps of curriculum framing; seven principles of curriculum preparation should also be kept in mind. These are as follows:

(i) Challenge

(ii) Comprehensiveness (iii) Sequence (iv) Intensity

(v) Personalization

(vi) Consistency

(vii) Significance

These principles of curriculum framing make learning more valuable and enjoyable for the learner. Implementation of these principles also makes the curriculum beneficial for learners, society and the nation.

Curriculum of higher education has ever been as per the needs of time and society. In the British period, the curriculum of higher education was more for achieving the aims of the government than of the Indian masses. In 1948, the University Education Commission suggested to make the curriculum of higher education more comprehensive, updated and practical. The Kothari Commission in 1964 suggested adopting interdisciplinary approach in formation of curriculum for higher education. To incorporate these suggestions, the University Grants Commission (UGC) framed Curriculum Development Centres (CDCs) for curriculum development for higher education.

The National Education Policy, 1986, suggested reviewing these curricula after every five years. The Model Curricula prepared by UGC were sent to all the states with instructions to implement them latest by 2003 lest the grant will be ceased. Many universities have updated their syllabi on the UGC guidelines, but there is much to be done even today.

In 2005, National Council for Educational Research and Training (NCERT) came up with a National Curriculum Framework with a view to provide a progressive vision to the Indian education system. The National Curriculum Framework (NCF), 2005, suggested that education up to secondary school should provide adequate knowledge base, experience, language abilities and maturity to engage in various types of knowledge in complete sense, concepts, structure of knowledge, investigation techniques and validation measures. It should also make the learners to recognize their area of study in higher education.

It is evident that curriculum has been a core concern for the governments and experts for a long time. The structure of higher education is fabricated around the curriculum. Though UGC has tried to maintain standard and uniformity through its model curriculum, the levels of universities in India are so varied that the vision of UGC is yet to be fulfilled. There are universities who are so progressive that they usually find place among the top 100 or 200 universities of world. On the other hand, scores of universities fail even to follow the marginal norms of their own. At the end, it would be appropriate to state that curriculum framing and follow-up are among core concerns of higher education programmes in India.

New Courses Introduced in Higher Education

Today, several colleges and universities are offering different courses. Social sciences, business management and animation are some of the many new courses that have been introduced or tweaked by Indian universities, private as well as government-run, keeping in mind the evolving trends and emerging disciplines in the job market. Some universities, which offered diploma courses, have restructured the curricula of these subjects to make them regular course, such as master's in development communication and Master's in visual effects and animation. A degree course offers in-depth knowledge as compared to a diploma. The new introductions are motivated by the great demand in the corporate sector, the social sector and even by the UN agencies. Legal education, too, seem to be undergoing a reform with the usual two-year LL.M programme being pruned to a one-year course. Multiple new programmes in tourism, computers, retail management and fashion merchandising, as well as

diploma courses in food science, technology and plantation management and agriculture are also on offer are catering to changing needs.

DISTANCE EDUCATION

Distance education is characterized by a non-conformist and non-traditional approach, which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to the education process. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education. Moreover, it has its own dialectic register which arises out of its endeavour to overcome the problems that are implicit in imparting instruction to students who are at a distance from the teacher and/or the institution.

Distance education does not exist in a vacuum. It is, in fact, an outcome of certain socio-historical compulsions and technological growth; it is a system, which is firmly related to social and cultural environments. The most important development in this regard is the advancement made in the field of electronic mass media. For instance, technological growth opens up new channels of communication which, when put to use, can replace the usual channel which is of oral communication.

There are different terms that have been used for denoting the concept of distance education. Some of the well known are 'distance education', 'distance learning', 'distant teaching', 'tele-work', 'tele-learning', 'outreach', and 'tele-teaching'. All of them have been used to describe the same basic process and outcomes. It usually takes place when a teacher and students are separated by physical distance, and technology like voice, video, data and print are used to bridge the instructional gap.

Attempts have been and are still being made to define distance education succinctly. It is, however, very difficult to arrive at a definition that may bring together, by the process of connotation and denotation, all the aspects that characterize distance education.

Wedemeyer (1977) has used the terms 'opening learning', 'distance education', and 'independent study' in his work, but favours the last term consistently. According to him: 'Independent study consists of various forms of teaching, learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free on campus or external learners with the opportunity to continue learning in their own environment, developing in all learners the capacity to carry on self-directed learning the ultimate maturity required of the educated person.'

While defining distance education, the famous thinker Borje Holmberg stated: 'Distance education covers the various forms of study at all levels that are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises but which nevertheless, benefit from the planning, guidance and teaching of a supporting organization.'

Otto Peters emphasized the role of technology, saying that distance education is 'a method of imparting knowledge, skills and attitudes. It is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of responding high-quality teaching material, which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialized form of teaching and learning'.

For Michal Moore, the related concept of "distance education" was defined 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 the learner must be facilitated by print, electronic, mechanical, or other devices'.

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

It should not be assumed that there are no other definitions except the few we have discussed

above, nor do we suggest that any one or a combination of any two or more of the above definitions actually describe distance educations comprehensively. There are other definitions too, and many more will come up as we explore this innovative system of education. The main concept of the various definitions gives the same outcome, that is:

Under distance education, the teacher and the learner are separated from each other and this is the central characteristics of this form of education.

Distance education is an institutional kind of educational system. It is, therefore, distinct from private study, which may result from private reading or watching TV, or attending a talk, etc.

Distance education makes use of the various technically advanced media such as printing, telephone, audio-video, computer and broadcasting.

It is a two-way communication because the student is able to respond through assignment-responses or other media and, therefore, can receive feedback. The student, thus, enters into a dialogue with the institution.

Each student is separated from his/her peer group in the sense that although the learners are from a fairly sizable population they do not have face to face interaction amongst themselves. Thus, distance education becomes a highly individualized learning system. In this sense, it remains one of the most individualized of all education systems. Even though study groups maybe formed under distance education learning programmes, these may not be compulsory and the student is free to work entirely on his/her own.

To be effective, the technology of distance education should remain relatively transparent, allowing the instructors and students to concentrate on the process of teaching and learning.

Unfortunately, due to the captivating nature of many distance delivery technologies and techniques, faculty, students and administrators can easily become distracted by the opportunities and limitations of the delivery system and lose sight of the academic needs to be met. In fact, if faculty staff and students are constantly being reminded of the technological delivery system itself, either through technical problems or through impressive but unnecessary technological capabilities, they will be distracted from effective teaching and learning. For this reason, it is critical for the distant educator to remain firmly focused on the instructional goal, content requirements and student needs.

Still, it is easy to get bogged down with the notion of distance and falsely assume that bridging relatively long distances requires more planning and effort than teaching over short distances. Although, this makes sense initially, further investigation leads to the realization that the same challenges must be faced and difficulties overcome whether students are two blocks, two miles, or two time zones away.

In fact, whether the course is delivered face-to-face or at distance, critical instructional elements remain unchanged. These include organizing, planning, understanding student needs and characteristics, developing content and gaining familiarity with presentation methods.

An effective distance education begins with careful planning and an understanding of course requirements and students' needs. Appropriate technology can also be selected once these elements are understood in detail. A fully functioning distance education effort requires the consistent and coordinated work of administrators, faculty, on-site facilitators, technicians, and support personnel.

While each individual plays a different role, they have a common goal which is to provide relevant and well-planned distance learning experiences to a selected group of learners.

Need of distance education

There are various reasons for the growing popularity of distance education. Some of these are as follows:

Over-population: Over-population in most of the developing countries has led to the emergence of a large number of students. But, the number of formal institutions and seats are limited; as a result of which most of the students have to wait for another year to take admission in institution in the subject of their choice. But, now the circumstances have changed and with the emergence of distance education, students can look for multiple options in various

educational institutions at the right time without needing to wait.

Knowledge explosion: The concept of distance education provides an opportunity to gain ample knowledge on varied subjects, of which most of the students around the world are not in a comfortable position to attain differently. Thus, distance education acts as a tool for explosion of knowledge.

Qualification enhancement: Distance education also enhances the qualification of many people who are either looking for a job or are looking for a better job. There are many people who while working want to improve their qualification to get promoted in their job. Hence, for them distance education is the right platform. It gives an opportunity to the working class people to gain qualification easily without hampering their job.

Double access: There are many people who have to work at very early age due to many social and economic reasons. Such person does not get an appropriate chance to study at the right time. Therefore, for such people, distance education acts as a boom. While working they can study too. Thus, they have dual access of both job and study.

Geographical segregation: Due to undeveloped communication systems, there are several places on earth that remain untouched by new educational courses. The complete geographical segregation of the place leads to unawareness about new and vocational courses that are emerging in several educational institutions. In such places, the concept of distant learning acts like a boon. It gives new opportunities to the students.

Financial circumstances: Distance learning also meets the demand of those people who are financially unstable or whose economic condition is not very sound. In most of the educational institutions, the fees of the distance learning courses are usually low in comparison to regular courses.

Self-improvement: Proper education leads to self-improvement. Therefore, distance learning is also very much needed for self-improvement and self learning of an individual.

Easy availability: The access to distance education is very easy. One can easily avail any course at particular time under distance education from any university.

Importance of distance education

Education is very important for every individual. It not only enhances individual's personality but also offers opportunities for a better future. Distance education is a product of a continuous development that started well over a century ago and is of great importance for today's and future students. Here, we are going to deal with some of the points which will show how important the concept of distance education is. These points are as follows:

Teaching at a distance can be effective: If teaching techniques and delivery methods takes into account the needs, diversity, and context of distance learner, teaching at distance can be effective.

Concept of distance education understands the requirements of students:

The concept of distance learning understands both urban and rural students, regional as well as national and international students and provides equal opportunity to all of them. It also provides an opportunity to exchange social, cultural and provisional heritage of person from a particular cultural background to another.

Distance education is a boon for service aspirants: Distance education has become a boon for most of the service aspirants. It is very important for those people who due to their service are not able to achieve their desired goal during their student life. This is the most important platform for most of the skilled people to rebuild their academic quality in later stage.

Distance education enhances economic and official status: Distance education is also very important for enhancing the position in respective area of job and profession. In addition, it also provides financial gain consequently by raising an individual's position in an office.

Distance education is suitable to all age group: There is no age bar while acquiring degree through distance education. It is suitable for all age group.

Characteristics of distance education

Distance education means that the learner is physically at a long distance from the teacher for much, most or even all of the time during the teaching/learning process, in contrast to educational communication in a classroom situation which is 'contiguous'. This new system of education may be visualized in the following characteristics:

Distance education is a needed component of most national educational systems.

Distance education is a coherent and distinct field of educational endeavour.

Distance education embraces programmes at a distance at a primary and secondary, technical and further, at college and university levels in both public and private sectors. It has existed for somewhat over hundred years and is to be found in most countries.

Distance education provides a complete educational programme for both adult and children outside of, and distinct from, conventional, oral, group-based provision. It has its own laws of didactical structure and its own quasi-industrial administrative procedures.

Distance education is a form of education fraught with problems for administrators, teachers, and students. It is characterized by the fragility of the non-traditional in education. This difficulty concerns the quantity, quality and status of education at a distance. Good practice in distance education seeks to provide solutions for these inherent difficulties.

Under distance education, the learners have to take much greater responsibility for learning than they were used to.

There is a wider choice of the content under distance education. It is the method that has to be provided to the learner.

Here, individuals differences among the learners have not only being recognized, but also catered to.

Learners have their own pace to complete or working through the courses. They may start, stop, and/or complete the courses according to their own convenience and abilities.

Under distance education, evaluation of student performance should be independent of the consequences, methods and place.

Teachers concentrate on educational tasks by withdrawing from social and administrative tasks. They should function more as managers of educational materials than as the traditional sources of all correct information and knowledge.

Teachers accept the role of the educational media as a role complementary to their own. The implication is that the course/material to be reconceived and designed afresh.

The educational operation should affect a judicious media-mix-using all the media and methods. This should be one of the major principles of course design and production.

The system operates wherever the learners are independent of the domicile and grouping characteristics of the learner.

Open education

'Openness' in terms of education has become an increasing feature of today's educational system. The notion of open education was reflected not only in the pedagogical styles adopted but in physical layout of the school building as a whole and of age related teaching areas in particular. The concept of open education refers to that kind of non-conventional education which has been weaning away from the conventional constraints that characterize the traditional school/college/university education. What makes an open education different from other form of education is its 'openness'. In an open education system, anyone can get education anytime, despite of his qualification. Thus, open education system removes all the barriers of education from its system. For instance, in an open school anyone who has either passed or failed in any class (suppose Eighth Standard) can directly get promoted to Ninth Standard without any prerequisite.

This change is of the kind that was experienced a few centuries ago when sectarian education yielded to liberal education. This change was essentially curriculum based. Now, liberal education is yielding to

open education. This change is both curricular and organizational in nature.

Characteristics of open education

The various characteristics of open education are as follows:

Open education does not operate through traditional conventions which are essentially restrictive in nature.

In an open education system, there are restrictions in admission.

In an open education system, there are restrictions on attendance.

- In an open education system, there are restrictions on the candidature for examinations.

In an open education system, there are restrictions on the period of time to be devoted to a course.

In an open education system, there are restrictions on the number of examinations given and taken in a year.

In an open education system, there are restrictions on subject combinations for a particular degree.

- In an open education system, there are restrictions on the mode of didactic communication and the didactic task.

It should be clear to us that correspondence/distance education institutes may or may not be 'open' in the sense we have referred to above, or may be open only to a limited degree. And in the same way, even a traditional college/university may become open to a recognizable degree. Research programmes like MPhil and PhD may be put under this category. In what follows:

We shall avoid using the expression correspondence education, unless we have to use it in a specific sense, and

The expressions distance education and open education will be used synonymously. The distance mode allows the educational systems to be open and the openness of the education system suits for the promotion of distance education.

Advantages of open education

The advantages of open education are as follows:

It develops a student's autonomy and responsibility.

It maximizes space through shared areas.

It moves away from whole-class instructions to differentiated activities.

It supports team planning, team teaching and team assessing.

It facilitates social learning and peer-group learning.

It reduces resource duplication.

It encourages cooperative work.

It supports flexible group size and membership.

It avoids feeling of insecurity and isolation.

It facilitates the sharing of ideas by students and teachers.

It facilitates consistent and supportive handling of difficult student by more than one teacher.

Relation between distance education and open education

The relationship between distance education and open education is that open education can be effected easily through distance education systems on the one hand, and on the other advances in the practice of distance education help and encourage education to become more and more open. Naturally, the two go together, and therefore, there is a visible 'overlap'.

Correspondence education

Correspondence education is another form of distance learning in which there is exchange of study/teaching materials among students and teachers across the country, say geographically from one place to another, by post. Under correspondence course, students usually takes up lecture notes, lesson plans, textbook and problem sets from the teacher and after completing the assignment they send it back to the teacher for grading.

Usually, in correspondence education, the exchange of assignment takes place either through post or

through electronic mail. The procedure adopted for admission to the courses and examinations are more or less the same as have been in use over the centuries in the traditional college/university education. The mechanism of correspondence education is illustrated in Figure 7.1.

Advantages of correspondence education

The advantages of correspondence education may be summarized as follows:

In such learning environment students become self-directed and very active.

This forms of education system are easily scheduled.

Here, self-instructional materials are easily available.

Correspondence education generates flexibility. Students can complete course from home as well.

Correspondence course is economically affordable by everyone.

With this system of education, there is learning while earning.

It is good for drop-out candidates and women, especially housewives.

Disadvantages of correspondence education

The disadvantages of correspondence education may be summarized as follows:

Correspondence course does not offer the entire desired course to the students.

There is lack of physical interaction between teacher and students.

In this education system, students contact is not encouraged which is very good for learning.

Students are generally left alone under correspondence education system.

Sometimes, it becomes tough to handle both work and course as a result of which one gets hampered.

Availability of distance education courses

Distance education is present in many countries all over the world. It is practised in many subject areas. There are varieties of models for delivering instructions and guidance at a distance education. Some of the important models for delivering instructions and guidance at a distance education are as follows:

Traditional: In this method, zero per cent online technology resources are utilized to deliver content or engage learners.

Web-facilitated: Course is delivered primarily face-to-face, with a few per cent usage of online technologies such as utilizing a learning management system or Website to present syllabus and assignment information.

Blended/Hybrid: This is a combination of online and face-to-face methods in which there is delivery conducted via online resources such as online discussions, posting and submission of assignments online, multimedia lecture content available online.

Online: The primary facilitation of the course is online, usually with no face-to-face meetings.

Everyone can easily avail the courses provided by the institution of distant education. Usually, the people who avail distance education are not in a position that enables them to be attending regular courses. They could be persons who have to work for a living in order to support themselves and often also their families, workers who want to complete their primary or secondary school education; or skilled workers and technicians who want to improve their vocational qualification. Also, the agricultural labourers who intended to move into a town and, therefore, wish to prepare themselves for a new occupation; workers in occupations which come to an end and who, therefore, wish to prepare themselves for a new occupation; workers in occupations which come to an end and who, therefore, need retraining; immigrants who wish to obtain citizenship of their new country and have to acquire specific knowledge about it.

Students who live in sparsely settled areas, children of farmers in isolated area can also avail the courses of distance education just like the students who live too far away from the nearest day school of their own nationality such as children of diplomats, missionaries, military personnel abroad, children of experts employed in developing countries, children of persons in itinerant trades, sailors or the children of immigrants who are to be instructed in their mother tongue.

Besides them, persons who are unable to attend regular schools for health reasons: sick persons who are bedridden, handicapped persons, or people who have to stay in hospitals for longer time can also avail

the education through distance education system. Persons who are hindered from attending regular schools by the state: prisoners' children and juveniles in reformatories can also be benefitted by distance education.

Apart from these five groups, there are distance students who do not come into this category. They might well be able to attend regular courses but prefer to enrol in distance education courses. Some do it in order to supplement the instruction of their regular school or to raise their level of general education; gifted students do it in order to reach an advanced level and still other people do it in order to find out whether they fit into a specific vocational pattern so as to clarify vocational options.

Finally, there are also teachers who study courses at a distance in order to inspire and prepare themselves for teaching. Usually, there are fewer students who wish to complete their secondary education in order to obtain entrance qualification for institutes of higher learning.

Thus, we find that every class of people can avail the use of distance education. It is easily available and easily assessable. It provides flexibility and abundant opportunity for individual to access education.

CONTINUING EDUCATION

Any organized educational activity outside the formal education system, whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives, is termed as 'non-formal education'. The non-formal education usually embraces all forms of learning activities that are basically organized outside the formal education system such as distance education, hobby courses, etc.

While defining non-formal education, famous thinker P. H. Coombs stated that non-formal education is 'any organized programme of learning, carried on outside the framework, the rule and logistics of the formal education system'.

In the words of R. G. Paulsen, non-formal education is 'structured systematic non-school educational and training activities of relatively short duration in which sponsoring agencies seek concrete behavioural changes in fairly target population'.

Thus, the programme of non-formal education is a significant step to boost the education system of a country.

Essential feature of non-formal education

The following are the essential features of the non-formal education:

A support system: Non-formal education is not an alternative to the formal education system. It is a support system or a support service to the formal education system to realize the goal of Universalization of Elementary Education (UEE).

Out-of-school children: Non-formal education caters to the needs of out-of-school children in the age group of 6-14. Children who have never been enrolled in a school, children who have dropped out of the school and girls the children who belong to SC/ST, rural communities and urban slums are primarily beneficiaries of the non-formal education system.

A flexible system: Children can be enrolled in the non-formal education centre at any age, not necessarily at the age of six. There is no fixed age of entry, no fixed time table, in fact, nothing is rigidly followed in the non-formal education centre. Classes can be held in the morning, afternoon or even in the evening depending on the convenience of the local beneficiaries. Therefore, so children who work in the fields or are engaged in household works can be enrolled in the non-formal education centres.

Need based curriculum: Problems and needs of the local community provide the content of the non-formal education curriculum. These problems and needs are related to several aspects of life such as health, vocation, family life, citizenship, culture, society, physical environment, etc. The non-formal education does not prescribe any syllabi in language, arithmetic and environmental studies as is in the formal system. It follows the integrated approach to auricular transaction.

Place of education: The classes for the non-formal education can be held in a primary school, community centres or at anyplace in local communities.

Organization: Non-formal education can be organized by the government departments and non-government organizations (NGO).

Less expensive: Compared to the formal education, the non-formal education is less expensive in terms of material costs, teacher's salary, etc.

Continuing education, as the term indicates, is essentially a follow-up education. Its starting point depends on from where one wishes to take off and continues one's education in whatever field one wants. It can be in the nature of post-literacy to post-graduation programmes or anything in between. However, but in most cases, it would be highly flexible and unstructured—a point closer to the nature of the non-formal education. Continuing education is obviously a component, and essential strategy in the lifelong education concept.

Continuing education takes on from where the formal education or adult education leaves a learner. Therefore, the starting point for continuing education may be many-neo-literate, school dropouts with permanent literacy skills, secondary school leavers, college and university drop-outs and those who have completed the college and university education.

In the Indian context, the problem of continuing education is more pronounced at three levels, namely, neo-literate, school dropouts and the secondary school leavers. For the college and university leavers, or those who have completed these, there is a necessity of continuing education, though not as acute as to warrant priority over the neo-literate and school dropouts with permanent literacy. Women's welfare programmes and their related educational components are also included in this.

There have been myriad efforts with success in the preparation and dissemination of post-literacy materials, more specifically under the National Literacy Mission's post-literacy programmes. Seen in the perspective of continuing education, quite a few agencies have been engaged in this activity. Agriculture, health and family welfare departments, and cooperative banks have been producing materials for their extension programmes, which could also be used for continuing education purposes.

Similarly, for the school leavers, there is a lot of scope for material preparation in areas like 'do it yourself', vocational education materials, and materials for small-scale entrepreneurship programme. Mention must be made of the systematic work in this regard of the NCERT, which produces vocation-based materials primarily meant for the senior secondary education programmes for the school leavers. Further, the culture centres established in the different regions of the country also provide a potential avenue to further the cause of continuing education. However, these have not been visualized as continuing education agents, and whatever agencies have been responsible for these programmes have viewed them from their own perspective, and have not considered them as an activity of continuing education.

CHECK YOUR PROGRESS

List the innovative means of evaluation in higher education.

What is meant by 'distance education'?

Give two advantages of open education.

List a few reasons which led to the popularity of distance education.

Name a few important models for delivering instructions and guidance at a distance education centre.

ACTIVITY

Search the Internet and list a few universities in India that offer correspondence education.

Browse through news articles and government websites and make a note on the latest reforms on the curriculum of higher education in India.

DID YOU KNOW

The Distance Education Council (DEC) is an apex body for the Open and Distance Learning (ODL) system in India. DEC is responsible for coordination, promotion and maintenance of standards of the ODL system.

SUMMARY

In this unit, you have learnt that:

Higher education, also known as further education, tertiary education and after school education, is the education after schooling. It aims at attaining mastery over a subject or a set of subjects of one's preference; and is delivered in colleges, institutions of higher learning and universities.

In India, the system of higher education has made considerable change since Vedic period to the modern times. The onus of making higher education comparable to the international standards in modern times goes to the British.

In the post-Independence era, several commissions were appointed to study and suggest recommendations to make it dynamic and constructive for individuals, society and the nation. As a result the number of universities has come up from 27 in 1951 to 570 in 2011. Enrolment of students also has crossed 1,50,00,000 mark in comparison to 3,60,000 in 1951.

Indian higher education aims at reflecting upon the critical social, cultural, economic, moral and spiritual issues. Its course is dynamic and research oriented, competitive and promoting innovations in all walks of social and national life.

The tasks of establishing open universities, de-linking degree from job and establishment of rural universities are integral parts of the objective of higher education as mentioned in the NPE of 1986.

The structure of higher education in India is divided into two types. One of them is named as the 'institutional structure' and the other is called the 'academic structure'.

The NPE of 1986 has laid down several plans pertaining to the higher education which involve elevating the standard of aims and functions of higher education, emphasis upon consolidation and expansion of facilities in existing institutions, opening a large number of autonomous institutions, regulating the admission process in the higher education institutions, redesigning the programmes of courses in higher education, enhancing research and development facilities and establishment of open universities for providing distance education.

Development of innovative evaluation mechanisms has contributed appreciably to overcome the shortcomings of the conventional examination system. These help students to pay more attention towards understanding and generalization of the content and discourage memorization of the content.

Development of innovative evaluation has made the evaluation an ongoing process rather than a periodical activity. These approaches would be able to reduce stress and related problems in students and help them to become more innovative and participative in classrooms as well as in their lives.

Curriculum is the sum total of all the activities; scholastic or co-scholastic taking place in an educational institution. Developing curriculum for higher education is a cumbersome activity and involves seven steps from selection of topic to the settling a system of evaluation of the achievement of objectives. Along with there are seven principles of curriculum preparation—(i) challenge, (ii) comprehensiveness, (iii) sequence, (iv) intensity, (v) personalization, (vi) consistency and (vii) significance. These steps and principles of curriculum framing make learning more valuable and enjoyable for the learner.

Curriculum of higher education has undergone rigorous changes in recent years. These include the efforts of Kothari Commission, National Policy of Education, 1986, Curriculum Development Centers of the University Grants Commission (UGC) in adopting a uniform and progressive curriculum for the future.

The National Curriculum Framework (NCF), 2005, suggested that education up to secondary school should provide adequate knowledge base, experience, language abilities and maturity to engage in various types of knowledge in complete sense, concepts, structure of knowledge, investigation techniques and validation measures. It should also make the learners to recognize their area of study in higher education.

The relationship between distance education and open education is that open education can be effected easily through distance education systems; on the one hand, other advances in the practice of distance education help and encourage education to become more and more open.

Distance education is present in many countries all over the world. There are varieties of models for delivering instructions and guidance at a distance education.

Continuing education takes on from where the formal education or adult education leaves a learner. Therefore, the starting point for continuing education may be many-neo-literate, school dropouts with permanent literacy skills, secondary school leavers, college and university drop-outs and those who have completed the college and university education.

KEY TERMS

Autonomy: Right to regulate institutions in all areas of its management, under the statutes set by the governments, Indian Universities Board (IUB) and University Grants Commission (UGC)

Correspondence education: Exchange of study/teaching materials among students and teachers across the country, say geographically from one place to another, via post

Curriculum: Collective entity of all the efforts, activities and assessments taking place in an institution of teaching and learning

Evaluation: Assessment of student's progress towards stated objectives, the efficiency of the teaching and the effectiveness of the curriculum

Open Book Examinations (OBE): Examinations conducted to lessen stress among students and provide them with the opportunity of answering questions from a valid source

ANSWER TO 'CHECK YOUR PROGRESS'

Higher education is the education after schooling. It aims at attaining mastery over a subject or a set of subjects. It is also known as Further Education, Tertiary Education and Under-graduate Education.

The government under the British tried to modernize higher education by opening universities and colleges on European pattern. There were several commissions viz., Wood's Dispatch (1854), Indian University Commission (1904) and Calcutta University Commission (1917) which set milestones in the development of international standard higher education in India.

Prominent commissions appointed by the Government of India after 1947 are University Education Commission (1948), National Education Commission (1964— 66), National Education Policy (1968), National Education Policy (1986) and its Programme of Action (1992).

The traditional evaluation pattern has several shortfalls such as excessive emphasis on rote learning, subjectivity, poor content coverage and problem related to its administration.

Some of the innovative scheme of evaluation involves: application of scientific approach, multiple choice questions, combined question papers, open book examinations, on demand examinations, and continuous and comprehensive evaluation (CCE).

Distance education is characterized by a non-conformist and non-traditional approach, which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to the education process. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education.

Two advantages of open education are:

(i) It develops a student's autonomy and responsibility.

(ii) It moves away from whole-class instructions to differentiated activities.

8. There are various reasons for the growing popularity of distance education. Some of these are as follows:

- Over-population
- Knowledge explosion
- Qualification enhancement
- Double access
- Geographical segregation
- Financial circumstances
- Self-improvement

- Easy availability
9. Some of the important models for delivering instructions and guidance at a distance education are as follows:
- **Traditional:** In this method, zero per cent online technology resources are utilized to deliver content or engage learners.
 - **Web-facilitated:** Course is delivered primarily face-to-face, with few per cent usage of online technologies such as utilizing a learning management system or website to present syllabus and assignment information.
 - **Blended/Hybrid:** This is a combination of online and face-to-face methods in which there is delivery conducted via online resources such as online discussions, posting and submission of assignments online, multimedia lecture content available online.
 - **Online:** The primary facilitation of the course is online, usually with no face-to-face meetings.

QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the objectives of higher education in India?
2. Highlight the special features of higher education as per the NPE of 1986.
3. What are the problems of the traditional Indian evaluation system?
4. Write a short note on the correspondence education in India.
5. What are the essential features of the non-formal education in India?

Long-Answer Questions

1. Explain the structure of higher education in India.
2. Give a detailed account on the provisions enlisted in the NPE of 1986.
3. Explain the problems related with the scarcity of financial resources and autonomy of universities in India.
4. Write a short note on the principles of curriculum framing in higher education.
5. Give a detailed account on the present status of distance education and continuing education in India.

FURTHER READING

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INSTITUTE
OF DISTANCE
EDUCATION **IDE**
Rajiv Gandhi University

Institute of Distance Education

Rajiv Gandhi University

A Central University

Rono Hills, Arunachal Pradesh

Contact us:



+91-98638 68890



Ide Rgu



Ide Rgu



helpdesk.ide@rgu.ac.in