NETAJI SUBHAS OPEN UNIVERSITY

STUDY MATERIAL

B D P

EDUCATION

(EED-IV)

PAPER-IV

GROUP - A & B

TRENDS AND ISSUES IN EDUCATION AND COMPARATIVE EDUCATION

PREFACE

In the curricular structure introduced by the University for students of Bachelor Degree programme, the opportunity to pursue Graduate course in subjects introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in contrived differentiation.

Keeping this in view, study materials of the Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis with the changing time.

The accepted methodology of open and distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him/her to reach out to wider horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that it may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some omission or inadequacy here and there. However, these do admit of restitution and furtherance in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all stakeholders.

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Vice-Chancellor

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Bachelor Degree Programme in Education

EED

Paper - IV (Group - A & B)

[Trends and Issues in Education and Comparative Education]

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Trends and Issues in Education and Comparative Education

EED

Paper - IV (Group- A & B)

Group - A

Group : B

Unit-1 ☐ History, Structure and Functions of School Education

1.1. Introduction

Focus of the topic having been primarily on the history of school education, which has been further narrowed down to the History, Structure and Functions of School Education in West Bengal, a set of clarifications seems imminent. First, structure and functions are to be viewed in the light of history, not of education as a discipline. Second, the State of West Bengal did not exist in British India and therefore, the history of school education in Bengal with larger geographical area and

varied demographical nature and West Bengal may not be comparable with each other in every respect. Third, the Education in ancient and medieval India was not available separately for a specific geographical location like Bengal and therefore, is to be considered as irrelevant for the present purpose. Besides, the differentiation between pre and post-independence refers to the British period of rule in specific. Fourth and the last, at the initial phase of the development of education, there was no distinction between school education system and higher education nor there was any formal graded system and therefore, history of education as such has to be outlined. At the same time it needs to be clearly specified that by 'School Education' we should adhere to the British system formally divided into two levels, namely, primary and secondary, each comprising several grades of one year duration. Development of pre-school education was irregular and selective except towards the end of British period when some formal policy decisions were taken as in the case of Sargent Report and therefore, will be out of our purview.

It will be duly apparent to the readers, that the development of education in pre-independent period was not as easy as replacement of an old indigenous system by a British system of Education. There were debates and controversies, reports and counter reports, and many other factors due to which, it took about a century to evolve a stable system of school education in India and hence in Bengal. It is to be remembered that Bengal was the capital of India until it was shifted to Delhi in 1911. Therefore, major educational activities and decisions were originated in Bengal. Bombay and Madras presidencies also ran parallel to Bengal in the development of education but those will not be included in the present account. Still it will be difficult to narrate every aspect of the long history in a single unit of study, although it is extremely interesting.

For the sake of brevity, the history of school education in pre-independent India vis-a-vis Bengal may be reported briefly in four phases:

- Indigenous education at the advent of British and the role of East India Company.
- Period of debates and controversies and beginning of school education.
- Developments during later half of the Nineteenth Century.
- Development during the Twentieth Century.

But all historians did not divide the phases in this manner. Therefore, the history of school education will be narrated as it is commonly available. Post-independence

history will be kept confined to the reforms according to the recommendations of some major committees and commissions and consequent developments in West Bengal only.

1.2. Objectives

After going through this Unit the readers will be able to narrate and assess:

- The status of indigenous education at the beginning of British rule;
- Developments during the periods of debates and controversies;
- Subsequent developments of education during the late Nineteenth and early Twentieth century;
- Development during 1921 -1947, and
- Development in the post-independence India.

1.3. Evolution of Education System in West Bengal during Pre-independence Period.

As it has been explained in the introduction, evolution of school education system during pre-independence period will be described that for the Bengal as a whole because, West Bengal was the offspring of partition at the time of independence. At first let us explore what was the status of indigenous education when the British East India Company assumed power as rulers of Bengal.

1.3.1 Education System of Pre-Independence Era

Status of Education before 1800 AD.

Before we explore the route of East India Company in setting up schools for their own interest initially, it is to be remembered that there was a system of indigenous education both for the Hindus and Muslims. Both the systems were primarily patronised by the local land lords or small estate rulers and also by the rulers of Indian states. There were village primary schools mostly run by single teachers, where elementary arithmetic, language and measurement concerning daily living were taught. Medium of instruction was Bengali but there were no books or papers as palm leaves were used for writing with homemade ink. For the Muslims, the medium of instruction

was either Persian or Arabic and schools were run by the mosques, teaching Language, Law, Arithmetic and Religion. But many Hindus voluntarily used to learn Persian as this was the language of Muslim rulers for securing employment in the royal courts. There was a third variety of schools with direct or indirect royal patronage under the Sanskrit scholars who taught Sanskrit Grammar (Vyakaran), Literature (Kavya), Philosophy, Ethics and Religious practices. But as a whole mass education was declining because,

- Gradual weakening of rulers and withdrawal of patronage.
- Rich blue blooded families became interested in appointing resident pundits for educating their own children, **instead of patronising** the education of common people
- Those who were link men between British business ventures and common people formed a neo-rich community who were inclined to different type of need based education.

Early Endeavours of East India Company

During the first sixty years after settling in India firmly, British East India Company was not much interested in educating the native people but gradually they realised the need for a group of people who would help them in expanding and carrying out their business without hassle. There were some Charity Schools established by them without much impact. Missionary activities were relatively wider but their main objective was conversion of native people to Christianity, not true education. Naturally, there was severe social resistance towards missionary activities more so because of their perception of the native to be almost a savage community. This perception has been best reflected in the observation of Charles Grant who after returning to England from India published a book in 1792 with a Song title beginning as 'Observation on the state of society.....'.He portrayed the Hindus at very low key, used very harsh languages about their moral character and recommended that conversion to Christianity is the only way of salvation of the Indians.

- He held the ancient Indian system of education responsible for the lack of moral character.
- The Indians are uneducated, ignorant and there is no sustainable religion.
- Introduction of western education and conversion are the only ways of salvation.

- Medium of instruction should be English because poor Indian languages are not capable of bearing the burden of rich western knowledge.
- English schools are to be set up either free or for very small amount where ultimately the Indians will take over as teachers.
- Knowledge of natural sciences and language are to be imparted so that the Indians can be free of all superstitions and can improve their own industry and business.

Although Charles Grant and his observations were severely criticized both in England and India, many of his observations were reflected in the Macaula/s Minute in 1835.

Warren Hastings, after assuming the power as Governor of Fort William and de facto of Bengal, established Calcutta Madrassah in 17Sl(now Alia University) for the Muslims and supported the establishment of a Sanskrit College in 1791 at Banaras. His idea was to satisfy both Hindus and the Muslims to secure their help in governance. Besides, after the battle of Plassey in 1757, more and more people were coming to India from England in search of earning a fortune, when need for educating the newly recruited soldiers about the language and life of Indian people was felt. But there was no systematic effort except allowing the Missionaries to set up some Charity Schools here and there, the major purpose of which was to enlighten the natives by preaching the Gospel. Wilber Force proposed in 1793 to the Board of Directors of East India Company to increase missionary activities and send them in large numbers for educating the native Indians and set up schools at Company's cost. He submitted a detailed proposal which was rejected and no real effort was taken until the Serampore Missionaries began their activities in Bengal.

1.3.2 Education in Bengal : 1800-1854

Dr. William Carey, a Baptist missionary, came to Calcutta in 1799 and began to preach gospel. Due to the severe opposition of company and resistance from some common people he left Calcutta for Dutch Serampore and established **Serampore Mission.** In 1800, Marshman and Ward joined him. The three together are commonly known asSerampore Trio. In fact, it is due to them that not only real schools were established for the first time in Bengal but also the foundation of education was laid. They set up the first Printing Press and published in 1801 the New Testament of Bible in Bengali. Within few years different editions of the Bible were published in many more languages. They established about 115 schools within a radius of 30

miles of Calcutta. But their overzealous missionary activities led them to publish a book named ' Addresses to the Hindus and Muslims' condemning both the religions causing commotion in the communities. Lord Minto, the Governor General, barred publication of any religious preaching and in 1808, the principle of secularism was adopted by the Government. But still at the face of Government opposition, the Srirampore Trio played important role in laying the foundation of western education in Bengal.

Lord Minto's Minute

Lord Minto came to India as Viceroy in 1807. He was an educational philanthropist and therefore, very soon felt the need for the revival of declining but rich indigenous literature and system of education. His proposal is commonly known in the history of education as Minto's Mnute. Along with others he was instrumental to establish a Sanskrit College in Nadia, These proposals and gradually increasing concern of the British people for education of the Indians, late impact of Charles Grant's report and other debates led to the enactment of the Charter Act of 1813 in British Parliament.

The Charter Act of 1813

It was proposed in the Clause 43 of the Act that the East India Company shatl spend Rupees one takh annually for (1) the revival of indigenous education and encouraging the classical scholars and (2) for imparting western science and literature to the Asians. Although the sum was very paltry, considering the wide Geographical area, it raised much enthusiasm amongst the Indian educationists and the British people interested in education of the Indians. Consequently, a huge debate followed, which is known as **'Orientalist- Anglicist Controversy*.** The bone of contention was the nature or type of education to be imparted with the proposed grant.

The whole educational community was divided into two groups. Some well known Sanskrit scholars claimed that the sanctioned money should be spent for the revival of traditional Indian education based on Sanskrit literature, philosophy and other fields. This demand was supported by many British Scholars and administrators who were sympathisers of the rich indigenous knowledge and literature. On the other hand Raja Ram Mohan Roy and others felt that the root of all prejudices, ill practices in the society due to irreversible stratification, superstitions and oppression of the poor people lies in the age old declining system of education. Therefore, the Indians need to be enlightened with European literature, science and technology. The controversy was so severe that for several years the proposed money could not be

spent. For the present purpose, the detailed account of the controversy may be considered unnecessary. It is only to be mentioned here that although the money was meant for the whole India, the scholars of Bengal played great role in the controversy and its resolution. Also it laid the foundation of rapid evolution of the English education in Bengal.

William Adam's Report

William Adam, a Christian Missionary was appointed by the Governor General Lord **Bentinck** to survey the status of education in India because he wanted to objectively ascertain the need for western education. Adam submitted three reports consecutively, two in 1835 and a detailed third report in 1838. The importance of Adam's report lies in the fact that, these were based on the survey conducted in Bengal and therefore we get a clear idea of the state where from the school system began to develop in Bengal (present Bihar included).

The First Report was brief (July, 1835). It mentioned that,

- In the native schools, only the three R's were taught at a very elementary level.
- There were about one lakh schools (resident family schools were included).
- There was one school per 400 people.
- There was one school per three villages.

The Second Report (December, 1835) was based on the survey in Natore P.S. of Rajshahi District comprising 485 villages. The report comprised a relatively detailed statistical account of education in Natore. It mentioned that there were,

- Bengali Primary Schools 10 with 167 students.
- Persian Schools 4 with 23 students
- Arabic Schools 11 with 42 students
- Bengali and Persian mixed schools 2 with 30 students.
- In all, 27 schools with 262 students. Also, there were.
- 38 Sanskrit study centres (Tols) with 397 students and 15SS Family Schools.

Adam's Third and the most important report was submitted on 28th April, 1838, on the basis of survey conducted personally by him in five Districts, namely, Murshidabad, Birbhum, Burdwan, South Bihar and Trihut. He found,

- 2567 schools with 30,915 students.
- Total 6 girls'schools in Birbhum, Murshidabad and Burdwan with 214 girl students.
- Number of Tols was 190, Madrassahs 29, teaching Theosophy, Literature, Philosophy, Mythology, Grammar, Poetics, Rhetoric and Prosody in Tols and Arabic and Persian literature in Madrassahs.
- He estimated the literacy rate to be 6-12 %.

Adam's Report presents a sample survey that provides us with a fair idea about the status of Education in Bengal. Similar surveys were conducted in Bombay, Madras and Gulburga (Karnataka) ail aiming to point out the need of Government endeavour in educating the Indian people. William Adam concluded his report with a detailed scheme of education of the native people.

Before a systematic attempt began to develop a dependable system of education in incite some isolated but important educational institutions were founded by elite persons of Bengal who with their British friends felt the dire need for English education and consequent social reforms. As for example,

- **Lord Wellesley** founded the **Fort William College** in 1800, where Indian languages including Bengali and Sanskrit were taught and researched and where at one point of history **Ishwar Chandra Vidyasagar** and **Pundit Ma dan Mohan Tarkalankar** joined as teachers. Both of them played significant role in the development of Bengali language and education in Bengal.
- Hindu School established in 1817.
- Hare School founded by David Hare in 1818.
- Hindu CoSiege, Presidency Cottege, at present Presidency University, was established in 1817, with monetary donations from Raja Rarn Mohan Roy, Raja Radha kanto Dev, Rasa may Datta and others.

All these institutions and others played pioneering role in the development of education system in Bengal.

Macaulay's Minute, 1835

It may be recalled that the Charter Act of 1813 raised a wide controversy about the educational policy of the Government in respect to the objective, mode and medium of education for the native people, it comprised three basic questions on

whether the educational grant proposed in the Act to be spent for (1) Oriental knowledge and language or (2) Western science and knowledge through English language or (3) Western science and knowledge through oriental language. Raja Ram Mohan Roy and his associates strongly argued in favour of the second option.

The controversy became so acute that when the Charter Act was renewed in 1833, the impasse practically stalled all the Government activities. At this juncture, Lord William Bentinck appointed Lord Macaulay to resolve the impasse. Macaulay submitted his famous Minute in February, 1835. In his report, he interpreted the provisions in the Act in detail, and made very harsh and insulting comments on the Arabic, Sanskrit and other Indian languages and Indigenous knowledge as a whole. Briefly, his views were,

- Languages mentioned in the Act does not mean Indian languages only, it includes English also.
- Knowledge and science means western knowledge and science.
- Indian languages are ,so poor that no higher learning is possible through these.
- Indian and Arabic knowledge and literature are ridiculous and poor. All the Indian and Arabic knowledge and books taken together is not worth of the books in a single shelf of a British library.

Therefore, he recommended in favour of English education and English language as medium. Consequently, Lord Bentinck announced the Govt. Educational policy which paved the way for the deveiopment of education system in India. It is important to note that even after Macaulay's concluding comments related debates and controversies did not totally subside.

Bentinck's Policy

- Objective of the policy is to promote European literature and science amongst the Indian people. Therefore the allotted money will be spent for that purpose.
- All the Govt. managed oriental institutions wilt not be closed. The Govt. Aids will continue for their teachers and staff, but in future Govt. will not bear their responsibility. No more new such institution will be set up.
- No more money will be spent for the oriental studies.
- Govt. Money will be spent henceforth for western science and English language.

After Lord Bentinck, the Earl of Auckland took over as the Governor General. When the Anglicist-Orientalist controversy reappeared even with more bitter note. Auckland was an able administrator and a socially oriented governor. He realised the real cause of controversy. In his Minute submitted on 24th November, 1839, he gave legal stamp on the Bentinck's policy but at the same time assured that the vernacular institutions will also be duly cared for. All these finally shaped the pattern of school education in India. The General Committee of Public Instructions was replaced by Council of Education in 1842 and the council conducted in Bengal 151 institutions with 13,163 scholars by the year 1854. In other provinces of India, Missionary activities were relatively more responsible for expansion of education.

Wood's Despatch (1854)

Lord Bentinck endorsed Macaulay's policy of education in which education of the common mass was severely neglected. The policy was based on the so called Downward Filtration Theory, meaning that if the elite people of the society get western education, it will gradually trickle down to the mass. In no time, the theory was proved to be wrong. There was increasing discontent among the common people and also the consecutive British rulers felt dearth of manpower for running the administration and also to serve as industrial labour. Therefore, Pandit Ishwar Chandra Vidyasagar, along with Lord Hardinge and others demanded teaching of mother languages in the native schools. Against this backdrop when the Charter of the East India Company was renewed in 1853, the review of education policy was taken up, the report of which was published in 1854 under the aegis of Sir Charles Wood. This is popularly known as the Wood's Despatch.

Wood's Despatch can be claimed to be the first comprehensive plan of a structured and graded education system in India, irrespective of its population divide. According to the despatch, the objectives of education In India should be,

- To spread western Knowledge among the Indians. Oriental science and philosophy are full of misconceptions which are to be replaced by European science, philosophy and literature.
- To generate a batch of loyal and morally sound work force for the British empire in India.
- This work force shall be accustomed to use and be aware of the trades and industry of the west so that a huge market would be created for the raw materials and the products of England.

The medium of instruction shall be English but in order to develop Indian languages, the oriental institutions may be allowed to teach in the High school and Primary levels through native languages. One of the most significant recommendations was about the secular character of Indian education as it was envisaged that the pattern of education shall be the same for all religious groups. The complete scheme of education included,

- To establish Departments of Education one each in the Company ruled provinces of Bengal, Madras, Bombay, Uttar Pradesh and Punjab. The departments should be headed by a Director of Public Instruction, The system continues still today.
- A batch of Inspectors under the DPI will supervise and look after the development of education.
- To establish one University each in Kolkata (then Calcutta), Bombay and Madras in the pattern of London University, which will conduct examinations and award degrees.
- A graded system of education was proposed with the University at the apex, and then Colleges for degrees, Secondary schools and Primary schools at the bottom.
- In order to encourage private enterprises, conditional grants were recommended.
- Separate Teacher Training institutions for Secondary and Primary teachers in the pattern of those in England were to be set up. Monitor tutor system was also encouraged to help the teachers.
- Besides, vocational education, special support system for the backward Muslim community and writing text books in mother language were also suggested.

It is interesting to note that the basic structure of school and higher education at contemporary times owes its origin to Wood's Despatch. At the same time the colonial objective of education was overtly expressed in his document. In Bengal, development of school education **gained** momentum after this scheme was by and large implemented. For about a century after Woods Despatch, school education remained under the control of University.

1.3.3 Growth of Secondary Education during 1854 -1921

When Wood's Despatch was submitted, English education in India incfuding

Bengal was just underway. But after that growth of secondary education was much faster than higher and primary education. The reason was not difficult to understand. Indian school leaving certificate called Matriculation was considered eligible qualification for the lucrative Govt. employment. Therefore, demand for English education was enormous. Interestingly, apart from a few Govt. and Missionary schools most of these were established by Indians. The provinces of Madras, Bombay and Bengal became the centres of growth. Whereas private enterprises were maximum in Madras, Bengal led in the number of Govt. Schools. Within next 30 years only a few schools at the time of Wood' Despatch, rose to 7530 schools with 11,06,803 students. During 1881-82, when Hunter Commission was appointed, there were 582 secondary schools in Bengal managed by Indians (43.4% against all India number of schools as 1341). Number of students in Bengal was 198911 (59% against 336837 all India figure). Also, the number of schools managed by non-Indians was only 23 in Bengal (a meagre 3% of 757 all India schools) with 16420 students (5.7% of 286877 all India number of students). Thus, it is obvious that the demand for English Education was highest in Bengal but at the same time, European and Missionary enterprises were minimum in this region. This trend of linking education with employment still prevails in our education system and even has been intensified at contemporary times. One interesting feature was pointed by educational historians Nurullah and Naikthat in most of the schools the medium of instruction was English but the study of English language and literature was severely ignored because the authorities wanted their students to be conversant in speaking, reading and writing English for practical purpose, rather than achieving mastery over English language and literature. This objective also prevails incur contemporary society, A fair picture of secondary education may be noted in the report of the First Indian Education Commission of 1882.

The First Indian Education Commission or Hunter Commission 1882

Although there was an uncontrolled growth of secondary education after Wood's Despatch, its recommendations were neglected in a sense that

- Primary education was utterly neglected. Entire attention was paid to higher and secondary education.
- Grant in aid policy was not followed as the Indian enterprises and indigenous education obtained least patronization from the Government.
- The curriculum of school education had wide disparity even from school to school.

- There was no vocational course as the Wood's Despatch recommended to (ink school education with the life and living of Indian people.

The Viceroy of India, Lord **Ripon** set up the first Indian Education Commission in February, 1882, with **Sir William Hunter** as Chairman. Terms of references of the commission were and mainly a twofold inquiry as to find the status of implementation of Wood' Despatch, need for expansion of the grant in scheme and also to recommend suitable policy of education for the future. The report was submitted to the Government in 1883. The commission observed and recommended among other matters that-

- Only the government schools got maximum attention in terms of govt. Expenditure. Therefore, gradually, the Govt. should withdraw its ventures from secondary education to be handed over to the non-govt. enterprises.
- Primary education being most neglected, it should be handed over to the local self governments through District and Municipal Boards. They will assess the local needs and establish primary schools wherever necessary.
- Special funds are to be earmarked for primary education by the local bodies. A sizeable part of the local revenue collection and one third of the central educational expenditure should be for primary education.
- Besides withdrawal of the Government efforts from the secondary education, every district shall have a model govt. Secondary school. Govt. may run schools in the backward areas also.
- There shall be two types of curriculum-'A'course and 'B'course, the first one meant for University entrance and the second one for vocational or technical practical skills.

There were many other recommendations which are not directly related to the development of school education system. All these suggestions were not sincerely implemented but the report of the Hunter Commission encouraged further expansion of primary and secondary education in Bengal and elsewhere in India.

Lord Curzon's Reforms

Lord Curzon, an Eton and Oxford educated energetic man assumed the charge of Viceroy in 1899. Although he was more concerned with the improvement of Higher Education, who introduced the First Indian Universities Bill (University Act of 1904), he did not overlook the need of qualitative improvement of primary and secondary education as these are the foundations of higher education. He envisaged to,

- Increase grants for primary education and recommended Mother language as the medium of instruction in primary schools. He was also for flexible need based curriculum for the rural primary schools.
- Affiliation of the secondary schools should be strict so **that** its quality is maintained up to good standard.
- It is necessary to increase grants to ensure good quality.
- Medium of instruction should be English only after the students attain 13 years of age.
- Narrow and rigid curriculum should be replaced by a flexible one.

Regular school inspection system was one of the outcomes of Curzon's reforms. During the first decade of the Twentieth Century, school education system in Bengal did not get any special attention and there were some silent quantitative expansion only. The two most significant episodes of that period were **Nationai Education Movement and Indian Universities Education Commission, 1902.** Both of these episodes occurred with different objectives. Formation of the **Bengal National Council of Education** was the outcome of National Education Movement but it had hardly any impact on the growth of school education in rural Bengal outside Calcutta. However, due to the impact of National Education Movement, there was a pressing demand from the Indian national leaders that the Govt. Should accept the responsibility of free and compulsory primary education of the native children. Asa consequence, a resolution was adopted on February 21,1913 in which the Govt. denied to accept the responsibility of free and compulsory primary education but pledged to expedite eradication of illiteracy of the native children. The provincial Governments were urged to take steps towards that direction and also towards improvement the quality of secondary education.

Calcutta University Commission, 1919

After **Sir Asutosh Mukhopadhyay** took over as the Vice-Chance I lor of Calcutta University, there was a phenomenal advancement of teaching learning with introduction of new PG Departments and assembly of renowned scholars as teachers. The government felt the need for developing policy for the management of the university and also with a veiled motive of exercising administrative control over it. But the attempt was postpone due to the breaking out of World War I. When the war was almost over, a Commission with Michael Sadler, Vice-chancellor of the Leeds University as its Chairman was appointed in 1917 to recommend suitable reforms in

the affairs of Calcutta University. For that reason it is also known as the Sadler Commission, Sir Asutosh Mukhopadhyay was a key member of the Commission, The commission submitted its report in 1919. The commission recommended important structural changes in the education system including school education. It is interesting to note that the roots of structural changes in Education in the post independent India are not difficult to notice in the recommendations of Sadler Commission. Salient recommendations about school education are as given below,

- The first two years' course in the colleges are similar to those in secondary schools. So it should be transferred to school level.
- Secondary education should of two stages. The first part of 10 years duration named as Matriculation followed by an Intermediate stage. Eligibility of college education shall be Intermediate certificate which should be detached from the University. There shall be separate Intermediate colleges under separate board. The proposed board shall be constituted with representatives from the Government, University and Intermediate colleges.
- Medium of instructions in the intermediate colleges shall be mother language except for English and Mathematics.

Thus the Sadler Commission wanted to make a cleardistinction between University ruled collegiate education and school education and also conceived the need for a link between the two to bridge the gap. A similar bridge course named as P re-University course was introduced in independent India in late 1950s during the period of transition from ten year school education system to eleven year higher secondary system.

1.3.1.4 Education after 1921 Up To 1947

Hartog Committee Report 1929.

Period from 1921 to 1837 is called the period of diarchy because provincial autonomy was granted to 11 states in British India and the spheres of autonomy included education also. Therefore, education under diarchy was both a central and state or provincial affair. Naturally, due to the independent decisions taken by the provinces, wide diversity arose in educational matters. In order to coordinate the provincial diversity in education and advice the Governments in educational decision making, a Central Advisory Board of Education (CABE) was set up in 1921 which was closed down after two years on the plea of financial constraints. As a result wide diversity in the school education system reappeared. Besides in order to resolve some

administrative crisis, Simon Commission was appointed in 1927. A subcommittee with **Sir Philip Hartog** was appointed under the commission in 1929 to assess the advancement of education in British India and to suggest future course of action. The salient recommendations of Hartog Committee on school education are briefly mentioned below.

- The primary schools where there are fewer students should be closed down and new schools are to be set up where there is demand.
- The organisational set up for the management of these schools are to be restructured.
- Flexible curriculum with scope of studying Hygiene, Physical Exercise is to be developed. Emphasis should be laid upon character building.
- Duration of the primary education should be of 4 years. Primary education should be the vehicle for rural development.
- Examination system should be easy for primary education so as to reduce wastage and stagnation and there should be a system of repeat education.
- Quality teachers are to be appointed with provision of adequate salary and scope of refresher education. About secondary education, the committee proposed that,
- In the lower classes the examination system should be simplified for reducing examination fear.
- Secondary education should be multipurpose with scope of choice of subjects to be studied.
- After secondary education, the students are to be encouraged to study commerce and industry related subjects.

It may be noted that even in the 1930s school education system as a whole was still in the formative mode. Situation in Bengal was no exception. But since Bengal was one of the provinces having large number of elite people, a centre of either the origin of or participation in almost all educational and political movements, a steady system of school education gained ground firmly in its soil by that time. On comparison with other provinces, historians have identified that Secondary education earned highest focus in Bengal,, even greater than primary education. The reason may be attributed, once again, to the tendency to link education with opportunity of employment.

However, there was a continuous demand from the Indian people that education should be recast to suit the Indian heritage and culture. During the mid-1930s, many provincial governments appointed committees to suggest suitable reforms in the education system. This demand was strengthened due to the participation of Indian Ministers in the government and assuming charge of the education in particular. Before their resignation aiming to join struggle for total freedom, their short tenure as ministers was quite fruitful in this regard as NaiTalim or the Wadha Scheme of Basic Education based on Gandhiji's philosophy was experimentally implemented after Zakir Hossain Committee's recommendation in 1937, in many provinces including Bengal. It was deemed as India's own education system. CABE also recommended to the government to review Indian education system with a view to incorporate technical education in it.

Wood-Abbot Report (1937)

As a consequence, the government appointed **Mr. A. Abbot,** Chief Inspector of Technical schools, Board of Education, England and **Mr. S. H. Wood**, Director of Intelligence, were invited to suggest reforms of Indian education, Mr. Wood recommended about general education and administration while Mr. Abbot on technical education. But their recommendations, although important, did not comprise any unique or novel suggestions. Briefly, their main points were,

- Appointment of adequate number of trained teachers and lady teachers for the expansion of women's education. Primary school teachers should have three years training after secondary education. Number of training centres to be substantially increased. Both pre-service and in-service training should be arranged.
- Revision of curriculum to include experiences common and appropriate for children.
- Mother language in rural schools as medium of teaching learning.
- Medium of instruction up to higher secondary stage to be mother language, English language should be compulsory-practical English for common students and English literature for the meritorious ones.

Wood-Abbot report was severely criticised and before any further consideration, the freedom movement in India gained momentum and also in no time, the World War II broke out. After the War was over, there were drastic changes in the education system in England. It became imminent that the post war education in India be

reviewed and reformed. Therefore, the CASE took active role in designing the new education system. A draft report was published in 1944 in the name of Sir John Sargent, the then Advisor to the Government of India on Education because he also actively participated in preparing the report.

Report of the Sargent Committee or Sargent Plan on the Post War Education in India, 1944

It was interesting to note that by the end of World War II, it was evident that the British rule in India can no longer continue. Freedom has to be granted to India in no time. Therefore, while preparing the Sargent plan, the probable pattern of education in independent India was also in mind. It is reflected in the most elaborate coverage of the entire range of education in Sargent Plan, it included, Primary, Secondary and Higher education, Vacational and Technical Education, Adult Education, Teacher Education, Education of the Handicapped, Employment and Educational Administration. In one sense, Sargent Report was a compilation of all the previous reports from that of Sadler Commission onwards. Salient parts of the recommendations are,

Primary Education

- Separate nursery schools are to be set up for children between age group 3-6 years. Besides, nursery sections are to be opened with primary schools.
- Nursery education will be free but not compulsory. Medium of instruction will be mother language, the objective of which will be to introduce children with spontaneous social behaviour.
- Education of the children between age group 6-14 years should be free and compulsory. It will be divided into two stages, 6-11 years as Lower Basic and 12-14 years Upper Basic.
- Primary education should be imparted by lady teachers through mother language on the basis of real life experiences and work. Sargent did not accept the Gandhiji's idea of financial self sufficiency of the schools through learning and earning.

Secondary Education

- Secondary education will be of six years duration but only the eligible students should have access to high schools.

- Medium of instruction shall be mother language but English should be taught as compulsory subject.
- There shall be two types of secondary schools, Academic High Schools for pure Arts and Science and Technical High Schools for Applied Sciences, Commerce and Trade.
- Secondary education should be complete in itself, not a preparatory course for higher education,
- Separate schools for the handicapped, health education and medical check up, teacher training and such other matters were also considered meticulously.
- University Departments of Education and large number of Teacher Training Colleges are to be established so as to meet the need for huge number of trained teachers.

It is evident from the brief account of the development of education in pre-independent India and Bengal that, even at the time of achieving independence, our nation lagged far behind the actual need in the quality and quantity of schools, trained teachers and other accessories. Writing and adopting a comprehensive Constitution of independent India which paid substantial attention to education in all possible ways is one of the proofs of acceptance of the above fact. Another proof is in the setting up commissions for reforms of education immediately after independence.

1.3.2. Education in Post-independence Period - in Respect of West Bengal

Development of education in post-independence era can be viewed from many perspectives, namely, from

- Constitutional perspective
- Policy decisions in terms of the recommendations of various committees and commissions and the National Education Policies
- Five Year Plans and quantitative growth in different segments like, institutions, manpower, enrolment, GER, finance etc.

But the task involved in analysing from all the three perspectives will be enormous and complex. The Constitution of inciia, the original version and the subsequent amendments, aimed only to ensure that all the future citizens get equal opportunity of education and nobody is discriminated in this opportunity due his/her language, religion, caste, creed or minority status. Universal free and compulsory education

was the ultimate aim of the constitution and therefore, amendments from time to time ultimately reached the stage of accepting the education as fundamental right and finally legislation of the Right to Free and Compulsory Education Act in 2009.

The second perspective has no separate reference to any specific state. But the committees and commissions set up from time to time provide the main guiding principle for the structural changes in our education, including curriculum and other aspects. Therefore, a major component of the history of education in India is the account of these reports which can not only be ignored but also should be considered as the prime component.

The third perspective is useful in describing educational development in a specific state in terms of the numerical figures of schools, teachers, enrolment, and such other relevant factors at a suitable time interval. But mere statistical figures of any survey do not make a history unless it is analysed from different angles which is beyond the purview of present discourse. Therefore, the following discussions will rely upon the reports of different committees and commissions with comments on their impact.

Immediately after attainment of independence, the two most important tasks before the new Government were to

- Revive the economy of the nation shattered due to the World War and atso due the impact of partition.
- Adopt a Constitution with guiding principles for nation building and every aspect of governance

Apart from that education was in the top priority because it is the foundation of economic revival as well as of the process of nation building including social transformation.. The colonial education under the British rule could in no way a reflect the aspirations and values of the Indian people. It did not reach the common mass especially the poor, marginalised socially and economically and the downtrodden. There was huge backlog of illiterates, dearth of skilled and technological experts and other professionals. As a whole the education system at the time of independence was aimless, bearing only the colonial legacy. It was deemed necessary to change the system immediately. Under the circumstances, Indian Universities Education Commission was appointed in 1948 with Dr. Sarvapally Radhakrishnan as its chairman. The commission is better known as, therefore, Radhakrishnan Commission.

1.3.2.1 Radhakrishnan Commission, 1948- 1949

Indian Universities Education Commission was set up on November 4, 1948, the report of which was submitted in 1949. This is for the first time that Indian educational dreams were reflected in the aims of education which were retained as aims of school education in the subsequent days. The major aims were,

- To help development of leadership.
- Personality and character building.
- Inculcation and generation of new knowledge.
- Development of democratic spirit.
- Preservation and advancement of culture.

Since the primary objective of the commission was to recommend the pattern of University education in independent f ndia, it touched upon almost every aspect of education. The salient parts of the recommendations which were relevant to school education, mentioned below. These recommendations helped for first time in the reconstruction of school education indirectly,

- School education shall be twelve years duration after which the students can be admitted to the genera! or vocational collegiate education.

There was a detailed proposal for Rural Universities and rural education,

- From the primary stage up to eight years of Basic education.
- Next three years will be post-basic or secondary education.
- Next three years for collegiate education and then university education.
- Commission did not go into the details primary education but presented a scheme of secondary education.
- School education should be residential.
- Each residential school shall be self-sufficient in every respect with hostels, play grounds, teachers' quarters, work shop etc.
- 50% of the time should be allotted to theoretical classes and the remaining period for practical work.

The dream of the commission did not fully remained unfulfilled in West Bengal as many districts had Govt. Basic schools with all the facilities as mentioned in the commission's report till the other day.

1.3.2.2 Secondary Education Commission or Mudaliar Commission, 1952-53.

Radhakrishnan Commission did not review the school education system comprehensively because it was not in their terms of references but indicated that reconstruction of school education is a precondition for quality university education. It commented that 'our secondary education remains the weakest link in our educational machinery and needs urgent reform.' Therefore, the Government of India constructed the Secondary Education Commission in 1952 with Dr. Lakshmanswamy Mudaliar as chairman. The Commission submitted its report in 1953 in which a totally restructured school education was proposed. It retained in principle many of the aims of education included in the Radhakrishnan Commission and included the aims of increasing productivity and national wealth development. It was proposed that,

- 4/5 years of Primary or Lower Basic stage.
- Secondary stage will be divided into two stages, (a) 3 years of Upper Basic or Lower Secondary and (b) 4 years of Higher Secondary.
- At a later stage the commission modified its proposal of 12 years schooling with the following scheme:
- I - V : 5 years Primary or Lower Basic,

  VI-VIM: 3 years of Lower Secondary or Upper Basic,

  IX-XI: 3 years Higher Secondary.
- Degree courses in colleges shall be of 3 years duration.
- Existing 2 years Intermediate course shall be abolished. One year will be added to higher secondary stage and one year to degree course.
- A one year Pre-University course shall be introduced for the students studying in 10 year-Secondary schools. This course will continue till all the Class X schools are elevated to Higher Secondary stage.
- Medium of instructions in secondary schools will be Regional or Mother language.
- Two languages are to be learnt in the lower primary stage. English and Hindi should be taught after lower basic stage but not simultaneously in the same year.
- Mother language and another regional language shall be compulsory in the secondary and higher secondary stages.

However, finally the CABE recommended a three language formula for the higher secondary stage: one regional language or mother language, English or any modern European language and Hindi or an Indian language (for Hindi speaking students).

Curriculum

Specific recommendation for the first time was made to implement a uniform curriculum in the Indian Schools.

- There shall be a Core Curriculum up to the Secondary stage of school education.
- The Higher Secondary stage shall have two parts, one compulsory part and another optional part. Students can choose any one stream from a list as optional paper.
- Curriculum up to Class VIII (Lower Secondary)-(a) Mother language, English and Hindi, (b) Social Studies, (c) General Science, (d) Mathematics, (e) Art and Music, (f) Craft and (g) Physical Education.
- Curriculum for the Higher Secondary stage shall have compulsory subjects as (a) Three languages (Mother language, English and Hindi), (b) Social Studies, (c) General science (d) Mathematics and (e) Crafts.
- There were seven streams proposed by the Commission: (a) Humanities, (b) Science, (c) Technical, (d) Commerce, (e) Agriculture, (f) Fine Arts and (g) Home Science.

It is interesting to note that previously, science was not included in the school curriculum. Only there was an additional optional paper in science at the school final stage (Class IX -X). Implementation of the recommendations of Mudaliar Commission took about three years but within a few years of implementation it posed several problems, so much so, that a complete review of the whole education system became imminent. Mudaliar Commission may be credited for suggesting a systematic; rational and complete school education in India. But its implementation failed due to several reasons. Some of these a re:

- Premature diversification of courses at the Class IX level was not justified because It was built upon weaker general foundation of cognitive development.
- Many schools could not be elevated to the Higher Secondary level and therefore, the Pre-university course continued under the Universities which was against the principle of separating school education and university education.

- The dual system of teaching, curriculum, and examination, one under the Boards of Secondary Education and the other under the Universities caused severe disparity of standard.
- School management faced severe administrative problems in running two parallel system in the same premises.
- Majority of the schools could offer typical subjects of study under only three streams, namely, (a) Science, (b) Humanities and (c) Commerce. Very few schools could offer Technical or Agriculture streams. Most of the girls'schools, particularly in the rural areas, could offer only Humanities and Home Science and that too with very !rttle scope of choice of papers due to lack teachers and other infrastructure.
- Transition from school education to higher collegiate courses and in professional courses continued to be a bit chaotic because the two sources of student base were not comparable.

With att these circumstances, the Government Of India decided to appoint (ndian Education Commission in 1964 with Dr. D. S. Kothari as its chairman.

1.3.2.3 Indian Education Commission or Kothari Commission, 1964-1966.

Restructuring the entire range of education system was included in the terms of references of the Kothari Commission. Therefore, a massive report was submitted in 1966 covering every aspect of Indian education system. Here, we shall concentrate on the school education only. Like all other states of India, West Bengal is also following the basic pattern of school education after the recommendation of Kothari Commission.

Aims of Education

According to the Kothari Commission, the aims of Indian education will be -

- Linked to National productivity.
- Character building and national unity.
- Development of communication ability.
- Development of the spirit of democracy.
- introduction of modern educational framework in Indian society.
- Generating secular and liberal minded citizens.

Structure of Education

- Pre-primary Education: 1-3 years.
- 4 or 5 years of Lower Primary Education.
- 3 or 2 years of Upper Primary Education (Total 7 years of Primary Education).
- 3 or 2 years of Lower Secondary Education.
- 2 years Higher Secondary General Education or Vocational Education from 1 to 3 years.
- Overall structure of education will be 10(Secondary)+2(Higher Secondary) +3{First Degree)+2(Postgraduate Degree).
- Minimum age for ad mission to the primary stage must not be less than 6+

Curriculum

Lower Primary stage (Classes I - IV)

- Only mother language wiff be taught.
- Besides language, Arithmetic and Nature Study should be included.
- In order to make the children socially aware, some common and easy tasks like clay modelling, paper crafts etc. should be encouraged as creative work and part of work experience.
- Health education.
- instead of annuai examination, classes t and tt are to be treated as one cycle. First examination may be considered after that.

Upper Primary stage (Classes V - VII)

- Mother language or Regional language and Hindi or second language English.
- There may be a third language as additional optional.
- Science should be taught as separate subjects.
- Instead of a mixed Social Studies, History, Geography and Civics are to be taught as separate subjects.
- As a whole the curriculum of the Upper Primary stage will include, (a) Two languages as mentioned above, (b) Hindi or English (Third language as

optional), (c) Mathematics, (d) Science (life Science and Physical Science), (e) Social Studies (History, Geography and Civics), (f) Art (g) Work Experience, (g) Physical Education and (h) Moral and Spiritual education.

Lower Secondary Stage (Classes VIII - X)

The curriculum shall include,

- Three Languages - Mother language, Hindi, English and one Classical language as additional optional.
- Mathematics.
- Science (Physical and Life Science).
- History, Geography and Social Studies
- Crafts and work experience.
- Social Service and Physical Education.
- Spiritual and Moral Education.

Higher Secondary Stage (Classes XI - XII)

This stage is often mentioned as the Plus Two stage. Some of the major changes in the structure of Higher Secondary education were, (a) Flexibility in the choice of subjects from more than one stream, (b) Scope of including Agriculture in the Science stream, (c) Abolition of separate stream specially for the girls (retaining the scope of studying Home Science, Fine Arts, Music etc. as optional subjects) and (d) Part time factory based vocational education, full time Polytechnic education and Sandwich courses in Ills. Curriculum included,

- Any two languages and any three optional subjects from the fottowing: (a) One optional language, (b) History, (c) Geography, (d) Economics, (e) Logic, (f) Psychology, (g) Social Studies,(h) Fine Arts, (i) Physics, (j) Chemistry, (k) Mathematics, (I) Biology, (m) Geology, (n) Home Science etc.
- Work Experience and Social Service.
- Physical Education.
- Art and craft.
- Moral and spiritual education.

Kothari Commission also recommended three important matters not directly related to the structural changes in the school education system but for expansion of the facilities of school education for the different segments population. These are,

- Establishment of Navoday Vidyalayas, residential schools at Govt. expenditure to provide best quality education for the talented poor students.
- Establishment of Open Schools for those who cannot attend schools due to some reason or other but willing to pursue studies at their own pace and convenience.
- Formation of School Clusters for the maximum utilisation of resources and qualitative improvement of school education.

As a whole, main thrust areas of the Kothari Commission may be summarised under the three aspects, (Please insert here the text from original manuscript marked by * in page 17 to * in page 21)

However, when the recommendations of Kothari Commission were implemented, in reality, the scope of flexibility of choice was very rarely realised. The structure of School education in West Bengal retained its traditional pattern. The terms lower primary or upper primary did not bear much significance. The stages were,

- Primary Education (I -IV) in separate Primary schools under the Board of Primary Education.
- Secondary Education (V - X) in Secondary schools under the Board of Secondary Education.
- Higher Secondary Education under the Council of Higher Secondary Education mostly in the Higher Secondary section of the Higher Secondary Schools simultaneously with secondary sections. Unlike many other states, there was no Intermediate college to impart the plus two stage of education but general degree colleges had a higher secondary section for the classes XI and XII. Recently, this system has been totally abolished and the plus two stage is now fully run in the higher secondary schools only.

After the Report of the Kothari Commission was tabled, three major steps of the Government of India in the next 25 years deserve mention.

- National Policy of Education, 1968.
- Draft Policy of Education, 1979.

- National Policy of Education, 19S6, followed by Ram Murty Committee and Janardan Reddy Committee Reports, and the Revised Policy of Education, 1992.

But these were not aimed at any structural changes in school education. Therefore, their impact was not directly visible until the policies of'Education for AH' lead to the adoption of Sarva Shiksha Abhiyan, Constitutional amendment to include education as fundamental right and finally the Right to Free and Compulsory Education,. 2009. The policy issues and the status of school education after RTE, 2009, are beyond the scope of this discourse but a brief account of the Ashok Mitra Commission, 1992, is essential in the school education scenario of West Bengal cannot be ignored because some of its wise recommendations are still debated,

Ashok Mitra Commission, 1992.

A commission with Dr. Ashok Mitra as its Chairman, was appointed by the Government of West Bengal to review the system of education at all levels, identify the weaknesses and suggest improvement so as to revamp the system. There were 118 recommendations in the report, out of which 78 were implemented by the **Govt.** Some important recommendations were,

- Commission accepted all the previous recommendations and UNESCO reports that primary education should be based on mother language only and to abolish teaching English in Primari Schools which should begin in Class V.
- Text books of English are to be changed in the tine of functional communication method of teaching.
- School clusters can be experimentally formed with four local schools taken together.
- Introduction of Mid-day Meal for school children.
- Improvement of teaching with experience based method and special coaching and tutorials for weaker students.
- Decentralisation of the power of the Boards of education.
- Introduction of continuous internal assessment to replace the annual examination in primary schools.
- No student should be detained for repetition of class (grade repetition), instead, remedial teaching should be used to ensure learning.

As the Government accepted these recommendations, it was severely criticised and the revolutionary steps, which in later days formed an essential component of the RTE Act, politicised to gain undue popularity.

1.3.3. Education System in West Bengal

Education system in West Bengal is not different from that in India as a whole. The salient features of the system are as mentioned below.

From Management point of view there are six types of schools, namely,

- **Government Schools** - These schools are under the Directorate of School Education and financed by the Government of West Bengal. Teachers are appointed by the Public Service Commission and they are treated as Govt. employees. Some of the famous Govt. schools are, Hindu School, Hare School, Bethune School, Ballygunge Govt, School, etc.
- **Government Sponsored Schools** - These are fewer in number. These schools do not get full patronage of the Govt, and enjoy a little more autonomy than Govt. Schools.
- **Government Aided Schools** - Maximum number of schools in West Bengal belong to this category. These schools get salary deficit grant from the Govt. or in other words, the Govt. bear the full responsibility of the teaching and non-teaching staff in terms of salary and retirement benefits. Teachers and Head teachers are appointed by the Central School Service Commission except the part time teachers, and guest teachers. These schools are managed by legally formed Governing Bodies. Education in all the above types of schools is free.
- **Private Schools** - Private schools are managed by corporate bodies, individual owners, trusties etc. Entire expenditure in these schools are borne by the parents of the students who are usually charged huge sum as fees. The governance of these schools, teacher recruitment, and all decision making processes vary from school to school. However, they boast of providing quality education.
- **Minority Schools-As** per provisions in the Indian Constitutions, the minority communities cannot be prevented from establishing their own educational institutions at any level irrespective of their religion, language or any other identity. There are schools run by the Christian Missionaries, Muslim trusts,

Jain trusts, and other religious communities. However, most of these **schools** are affiliated to one or the state Board of school education. There are some schools affiliated to the central boards also.

- **Local Body Schools** - In some metropolitan cities like Kolkata, Municipal Corporations run some schools, most of which are primary schools.

Also, there are vocational schools imparting vocational courses of a wide variety of trades and vocations. These are divided into three categories.

- **Vocational schools** - Offering three years vocational courses after Class VIII.
- **Industrial Training Institutes (ITIs)** - Offering courses of various durations and in a variety of trades mostly after Class X.
- **Polytechnic Education** - (Not under school education system).

From the enrolment point of view, there are three categories of schools, namely,

- **Unisex schools** - Either only boys or girls are enrolled.
- **Co-educational schools- Both** boys and girls are enrolled. All primary schools and privately managed schools are co-educational. But legally, there is no such differentiation in the school categories.
- **Mixed type** - In rural areas where there fewer higher secondary education schools, the secondary section of the schools enrol boys only but the higher secondary section is treated as co-educational.

Levels of school education in West Bengal, as it was mentioned earlier are five,

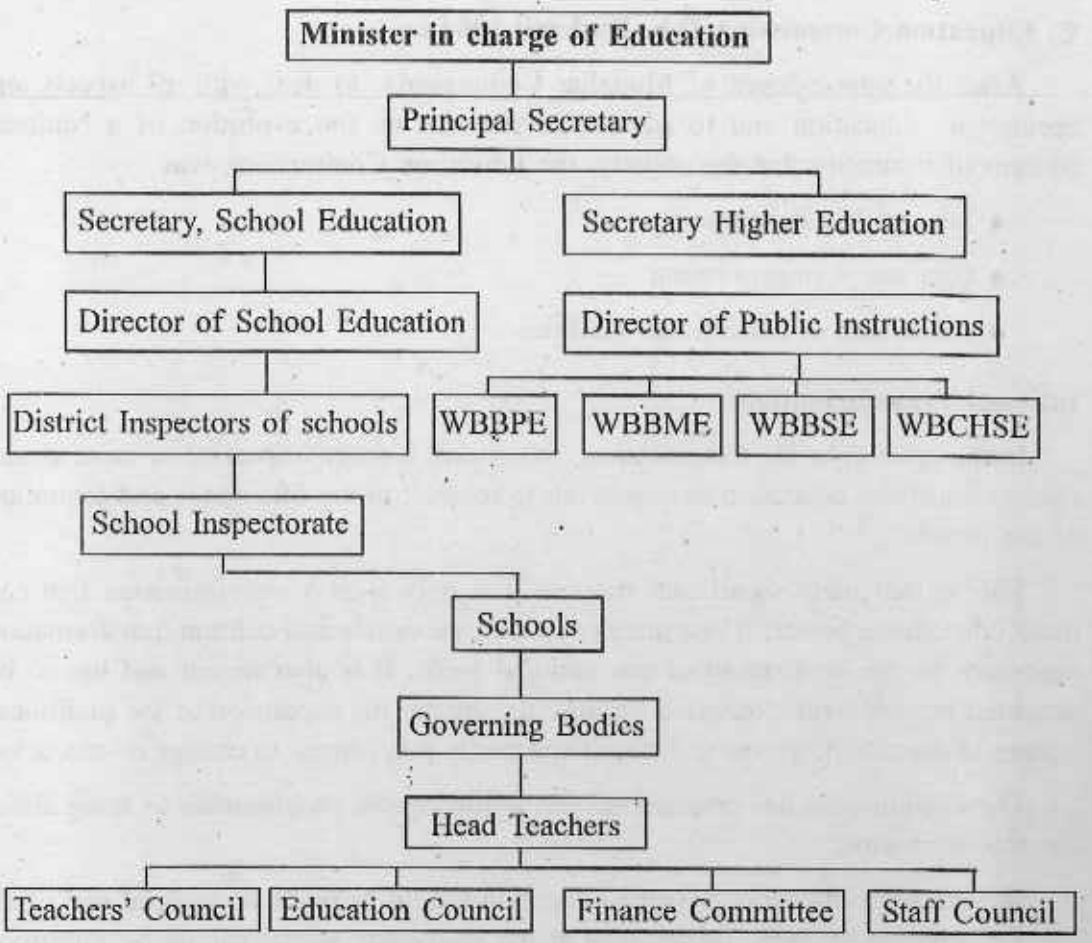
- **Pre-primary level** - 3 years of Nursery or Kindergarten schooling.
- **Primary level** - Four years of primary education (I - IV).
- **Elementary level** - four years of elementary education (V - VIII).
- **Secondary level** - Two years of secondary education (IX - X)
- **Higher Secondary level** - Two years of Higher Secondary education (XI - XII).

Levels of Madrasah Education:

- **Junior Madrasah** - Equivalent to Primary level,
- **High Madrasah** - Equivalent to Elementary education level.
- **Alim** - Equivalent to Secondary level.
- **Fazil** - Equivalent to Higher Secondary level.

1.3.4. Administrative Structure of School Education System in West Bengal

Administration of school education is headed by the Minister of Education who is in charge of the administration of the entire span of educational administration from pre-primary to the higher education, vocational to the technical and professional education. The minister is assisted by the following administrative set up



* This structure cannot be taken as absolute, because there may occasional changes in the set up and also it may be broken up into a further complex structure with more details.

School education system is not a static process. It undergoes reforms and changes regularly. The global and national contexts demand such changes and any system has to comply with it for keeping pace with the changing world. At present, the concept

and practice of inclusive Education have been accepted in principle. Its implementation is gaining momentum in the school education. Also, there is an increasing trend of having uniform national curriculum in school education. All these may bring about further changes in the school education in near future but the basic structure is expected to remain unchanged.

C. Education Commission D.S. Kothari) 1964-66

After the appointment of Mudaliar Commission, to deal with all aspects and sectors of education and to advise Government on the evolution of a National System of Education for the country, the Education Commission was

- Internal transformation
- Qualitative improvement
- Expansion of educational facilities

Internal Transformation:

In the opinion of the Commission, "no reform is more important or more urgent than to transform education to endeavour to relate it to the life, needs and aspiration of the people".

This is extremely significant because it is only such a transformation that can make education a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals. It is also urgent and has to be accorded priority over expansion because the greater the expansion of the traditional system of education, the more difficult and costly it becomes, to change its character.

The Commission has emphasized the following ten programmes to bring about this transformation;

1. Science Education: Science Education should be made an integral part of all school education. Its teaching at the University stages should be improved and special emphasis should be laid on the development of scientific research.
2. Work Experience: Work experience should be made an integral part of all general education. It should be oriented to technology, industrialization and the application of science to the production process including agriculture.
3. Vocational Education: Vocational education should be emphasized, particularly at the secondary stage. At the lower secondary stage (age group 11-16) vocational education should ultimately be provided to about 20 percent of

the enrollment. At the higher secondary stage (age group 17 -18) such enrollment should be increased to 50 percent. In higher education, about one-third of the total enrollment may be in vocation at courses. In particular, it is essential to emphasize the development of education and research in agriculture.

4. The Common School: A common school system of Public Education which would provide equality of access to children from all social strata, which would be adequate in quantity and quality proposed.

5. Social and National Service: Some form of Social Service should be obligatory on students of all ages.

6. Language Policy: In the development of all modern languages as the medium of instruction and for the administration in the respective states. Hindi served as both official and link language and English and Russian as library languages. It further said that the three language formula should be modified; only the mother tongue should be compulsory at the lower primary stage, a second language should be added at the higher primary stage either Hindi or English, at the lower secondary stage, all the three languages should be studied mother tongue, Hindi (or a modern Indian Language in Hindi areas) and English; any two of these languages should be compulsory at the higher secondary stage and no language should be compulsory at the University stage.

7. Promotion of National Unity: Curricula should promote National Unity and consciousness and international understanding.

8. Elasticity and Dynamics: It observed rigidity and uniformity in the existing system. It suggested change in curricula, teaching methods and a large programme of in-service education for teachers and educational administrators. Apart from full time education, part-time and own time educational programmes should be encouraged. The education system should emphasize the development of fundamental, social, moral and spiritual values. There should also be some provision, in a multi-religious, democratic society like that of India, for giving some instruction about the different religions.

Qualitative Improvement:

The Commission has emphasized the need for dynamic and evolving standards of education. For this purpose the Commission has recommended the adoption of the following measures.

- Utilization of Facilities: It suggested increasing the number of working days, lengthening the duration of the working days, proper use of vacations and creating a climate of sustained and dedicated work.
- Reorganization of Educational structure and Teachers stages and Education: It recommended the 10+2+3 pattern and recommended substantial improvement in remuneration of teachers particularly at the school stage and the gap in the remuneration of teachers at different stages of education was proposed to be abridged.
- The Commission recommended drastic changes in curricula, teaching methods and evaluation, with the scope for elasticity and dynamism.
- Selective Development: In view of the scarcity of money, material and men it advised the selective development of institutions. At the university stage, about five or six universities should be selected for intensive development, by locating clusters of centers of advanced study in them, and should be helped to reach internationally comparable standards.

Expansion of Educational Facilities:

The Education Commission at all stages has recommended expansion of education facilities, but more priority was given for internal transformation and qualitative improvement. The following programmes were recommended:

1) Adult Literacy: A part-time course of about one year's duration should be conducted for all children in the age group of 1-14 who have not attended school or left it before attaining literacy.
2) Primary Education: Good and effective primary education should be provided to all children. The objective of the educational policy should be to provide five years of such education by 1975 and seven years of such education by 1985.
3) Secondary and Higher Education: This should be expanded on a selective basis and the output of educational institutions should be broadly related to manpower needs or employment opportunities.

It is criticized that the Commission did not give a clear picture of "development", that is, of the future society we should strive to create in the country, and the steps to be taken to create it. It is further argued that while the Commission did prepare a fairly good blueprint of the national system of education, its report did not highlight

the close links between education and society. The report was in fact a reflection of the social and political expression of the economic crisis of the period. On the one hand it made recommendations that reflected the democratic aspirations of the Indian masses regarding free and compulsory education, increasing financial outtays for education etc on the other recommendations leading to the restriction of higher education.

1. Use of regional language as medium of instruction at the university stage.
2. Non-formal education.
3. Education for the people i.e., Elementary and Adult Education.
4. The Common School System.
5. 10+2+3 Pattern.
6. Teachers salaries.

The proposals like new priorities in educational development, differential systems of grants in aid, continuance of education as a subject in state list etc.. attracted wide attention but were not implemented.

1.4 Some Educational Bodies in West Bengal (Function only)

The West Bengal Education Department came into existence in January, 1921, and the School Education Department, a separate department to oversee the entire school education in West Bengal, was formed in 1977.

Presently, in West Bengal, there are separate Departments for Higher Education, School Education, Technical Education and Training, and Mass Education Extension. The Department of School Education oversees the work of the Directorate of School Education, Government of West Bengal, Paschim Banga Sarva Shiksha Mission (PBSSM), West Bengal Board of Primary Education (WBBPE), West Bengal Board of Secondary Education (WBBSE), West Bengal Council of Higher Secondary Education (WBCHSE), State Council of Educational Research and Training (SCERT),West Bengal Council of Rabindra Open Schooling (WBCROS), School Service Commission (SSC) and Directorate of Accounts. In the recent past the West Bengal Madrasah Education Board was under the School Education Department. Now it is under the Minority Affairs and Madrasah Education Department.

The Minister-In-Charge, School Education holds the charge of the state's School

Education Department. After the Minister of School Education, the highest functionary at the Secretariat level is the Principal Secretary, assisted by the Special Secretaries, Joint Secretaries, Deputy Secretaries and Assistant Secretaries.

The main functions of the Department comprise making policy decisions and framing rules regarding primary, upper primary, secondary and higher secondary education as well as education for linguistic minorities and backward classes and all other related establishment matter, including those pertaining to appointment, conditions of service and vigilance.

1.4.1 SCERT (State Council of Educational Research and Training)

SCERT was established as a Post Graduate Research and Training Institution in terms of G.O. No. 712-Edn (CS) dated 21.05.1980 and functions under Department of School Education, Government of West Bengal as per G.O. No. 7-Edn (P) dated 25.02.1993 till date to carry out specific tasks for quality improvement of school education in West Bengal. It is neither autonomous like NCERT nor a directorate like DSE, of W.B. But constituent parts of the Department like different branches of the Department. It is headed by a Director.

The tasks, with which the SCERT. West Bengal has been entrusted cover the entire spectrum of school education. The specific tasks are given below:

- To arrange for the in-service and orientation of supervisory / inspecting officers dealing with pre-school. elementary, secondary and higher secondary education in the state.
- To arrange for the in-service training of teacher educators working at all stages of education from pre-school to higher secondary.
- To provide extension service to teacher training institutions at all levels in the state.
- To organize programmes including correspondence cum contact courses for the overall professional development of teachers, teacher educators and supervisory / inspecting officers.
- To co-ordinate the work of Extension Service Centres of the teacher training institutions in the State. D To produce curricula, instructional materials, text books etc. for the use of educational institutions and teachers of pre-school, elementary, secondary and higher secondary stages in the state.

- To prescribe curricula and text books for the schools and teacher training institutions at the pre- school and elementary stages.
- To produce instructional materials for the use of teacher educators at the secondary and higher secondary education levels.
- To function as a controlling authority with the aspects of elementary teacher education.
- To conduct studies and investigations on the various problems of education in general and in the training of teachers and the teaching of the curricula at the levels of preschool, elementary, secondary and higher secondary education.
- To undertake specific projects at all levels of education and perform such other functions as may be entrusted to it by the Government from time to time., ETC.

The activities of SCERT have been carried out in the following four divisions in subsequent years

1. Division of Curriculum Development,
2. Division of Educational Research, Evaluation and Examination reform,
3. Division of Training and Extension,
4. Division of Educational Technology.

1.4.2 DIET (District Institute of Education and Training)

The Govt of India, acting in pursuance of the National Policy on Education, 1986, read with Programme of Action 1992, drew up a number of centrally assisted schemes for up gradation of the quality of teaching and learning in the School Education Sector, One such scheme envisaged up gradation of the existing Primary Teachers' Training Institutes (PTTIs) to the District Institutes of Education and Training (DIETs) and also setting up of new DIETs in the Districts where a suitable PTTI for up gradation was not available. In this State, 16 such DIETs (13 through up gradation of the PTTIs and 3 through new constructions) have been set up.

DIET is a 100% centrally sponsored scheme and the expenditure of DIET including the recurring expenditure involving staff salary as well is funded by Govt, of India. This funding pattern was continued till the end of 10th Plan. After that it had been proposed that central would bear 75% and State would bear 25% and this scheme will continue. The scheme of DIET started around the end of 7th Five-year Plan and

is a continuing scheme. Initially, Govt, of India earmarked Rs.58 lakhs for civil works in case 'of up gradation of an existing PTTI and Rs.100 lakh in case of a new DIET together with an equipment cost of Rs.13 lakh for an upgraded DIET and Rs. 17 lakh for a new DIET. They have substantially increased these amounts (new DIET: civil work - 150 lakh, equipment - 25 lakh & upgraded DIET: civil work -90 lakh, equipment-20 lakh). They have already sanctioned Rs. 1500.39 lakh towards civil construction and equipment costs. They have also reimbursed funds as recurring grants (staff salary etc.) for the upgraded DIETs. This covers reimbursement of salaries of existing staff from the date of sanctioning of each DIET. The State Government, however, has to bear the liability of expenditure existing just prior to sanctioning of the DIETs.

SSA has a very strong component of pedagogical renewal activities involving intensive in-service teachers' training packages, development of text books and supplementary reading materials, studies and action research at the district and sub-district levels and institutionalized academic support to primary and upper primary schools. For ensuring all these activities and to achieve the goals, there is a need of a very strong and vibrant institutional framework at the district level. DIETs are being established in the districts to provide this framework and to strengthen the delivery mechanism of SSA In fact, most of the other States in the country have full-fledged DIETs running in their districts, providing the nerve centre of all pedagogical renewal activities at the district level.

DIETs are apex bodies at the Districts for taking up this role. In the context of launching of SSA the DIETs are expected to undertake, among others, the following specific activities:

- Initiatives to upgrade the quality of the teaching-learning process in the Districts in elementary education
- Orientation and capacity building of elementary and pre-school teachers through pre-service and in-service education
- Preparation of district plans for universilazation of elementary education as well as up gradation of quality of education
- Development of District specific teaching and learning materials D Support to sub-district resource centres
- Research to build an improved understanding of elementary education in the district

- Activities to improve and support community involvement in elementary education
- Activities to support training programmes in adult education
- Strengthening of their own capacities

1.4.3 WBBPE (West Bengal Board of Primary Education)

The West Bengal Board of Primary Education Act promulgated as early as in 1973 and amended from time to time vests in the West Bengal Board of Primary Education the development both in quantitative and qualitative terms, supervision, management and control of the entire primary education in West Bengal. The Board claims uniqueness on two distinct counts:

- In the whole country the Board is the only one that has been created and entrusted with the sole authority to manage, supervise, develop and control primary education in the state
- Quite in tune with the avowed policy of the State Government, the Board, a democratically elected autonomous body, symbolizes democratization and decentralization of the entire primary education in the State. As many as 19 District Primary School Councils in the districts, all democratically elected bodies, work for primary education under the aegis of the Board which is headed by its President, who is assisted by an Executive Secretary.

A resume, however of powers & functions of the Board including those vested in it by the West Bengal Primary Education Act, 1973 is given below-.

- Framing up of the syllabi and curriculum of the Primary Stratum of School education and developing learning competency based text-books for the students of the Primary level.
- Preparing and providing books to be studied in the Primary Schools.
- According approval to setting up Primary Schools on the basis of the quota of the Schools fixed by the State Government.
- Prescribing the curriculum, the syllabus and the Courses of Studies of the Primary Teachers' Training Institutes.
- Granting recognition to Primary Teachers' Training Institutes to be run by Registered Societies without any financial assistance from The Government.
- Conducting Primary Teachers' Training Examination.

- Awarding Diplomas, Certificates, Prizes, Scholarships in respect of any examination conducted by the Board.
- Holding Continuous and Comprehensive Evaluation as school-based evaluation system, an External Evaluation (at the end of Class II) and finally a Diagnostic Achievement Test at the class IV to ascertain gaps in learning-competencies in order to ensure remedial teaching-learning) both at Board level and District level with co-operation from the District Primary Schooi Councils and other district authorities namely District Magistrate. Sabhadhipati. Sabhapati of Panchayet Samity and BDO's (of all the blocks) and other organisations and distinguished persons in the district.
- Conducting need based extensive teacher-orientation programmes to empower teachers for imparting proactive, participatory and joyful instructions.
- Developing teacher guide books / manuals, teacher orientation modules along with Course-books of different classes on different languages at the Primary stage.
- Transferring any teacher or non-teaching staff from a Primary School within the jurisdiction of one Primary School Council to another Primary School Council.
- Transferring any officer or employee other than the Secretary and the Finance Officer, from one Primary School Council to another Primary School Council or to the Board or from the Board to a Primary School Council.
- Exercising general supervision and control over the work of the Primary School Councils and for that purpose to issue such instructions to the Primary School Councils relating to Primary Education and to call for reports from the Primary School Councils on matters relating to Primary Education.
- Advising the State Government on all matters relating to Primary Education referred to it by the State Government.
- Performing such other functions and discharge such other duties as may be prescribed by the rules made or notifications or orders issued by the State Government under the Act of 1973.
- School sports - awarding scholarships, distribution of clothes to the students of Dr. B. R. Ambedkar State Sports School, Banipur, 24 Pgs. (N) before festival.

- Undertaking projects in collaboration with national & international agencies such as NCERT, NIEPA, NCTE, UNICEF, BRITISH COUNCIL, EUROPEAN COMMISSION etc.

1.4.4 WBBSE (West Bengal Board of Secondary Education)

The Board of Secondary Education was established in **1951** under an Act of the State Legislature called the West Bengal Secondary Education Act of 1950. The Board was inaugurated by the then Governor of West Bengal **Dr. K. N. Katju** on **3rd May 1951** and the Board started functioning under the Chairmanship of **Sri Apurba Kumar Chanda** The basic task before the Board was two fold.

- To regulate, control and develop secondary education of the State.
- To conduct the School Final Examination.

Previously this was done by Calcutta University. The Board was subsequently renamed as **West Bengal Board of Secondary Education** in 1964, under the West Bengal Board of Secondary Education Act 1963. During its long history the Board was superseded by the State Govt. twice. The first instance was from 1954 to 1963 (Bengal Secondary Education (Temporary Provisions) Ordinance 1954) and the second occasion arose from 1978 to 1980. The Board, an autonomous body, in its present look came into existence from January 1964 with **Dr. J. C. Sengupta** in the Chair.

The operational ambit of the Board has increased manifold over the years. In 1951 the Board started its journey with 1270 high schools taken over from Calcutta University which increased to 2312 by the end of 1963 and to more than 8000 by the, end of 1975 including some schools outside the territorial jurisdiction of the State. Presently the Board is handling around 10238 numbers of schools. With the increase in the number of recognized schools, the examinees appearing in the Secondary Examination (School Leaving Examination with a general syllabus) have increased. In 1952, the Board handled only 42000 examinees, which increased to more than five lakhs in 1976 and in 2006 this figure jumped to nearly 8 lakhs. Over the years, the Board has also taken up the publication of text books for different classes as well according approval to books from private authors and publishers for their introduction in different schools including books in Santhali (a tribal language), Nepali and Urdu catering to specific linguistic demands. The research and review of text books are done by panels of independent experts to ensure strict quality control and maintain standard.

To cater to the ever increasing demand, the Board time and again has restructured

the syllabi with the help of independent panel of experts(the latest effort in this regard has been taken in 1999) and has also introduced new additional subjects to cope with the demand of modern times . Subjects like Information Technology Computer Application and Hardware Management are being offered as additional subjects in the schools. The board also conducts teachers' orientation to equip them with the changes in the syllabi and teaching techniques. Subject specific such teacher empowerment is a continuous process. New emerging issues are also being fittingly addressed as done in Life-Style Education and environmental studies. The Board has always strived to achieve a people-friendly visage for this—

- All examination related works and other administrative works save the management of schools are being done by the four Regional Council offices in Kolkata, Burdwan, Midnapore and North Bengal from 1974.
- Conducting of Camp Offices in districts for distribution of examination related papers to the students and the concerned schools.
- Publication of results of Secondary Examination in the WEBSITE
- Operating help-lines during examination.
- Publication of Parshad Barta, a periodic organ (from December 1974) which acts as forum for sharing of experiences and views.

The administration of the Board is run in a democratic and decentralized fashion (the Board members are elected from relevant constituencies).From 1989, the examination system has been computerized and the Board is in the process of total computerization of works. Further the Board has also embarked upon total archiving of records and their digitization from 2006 to endow the Board with modern and state-of-the-art look.

Composition and Function

The Board is constituted with sixty-five members, the President is at the helm. Of the sixty-five members thirty-six are elected from amongst the teaching and non-teaching staff of the recognized institutions and the others are ex-officio members. The exact number of members belonging to different categories is given here in a tabular form. While the different constituencies from which the elected and nominated members will be appointed are clearly spelt out in the act, the ex-officio members include the Director of School Education, Presidents of West Bengal Council of Higher Secondary Education, West Bengal Board of Madrasah Education, West Bengal Board of Primary Education etc.

1.4.5 WBCHSE (Wesl Bengal Council of Higher Secondary Education)

The Government of West Bengal has established the West Bengal Council of Higher Secondary Education, under West Bengal Council of Higher Secondary Education, Act 1975. The council is the main body which looks after the education system in the 10+2. The council has its main office at Salt Lake, Bidhannagar, Korunainoyee, Kolkata along with four regional offices. The Council is a body corporate with perpetual succession and a common seal, and is entitled to acquire, hold and dispose of property, to enter into contracts and to do all other things necessary for the purposes of this Act and shall by its name sue and be used. Its functions are executed through an organization structure.

The Council consists of members like The President appointed by the State Govt. and other ex-officio members like: The President of the Board of Secondary Education-Ex Officio, The Director of School Education-Ex-Officio, The Director of Technical Education-Ex-officio, The Director of Industries-Ex-offlcio, The Director of Agriculture-Ex-Officio, The Director of SCERT-Ex-offlcio etc.

It is the duty of the Council to advise the State Government on all matters relating to Higher Secondary Education referred to it by the State Government. The Council has the power to direct, supervise and control the Higher Secondary Education in the State.

The major functions of the Council are to :

- assess periodically the Educational needs at higher secondary level at the state and lay down the General policy for the development of the Higher Secondary Education;
- provide for inspection of Recognised Institutions;
- provide by regulations, the curriculum, syllabus, the courses of studies to be followed and the books to be studied in Recognised Institutions;
- undertake the preparation, publication and sale of Text Books and other books for use in the Recognized Institutions;
- institute Higher Secondary Examination for the purposes of the Act; D publish results of examination instituted by the Council and to award certificates and scholarship thereof;

The Higher Secondary Course shall consist of two parts, i.e. Class XI and Class XII. The curriculum of Higher Secondary Course shall consist of

After completing secondary school examination, students enrol for 2 years in Higher Secondary Institutions. Upon completing the required coursework, students may enrol in general or professional degree programmes.

1.4.6 WBSCHE (West Bengal State Council of Higher Education)

The West Bengal State Council of Higher Education was formed to steer the higher education sphere in the state in the desired direction and goal of the government. The Council aspires to participate in the following activities:

Planning and Co-ordination

- To prepare consolidated programmes in the higher education of the State, keeping in view the guidelines issued by the Higher Education Department of the State and the University Grants Commission (UGC) from time to time, and to assist in their implementation.
- To co-operate and coordinate with the Higher Education Department and the UGC in respect of determination and maintenance of standards of higher education and suggest remedies wherever necessary.
- To evolve perspective plans for development of higher education in the State.
- To forward the developmental initiatives designed by the Higher Education Institutions (HEIs) of the State to the UGC and to initiate continuous monitoring on the progress of such developmental programmes.
- To promote co-operation and co-ordination of the HEIs among themselves and explore the scope for interaction with industry and other related establishments.
- To formulate principles as per the guidelines of the Government and the UGC for starting new HEIs and the norms to comply with. Keeping in mind the need, demand and suitability for establishing a new college in a specific location and based on the necessary instructions from the Govt, the Council is to conduct proper scrutiny and field inspection for the proposed college. After such inspection, the Council would send the report to the Higher Education Department for necessary action.
- Regarding extension of affiliation of new subjects in the existing colleges at the UG and PG levels, the Council would cause inspection to the colleges and send report to the affiliating Universities for necessary action.

- To suggest ways and means of augmenting additional resources as well as generating internal resources for educational institutions in the State.
- To work in liaison with the AICTE,BCI,NCTE,NAAC,NBA,ICAR and other national level apex bodies or authorities in different areas of higher education.
- To encourage girl students to go for higher studies and also to monitor enrolment of girl students in colleges and universities.
- To identify measures needed and also to initiate steps for encouraging students of the families, faced with socially disadvantageous positions, to the institutions of higher education.
- To maintain close vigil over functioning of colleges in known backward areas in the State and to identify infrastructural and other deficiencies and accordingly to keep the Governing Bodies of the concerned colleges, the affiliating University, and the Government informed of these deficiencies.

Academic Functions

- To encourage and promote innovations in curricular development, restructuring of courses and updating of syllabi in the Universities and the colleges.
- To devise methods and steps for admission at the UG and PG levels in the colleges and universities of the State.
- To devise methods and steps to improve the standards of examinations conducted by the Universities and suggest necessary reforms.
- To facilitate training of Teachers in colleges and universities.
- To develop programmes for greater academic cooperation and interaction between University teachers and College teachers and to facilitate mobility of students and teachers within and outside the State.
- To encourage sports, games, physical education and cultural activities among students in the universities and colleges,
- To encourage extracurricular activities and promote interaction with agencies concerned with regional planning and development of higher education.
- To prepare an overview report on the working of the universities and the colleges in the State and to furnish a copy of the report to the UGC and the Government.

Advisory Functions

- In determining block maintenance grants and formulating strategies in respect to distribution of such grants.
- On setting up a State Research Board so as to link research work of educational institutions with that of the research agencies and industry, keeping in view the overall research needs of the State.
- In framing policy on "earning while learning" for the students.
- Performing any other functions necessary for the furtherance of higher education in the State.
- To advise the Universities in framing Statutes, Ordinances or regulations on the basis of the respective University Act or amending the existing Statutes, Ordinances or Regulations, where necessary, keeping in view the various norms and requirements to be fulfilled.

1.5 Let Us Sum up

There was no formal schooling system during the ancient and medieval period. Towards end of the Muslim rule, the ageold indigenous education was in declive. Initially, the East India company was not interested in mass education but gradually when they established British rule firmly, positive steps were being tallen towards development of a regular education system. If took about hundred year to have a formal regular school system in India. During the pre-indepence period, Bengal as a whole played a significant role in the educational decision making process. Hunter commission (1882), Curzon's reforms (1904), Sadler Commission (1917-19), Grants' report, Wardha Scheme (1937), Sargent's report (1944) are some of the important milestones in the development of education in pre-independent India and hence in Bengal.

After Independence, the education in India was guided by the recommendation of Radha Krishna Commission, Mudaliar Commission, Kothari Commission, National Policies of Education (1968, 1986, 1992) and the like. In West Bengal Ashok Mitra Commission was set up for revamping the school education and many of its recommendations were implemented. At present West Bengal follows the all India pattern based mainly on the recommendations of Kathari Commission. At present there many types of schools depending on the type of administration, finance, and

enrolment. The administrative set up and a number of bodies concerning education like DIET, SCERT, WBBPE, WBBSE, WBCHE, and WBSCHE have been discussed stressing upon their functions.

1.6 Check Your Progress

1) Discuss the status of Indian Education during the late 19th Century.
2) Briefly state the recommendations of Committees and Commissions in Pre-Independent India. How did these influence the development of school education system.
3) Discuss the role of Kothari Commission in developing the present day school education.
4) Discuss the recommendation of Mudalior Commission and point out the consequent changes in school education.
5) Write notes are :

   (A) DIET (B) SCERT

   (C) WBBSE (D) Types of schools in West Bengal.

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Unit-2 ☐ Major Interventions for UEE (Universalization of Elementary Education)

2.1 Introducation

Universalization of elementary education was envisioned by our constitution authors in a very significant way. It is not only the Article 45 in the directive principles that guaranteed free and compulsory education of all children upto 14 years of age by 1965, but many other clauses and subclauses were included so as to ensure equality of educational apportunity for all categories of people in India, irrespective of their religion, caste, creed and socio-economic status.

But unfortunatly, the time frame of 1965 had to be extended several times as huge number of children continued to remain either out of school or dropped out early relapsing into illiteracy. Recommendations of consecutive committees and commissions, education policies adopted by the Government and constitutional ammendments could not eradicate the curse of illiteracy. National progress and developments were slow and social reforms were still lower due to slow progress in UEE.

Universalization of elementary education means :

- Universalization of provisions or apportunities or facilities.
- Universalization of enrolment;
- Universalization of retention;
- Universalization of participation; and
- Universalization of meaningful achievement.

But inspite of all the efforts, we are yet to arrive at the stage of full inclusion of elementary school going children in respect to the five criteria mentioned above. A detailed account of the steps taken by the Government and achievements therein, the history of success and failure, though interesting, may not be feasible to describe in this unit. Only the major areas of achievement are summarised as,

- Reduction of out of school children;
- Decline in gender and social gaps ; and
- Reducation in drop out rates.

The major intervention programmes that are responsible for the abovementioned achievements will be described in this unit. The detailed statistical account as provided in different Government and Non-government reports show spectacular improvements every year. But our major objectives pertain only to the description of the functional aspects of different intervention programmes.

2.2 Objectives of the Unit

After studying this unit, learners will be able to;

- Understand the meaning, constitutional provision with special educational reference to RTE Act. DPEP, SSA, of universalization of elementary education;

- Describe the meaning and essential features, strategies and status of the SSA;
- Discuss the contribution of Mid-day meal in achieving the objectives of the SSA;
- Discuss the importance of girls education with special reference to NPEGEL, KGBV;
- Understand the meaning, strategies and status of multi-lingual education;

2.3 Implementation of the following Programmes / Schemes for UEE with reference to their objectives, strategies and present status:

2.3.1 District Primary Education Programme (DPEP)

District Primary Education Programme (DPEP) is conceptualized and concretized on the basis of varied experience and expertise the country has gained in the process of planning and implementing national programmes, state level programmes and externally funded programmes in education in India. DPEP is one of the largest education projects in the world Launched in 1994, aims at achieving the goal of universalization of elementary education by giving emphasis on district- specific planning with decentralized management, participatory processes, empowerment and capacity building at all levels. The programme is a major initiative to revitalize the primary education system and to achieve objective of upper primary education. DPEP (phase I) is a project by central government and started in five states with the help of World Bank, later it was expanded to more States, Every state is indicated to choose five districts to start this project, with most backward district where women education is less than national ratio and districts where TLCs have been successfully leading to enhanced demand for elementary education.

The basic objectives of DPEP were:

- 100% access to education for children in age group of 6 to 14 years through formal or non formal education. • 100% enrolment and retention. D Children should attend minimum level of learning (MLL) by standard education.
- To control the stagnation and decrease dropout in school.
- Capacity building of teachers and society, maximum decentralization and community participation.

- To increase the enrolment in school from every unit of society.

The first phase of the programme was launched in 42 districts in the states of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamilnadu and Madhya Pradesh. In the second phase, the programme has been launched in 80 districts of Orissa, Himachal Pradesh, Andhra Pradesh, West Bengal, Uttar Pradesh and Gujarat and in Phase I States. DPEP had been able to set up project management structures at district, state and national levels, create the environment and capacity for micro planning, take up the challenge of pedagogical innovation, create a responsive institutional base which includes both government and non-government institutions, enhance community participation and strengthen the process of catering to special focus groups such as tribal, scheduled castes, women and other marginalised sections.

Major Components of DPEP

There were four major components of DPEP. They are:

- **Civil Works:** Under the civil works programme construction of new schools (two room and veranda structure), new additional class rooms where the school has been expanded up to class-V, construction of toilets, bore wells, school repairs programme, group residential school, teachers' quarters and women's hostel have been proposed.
- **Programme;** Several alternative approaches for providing school facilities to children could not be brought under the formal system of education are being implemented. DPEP activities are an essential element in the programme.
- **Management:** DPEP envisages distinct management structures to facilitate better implementation of the programme, to closely monitor the activities by developing a Management Information System (MIS) and to facilitate faster flow of funds. These structures are envisaged at the national, state and district levels .These new structures are supportive to the district plans and are supposed to get merged with the existing organizational arrangements by the end of the project period.
- **School Mapping and Micro Planning:** Micro Planning aims at involving the community in identifying barriers to enrolment and participation in primary education. It also draws community support to find solutions to overcome these barriers. Micro planning helps to fix up the responsibilities by concretizing the role of VEC. These VECs monitors the educational system of the village and contributes to the progress of enrolment and retention.

Execution Plan of DPEP

The decentralized planning efforts were mostly initiated through providing professional support to the state and district levels by national institutions. The DPEP made a serious effort to translate the idea of decentralization into an operational practice through various steps:

- The programme identified district as the unit for initiating decentralized educational planning.
- The programme attempted to alter the pattern of resource decisions from state level to local levels.
- The programme attempted to strengthen the planning process to make it more consultative, participatory and transparent.
- It tried to provide professional resource support to academic activities through new organizational arrangements like the BRCs and CRCs.
- It attempted to provide support to schools through providing contingency grants of Rs.2000/- to each school and Rs.500/- to every teacher annually.
- The planning process tried to create local level capacity both at the district and sub-district levels.

Strategies and Activities

- **Access:** Opening new L.P.Schools in tribal area, Multigrade Learning Centers in remote tribal area and Alternate schools in remote and backward areas. (Tribal & coastal)
- **Tribal and Coastal Education:** Enrolment campaign with the help of volunteers and Panchayat, Awareness programme and free supply of Text books to tribal children,
- **Quality Improvement:** Recurrent teacher training on activity based pedagogy,

Onsite support to teachers through the visits of BRC trainers and Monthly cluster meetings of teachers, TTC training for potential SC/ST candidates. Supply of teacher support materials such as handbooks, activity banks etc, Monthly class PTA meetings and Sahavasa camp.

- **Community Mobilization:** Creation of Village Education Committee and Formation of Panchayat Monitoring Cell (PMC), training for PMC and Orientation for Parents.

- **Research and Evaluation:** Action Research Programme, Conduct of studies at BRC &District level.
- **Planning and Management:** Orientation for school based planning, Annual Plan preparation through participatory process and Meetings of Block Advisory Committees, District Advisory Board and District Implementation Committee.
- **Identification and Education of Disabled Children (IEDC):** Identification of disabled children, Supply of aids &appliances, Training to teachers, Orientation for parents, People's representatives.
- **Girls Education:** Free Supply of Text books to girls, Awareness programme and Teacher sensitation programme.
- **Distance Education:** Teleconference and Supply of distance learning material.
- **Media:** Publishing of Newsletters at District &Block level and District and Panchayat level exhibition
- **Management Information System** (MIS): Supply of Computers and Dial up networking to all DPEP District &State Project Office, Appointment of System Analyst cum Programmer, Data Entry Operators .In every year MIS updating the school data base .In every month MIS develops the data of SOE (Statement of Expenditure) and send the same to SPO(State project office).
- **Village Education Register and Retention Register:** It is a register which conveys the educational situation of each boy and girl of all families in the village and Retention register is basically to calculate the retention rate of a school or a class that is, how many children continue their studies and how many drop out.

Impact of the Programme on UEE

This programme was implemented in a mission mode. A National Management Structure was set up on the lines of NLMA which would oversee the implementing of the programme throughout the country and a situational analysis was conducted to assess the access and retention in DPEP districts, and to compare the performance of DPEP ones in the selected states. The analysis was based on secondary sources of data obtained from the state Directorate of Education and also from the EMIS established under the DPEP.

2.3.2 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is the government's flagship programme to provide universal access to elementary education for children 6-14 years age going. The scheme aims at improving enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to bridge gender differences and gaps between different social categories. SSA was initiated in 2001 following recommendations from the state education ministers' conference in 1998. Although the 86th Amendment to the Constitution enacted in 2002 made elementary education a fundamental right, the Right of Children to free and Compulsory Education Act that operationalized the provision of free and compulsory education was not passed by the Parliament until August 2009.

Essential Features of SSA

The SSA has the following essential features which make it one of the most significant programme for achieving the objectives of universalization of elementary education.

- It is a programme with a clear time frame for achieving the aims and objectives of universalization of elementary education
- It is a response of the demand for quality basic education all over the country
- It is an opportunity for promoting social justice through basic education
- It is an effort to actively involve Panchayati Raj Institutions, School Management Committees, village Education Committees, Village Education Committees, Parent-teachers associations and local level people in the education of children
- It is an expression of the political will for universal Elementary Education across the country
- It involves autonomous councils and other grass root level structures in the management of elementary education
- It welcomes a partnership between centre, states and the local governments
- It is an opportunity for states to develop their own vision of elementary education
- It is also an opportunity for Public Private Partnership (PPP) in its implementation strategies

- Above all, the SSA programme is also an attempt to provide an opportunity for improving human capabilities in all children through the provision of community owned quality education in a mission mode.

Aim of Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS (Integrated Child Development Services) centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

Objectives of Sarva Shiksha Abhiyan

- To ensure that all children are in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;(This was later revised on 2005)
- To ensure that all children complete five years of primary schooling by 2007
- To ensure that all children complete eight years of elementary schooling by 2010
- To focus on elementary education of satisfactory quality with emphasis on education for life
- To bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- To ensure Universal retention by 2010
- To allow states to formulate context specific guidelines within the overall framework
- To encourage districts in States and UTs to reflect local specificity

- To promote local need based planning based on broad National Policy norms
- To make planning a realistic exercise by adopting broad national norms.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalisation in their own respective contexts and in their own time frame. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

Broad Strategies of the SSA Programme

Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ ST and disadvantaged groups and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

Sustainable Financing - The SarvaShikshaAbhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long -term perspective on financial partnership between the Central and the State governments.

Community Ownership - The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.

Institutional Capacity Building -The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA /NCERT /NCTE / SCERT / SIEMAT/DIET. Improvement in quality requires a sustainable support system of resource persons and institutions.

Improving Mainstream Educational Administration - It calls for improvement

of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

Community Based Monitoring with Full Transparency - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received.

Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.

Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-cantered activities and effective teaching learning strategies.

Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/ Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development and exposure visits for teachers are all designed to develop the human resource among teachers.

District Elementary Education Plans - As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector.

Public-Private Partnership in SSA

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees

and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

Financial Norms under SSA

- The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.
- The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.
- The Government of India would release funds to the State Governments/ Union Territories only and instalments (except first) would only be released after the previous instalments of Central government and State share has been transferred to the State Implementation Society.
- The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.
- Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid Day-Meal) would remain a distinct intervention with food grains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.

- District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.
- All funds to be used for up gradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement.
- Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

Teacher Training

Imparting quality education to all children is the most important goal of SSA. You will agree that quality of education depends on the quality of teachers. One of the major initiatives of SSA is continuous teacher training on content up-gradation pedagogy and contextual issues. The main objectives of the in-service training of teachers are to develop competency in them so that they are able to facilitate child learning. There is a provision to thoroughly train master trainers orient them to the different issues and concerns of UEE, who will in turn train his teachers and other functionaries. This in-service teacher education helps teachers remain updated about new trends and practices in Elementary Education. The various strategies can be used to improve the training.

Important strategies are as follows·

- Training and retraining of teachers
- Familiarization training on new curriculum and text books
- Familiarization training on National Curriculum Frame Work (NCF 2005)
- Examination reforms
- Training on grading system and assessment and the impact of grading system
- Scholastic and non-Scholastic areas improvement
- Training of teachers on Inclusive Education for children with special needs
- Planning and implementation of quality education measures

- Resource groups are strengthened at all levels (separate resource groups for each subjects) 300-350 Resource Person per district) Follow up activities, on-site support and review meetings are ensured. DIETs identified training needs - hard spots and develop training modules for teachers. This process helped to improve the quality of training.Continues teacher training includes training on educational methodology. child psychology, learning while doing, evaluation methodology and parental training given to primary teachers.

2.3.3 RTE ACT-2009

The Right of Children to Free and Compulsory Education Act, 2009, popularly known as the Right to Education Act (RTE Act), is a Central legislation that details the aspects of the right of children of age six to fourteen years to free and compulsory elementary education (Classes I to VIII). This is now a Fundamental Right under India's Constitution (Article 21A).

Important provisions of the RTE Act (and, for completeness, of some of the Model Rules circulated by the Central Government for adoption by States) are:

1) Right to free & compulsory education

- No school fees, capitation fees, charges or expenses are to be paid by a child to get elementary education,
- The child or his parents are not to be subjected to any screening procedure for admission to school.
- When a child of above six years has not been admitted to any school or, if admitted, is unable to continue studies, that child shall be admitted to a class appropriate to his age. He will be also given special training (minimum of 3 months; maximum 2 years) to bring him at par with his class. He can continue beyond 14 years in order to complete receiving elementary education.
- If a school does not provide facility to complete elementary education then a child of that school can take a transfer to any other government (govt.) or government-aided school.
- Each child is also entitled to free text books, writing material and uniform.

2) Duties of Appropriate Govt.. Local Authority & Parents

The RTE Act defines "appropriate government" as -

- The Central government, for schools owned or controlled by the Central government or a Union Territory (UT) Administration without legislature;
- The State and UT government with legislature, for schools were established in the territory of that State/UT;
- The appropriate govt. or the local authority (meaning a municipal corporation or municipal council or equivalent body in urban areas or a Panchayati Raj Institution - PRI - in rural areas) has to provide- i. a school within 1 km walking distance for children in classes f to V and ii. Within 3 kms for those in classes VI to VIII. iii. In densely populated areas, depending on the number of children between the ages of 6 to 12, more than one school may be necessary. iv. For remote areas, where distances are more than the prescribed kms, facility should be provided for free transportation or residence as required.
- Such a school is termed a 'neighbourhood school'.
- The appropriate govt. or local authority has to undertake school mapping to determine the locations of neighbourhood schools.
- The location of each school has to be made known to the community it is meant to serve.
- All private schools (those that do not seek any govt, grants to impart education) in a neighbourhood are required to enrol 25% students from the weaker and disadvantaged sections of society and provide free education to them. These schools can then claim reimbursement from the govt. for the expenditure incurred, provided that, per child expenditure does not exceed the amount a govt. school spends to educate a child.
- The Central and State govt.'s have concurrent responsibility to provide funds for execution of the RTE Act.
- The Central govt, apart from carrying out the mandated functions of the appropriate govt. in respect of schools owned/controlled by it, is also responsible for-

  i) Preparation of the National Academic Curriculum,

  ii) Developing and enforcing standards for teachers' training, and

iii) Providing technical support to the State govt. for promoting innovations, research, planning and capacity building.

- The State govt. or local authority has to-

  i) Prescribe curriculum and courses for study for elementary education,

  ii) Ensure admission, attendance and completion of elementary education of the children and maintain records of children up to the age of 14 years, iii) Provide infrastructure including school buildings, teaching staff and learning equipment,

  iv) See that children from the weaker and marginalized sections of the society are not discriminated against in school;

  v) provide special training facility for children not admitted to any school or those who have not completed elementary education,

  vi) Provide training to teachers and ensure each school follows the academic calendar, vii. Ensure good quality elementary education according the specified standards and norms

  viii) Ensure that no new school is either started or allowed to function without obtaining a certificate of recognition form a designated authority and schools, already existing before the RTE Act came into effect; obtain such certificate within 3 years of the Act's commencement.

- It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education.

- The appropriate govt. has to make necessary arrangements to provide one year of free pre-school training for children.

3) School Management Committees

- Each govt. and govt.-aided school is mandated to set up a School Management Committee (SMC).

- 75% of the SMC members have to be from among parents and guardians of the students of the school.

- Proportionate representation has to be given to parents/guardians of disadvantaged students or students from weaker sections of society.

- Of the remaining 25% members, one third will be from among the elected representatives of the local authority, one third from among the teachers of

the school and remaining one third from among local educationists/children of the school.

- 50% of the SMC members should be women.
- From among the parent members, SMC has to elect the Chairperson and Vice Chairperson while the Head/Most Senior Teacher shall function as the Member-Convener of the SCM.
- SMC will meet once a month and the minutes of meeting need to be made available to the public
- The SMC will oversee the working of the school, prepare school development plan and monitor the utilization of the govt. grant, among other things. The sanction of grants to a school is dependent on the school development plan developed.
- It is also the responsibility of the SCM to:
  - i) effectively communicate to the population in the neighbourhood of the school the rights of the child as defined by the RTE
  - ii) protect children's rights while in school.

4) Duties of Teachers

They have to:

i) be regular and punctual in attendance,

ii) ensure completion of curriculum within specified time,

iii) assess the ability of each child and recommend special training, if required, and

iv) conduct parent-teacher meetings to apprise parents on attendance, learning ability and actual progress of each child.

5) School Norms and Facilities

- There should be one teacher for every 30 students for class I to V and one teacher for every thirty five students for class VI to VIII.
- For upper primary section (Classes VI to VIII), there should be one teacher each for teaching (i) Science & Mathematics (ii) Social Sciences and (iii) Languages.

- A full-time Head Teacher is recommended for a school with more than 100 students.
- Classes I to V should have 200 working days & Classes VI to VIII 220 working days per academic year, with a 45 hour work week.
- Each school should have-
  - i) an all-weather building with one classroom for every teacher,
  - ii) an office cum store cum Head Teacher's room,
  - iii) separate toilets for boys and girls,
  - iv) safe and hygienic drinking water facility,
  - v) a kitchen to prepare mid-day meals,
  - vi) playground,
  - vii) fencing for the premises,
  - viii) a library, and
  - ix) teaching learning equipment & play & sports equipment.
- All schools owned or aided by the govt. need to obtain a certificate of recognition.

6) Completion of Curriculum and Learning Outcome

- The State Council for Educational Research & Training (SCERT) will be the academic authority to develop the age appropriate academic curriculum keeping in mind the following:
  - i) All round development of the child,
  - ii) Developing of child's knowledge, potentiality and talent,
  - iii) Development of both physical and mental abilities.
  - iv) Learning through discovery, exploration and activities in a child friendly manner and environment.
- Medium of instruction should be the child's mother tongue.
- Comprehensive and continuous evaluation of the understanding and application of child's knowledge shall be adopted instead of periodical examinations.

2.3.4 Mid-Day Meal

Mid Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. Mid Day Meal was also being provided to children in Tribal Areas in some States like Madhya Pradesh and Orissa. By 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve, namely, Goa, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu. Tripura and Uttar Pradesh. In another three States, namely Karnataka, Orissa and West Bengal, the programme was being implemented with State resources in combination with international assistance. Another two States, namely Andhra Pradesh and Rajasthan were implementing the programme entirely with international assistance.

It is an incontrovertible fact that school meal programmes exert a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Hunger drains them of their will and ability to learn. Chronic hunger can lead to malnutrition. Chronic hunger also delays or stops the physical and mental growth of children. Poor or insufficient nutrition over time means that children are too small for their age, and susceptible to diseases like measles or dysentery, which can kill malnourished children. Malnutrition adversely affects Universalization of Elementary Education. Even if a malnourished child does attend school, she finds it difficult to concentrate on and participate in the teaching learning activities in school. Unable to cope, she would drop out. Some details in regard to major nutritional deficiencies, and their incidence among children of elementary school-going age group, are given in.

There is also evidence to suggest that apart from enhancing school attendance and child nutrition, mid day meals have an important social value and foster equality. As children learn to sit together and share a common meal, one can expect some erosion of caste prejudices and class inequality. Moreover, cultural traditions and social structures often mean that girls are much more affected by hunger than boys. Thus the mid day meal programme can also reduce the gender gap in education, since it enhances female school attendance.

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, initially in 2408 blocks in the country. By the year 199798 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I-V of government, government aided and local body schools, but also children studying in centres run under the Education Guarantee Scheme (EGS) and Alternative and innovative Education (AIE) Scheme. Central Assistance under the scheme consisted of the following: (a) free supply of food grains @ 100 grams per child per school day, and (b) subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.

In addition to food grains, a mid day meal involves two other major inputs, viz., "cost of cooking" and "provision of essential infrastructure", which are explained below: (a) Cost of cooking includes cost of ingredients, e.g. pulses, vegetables, cooking oil and condiments. It also includes cost of fuel and wages/ remuneration payable to personnel, or amount payable to an agency (SHG, VEC, SMC) responsible for cooking, (b) Provision of essential infrastructure includes kitchen-cum-store, adequate water supply for cooking, drinking and washing, cooking devices (stove, chula, etc), containers for storage of food grains and other ingredients and utensils for cooking and serving.

Major Objectives of Mid Day Meal

The MDMS was started with two major objectives: firstly to enhance the child's nutrition level secondly to provide the basic education. Thus the MDMS was introduced basically to improve the overall development of the primary school children's education. Therefore, it has varied objectives like:

- To increase the nutritional level of the school going children
- To enhance the educational attainment of the children
- To retain the children in the school for a long period of time
- To develop the process of socialization

The Supreme Court directed all the state governments to implement MDMS and to provide every child a cooked meal with a minimum content of 300 calorie and 8-12 grams protein every day of school for a minimum of 200 days in every government and government aided primary schools. The respective states which were providing dry rations were directed to start providing cooked meals within three months to

extend the provision of cooked meals to the remaining parts of the state. 15 Thus the judicial intervention not only hasten the process of implementation but it also responsible for bringing the required pressure on the central government to brought many reforms in MDMS in 2004 which includes:

- The cost of cooking at Rs. 1 per child per day,
- Transport subsidy raised from Rs. 50 to Rs. 100 per quintal for special category states, and Rs 75 per quintal for other states,
- Provision of MDM during summer vacation in drought affected areas.

Implementing Agencies

There are well defined implementing agencies at the national, state, district and village levels with properly defined procedures to implement the programme. The revised NP-NSPE scheme, 2006 mentioned a four tier institutional mechanism for programme management, through the constitution of Steering-cum- Monitoring Committee at the national, state, district and block levels which is discussed later. Power has been distributed among the different branches of the government to overcome the confusion and overlapping. It is due to the priority needed for the protection of the children. However, to fulfil the main objectives and desired goals of mid day meal (MDM), various agencies of the government both at the Centre as well as at the states are involved. In general, the concerned implementing agencies, i.e. governments at the state level and local bodies, play significant role as the duty bearers for the MDM. There are many agencies like Food Corporation of India (FCI), the Department of Food and Civil Supplies, Department of Education, Department of Women and Child Welfare. Department of Health and Family Welfare, Department of Social Welfare at the state level and Ministry of Food and Public Distribution and Department of Human Resource Development at the national level, etc. are involved for the smooth implementation of the MDM.

2.4 Girls' Education

"There is no more valuable investment than in a girls' education." - Ban Ki Moon, secretary-general, United Nations. Educating a girl is one of the best investments her family, community, and country can make. We know that a good quality education can be life-changing for girls, boys, young women, and men, helping them develop to their full potential and putting them on a path for success in their life. We also

know that educating a girl in particular can kick-start a virtuous circle of development. More educated girls, for example, marry later, have healthier children, earn more money that they invest back into their families and communities, and play more active roles in leading their communities and countries. Over the last 25 years, there have been large gains in girls' education, and we as a global community can congratulate ourselves for the real progress that has been made. This demonstrates that with shared goals and collective action—among governments, international organizations, civil society, media, and the private sector—we can change the educational prospects for girls around the world.

2.4.1 National Program for Education of Girls at Elementary Level (NPEGEL)

The National Programme for Education of Girls at Elementary Level (NPEGEL) is a focussed intervention of Government of India, to reach the "Hardest to Reach" girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl's education over and above the investments for girl's education through normal SSA interventions. The programme provides for development of a -model school" in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme.

The scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in select urban slums. About 3164 educationally backward blocks are covered under the Scheme in the States of Assam, Haveli Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Haryana, Himachal Pradesh, Karnataka, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttaranchal Meghalaya Dadra & Nagar and West Bengal.

Objectives of NPEGEL

- Develop and promote facilities to provide access to elementary education for girls.
- Facilitate retention of girls in schooling system.

- Ensure greater participation of women and girls in education.
- Improve quality of education.
- Stress upon the relevance and quality of girls' education for their empowerment.

Coverage under NPEGEL

NPEGEL will be continued to be implemented in selected blocks based on the following criteria:

- Educationally Backward Block (EBB) - Rural female literacy is less than the national rural female literacy (46.3%, 2001 census) and the gender gap (between male & female literacy) is higher than the national gender gap (21.53%, census 2001) in 184 blocks.
- 96 blocks are with at least 5% SC/ST population and below 10% female literacy among SC/ST categories. Based on the above criteria, 280 out of 313 blocks are covered under NPEGEL.

Issues

- Reduce gender gap
- Increase access through girl's hostels and KGBVs
- Life skill Education
- Monitoring using the gender perspective tools

NPEGEL Implementation

National Program for Education of Girls at Elementary Level (NPEGEL) is being implemented in 280 educationally backward blocks in the State.

1) Community Mobilization - making girls education a community agenda

Major factors for girls not going to school are deeply rooted in community, society and parental attitude. Therefore, mobilization campaigns have been carried out to generate awareness among community, society and parents. Programs were implemented in July 2009 to mobilize parents and community towards girls' education and their mainstreaming in formal education system. Motivation camps like Maa-Beti Melas have been organized for mobilizing out of school girls and their mothers. Motivation camps of community members, door-to-door contact, and orientation of

PTA members were also organized. Various mobilization activities have been carried out to ensure maximum enrolment in KGBV, special activities were conducted for enrolling girls. Contact programme and motivation camps organized. Female PTA members were trained.

Achievements 2009-10

Creating demand for girls' education-Community mobilization activities

- Maa Beti Mela - To involve mothers in school activities Maa Beti Mela organised in all Model Cluster schools. These melas have been organised to involve the mothers of low attendance girls and out of school girls. Melas were organized in month of September and December 2009.
- Contact programme and Motivation camps for girls and parents - Contact programs have been conducted in low female literacy pockets o In these contact programs issues of girls education discussed with community and parents motivated to send their girls in residential facility o Three days residential motivation camps have been organized for girls.
- Awareness campaign through print, electronic material focused on girls' education.

2) Distribution of School Uniforms

Achievements -2009-10

Free Uniforms distributed to all girls enrolled in Government Primary Schools, Upper Primary Schools in educationally backward blocks under NPEGEL. For ensuring a local decentralised process of decision, procurement and distribution of uniforms to girls the PTAs were provided the required funds directly from the district level. At a number of places PTAs have also pooled in additional local resources for ensuring add-ons to the standard uniforms like socks, ties and belts and even free uniforms to boys. In all 52 lakhs girls have been provided Uniform. The balance amount of Textbooks utilized for Uniform of girls in NPEGEL blocks. Girls enrolled in NPEGEL blocks in Primary Schools and Madarsas -3651294 Girls enrolled in NPEGEL blocks in Upper Primary Schools - 1395868

Awards to schools

Award is provided to one school in each cluster, which has significant achievements

in the fields of learning outcomes of girls. Award is being given based on achievement level of girls. 5338 schools provide awards in 2009-10 on 26th January 2010.

Model Cluster schools

- One school in cluster in EBB has been selected for developing as 'Model Cluster School for Girls'. These are the schools, which have more number of enrolled girls belonging to SC, ST, OBC, and Minority categories. In these schools girl-child friendly elements in the form of teaching learning equipment, books, equipment, games & sports material, etc. introduced in these schools. Following activities are conducted for girls in Model cluster schools.
- Exposure visits (khoj yatra) for girls studying in upper primary of Model cluster schools. Visits planned by school. The place of visit may be a historical place nearby village, fort, Police station. Post office. Hospital, Fair, Museum, etc. The objective of Exposure visit is to create girl friendly environment in schools, developing self confidence, observation skills among girls. It promotes girls attendance in schools.

Proposal for Girls Hostel in 2010-11 NPEGEL 151 Girls Hostel covering 15100 girls 96 Girls Hostel covering 4800 girls. SSA Innovation 34 Girls Hostel covering 3400 girls. 24 Girls Hostel will cover 1200 girls.

- To create awareness among girls about different professions, meetings with women professionals engaged in different professions were organised in MCS to give exposure about professions i.e. Doctor. Engineer, Journalist. Officer Social Workers business women, Sports workers, Lawyer etc.
- Life skill Education in Model cluster schools -To provide life skill education to girls of Model cluster schools UNICEF is supported the project of life skill education. State Resource centre Indore is selected as nodal agency for life skill education. Master trainers are being trained by State Resource centre Indore. Sports and cultural meet.

Girls Hostels

Special strategy for girls ensuring retention at upper primary level-Besides factors rooted in the family or Socio cultural milieu of girl child, distance to schools and the associated threats to security have been reasons for low GER of girls at elementary level Low transition and low participation of girls at upper primary is the major concern of state It is impossible to achieve universal elementary education unless

concerted efforts are made to reach out of girl child. To address this issue. State has taken initiatives to provide residential facilities for such girls. Though the sanctions of Kasturba Gandhi Balika Vidhyalay were limited and do not cover all the blocks, Girls hostels were opened to address this issue. Currently 247 hostels are under NPEGEL benefiting, 6121 girls and 48 hostels are under SSA benefiting 3298 girls. In all a total of 295 hostels are functional and 19419 girls are benefited from this strategy. The State Govt. has provisioned buildings for these hostels by its own resources.

2.4.2 Kasturba Gandhi Balika Vidyalayas (KGBV)

Introduction

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average.

The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The scheme of the KGBV ran as separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) for the first two years. However, the KGBV has been merged with SSA programme as a separate component of that programme during the IIth Five Year Plan since 1st April, 2007

Objectives

Gender disparities persist even today in rural areas and among disadvantaged communities. The enrolment trends indicate that there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level.

Scope of the Scheme

The scheme was applicable since inception in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%: Census

2001) and gender gap in literacy is more than the national average (21.59%: Census 2001). Among these blocks, schools may be set up in areas with:

- concentration of tribal population, with low female literacy and/or a large number of girls out of school; concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for a school

The criteria of eligible blocks has been revised with effect from 1st April, 2008 to include additional 316 EBBs with rural female literacy below 30%; and 94 Towns/ cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001). A total of 2180 residential schools were sanctioned and between 500 to 750 schools were to be opened in a phased manner over the Xth Plan period at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non-recurring cost, per school. Initially, the proposed schools were to be opened in rented or other available Government buildings after deciding the location. Such residential schools had to be set up only in those backward blocks that did not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs, which was to be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/Ministries.

Coverage of the Scheme

The scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu. Tripura, Uttar Pradesh, Uttarakhand and West Bengal. 3609 KGBVs were sanctioned by Government of India in 460 districts as of 30th June 2014. Out of these, 330 KGBVs are sanctioned in Scheduled Castes (SC) SFD districts and 508 in Scheduled Tribes (SC) SFD districts, of which 329 and 508 are operational respectively. 544 KGBVs were sanctioned and operational in Muslim Concentration districts. 912 out of 913 KGBVs sanctioned were operational in 88

districts identified for the Integrated Action Plan for Selected Tribal and Backward Districts up to 30.6.2014.

Components of Scheme

Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities are available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls.

Implementation, Monitoring and Evaluation

The scheme is implemented by State Governments through the Mahila Samakhya (MS) Society in MS states and through the SSA society in case of other states. Funds are released as per SSA pattern to the State SSA societies. The monitoring and evaluation at the State and district level is undertaken by the MS State Resource Centres and in Non-MS states through the committee created for the National Programme for Education of Girls at the Elementary Level in the SSA society. Training for teachers and staff at the residential schools is coordinated by the District Institutes of Educational Training, Block Resource Centres and the Mahila Samakhya Resource Groups.

State Support Group

An Advisory State level coordination committee as approved under the NPEGEL scheme, shall provide direction and support to the programme. This group will consist of nominees from relevant State Government Departments, Government of India, experts in the field of girls education, educationists etc. The selection of an appropriate model of the school and its location would be done by this Committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme.

National Support Group

The National Resource Group (NRG) created under the Mahila Samakhya programme at the National level shall provide inputs on conceptual issues and concerns arising in the programme, and advice GOI on policy matters concerning the education of girls. This group will provide the interface with research and training institutions, women's movement, educationists and non-Governmental institutions and also bring in other experiences of educating girls/ Since the NRG, consists of a small number

of persons and meets only two to three times in a year, smaller sub committees of the NRG created for specific inputs, like gender training of teachers, development of gender based teaching learning material, development of audio visual programmes etc. will co- opt additional persons from relevant institutions or experts for the purpose.

Financial Norms under KGBV

- The funding pattern of the Central Government and States/UTs for the KGBV scheme will be the same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007.
- The provisions for KGBV will be in addition to the provisions already made under SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and Manila Samakhya programme. It shall also ensure that funds allocated are appropriately invested and there is no duplication of activities.
- The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the Mahila Samakhya Society wherever applicable. In States where MS is not being implemented, the implementation of this scheme will be through the 'Gender Unit' of SSA Society and existing mechanism used for implementation of SSA will be followed.
- The State Society should open a separate Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

In early 2014, there have been some revisions in SSA norms, rendered effective from 1st April 2014, namely:

- Revision in the recurring costs of the KGBV component of the SSA programme which had not been revised since 2004.
- The discontinuation of the NPEGEL component of the SSA programme as the interventions of the programme have been incorporated in the mainstream SSA components.
- Provision for reimbursement of expenditure towards 25 percent admissions

to private unaided schools under Section 12(l)(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. This is on the basis of per child cost norms notified by the State and Union Territory (UT) Governments for Classes I to VIII, subject to a maximum ceiling of 20 percent of the total annual work plan and budget for a State/UT.

2.5 Multi-Lingual Education

UNESCO in 1999, introduced the term Bilingual/Multilingual Education with the primary objective of creating appropriate teaching-learning environment for improving equality of access and success of the learners. Also the terms Language of Instruction and Mother tongue were defined in the same document based on General Conference Resolution 30C/12.

Bilingual/Multilingual Education refers to the use of two or more languages as medium of instruction simultaneously. The UNE SCO, proposed in specific, the use of atleast three languages, the mother tongue, aregional or national language and international language.

Language of Instruction refers to use in or out of school, the language of teaching the basic curriculum of any educational system. Choice of two or more languages in teaching helps development of a sense of eqality among the learners.

Mother tongue has several meanings, namely, (1) the language a child learns first, (2) the language with which an individual identifies culturally and socially, (3) the language that is best known or used in everyday conversations, thoughts and expressions, and (4) the first or primary language.

Multilingual education, according to UNESCO is important because,—

- it lays the learning on solid foundation;
- it improves and extends access to education;
- It helps facilitates the learning outcomes be carried and reinforced at home in daily use; and
- it really improves the sense of equality among the learners.

Obviously, the multicultural education must indude mother tongue as one of the languages of instruction but its implementation as a policy is not unconditional. The UNESCO recommends that the nations shoulod change or adopt their language policy

in favour of multilingual education an implement the policy in the following lines :

- Schoo curriculum should be based on local culture and chose the language of instructions accordingly.
- The local culture and daily life of the learners should be taken into consideration in implementing multilingual education.
- In order to be exposed to multilingual education, learners must develop good command over their mother tongue.
- The first language should be the language used at home and the second language may be used in instuction only when the learners develop functional literacy in their mother tongue, i.e., at that point only both the languages may be used in teaching.

2.5.1 Multilingual Education in India

Development of a well structured versatile language system is the only factor that has made the mankind distinctly superior to any other animal. The mainfold functions of language in human society include :

- **Instrumental function :** Language serves as means to satisfy ones likes and dislikes, wishes and the like,
- **Regulatory function :** Language helps to regulate others behaviour.
- **Interpersonal function :** Language is the vehicle of conversation and maintenance of relationship between two or more persons.
- **Personal function :** Expresses ones views, feelings and emotions.
- **Heuristic function :** Helps and encourages inquisitiveness that leads to new knowledge.
- **Imaginative function :** It is the vehicle of thinking and imagination and also their expressions.
- **Communication of Information :** Encoding and decoding of information (messages) for mutual exchange.

All these functions are involved in education and therefore, it is not difficult to understand that language forms the spine and is the primary vehicle of formal as well as non-formal education.

Language is, therefore, a central issue in our education system as a whole so

much so, that it has always been considered as the bone of contention in our education policies because ours is a multilingual nation. Debates on language learning revolve round two major issues, namely,

- What should be the medium of instruction?
- How many languages one has to learn at the different levels of education?

Besides, there is another issue of 'discipline specific' language learning nither to treated sepately until recently, when the two issues have been linked as in NCF, 2005.

All children in any culture acquire language before they develop articulated speech. But formal school rely heavily upon development of adequate speech and language because it is not only required for effective communication but also for fostering cognitive development through systematic language learning. Therefore, when the language used by common people in everyday communication was used in teaching learning, the need for learning language as a subject did not ariese. Sanskrit was supposed to be used in vedic education but so for it is known, vedic sanskrit was different from what the common people used in everyday life. When Buddhist education, a well structured formal education system replaced the sanskrit, by Pali, the language of common people had access to education for the first time. Thus language could make the Buddhist education truely democratic.

During the middle are of Muslim rules, Arabic and Persion became prime languages as royal language which continued till the English language became finally the medium of instructions and also a subject of teaching learning. A real debate over the language of education appeared only after the Charter Act of 1813 instigated it. Language policy of the East India Company initially was in favour of maintaining a balance between Sanskrit and Arabic or in other words between Hindus and Muslims. However, as royal languages many Hindus also used to learn these languages. Buddhist education was already totally abolished at that time.

Policy debati instigated by the Charter Act of 1813 had three alternatives,

- Indian knowledge (Philosophy, literature, law etc.) to be taught in Indian languages.
- European science and literature in Indian languages.
- European science and literature in English.

Raja Rammohan Roy was in favour of the third alternative and Lord Auckland finally declared officially the accepance of this alternative in 1844. From 1882 onwards,

all the committees and commissions, have unanimously advocated in favour of mother language at the primary level. Rabindranath commented that mother language is the mothers (breast) milk. Vidyasagar translated in Bengali the selected subjects from English literature and science. But despite all these, the controvorsy of language in education was never resolved. The reason for these controversies is embedded in our multilingual nature of the nation and also in the attempt to select one Indian language (Hindi) as National language.

2.5.2 Language Policy in Indian Education

Multi-lingalism in India has a special feature which is unique in a sense that no other nation in the world have all the five written and spoken language structures exist with significant strength. These are Indo-Aryan, Dravidian, Austro-Asian, Tibeto-Burman and Andamanese. Besides many classical languages like Latim. Arabic, Persian, Sanskrit and Tamil are still contributing to the vocabulary of country. Also, there is extensive need and demand for English as a language of international communication.

Under the circumstances, it is no wonder that our language policy in education has been modified several times. Main issue of debate revolve round the number of languages to be included in school curriculam as the medium of instruction is accepted to be the mother language. English medium is a matter of personal choice and/or need based in certain cases.

Language Policy suggested in Radhakrishna Commission

1. Even though the medium of instructions in secondary and higher education, Hindi and English are to be taught.
2. It is essential, as early as possible, to develop an Indian language so as to replace English as medium but not Sanskrit.

It would not be accepted as a complete language policy because it simply relied upon the recommendations of Saler Commission (1917-19).

Language Policy in Mudalior Commission

1. Only mother language is to be taught in the primary stage.
2. In addition to mother language, two more languages, Hindi and English are to be taught in the lower secondary stage. Those who have Hindi as their mother language, should learn another modern Indian language in its plae.

Hindi and English should be taught consecutively, not simultanceously.

3. There shall be two compulsory languages in higher secondary.
4. A classical language (e.g. Sanskrit or Arabic) may be taught as aptional subject.
5. The language of the linguistic minority cannot be ignored or neglected.

In later days B. C. Kher Commission also recommended in similar lines. CABE accepted the three language formula with an alternative.

1. Alternative-1 : Hindi or English with mother language and along with these any one modern Indian of foreign language.
2. Alternative-2 : English or any one modern foreign language (German, Spanish etc) with mother language. Also for non-Hindi speaking students, Hindi and for Hindi speaking students one modern Indian language should be taught.

Language Policy in Kothari Commission

1. Mother language and along with it the central Govt. (or associate) language, so long it will condtinue. Also one such modern Eropean or Indian language that has not been used as medium of instruction.
2. Give adequati importance to Hindu as the state language.
3. It is describle to have working knowledge in English. Using English as medium of instruction in Higher education should be encouraged.
4. In the lower primary stage medium of instruction should be mother language and only mother language has to be taught.
5. In the uppoer primary stage the state loanguage secondary should be taught along with mother language.
6. Three languages are to be laught in lower secondary stage.
7. Higher secondary education should have two compulsory languages.
8. At no stage of schooling four languages cannot be taught simultaneously.

Language in National Policy of Education (1968)

1. Mother language, Hindi and English are to be taught in the schools all over India (If needed Hindi and English may be included in two different stages of school education.

2. If an Indian language is selected as medium of instruction, care has to be taken that the standard of education is not compromised.
3. Three languages in the secondary stage but in higher secondary education one aptional language should be offered along with mother language.
4. There should be no compulsory language in higher education.

Draft Policy of 1979

1. Three language policy in the secondary will continue.
2. Along with modern Indian language and European language, due importance may be given to the classical languages like Sanskrit.
3. Adequate attention to the development of Urdu and other languages of the linguistic minorities is essential.

But the three language policy actually did not become a reality in any state and therefore, the NPE, 1986 and them Rammurthy Committee reiterated the need for implementing three language formula.

However, in West Bengal, language had maximum weightage in school curriculum, specially at the secondary stage, upto the late 1950s. Bengali, English and Sanskrit together covered 70% of the curriculum. Thus a kind of three language policy was in practice. However, after the implementation of Mudalior Commission report the weightage of language was reduced to some extent. Ultimately, Sanskrit became optional but during the 1960s when old secondary education (ClassX + Pre-university) and new higher secondary system (with class XI) ran simulataneously the language policy was a little chaotic which assumed a stable pattern after implementation of the recommendations of Kothari Commission as given below.

Three language formula in West Bengal

First Language : Bengali, Hindi, English, Nepali, Urdu, Assamese, Gujrati, Malayalam, Marathi, Modern Tibelan, Odiya, Punjabi (Gurumukhi), Santali, Telegu, Lusai, Sudani (for classes VI to X).

Second Language : English, Bengali, Nepali (for classes VI to X).

Third Language : Bengali, Hindi, Sanskrit, Pali, Persian, Arabic, Latin, Greek, Classical Armenian, French, Russian, Portuguese, Spanish and Italian.

2.5.3 Mother Tongue Education

The dictionary meaning of mother tongue is the language first learned by a child. Mother tongue is often been interpreted as one's native language. Mother tongue is also related lo the language of one's ethnic group. "In linguistic and educational accounts, the terms mother tongue and native speech are often used indistinguishably. The term native can be distinguished as, the first speech acquired in infancy, through which the child gets socialized; it claims some bearing on intuitive competence, and potentially it can individually identifiable." According to Khubchandani (1983:45) the term mother tongue can be defined as one's allegiance to a particular tradition, and it is societal identifiable. According to linguists, mother tongue refers to the language first acquired by the child and the first one to find expressions developed from the Language Acquisition Device placed by Chomsky in 1965. A general interpretation of the term is the language in which one think, dream or shows anger is his mother tongue. According to Pattanayak (1981), mother tongue is both a sociolinguistic reality and a product of the mythic consciousness of a people. It gives social and emotional identity to an individual with a speech community. According to Skutnabb, „a mother tongue may change, even several times in a lifetime. The mother tongue may vary even at a single point in time depending on which of the criteria given below is used. So, Skutnabb Kangas gave four criteria for defining mother tongue, namely origin, competence, function and attitude.

2.5.4 anguages used as Medium of Instruction:

In multilingual societies the system of education should be multi-tier where multilingual education since primary level should be encouraged. It also needs a high degree of planning, acquaintance with the languages of the students and a high level of teaching skills. According to the policy of the state Government every child has the right to get education in his/her mother tongue. The number of languages counted in the 1961 census was very large i.e. 1,652. So the policy states that if the majority language of the state is not the mother tongue of many students then in that case there should be at least ten students of that mother tongue. Then that language is allowed to be used as medium of instruction. At present a total of 42 languages are being used as medium of instruction. It is very difficult for the government to impart education in all the languages present in India. Still it is flexible enough in accommodating as many as possible. Another area affecting the number and selection of language is power and politics. There is a lot of language politics playing behind selection of languages used as medium of instruction. But my study will not go deep in that area.

2.5.5 Multilingual Mother Tongue Education:

In the education system the most privileged one are those whose mother tongue is the medium of education in the schools. Mostly the medium of education is either English or the dominant language of that region. So it becomes difficult for the linguistic minorities to have education in othersD mother tongue. It is a known fact that children learn better if they understand and speak the language of the classroom. But only education in their mother tongue will not be fruitful to the children, as they will find difficulty in relating themselves with the outer world. So the dominant language of the region or the national language of the country and language of wider communication is also an important need. So there is a need to have an education system where the along with the mother tongue education, other language should be introduced gradually over time. Many of the multilingual countries have recognized the importance of multilingualism in their education system. Many scholars like Claire, Skutnabb, have talked about the relevance of multilingual mother tongue education. According to Thomas Claire (2009) the world's education ministers recommended that states should view linguistic and cultural diversity in the classroom as a valuable resource and promote the use of mother tongue in the early years of instruction. The UN forum also made strong recommendations on MTME. For promoting multilingual mother tongue education, an advocacy kit has been prepared for policy makers, educationists, etc which will aim at ..including the excluded.

2.5.6 Multilingual ism in Education

The Indian education system is truly multilingual in its character. The Bombay Municipal Corporation runs primary schools in nine languages. The Karnataka State runs primary schools in eight languages. The secondary schools in West Bengal give their students the option to choose from 14 languages. The three-language formula widely in the country aims at developing and strengthening the multilingual character of our educational system.

There are many problems in implementing the three-language formula. For example, there is no reference to the mother tongue or home language in the formula. There is no reference to the classical languages and foreign languages. Tamilnadu teaches only Tamil and English, and Gujarat follows it with Gujarati and Hindi. Many Hindi states substitute Sanskrit, a classical language for a modern Indian language. With the expanded version of the eighth schedule of the constitution, more languages are added to the mix. but there is hardly any improvement in the situation.

There are 500 Central Schools with the bilingual medium consisting of English

and Hindi. There is also a compulsory language, Sanskrit, in addition. There are 500 Navodaya Vidyalayas where some competence is English and Hindi is imparted simultaneously. But the students who graduate from these schools go to the English medium colleges, because there is no college in the country that offers a bilingual medium of instruction. The Indian education system blocks multilingualism as one moves into higher education.

Srivastava (1994) writes about the Hindi region in India, This region attests two types of bilingualism, where literacy and fluency in both languages are aimed at, but wherein first language is restricted to the topics related to the social sciences and the second language to the science subjects. ... (Mono-literate form of bilingualism) is confined primarily to the preschool children of village school. The picture given in the above statement is true for all Indian languages, with some small changes here and there.

2.5.7 Minority Languages

The constitutional provisions have helped the maintenance of the minority languages (ML) in the country. But this is true only to a certain extent. Some damaging pictures have begun to emerge in recent years, especially with regard to the use of the ML in the school system. There is not a single state that does not have linguistic minorities, but not all the minority languages are offered in schools as media of instruction or as first language. Minority languages are denied in the name of dialect and there is no text book available in these languages. When we compare the findings of the educational surveys conducted by the NCERT and other agencies with the number of speakers of the ML in various states, it becomes obvious that there are many minority languages with considerable populations that are not made available as the medium of instruction or as first language. For example, in Delhi, only English, Hindi, Urdu, Bengali, Tamil, and Gujarati were taught as first language as per the Third Educational Survey, but some of these are not taught as first language according to the Sixth Educational Survey. There are several languages in Delhi with large population that do not find any place at all in the school system. The situation in the other states is not encouraging either. Major languages such as English and Hindi and the other Scheduled 8th languages occupy a place of importance even in the states where the speakers of the non-scheduled language are in a majority.

2.6 Let us sum up

Evolution of the present day school education system began with the advent of British rulers and their counterpart, the Missionaries. But it took more than 100 years to have a graded formal education in India. Bengal province played a great role in the development of school education during pre-independent days. Charter Act of 1813 raised a controversy as to the nature and medium of school education which was resolved finally and officially with submission of Wood's Despatch in 1854. Several Committees and Commissions, many reforms, the National education movement has significant role in the development of school education in the pre-independent India. After India gained independence in 1947, the primary task of the new government was to develop an Indian system of education, One after another, Radhakrishnan Commission, Mudalior Commission, Kothari Commission were set up. Also National policies of deucation were proclaimed in 1968, 1979 and 1986. All these steps are behind the present day school education system in West Bengal. This unit also discusses the functions of some important educational bodies like, DIET, SCERT, WBBPE, WBBSE, WBCNSE & WBSCHE.

Concept and policy of multilingual education was coined by the UNESCO which aims to achieve equal access and learning base of the learners.

2.7 Check your progress

1) Write the importance of District Primary Education Programme in reference to West Bengal
2) What is Girls Education? In this regard discuss National Program for Education of Girls at Elementary Level.
3) Discuss about the Right to Education Act-2009 in India.
4) Explain the concepts of Multi-lingual Education, Mother language Education and Mother tongue multi-lingual education.
5) Discuss the language policies of India in the light of multilingual education.
6) Discuss the recommendations of UNESCO on Multilingual Education.
7) Write note on :
   (a) SSA
   (b) Mid-day Meal

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Unit-3 ☐ Higher and Technical Education

3.1 Introduction

Higher education in India has witnessed a remarkable increase in the number of universities and colleges since the independence. The first education commission of India after independence was formed with an objective to restructure the higher education system for a country which just earned freedim for the colonial rules. The quantum growth in the Higher Education and its qualitative improvement was assigned to the Universities, which are the highest seats of excellence in learning. Higher Education is the shared responsibility of both the Centre and the States. The coordination and maintenance of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory, bodies. In West Bengal higher education in congruence with the national policies has gone throuuh many changes. The primary aim of this unit of lesson is to the development of higher education in West Bengal.

3.2 Objectives

After completion of the unit learners will be able to

- Recall the history of higher education in India with special mention of West Bengal
- Understand the development of higher and technical education in West Bengal

- Mention the objective and structure of higher and technical education in West Bengal
- Understand the current status of of higher and technical education in West Bengal
- Evaluate the current trend and identify the problems of of higher and technical education in West Bengal
- Comprehend the growth of vocationalization of education
- Understand the importance of RUSA in higher education

3.3 Structure and Objectives of Higher and Technical Education in West Bengal

3.3.1. Introduction :

Higher education in India is crucial for nation building at any point of time in any point. Since the early 1950's higher education institutions have diversified role to extend their reach and converage quite significantly. The efficient of higher education depends on the effective functioning of the universities. According to late Pandit Jawaharlal Nehru, the first prime minister of India. " An university stands for humanism , for tolerance, for freedom, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people".

The Indian higher education system is the third largest in the world. There were only 20 universities and 500 colleges with 0.1 milion students at the time India attained independence. This has increased to 789 universities and 11443 university level institutions and 32204 colleges as on February, 2017. The number of students enrolled in the universities and colleges has increased since independence to 34.24 million All India (survey of Higher Education, MHRD, 2017 may be updated to 2017. India has truly lived up to this global challenge. India today, has 31.935 institutions across varied fields of study. These include 43 central universities, 289 state universities, 94 state private universities, 130 deemed to be universities, 50 institutes of national importance, 5 institutions established under State legislative Act, 31,324 Colleges, statistics of which indicate there are ample opportunities which India offer in the field of higher education (UGC report on Higher Education in the

12th Five Year Plan, 2011).

In past half a century the scenario of higher education has changed a lot due to the overwhilming effects of technological boom and globalization. Globalization is now the most important factor to shape higher and technical education. "Globalization is the flow of technology, economy, knowledge, people, values, ideas... across borders and globalization affects each country in different ways due to a nation's individual history, tradition, culture and priorities" (Knight, Jane, 2008).

3.3.2. Structure of Higher and Technical Education in West Bengal

Responsibility of higher education in West Bengal is assigned to the Department of Higher Education. Science and Technology, Government of W.B. The main functions of this department is as follows - "Promotion and regulation of higher education and cultural development including technical or specialized education in the State Universities and colleges including colleges providing instruction for courses of study leading to the degree of Bachelor of Education, and Engineering and Technological Colleges and other institutions of higher learning, excluding the Bidhan Chandra Krishi Viswavidyalaya, the West Bengal University of Animal and Fishery Sciences and the West Bengal University of Juridical Sciences."

3.3.2.1 Department of Higher Education

Therefore, the Department of Higher Education, Science & Technology & Biotechnology has three separate parts working together. Higher education and technical Education are among them. The administrative charges of the department are distributed as follows -

MINISTER IN CHARGE
↓
ADDITIONAL CHIEF SECRETORY
↓
ADDITIONAL SECRETORY
↓
SPECIAL SECRETORY
↓
JOINT SECRETORY
↓
DEPUTY SECRETORY
↓

ASSISTANT SECRETORY

↓

OFFICER ON SPECIAL DUTY

↓

SECTION OFFICERS/ HEAD ASSTT

↓

ASSISTANT

3.3.2.2 Organs of Higher Education Section

The higher education section of the department has three organs.

1. EDUCATION DECTORATE 2. DIRECTORATE OF TECHNICAL EDUCATION 3. DIRECTORATE OF STATE ARCHIVES

The administrative structure of Education Directorate is as follows-

DIRECTOR OF PUBLIC INSTRUCTION(DPI) & EX-OFFICIO SECRETORY

⇓

ADDITIONAL DIRECTORS

⇓

JOINT DIRECTORS

⇓

DEPUTY DIRECTORS

⇓

DEPUTY REGIONAL EDUCATION OFFICERS

⇓

ADMINISTRATIVE OFFICERS & P.A TO D.P.I

⇓

HEAD ASSISTANTS

Other than the direct administrative structure , as explained earlier there are many associated organizations in the Department of Higher education, those are—

- West Bengal State Council of Higher Education
- Universities
- West Bengal College Service Commission
- West Bengal District Gazetteers

- Bankim Bhaban Gavesana Kendra
- Joint Entrance Examination Board

Universities are the seat of higher education. The Chancellor is the head of universities and by virtue of his/her office Governor appoints the Vice Chancellors of all the State Universities. Vice Chancellor is the working head followed by Pro-VC, Registrar. Dean of faculty council. Development officer. Controller, Inspector of colleges, Finance officer and others.

Similarly Directorate of Technical Education lias the follouing structure -

Director
↓
Additional Director
↓
Joint Directors
↓
Deputy Directors
↓
Assistant Directors Accounts Officer Audit Officer P.A. to D.T.E
↓
Head Assistants and Section-in - charge

3.3.2.3 Technical Education

The technical education system in the country can be broadly classified into three categories - Central Government funded institutions. State Government/State-funded institutions & Self-financed institutions. Technical education and vocational training are sometimes used synonymously. The main agencies for Technical Education & Vocational Training (TEVT) are

Central Government

- National Skills Development Council
- Ministry of Human Resource Development
- Department of School Education and Literacy (for TVET programmes in senior secondary schools)
- Department of Higher Education (for Technical Education)

- Ministry of Labour and Employment , Directorate General of Employment and Training (for Vocational Training)
- There are some other 20 Central Ministies and Departments which have running some small TVET programmes .

State Government

- Directorate of Technical Education working with Private Sector NGOs

West Bengal has a long history in higher education. Currently West Bengal has many universities with different status including one women university. There are state - aided university, state specialised universities, deemed universities, central universities and institutes and institutes of higher importance, private universities. In the year 2014-2015 West Bengal had 31 universities, 1061 colleges, 108 polytechnic, 53 nursing colleges/institutes and 91 teacher training colleges.

3.3.3 Objectives :

Before discussing contemporary objectives of Higher and Technical Education let us have a glance at the past and look what was the aim of higher education proposed by the Radhakrishnan Commission (1948-49), the very first Univsity Education Commission in India. The aims were,

- The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.
- The aim of a university should be to maintain a high standard in general professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self--confidence , self- respect and self dependence these virtues on the part of citizens will make the nation really very strong.
- The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions to help the students to imbibe the good aspects of their culture and to accept new values for an all-round development.

Ministry of Human Resource Development is the apex body of higher education in India. They propose the objective of higher education as below -

3.3.3.1 Mission

- Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.
- Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- Initiate policies and programmes for strengthening research and innovations and encourage institutions - public or private to engage in stretching the frontiers of knowledge.
- Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

3.3.3.2 Objectives

- To expand the Higher Education sector in all is modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 to 21% by 2016-17 and 30% by the year 2020.
- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
- To provide opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differenty-abted persons.

- To remove regional imbalances in access to Higher Education by setting up of institutions in unnerved and underserved areas.
- To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.
- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
- To promote development of Indian languages.
- To promote autonomy, innovations, academic reforms in institutions of higher learning
- To undertake institutional restructuring for improving efficiency, relevance and creativity in Higher Education.

3.3.3.3 Vision and Mission of Higher Education in West Bengal

As for vision and mission of West Bengal Higher Education, some of them are as specified below :

- **Equity:** In respect to equity, the Government passed the OBC Reservation Bill mandating reservation of 17% seats in all state aided higher education institute to OBCs. Several colleges for girls have been established besides eastern India's first Women's University at Diamond Harbour.
- **Expansion:** The Government is in expansion mode right now. Twenty-three new degree colleges are underway. One state-private university has been set up in the academic session 2014-15 and few more are to come up shortly.
- **Excellence:** The WBSCHE, set up in 1994, as per the WBSCHE Act 1994 and subsequently modified in 2015 has been appointed by the National Board of Accreditation (NBA) as its nodal centre for West Bengal, Bihar and North-East states for mandatory accreditation of HE institutions starting from those imparting professional courses.
    - To bring uniformity in the academic calendar across the state-wide universities and HEIs.

- To bring uniformity in the syllabi of different subjects across the state-wide universities and HEIs. The linkage would be of great help in conducting common admission test and also make it possible for faculty and student exchange programme.
- Introduce student and faculty exchange programme, both nationally and internationally, in collaboration with government, non-government organizations and industry.
- Implementation of Choice Based Credit System (CBCS) across all the Universities and colleges in West Bengal to offer enough room for flexibility in the choice of selection of subjects, and to make evaluation in terms of Grades at par with the global standards. To make special provision for integrated courses for humanities, social sciences, sciences and technology in its educational programme. Offer multi-disciplinary programmes of study at UG, PG level on the comprehensive CBCS. In the long term, credit portability can be extended across the regional and national institutes of eminence. Maintain optimum teacher-student ratio to make the CBC S)stem effective. For the same, the vacant positions in colleges and universities are to be filled by reular faculty and many more.

3.3.3.4 Technical Education in West Bengal

For technical education , a renewed importance is now given in this area. In Education for Sustainable Development goal SDG2030 one of the important area is boosting technical education. It was stated in UNESCO document "Curricula need to ensure that all children and young people learn not just foundation skills, but also transferable skills such as critical thinking, problem solving, advocacy and conflict resolution, to help them become responsible global citizens" (UNESCO. 2014c: 36).

In National Policy of Education, 2016, current state of technical education was analysed and many new reforms were proposed. Among them one major proposal was to set up new examining committee which would propose new format to built technical education worthy of modern century.

West Bengal- With the aim to create more job opportunities, the Bengal state cabinet his decided to introduce a new policy for the technical education department to have an integrated skill development programme. Under the policy, medium scale industry will come under the department of micro and small scale industry and textiles to provide more opportunities to the industries which have machinery cost upto lakhs. The technical education department will also be renamed as technical education training and skill development department. An integrated skill development

programme will be introduced to create skilled labourers in the Held. The decision has also been taken to upgrade the existing technical education and training with time to create more job opportunities and also benefit the industrialists.

Where as the first University Education Commission visualized an idealised goal for the higher education, contemporary aims envisage to adopt pragmatic view of the contemporary and future higher education both at Centre and at the state level.

3.4 Growth of Higher & Technical Educational Institutions in West Bengal

Growth of Higher and Technical Institutions was able to keep pace with the overall growth at the National level.

3.4.1 Status, Problems and Prospects

Despite the phenomenon quantitative growth, there are challenging issues and problems, as it is natural for a fast gwoing system.

3.4.1.1 Status of Higher Technical Education in West Bengal

It may briefly be mentioned in the form of a table given below. According to the All India Survey of Higher Education in India (2017) which reports the status of growth during during 2015-16 the number of colleges and Universities is presented in the table. However rate of growth since Independence may be consulted from such survey reports conducted by the UGC from time to time.

Table-1 : Number of University and Colleges in West Bengal

Category of University	No. in WB	No. (All India)	Specialization		
			Category	WB	India
Govt. University (Central)	1	43	General	24	459
Central Open	0	1	Agriculture	3	48
Institutes of Nat'l Imp.	5	75	Cultural	0	1
Others	1	13	Fine Arts	0	6
State Public University	23	329	Fisheries	1	3
Inst. by State Legis. Act.	0	5	Gandhi		
St. Open	1	13	Journalise	0	1

State Private	2	197	& G. Com	0	3
State Private Open	0	1	Language	0	7
Deemed University Govt.	0	11	Law	1	20
Deemed Govt. Aided.	0	79	Medical	1	50
Deemed Private	1	32	Tech.	3	
Total	34	799		33	98

Table-2 : Number of Colleges in West Bengal

	West Begnal	All India
No. of Colleges	1082	39071
No. of Colleges/Lakh students	10	28
Average enrolment/College	1427	721

3.4.1.2 Problems and challenges

In so far as the growth of higher education institution is concerned despite all sincere efforts, it is still lagging behind All India pattern as it is apparent from the figures in Table-2. Which shows that many more collages are needed to cope with the growing student population.

It is due to the heavey rush for college education many administrative and management problem emerge everyday. At same time the following qualitative challenges are to be reckoned.

3.4.1.3 Prospect of Higher and Technical Education in West Bengal

Status higher and technical education in India is recently addressed in 2030 vision for higher education documents which states that -

- India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian system.
- India is among top 5 countries globally in cited research output, its research capabilities boosted by annual R&D spends totaling over US$140 billion.
- India is in the fourth cycle of its research excellence framework, with at least a 100 of Indian universities competing with the global best.
- 23 Indian universities are among the global top 200. going from none two decades ago.

- In the last 20 years alone. 6 Indian intellectuals have been awarded the Nobel Prize across categories.
- India is a regional hub for higher education, attracting global learners from all over the world.
- The country has augmented its GER to 50% while also reducing disparity in GER across states to 5 percentage points.
- The Indian higher education system is needs-blind, with all eligible students receiving financial aid. Twothirds of all government spending towards higher education is spent on individuals, including faculty and students.
- India's massive open online courses, started by several elite research universities, collectively enroll 60% of the world's entire student population.
- Indian higher education institutions are governed by the highest standards of ethics and accountability, with every single one of them being peer-reviewed and accredited.

Status or growth in higher and technical education in west Bengal is well described in the official web page of West Bengal Higher education Department. Achievements of higher education in West Bengal in years 2011 to 2016 are as follows -

- Fifteen new Universities were set up. Of these, seven are State-aided and eight are private universities.
- Till 2011, the State had set up 36 Government Colleges, In the last four years, the State Government has set up 31 new Government Colleges and 15 Government-aided colleges.
- As a result of the huge expansion in higher education, the State's Gross Enrolment Ratio (GER) which was 12.6 in 2011 rose dramatically to 17.5 in 2014 (as per the GoI's All India Survey on Higher Education)
- The annual expenditure under the Plan budget of the Higher Education Department went up from Rs. 111.74 crore in 2010-11 to Rs. 426.67 crore in 2015-16.
- To improve the quality of teaching, 1570 teaching posts. 43 posts of Officers and 1036 non-teaching posts were created in the State-aided Universities. Government Colleges and Government-aided Colleges.
- A long-pending demand of the hostel and mess employees of State-aided

Universities and Government-aided Colleges was granted when they were conferred with 'Group D/ non-teaching employee' status with the attendant benefits of pension, GPF, encashment of leave salary, etc.

- As many as twenty Bills were placed before the West Bengal Legislative Assembly and passed, indicating the high level of reforms undertaken by the Higher Education Department and many more achievements.

Challenges or problems in this field are various, some of which are continuing for years like immense load of population in need of education but also, some problems which are fresh like new demands of technology driven open market system etc. - lets sum up some of the problems in higher and technical education

1. Miserable domain knowledge
2. Want of innovative ideas (indicated by too few patents)
3. Poor communication skill
4. Insufficient hand-on practice
5. Lack of leadership quality
6. Weak mathematical base to face challenges

Some of the remedy suggested for future betterment are as follows—

- There should be no compromise with regard to the quality of a teacher for appointment. Before permanent appointment he/she should be tested for at least six months.
- The new faculties are to be subjected to compulsory training as to pedagogy, i.e. methods of teaching.
- At the beginning of each semester an assignment must be given to each student with the mention of a specific date for submission and failure to do so should imply ineligibility to appear at the semester end examination.) for technical education)
- Stereotype questions should be avoided as far as practicable in any examination.
- Excellent teachers from universities and other colleges should be invited to deliver lectures on basic knowledge and for inspiration.
- Unnecessary materials of the syllabus, if any, should be stripped of.

With this in view the sooner we start revamping our education system, the better will be our future. There is no doubt that the system is as of now is limping because of many factors, some of which are not addressable instantly. It would not be out of place to mention here that though many have argued in favour of induction of private enterprises for the advancement of science and engineering education in India to cope with the global demand, it cannot be denied that these entrepreneurs are guided *by* profit-motive in general. Therefore a strict Govt. invigilation is always recommended in this situation. But private involvement is need of the hour and therefore should not be avoided.

Prospects of higher education in West Bengal have faced many challenges but still continuing to achieve new heights. The latest trend is make it more job oriented and skill based. Every year time to time education exhibition, trade fares , higher education fairs helps students to carry on with quality higher education. Continuous "up-gradation of infrastructure" and making courses "job-oriented": these are the two tenets on which education in West Bengal is being planned, said the higher education minister uhile stressing that the government was looking to work towards strengthening the existing education infrastructure and planning to set up a monitoring team to oversee private institutes and universities.

Not only in West Bengal, but the aspirations of India's 130 million youth in the 17-23 year age group are only increasing. They know that a good higher education can help them climb the socioeconomic ladder faster than any other route. The Union government's ambitious agenda to take the gross enrolment ratio (the percentage of youth in the relevant age group going to college) from 23.6% now to 30% by 2020. will mean adding several thousand HEIs. or augmenting seats and infrastructure in existing universities. This capital expenditure alone will be several lakh crores, not to speak of annual revenue expenditure. These trends points out that technology will be heavily needed to solve many of these challenges and that holds the prospects of India as well as West Bengal.

3.4.2 Vocationalization of Education

Oxford dictionary explains 'vocationalize' as " relating to an occupation or employment and in in the field of education or training it is directed at a particular occupation and its skills."'

According to Merriam-Webster dictionary vocationalization means " training for a specific occupation in agriculture, trade, or industry through a combination of theoretical teaching and practical experience provided by many high schools in their

commercial and technical divisions, and by special institutions of collegiate standing (as a college of agriculture, a school of engineering or a technical institute).

According to 1986 National Policy on Education "The introduction of systematic well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization..... vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity".

On the other hand UNESCO stated vocational education (Technical Vocational Education and Training, TVET) as " those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life".

India has a rich vocational background in educational history. Even after Independence the core of Basic education lie in the effort to integrate education with work and make the feet dignity of labour. The father of nation said " Even handicraft has to be taught not merely mechanically as in done today, but scientifically. This is to say, the child should learn the why and wherefore of every process."

Need of vocationalization is not only for future job, but can be pointed out as following -

- Enhancing employability
- Reduction in underemployment
- Alternative courses
- Dignity of labour
- Self- employment
- Increased productivity
- Maximum utilization of resources

As for challenges in vocational education UNESCO enlisted the following as the main points to consider for a better future -

- Promoting skills for youth employment
- Ensuring access: TVET for all
- Improving the image and quality of TVET

- Financing TVET
- Strengthening innovation and research
- Advancing sustainable development

In Indian circumstances a survey by NSSO in 2013 found out that-

1. The percentage of population that completed primary education was 70%, but less than 10% went on to complete a graduation course and above. Almost 97% of individuals in the age bracket of 15-60 years had limited exposure to technical education, which is another indicator of low skills sets among Indians.
2. According to the occupational profile of India's workforce. 90% of the workforce population is employed in skill-based jobs, whereas more than 90% had no exposure to vocational education or training even though more (han half of the seats remain unutilized in vocational education.
3. There is a lack of training facilities and skills development in as many as 20 high-growth industries such as logistics, healthcare. construction, hospitality and automobiles.
4. India has roughly close to 5,500 public (ITI) and private (ITC) institutes as against 500,000 similar institutes in China. As against India's 4% formally trained vocational workers, a country like Korea had a 96% vocationally trained workforce. Even relatively under-developed countries like Botswana had a surprisingly decent score of 22%.

In 2016 National Policy of Education the issue of vocationalization was addressed and its recommendations included the following :

- The Committee noted that significant amount of work has been done in the area of skill development over the past few years. Some of the important initiatives are
- A comprehensive National Policy for Skill Development and Entrepreneurship was formulated in 2015 and a Mission was set up by the Government of India, with the objective of training 40 crore people by 2022. In order to implement the Mission, necessary institutional frame work has been put in place, which includes: National Skills Qualification Framework (NSQF) and Sector Skill Councils (SSCs) for standards (33 SSCs are operational). National Skill Development Agency (NSDA) for administering the NSQF. National

Skill Development Corporation (NSDC) for creating/ augmenting the training delivery capacity an exclusive Ministry for Skill Development and Entrepreneurship (MSDF.) for coordination.

- National Skill Development and Entrepreneurship Policy. 2015 has envisioned integration of 25% of the schools with the skill development programmes by 2022 in the country. The MHRD, as part of its initiative for vocationalization of secondary education, has taken up a number of steps. All the skill development courses conducted through above means should formally be certified under NSQF. through SSCs. to enable the trainees to move up the chain of qualifications and thereby job enhancement and career progression. 6.9.14
- The measures suggested above would not only help the students in the schools to pursue skill development programmes as a preferred choice in a seamless manner, but also enhance the training delivery capacity in the country and thus meet the larger objective of Skill India Mission. (6.9.15)
- Vocational education subjects (the ones offered in ITIs) may also be offered in the schools from class VIII onwards, as a formal stream along with Science. Maths and other subjects, leading to certification by the respective Boards of Educations. (6.9.16)
- The vocational skills qualifications acquired through ITIs (NCVT courses) ma) be given certificate of equivalence to Class X or XII. as the case may be. after the concerned student completes the essential bridge course to address the gaps, if any, in the language and knowledge components.

3.4.3 West Bengal Scenario

For career-oriented and skill-based education. Community College Scheme (CCS) has been introduced in five Degree Colleges. Tie-ups have been worked out with local industry partners so that students can be considered for absorption/employment in the market upon completion of the course. Government College of Engineering & Leather Technology is implementing a Skill Development Programme (Primary & Secondary) under Indian Leather Development Programme (ILDP) sanctioned by Department of Industrial Policy & Promotion, Minisry of Commerce and Industry, Government of India. A total financial grant of '7,56,95,000 has been sanctioned for this programme.

Three Under Graduate Engineering Programmes (E&CE, CS&E and EE and two Post Graduate Engineering Programmes (Electrical devises and Power System. Mobile

Communication and Network Technology) for JIS College of Engineering. Kalyani, Nadia have been accredited by the NBA for 2 years. Both are self-financing Engineering and Technology Colleges.

In the academic year 2014-15, four Undergraduate Engineering & Technology programs (ECE, EE, IT & CSE) have been provisionally accredited in the Narula Institute of Technology. Tie-up of Jalpaiguri Government Engineering College, Jalpaiguri with Amrita Viswa-Vidyapeetham for the Indo-US Inter University Collaborative initiative in Higher Education and Research through a Special Satellite Network established by ISRO.

Jalpaiguri Government Engineering College. Jalpaiguri is the Nodal Centre for Prime Ministers Gram Sarak Yojana (PMGSY) under NRRDA, Government of India covering entire North Benga! and Sikkim. A MOU has been signed by the Institute with Cognizant Technology Solutions towards establishment of an in campus school for development of soft and communication skill of the students.

Technical Education Quality .Improvement Project (TEQIP-II) is another programme for improvement of Teaching in Technical Education. Training and Learning Facilities has been done through introduction of new Postgraduate programmes, modernisation of class rooms, modernization and strengthening of existing labs, establishment of new labs for existing UG and PG programmes and new PG programmes, modernisation/improvements of supporting departments and libraries, updation of Learning Resources, minor civil works etc. Providing Teaching and Research Assistantship to increase enrollments in existing and new PG and PhD programmes in Engineering and Applied Science Departments non GATE qualified students selected by the institutions are receiving funds as Teaching and Research Assistantship from the project. Up to October 2015 ' 12.95 crore has been disbursed to 767 MTech students and 18 PhD scholars as assistantship.

3.5 RUSA and Qualitative Improvement of Higher Education.

3.5.1 Introduction:

The definition of quality education depends on the meaning of "quality", a multi-dimensional complex word. Quality can be defined as an outcome, a property, or a process. Therefore it is hardly surprising that the phrase "quality education" has been

given several definitions because definitions of quality are "stakeholder relative". It is also found that all stakeholders held their own view of what quality in education means to them. Some scholars define quality in higher education as the process of quality enhancement.

The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates. This view of determining Quality in higher education, popularly termed as the "value-addition" approach, does not measure the competencies students develop through the courses offered.

How the faculty and administration of an educational institute prepare for implementing Total Quality Management and assessment? How the introduction of Quality implementation influences the goals, roles, and mission of an institute? Who are the key-players and what are their individual goals and motivations? How will the culture of an institute change in an environment of increasing demand for demonstrable Quality and outcomes?

3.5.1.1 NAAC as an Agency of Quality Management

The apex body of quality control in education in India is National Assessment and Accreditation Council (NAAC). The main objectives of NAAC as envisaged in the Memorandum of Association (MoA) are to:

- grade institutions of higher education and their programmes;
- stimulate the academic environment and quality of teaching and research in these institutions;
- help institutions realize their academic objectives;
- promote necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose; and
- encourage innovations, self-evaluation and accountability in higher education.

According to NAAC, higher education revolves around four key concepts as slated by Ronald Barnett(1992)—

i) Higher education as the production of qualified human resources. In this view; higher education is seen as a process in which the students are counted as "products" absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.

ii) Higher education as training for a research career. In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this viewpoint is more about research publications and transmission of the academic rigour to do quality research.

iii) Higher education as the efficient management of teaching provision. Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching. enabling a higher completion rate among the students,

iv) Higher education as a matter of extending life chances. In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible, continuing education mode.

NAAC developed seven criteria for quality assessment in higher education institute. Those are -

1. Curricular Aspects.
2. Teaching , learning and evaluation.
3. Research . Consultancy and extension.
4. Infrastructure and learning resources
5. Student support and progression
6. Organization and management
7. Healthy practices

It should be mentioned that NAAC is already reviewing some points to make the assessment more effective.

Quality assurance is a continuous practice. Therefore in higher education too it must be ensured. As we know in general, everything deteriorates with time and use.

Continuous improvement is an intervention to stop this and increase the quality. The process of continuous improvement is known as Deming's P-D-C-A cycle. The four original major steps of the cycle are:

1. P (plan) - gathering of data to identify and define the issue(s)/problem(s) that need improvements and identify ways to achieve them.
2. D (do) - implementing the plan by using a trial run. a test group, etc.
3. C (check) - analysing the results to see if there is good agreement between the original goals and what was actually achieved; make adjustments if necessary.
4. A (act) -depending on the results from the check step, acting on the plan on a full scale or conducting further work by beginning with the P (plan) (Temponi, 2005).

In his later work, Deming replaced "Check" with 'Study' because he wanted to emphasize the process of learning as more important than the limited action of checking —inspection (Neave, 1990).

1.5.2 RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA)

Rastriya Uchchatar Shiksha Abhiyan (RUSA) is a holistic scheme for the development of Higher Education in India initiated by the Ministry of Human Resource Development in 2013.

MHRD in their proposal document of RUSA stated that -

"Keeping in view the recommendations of the Planning Commission, the need for reforms in the state higher education sector, using central funds in a strategic manner to ensure holistic planning at the state level and enhancement of allocations for state institutions, a new Centrally Sponsored Scheme is proposed. The scheme would be spread over the two plan periods (XII and XIII), and would be an over arching scheme for funding the State Universities and colleges in order to achieve the aims of equity access and excellence. This scheme is called the Rashtriya Uchchatar Shiksha Abhiyan (RUSA)".

The salient features of RUSA are as follows -

- It is an umbrella scheme to be prepared in mission mode project that would subsume other existing schemes in the sector.

- The central funding would flow from MHRD to institutions, through the State budget.
- The funding to states would be made on the basis of critical appraisal of State Plans for Higher Education Plans (SHEPs). The plans would describe each state's strategy to address issues of equity, access and excellence in higher education.
- All funding under the RUSA would be norm based and future grants would be outcome dependent. Commitment to certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA.

3.5.2.1 Objectives of RUSA

The main objective of RUSA are as follows -

- Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure academic and examination reforms in the higher educational institutions.
- Enable conversion of some of the universities into research universities at par with the best in the world.
- Create opportunities for states to undertake reforms in the affi liation system in order to ensure that the reforms and resource requirements of affi Hated colleges are adequately met.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.

- Correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban & semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

3.5.2.2 Strategies for Implementing RUSA

Strategic funding of state institutions must ensure that the issues of quality and access are addressed in an equitable manner. This would entail encouraging the states to prepare State Higher Education Plan duly keeping the following aspects in mind:

- Spatial and regional planning after due mapping
- Programme and discipline planning
- Mandatory accreditation and quality improvement
- Reforms - governance and academic
- Infrastructure saturation
- Review of the affiliation system
- Transparent and norm-based funding
- Outcome-based reimbursements
- Faculty planning
- Equity interventions
- Focus on research and innovation

3.5.2.3 Components of RUSA

RUSA is envisaged as a prime vehicle for strategic funding of state institutions so as to ensure that issues of access, equity and quality are addressed in an equitable manner with the state as a composite unit of planning. The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

1. New Universities

2. Up gradation of existing autonomous colleges to Universities
3. Conversion of colleges to Cluster Universities
4. Infrastructure grants to Universities
5. New Model Colleges (General)
6. Upgradation of existing degree colleges to model colleges
7. New Colleges (Professional)
8. Infrastructure grants to colleges
9. Research, innovation and quality improvement
10. Equity initiatives
11. Faculty Recruitment Support
12. Faculty improvements
13. Research Universities
14. Vocationalisation of Higher Education
15. Leadership Development of Educational Administrators
16. Institutional restructuring & reforms
17. Capacity building & preparation, Data collection & planning 18. Management Information System

In the proposal of RUSA it is clearly stated what should be the states responsibility and contribution in this plan which is mentioned below -

The States must make a detailed State Higher Education Plan in the prescribed format duly keeping in mind the norms and indicators under RUSA. These plans would constitute the primary vehicle for the States to plan for accelerated growth and equitable development of the higher education sectors. The plans must be formulated keeping in view the targets the state wishes to achieve in a ten-year time frame. These targets would then be broken down into annual milestones and targets. Each State Higher Education Plan has to comply with the timelines prescribed under RUSA. A Project Approval Board at the national level would appraise and evaluate each of the plans. Future allocations would be based on the achievement of targets and the past performance of the states.

3.5.2.4 RUSA in Wgst Bengal

In response to the scheme Rashtriya Uchchatar Shiksha Abhiyan (RUSA) under the 12th Five Year Plan (on 60 Centre: 40 State sharing basis), the State. Government has submitted a State Higher Education Plan(SHEP) with a financial implication amounting to '1.400 crore to the Ministry of Human Resource Development (MHRD), Government of India.

By 2017, an amount of rupees eighteen crores only was granted as instalment from Centre. State would bear the 40% the total outlay.

3.6 Let Us Sum up

- The Indian higher education system is the third largest in the world
- Globalization is now the most important factor to shape higher and technical education. "Globalization is the flow of technology, economy, knowledge, people, values, ideas./'
- Responsibility of higher education in West Bengal Government is taken up by the department of higher education, science and technology
- The higher education section of the department has three parts -

  1. Education Directorate 2. Directorate of Technical Education 3. Directorate of State Archives
- Other than the direct administrative structure , as explained earlier there are many associated organizations in department of higher education.
- Ministry of human resource development is the apex body of higher education in India. Higher education mission according to them provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.
- Also to expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- Objectives of higher education include - To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. Also to create

conditions for knowledge generation through improved research facilities in universities and colleges and to promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.

- Vision and mission of West Bengal higher education include areas of equity, expansion, excellence.

3.7 Check your progress

A. Answer the following questions.

1. Write two objectives of higher education according to Radhakrishnan Commission.
2. What is the main aim of modern higher education?
3. Mention two main challenges of higher education in West Bengal.
4. What is Technical Education ?
5. Mention two strategies taken by West Bengal Government for Vocational Education.
6. Write full form of RUSA
7. What is the apex body of higher education in West Bengal ?
8. Name one private university in West Bengal.
9. Name two new Government colleges in West Bengal.
10. Write full form of TEQIP.

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Unit-4 ☐ Some Recent Issues in Education

4.1 Introduction

Education is a dynamic process as it has to shape itself in accordance with the changing society and world as a whole. On the negative side, the present world is reeling under petty and major violences anytime and every where. It is not that violence did not exist earlier, but there was never an overwhelming climate of violence. We need a peaceful world to live, sustain and flourish. Every one should strive to attain a peaceful mental set which can be achieved only through Peace Education. Again, there is a continuous assault on our another earth in the name of development, economic growht and political high handedness. The world is growing unsuitable for the future generations due to exhansted resources, climate change due to global warming and other featuires. In order to sustain, our civilization needs to learn the skills of sustainable living and development. Also, for centuries, a large segment of pupulation in the disadvantaged societies, women and the disabled remain excluded from meaningful educational opportunities. We need to bring them under the canopy of education, empower then through education, we need inclusive education.

Our capability of educating every citizen is very limited and that is one of the major causes of exclusion of many from education. Distance and open learning

system can render some support to the main stream education in this regard. All these issues will be addressed in this unit.

4.2 Objectives

After completion of the unit learners will be able to

- Understand the current issues in education
- Understand the importance of Peace Education
- Know the importance of education for Sustainable Development
- Comprehend the concept of Inclusive Education
- Understand how Open and Distance education affect Indian education

4.3 Peace Education : Meaning , Aims & Objectives, Need.

4.3.1 Introduction

With current practices of materialistic living and social living becoming virtual, living has become more complex and challenging in many ways. But with that came a realisation how important peace is in regular life. Peace is not something created in opposition to violence but it exists already in man and violating peace is defying nature which causes disaster. In Indian philosophy it is often referred that 'Peace is nothing but the state of soul consciousness in which lies the true happiness of human existence.'

4.3.1.1 Philosophical views of Peace

When we talk about peace in individual context or in personal it will be a subjective term. According to J. Krishnamoorthy, man himself is the world. He is the only source of peace in the world. He describes that peace is a freedom from violence. He wrote that if we know how to look at violence, not only outwardly in society, the wars, the riots, the national antagonism and class conflicts but also in ourselves then perhaps we shall be able to go beyond it. That means peace is an experience of inner calmness by an individual himself by practice.

We can relate to this concept of inner peace with concept of peace in Indian philosophy. A Buddhist text describes this as "Tranquillity of mind comes from

having successfully transcended greed, hatred and ignorance." As this passage makes clear, the Buddhist approach to peace starts from the fundamental act of surmounting these deluded impulses or inner poisons. The state of having brought these impulses under control, however, is not a static and private inner peace. Rather, it is limitlessly dynamic, expansive and evolutionary in its nature.

The Buddha taught that the fundamental cause of all sufferings is ignorance. The basic ignorance is our failure to understand that the self, which is at the center of all of our lives, which determines the way in which we see the world, which directs our actions for our own case and benefit, is an illusion. The illusion of the self is the cause of all our suffering. We want to protect our self from the dangers of the constant flux of life. We want to exempt our self from change, when nothing in the world is exempt from change.

On the other hand the social concept of peace revolves around absence of war or any kind of violence. War was fought on greater ignorance as stated in Buddhist philosophy. While speaking with people about a war going on that time Sakyamuni said "Since people cause war through misunderstanding , thereby harming and killing each other, they should try to understand each other in the right manner."

The other philosophy which preached living with the value of peace is Jainism. Sage Mahavira has declared in Acharanga Sutra that one weapon is stronger than and superior to other, but the path of Ahimsa or peace remains unsurpassed. Real peace can only be established by creating good-will in an individual soul towards other fellow beings on the basis of equality and sanctity of life. The philosophy of Syadvada or non-Absolutism, a special feature of Jain Ahimsa, tries to harmonize all conflicting interests, sees unity in diversity, rejects absolute arbitrary claims and puts forward most important synthesis of all the divergent and seemingly contradictor)' doctrines. According to Acharanga Niryukti noncontrol or wrong use of the mind, speech and body is mental violence or Bhava - weapon. Jainism holds that we should endeavour to find out truth in whatever form and wherever it exists.

Although the term 'ahimsa' is stated in the negative (a = non. himsa = violence), it is rooted in a host of positive aims and actions which have great relevance to contemporary environmental concerns.

Ahimsa is an aspect of daya (compassion, empathy, and charity), described by a great Jain teacher as the "beneficent mother of all beings" and "the elixir for those who wander in suffering through the ocean of successive rebirths." Jiva-daya means caring for and sharing with all living beings, tending, protecting and serving them.

It entails universal friendliness (maitri), universal forgiveness (kshama) and universal fearlessness (abhaya). Jains, whether monks, nuns, or householders, therefore, affirm prayerfully and sincerely, that their heart is filled with forgiveness for all living beings and that they have sought and received the forgiveness of all beings, that they crave the friendship of all beings, that all beings give them their friendship and that there is not the slightest feeling of alienation or enmay in their heart for anyone or anything. They also pray that forgiveness and friendliness may reign throughout the world and that all living beings may cherish each other.

However, Peace Education as a concept originated in the UN Declaration of Human Rights after the World War II was over.

4.3.2 Meaning of Peace Education

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and the natural environment. There are numerous United Nations declarations on the importance of peace education. One such document, The Declaration of Human Rights, Article 26 states that " education shall be directed toward the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding , tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace."

According to John Dewey " peace education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem-posing and problem-solving education, and a commitment to transformative action in our societies."

Laing R. D. (1978) stated that" Peace education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures."

Contemporary UN definition of Peace Education is somewhat comprehensive conceptually as well as from practice perspective. It runs as,

Peace education is a dynamic, continuous and permanent process based on the concepts of positive peace and the creative perspective of conflict which applies socio-affective and problematising foci in order to develop a new culture a culture

of peace, which helps people to observe reality critically by placing them before it and act accordingly.

In India peace education was always given prime mportance. From Jain & Buddhist education peace was a part of desired outcome of learners behaviour. Later on Gandhiji's concept of peace and non-violence was integrally related to his world vieu. Gandhiji evolved his world view from a concept of "self* and human nature. Acknowledging the inherent goodness of human beings, Gandhi emphasized the capacity of all human beings to develop their full potential of non-violence. He believed that all human beings are part of the divine and they are interdependent and interrelated. Gandhiji's concept ofpeace is also a broad one. For him peace emerged from a way of life. Therefore peace is intimately linked up with Justice, development and environment.

Dimensions of Peace Education (S.Anand,2014)

If we agree that the peace education is a training process for developing our positive attitude, and behaviours among other, then this education has several dimensions which can be enumerated as below:

- Education for war control.
- Education to develop tolerance in human beings.
- Education to establish positive willingness and unity for international society.
- Education for promotion of human right for salving to the problem of social discrimination.
- Education for conflict resolution.
- Education for democracy.
- Education for international understanding.
- Education for environmental responsibility.
- Education for coexistence and general equality.
- Some have also addressed a dimension that is spiritual dimensions.

4.3.3. Aims and Objectives of Peace Education

In UNESCO document the dimensions of education Sector's work on peace education include

- Cooperation with Member States at the international, regional and national levels
- Networking, advocacy and research
- Policy and information exchange
- Textbooks, learning materials and curricula development

Declaration of the 44th session of the International Conference on Education held at Geneva in 1994 has listed the following aims of peace education.

i. To develop sense of universal values in every individual.

ii. To prepare citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility.

iii. To educate the individual and develop the ability to recognize and accept the values which exist in the diversity of individuals.

iv. To strengthen peace, friendship and solidarity between individuals and people.

v. To develop the ability of non-violent conflict-resolution among the individuals,

vi. To cultivate the ability to make informed choices, basing their judgments and actions not only on the analysis of present situations and the vision of a preferred future among the individuals,

vii. To teach the citizens to respect the cultural heritage, protect the environment and social harmony,

viii. To cultivate citizens in the line of solidarity feeling and feeling of equity at the national and international levels in the perspectives of a balanced and long-term development.

4.3.4. Need of Peace Education

Peace education is needed for the existence and sustenance of mankind. It involves personal, social, political, institutional and ecological areas.

Peace education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding tolerance and good will in the world today. Peace education brings together multiple traditions of pedagogy, theories of education and international initiatives for the advancement of human development through learning. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their justice and equitable

treatment of youth and promote individual and social responsibility for both educators and learners.

According to UN, peace education is a mandatory part to protect rights of children. The 1989 Convention on the Rights of the Child Article 29.1 (d) indicates that the education of the child shall be directed to "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of the sexes, and friendship among all peoples, ethnic, national and religious groups and person of indigenous origin." Given the importance of peace and peace education for children, it is not surprising that peace education figures prominently in promotional literature from the United Nations' Children's Fund (UN1CEF), although UNICEF's emphasis on peace education mostly concerns post-conflict situations.

Above all, peace education is needed for generating a culture of peace. UNESCO has been the lead agency for the programs associated with a culture of peace. Article A/4 of the Declaration and Programme of Action on a Culture of Peace indicates that education is one of the principal means to build a culture of peace, and Article B/9 contains specific actions for fostering a culture of peace through education. Such actions include involving children in activities for instilling the values and goals of a culture of peace, revision of curricula and textbooks with consideration to previous declarations of UNESCO on peace, ensuring equality of access for women, re-invigorating international educational co-operation, encouraging and strengthening efforts by actors involved in developing values and skills conducive to a culture of peace, encouraging the relevant entities of the United Nations system, and expanding initiatives promoting a culture of peace in institutions of higher education.

We can sum up the needs for peace education as it,

- helps in developing positive social attitudes in new generation which prompt them to raise their voice against social evils.
- ensures all - round development of the learner.
- aims to help the individual to resolve value conflicts
- is needed to strengthen social harmony
- encourages cultural development
- inculcates democratic values.
- helpe to maintance
- harmonious co-existence of different ideologies in society

4.4 Education for Sustainable Development: Meaning, aims & objectives, Role of Education in Sustainable Development.

1.4.1 Meaning of Education for Sustainable Development

According to the dictionary, sustainability is the ability to maintain at a certain rate or level or avoidance of the depletion of natural resources in order to maintain an ecological balance. The definition of "sustainability" is the study of how natural systems function, remain diverse and produce everything it needs for the ecology is not disturbed. It also acknowledges that human civilization takes resources to sustain their modern way of living thereby causing a threat to the ecology:

There are countless examples throughout human history where a civilisation has endangered its own environment and seriously affected its own survival chances. In 2005, the World Summit on Social Development identified three core areas that contribute to the philosophy and social science of Sustainable development. These "pillars" in many national standards and certification schemes, form the backbone of tackling the core areas that the world now faces. Pillars are economic development, social development and environmental protection.

In 1992 Rio de Janeiro, a declaration was made in The United Nations Conference on Environment and Development (United Nations Rio Declaration on Environment and Development 1992). This was the **first** significant conference that established the concept of Education for Sustainable Development (ESD).

However, The Brundttand Report (1987) named 'Our Common Future defined Sustainable Development emphatically as "sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own nuds." It contains within it two concepts. The concept of needs. in particular, the essential needs of the world's poor to which over riding poverty should be given and the idea of limitations imposed by the state of technology and social organization on the environments ability to meet the present and future needs. With the goal of establishing a new and equitable global partnership through the creation of new levels of cooperation among States, key sectors of societies and people. Working towards international agreements which respect the interests of all and protect the integrity of the global environmental and developmental system, Recognizing the integral and interdependent nature of the Earth, our home".

For UNESCO, education for Sustainable development involves integrating key sustainable development issues into teaching and learning. This may include, for example, instruction about climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviours and take action for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

On 25 September 2015, the UN General Assembly adopted Hie 2030 Agenda for Sustainable Development (UN. 2015). This new global framework to redirect humanity towards a sustainable path was developed following the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil in June 2012, in a three-year process involving UN Member States, national surveys engaging millions of people and thousands of actors from all over the world. At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs).

The 17 sustainable development goals are -

1. No Poverty - End poverty in all its forms everywhere
2. Zero Hunger - End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Good Health and Well-Being - Ensure healthy lives and promote well-being for all at all ages
4. Quality Education - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Gender Equality - Achieve gender equality and empower all women and girls
6. Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all
7. Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and clean energy for all
8. Decent Work and Economic Growth — Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Industry, Innovation and Infrastructure - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

10. Reduced Inequalities - Reduce inequality within and among countries
11. Sustainable Cities and Communities - Make cities and human settlements inclusive, safe, resilient and sustainable
12. Responsible Consumption and Production - Ensure sustainable consumption and production patterns
13. Climate Action - Take urgent action to combat climate change and its impacts
14. Life below Water- Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Life on Land - Protect restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Peace, Justice and Strong Institutions - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Partnerships for the Goals -Strengthen the means of implementation and revitalize the global partnership for sustainable development

4.4.4 Education for Sustainable Development (ESD) :

Sustainable development is defined as "humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs" (Kates et al.2005).

In recognition of the importance of ESD . the United Nations General Assembly declared 2005-2014 the UN Decade of Education for Sustainable Development. After completion of the decade UN declared the following objectives for ESD -

1. Cultivate in every human being the knowledge and skills necessary to reach more sustainable future.
2. Include any child in the world to the educational edifice and provide access to school.
3. Improve the quality of education.
4. Promote the concept of global citizenship.

Since ESD involves a comprehensive approach to educational reform, it should

extend beyond the boundaries of individual school .subjects and requires the attention of teachers, educational administrators, planners and curriculum agencies. Integrating the objectives, concepts and learning experiences of education for a sustainable future into syllabuses and teaching programme is an important part of such reform, indeed: "A basic premise of education for sustainability is that just as there is a wholeness and interdependence to life in all its forms, so must there be a unity and wholeness to efforts to understand it and ensure its continuation. This calls For both interdisciplinary inquiry and action. It does not. of course. imply an end to work within traditional disciplines. A disciplinary focus is often helpful, even necessary, in allowing the depth of inquiry needed for major breakthroughs and discoveries" (UNESCO).

In this issue, it must be mentioned that Environmental Edueation(EE) and Education for Sustainable Development(ESD) differ in their overall concept. Whereas the concept of inter-relatedness underlies both, EE in its early days dwelt mainly on the connections and dependence among elements of the natural/physical environment. In the seventies, it came to be recognised that environmental problems are social problems created by human behaviour and poverty was identified as a major environmental problem. Over time focus turned to economic, cultural and political aspects as well. ESD emphasizes the economic aspect of environmental challenges more than EE. and has introduced the concepts of green economy and green growth.

The goal of ESD is not just to reform education and society but to transform them, and is thus a process of lifelong learning and action. ESD thus goes far beyond EE.

In India, Kartikeya Sarabhai Director of the Centre for Environment Education headquartered in Ahmedabad, says that ESD is essential in the Indian context, especially with a focus on the new government's planning of smart cities. "Will a city that has come up on the back of a compromise on environment be smart? In order to develop environment consciousness, there is need for an organization which will set pace with partners to ensure development without compromising on environment. Challenge of development is not how to get there but how not to. Education is a tool for achieving goals of sustainable development, important as much for decision makers as much as for children." he said. Mita Goswami, Director of the Environment Education Department at WWF. says that her organization has been active in four states where it has been building capacity, training directors and equipping students to become responsible citizens at a sustainable level. "We have been helping government schools to transform into ESD schools by applying a whole school

approach. First teachers and principals are trained, then plans are drawn up to make schools ESD compliant. Finally, with community work, schools become centres for influence," she said.

4.5 Inclusive Education : Meaning, Need . Government Programmes & Policies

4.5.1 Meaning of Inclusive Education

Inclusive education is a process of enabling all students , including previously excluded groups, to learn and participate effectively within mainstream school systems. It is an approach which aims to develop a child focus by acknowledging that all children are individuals with different learning needs and speeds and yet can be educated and trained without alienating them from their normal peers.

The concept of inclusive Education is clearly a shift from the traditional welfare and service oriented practice of special/integrated education that is no longer appropriate or effective.

The conference titled " Special Needs Education: Access and Quality" was held in Salamanca, Spain, in 1994 where of the framework inclusive education was mentioned and discussed-" schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations. children from linguistic , ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups".

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. At the Jomtien World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person (child, youth and adult) shall be able to benefit from educational opportunities which would meet their basic learning needs. Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and after school care, extra-curricular, faith based, and all other activities. Inclusive education seeks to address the learning needs of all children.youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people-with or without disabilities being able to learn together through access to common pre-school

provisions, schools and community educational settings with an appropriate network of support services.

According to UNESCO the concept of inclusive education is that " .... it involves the admission of children with special educational needs in " ordinary' or' regular' schools and may be described as' pedagogic integration". This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration" INESCO,1996).

4.5.2 Need of Inclusive Education

Inclusive education means education of all children with or without disability. It is needed so that all the stakeholders in the system such as learners, parents, community, teachers, administrators and policy makers to be comfortable with diversity, so natural in any system and take it as a challenge and not as a problem. All schools have to be inclusive in their approach, so that the children with disabilities have access to these schools that accommodate within them a child centred pedagogy capable of meeting the needs of all children. Inclusion in education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff.

Mani (2000) states that one of the main features of inclusive education is development of capacity of the general education system to meet the educational services for children with disabilities. He says that inclusive education enhances the communication between children with disabilities and non-disabled children. He points out that inclusive education does not only enable the possibility of enrolling more children with disabilities since one resource teacher can be made responsible for 20-30 students with disabilities rather than have one teacher manage just eight children as recommended for special education. He recommends orientation and short-term training programmes for general teachers to overcome their inhibitions about children with disabilities in general schools. He elaborates on the theme with his thoughts on how to conduct the preparation of inclusion at the school level, preparation for inclusion at the teacher education front and other support services thai are imperative for effective inclusion.

Inclusive education is needed to bring in the following in education

- Sharing of responsibilities of functionaries working at different levels;
- Providing additional support to children;

- Development of a collaborative framework to meet the additional needs and interests of children;
- Implications for various types of disabilities;
- Knowledge about family and social environment of children:
- Modifications in Teaching-Learning strategies/modalities in a barrier free environment;
- Improving professional competencies of teachers;
- Ensuring community support and support of other functionaries working at different levels

4.5.3 Government Programmes & Policies

Right to education act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. Inclusion is more than a method of educating students with disabilities. It stresses that each child , regardless of the intensity and seventy of his or her disabilities, is a valued member of the society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal.

In india, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children in 1987. The Government of India implemented the District Primary Education Project in 1994-95. In late 90s inclusive education started to be a pan of District Primary Education Programme. This is the largest programme undertaken till then to promote inclusive education. Sarva Shiksha Abhijan (SSA) was launched to achieve the goal of Liniversalisation o. elementary education in 2001 is one such programme. Access, enrolment and retention of all children in 6-14 years of age and the zero rejection policy helped in the pursuing inclusive education in general. In 2005, National Curriculum Framework there was clear action plan for inclusive education. 'inclusive Education of the Disabled at the Secondary Stage" (IEDSS) in 2009-10 started to support inclusive education.

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also faced tough challenges in developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the proportion of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions- from 52 percent in 1990, up to 78 percent in 2012 - large disparities still remain. Children from the poorest households are four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education.

4.6 Open & Distance Education: Meaning , Characteristics, Development and Need

4.6.1 Meaning of Open and Distance Education

We understand from current issues related with education that one of the main challenge in education still is making education accessible to all. The emergence of open and distance education was mainly for providing education to those who could not attend conventional schools for a variety of socio-economic reasons or missed opportunities to complete school education. There was a shift from 'you learn what we offer, we offer what you need to learn'.

Now open and distance learning (ODL) mode of education is not only preferred by disadvantaged section but also by those who need an easy access with more flexibility in system. Formal education system suffer from limitations in expansion, access, equity and cost - effectiveness.

To start with the topic we better understand that Open Learning and Distance Education are not interchangeable terms. As explained by National Institute of Open Schooling "Open learning is a system of learning guided by the philosophy of freedom to learn without the constraints that are characteristic of conventional education. Distance education, on the other hand, is a mode of education, a methodology adopted

to make open learning possible. In actualizing the "concept of open learning by means of the distance mode of education, we enter a field of operation that has come to be called Open and Distance Learning (ODL). Open learning is a philosophy, which is characterized by learner-centredness, openness in terms of learners' access to educational provisions, flexibility in the organization of learning and the process of achieving success in learning. On the other hand, distance education is a mode or methodology of organizing learning experiences to achieve the objective of open learning."

Moore (1973), defines distance teaching as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those in a contiguous situation 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. According to Lewis and Spencer (1986), open learning is a term used to describe the system in which courses/subjects are designed flexibly to meet individual requirements of learners.

Based on the definitions outlined above, we may conclude that distance teaching and open learning complement each. A distance education institution can be open or closed. An open learning course could be offered on campus or at a distance.

It should be mentioned that this mode of education is often referred in different other names which also varies in their meaning too, such as -

- Corresponding courses
- Correspondence education
- Extension courses
- Distance learning
- Open learning
- Virtual learning
- Distributed learning
- Continuing education
- Flexible learning
- Online education and many more

4.6.2 Characteristics of Open and Distance Education

Open learning emphasises the following features in education

- Medium or media, print or online
- Place of study, whether at home, in the workplace or on campus
- Pace of study , whether closely paced or unstructured
- Support techniques with computer assisted learning , audio conferences or tutorials etc.

As for example, while print materials have been the main stay of imparting education under distance mode, the variety of educational technologies are infiltrating in this mode to make it more effective in teaching learning and also to widen its scope in education. That is why primary mode of correspondence changed to multi media approach. Adoption of multimedia approaches have not only transformed the culture of teaching and learning under distance mode but also brought about its convergence with the conventional face to face teaching learning system.

Also ODL system saw a transformation from localised institution based approach to globalisation. This not only opens up opportunities for individual to have world class learning, but also keep challenging the regular system to aspire for higher standards especially those that are lagging behind in using technologies for effective teaching and learning.

One of the main characteristics of open and distance learning is the design of learning material. Modern day study material is done in a self- instructional format, with interactive technology and increased counselling services. Often the technique changes with the requirement of students. IGNOU uses very specific educational services for learners in educationally backward area, even they have created new courses according to the demands of socially deprived groups like women or learner living in remotest areas.

It must be added that ODL approach is also characterised by activities known as extra curricular for personality development such as sports, yoga or cultural activity. These are more localised and serves specific purposes with complementary approach of traditional educational system.

As for characteristics of methods and strategies, extensive training is required to develop skills in designing method and strategies. Teachers need training in instructional message design, strategies for delivering instruction, diverse methods of

presentation. selecting various mixes of student - teacher activities and interactions, and assessing the level of learning by students. Preparing a SLM (self learning material) requires specialised training as it is very different than the traditional concept of book. Currently study materials are made available in both online and offline format.

Another important characteristics of this mode of learning is student support services. This includes counselling services, assignment related help including students feedback. contact programmes, library services etc. All these are very important part in this learning as regular contact with teacher or guide is not possible neither support the format.

In general, distance education follows these signatures

- Separation of teacher and learner in time or place or both
- Learning is accredited by some institute or agency
- Mixed media courseware including print, radio and television broadcasting, video and audio cassettes, computer- based learning and telecommunications. Courseware tends to be pre-tested and validated before use.
- Communication is vital which allows learners and tutors to interacts as distinguishes from the passive recipient of broadcast signals.
- Management is very important issue here as formal structure is absent. Different aspects of education must be thought of and well planned from the beginning.

Overall the ODL mode of education have following characteristics

- Learner centered philosophy
- Flexibility in design of course or material
- Attention to individual requirements
- Removal of learning barrier as far as possible
- Access to knowledge and skill
- Optimal degree of control over learning
- Free access to educational opportunities

4.6.3 Developments of Open and Distance Education

Open and distance mode of education progressed with small but farm steps-

- The 1st generation distance education started with correspondence mode with print beased material only.
- Then it moved on to multi-media model : print, audio, video.
- Next arrived tele-learning model with audio telecommunication, video tele-conferencing , radio or television broadcast etc.
- After arrival of internet flexible learning mode moved to a new generation with multimedia, internet etc.
- Now in this generation this mode of education moved on to interactive flexible learning model, autonomous response system, virtual learning space etc.

In India, responsibility of open and distance education lies with Distance Education Council (DEC). The Distance Education Council (DEC) is an apex body for the Open and Distance Learning (ODL) system in the country. It is empowered, under Statute 28 of the IGNOU Act, to act as an apex body for the ODL system. It is responsible for promotion. coordination and maintenance of standards of the ODL system. The Vice Chancellor of IGNOU is the *ex officio* Chairperson of DEC.

Importance of open and distance education was often mentioned in post-indepndence developments. In Kothari Committee of 1961 it was pointed out that correspondence education, is a step designed to expand and equilize educational opportunity as it aimed at providing additional opportunities for students. A decade later a Working(group committee was appointed under G Parthasarthy who was then the Vice Chancellor of Jawaharla! Nehru University. The higher education sector had been hit by crisis. During this time the UK Open University had been established and the Government, was keen on following the British footsteps in order to come out of the problem of expansion in higher education. Hence the Government asked the Committee to make a study on the various aspects involved in establishing an Open University in India. In 1963, The Punjabi University, Patiala, introduced pre- University and B.A. level correspondence courses. Correspondence Education was soon introduced in Rajasthan (1968), Mysore (1969), Meerut (1969). Open learning and education arrived after a long gap. in 1985 as the Indira Gandhi National Open University Bill was passed.

4.6.4 Need of Open and Distance Education

Worldwide the process of open learning was a important step forward in education. The aspects of introducing this mode of education was natural as the stage was set

where the formal education was not enough to serve the demands of future learner. The main reason as evident from history and social progression are as follows—

- Principle of egalitarianism
- Principle of equality of educational opportunities
- Principle of life long education
- Principle of flexible curricula
- Principle of learner orientation
- Principle of autonomous learning
- Principle of learning through communication and interaction (Peters.2008).

Distance Education gets overwhelming response in India. Following are top needs & importance of quality distance education in India:

- **Rapid growth of education:** With the advancement of education & technology, it is almost impossible to incorporate new changes through formal education.
- **Population:** This unexpected growth rate of population has reduced the chances for formal education to educate each & every student.
- **Geographical limitations:** Many students who are living in places which are geographically isolated finds difficult to take education through regular classes.
- **Qualification improvement:** Distance education provides opportunities to students who want to improve their qualification while being in their present jobs.
- **Desire to work & study:** Being capable of earning while learning is the most attractive advantage of distance education.
- **Education for all ages:** Distance education can used by people of all ages.
- **Financial Circumstances:** Distance education is important in India, due to financial & family responsibilities of many of the Indian students.
- **Faster Promotion:** By getting educated through distance, the present employees can improve their qualification and increase their chances of promotions.
- **Flexibility factor:** Education with flexibility is only possible in the case of distance learning.

It must be added that now with all the technical boom and supporting infrastructure now ODL mode of learning moving for more quality and higher standards. As for examples—

Now access and reach also mean including new areas in this mode with more efficacy.

Distance education helps to bring equity in education. Especially for gender equality.

With modern day demands, now it is not only a matter of access but access with quality in education. Technology and student centred design has a strong role to play in improving quality.

Fundamentally, distance education must always address the demands of life long learning. That must remain relevant too as the society has moved from labour intensive work to knowledge intensive work and there is a constant change and advancement in technology.

E-learning or online learning is a new and emerging form of distance education that makes available both synchronous and asynchronous learning opportunities to the students. However, the quality of e-courses is often criticized as static web pages lacking design, and is posted as lecture notes.There is also an erroneous belief that the availability of information on the web through a search engine can replace quality learning.The Institute of Higher Education Policy (IHEP), USA based on a comprehensive study identified 24 benchmarks for quality e-learning categorized into seven groups (IHEP, 2000):

- Institutional support
- Course development
- Teaching and learning
- Course structure
- Student support
- Faculty support
- Evaluation and assessment

All these areas need to be given equal importance to develop a future proof, demand based, strong ODL mode of education.

4.7 Let us sum up

- We can relate to this concept of inner peace with concept of peace in Indian philosophy. A Buddhist text describes this as "Tranquillity of mind comes from having successfully transcended greed, hatred and ignorance."
- Laing R. D. (1978) stated that" Peace education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures."
- Peace education is needed for pure existential requirement. It involves personal, social, political, institutional and ecological areas.
- For UNESCO, education for sustainable development involves integrating key sustainable development issues into teaching and learning. This may include, for example, instruction about climate change, disaster risk reduction, biodiversity. poverty reduction and sustainable consumption.
- It must be mentioned that Environmental Education(EE) and Education for Sustainable Development(ESD) differ in their overall concept.
- Inclusive education is a process of enabling all students , including previously excluded groups, to learn and participate effectively within mainstream school systems.
- In India, Kartikeya Sarabhai, Director of the Centre for Environment Education headquartered in Ahmedabad, says that ESD is essential in the Indian context, especially with a focus on the new government's planning of smart cities.
- The main features of inclusive education is development of capacity of the general education system to meet the educational services for children with disabilities.
- Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half.
- Open learning is a system of learning guided by the philosophy of freedom to learn without the constraints that are characteristic of conventional education. Distance education, on the other hand, is a mode of education, a methodology adopted to make open learning possible.

- E-learning or online learning is a new and emerging form of distance education that makes available both synchronous and asynchronous learning opportunities to the students

4.8 Check your progress

Answer the following questions.

1. Define peace education.
2. Name two agencies for peace education.
3. What is inclusive education ?
4. Who is the inventor of Braille ?
5. Write the main objective of open education.
6. What is trans-border education ?
7. Name one virtual university.
8. What are the factors of sustainability ?
9. Name two universities providing open education in West Bengal,
10. Name one open school in India.

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Unit-5 ☐ Meaning, Nature, Scope and Methods of Comparative Education

5.1 Introduction

Educational system of every nation is unique in itself and national, but the problems that confront them today are very much the same in many other countries.There is no country today where the question of elementary and secondary education is not a grave concern. However, such a question is being solvedby political, social and economic forces and by the tradition of education itself. The fact is thattoday most of the national systems of education constitute laboratory to conduct experiments dealing with different problems, but whether such experiments or the traditional cultural backgrounds and current political and social values and economic conditions will contribute to solve these problems,. It's the time of globalization. All the countries have been connected with each other. The developed countries have been trying to reach the finest position in the world along with developing countries are trying to develop themselves. Education is the most powerful element for all the countries. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. In Indian context Education system has been stands on 10+2+3 format which includes Primary Education, Secondary Education and Higher Education. Comparative education as a theoretical generalizing social science consists of those theories, hypotheses, models andlaws which facilitate our understanding of the processes of education. The aimof a comparative educationist interested in this aspect of his subject is to build up a

pattern of a testable hypothesis and develop conceptual models which will enable complex data to be classified and functional relationships examined. The theoretical scientist is moreover interested in puttinghis hypotheses to the test of experience.Slowly, there is emerging in comparative education a body of theoretical knowledge which justifies our belief that the study is worthy of being ranked with the sociology and economics of education as a disciplinein its own right. Comparative education is one of the branches of educational science. It has its own object and methods of research. On the other hand, there are differing views concerning the object of comparative education. The Comparative and International Education Society (CIES) was founded in 1956 to foster "cross-cultural understanding, scholarship, academic achievement, and societal development through the international study of educational ideas, systems, and practices." Comparative education has its own way to achieve something for a country which may enrich the capabilities of the country. Present discussion is about the meaning, nature, scope ar.d methods of Comparative Education.

5.2 Objectives

This unit is meant to help you learn the meaning, nature, scope and methods of Comparative Education.

After going through the unit, you should be able to:

- Know the meaning of comparative education,
- Understand the nature of comparative education,
- Explain the purposes of Comparative Education,
- Describe the scope of comparative education,
- Explain the importance of comparative education,
- Describe the various methods of comparative education,

5.3 Meaning, Nature, Purposes, Scope and Methods of Comparative Education

It is only quite recently that Comparative Education has been admitted as a discipline of academic studies. The aim of comparative education is theoretical. It is to improve our understanding of education as such; and in particular of our own

national problems in education. Comparative education hasna practical purpose too. It should help administrators to reform their schools more effectively and efficiently. These two tasks are sometimes regarded as antithetical. It is generally recognized now that intending teachers and educational administrators should have some knowledge of foreign educational systems and their comparative merits.Comparative education is the comparative study of educational theories and practices in various countries. Comparative education attempts to use cross-national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes. Manzon (2011: 207) has constructed a typology of the various definitions of Comparative Education extant in the field. These include definitions attempting to define Comparative Education by object of study, by method and by purpose. Helpful as a working definition might be Stone's (1981, pp.59-62) description of Comparative Education's "three in one perspective". Comparative Education is then regarded as a scientific study of education from a threefold perspective:

- An education systems perspective: Comparative Education focuses on education systems, rather than on individual educator-educed dynamics.
- A social perspective: Comparative education focuses on interrelationship between societal (i.e. social, political, economic, geographic, demographic, religious-philosophical) context and education.
- A comparative perspective: different education systems within their societal contexts are compared.

5.3.1. Definition

- Getao (1996) defined Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems.
- Eckstein (1969) defined comparative education as follows-

  Comparative Education is potentially more than a collection of data and perspectives fro m social science applied toeducation in different countries.
- Sodhi (2006) has quoted various definitions as put forward by renowned comparativists, takinganother angle than the above comparativists, who either defines Comparative Education asfocusing on various education systems, such as Getao or as an interdisciplinary social science,such as -Noah and Eckstein.

- Beredy GZF, (1964) - defines comparative education simply as the analytical study of foreign education systems.
- Fraser and Brickman, (1968) -they defined comparative education as the analysis of educational systems and problems of social, political, economic, cultural, ideological and other contents in order to understand the factors underlying similarities and differences in education in various countries.
- Kandel-"Comparative education goes beyond the comparison of education philosophies but also includes the comparison of the real education practices."
- Mallinson (1975) - A systematic examination of other cultures and other systems of education deriving from those cultures in order to discover resemblances and differences, and why variant solutions have been attempted (and with what result) to problems that are often common to all.

5.3.2. Nature

Comparative education is a discipline in the social sciences which entails the scrutiny and evaluation of different educational systems, such as those in various countries.In 19th century when national education system was getting a complete shape at that time comparative education was spreading its wings into the European country. It was engaged to acquire varities of education methods to others countries. Gradually England, France, America, Russia were involved into these process. Comparative education system is that system of education where all the countries were interested to acquire the best education system from the other countries.

In the early stage of this education system, it was not scientific. Lots of information were gathered by the educators depending on their visiting to various countries. In 20 century all the barriers in national education system was being deleted. I. L. Kandel, Nicholus, Hans, Hatts like great educators channelized the comparative education into scientific way. The nature of comparative education are-

- Comparative education is qualitative and quantitative analysis of education of the different countries.
- Comparative Education is an independent discipline, which has a fixed ground. It controls our vision and helps us to take decision.
- Comparative education studies the environmental context of various countries. If helps to overcome all the educational problems through comparative discussion with other countries.

- It collects various educational information like administration, curriculum, teaching methods, teaching strategy etc. which are very much helpful for the advancement of education of a country.
- Comparative education analyse the complete education system of a country. It is an application field of social science, where social, political, historical, geographical context have been discussed for the betterment of education system.
- Education systems are explained or understood from surrounding contextual forces which shape them. Conversely if education systems are also shaped by the societal matrix in which they are embedded then the comparative study of education systems also fosters anunderstanding of cultures or societies.
- Comparative education serves the purpose of evaluating education systems. In the current age of competitive globalized world, the universal evaluation entails how well the education systems of the world rise up to the challenges of the twenty first century world as well as an estimation of the limits and possibilities of the societal effects of education.

5.3.3. Purposes of Comparative Education

The significance of Comparative Education lies on at least five planes: description, understanding, evaluation, application, and with respect to furthering the philanthropic ideal. The most basic utility of Comparative Education is to describe education systems/learning communities within their societal contexts in order to satisfy the yearning for knowledge which is sui generispart of human nature. On the next plane Comparative Education also satisfies the need to understand: education systems of learning communities are explained or understood from surrounding contextual forces which shape them. Thirdly, Comparative Education serves to evaluate education systems: the own education system as well as a universal evaluation of education. Hans (1992) concludes that:The analytical study of Philosophy of Education, Sociology of Education, Anthropology, Economics, Geography, Psychology, Statistics, Literature, Political geography, Political science and The International relations factors from historical perspective and the comparison of attempted solution of resultant problems are the main purpose of comparative education. Ildiko Holik describes how the introduction of Comparative Education at universities in post-1990 Hungary is related to the evaluation of the Hungarian education system in the international line of education systems; in an age of globalization and PISA studies.The field of Comparative Education also has applied functions: application with respect to education

system planning and reform, application with respect to the improvement of teaching practice and application with respect to serving other fields of Educational studies. An example of the first is the introduction of Comparative Education course at universities in Lithuania in the post-1990 era, which was, as Rimantas Zelvys explains, related to the search for models when a new national education system was designed, and the old Soviet model could no longer do.The original inspiration source of the scholarly field of Comparative Education, the philanthropic ideal of the time of Jullien remains the noblest cause of Comparative Education. Serving and improving the state of humanity is more urgent than ever in the current age of globalization, i.e. by nurturing a global citizen. Equipped with a creative, critical, caring mindset.The various purposes of comparative education are as follows:

- Comparative education is a kind of intellectual activity. People want to know the other foreign education system for their enlightenment. With the help of comparative education people can gain knowledge just because of their own sake. The satisfaction of a person's curiosity to know foreign education system gives an insight to himself. So, comparative education gives the finest knowledge which is, self- knowledge.
- Now, there is a vast increase in the problems of over - population, diseases, social ills, non - viability,etc. which can be decreased with the help of proper planning in proper time. People have to know the methodology of proper planning in the field of education, economic development as well as social reforms from various foreign developed countries. All the nations are now planning to go ahead with their developmental activities, where comparative education lends a helping hand.
- Now in 21st century India aiming to achieve 100 percent literacy in the minimum time span like the other developed countries. Many under developed countries like Nigeria planning to spread education tremendously in their country, which will be only possible when it also knows the educational system of the other developed and advanced countries like USA.Thus comparative education is very much necessary in humanitarian view point.
- In the present era comparative education has a better equipment to fulfill the new responsibilities to teach people the new strategy of education from different countries. Most of the nations are facing identical educational problems which can be solved with the study of comparative education. According to Edmund J King the practical aspect of comparative education is to take the educational decisions for the sake of development.

- Education is major source through which we can develop a feeling of internationalism.For a clear concept of internationalism we have to know the other nations of the world, their education system, philosophies, culture, their way of living and etc. Comparative education is the only way to know all these factors.

5.3.4. Scope

After discussion of purposes of comparative education now we will discuss about scope of comparative education. The term "scope" according to Longman dictionary of contemporary English could mean:Space or chance for actions or thought. The knowledge of the future of Comparative Education will give the learners broader knowledge about the subject. Also, exposing the students to foreign education systems such as Japanese education, the system of education in Brazil, education in England, education in America, education in France, the System of education in Jamaica, Teacher education in Nigeria and Tanzania and education in Afghanistan will afford the students the opportunity to understand what is going on in the area of education in other countries of the world.Subjects from where Comparative Education draws its contents include the following: History of Education, Philosophy of Education, Sociology of Education, Anthropology, Economics, Geography, Psychology, Statistics, Literature, Political geography, Political science and The International relations.Comparative education implies that there is a relationship between educational institutions and practices on one hand and the socio-economic and geophysical contexts within which these institutions exist on the other hand. It refers to the broad categories of educational systems that are classified as unitary educational systems based on common bonds such as geo- graphical or socio-economic context The term "scope" according to Longman dictionary of contemporary English could means the area or areas covered by the discipline.

Comparative Education is an interdisciplinary subject since it relies on other subjects to be able to accomplish its objectives. As an interdisciplinary subject, it implies the following areas as scope—

- Comparative education discusses about various educational Programmes within or between countries. After discussion about educational Programmes, it will select effective teaching strategy, methods, administration for the country.

- Comparative education is all about the education, which spreads its branches throughout the whole education system. It guides not only school education but also whole education system. On depends of it any education can be run very smoothly and easily.
- The discipline has its scope extended to the purpose orpurposes of education systems of the countries being studied, aninvestigation into the similarities as well as differences existing in theeducational practices of the countries under investigation.
- The field of Comparative Education is a mature and important area of academic inquiry with a promising future. Comparative Education has made valuable theoretical and practical contributions that address the pressing challenges that the education sector has faced globally.
- Comparative Education has pursued a new development agenda, in line with the Millennium Development Goals and the Education for All (EFA) movement, a collective vision for a post2015 framework in education is needed. There is a growing understanding that globalization presents demands on education, whereby educational initiatives are increasingly expected to foster global competence and develop 21st century skills.
- Approaches and methods have naturally been a major concern in the field of comparative education since its emergence as a distinct domain of studies. Different decades have witnessed different emphases, and the 21st century has brought to the field new perspectives, tools and forums for scholarly exchange.There is no one method of study in the field; rather, the field increasingly is characterized by a number of different research orientations. No longer are there attempts to define a single methodology of comparative education, and none of our contributors argues that one single method be developed as a canon.

However, subjects from where Comparative Education draws itscontents include the following:(a) History of Education, (b) Philosophy of Education, (c) Sociology of Education, (d) Anthropology, (e) Economics, (f) Geography, (g) Psychology, (h) Statistics, (i) Literature, (j) Political geography, (k) Political science etc.

The above explanation clearly shows that the subject is not independent of other subjects; it is a discipline that relates to other subjects for the accomplishment of its aims and objectives. It may be reasonably concluded that the interdisciplinary nature of the subject has contributed to the wideness of the discipline.

5.3.5. Methods of Comparative Education:

After necessary discussion about meaning, nature and scope of comparative education, now we will know about the various methods of comparative education. Comparative Education is that platform where an analytical discussion takes place within or between the countries for the quality improvement. The field of this discipline is very wide and various methods makes this education complete. The methods of Comparative education are-

5.3.5.1 Philosophical Method

A Russian Philosopher Serguis Hessen was the first man to apply philosophical method tothe study of Comparative Education. According to Michel Sadlar, to know the education system of a country first of all has to understand the character of the country which includes into the Philosophy of that country. Educational Philosophy of a country promotes to create aims of education and life Philosophy of that country. Life Philosophy of a country always plays an important role for the country. Equal opportunity of the citizen, strategies of recruitment, productivity of education and its role in practical field etc. have been provided by the life philosophy of that country. Existing social philosophy of a country also has an important role for the development of education.

According to Serguis Hessen, there are two major problems involved in the application of philosophical method to the study of comparative education. The problems are:(a) Difference in emphasis as a result of which it may be difficult to use the same criterion (national ideology) for the comparison.(b) There are many countries without clear cut national ideologies. It could be deduced that with philosophical method, hypotheses could be formulated, be tested and could also be empirically validated for better explanation of educational practices of various countries.

5.3.5.2 Historical Method

In the historical method we study the modern educational problems. This method reveals the basis on which the modern educational system is based. Needless to say that this knowledge may helps us in eliminating undesirable elements in the system and further strengthening the desirable ones.It will be wrong to think that we employ the historical method only to know the past in order that we may understand the present better. In fact, our purpose is also to improve the future by hinting at those factors which may be more useful.

In the historical method we try to understand all those geographical, social, racial, political, religious and linguistic factors which influence the educational system of a country. Nicholas Hans, Schneider and Kandel have emphasized this method.But one of the great limitations of the historical method is that the data on which we base our study may not be reliable because in the collection of the same, due care is not observed. Therefore, conclusions derived cannot be very useful.

We have to keep in mind that the historical materials about educational systems of various countries are generally not very reliable. This limits the utility of the historical data. Hence more research is needed for making them reliable. Another difficulty with the historical method is that historians generally are not impartial in their accounts. They want to conceal undesirable elements about the history of their own country and look on facts relating to other countries with prejudice.Thus, the truth is not known. Consequently, by the historical method we cannot reach the right conclusions. The third difficulty of the historical method is that the past is unduly emphasized. Consequently, the study of comparative education becomes unbalanced.

5.3.5.3 Sociological Method

In the sociological method the educational problems are studied in a social context. Sociology is the scientific study of society. A method in sociology refers to research procedures for measuring variables and generating and analyzing data of interest to the researcher.This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations.Hence the educational problems of a country have their origin in some social problems and they do not exist by themselves as there is a close relationship between education and society.

The sociological method of the study of comparative education does not emphasis only the past causative factors, but also those social and cultural aspects which may be responsible for the problem.It may be mentioned that the educational system of a country becomes useless when it does not run parallel to the social situation of the country and the aspirations of the people.The education in India as obtained during the British rule may be cited as a case in point, because the same did not satisfy the social needs in the country or the aspirations of the people.The sociological method suffers from the limitation that it ignores the contributions of individuals towards the growth of education. We know that in each country there are some individuals who have contributed immensely towards the growth of education in their countries.

5.3.5.4 Psychological Method

A physiological method centers on a particular set of theories and beliefs based on the philosophical strands described earlier.Psychological Methods are devoted to the development and dissemination of methods for collecting, analyzing, understanding, and interpreting psychological data. Its purpose in comparative educationis the dissemination of innovations in research design, measurement, methodology, and quantitative and qualitative analysis to the psychological community of various countries of the world; its further purpose is to promote effective communication about related substantive and methodological issues. It refers to bodily activity. There are physiological theories about dreaming based solely on brain activities, i.e., the functioning of the central nervous system. It is claimed, using the physiological perspective, that dreams are simply the random electrical activity of the brain during sleep upon which the mind imposes some sense. Psychological method in comparative education gives emphasis on individual strengths and personal motivation to promote learning, focus on the well-being of individual students to develop the plans and motivation to reach their goals. It is important to know that a Psychological Method is not a complete explanation of a specific topic, so a particular approach is not the 'correct' answer to a topic it is simply applicable.

5.3.5.5 Scientific Method

Developments in data gathering and analysis have become more and more 'scientific' in nature. In comparative studies of aspects of education techniques can be used that are not dissimilar from those used by investigators in more conventionally 'scientific' areas -psychology and medicine, for example - as well as in other social sciences. Comparativists have at their disposal all the sophisticated techniques of investigation and analysis employed by researchers in a wide range of cognate areas. This is a method in which the study of comparative education is carried out empirically by formulating hypotheses, defining the important concepts, setting out the variables as well as the conditions for establishing the validity of the hypotheses formulated. Given these problems with analysis, explanation, and prediction, is it feasible to speak of a 'scientific' outlook to comparative education. Since in any scientific research,data collection its interpretation with the help of statistics of analysis are very important. These mustnot also be lacking in the study of Comparative Education to enhance the quality and credibility of whatever may be the result of the investigation.

5.3.5.6 Descriptive Method

The descriptive method is the oldest method for the study of comparative education. This method was used in the 19th century to incorporate the merits of the other countries.It involves the description, recording, analysis, and interpretation of the present nature, composition or processes of phenomena in Comparative Education. Descriptive method is used to describe characteristics of phenomenon of Comparative Education being studied. It does not answer questions about how/when/why the characteristics occurred.For this study a detailed description of the education system of the other countries was required. In descriptive method John Griscom of USA is worth mentioning.Whereas Matthew Arnold of Great Britain and Horace Man of USA also done some memorable job in the field of descriptive method. According to the descriptive method, in 19 century only those people were able to understand comparative education,who have a good depth of knowledge on their own country education system. Thus the descriptive method was advocated by those educationists who want to explore the study of comparative education throughout the world.

5.3.5.7 Statistical Method

Statistics is a branch of mathematics dealing with data collection, organization, analysis, interpretation and presentation. Statistics is the study of the collection, analysis, interpretation, presentation, and organization of data. In applying statistics to, for example, a scientific, industrial, or social problem, it is conventional to begin with a statistical population or a statistical model process to be studied. Statistical method is also known as quantitative method. It gets popularized in the 20th century, Now comparative education became famous all over the world.The statistical method can be used by the educationist for knowing the percentage of income is being spent by the countries on their educational purposes or for knowing the techniques being used by various developed countries to know their future manpower requirements. These types of data are very much useful for solving many problems related to education like educational planning, curriculum framework, etc.

5.4 Let us sum up

In this unit you have studied the concept of comparative education along with the nature, scope and methods. In the concept Comparative Education has been admitted as a discipline of academic studies. Comparative Education is that platform where an analytical discussion takes place within or between the countries for the quality

improvement, besides it various definitions of it have been discussed. After the concept, nature of comparative education has been discussed in this unit, where various natures like, Comparative education is qualitative and quantitative analysis of education of the different countries; Comparative Education is an independent discipline, which has a fixed ground. It controls our vision and helps us to take decision; Comparative education studies the environmental context of various countries. If it helps to overcome all the educational problems through comparative discussion with other countries etc. have been discussed. In the scope we had learn that Comparative Education draws its contents include the following:(a) History of Education, (b) Philosophy of Education, (c) Sociology of Education, (d) Anthropology, (e) Economics, (f) Geography, (g) Psychology, (h) Statistics, (i) Literature, (j) Political geography, (k) Political science etc. At the end of this unit various methods of comparative education like, Philosophical, Historical, Social, Psychological and Scientific have been discussed. By the methods of comparative education we had learn about the impact of these in comparative education.

5.5 Check Your Progress

a. 'Comparative Education has been admitted as a discipline of academic studies'. Discuss with convincing arguments.

b. Discuss the nature of comparative education.

c. Do you really think that comparative education spreads its wings throughout the whole education? Explain it.

d. What is the importance of Philosophical methods in comparative education?

e. Is there really any importance of scientific method in comparative education? Discuss your experiences in your own words.

f. Serguis Hessen was the first man who apply _____ in comparative education.

   i. Philosophical method,

   ii. Historical method,

   iii. Scientific Method,

   iv. Psychological method.

g. Educational goals can be justified by

i. Philosophical method,

ii. Historical method,

iii. Scientific Method,

iv. Psychological method.

h. Comparative Education has been admitted as a _____ of academic study.

i. Social and Cultural aspects have been discussed in the

i. Philosophical method,

ii. Historical method,

iii. Scientific Method,

iv. Psychological method.

v. Social method.

j. Comparative education is qualitative and quantitative analysis of education of the different countries- True or False,

5.6 Reference

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Unit-6 ☐ Factors and Forces of Comparative Education

6.1 Introducation

A historical factor is any element of influence on a situation that is related to history. Sadler's major theoretical contribution to comparative education is the axiom that the schools of the society must be studied in the context of that society. He argued that all the good and true education is an expression of national life and character. It is rooted in the history of the nation and fitted to its need. Comparative Education has been traced to the 'modernist' epoch of the European Enlightenment of the late eighteenth and early nineteenth centuries. Since that time, comparative studies of educational systems, problems, phenomena or processes have been conceptualized, approached and constructed from a variety of perspectives, through a variety of methodological prisms/lenses, and using a variety of research methods and techniques. However, the 19th Century witnessed an increased interest in the study of Comparative Education as education started to be studied in a Comparative form. One of the pioneer in the field of Comparative Education was Horace Mann of America who after a six-month visit to Europe also published his findings in 1843 on educational institutions and practices in England, Scotland, Ireland, France, Germanyas well as Holland. His report was purely on the comparison of the school organizational methods of instruction. Comparative Education has been formulated by various factors and forces. Comparative Education broadly based on three factors like natural factor, spiritual factors and Secular factor. These three factors are closely related and depend on each other for the great success of Comparative Education.

Factors of Comparative Education have been forced by various forces. These forces help the factors to act completely. This unit will discuss about various factors and forces of comparative education.

6.2 Objectives

This unit is meant to help you learn the factors and forces of comparative education. After going through the unit, you should be able to:

- Know the name of the factors of Comparative Education.
- Know the name of the forces of Comparative Education.
- Discuss the natural factors of comparative education.
- Explain spiritual factors of comparative education.
- Discuss the secular factors of comparative education.
- Understand the racial factor of comparative education.
- Say about the social factors of comparative education.
- Know about the Philosophical factor of comparative education.
- Say about democratic factor of comparative education.
- Explain the religious factor of comparative education.
- Discuss about the factor of nationalism.
- Explain the importance of historical factor of comparative education.

6.3 Factors and Forces of Comparative Education

Comparative education is a discipline in the social sciences which entails the scrutiny and evaluation of different educational systems, such as those in various countries. Comparative Education may also interact with various sectors of society and the general public in numerous ways.The public's high interest in and concern about comparative education are well documented in public opinion polls.In the study of comparative education we should study the factors which make the education of a country national. These factors include natural, racial, social, economic,spiritual, cultural, historical, religions, political,democratic, religious, language and technological. In this chapter we shall study some such factors;

6.3.1 Natural Factors

Mankind's encounter with the nature is as old as the man himself. Since the evolution of man on the earth he has been dependent on the environment. Natural factors are often natural, which means that they are undefined by men. Naturalfactors have great impact on comparative education for any country of the world. As there are differences in geographical context of every country that's why educational development of every country varies from one another. Comparative education has a great scope to find out the differences of natural factors within countries.Now we will discuss about various natural factors like historical, racial, social and linguistic factor which have there great impact on comparative education.

6.3.1.1 Historical Factor

Each country of the world has its own history that shapes the nations aims, aspirations, activities and destiny. This is often reflected through the educational system. "Historical factor" would be describing an element contributing to a particular result that is of or relating to history.The term comparative education (CE) is not a mono-faceted or monophonic concept/intellectual system. Historically, the genealogical roots of CE have been traced to the 'modernist' epoch of the European Enlightenment of the late eighteenth and early nineteenth centuries. Since that time, comparative studies of educational systems, problems, phenomena or processes have been conceptualized, approached and constructed from a variety of perspectives, through a variety of methodological prisms/lenses, and using a variety of research methods and techniques. Like the Greek mythical demigod Proteus, CE at different historical periods has donned different attire, woven by differently cultured epistemological, methodological and ideological threads. Consequently, it has appeared in a variety of guises reflecting to a large degree, the intellectual, methodologicaland cultural strands and fads of the times. Hence, the appellation of CE as aprotean episteme. To put it differently, in reflecting historically on CE as a 'human science', as this chapter purports to do, I shall 'theories' about 'generations'and 'types' of comparative education discourse. Very early in human history, increases in brain size and the development of increasingly sophisticated culture and communication allowed death rates to decrease. Colonialism has been an important historical factor that can be said to have shaped the comparative education system of many African countries and others in the world. For example, Christian missionaries in particular from Britain, France, Holland, Germany, Switzerland, and USA among others, have largely influenced the development of the comparative education system in Africa. In this regard, the present

systems of comparative education in many countries of Africa, Asia, North and South America are actual products of past colonial influence.

6.3.1.2 The Racial Factor

In each country a number of races exist. These races influence its educational system. The race which considers itself superior to others tries to rule over them. If it succeeds in this attempt, then it tries to strengthen its control on them by developing a particular educational system.For example, the French and the British people established their colonies in Africa. Because they were 'white', these people thought that they were superior to the natives of Africa. So they developed a special kind of educational system to strengthen their control over the black natives.Modern anthropology distinguishes five main European stocks or "races" which gave rise to all existing European nations. We give here the usual names of the "races" with their three maincharacteristics. (i) Nordic-tall, fair, long-headed; (ii) Mediterranean-short, dark, long-headed; (iii) Alpine-short, brown,Broad-headed; (iv) Baltic-medium, fair, broad-headed; (v) Dinaric-tall, dark, broad-headed. It is significant that the German text-books and the official Nazi classification of the German population recognised all five "races" as "Aryan" and thus officially exploded the popular Nazi identification of the Germans with the Nordic race. The Nordic myth was used by the Nazis solely for the sake of propaganda; for practical legislation they had to take into consideration the highly mixed origin of the German nation. The Germans are not an exception; all European nations are a mixture either of three or of all five races, usually described as European. As a matter of fact mixtures of these five races are also present in North Africa, the Middle East and as far afield as India. The only safe generalization which can be made about the distribution of these races in Europe is based roughly on regions. In the North the Nordic race is represented in larger numbers than elsewhere, in the South the Mediterranean's predominate, the center belt is mostly populated by the Alpine race, the North-east is the region of the Baltics and the South-east of the Dinaric group. But this distribution does not run parallel with any national boundaries, and even the Swedes, the purest racial group in Europe, include 5 per cent of dark-eyed people. The majority of Europeans are of mixed origin and typical representatives of each of the five races can be met with in any European country. It appears that in Europe, at any rate, there are no racial problems in a biological sense; all the differentiation of European nations is based, not on racial, but on linguistic, traditional and geographical grounds. The two groups, the Jews and the Gipsies, against which the Nazis enacted the famous Nuremberg racial laws, are not racial groups at all, but are as much racial mixtures as the Germans themselves, and, what is more, of the same racial stocks.

Thus, in South Africa, the racial factor has been an effective element in the educational system of that country. Similarly, during the British rule in India, the English people introduced a type of educational system in order to produce a special type of workers to man their administrative machinery. They did this to strengthen their imperialistic control over the country.Accordingly, English was made the medium of instruction and a particular type of curriculum was introduced. Their actions were prompted by the feeling that their culture and civilization were superior to those of the Indian people. Needless to emphasize once again the importance of the racial factor in the study of comparative education.

6.3.1.3 The Linguistic Factor

The individual has to learn the language of the group in which he is born. The culture and civilization of a country are expressed through its language although there are other features as well which unmistakably point to its culture and civilization. In every country the national language occupies a special place. Also every government tries to ensure that every one acquires the capacity to express himself through the national language. As we have mentioned, language is one of the symbols of a nation. It is probable that originally each racial stock evolved a different language which expressed the mental character of the tribe and reflected the features of their natural surroundings and activities. All human races possess this tool of expression which distinguishes them from the animals, but not all languages have developed in the same way and various groups of languages have marked differences in their structure, grammar and syntax. The primary causes of this differentiation can only be surmised by modern philologists and for our purposes are irrelevant. The fact remains that each tribe or group of tribes had an original language of its own which suited its environment and its stage of cultural development. Each succeeding generation grew to adulthood through the medium of that language and with it imbibed the tribal experience, tribal interpretation of the world and tribal superstitions and prejudices. Through the language they became members of their tribe and continued tribal traditions. As Fichte, the famous German philosopher, said in his "Speeches to the German Nation" (Reden an die Deutsche Nation, 1807): "Language forms men more than it is formed by them." It appears that language is more important in the building up of national character than any other factor. An individual of an alien race may in his early infancy be transplanted from his native soil and through the language of his foster-parents grow up as a member of the foster-nation, sharing their traditions and prejudices quite naturally. The situation would be quite different if a boy of six years old were to be transplanted in the same way. He would have his first impressions of the world and

of himself interpreted in his native tongue and the language of his foster-parents would be foreign to him. The longer any child was under the influence of its native tongue the more difficult it would be to grow naturally into the modes of expression and the content of ideas of a foreign language. The names of concrete objects perceived through the senses would indeed present no difficulty; they would either be directly connected with the objects or translated from the mother tongue, the word "noir" or "nero" for instance being substitutedfor the word "black." There would be no change of meaning to cloud the child's understanding. It is in the world of ideas and relations that we encounter a great difficulty in grasping the precise significance of a foreign word, for in any original language the words denoting ideas and relations were gradually built up from a simile based upon some sense-impression and changed their meanings through a long process of linguistic adaptation. For a child speaking its native tongue it is not difficult to recover the connecting links between the original and the transferred significance of the word. For a child learning a foreign language the second, transferred meaning has to be learnt by heart just as the names of objects of sense-impressions have to be. Without one's own national language, no country can be said to be strong. Language in itself is a symbol of the people. In the former British colonies, pupils were taught in their vernacular in the lower elementary or primary school curriculum. The French colonies put more emphasis on French as a medium of instruction. To date most of the inherited systems of education still suffer from the effect of the colonial masters in the school system and at large in the education system.

However, the importance of the language cannot be denied. In the educational system of a country its language occupies a special place. We know that if the mother tongue is the medium of instruction, the people are generally of strong national character and if the medium is a foreign language the national character becomes weak.It is true that there are many other factors that are responsible for mounding the national character, but the medium of instruction has its own special importance, in the educational system. Those educational problems of a country which are related with its cultural elements can be understood on the basis of linguistic factors stated above.

6.3.1.4 Social Factor

Socialist philosophy is of more ancient origin. As Humanism in its sources is traced back to Plato, so Socialism can also be said to derive its main ideas from him. His two dialogues the Republic and the Laws for the first time clearly described the

socialist economy of the State and its application in the State system of education. The founder of modern socialism, Sir Thomas More, in his Utopia was directly influenced by Plato and openly confessed the source of his ideas. The whole school of the early nineteenth-century socialist writers is known as "Utopian," by which their connection with more is generally recognised. When Karl Marx and Friedrich Engels by their Communist Manifesto of 1847 founded the "scientific socialism" of today, the term was already in use, and the main works of the Utopian socialists had all been published. Thus we have to start with Plato. He was the first philosopher to recognize that property as the basis of the economic structure of the State inevitably results in the concentration of civil and legal power in the hands of the property-owning class and leads in the end to the division of the people into the owners of the means of production, who do not work, and the workers, who produce but do not own anything. The famous saying about the "two nations" is not an invention of Carlyle or Disraeli, but is as old as Plato. He also declared that when the State is divided economically into two nations with opposite interests, both groups are consolidated into hostile camps, which are in a state of permanent war with each other. We have here the fundamental ideas of socialism about the exploitation of labor by capital and the resulting class war clearly expressed. Plato also recognised that the criminal minority is essentially the result of the existing social order and not solely of the guilt of the individual transgressors of the law.

Reform of Legislation without radical reform of the social-economic structure of the State is only a palliative which ultimately leads to the recurrence of the evil. Plato quite definitely advocated the nationalization of the means of production (in the Laws but not in the Republic) as the only way to save the State from the evils of a class war and eventual ruin. In his last work, the Laws, Plato says: "First of all the land and the soil and the buildings must be divided amongst all. Each citizen must look upon his allotment as the national property of the State and because his bit of soil is part of his fatherland he has to nurse it better than children care for their mothers." Such a radical change of economic structure can be achieved either in consequence of or side by side with a radical reform of education. This task can only be entrusted to a State with full control of administration and curriculum. The individual citizen must be trained by the State, for the State and in State institutions. All the details of the curriculum have to be decided by State authorities. The necessary division of labour leads to the functional training of citizens, who are selected for future occupations irrespective of their origin, but in accordance with their abilities. Both sexes are treated in the same way without any difference. Plato introduced the

principle of State censorship in order to wean the rising generation from the religious superstitions of his time. He also emphasized the necessity of compulsory military training for both sexes. In his last work he even pointed out the principle of compulsory labour training as part of national education. Scientific training, so far as it was represented in his time by the mathematical branches, plays an important role in his curriculum. We find in Plato's works all the ideas of the present socialist system of education: State monopoly, scientific training, secularism, actual work, military training and sex equality

The society in which one is born and brought up makes him/her to adopt the way of that culture and the individual's perceptions are very much influenced by that culture. An individual cannot act anything away from his culture. Our perceptual processes are always guided by our cultural norms. Comparative education system is usually seen as a social factor which must reflect the ethos of the people that it serves. ComparativeEducation reforms reflect changing needs of and aspirations of a dynamic society. In this regard, it is the prime aim of Comparative education to ensure cultural continuity through fostering the growth and development of national characteristics that often act as stabilizing forces. In its simplest definition a culture of a society is the total way of life of the society. Every society consist of human beings and in whatever state they find themselves they always have some kind of educational system. This form of comparative education of the society will always strive to perpetuate and protect its traditions and aspirations. As such a close study and analysis of each comparative education system will always reveal the cultural concept and pattern of the community in question. Also the social patterns of the people in any particular community or country are reflected in its system of comparative education.

6.3.2 Spiritual Facotor

Spiritual Factors influence Behaviour, emotions and thoughts.Spiritual factor includes two indexes - self-esteem and self-image as well as spirituality. Both include more variables. Spirituality is distinguished from all other things—humanism, values, morals, and mental health—by its connection to that which is sacred, the transcendent Spirituality includes both a search for the transcendent and the discovery of the transcendent, and so involves traveling along the path that leads from non-consideration to questioning to either staunch non-belief or belief, and if belief, then ultimately to devotion, and finally, surrender. Now we shall understand some other factors that may be grouped under the spiritual category. These are philosophical, moral rind religious factors.

6.3.2.1 Religious Factor

Religion occupies a very important place in an individual's life. History is testimony of the fact that thousands of persons have sacrificed their lives for the sake of religion. Religion involves beliefs, practices, and rituals related to the transcendent, where the transcendent is God, Allah, HaShem, or a Higher Power in Western religious traditions, or to Brahman, manifestations of Brahman, Buddha, Dao, or Ultimate Truth/Reality in Eastern traditions. Religion is a multidimensional construct that includes beliefs, behaviors, rituals, and ceremonies that may be held or practiced in private or public settings, but are in some way derived from established traditions that developed over time within a community. The history of Europe is full of such examples. In a religious country, the public is generally conservative and resents any change in its old traditions.Therefore in the organisation of an educational system we have to be careful about the religious sentiments of the people. In an industrialized country, due to scientific developments, old traditions usually begin to break-down and the society is re-constructed according to the needs of the time. Education has to pay a special role in this reconstruction.But opposite to this, in an agricultural country, the public is conservative and views any change with suspicion and it wants to preserve its religious traditions intact. Accordingly the educational system has to be organized. Needless to remark, that the religious sentiments of the people have to be honored in any educational system.Therefore, the religious factor cannot be ignored in the study of comparative education. Indeed, a comparative discussion of how different religious loyalties have given birth to various educational systems in different countries of the world will be very interesting.

6.3.2.2 Philosophical Factor

The education system of a country is influenced by the philosophy of the land. Philosophy influences life, therefore, its influence on education is quite natural.For example, in ancient Greece, Socrates, Plato and Aristotle based the educational system of the country on a particular philosophy of life and entrusted the administration of the country to philosophers. In China to-day, the educational system is based on communist philosophy.

In ancient India the Gurukul system of education was based on Vedic philosophy of life. The educational system in the Buddhist period as obtained in Vihars and monasteries based on Buddhist philosophy.The Dayanand Anglo Vedic Colleges of modem India are based on the philosophy of life propounded by Swami Dayanand Saraswati. Similarly, there are some institutions based on Sri Aurobindo'sphilosophy.In

modern India, some people are advocating a special system of education based on the Sarovodaya philosophy of Gandhiji and VinobaBhave, Thus the philosophical factor is a very important factor in the study of comparative education.

6.3.3 Secular Factors

Secularism, also called Secularity, is the idea of something being not religious or not connected to a church. Secularism can defined as indifference to or rejection or exclusion of religion and religious considerations. An example of this is the government, which is independent of any religion in many states.The one reason why secular factors are important in democratic nations because it defend people not to make any law that discriminate different faith. It is also make democracy very fragile and make tension between majority and minority religion very uncomfortable. Now we shall understand some such factors which may be regarded as results of scientific developments in the world. These factors are those of socialism, humanism, nationalism and democracy. The influence of these factors on comparative education came to surface from the beginning of the modern age.

6.3.3.1 The Factor of Humanism

Humanism implies both a human and a humane approach to educational problems: human in the sense that human nature and human interests should not be suppressed by religion in favour of an ascetic ideal and a narrow dogmatic interpretation of the world; humane in the sense that the nature of the child and its growing mind should not be suppressed by cruel school discipline and rigid methods of instruction. Towards the close of the middle ages humanistic ideas were spread in Europe with the view to make man free of blind superstitions and to base his life on scientific ways. This spirit ultimately wanted to give full scope for the development of an individual. Humanism keeps human welfare as its prime aim. Man is considered to be the measure of everything. This idea in Europe took root from the beginning of the Renaissance.It penetrated the human mind so deeply that it ultimately resulted in the separation of the Church and State.The universal validity of Christian teaching and its international character was taken by humanists as the foundation of their ideas. In its original setting humanism meant the liberation of reason from the shackles of dogma and a critical study of nature and humanity through the observation of actual facts. The Middle Ages having concentrated on theological questions neglected science, and the scientific achievements of Aristotle, Theophrastus, Pliny or Galen were not surpassed simply because they were known in fragments or in wrong interpretation and could not serve as a basis for further research. To recover that knowledge the

humanists insisted on a thorough learning of Latin and Greek so that the original sources could be read. After the birth of modern science and modern philosophy with Bacon and Descartes, this reason for classical studies lost its justification, but the early practice of humanist schools was firmly established and influenced European education for three centuries. Accepted by Protestant reformers and Jesuits alike, this narrow classical interpretation of humanism became as stifling to the progress of secondary and higher education as the medieval orthodoxy before it. "Humaniora" in the broadest sense, including the study of the human body and surrounding 175 nature, were narrowed down to "Humanities" as classical studies. Under these circumstances the grammar schools and Universities still under the official control of the Church lost the true spirit of the Renaissance and became obstacles to rather than promoters of modern science and philosophy.

During the sixteenth and seventeenth centuries some humanists advocated the introduction of some such ideas in education that the impact of humanism on the educational systems of their lands can be very well understood. Comenius in his emphasis on sense-training expressed only the influence of humanism. The effect of humanism on education was seen in France during the seventeenth century when education was separated from the Church and the State was made responsible for education of its citizens.New methods of teaching were devised in Germany because of the influence of humanism. England felt its impact, in the form of changes in the curriculum. In various countries such subjects as geography, mathematics and science began to be taught in such a way as to make them useful in practical affairs of life.

Now attention began to be paid to the co-relationship between philosophy and science. In U.S.A., Thomas Jefferson and Thomas Panic supported the introduction of humanistic elements in the educational system. During the third decade of the present century, John Dewey of U.S.A supported the incorporation of humanistic elements in education. In the present age, the impact of humanism may be clearly sensed in education. Today we consider only that curriculum and method of teaching good which promotes the growth of the individual. Thus we find that the humanistic factor influences education and we cannot ignore it in the study of comparative education.

6.3.3.2 The Factors of Socialism

The impact of socialism may be sensed in the various aspects of our life to-day. Plato's ideas had the seeds of socialism. He advocated the state control of rearing and bringing up the children. Accordingly, he stood for complete state control over the

development of education of children,This ideology influenced education in Greece for sometimes in due course. Sir Thomas More of England in his book "Utopia" advocated socialistic principles in accordance with Plato's ideas. He held that the state must arrange for public education in order that the citizen may fulfill his duties to the state.

Rousseau, too, had advocated a socialistic pattern of society. He stood for universal education under the control of the State. Condorcet may also be mentioned in this connection. Condorcet stood for equal opportunity of education for all citizens. Rousseau and Condorcet were supported by such writers as Saint Simon (1760-1825), Robert Owen (1771-1858), Charles Fouries (1772-1837), Etienne Cabet (1778-1856) and Louis Blanc (1811-1882).

Modem socialism has its origin in Marxism. Marx (1818- 83) made Hegel's materialism as the base of his philosophy. Marx contended that the economic condition of a country is at the base of its social, political and spiritual process. According to socialism, the purpose of education is to develop the means of production for the welfare of the State. We find an example of this type of socialism in China and North Korea. Religion has no place in this type of education. Thus the factor of socialism has an important place in the development of education— therefore the importance of this factor in the stud} of comparative education cannot be overlooked.

6.3.3.3 The Factor of Nationalism

Comparative Education-related decisions by officials at all levels of government may be influenced by varied concerns. For strengthening the sense of unity the spirit of nationalism is created in a country. This is evident in India particularly after 1947. Nationality as a social factor must be clearly distinguished from the racial, linguistic, religious or civic community. Race is a biological factor, and we pointed out in Chapter II that members of the same race may belong to many nationalities or members of the same nationality may be of different racial origin. A linguistic community is more closely connected with nationality and as rule members of the same nationality speak the same language. The examples of China or Norway, however, prove that differences in language are not an obstacle in forming a single nationality, as we have seen in Chapter III. Religious communities with few exceptions transcend national differences and become national features only in combination with other factors. Civic communities are based on a definite territory and State legislation, they are nations, but not nationalities. What then is a nationality? It is a psychological group with a common outlook and common tradition based on a myth of common

ancestry. Race, language, religion and territory may strengthen the consciousness of nationality, but without that myth of common origin no linguistic or civic group can develop that social phenomenon which we call "nationalism." National feeling then is a state of mind resulting from social environment and education. Nationalism as a movement may be created by propaganda based on intentional misrepresentations of facts.Here there are various castes, religions and languages. Regionalism erodes the very foundation of our national life.In spite of these differences, our attention is drawn to the social, cultural and political unity inherent in our country in order to strengthen the national spirit. Accordingly, in our aims regarding education and the curriculum, special attention is given to the development of this sense of unity in the children.

However, we have to note that the spirit of nationalism in a country may be helpful only when the international outlook is not forgotten, because then, one may become blind to the inadequacies of one's own country.This tendency can ultimately make the nation weak. The examples of Hitler of Germany and Tokyo of Japan are eloquent testimonies to this. Evidently, the factor of nationalism influences the system of education and its study is important in comparative education.

6.3.3.4 The Democratic Factor

Democratic are ruled by the people, for the people. A basic democratic process involves letting everyone vote on what they think is best for the whole group.

Democratic government started thousands of years ago in ancient Greece, but it's still catching on all over the world. A dictatorship or monarchy is ruled by one person, but in a democratic society, or a democracy, the people rule. Even though there is a leader a President in the United States, he or she is elected by the people. Anything that allows people more say in the government is democratic.Democracy is a form of government that gives power to the people. The Greeks are famous for practicing direct democracy, a system in which citizens meet to discuss all policy, and then make decisions by majority rule. However, only free males were considered to be citizens. In democracy we find two forms, in one form political equality is emphasized and in another social unity. Within the first form come, U.S.A, Great Britain, France, India, Japan, etc. and in the other form China and North Korea may be mentioned. Because of its particular kind of democratic ideologies, each country has nurtured a special type of education.The differences found in their educational patterns are because of their different democratic faiths which are quite evident in their different aims, organisations and contents of education. In the study of comparative

education we have to note these differences in order to understand the underlying elements correctly.

6.4 Let Us Sum up

Comparative education had been fruitfully developed by various factors and forces. Which we have discussed above.In this unit we have categorized the factors into four broad areas like, natural factor, spiritual factor, and secular factor. Comparative Education has been traced to the 'modernist' epoch of the European Enlightenment of the late eighteenth and early nineteenth centuries.Comparative education began when it became recognized in the modern academy, with its growing orientation toward specialization and scientific investigation. Comparative education must be viewed as one of a number of comparative fieldsofstudy that have emerged at the time science was becoming a part of academic studies. Academic comparative educators have tended to judge so much of the nineteenth-century comparative education studies as inferior in that it was "utilitarian" filled with "description," "without reasoned analysis" and "eulogistic". Comparative educators have been sensitive to foreign influences on education; ascomparative education became an academic field; its founders were generally moresensitive about the possibilities of drawing on foreign models with the purpose of"perfecting national systems with modifications and changes" than of including past influences from abroad in their own analyses of a nation's educational system.

6.5 Check Your Progress

a. Discuss the natural factors of comparative education.

b. Explain spiritual factors of comparative education.

c. Discuss the needs of any two secular factors of comparative education.

d. What is the importance offerees of comparative education?

e. Discuss the various factors of comparative education.

f. The ideas of 'socialism' had been come from

   i. Plato

   ii. A.H.Halsey,

   iii. M. Crossley,

   iv. Thomas More,

g. The book "Utopia" was written by

i. Thomas More,

ii. Plato

iii. A.H. Halsey,

iv. M. Crossley.

h. The Dayanand Anglo Vedic Colleges of modem India are based on

i. Philosophical factor,

ii. Secular factor,

iii. Naturalistic actor,

iv. Humanistic factor.

i. "Man is considered to be the measure of everything" this idea was emphasized by

i. Europe,

ii. Asia,

iii. America

iv. Africa.

j. Find out thee odd factor-

i. Historical factor,

ii. Racial factor,

iii. Linguistic factor,

iv. Philosophical factor.

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Unit-7 ☐ A Comparative Study of Universalisation of Elementary Education in U.K and U.S.A with INDIA

Structure

7.1 Introduction

Elementary Education is the most crucial stage of education as it lays the foundation for the personality, attitude, and confidence, happiness, learning skills and communicates capabilities on pupils. The basic skills of reading, writing and arithmetic are required in this stage.

Studies by Anderson and other indicated that Universalization of Elementary education can produce the "critical mass" for the modernization of society, investment in it yields the highest rate of return in productivity. It acts as a foundation for secondary as well as Higher Education. If Elementary education is properly founded , Secondary as well 05 Higher Education shall develop properly. In order to realize this objective, Elementary education should be run on scientific and psychological lines.

The objective of free, compulsory, universal Elementary Education has already bee-achieved in most western countries; rather it has been extended to include Secondary education in UK. U.S.A etc. but the developing countries like India are still struggling to achieve the universal literacy.

The main purpose of this unit is to give insight about the educational problems of India and to make them wiser by giving knowledge about the U.K & U.S.A. It is to make them appreciate the similarities and differences in the Educational Act , Organizations , Curriculum , Methods , Administration ,school programme and systems of their matters.

This will give us an understanding to find out appropriate solution of the same or similar problems of our country.

7.2 Objective

After successful study of this unit learners will be able to :

- Know the Elementary Education in U.K
- Know the Elementary Education in U.S.A
- Discuss the Elementary Education system in U.S.A and U.K
- Compare between the Elementary Education in U.K & India
- Compare between the Elementary Education in U.S.A & India

7.3 Universalisation In Elementary Education in UK

7.3.1 Different aims of Elementary Education

Following are the Different aims of Elementary Education :

- Ensure the holistic and rounded development of the individual,
- Emphasis, in addition to the acquisition of the basic skills of literacy, arithmetic and reading,
- Promotion of ability to adapt with the changing social environment, > Building of character, physical, mental and psychological development of awakening of readiness further study,
- Elementary education aims at self-discipline,
- Enable the children to acquire the habits, knowledge, interest and attitude needed for a successful social life,
- Education of attitudes and values according to age,
- Moral and spiritual development.

The goals of 'Primary Education' in UK

- To impart the knowledge of the study of nature, Mother-tongue, Mathematics, Science, History, Geography, Music, Horticulture and Health-education,
- To emphasis upon the self-expression; for example-story telling and acting etc.,
- To develop the skill of observation power and Handy-Craft,

- To train the girls in Home-science,
- To impart Compulsory Education.

7.3.2 Education Act and Different types of Elementary School

In UK every person becomes responsible as a partner for the development of education. He / She works in the direction of increasing the efficiency of educational agencies. Examples of such partnership are set by skilled teachers, local and central administrative officers and social service committees and organizations .Their joint efforts continue to enrich the educational system of the country day by day.

Elementary Education begins in the UK at age 5 and continues until age 11 comprising key stages one and two under the UK educational system. In 1918, attempting to remedy a situation in which children were slipping through the cracks of the system, Parliament passed the Education Act of 1918, also known as the Fisher Act, removing special circumstances that allowed many children between the ages of 5 and 14 to become dropouts. The recommendations of these committees were incorporated in the Act of 1944. The Act brought about a good deal of change in the field of Elementary Education.

England and Wales have adopted a rigorous, prescribed Curriculum for compulsory education with the 1998 Education Reform Act and earlier education acts. Northern Ireland also has a compulsory curriculum of its own. In the primary grades, students are broken into age group categories from ages 5 through ages 7 (ages 4 through ages 8 in Northern Ireland) and from ages 7 through ages 11 in England (ages 8 through ages 11 in Northern Ireland).

Education Act 2002, this included a legislative distinction between Key stages which aimed to increase flexibility in the Curriculum and it incorporated a foundation stage **into the** National Curriculum. By 2002, a Government Statute is enforced that Elementary School classes of children aged 5 to 7 contain no more than 30 pupils. The Education Act of 2005 set out to promote greater autonomy and diversity in the education system in order to raise standards for all. A key part of this legislation was its aim to develop a more effective **school** inspection system.

Further legislation in 2006 - the Education and Inspections Act - set out a range of measures:

- To introduce better discipline in schools,
- Placed new duties on local authorities to ensure all children fulfill their potential.

- Introduced a revised curriculum,
- Put local authorities in charge of school organization decisions (e.g. school expansion and new school establishment),
- Required governing bodies of certain foundation schools to establish parent Councils and required all Governing Bodies of maintained Schools to take parents' views into account,
- Put in place a new single inspectorate ,
- Required school governing bodies to ensure the well being of their pupils and to promote social cohesion,
- Banned schools from interviewing prospective pupils and/or parents ,
- Required councils to develop sustainable modes of travel to school,

The primary stage covers three age ranges:

Nursery (under 5),

Infant (5 to 7 or 8) (Key Stage 1) and

Junior (up to 11 or 12) (Key Stage 2)

In Scotland and Northern Ireland there is generally no distinction between infant and junior schools. In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. In England, Primary Schools generally cater for 4-11 year olds. Some primary schools may have a nursery or a children's centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes. It is usual to transfer straight to secondary school at age 11 (in England, Wales and Northern Ireland) or 12 (in Scotland), but in England some children make the transition via middle schools catering for various age ranges between 8 and 14. Depending on their individual age ranges middle schools are classified as either primary or secondary. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects. Children in England and Northern Ireland are assessed at the end of Key Stage 1 and Key Stage 2. In Wales, all learners in their final year of Foundation Phase and Key Stage 2 must be accessed through teacher assessments.

Primary Education in England is normally conducted through infant and Junior schools or a combined Elementary school But sometimes it is proceeded by pre-school experiences of the child at the foundation stage . **Total duration of primary school are** 6 years.

Key Stage 1 (in an infant, First or Primary school)- Year 1, age 5-6 ,Year-2 age , 6-7

- **Type of school:** Infant School
- **Length of study:** 2 Years
- **Age level: 5 to: 7**

Key stage 2 (in Junior, Middle or Primary school)—Year 3— age 7-8, Year 4—age 8-9, Year 5—age 9-10 ,Year 6-age 10-11.

- **Type of school:** Junior School
- **Length of study:** 4 years
- **Age level: 7 to:** 11

❑ Primary school types in England :

The legal framework in England divides primary schools into following categories:

- State - maintained schools and Independent school —
- Community schools
- Foundation schools,
- Voluntary - controlled schools,
- Voluntary -aided schools,

❑ State - maintained schools and Independent schools—

In England and Wales 90% of children are educated in State Maintained Schools, the majority referred to as mainstream of ordinary school. Mainstream Schools have a lot in common , they are all funded by local authorities, follow the National curriculum and are regularly inspected by the office for standards in Education , Children's services and skills (Ofsted).

Different kinds of Schools are run in different ways implementing different policies and serving different educational needs . The school standards and Framework Act.

1998 identifies four main categories of State Maintained School: Community , Foundation, Voluntary-Controlled and Voluntary -aided.

- **Community schools,** which are established and fully funded by LEAs (and are often referred to as 'Maintained' Schools).
- **Foundation schools,** which are also funded by LEAs but owned by school governing bodies or charitable foundations. Primary schooling in England accommodates children aged from five to 11 years. Children must start full-time school the school term after they become five, although most children actually start School at age four (Eurydice 2006).
- **Voluntary - controlled** — Mainly Religious or Faith Schools , but they are run by the LEA . The land and buildings are often owned by a charitable foundation but the L.EA employs the staff and has primary responsibility for admission arrangements.
- **Voluntary -aided**— Often Religious Schools with the difference that the governing body often a religious organization employs the staff and sets admission criteria . The School land and buildings are also owned by a charitable foundation.

Other types of School

- **Trust schools** — A foundation school supported by a charitable Foundation or Trust. A Trust School employs its own Staff, manages its own land and assets, sets its own admission criteria.
- **Independent Schools:** Independent schools are not required to teach the national curriculum and have their own admissions policies but have to be regularly monitored for standards either by Ofsted or the Independent Schools Inspectorate.

7.3.3 Curriculum and Methodology

The National Curriculum in the Primary Phase provides a broad and balanced curriculum which is relevant to children. Incorporating the subject areas listed above the curriculum design ensures:

- The curriculum meets the needs and interests of all learners,
- A broad and balanced curriculum is an entitlement for all learners,
- The curriculum is integrated with effective teaching, learning and assessment,

- The curriculum is at the heart of schools' strategies to raise achievement and improve outcomes for all their learners,

The Education Reform Act of 1988 set out a National Curriculum for every naintained school This was made up of specified subjects and included the following :

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The National Curriculum divides education into 'key stages' of learning. In the primary years these are 'the Foundation Stage', 'Key Stage 1' and 'Key Stage 2'. The Foundation Stage came into being as a distinct phase of education in 2000 and became part of the National Curriculum in 2002. It set out six key areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development The Foundation Stage is delivered in pre-school settings for children aged from three to five years old.

Key Stage 1 covers Year 1 and Year 2 of primary schools (age's five to seven) and Key Stage 2 covers Years 3 to 6 (age's seven to eleven). Compulsory National Curriculum subjects are the same for Key Stages 1 and 2. The 'Core' subjects of English, Mathematics and Science are given relatively greater amounts of curriculum time. The other (Foundation) subjects that make up the curriculum are: Design and Technology, Information and Communication Technology (ICT), History, Geography, Art and Design, Music and Physical Education.

The curriculum is organized into blocks of learning called Key Stages.

Key Stage 1 covers first and second Primary school years (reception year is covered by the Early Years Foundation Stage).

Key Stage 2 covers third to sixth primary school years.

The subjects which are covered in Key Stages 1 and 2 are the same. English, Mathematics, Science, Design and Technology, Information and Communication Technology (ICT), History, Geography, Art and design, Music, Physical education.

Schools also have to teach religious education-although you have the right to withdraw your child from all or part of the curriculum.

Schools are advised to teach personal, social, health education (PSHE), citizenship and one modern language.

State schools follow the National Curriculum and are inspected by the Office for Standards in Education, Children's Services and Skills (Ofsted).

The most common mainstream State Schools in England are:

- Community Schools - Controlled by the local council and not influenced by a business or religious group
- Foundation Schools and Voluntary Schools - Have more freedom to change the way they do things than Community Schools
- Academies - Run by a governing body, independent of the local council, and can follow a different curriculum
- Grammar Schools - Run by the local council, a foundation body or a trust. They select their pupils based on academic ability.

❑ **There are other types of State-funded School in England, not all of which have to follow the National Curriculum:**

- **Faith Schools** - Follow the National Curriculum but are associated with a particular religion. There can be supplementary admissions criteria, with applicants often having to provide evidence of regular church attendance. However, faith schools must also admit children from non-faith backgrounds if they do not fill their Published Admission Number (PAN).
- **Free Schools** - Funded by the government but not run by the local council. This allows the schools to have more control over staff pay and conditions and the length of school terms and holidays. They are also not obliged to follow the National Curriculum. Free schools are run as not-for-profit businesses and can be set up by charities, universities, independent schools, community and faith groups, teachers, parents or businesses.
- **City Technology Colleges** - Found in urban areas and free to attend. They have a particular emphasis on technological and practical skills.
- **Special Schools** - For children with special educational needs, such as learning difficulties or physical disabilities. Some special schools are funded by the local council, while others can be independent (fee-paying) schools.

- **Boarding Schools** - Provide free education but charge a fee for the pupil to board. Some state boarding schools are run by the local council, while others are run as academies or free schools.

7.3.4 Admission & Assessment

Admission Criteria :

All Schools have different admission criteria. Most UK State Schools, and some Independent Schools, major entry requirements are close proximity, i.e. distance of the student's place to the school. However, some independent schools and state schools have academic entry requirements.

- **Interview:** For some Schools, interview is an important part of the admissions. Student as well as the parents has to undergo an interview process. They serve as a chance for you to ask questions about the schools and course, and for the school to find out what you are looking for.
- **Entrance Exams:** Many Schools hold entrance exams. Entrance exams and levels vary.
- **English Language Skills:** Most Schools require students to have taken an English Language course before they begin their studies or enroll.

Assessment

The Education Reform Act of 1988 set out a National Curriculum for all Maintained Schools to follow. A system of National assessment was designed to help ascertain how well pupils were performing. These assessments take place by means of Foundation stage profile which is completed at the end of the Reception year and through National Curriculum tests in core subjects at the end of key stage 1 and 2, at age 7 and 11 respectively.

Children are assessed by teachers through end of key stage tests to see how they are doing and to identify which pupils may need more help.

Year 1 (Key Stage 1): Children have a phonics test in June.

Year 2 (Key Stage 1): A teacher assessment at the end of Key Stage —

- Writing,
- Speaking and Listening,
- Mathematics,
- Science,

Year 6 (Key Stage 2): In May of Year 6, pupils take national tests which are designed to assess their level of knowledge and understanding in:

- English - reading, writing (including handwriting) and spelling,
- Mathematics (including mental arithmetic),
- Science.

As well as each year group being numbered from 1 to 11, the British national curriculum also has four main milestones in educational assessment. These are defined as 'key stages'.

- Key stage 1 occurs at the end of year 2 and includes teacher assessments for English, mathematics and science.
- Key stage 2 occurs at the end of year 6, where the transition from primary to secondary education also takes place. This key stage includes teacher assessments and national tests in English, mathematics and science.
- Key stage 3 is teacher assessed at the end of years 7, 8 and 9, typically in English, mathematics and science.
- Key stage 4 covers both years 10 and 11, with national exams for General Certificates of Secondary Education, known as GCSE's.

Schools in the UK are inspected, and regulated by the Office for Standards in Education, Children's Services and Skills, known as Ofsted .

UK Academic Year

In the UK, the academic year is broken down into 3 terms. The school year in the UK typically runs from early September until the middle of July, with a key difference of a 3-week break around Easter. This also means that students in primary school in the UK are in school until mid-July,

7.3.5 Administration and Financing

Administration

The Elementary School consists of the first seven years of School, that is, grades 1 through 5 or 6, as well as Kindergarten, a preliminary year of School before grade 1 (known in England and Wales as ' Reception '). Originally, however, it was studied after primary school in the 19th century, (some schools that have only the youngest

students are called primary schools to this day). Also known as grammar school in the United States it is a major segment of compulsory education. Until the latter third of the 20th century, however, grammar school (or elementary school) was grades 1 through 8. After grammar school, one usually attends high School. (In many districts, grades 5-8 or 5-9 were called "middle school", or further separated into "Intermediate School", "Middle School", and/or " Junior High School".)

In England, children start School in the September after they reach the age of 4. Most children attend a Elementary School up to age 11 .Schooling in England is organized into Key Stages. At the end of Key Stage 1 (age 7), pupils are assessed by their teachers in English and math's according to national guidelines. At the end of Key Stage 2 (age 11), they undertake national tests in English and math's. These tests are used to construct Performance Tables for primary schools, which are publicly available. There is next to no grade repetition within the system. Until the introduction of academies in 2010, schooling had been organized at the local level into Local Education Authorities (LEAs). There are 152 LEAs in England and around 15,000 primary schools. The LEA's main functions in relation to primary schools are in building and maintaining schools, providing support services (e.g. for children with special needs), and acting in an advisory role to the head teacher regarding school performance and implementation of government initiatives. In U.K .Elementary education is the responsibility of the local Education Authority (L.E.A).The sole authority of controlling, managing and financing Elementary Education is LEA.s.

LEAs also have an important role in the funding allocations of schools. The bulk of schools funding comes from the dedicated schools grant which is given to LEAs and then distribute according to the LEA's own funding formula. The funding allocated to the LEA is based on a historically determined formula which is mainly driven by the numbers of pupils, 'additional educational needs' and local conditions. These local conditions include population sparsely measures of deprivation, and wage costs in the area .As well as allocating funding, the LEA also appoints one or two representatives on to a school's governing body - a group of parents, teachers and community representatives that provides governance to the school. LEAs typically offer a number of administrative and management functions including training, personnel and financial services.

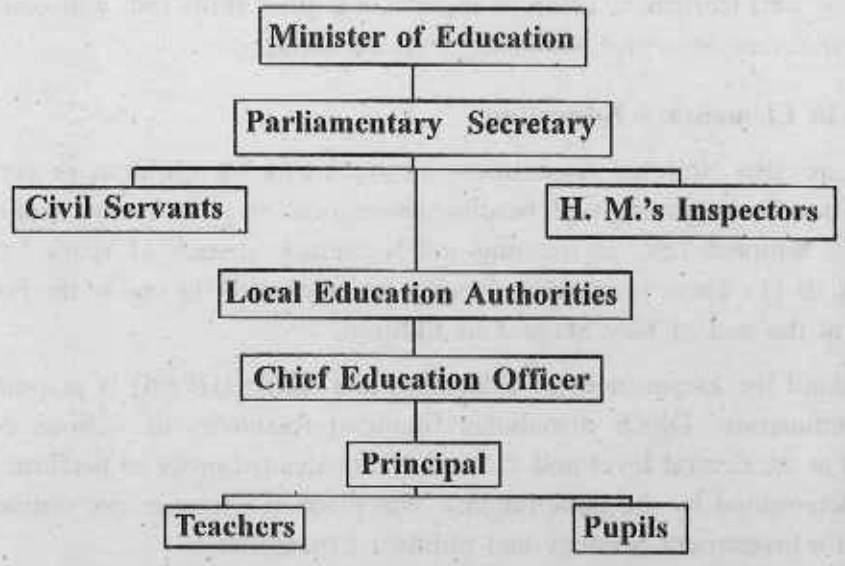
Until the 2010/2011, School year, the majority of primary aged pupils (67%) attended Community Schools in which LEAs are the statutory employer of school staff, owner of the buildings and the authority that manages student admissions. Most other state Primary Schools are faith schools (which have greater autonomy from the

LEA), Although parents can apply to send their child to any Primary School (i.e. there are no strict catchment areas), popular schools are often oversubscribed and places are rationed according to a Schools Admissions Code.

Responsibility of Local education Authorities for all State Schools :

- They are responsible for distribution and monitoring of funding for the schools,
- They are responsible for co-ordination of admissions, including allocation of the number of places available at each school,
- They are the direct employers of all staff in community and Voluntary control schools,
- They have a responsibility for the educational achievement of looked-after children. They have attendance and advisory rights in relation to the employment of teachers, and in relation to the dismissal of any staff,
- They are the owners of school land and premises in community schools.

A schematic diagram below would explain the structure of Administration in U.K



Inspection of Elementary Education

The Queen establishes a department for school inspection . The inspectors of schools are answerable to the Education Minister . They inspect the schools and supervise the work of teachers. Schools are required to complete a Self Evaluation Form (SEF), and inspectors use this along with the school's Performance and

Assessment (PANDA) report and any previous inspection reports to help inform their inspection.

Inspection reports include the following :

- Description of the school,
- Overall effectiveness of the school,
- Achievement & standards,
- Quality of provision in terms of teaching & learning, curriculum & other activities and care, guidance & support,
- Leadership & management,
- The extent to which schools enable learners to be healthy ,
- The extent to which providers ensure that they stay safe,
- How well learners enjoy their education ,
- The extent to which learners make a positive contribution ,
- How well learners develop workplace and other skills that will contribute to their future economic wellbeing (Ofsted 2007).

Financing in Elementary Education

There are also National Assessment arrangements for children in compulsory primary Education beginning with baseline assessment on school entry, and including Compulsory National Tests in Reading and Numeracy in each of Years 2 to Year 6 (ages 6-7 & 10-11). There is Statutory Teacher Assessment at the end of the Foundation Phase and at the end of Key Stage 2 in addition.

In England the Department of Education and Skills (DFES) is responsible for financing education. DFES distributes financial resources to various education institutions at the central level and to local authorities (in order to perform concrete priorities determined by the government). The planned expenses are defined in the Department's Investment Strategy and published thereafter .

Nursery and primary Schools are financed from the central budget through the local authorities. State schools acting within the framework of compulsory education are granted 100% of funds from Local Governments' budgets for current expenses and investments. In England schools also receive funds for conducting the so-called sixth form (for 16-year-olds). Expenses are often determined on the school level. A

school receives an individual budget calculated on the basis of an algorithm which is subsequently passed to the managing organ in order to cover current expenses on the school's activity. The management of the school budget is a common obligation of the managing organ and the Head Teacher, who are responsible for making the best decisions for the school and for effective spending the funds in accordance with the school's needs. Since April 2006 there are different solutions in England which involve receiving funds by the local authorities from two different sources: (i) from the general government subsidy for education (the Dedicated School Grant, the DSG) which includes most of the funds, and (ii) from special subsidies for schools for specific purposes (specific grants).The Dedicated School Grant (DSG) is different for particular local authorities. The calculation of this grant is based on such indicators as: expected number of pupils, expected individual budgets of particular schools, needs for other educational services in a particular area (e.g. special education), etc. The grant is passed to the local authorities but the latter keep the right to specific distribution of the funds among schools, depending on local needs and priorities. This concerns, for example, the distribution of funds among the age groups from 5-year-old children through primary and secondary schools. Each local authority entity prepares principles of fund distribution (based on the School Finance Regulations 2006) and formulates them in the Scheme for Financing Schools.

Principles established in this way lead to the resolution on an individual budget for each school. Individual budgets are usually set on the basis of the number of pupils, but also other elements are taken into consideration, (e.g. for example, pupils' special educational needs, pupils' educational achievements etc). While working on a school's individual budget, local authorities have to foremost take into account the presence pupils of disadvantaged groups. Local authorities may also reserve part of the funds for special purposes determined in the central legislature (e.g. special education, extra teachers). These authorities are also obliged to consult a local School Forum while establishing or changing the algorithms of granting funds (a School Forum is compulsorily appointed by the local authorities and is a representation of the school managing councils and head teachers in a particular area. The Forum expresses their opinion on subjects concerning a school budget, especially expenses on behalf of pupils).

Independent schools charge fees rather than receiving funding from the Government. These schools do not have to follow the National Curriculum but must be registered with the government and are inspected on a regular basis, either by Ofsted or by the Independent Schools Inspectorate. The independent sector ranges

from elite schools, such as Eton College, to more mainstream independent schools that charge lower fees. While the clear advantage of a state education in England is that it is free, many believe that an independent school education is worth the expense. The smaller class size is a clear attraction, with children gaining more one-to-one contact with the teacher and potentially achieving higher grades than they would at a state school. Using money from the fees, independent schools are able to offer a wide range of extracurricular resources and activities to encourage children to discover new talents. Many independent schools are also able to offer before- and after- school childcare for working families with younger children.

7.4 Universalisation of Elementary Education in U.S.A

In Primary Education is termed as Elementary education in U.S.A. The entire curriculum below the secondary level may be regarded as that of Elementary Education. It acts as a foundation of secondary education and higher education .In U.S.A. most of the elementary teachers are women. Only 11% elementary teachers are male. Education of U.S.A. is based on the principle of Equal Opportunity . It is a right of all citizen , Elementary education is universal, free & compulsory.

In USA Elementary Education is Universal, Free and Compulsory. Every student at the age of six has to enter some primary school. In 1918 compulsory Attendance Act was passed and its strict enforcement gave new life to Elementary Education.

In U.S.A. Elementary Education is arranged so that children may get preliminary education for citizenship and socialization according to their social needs and thus fulfill their basic educational needs. In the primary Schools, this education is imparted with a view to inculcate democratic and social values.

7.4.1 Different aims of Elementary Education

Education for citizenship

Every citizen of a Democratic Country should think himself to be a member of the Community, State and ultimately the whole of the World, and he should act accordingly. He should acquire proper knowledge of his rights and duties as a citizens. Proper attitude for this type is developed at the Elementary stage of Education, Primary School of America try to discharge this task successfully.

Consciousness for good Health

Elementary Education in U.S.A aims at making children healthy through the

medium of games sports and play methods. Its creating in them awareness for good health. In Elementary Education of United States of America, Physical Training for the development of the physique form an integral part of the educational set up.

Creation of Sociability and Development of the Spirit

Every man is a social being. Child is a part of society. It is very necessary to develop in the child a tendency to work in accordance with society to follow social ideals. Nation, state, and associations are social units. World is a big society. Hence a furling of world citizenship should be developed in the child Elementary Education should impact knowledge of social rights and duties.

Development of Freedom and Liberty

American people are very much concerned about freedom and liberty. In American schools opportunities are provided to children to work freely and to understand the meaning of freedom through various special programme. Their educational programmes are so organized, that the students from the very beginning start realizing the importance of liberty and its impact on individual as well as social life. They try to understand their rights obligations as citizens and develop an attitude of co-operation for other members of the society.

Development of Socialization

Socialization is achieve by teaching social ideals . Hence social ideals and social qualities should be developed in children in order to strength the idea of socialization. Children are directed to accept social ideals by imparting knowledge of reading, writing and elementary mathematics. Social feeling is easily developed by establishing relations with other members of society. It is developed in children by various programmes through the medium of co-operation and association.

Development of Creativeness:

In the field of primary education there is a good deal of importance for creative activities and practical work . programmes of constructive work and creative activities are so organized that the students on the one hand , get recreation on the other hand they learn to be economically efficient in their future life. To equip the students to meet their requirement and fulfill their needs. American people have the national feeling that every citizen should by himself try to meet most of his needs and fulfill his maximum requirements and wants. In order to equip every citizen to be able to

do this task , educational programmes in the primary schools of America acquaint the students with the day-to -day life and the problems of individual, social and domestic life. These students are also trained to meet these problems and resolve them.

7.4.2 Arrangement of grades & different types of Elementary School

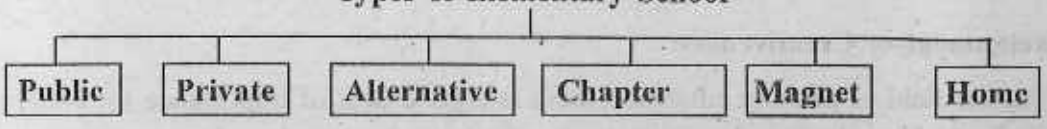
Formal Education in the U.S. is divided into a number of distinct educational stages. Most children enter the public education system around ages five or six. Children are assigned into year groups known as grades.

The following table indicates arrangement of grades :

General level	Grades	Student age range
Elementary School	Kindergarten	5-6
	1st grade	6-7
	2nd grade	7-8
	3rd grade	8-9
	4th grade	9-10
	5th grade	10-11

There are two types of Elementary School -one is offered 8 years Primary Education programme and other offers 6 years Primary education programme. Under the new scheme elementary grades usually consists of six grades but in Traditional School it could be eight grade. some schools eliminate grade division and have a unit of six or eight years. Most commons are six years primary education. The structure of school education is either 6+3+3 (Elementary + Junior High +Senior High) or 8+4.

Types of Elementary School



- **Public Schools.** Elementary Public Schools are governed by Local School Districts and their Boards. Policies and regulations tend to be uniform across all Schools within a district, but can vary among districts. Individual schools are administered within the confines of these general requirements, so autonomy is limited. States vary as to the curricular freedom they give local schools, but most impose a basic statewide Curricular Framework which

Local Schools may embellish to a limited degree, and also issue a statewide list of approved textbooks for each grade level from which locals may select or, in some cases, require the use of a single set of approved texts.

- **Private Schools.** Private Primary and Secondary Schools are governed by their own self-appointed boards of trustees and raise their own operating incomes without state or local government support. They may be operated by Independent Boards or they may be affiliated with a religious organization such as a diocese, religious order, local church, or state or national religious organization. Private Schools make their own hiring and admissions policies and determine their own curricula and other academic policies.

Alternative Schools

Traditional Public and Private Schools are not the only recognized types of schools in the U.S. education system. In addition to regular public schools and private schools, there are several other forms of schooling that are legally recognized and that serve as successful models for parents seeking different educational experiences for school-age children.

Charter Schools

Charter schools are Public Schools established by Parent Groups, Communities, or Organizations to fulfill specific needs, Serve special populations, or adhere to special curricula or Instructional practices. They receive public funding and support but are freed from school district regulations and may enroll Students from anywhere in a district. Charter schools operate via a performance agreement, or charter, that sets forth the Mission, program, student population, and methods of evaluation and assessment. Charters usually last from 3-5 years and are Renewable. Over 3,000 charter schools have been established since the early 1990s.

Magnet Schools

Magnet Schools are regular Public Schools that have a special educational theme, mode of instruction, subject emphasis, or other characteristic and are permitted to enroll students from across the entire school district rather than being confined to normal school attendance boundaries. Magnet programs have similar features but are located within regular public schools rather than being separate schools. The legal purpose of magnets is to promote equal access to unique educational opportunities by minority students who would otherwise be confined to regular schools based on

residence. Examples of magnet schools and programs are frequently found in curricular areas such as science and technology, the arts, or career education; and in modes of instruction such as Experimental, Traditional, Montessori, or Others.

Home Schooling

Home Schooling is legally recognized and regulated in all U.S. States. Home schooling is usually performed by parents and there is an extensive array of services, materials, and resources to assist homeschooling parents and children. Qualified home school graduates are recognized as school graduates by the states and may be admitted to U.S. higher education institutions. Contemporary professional tutors offer services ranging from coaching in specific subjects to a full range of school instruction to children living at home, who are homebound, or whose personal or parental responsibilities make regular schooling impossible. Tutors are licensed by states and are often certified by professional association.

7.4.3 Curriculum & Methodology

Curriculum

The first grade is the first school year in Elementary school after Kindergarten. Children who are usually 6 to 7 years old are enrolled for this grade. Up to 19th. Century the aim to school education teaching of 3 Rs.(Reading , Writing, and Arithmetic's) and great stress was laid on the 3 Rs. in curriculum construction .

But since the beginning of 20th Century the aim had shifted to bring about all round development and curriculum had revised in this direction . The Education system of America is much more Pragmatic in its concept and as such principle of learning by doing is practiced from the earliest classes

During their time in the first grade, children are taught the basic fundamentals of Math. Basic Geometry along with graphing may also be introduced. Additionally, first graders are taught basic reading skills with the focus on reading and writing simple statements. Of course, with the changes brought about by the Common Core Standards, children entering the first grade are now expected to read and understand stories covering a wide range of lengths and difficulty.

Social Studies as a component of the U.S. Elementary curriculum represent a fusion and integration of selected elements of History, Geography, Economics, Sociology and Anthropology. Like Social Studies ,Science in the elementary curriculum consists of the teaching of selected and integrated concepts and materials from the

various natural and Physical Sciences rather than a focus on the specific Sciences. The subject of Science is taught to them in an interactive manner that enables free questioning and comprehensive understanding of the world around them. Frequently, science teaching will stress the life and earth sciences by way of field trips, demonstration and hands on experiments.

The main part of the Elementary curriculum is completed by Mathematics, with an emphasis on basic computational skills - addition subtraction, multiplication, division, measuring and graphing. The curriculum also includes health concepts and practices games, music, art and Physical education which involves the development of motor skills.

Co-curricular activities

The main characteristic of U.S.A. schools emphasis is given on co-curricular activities by the community (parents, the schools and the students). Home school students are not normally allowed to participate in sports programme and sports related games. Numerous non-athletic extra curricular activities are available in U.S.A school both public and private. Activities include musical groups, marching bands, drawing, painting, singing dancing.

Methodology

The uniqueness of American schools lies not only in the wide range of subjects, but in use of more modern methods. A few schools have adopted the latest method of developing creative tendencies of children at elementary level. A fairly good number of schools have accepted the latest methods for subject teaching and subject matter organization. Technology in the form of T.V. Film, strips, and other audio visual techniques, teaching machines and language laboratory have also been extensively used. It makes education not only interesting but more meaningful.

7.4.4 Evaluation and Assessment

Evaluation

- **Grading:** Students receive classroom grades to describe their academic performance in each subject area. The grading system used is generally on a letter scale, with "A" being the highest and "F" being the lowest and representing failure. Letter grades are often converted into numeric "grade point averages" ("GPAs")— Grading generally assumes a starting point of 100, or perfect, and subtracts points for mistakes or poor-quality reasoning,

rather than assuming a starting point of zero and adding points, as in some other grading systems. Typically, classroom teachers are entirely responsible for determining grades, basing their decisions on the quality of a student's work, classroom test scores and level of participation. The grading scale usually differ from school to school, the grade which seems to be most common is as follows . The grading is based on a scale of 0-100 or a percentile . In some jurisdiction Texas or Virginia , as an example the D(below 70) is considered a failing grade.

- Grade scale:

A			B			C			D		
100-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60

- **Promotion:** A student's promotion to the next year of schooling is based primarily on his or her classroom grades. If a student's grades are poor and the teacher believes that he or she is not ready to be promoted to the next grade, the student may be retained. Parents also generally play an important role in making such a decision. Students are most likely to be retained during the early grades of elementary school.

- **Student Achievement Testing :** States Administer Tests on a regular basis to assess student performance at designated grade levels. One of the key factors determining the relevance of a state's testing regimen is its alignment with the state's academic content and achievement standards. Achieving this alignment is often challenging due to the time and expense required. Some states use tests purchased from a commercial test developer, while others develop original test instruments that are specifically designed to measure state standards. Another challenge is how to define and ensure test quality. For example, states must determine whether tests will primarily contain open-ended essay questions and mathematical problems, or multiple-choice questions.

- **'No Child Left Behind Act'** :The federal 'No Child Left Behind Act' of 2001 requires states to test all students in Reading and Mathematics in grades 3-8 and at least once in high school.

Science Assessments will be required at least once during grades 3-5, 6-9, and

10-12 starting in the 2007-08 School year. Each state, school district and school is expected to make adequate yearly progress toward meeting State standards in these subject areas and to measure this progress for all students. Special focus is placed on the progress of students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities or have limited English proficiency.

Assessment

- **National-Level Student Assessment:**

  National-Level Student Assessment takes place through the National Assessment of Educational Progress (NAEP), which includes a random sample of U.S. schools and is designed to provide the public with information on the nation's progress in a number of subjects. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students).

  In 1988, the Congress passed legislation enabling NAEP to assess student performance also at the state level, and in 2002, *NCLB* added a requirement for state-level NAEP testing as a benchmark for the rigor of state assessment systems. Many schools also participate in international assessments to measure how well U.S. students perform in comparison to students in other countries.

School Choice

Public School Districts generally assign students to particular schools based on place of residence, and those schools generally accept all students assigned to them. Nonetheless, in an effort to provide parents with more options for their children, many state governments and public school systems expand school choice through options such as open enrollment programs, Magnet Schools , Virtual Schools, dual enrollment programs, scholarship programs ("vouchers") and tax credit/deduction programs.

- *Open enrollment programs* allow parents the opportunity to choose from among all schools in their district, or even from among schools in other districts in their state.
- *Magnet schools* are Public Elementary or Secondary Schools that offer a special curriculum capable of attracting substantial numbers of students of different racial and socioeconomic backgrounds.

- *Charter Schools* are public schools that provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for increased flexibility, Charter Schools are held accountable for improving student academic achievement. The objective is to replace rules-based governance with performance-based accountability.
- *Virtual Schools* are education organizations that provide online learning opportunities offering benefits and access to a broad range of students.
- *Dual enrollment programs* give high school students the opportunity to attend college classes and receive both high school and postsecondary credit.
- *Scholarship programs,* also known as "vouchers," direct public education funding to parents in order to pay all or pan of their child's tuition at a school of their choice. Depending on the program, parents can choose from private schools—either secular or religious—and from public schools.
- *Tax credit/deduction programs* reimburse education expenses fully or partially via tax **relief.** Tax credits or deductions may be available to individual or corporate taxpayers who contribute to scholarship-granting organizations, or to parent taxpayers to help pay for education-related costs, including private school tuition.

7.4.4 Administration and Financing of Elementary Education

Administration

Generally students spend from six to eight years in elementary education. The average public elementary school enrolls 477 pupils. The grade levels included in elementary school vary by district, based on educational philosophy and school building size.

All states require students to attend school, but the ages of compulsory attendance vary by state. Compulsory Schooling ends by law at age 16 in 30 states, at age 17 in nine states, and at age 18 in 11 states plus the District of Columbia. U.S. public schools are tax-supported and free to students and their families. Students borrow free textbooks from the school for the year, but they must bring their own paper and pencils from home. In most public schools, students are allowed to wear whatever clothing they like within broad guidelines, while a small but growing number of Public Schools require uniforms. Boys and Girls generally attend class together, although a small number of public schools do provide single-sex classes.

❖ ***School Calendar and Daily Routine.***

In most States, the School year lasts 180 days. School begins in most districts in late August or early September and continues until June, and most school districts have a two-week break at the end of December and a one-week break in March or April. Generally, the school day runs from about 8 a.m. to 3 p.m.; however, daily schedules vary significantly from school to school.

Most Elementary School students study in the same classroom all day with one teacher who teaches all subjects. The class may visit the Gymnasium and Library once or twice a week. Students have a daily lunch break of about 30 minutes. Most Schools have one or two playground breaks, although playground time is being reduced or eliminated in a growing number of Schools for a variety of reasons. In most Elementary Schools, daily instructional time is not divided into periods; instead, teachers decide how much time to spend teaching particular subjects based on students' learning needs and their own expertise.

The role of State Government:

In most States, the topic of education is addressed in the state constitution, with the state legislature having the ultimate authority over education matters. This authority includes enacting education-related legislation and appropriating state funds for education.

State Legislatures. Generally, State Legislatures delegate a significant amount of policy-making authority to the state board of education. State boards of education are bodies of citizens appointed by the legislature or governor, or popularly elected, depending on the state. The State Board is responsible for approving statewide educational policies and determining budget priorities.

State Departments of Education. Most States have a State Department of Education that serves as the executive agency for education. A chief state school officer is generally responsible for overseeing the State Department of Education and reporting periodically to the state board of education, the legislature and the governor. Depending on the state, this person may be called a Superintendent, Commissioner, Director or Secretary of Education. Most Chief State School Officers are appointed by the State Board of Education or the Governor, while some are popularly elected.

In most cases, State Governments are responsible for the following:

- Developing curriculum guidelines and performance standards;

- Providing technical assistance to school districts and schools;
- Licensing private elementary schools to operate within their jurisdictions;
- Licensing or certifying school teachers and administrators;
- Administering statewide student achievement tests;
- Developing accountability plans and reporting on student performance to the U.S. Department of Education;
- Distributing state and federal funding to school districts; and
- Establishing the minimum number of school days per year.

The role of Local Government

Local School Districts

Although State Governments have ultimate authority over education, most states delegate some decision-making powers and the operation of public elementary to local education agencies, or school districts. There are approximately 15,000 School districts in the United States, each overseeing its jurisdiction's Public Schools.

The amount of control exercised by Local School Districts varies by State. Most States give Districts considerable authority to determine School budgets and to implement curriculum. In fact, many School Districts further delegate decision-making and budgetary authority to individual schools, a practice known as Site-Based (or School-Based) Management.

In most cases, School Districts are responsible for the following :

- Determining the budget;
- Allocating money to individual schools and programs;
- Hiring teachers and other staff;
- Preparing and disseminating annual reports on student performance;
- Setting teacher and administrator salaries;
- Implementing the curriculum;
- Planning and administering teacher in-service training;
- Coordinating the transportation of students on school buses;
- Constructing and maintaining school buildings; and
- Purchasing equipment and supplies.

Local School Boards.

Each School District is governed by a Local School Board, whose policies must generally conform to the regulations of the state School Board and the statutes of the State Legislature. School Board Members are generally elected, although, in some districts, they may be appointed by other Government Officials. The School Board selects and hires the District Superintendent, who is responsible for implementing policy and managing the day-to-day operations of the School District.

The role of the Federal Government

As described above, education is primarily a State and Local responsibility. Nevertheless, the Federal Government plays a limited but important role in affecting education policy and practice at all levels and throughout the Nation.

- **U.S .A Congress**

  The Congress is the supreme lawmaking body of the country and has passed numerous laws directly and indirectly affecting education. For example, in late 2001, the Congress passed the' *No Child Left Behind Act*', which reformed the *Elementary and Secondary Education Act* to reflect key principles promoted by President George W. Bush, including stronger accountability for results, more choices for students and parents, greater flexibility and local control, and the use of research-based instruction.

  As described above, education is primarily a state and local responsibility. Nevertheless, the federal government plays a limited but important role in affecting education policy and practice at all levels and throughout the nation.

- **U.S.A Department in Education**

  The Federal Department of Education is the primary agency of the Federal Government that implements the laws that the Congress enacts to support education at the federal level. In doing so, the Department establishes policy for, administers and coordinates much of the federal financial assistance for education, in accordance with these laws. In 2005, the Department had over 4,400 employees and a budget of more than $72.8 billion. Its stated mission is "to ensure equal access to education and to promote educational excellence throughout the Nation."The Department carries out its mission in two major ways.

  First, the Secretary and the Department play a leadership role in the ongoing national dialogue over how to improve education for all students. This involves

such activities as raising National and Community Awareness of the Education challenges confronting the Nation, disseminating the latest discoveries on what works in teaching and learning and helping communities work out solutions to difficult educational issues.

Second, the Department pursues its twin goals of access and excellence through the administration of programs that cover every area of education and range from Pre-school Education through Postdoctoral Research.

Specifically, the Department's major activities are the following:

- **Implementing laws related to Federal Financial Assistance for Education, administering the distribution of those funds and monitoring their use.**

The Department distributes financial assistance to eligible applicants throughout the Nation for Elementary, Secondary and College Education; for the education of individuals with disabilities and individuals who are illiterate, disadvantaged or gifted; and for the education of immigrants, American Indians and people with limited English proficiency.

- **Collecting data and overseeing research on America's schools and disseminating this information to educators and the general public.**

The Department oversees research on most aspects of education; collects data on trends; and gathers information to help identify approaches, ideas and successful teaching techniques. Employees of the Department, as well as contractors and grant recipients, conduct the research. Research findings and statistics are disseminated to educators, policymakers, parents and the general public in the form of reports and publications— both printed and online.

- **Identifying the major issues and problems in education and focusing national attention on them.**

The Secretary of Education advises the President and leads the Department in implementing the President's education policies—from the preparation of legislative proposals for Congress to decisions about education research priorities. In addition, the Secretary brings national attention to education issues through speeches, publications, the media and personal appearances. The Department further highlights education issues by sponsoring and participating in national conferences and other activities.

- **Enforcing Federal laws prohibiting discrimination in programs and activities that receive federal funds.**

The Department of Education's Office for Civil Rights (OCR) enforces laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs that receive federal financial assistance from the Department of Education.

These laws include:

- Title VI of the *Civil Rights Act of 1964* (prohibiting discrimination based on race, color and national origin);
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination in education programs);
- Section 504 of the *Rehabilitation Act of 1973* (prohibiting disability discrimination);
- *Age Discrimination Act of1975* (prohibiting age discrimination);
- Title II of the *Americans -with Disabilities Act of 1990* (prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance).
- OCR also enforces the *Boy Scouts of America Equal Access Act,* enacted in 2002 as part of the *No Child Left behind Act.* Under this law, no public Elementary School or State or local education agency that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

Other Federal Agencies

While the Department of Education is the lead Federal Agency in matters of education, a number of other federal agencies provide funding and other support for educational activities in areas related to their missions. Among these agencies are the Departments of Agriculture, Commerce, Defense, Energy, Health and Human Services, Homeland Security, Interior, Labor and State; the National Endowments for the Arts and Humanities; the National Institute of Museum and Library Services; and the National Science Foundation.

OTHERS WHO INFLUENCE EDUCATION POLICY AND PRACTICE

As noted above, Legislative Bodies, School Boards and Government Agencies all play important roles with regard to education in the United States. However, other sectors and entities can also influence education policy and practice.

- **Courts of Law.**

  The courts—both at the Federal and State level—have historically played a crucial role in providing direction and settling public policy debates that are directly and indirectly related to education, including subjects as varied as educational quality, school funding, equal access and religion in the schools. One notable example is the U.S. Supreme Court's 1954 decision in the case *of Brown* v. *the Board of Education ofTopeka, Kansas,* 347 U.S. 483 (1954). In that case, the court unanimously ruled that racial segregation in public schools was inherently unequal, thus reversing the position it had held since 1896. As a result of this ruling, federal courts succeeded over time in eliminating a system of legalized racial segregation in southern schools.

- **Non-Governmental Organizations.** Many nongovernmental organizations also play an important role in influencing policy at all three levels of Government and Educational practice in the Schools. Such organizations include Charitable Foundations, Teacher Unions, Parent-Teacher Associations and many others interested in education. The missions and functions of these identities vary considerably and can include supporting or carrying out research, providing education-related services, disseminating information or working to influence legislation and public opinion. Representatives of nongovernmental organizations often participate on advisory boards that work with policymakers at all levels of Government.

- **Business Sector.** The Business Community is also often involved in supporting education and influencing education policy in a variety of ways. Private businesses often donate resources to nearby schools or encourage employees to volunteer at schools as tutors or in other capacities. Many business representatives also participate in education-related conferences and serve on education-related advisory boards.

FINANCING OF EDUCATION

The financing of education in the United States is highly decentralized, and fu..ding sources include the Federal, State and Local Governments, as well as Private

and Non-Governmental contributors. Public School system in elementary school are supported by a combination of local, state and Federal Government funding, A large portion of School revenues come from local property taxes. Federal funding accounts for little of the overall funding schools receives. Various groups, many of whom are teachers, constantly push for more funding. The vast majority of funds comes from the state government and from Local Government. property taxes is a primary source of funding for public Elementary education. The federal government supplies 8.5% of the Public School systems funds according to a 2005 report by the National Centre for Education statistics. The remaining split between state and local government-average 48.7% from state and 42.8% from local sources .So public Elementary schools are run control and financed by state and local government whereas Non-Public-private schools are controlled, managed and financed by religious body and various social groups.

Public Elementary receive most of their funding from state and local governments, although additional funds are provided by the federal government and, in some cases, through grants or donations from corporations and foundations and parent- or student-initiated fundraising activities. State governments are generally the largest source of education funding. As a national average, State and Local Governments contribute about 90 percent of education funding at this level, while the federal government, nongovernmental entities, and private contributors together provide about 10 percent of all funding.

7.5 Universalisation of Elementary Education in India

7.5.1 'Free Compulsory Elementary Education for all'

Universalisation of Elementary Education in India implies, "Free compulsory Elementary Education for all". Universalisation of primary education with equal opportunities includes all children regardless of their physical, intellectual social emotional, linguistic, gender or other condition. This would include disabled and gifted children and working children, children from remote or nomadic population, cultural minorities and children from other disadvantages marginalized areas or groups residing in all areas of a country,

Universalisation of Elementary Education (UEE) has been accepted as a national goal in India since Independence, The founding fathers of our Constitution recognized UEE as a crucial input for nation building. UEE is also a Constitutional directive.

At the time of Independence, India inherited a system of education which was not only quantitatively small but also characterized by structural imbalances. Only fourteen per cent of the population was literate and only one child out of three had been enrolled in primary school. The low levels of participation and literacy were aggravated by acute regional and gender disparities. As education is vitally linked with the totality of the development process, the reform and restructuring of the educational system was recognized as an important area of State intervention.

The need for a literate Population and Universal Education for all children in the age group of 6-14 was recognized as a crucial input for nation building and was given due consideration in the Constitution as well as in successive Five Year Plans.

Elementary Education constitutes a very important part of entire structure of education system. Universalisation of Elementary Education has been one of the most important goals of educational development in India since independence. Article 45 of the Indian constitution directed states to Endeavour to provide within a period of 10 years from the commencement of the constitution (1950) free and compulsory education to all children up to the age of 14 years. This resolved to be fulfilled by 1960. In spite of concerted efforts by the centre as well as state governments in promoting elementary education, the target of Universalisation of Elementary Education has not been achieved till date. The parliament has passed the constitution 86th amendment Act, 2002 to make Elementary Education a Fundamental Right for children in the age group of 6-14 years.

The important measures adopted by the Government of India to achieve UEE include the following:

- Disaggregated target setting and decentralized micro-planning, which will provide the framework of universal access and community participation,
- Strengthening alternative channels of schooling such as the non-formal education system for those who cannot avail of conventional full-time schooling,
- Introduction of minimum levels of learning at primary and upper primary stages to improve learner's achievement,
- Improvement of school facilities by revamping the scheme of Operation Blackboard,
- Establishing linkages between programmes of early childhood care and education, primary education, literacy and UEE,

- Addressing the more difficult aspects of access, particularly to girls, disadvantaged groups and out-of-school children,
- Restructuring of teacher training in view of the changed strategies and programmes,
- Availing of external financial support for Basic Education,
- Launching the National Elementary Education Mission (NEEM),
- Launching of Sarva Shiksha Abhiyan (SSA).

Universalisation of Elementary Education basically evolves three important things:

- Universalisation of Provision,
- Universalisation of Enrollment and
- Universalisation of Retention.

Universalisation of Provision means that School facilities should be provided to all the children between the age of 6 to 14 years in the country. The School should be easily accessible within the walking distance of a child.

Universalisation of Enrollment means that all the children between the age of 6 to 14 must be enrolled. The provision has demanded to introduce the compulsory legislation act and under the legislation parents can be finding for not sending their children to schools.

Universalisation of Retention reveals that all enrolled children should be retained in schools till they complete eight years of Schooling . Retention rate poses another major challenge to the School Education system in India . At the all India level, average dropout rate at the Primary level was 9.11% (9.35% for boys and 8.86% for girls) in 2008-09 (NUEPA,2011). The high incidence of dropout in primary grades is also evident from the fact that the ratio of Grade V enrolment to Grade I enrolment was 71.86%in 2008-09. Moreover, mean years of Schooling for the country as a whole was only 4.2 years in 2007- 08 (Planning Commission, 201 I).This is a matter of concern because children who do not complete at least five years of Schooling are unlikely to retain literacy and numeracy skills in their adulthood thus adding to the pool of illiterate adults . However, many strategies have been taken to ensure retention in schools and such measures are going good gradually, so that the dropout rate is ever decreasing.

7.5.2 Efforts towards Universalisation of Elementary Education

- **DPEP (District Primary Education Programme)**

  The Scheme of District Primary Education Programme DPEP was launched in 1994 as a major opening to regenerate the Primary Education system and to achieve the objective of Universalisation of Primary Education. The objectives of the programme are:-

- To provide access to all children of Elementary education(Class I to IV/V).
- To reduce dropout rates to less than 10%

- **The National Policy of Education 1968** marked a significant step in the history of education in post-independence India. NPE (1968) was introduced with positive attitude but many of its recommendation could not be implemented due to lack of fund and adequate manpower. Therefore the goal of Universalisation of Elementary Education could not be achieved.

- **The New Education Policy 1986** repeated the issues of Equality of Educational Opportunity .Free and Compulsory Education for all children up to 14 years. The Policy of 1986 was modified in 1992 and was tabled in the parliament on 7th May 1992. National Programme of Action was also the results of these efforts and modifications.

Objectives of National Policy of Education and POA

- Universal access and enrollment,
- Universal retention of children up to 14 years of age,
- A continue improvement in the quality education to enable all children to achieve essential levels of learning.

- **Operation Black-Board** With the help of National Policy of Education a Scheme of Operation Blackboard was launched in 1987. The purpose of this scheme was to provide minimum essential facilities to all primary schools in the country. It is aimed at bringing substantial improvement in the facilities of primary schools run by Government, Local bodies and Panchayati Raj and recognized aided institutions.

Main features of Operation Black-Board are :

At least two reasonable large all weather room along with separate toilet facilities

for boys and girls At least two teachers (one male and one female) should be provided in primary schools. Essential teaching and learning materials including blackboard, maps, charts etc should be provided in Primary schools.

- **Sarva Shiksha Abhiyan (SSA)** is an effort to Universalize Elementary Education by Community ownership of the School system. It is also a great demand for quality education all over the country. This programme is also an effective step to improve human capabilities and provide an equal opportunity of education to all. This programme is included in 86th Amendment to the Constitution of India to provide Free and Compulsory Education to children of ages 6 to 14.

Aims of Sarva Shiksha Abhiyan :

- To provide Elementary Education to the children in the age group of 6 to 14 by 2010.
- To remove the gaps based on gender, social and regional basis.
- To provide value- based education to all the children.

Minimum Levels of Learning (MLL):

India is one of the few developing countries which took the initiative in 1991 to lay down norms for MLL at Elementary stage. This places emphasis on integrating different components of curriculum , classroom transaction and evaluation .With these norms the programme was implemented through 18 voluntary agencies , research institutions and SCERT's .The NCERT, Regional Institutes of Education (RIES), SCERTs and DIETs are involved . By 1996-1997, more than half of the states are associated with implementing the programme. Curriculum revision , rewriting of textbooks to make them competency based, enhancing their pedagogical value, training of teachers in the classroom processes are the major activities being undertaken .

- **National Programme of Mid -Day Meal Scheme** was launched as a Centrally Sponsored Scheme on 15 August 1995. The purpose of this scheme 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 200 days minimum. It also aimed to provide improve the health of the children.
- **Kasturba Gandhi Balika Vidyalaya:** It was launched in July 2004 for setting up residential school at upper level for girls belonging predominately to SC, ST , OBC and other minority.

- **Right to Education Act,** 2009 "The Right of Children to Free and Compulsory Education Act 2009" (popularly called Right to Education Act or RTE Act) was legislated in August 2009, which obtains into effect on April 1, 2010. This act is a detailed and comprehensive piece of legislation which includes provision related to school teachers and specific divisions of duties and responsibilities of different stakeholders. Important features of the Act are :

- A child from 6 to 14 years of age has right to Free Compulsory Education in a neighborhood school till completion of elementary education.
- Private Schools must take in quarter in their class, strength from weaker section and disadvantaged groups sponsored by the Government.
- No child shall be subjected to physical punishment or mental harassment.
- No child will be held back or expelled till completion of Elementary Education.
- All schools except Government Schools are required to be recognized by meeting specified norms standards within three years to avoid closure.

So, in order to make Elementary Education a fundamental right in real sense these missing parts need to be addressed seriously.

The Primary Schooling system starts at the age of six. The Primary Stage consists of either from Classes I-V or from I-IV depending upon the education system of the state. The five years system i.e. Classes I-V is applicable in 20 States/UTs namely Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal and Yanam regions of Pondicherry. The four year system consists of classes I-IV which is applicable in Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry.

Elementary Education is up to 5 to 14 years. In this age group standards are stdsl to stds 5. The schools in this group are primary school and upper primary school. The age group 5 to 10 is called as primary school & 10 to 14 is called upper primary school. The elementary education system in India is the second largest in the world with 149.4 million children of 5-14 years old. This is about 82% of the children in this age group.

- **Non-Formal Education(NFE)**

28 million out of 153 million in the age group 5-14 are still out of schools. 14

million children are working in different sectors who cannot attend school full time. Hence NFE seen as India's strategy of education as it can reach out to working children, school drop-outs. There are 3 types of centers in which one can study. These are-Co-educational centers, Girl centers and NFE centers run by NGOs.

7.5.3 Different aims of Elementary Education

- Inculcation and sustenance of personal, social and national values like cleanliness,
- Development of language abilities like listening , speaking, reading, writing and verbal communication skills for social participation,
- Acquire literacy, numeracy, creativity and communication skills,
- Enjoy learning and develop desire to continue learning,
- Develop ability for critical thinking and logical judgment, Appreciate and respect the dignity of work,
- Develop desirable social standards, moral and religious values,
- Develop into a self-disciplined, physically fit and healthy person,
- Develop aesthetic values and appreciate own and other people's cultures,
- Develop awareness and appreciation of the environment,
- Develop awareness of and appreciation for other nations and international community,
- Instill respect and love for own country and the need for harmonious co-existence,
- Develop individual talents,
- Promote social responsibility and make proper use of leisure time,
- Develop awareness and appreciation of the role of technology in national development.

7.5.4 Curriculum and Methodology

The Curriculum for the Ten Year School Curriculum 1975, National Curriculum Framework for Elementary and Secondary Education, 1988, National Curriculum Framework for School Education, 2000 and National Curriculum Framework 2005 are significant milestones in the field of school education and educational policies were formulated based on these frameworks. The Curriculum, syllabus and textbooks

for schools are developed by NCERT in the light of recommendations of National Curriculum Frameworks as exemplar materials. Elementary Education (8 Years) Primary Stage of education has been visualized in two segments with inherent internal continuity. The first segment comprises Classes I and II and the second segment consists of Classes III to V.

The scheme of studies for these two segments is given below;

(a) Classes I and II One Language - Mother Tongue/Regional Language Mathematics Art of Healthy and Productive Living.

(b) Classes III to V One Language - the Mother Tongue/the Regional Language Mathematics Environmental Studies Art of Healthy and Productive Living.

Upper Primary Stage (3 Years) Three Languages - the Mother Tongue/the regional language, Modern Indian Language and English Mathematics Science and Technology Social Science Work Education Art Education (Fine Arts, Visual & Performing) Health & Physical Education (including games and sports, Yoga, NCC, Scouting and Guiding.

7.5.5 Administration and Management

The Indian Government is quasi Federal in nature. The Union Government and the State Government together are responsible for the development of education in the country. Hence separate Ministries are formed for smooth functioning of the Departments. On 26th Sept. 1985 the Government of India created a new Ministry in the name of Ministry of Human Resource Development. This Ministry is responsible for educational development of the country. The Ministry has two Departments viz. Department of School Education and Literacy and Department of Higher Education.

Elementary including Elementary Schools are of different types — Government controlled including Local Boards, Privately Controlled and managed. Publicly maintained Elementary Schools, textbooks are supplied by the Government agencies.

7.6 Comparisons between Elementary Education in U.K and U.S.A with INDIA

7,6.1 Respect and Discipline

In India, ***respect*** is a key element in achieving this goal and it is taught in the very early stages of school. The day in almost any school in India starts by greeting

the class teacher with, **"good morning Madam" or"good morning Sir."** The teacher is welcomed by the whole class standing up as soon as the class teacher arrives. The pupils then simultaneously greet the teacher along with a slight bow of the upper part of the body as a gesture of respect.This comes naturally to pupils in India, even when a teacher is passing by in the school premises. This is because *respect* for teachers and their positive contribution in defining people is instilled in Indian pupils at a very young age, both at school and at home. It is with this respect, that pupils then receive and value the education in a positive manner. Interestingly, Indian teachers hold this level of respect for the principal or head of the school.

In UK, teachers are also respected. Contrastingly, however, they are perceived as ***friendly guides*** and not viewed as ***uncompromising gurus*** as they are in India. *Students can sometimes feel at so much ease with their teachers and vice versa that the respect for them diminishes.* The ability to approach teachers and engage in conversations about different topics with them can be beneficial for the student and teacher relationship but sometimes can run the risk of the teacher being taken for granted and diminish their level of respect. This would be almost unimaginable in India.

Discipline is also very important in UK schools but the enforcement is very different. Instead, they aim at ***promoting good behaviour*** by inviting leading figures or motivational speakers to inspire students, reward students with certifications, provide peer support groups , encourage volunteering within the School and engagement with the Local Community through Community driven Projects. This empowers pupils to be a part of the school and wider community engaging in activities which would bring about a positive change in the student, developing them as responsible citizens and at the same time extending support to those needing assistance.

Discipline is also a key factor in India. School in India started at 7.15am and finished at 1.30pm (summer timings). No pupil was allowed to be late except with a written note from a parent explaining the reason and which would almost certainly be verified at some point. The six day working week meant waking up around 5.30am everyday excluding Sundays. The school also had a **zero tolerance approach towards indiscipline** , where the teachers could employ their powers to punish a pupil for misbehavior, which included non-compliance to rules regarding homework, schoolwork, uniform, unpolished shoes and even hairstyle. The punishment ranged from standing outside of the class to expulsion and even the use of corporal punishment, depending upon the severity of the misconduct. Of course, the punishment given was completely at the discretion of the teacher.

❑ **Tuition Classes:**

After school, pupils in India attend tuition classes where they are re-taught the subject in question again are able to clear any doubts they may have about topics which they may find challenging or reinforcement of the topics for extra practice. On some occasions, especially during exams, pupils attend tuition classes before the start of school and some finishing as late as 10pm after school. The reason why children are able to do this on a daily basis is because of the high level of self-discipline which is partly driven by the motivation to succeed and partly by family expectations. High motivation levels are also a result of increasing competition for places in the best medical and engineering institutes which require students to successfully complete competitive exams. To put this into perspective only a handful out of tens of thousands get into the prestigious institutes based on their ranking in the exam.

While the strict regime in India can make school feel more like a military camp, where even being oblivious to certain norms and regulations could mean facing serious consequences; the Indian system seems to work as it churns out sharp, high intellect and disciplined students. The Indian school environment may require students to behave mechanically almost as though being programmed to respect, to be organized and to be disciplined but they are trained to face the impending competition and achieve their dreams. On the other hand, the British education is no doubt exemplary. It empowers students to develop their curiosity, academic abilities and personal skills with confidence.

7.6.2 Comparison of the Objectives of Education in UK and India

The comparison of the objectives of the education of both the countries has been done in two references: (A) In reference to the Equalities, (B) In reference to the Inequalities.

At the Primary level in Britain as well as in India the objectives of physical, mental and social development have been given preference. In both the countries through genius the Primary Education has been placed in category of compulsory Education and with the emphasis upon the development of Emotion, the health education and Co Education have been given preference.

7.6.3 Some similarities of Indian and American education system

- Well-structured syllabuses and curriculum,
- Both countries spend heavily on education,

- Qualified teachers,
- Both Countries have private and public schools system,
- Free education in Public schools,
- Sophisticated laboratories,
- Good Infrastructure facility,

7.6A Major Differences of Indian and American Education system

❑ **Education In USA**

- Teacher must hold state certification and license to teach,

  20 -30 students per teacher in a class,
- Sports and extracurricular activities and considered equally important as core subjects,
- Flexible education system,
- The standard of education is not too high. Here curriculums are flexibly designed so that every student passes the high school,
- Mathematics is an optional subject in USA,
- Teachers are important but do not hold the same value as in Indian Education system,
- Curriculum designed for upper grade may not be based on/related to lower grade,
- More emphasis is given to exploring and understanding the concepts,
- Public Schools are well maintained and managed with better infrastructure,
- No formal examination for the students of lower classes. Though students of the higher class have to appear for tests.
- Students need not to carry lots of books.

❑ **Education in India**

- Teacher can start teaching to Elementary classes after getting master or bachelor degree. However, they can continue their studies to become the experienced and qualified teacher to teach in higher classes,
- Approx. 50 students in a class per teacher,

- Traditional in Nature. More emphasis on core subjects. Sports and extracurricular activities are optional and do not hold the same importance.
- Education system is rigid,
- The standard of education is high. Here students are prepared to face the upcoming challenges in future,
- Mathematics is compulsory till 10th standard,
- Teacher receives great respect from students and parents,
- Curriculum of upper grade is built on the learning's of lower grade. For instance, the explained concepts in 9th grade would have been introduced in 8th grade,
- Emphasis on academic performance. Mostly, about reading and memorizing the study materials,
- Most of the public schools (run by government) are poorly managed (they lack infrastructure and other facilities). Hence, parents prefer for private schools,
- Whether lower or higher, students of all the grades have to sit for the examination,
- Everyday even the lower grade children have to carry several books.

7.7 Let us sum up

In this unit We have discussed about Elementary Education in UK, USA with India .In USA the Federal Government latest share in comparison to the Local Administration or Local Boards. The curriculum is also too broad for fostering creativity of the students, While in UK the curriculum is centrally controlled and gives more stress on cognitive aspects including ICT. It also includes arts and technology .The LEA plays a greater role in all Education sector. Eventually compulsory schooling is free in both USA and UK.

In this unit some basic information regarding Elementary education in India has been discussed. Besides, improvement of infrastructure of our elementary education other inputs including quality teaching, textbooks, health promotion , authentic assessment of learning and commitment of all persons concerned with Elementary Education demand careful management and intervention.

7.8 Unit and Exercise

Objective type questions :

1. What do you mean by Universalisation of Elementary Education?
2. Compare between the aim of Elementary Education in UK and India.
3. Compare the aims of Elementary Education in USA at the Elementary stage with that of India.
4. Define'No Child Behind Act'.
5. Mention any two Major similarities of Indian and American Elementary Education system

Short answer type questions :

1. Explain the role of the Local Educational authorities in UK.
2. State the salient features of Elementary Education in USA.
3. Mention Major differences of Indian and American Elementary Education system.
4. What is the most important features of Elementary Education in UK,
5. Write notes on Free, Universal and Compulsory Education in USA.

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Unit-8 ☐ A Comparative Study of Universalisation of Secondary Education in UK and U.S.A in relation to India.

Structure

8.1 Introduction

Secondary Education in the UK normally starts for most students at the age of 11 years old. Though not common, m some parts of the UK there are Middle Schools which up to 12 or 13 years old. The school education system in the UK is split into ***"Key Stages"***. Key-stages 3 and 4 refer to Secondary education and at 11 years old a student will go on to secondary school and finish key stages 3 and 4. Student's performance is evaluated at the end of each stage. The most significant evaluations happen at age 16 when students go for their General Certificate of Secondary Education (GCSE). After students finish their GCSE's they have the option to move onto further education and then higher education, or finish school and enter into the corporate or business world. It is mandatory for children in the UK to attend primary and secondary education which runs from about 5 years old until the student is 16 years old. For international students coming into the UK for Secondary Education, it is common to either enter at the age of 11 or wait until the age of 13 and have one year in the school before starting the two-year GCSE program which will run from 14 to 16 years old.

Junior High School (or Middle School) and Senior High School together provides Secondary Education to the children. Junior High School refers to grade six through eight and high school begins with ninth grade and progresses to twelfth grade. Formal schooling lasts 12 years, until around age 18. Compulsory schooling, though, ends by age 16 in most states; the remaining states require students to attend school until they are 17 or 18. All children in the United States have access to free public schools. Private Schools (religious and non-sectarian) are available, but students must pay tuition to attend them. Many states and communities provide schools or special

classes for children with special educational needs, including those with emotional and behavioral problems, moderate and severe learning difficulties, communication problems, partial hearing or physical disabilities. There are also private schools catering for gifted and talented children, and most public schools have gifted and talented programs.

Most of the states have made health courses mandatory so that the students learn about first-aid, nutrition, sexuality and drug awareness. Art, foreign language and physical education is also made compulsory by some schools in the curriculum.

One of the characteristics of American (U.S.A) education is that all levels of Government actively participate in decision making, budgetary concerns, and research funding. Education is thus highly accountable to taxpayers, but the many layers of federal Department of Education bureaucracy make reform slow and costly to implement. Essentially, the mandate of the Department of Education is to supplement the educational functions headed by the individual states. The department tracks educational statistics and trends, plus takes responsibility for overseeing research and the delivery of some non-state educational services, such as school lunch programs.

Primary responsibility for education is that of states and some localities. Exceptions include the District of Columbia, Pacific islands, and Indian reservations in the United States, where the U.S.A Department of the Interior or Department of Education oversees operations. For example, in Guam the Department of Education oversees K-12, vocational, and community college schooling for civilian and military dependents. In 2001, an estimated 32,000 student's Secondary education serves as a link between the elementary and higher education, and plays a very important role in this respect. A child's future can depend a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing the child to a bright future. This stage of education serves to move on higher secondary stage as well as to provide generic competencies that cut across various domains of knowledge as well as skills.

In India a sub-committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on education in the country, was, therefore, constituted in September, 2004. This Committee (2005) was assigned with a responsibility of preparing a blueprint for the Universalisation of Secondary Education consequent upon the attainment of Universalisation of Elementary Education. Deliberating widely on the concerns and challenges of secondary education in India,

the Committee submitted its report in June, 2005. Their major recommendations are as follows:

- The guiding principles of Universal Secondary Education should be universal access, equality and social justice, relevance and development, and structural and curricular considerations. There have to be norms for schooling. Such norms should be developed for each state with common National parameters as well as state specific parameters.
- Each state should develop a perspective plan for Universal Secondary Education. Decentralized micro-level planning should be in the main approach to planning and implementation of universal secondary education.
- Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 percent of the GDP which is not sufficient. The immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion will be necessary to move towards Universalisation of Secondary Education.

Universal implies creating Universal access and opportunity for all children to receive Secondary Education. It is evident from the international experiences that Secondary Education becomes naturally universal once Universal Elementary Education has been achieved. The transition rate from eighth to the ninth grades in India is almost 85 per cent and this transition rate is further improving. With the Universalisation of Elementary Education through SSA, there will be Universal demand for Secondary Education. What is important is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities. As stated earlier, the CABE committee on Universalisation of Secondary Education (2005) recommends universal secondary education by 2015; as per the report, the projection of enrolment, transition rate indicates full possibility of universal enrolment in secondary education by 2015. By 2020, the target 7 should be universal enrolment, full retention and mastery learning in all kinds of learning tasks by more than 60% learners. Moreover, by 2020, there will be provision for universal senior secondary education and universal retention. This will be possible because of high transition rate from 10th to 11th standard and high retention rate in the Senior Secondary grades even now.

8.2 objectives

After successful study of this unit learners will be able to:

- Know the Secondary Education in U.K
- Know the Secondary Education in U.S.A
- Discuss the Elementary Education system in U.S.A and U.K
- Compare between the Secondary Education in U.K & India
- Compare between the Secondary Education in U.S.A & India

8.3 Universalisation in Secondary Education in U.K

8.3.1 Aims and objectives of Secondary Education in U.K

- Acquire necessary knowledge, skills and attitudes for the development of the self and the Nation,
- Promote love for and loyalty to the Nation,
- Promote harmonious co-existence among the peoples of Kenya,
- Develop mentally, socially, morally, physically and spiritually,
- Enhance understanding and respect for own and other people's cultures and their place in contemporary society,
- Enhance understanding and appreciation of interrelationships among Nations,
- Promote positive environmental and health practices,
- Build a firm foundation for further education and training,
- Develop ability for enquiry, critical thinking and rational judgment,
- Develop into a responsible and socially well adjusted person,
- Promote acceptance and respect for all persons,
- Enhance enjoyment in learning,
- Identify individual talents and develop them,
- Build a foundation for technological and industrial development,
- Develop into a self-disciplined individual who appreciates work and manages time properly,
- Education according to the Individual difference.

objectives

- To promote the students for the University Education,
- To impart Home-Science Education to the girls,
- To promote Scientific Aptitude (through discussion and seminars), Compulsory Religious Education,
- Scientific and Technical Education, & Physical Education, Education through complete and partly vocational Syllabus; for example-Home-Science, Architecture Skills etc. Development of Civic sense.

8.3.2 secondary key stages

Secondary education in England normally takes place in Secondary Schools which cover the two secondary key stages as shown below:

- Key Stage 3; 1 1 to 14 years old
- Key Stage 4: 14 to 16 years old

Key Stage 3

Year? , age 11 — 12

Year 8, age 12- 13

Year 9, age 13-14

Key stage 4

Year 10, age 14-1 5

Year 11, age 15-16 (end of compulsory education)

Many Secondary Schools also make provision for post compulsory study through sixth form Departments.

Year 12, age 16-17

Year 13, age 17-18

In some regions of England provision is made through three-tier schooling in first (also called lower), middle and upper schools .Most Secondary Schools cater for both sexes. They tend to be much larger than Primary Schools

8.3.3 Different types of Seconsdary school

Secondary School **(11 - 16 year olds)** most children transfer at the age of 11 - usually to their nearest secondary school, though the law allows parents in England

and Wales to express preferences for other schools too. A place has to be offered at the parents' preferred school unless the school has more applicants than places; in that case it will admit the children who have the highest priority under its published admission arrangements which can vary a little in different places.

Most secondary schools cater for both sexes. They tend to be much larger than primary schools.Nearly 88 per cent of secondary school pupils in England go to comprehensive schools, as do all pupils in Wales. These take children of all abilities and provide a wide range of secondary education for all or most of the children in a district from 11 to 16 or 18. All children in Scotland go to Non-Selective Schools.

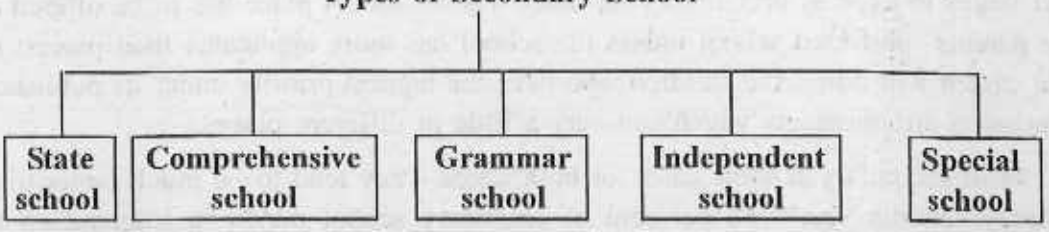
All children in England between the ages of 5 and 16 are entitled to a free place at a state school.

Most State Schools have to follow the National curriculum. The most common ones are:

- Community schools, controlled by the Local Council and not influenced by business or religious groups
- Foundation schools and Voluntary Schools, which have more freedom to change the way they do things than community schools
- Academies, run by a governing body, independent from the local council - they can follow a different curriculum
- Grammar schools, run by the Council, a Foundation Body or a Trust - they select all or most of their pupils based on academic ability .
- Special schools —Special Schools with pupils aged 11 and older can specialize in 1 of the 4 areas of special Educational needs
    - communication and interaction,
    - cognition and learning,
    - Social, emotional and mental health,
    - Sensory and physical needs.

Schools can further specialize within these categories to reflect the special needs they help with, for example Autistic spectrum disorders, visual impairment, or Speech, Language and Communication Needs (SLCN).

Types of Secondary School



State school

state school is popularly called Maintained or grant maintained schools as fully or partly from the governments either Local or National.

comprehensive schools

Most Secondary Schools in England Wales and Northern Ireland are non -selective and accept pupils of ability . These are known as comprehensive schools. Nearly 88 per cent of Secondary School pupils in England go to these School.

Grammar Schools

Grammar Schools are selective, they offer academically oriented general education. Entrance is based on a test of ability, usually at 11 (11+) Grammar Schools are single sexed schools i.e. Children either go to a boys Grammar School or a Girls Grammar School. There are grammar schools in Northern Ireland and some parts of England.

Independent Schools

7% of the children in England go to independent schools. Independent schools are known as public schools and private schools. Parents pay for their children to attend these schools.

public school is an independent secondary school. Public schools in England are not run by the government. The entrance exams used by most public schools are known as Common Entrance exams and are taken at the age of 11 (girls) or 13 (boys).

8.3.4 Curriculum & Examination Curriculum

From the age of 11-14, students will study a broad range of subjects such as Music, Mathematics, Sciences, English, etc, When you reach 14, you generally enter into your first year of a 2 year process known as your GCSE (or SCE for those who are in Scotland). GCSE's are a set of exams that test your knowledge and skill. Most

Schools follow the same method when it comes to GCSE's and you will take the following core subjects:

- English
- Mathematics
- Sciences (either combined or separate Biology, Chemistry and Physics)

Students typically then select an additional 4 or 5 subjects in which to take GCSE's, and they can be subjects like French, German, Business Studies, Design and Technology, Music, Sports Science, Geography, History and many other options.

At State Schools students typically take 5 to 10 GCSE's, depending on the student's ability and drive. For independent schools, which are usually a lot more results driven, it is not uncommon for students to take as many as 11 or 12, focusing more on academic subjects compared to the arts subjects.

GCSE's take a total of 2 years and mark the end of Compulsory Education for students in the UK. Once they have completed their GCSE's students then have the choice to either move into further education (with a view to higher education) or can leave School and look for work.

There is a very strict Curriculum of study that applies to all state, primary and secondary schools in England, Wales and Northern Ireland. They are required to follow the National Curriculum, which comprises of the following subjects: English, mathematics, science, ICT (Information and Computer Technology), DT (Design Technology), History, Geography, Modern Foreign Languages (French, Spanish, German being the primary options), art, PE (Physical Education), Music and Citizenship. Additionally, some Primary Schools in Wales have all lessons taught in Welsh.

Schools in Scotland do not follow the exact same curriculum as pupils in England, Wales and Northern Ireland, but rather one informed by national guidance.

Additionally, while all British schools are required by law to provide RE (Religious Education) teaching to all pupils, parents have the option to withdraw their children from these classes.

The National Curriculum K-12 is integrated Competency Based School Curriculum . Thus School Education is held as a continuous experiencing of the children .From both administrative and pedagogical views the total Curriculum up to 16 years of age has been segregated into four key stages.

Some Features of National Curriculum in UK

The **National Curriculum** was introduced into England, Wales and Northern Ireland as a nationwide Curriculum for Primary and Secondary State Schools following the Education Reform Act(1988). The National Curriculum was developed to standardize content taught across schools, as a response to the disparities in educational experience offered to the nation's children. Prior to the National Curriculum, decision on content and pedagogy were made locally, at either local authority or School level. Whilst excellent education was possible under this system, there was a perception of and potential for poor education provision to remain unchecked. The National Curriculum was intended to form a floor, guaranteeing minimum standards to children who might otherwise suffer from poor education. Schools have additionally been challenged to go beyond the requirements of the National Curriculum, in search of higher standards.

There are two principal aims and four main purposes set out in the National Curriculum documentation and these are:

A. The School Curriculum should aim to provide opportunities for all pupils to learn and to achieve—

- The School Curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils,
- It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively,
- It should equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally,
- The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives,
- It should encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas,

- By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better,
- It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens,
- It should also develop their physical skills and encourage them to recognize the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

B. The School Curriculum will aim to promote Pupils' Spiritual, ***Moral, Social and Cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life———***

- The School Curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong,
- It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies,
- The School Curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society,
- It should promote Equal Opportunities and enable pupils to challenge discrimination and stereotyping,
- It should develop their Awareness and Understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level,
- It should also equip pupils as consumers to make informed judgments and independent decisions and to understand their responsibilities and rights,
- The School Curriculum should promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at Home, School, work and in the Community,

- It should develop their ability to relate to others and work for the common good,
- It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity, It should prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at School and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, Community engagement and employment.

Careers Education

All School of UK must provide a programme of career's education for learners during years 7-11, and an appropriate range of careers information. This type of education contributes to the School Curriculum by helping pupils manage progression in their learning and work .As they move through School and beyond, careers education contributes to pupils personal effectiveness through its emphasis on transferable skills such as decision -making, handling information critically,self awareness, action planning and review, negotiating and self presentation. Pupils can use these skills to manage their self development and Career exploration as well as their Career plans, decisions and routes.

Work -Related Learning

In England there is a Statutory requirement that Schools include work -related learning within the Curriculum for all students at Key Stage 4. In this Stage students are given opportunities to;

- Learn through work —by providing opportunity to learn from direct experiences of work (for example through work experience or part time job, enterprise activities in Schools and learning through Vocational contexts in subjects).
- Learn about work — by providing opportunities for students to develop knowledge and understanding of work and enterprise,
- Learn for work— by developing skills for enterprise and employability (for example through problem-solving activities, work simulations)

This three-stand approach highlights that it is not skills and knowledge that are unique to work-related learning, but the context in which they are developed. Finally,

the National Curriculum enables pupils to improve their own learning and performance by critically evaluating their work and what they have learnt and identifying ways to improve.

Examination

All pupils at the ages of 7, 11, 14 and 16 have been embraced with National Curriculum Tests. Seven-year-olds are subject to written tests on knowledge and skills. In the case of fourteen-year-olds, tests are on Mathematics and Science, and last for 6 hours. There are four levels of Assessment centrally set. An appropriate level is chosen by the teachers who teach a particular group. The teachers assess their pupils work and attach to these marks their own remarks on the level of abilities of a particular pupil. The ultimate approval of the assessment is performed by External Examiners, who determine whether the produced documents justify the assessment or not.

This strategy manifests care for the standard and comparability of school marks. The final assessment of sixteen-year-olds or older pupils is a result of examination tests and is requisite to receive a secondary school graduation certificate. Pupils are graded on an 8-point scale. The final mark depends on not only the final exam result, but also on marks received within the last two years. Two years after passing this exam pupils can take an exam in 2-4 subjects (usually three) on a higher level.

Most GCSEs in Wales take a linear form, that is, timed examinations, which are externally set and marked, are taken at the end of the two-year course. There are some modular GCSEs for which examinations take place when modules have been completed.

In some subjects, the final grade awarded is based partly on controlled Assessment in addition to the examination. Controlled assessment is a form of internal assessment under teacher supervision.

Some GCSE subjects are also examined by tier, that is, different examination papers are targeted at specific ability bands. For subjects where evidence suggests that it is possible to set questions in examination papers which can apply to the whole ability range, there is usually only one tier. For others, there may be two tiers of entry - a foundation tier covering grades G to C and a higher tier for grades D to A* ; or three tiers-higher (grades A* - C), intermediate (grades B - E) and foundation (grades D - G). This is the case for the new mathematics and mathematics - numeracy GCSEs first taught from September 2015 (for which the first examinations will take place in May / June 2017).

Results and certificates

GCSE (General Certificate of Secondary Education) Examinations usually take place in May / June of the school year and students receive a provisional statement of their results on a set day in August. These results are provided by awarding organizations to examination centers (normally a student's school or college) for distribution to students.

Results are reported on an eight-point scale: A*, A, B, C, D, E, F and G. Grade C and above (where A* is high) are classed as 'good' grades; achieving at least a Grade C is an important influence on future pathway options available to students.

In the provisional statement of results, GCSE results are reported to students as marks and as grades; they are recorded as grades on the certificates they receive. Candidates who fail to reach the minimum standard for grade G are recorded as ^{s}U* for 'unclassified' and do not receive a certificate.

Pupils have a right of appeal if they are not satisfied with the examination grades they receive. Further information on appeals is available from the joint council for qualification

Statements of provisional results contain information on the date of the examination, the name of the awarding organization, the name of the examination centre (school/college), the student's details, the qualification name and number, and the numerical mark and grade for each qualification.

Final Certificates are normally issued by awarding organizations to examination centers around 10-12 weeks after the August publication of results. This allows any queries to be resolved before certificates are issued. Each centre is responsible for distributing certificates to students. Certificates include the date of the exam series, e.g. May/June 2017; the name of the awarding organization; the name of the examination centre; the student's details; the qualification name and number; and the letter grade awarded for each qualification.

As of 2018, there are two Concurrent GCSE grading systems. In England, GCSEs are graded numerically from 1 (lowest) to 9 (highest), with a 4 being considered a passing grade. In Wales and Northern Ireland (and in a few remaining subjects in England), a letter grade scale is used, with grades of A* (highest), A, B, C, D, E, F and G (lowest).In Northern Ireland, from 2019, a new grade C* will be introduced, to line up with the English grade 5.

In both systems, work below the grade G or 1 standard is denoted as 'Unclassified' (U). For comparison purposes, a grade C is considered equivalent to a 4, and an A is equivalent to a 7.

The Scottish system of assessment is very different to that of other British countries, being divided into two phases. The first lasts from the age of 5 to 14 for pupils, and is divided into six levels; from A to F. Whole groups are not tested, as is the norm in England. Instead, teachers test individual children when they are ready..

Between the ages of 14 to 16, young people do Standard Grade, and once this is completed, they can study at either Intermediate, Higher or Advanced level. Currently, there are plans to further up-heave the Scottish education system and introduce a single curriculum for all pupils from age 3 to age 18.

At the end of Key Stage 4 (age 16), Assessment is mainly through external qualifications, such as the General Certificate of Secondary Education (GCSE)and other qualifications. These are important for student progression and for secondary school accountability under the National School Categorization System.

progress report

In Key Stage 3, the written progress report must include the results of teacher assessment in the National curriculum subjects and information on attainment in the statutory reading and numeracy tests, along with a narrative report on literacy and numeracy based on the National Literacy and Numeracy Framework (LNF). For pupils at the end of Key Stage 3, it should also include the results of statutory teacher assessment in terms of National Curriculum Levels.

The results of GCSE qualifications and specified vocational qualifications by Local Authority and for the whole of Wales are published online. Individual school results are not published online by the Government. Individual schools in Wales must though publish their results in GCSE examinations and in specified vocational qualifications in their school prospectus and in the governors' annual report to parents. These publications must also include the results of the end of Key Stage 3 teacher assessment. They do not include individual pupil results.

Progression of Pupils

Progression of pupils from one class to the next is a matter of custom and practice, rather than a legal requirement. In practice, pupils almost always progress automatically to the next year. Low attainment of individual pupils is addressed through differentiated teaching and the provision of additional support, rather than by repetition of a year. The same can apply to academically gifted pupils. Pupils are placed out of their age-related year group only in exceptional circumstances.

Certification

Nationally recognized external qualifications are the main means of Assessment at the end of Compulsory Secondary Education(Key stage 4, age 16).

Under the Qualification Wales Act 2015 , schools in Wales can only offer a course to learners under the age of 19 that leads to a qualification that is approved or designated. Qualifications Wales , which was established under the 2015 Act as the regulator of General and Vocational qualifications in Wales, is responsible for approving or designating external qualifications. It replaced the Welsh Government in this role. Both approved and designated qualifications are provided by recognized awarding bodies and are eligible for use on publicly-funded programmes of learning for those under the age of 19. Details of all approved or designated qualifications are contained within the Qualifications in Wales database.

At the end of Key Stage 4 (age 16), students take qualifications that fall into three main groups:

- GCSE (the main method of student assessment at this stage)
- Non-GCSE technical and vocational qualifications,
- Entry Level qualifications.

For some students at Key Stage 4 these qualifications sit under the overarching Welsh Baccalaureate framework.

General Certificate of Secondary Education (GCSE)

The qualification most commonly taken at the end of Key Stage 4 (age 16), following a two-year programme of study, is the General Certificate of Secondary Education (GCSE). Although the GCSE is the main method of assessment in this phase of education, GCSEs can also be taken at any age (e.g. by adults in further education)

GCSEs are available in a wide range of subjects, including some vocational areas, and Key Stage 4 students typically take eight+ GCSEs in a range of subjects. A qualification is awarded for each subject.

GCSEs are undergoing reform both to make them more relevant to the needs of Welsh learners, employers and other stakeholders, and to reflect the more demanding requirements for the teaching and learning of English, Welsh and mathematics introduced by the National Literacy and Numeracy Framework (LNF).

As a result, in September 2015, new GCSE courses were introduced in English language, Welsh language, mathematics and mathematics - numeracy. These were developed by the Welsh awarding organization to be coherent with the LNF; to focus more on the type of skills which are assessed in the PISA International survey, in which Wales' performance has been disappointing; and to emphasize the application of knowledge and transferable skills. GCSEs in English literature and Welsh literature were also revised for first teaching from September 2015. The first examinations for these revised GCSEs will be taken in 2017 and results will be issued in August that year. For the remaining GCSE subjects, some new GCSEs were introduced in September 2016 (e.g. in music, geography, PE, art and design, and the science subjects), and the final tranche of revised GCSEs will begin to be taught in September 2017.

The new GCSEs are being developed by the WJEC awarding organization in line with qualification- and subject-specific criteria produced by Qualifications Wales. The subject-specific criteria set out the knowledge, understanding, skills and assessment objectives for a given subject. Qualification-specific criteria relate to the Development and Accreditation of Qualifications of a particular type. For revised GCSEs in Wales they are set out in *Approval Criteria for GCSE Qualifications*^ Further information on general conditions of recognition, and qualification-specific and subject-specific principles which must be observed, is available from Qualification Wales. Schools must also be approved and registered with an awarding organization as an examination centre in order to conduct GCSE examinations. For further information on the regulation of qualifications in Wales, see the article on the National Qualifications Framework.

Secondary School teachers use both ongoing formative and summative assessment to evaluate learners[5] progress towards planned learning objectives, and use the information from this assessment to improve their own planning and teaching. Other key features of the assessment framework in compulsory secondary education are:

- Statutory Assessment for pupils in all years of Key Stage 3 (Years 7-9, ages 11-14) who must take national standardized literacy (reading) and numeracy tests each year
- Statutory Summative Teacher Assessment in all National Curriculum subjects at the end of Key Stage 3 (age 14)
- External Examinations at the end of Key Stage 4 (age 16).

Different Bodies which are responsible for Pupil Assessment

- The Welsh Government, which has overall responsibility for keeping the statutory assessment arrangements under review and for advising the Welsh Ministers accordingly.
- Esteem, the Office of Her Majesty's Inspectorate for Education and Training in Wales which, under the Education (school) Act 1992, is responsible for school inspection.
- Qualifications Wales, which is responsible for regulating the qualifications available to pupils at the end of Key Stage 4, and the awarding organization who provide approved qualifications for use with pupils.
- Local Authorities (LAs) who have a duty to ensure that schools in their area administer statutory assessments appropriately.
- Schools who are responsible for planning the whole school curriculum for their pupils, for assessing pupil learning, for informing parents of progress, and for complying with statutory assessment requirements. Responsibility is shared between the head teacher and the school Governing body.

In addition to providing information on individual pupil progress and, in the case of the examinations at the end of Key Stage 4 being required for progression to further education, training or the workplace, results from the statutory system of assessment also contribute to the performance data which is collected and analyzed nationally for the school accountability system - the National School Categorization System.

8.3.5 Educational Administration and Supervision

On the Central level education in England and Wales is administered by the Ministry of Education. Although 2,500 people are employed in the department, direct management and supervision over schools is exercised by Local Education Authorities, which are accountable to the Local Education Committees, which consist of elected representatives from the local government

In England and Wales there is a certain number of schools founded by religious communities (Anglicans, Roman-Catholics and Jews). In these schools churches decide on religion education syllabi, school admission and teachers' employment. These institutions are financially supported by the LEA, which in this way they has a certain influence on the curricula in these schools

A head teacher plays an important role in the English education system. He/she is responsible for the organization, management and control of everything that happens in the school. Each school is obliged to publish a prospectus, which reaches potential pupils' parents. The prospectus contain specific data on the school, including examination results from previous years. School management lies within the head teacher's competence. He/she is assisted by a deputy head teacher. Teachers and assistants perform an educational process. Teachers are mostly graduates of education departments at the universities, colleges of education or former polytechnics. In teachers' training the practical aspect is emphasized, i.e. methodology of teaching and effective implementation of the educational process

Since 1984 only higher school graduates with a professional title to teach their subject have been employed in English schools. Beside university degree, an English teacher has to receive a qualified teacher's license on the basis of his/her professional title and experience gained at work. Although skill upgrading trainings are not compulsory for teachers, educational authorities may put pressure on teachers to make them participate in them. After two years of work confirmed by positive opinions of inspectors and the headmaster, teachers gain the status of qualified teacher.

Supervision over Schools is performed by Her Majesty's Inspectors (HMI). They are not only experts on education, but also representatives of other professions. They work in teams and contact particular LEAs, especially the head of education departmen in order to perform school inspections. The head of Education Department has a team at his/her assistance (psychologists, former teachers, representatives of young people, etc).

8.3.6 Finance in Education

In England the Department of Education and Skills (DFES) is responsible for financing education. DFES distributes financial resources to various education institutions at the central level and to local authorities (in order to perform concrete priorities determined by the government). The planned expenses are defined in the Department's Investment Strategy and published thereafter.

Nursery and Primary Schools are financed from the central budget through the local authorities. State schools acting within the framework of compulsory education are granted 100% of funds from local governments' budgets for current expenses and investments. In England schools also receive funds for conducting the so-called sixth form (for 16-year-olds). Expenses are often determined on the school level. A school receives an individual budget calculated on the basis of an algorithm which is

subsequently passed to the managing organ in order to cover current expenses on the school's activity. The management of the school budget is a common obligation of the managing organ and the head teacher, who are responsible for making the best decisions for the school and for effective spending the funds in accordance with the school's needs. Since April 2006 there are different solutions in England which involve receiving funds by the local authorities from two different sources: (i) from the general government subsidy for education (the Dedicated School Grant, the DSG) which includes most of the funds, and (ii) from special subsidies for schools for specific purposes (specific grants).

The Dedicated School Grant (DSG) is different for particular local authorities. The calculation of this grant is based on such indicators as: expected number of pupils, expected individual budgets of particular schools, needs for other educational services in a particular area (e.g. special education), etc. The grant is passed to the local authorities but the latter keep the right to specific distribution of the funds among schools, depending on local needs and priorities. This concerns, for example, the distribution of funds among the age groups from 5-year-old children through primary and secondary schools. Each local authority entity prepares principles of fund distribution (based on the School Finance Regulations 2006) and formulates them in the Scheme for Financing Schools.

Principles established in this way lead to the resolution on an individual budget for each school. Individual budgets are usually set on the basis of the number of pupils, but also other elements are taken into consideration, (e.g. for example, pupils' special educational needs, pupils' educational achievements etc). While working on a school's individual budget, local authorities have to foremost take into account the presence pupils of disadvantaged groups. Local authorities may also reserve part of the funds for special purposes determined in the central legislature (e.g. special education, extra teachers). These authorities are also obliged to consult a local School Forum while establishing or changing the algorithms of granting funds (a School Forum is compulsorily appointed by the local authorities and is a representation of the school managing councils and head teachers in a particular area. The Forum expresses their opinion on subjects concerning a school

8.4 Universalisation in Secondary Education in U.S.A

8.4.1 Aims and objectives of Secondary Education

In U.S.A., Secondary Education is mainly influenced by local environment and controlled by local public. But the system is based on the recommendations of national

commissions on Secondary Education. In 1912, National Education Association appointed a 'Commission on Re organization of Secondary Education'. After six years of intensive study and inspection, the Commission laid down some cardinal principles of Secondary Education. According to these principles the aim of providing opportunity of complete and worthy living to every citizen of U.S.A. after getting Secondary Education was accepted. Seven main aims of Secondary Education were accepted. These were as follows:

Health Education

This Committee recommended the inclusion of health education in the curriculum of secondary education for the improvement of physical and mental health. Health education aimed at arranging health programmes from time to time and providing opportunities for the improvement of health as well as motivating students to fulfill their national; social, family and individual obligations and responsibilities.

Command of Fundamental Processes

In order to make the education of secondary level more useful and progressive, efforts should be made for conducting necessary experiments in the education based on fundamental processes of elementary stage and for providing practice in them.

Worthy Home-membership

Secondary education should be so adequate and effective that the children, after getting this education, may become dutiful and prove worthy members of the family by showing ideal behaviour in the family, and by developing such qualities as co-operation, tolerance and good will, which are necessary for worthy home-membership.

Vocational Education

Vocational education and training should be given priority in the curriculum of this stage so that children may achieve success from the point of view of vocation. The future citizens, thus trained vocationally, will be able to contribute to the prosperity of the nation and will be able to raise their standard of living. This education should develop in them vocational interest, vocational efficiency and co-operative spirit.

Civic Education

The education should be so organized as to make the future citizens of U.S.A. worthy citizens of the nation so that they may prove useful to the nation, society and

the world. The modem citizen should help not only in the solution of national problems but also in the solution of problems of international importance.

Worthy Use of Leisure

Secondary education should develop in children the capacity of using their leisure time constructively. The educational system should be so organized as to enable the children to use their leisure time for developing their personality and raising their mental and physical standard.

Ethical Character

Those activities should be included in the educational programmes at the secondary stage, which may develop ethical character of students and create an ethical environment in the country.

All the schools tried to incorporate the above principles of organization of secondary education in their respective curricula and determined educational aims accordingly. An attempt was also made to socialize individualistic education.

In 1933, the need for re organization of Secondary Education was felt. A 'Committee on Socio-Economic Goals of America' was set up to look into the matter. The Committee appointed in 1918 had stressed the need of individual development on the basis of development of individualistic education.

But this committee gave more emphasis on social development through the medium of social and co-operative educational programme. This Committee recommended that American education be made more social, economic and public.

It laid down the following objectives for this socially progressive education:

- The objective of physical security,
- The objective of equality of opportunity,
- The objective of economic security,
- The objective of freedom,
- The objective of mental security,
- The objective of fair play,
- The objective of suitable occupation,
- The objective of an active and flexible personality,

- The objective of hereditary strength,
- The objective of participation in evolving culture.

In the same way the 'Department of Secondary School Principle' appointed a 'Committee on the Orientation of Secondary Education' in 1932, to study secondary education and to suggest suitable programmes for it. This Committee submitted two main reports and recommendations.

In the first report this Committee gave suggestions for creating a conducive atmosphere in the schools for the development of social membership, social ideals, abilities and character. This process was defined by the word 'Education' by this Committee. In this type of education, motivation for complete development of normal citizens and capacity of providing guidance to children were considered necessary. This progress was possible through secondary education alone. Primary education could not provide any opportunity for such a progress.

8.4.2 Structures of Secondary school

High school

Grades 7-12 or 8-12 | Length of program 6 years | Age level 13-18

Junior Secondary

Grades 7-8 or8-9 | Length of program 3 years | Age level 13-15

Senior High School

Grades 9-12 or 10-12 | Length of program 4 years | Age level 15-18

8.4.3 Types of Secondary school

Middle School / Junior High School

Middle Schools, or junior High Schools, are Schools that span grades 7, 8, and sometimes 5, 6 and 9, which straddle primary and secondary education. Upon arrival

in middle school or junior high school, students begin to enroll in class schedules where they take classes from several teachers in a given day. The classes are usually a set of four or five (if foreign language is included in the Curriculum) core academic classes (English or "Language Arts," Science, Mathematics, History or "Social Studies," and in some Schools, Foreign Language) with two to four other classes, either electives, supplementary, or remedial academic classes.

Most also have "honors" classes for motivated and gifted students, where the quality of education is higher and much more is expected from the enrolled student. Successful completion of middle school or junior high school leads to entry into High School.

Public School

Public School refers to Schools run by a governmental authority. In some states, such as Hawai'i, the State Government runs all public schools; in others, local school districts (independent of any other Governmental body such as a city or county) run the public schools. States differ also in how public schools are financed. In general, they are financed from taxpayer dollars. Tuition to public schools is usually free; though parents are often expected to pay for some expenses as well as for optional programs like sports or music. Public Schools may not deny admission to students based on academic criteria; they may expel and bar students for extreme disruptive conduct. Public Schools are generally prohibited from offering any religious instruction, a major source of controversy within the United States. In many locales dominated by one religious faction or another, there are frequent calls to "let God back in the schools". Neutral education on the subject of religion is permitted, as is the study of the Bible from a literary perspective; the prohibition is against favoring a specific religious view. Such courses are still uncommon, however.

Magnet Schools

Magnet Schools are regular Public Schools that have a special educational theme, mode of instruction, subject emphasis, or other characteristic and are permitted to enroll students from across the entire school district rather than being confined to normal school attendance boundaries. Magnet programs have similar features but are located within regular public schools rather than being separate schools. The legal purpose of magnets is to promote equal access to unique educational opportunities by minority students who would otherwise be confined to regular schools based on residence.

Private School refers to Schools run by private entities, unaffiliated with the government. (In the UK, these are called *public schools,* confusingly enough). Private schools may set admission criteria (many reject below-average students), almost always charge tuition, and may offer religious instruction. Many private schools are run by churches or religious orders, these are known *as parochial schools.* Private schools are schools that are not public, they are not run by any government, but rather function as an independent institution. Private school range from levels of kindergarten to undergraduate, various institution usually accommodating different levels. Majority of private schools have a tuition cost of attendance. As of 2013-2014 there were 33, 619 private schools in the United States. Majority of private schools in the United States are associated with religious orientations making up 68.7% of all private schools as of 2013 -2014.This is a number had an increasing trend in the period of 1989-2005 however, it dropped by about 9% in 2006-2007,but seems to be increasing again.

A private Schools can accept money from the federal government otherwise called "Federal Financial Assistance" which can come as funds in the form of grants or loans, donations, assets and property or interest in property, services by federal employees or contract of intent to receive federal assistance, involvement in federal programs. Schools receiving funding must comply with additional federal regulations included in many of the above acts. However, policy can also have exceptions to these regulations based on the private school characteristics such as having religious belief that the law would be defying or being involved in military development

Charter Schools

Charter schools are subject to fewer rules, regulations, and statutes than traditional state schools, receive less public funding than public schools, typically a fixed amount per pupil and are often over-subscribed.

College-Preparatory Schools

College-preparatory schools, commonly referred to as 'prep schools', can be either publicly funded, charter schools or private independent secondary Schools funded by tuition fees and philanthropic donations, and Governed by independent boards of trustees. Fewer than 1% of students enrolled in school in the United States attend an independent private preparatory school, a small fraction compared with the 9% who attend parochial schools and 88% who attend Public Schools. While these Schools are not subject to Government oversight or regulation, they are accredited by one of the six regional accreditation agencies for Educational Institutions.

Home schooling

It is estimated that some 2 million or 2.9% (approx) of U.S.A children are home educated. Home schooling is lawful in all 50 states, and although the U.S.A Supreme Court has never ruled on homeschooling specifically, in *Wisconsin v. Voder,* 406 U.S. 205 (1972) it supported the rights of Amish parents to keep their children out of public schools for religious reasons. *Home Schooling* refers to the practice of educating children in the home (in many cases, parents who home-school cooperate in doing so). This is legal in the USA, though home-schooled students (and those in private schools) in some states are expected to pass state-administered placement tests. Home schooling is often motivated by objections to the public school curriculum, usually on religious grounds. Another motivation is the perception that the standard school environment in general is psychologically harmful or otherwise not conducive to quality education.

8.4.4 Curriculum & Examination

Curriculum

The mandatory subjects which are taught in USA high schools include:

- **Science** - Biology, Chemistry and Physics
- **Mathematics** - Statistics, Algebra. Geometry and Calculus
- **English** - Oral languages, Humanities, Literature and Composition
- **Social Sciences** - History, Geography and Economics.

Foreign language

Some students also start taking a foreign language or advanced math and science classes in middle school. Typically schools will offer Spanish and French; and, often German: and, sometimes Latin; Chinese, Japanese, and/or Greek.

Other subjects

In addition to Pre-Algebra and other High School Mathematics prep courses, Algebra and Geometry are both commonly taught. Schools also offer Earth Science, Life Science, or Physical Science classes. Physical education classes (also called "PE", "Phys Ed", Kinesiology, or by the older term, "gym") are usually mandatory for various periods. For social studies, some schools offer U.S. History, Geography, and World History classes. Many states require that courses in the "core" areas of

English, science, social studies, and mathematics every year although others allow more choice after 10th grade. The majority of high schools require four English credits to graduate.

Generally, three Science courses are required. Biology, Chemistry, and Physics are usually offered. Courses such as physical and life science serve as introductory alternatives to those classes. Other science studies include Geology, Anatomy, Astronomy, Health Science, Environmental Science, and Forensic Science.

Examples of Magnet Schools and programs are frequently found in Curricular areas such as Science and Technology, the Arts, or Career Education; and in modes of instruction such as experimental, traditional, Montessori, or others.

vocational or college prep curriculum

Many High Schools in the United States offer a choice of Vocational or College Prep Curriculum. Schools that offer Vocational programs include a very high level of technical specialization, e.g., auto mechanics or carpentry, with a half-day instruction/ approved work program in senior year as the purpose of the program is to prepare students for gainful employment without a college degree. The level of specialization allowed varies depending on both the state and district the school is located in advanced study.

- Family and consumer Science/Health (Nutrition, Nursing, Culinary, Child development, and additional Physical Education and weight training classes)
- Junior Reserve Officers' Training Corps (In some Schools, JROTC may replace a credit of Health or P.E.)
- Some American High Schools offer Drivers' Education, At some schools, a student can take it during school as a regular course for a credit. At some schools, Drivers Education courses are only available after school.

In most districts, the grade levels K-12 are Physically segregated into three different types of School: Primary School (or Elementary School), Middle School (or Junior High), and High School. Depending on the district, Primary School is usually K-5 or K-6, Middle school is 6-8, 7-8, or 7-9; and High School (sometimes "Senior High School") is 9-12 or 10-12. Other districts may do different things. Some use the term "Middle School" to refer to a 6-8 School and "Junior High" to refer to a 7-9 School, but this distinction is far from Universal.

Sports

One major difference between Schools in the USA and elsewhere is extracurricular Sports. "Physical Education" (exercise and other forms of physical activity) is mandatory and found at all grade levels—and probably are similar to what is found in other countries. What is unique in the US is that starting in about sixth grade or so, schools form teams to compete amongst each other in various sports competitions—(American) football, basketball, baseball, softball, soccer, track and field, long distance running ("cross country"), volleyball, wrestling, hockey in some places, golf, and even skiing. Participation is usually voluntary, and often competitive. Both boys and girls participate; public schools are required to provide equal opportunity in sports to both sexes. (Boys and girls don't usually compete against each other, though there have been cases of girls with exceptional athletic ability competing on boys' teams.)

For many sports—especially American football and basketball-the competition is particularly cutthroat. What's more, many school districts have an "athletics first" culture among the student body, if not among the administration and community at large. The student social hierarchy-especially for boys—at most American high schools is dominated by those who succeed the most at (school vs. school) sports; the dream of many boys is to be "captain of the football team". Athletic success is frequently prized far more than academic success.

This is further replicated at college. Most major Colleges and Universities field teams, and the competition there is even fiercer and more cutthroat. College athletics (again, basketball and football in particular) is a multi-million dollar business in the United States, with star players going on to professional sports careers.

At Junior and Senior High School, mandatory subjects are English, Mathematics, Biology, Chemistry, Physics, Physical Education and History. Schools also offer optional courses from which the students can choose, e. g. Art, Modern Languages, Computers. Physical Education is a very important subject in the United States - many students participate in sports programs.

Examination

Grade

In most districts, the grade levels K-12 are physically segregated into three different types of school: primary school (or elementary school), middle school (or junior high), and high school. Depending on the district, Primary School is usually K-5 or K-6, Middle School is 6-8, 7-8, or 7-9; and High School (sometimes "Senior High

School") is 9-12 or 10-12. Other districts may do different things. Some use the term "middle school" to refer to a 6-8 School and "Junior High" to refer to a 7-9 school, but this distinction is far from Universal.

In some districts, different grade levels may be consolidated into a single class—usually no more than 2. (Though in very small rural districts, one may still find the one-room schoolhouse, where five-year-olds and pre-teens are all educated in the same room by the same teacher).

Grading Scale

In the USA (as in other English speaking countries) letter grades are used in reports.

- A > 90 % (excellent)
- B > 80 % (very good)
- C > 70 % (improvement needed)
- D > 60 % (close fail)
- E > 50 % (fail)
- F < 50 % (fail)

In general, only grades A to C are a 'pass' - a plus (+) or minus (-) might be added (e. g. A-.

8.4.5 Educational Administration and Supervision

Compulsory Education laws refer to "legislative mandates that school-aged children [shall] attend public, nonpublic, or home schools until reaching specified ages. In most cases, local school attendance officers enforce compulsory education laws, and all jurisdictions hold parents/legal guardians responsible to ensure their child/children attend school The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. University studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The Academic Year at many schools is composed of two terms called "semesters." (Some schools use a three-term calendar known as the "trimester" system.) Still,

others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

In most parts of the United States, School attendance is for 5 days of the week (Monday through Friday), nine months (180 instruction days) of the year. (Again, exceptions abound). A full school day is usually 7-8 hours, including a break for lunch, excluding extracurricular activities such as sports. The school year generally starts anywhere from mid-August (e.g. Kansas City, Iowa, Minnesota, Missouri, North Carolina, Texas, Virginia and West Virginia) to late September, and generally ends anywhere from mid-May to late June (though snow days in northern districts can sometimes push this into July). Two major breaks during the School year are winter vacation (often called Christmas vacation, though many frown on public schools even *mentioning* Christmas due to church and state separation), typically 2-1/2 weeks in December, and Spring Break—a week off in late March (sometimes early April).

Generally, younger children (grades 3 and lower) don't attend a full day-they get to go home a bit earlier. In some places, kindergarten is 1/2 day.

Schoolchildren above a certain age are assigned homework—when homework starts varies from district to district.

Gifted and talented students can take advanced courses in their schools or attend additional courses at community colleges in the afternoons or during the holidays. Often such courses are later acknowledged by universities, and can facilitate early graduation.

Most students in the USA are enrolled in public schools. These are financed through taxes, so parents do not have to pay for their children's education. About 10 % of US students attend private schools, where parents have to pay a yearly fee.

Another option is homeschooling: approximately 1-3 % of parents in the USA educate their children at home. Some reasons for homeschooling are religious views, special needs (e, g. handicapped children), or problems in traditional schools (bullying, drugs etc.). However, there is also opposition to homeschooling claiming that the students have difficulties socializing with others, that homeschooling (often carried out by the parents) is of a poor academic quality and that (especially concerning religion) extremist views might be encouraged.

It is not common for students in the USA to wear school uniforms, but many schools have dress codes telling students what kind of clothing is or is not allowed

in school. Some schools (especially private schools) have started to require their students to wear school uniforms in order to improve school discipline and avoid 'fashion cliques'.

8.4.6 Funding & Expenditures

Early funding of public education was uneven from state to state and even from school district to school district, particularly during the late nineteenth century. Perhaps the most important test case benefiting school funding was the 1874 Michigan Supreme Court decision on behalf of a Kalamazoo high school board, affirming its right to assess taxes as a basis of support. Subsequently, other schools in many states that had been operating under precarious circumstances seized the opportunity to gain financial backing.

While Federal contributions are considerable, the primary responsibility for funding public schools rests with states, districts, and public and private organizations. According to Federal figures in 2001, only about 9 percent of the $600 billion spent annually for education is supplied by the U.S. government. About three percent of all federal money goes to various school and Head Start lunch programs.

Moneys have been earmarked since 1981 to aid financially disadvantaged elementary and secondary school youth through Chapter 1 of the Education Consolidation and Improvement Act. Title I, as it most commonly is called, has since appropriated billions of dollars to thousands of school districts whose populations contained a significant number of persons falling below the poverty line.

8.5 Universalisation of Secondary Education in India

8.5.1 The Structure of School Education in India

The Structure of School Education in India, being a union of states, has accepted a uniform structure of education popularly known as 10+2+3 pattern of school and college education. This pattern visualizes 10 years of general education including 8 years of elementary followed by 2 years of secondary education, 2 years of senior secondary .The importance of secondary education was recognized long ago in India. Secondary education occupies a critical position in the entire educational structure and is described by many as the lintel of the entire educational edifice. It has been observed that secondary education takes place at the critical stage of adolescence; when attitudes to life and work are being shaped. Secondary Education is up to 14-

17 years. In this age group standards are class9 to class!2(+2). The schools in this group are Secondary School and Senior secondary school.

The age group 14 & 15 is called as Secondary school & 15-17 is called as higher Secondary schools. The enrollment of students in secondary education is increased in every year both in rural & urban areas. The department of higher education reforms its various schemes such as for improving education in Science, Vocational areas and Work experience, Population Education, Cultural programmes, computer literacy, education technology, yoga, physical education and sports. A number of programmes have been formulated for girls, SC/ST and disabled children.

The middle stage of education consists of classes either from VI-VIII or from VI-VII depending upon the states or union territories. The 18 states which come under the first category are: Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh. Manipur, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry. The second system (VI-VII) is effective in states like Assam, Goa, Gujarat, Karnataka. Kerala, Maharashtra, Meghalaya, Mizoram, Dadra & Nagar Haveli, Daman & Diu. Lakshadweep and Mahe region of Pondicherry.

Schemes for Secondary Education

Secondary Education is the most significant stage in the educational hierarchy as it prepares the students for higher education and the world of work. The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18. At present, the following schemes targeted at secondary stage (i.e. class IX to XII) are being implemented in the form of Centrally Sponsored Schemes:

- Rashtriya Madhyamik Shiksha Abhiyan,
- Girls Hostel Scheme,
- National Scheme of Incentives to Girls for Secondary Education,
- Inclusive Education for Disabled at Secondary Stage,
- Scheme of Vocational Education,
- National Merit-cum-Means Scholarship Scheme,
- Scheme for construction and running of Girls' Hostel for students of secondary and higher Secondary Schools,

- Scholarship Schemes for Minority Students,
- National Scholarships.

The National Council for Educational Research and Training (NCERT) promotes educational development both in quantitative and qualitative terms and makes special efforts to remove disparities and equalize educational opportunities for all students. NCERT acknowledges and appreciates educational brilliance in students through the National Talent Search Scheme. It also seeks to applaud artistic distinction through the Chacha Nehru Scholarships - for artistic and innovative excellence. The National Bal Bhawan has instituted a system of honouring talented children in different age groups in the year 1995 through the Bal Shree scheme.

8.5.2 Different types of Schools

- ***Government Schools***
- ***Private Schools (Unaided)***
- ***International Schools***
- ***Home-Schooling***

Vocational Education

India's All India Council of Technical Education (AICTE) reported, in 2013, that there are more than 4,599 vocational institutions that offer degrees, diploma and post-diploma in architecture, engineering, hotel management, infrastructure, pharmacy, technology, town services and others. There were 17.4 lakh students enrolled in these schools. Total annual intake capacity for technical diplomas and degrees exceeded 34 lakh in 2012.

According to the University Grants Commission (UGC) total enrollment in Science, Medicine, Agriculture and Engineering crossed 65 lakh in 2010. The number of women choosing engineering has more than doubled since 2001. Secondary Education in India starts form class VIII or IX depending upon the states or union territories. The Secondary Stage consists of Classes IX-X in 19 States/UTs. Viz., Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Nagaland, Punjab, Rajasthan , Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry.

The other stage i.e. classes VIII to X is adopted in 13 States/UTs viz., Andhra

Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe & Yanam regions of Pondicherry. The Higher Secondary / Senior Secondary stage of School (classes XI-XII) which comes under the 10+2 pattern is available in all the States/ UTs though in some States/UTs these classes run in Junior Colleges or are attached with universities.

Academic Session

The academic session usually begins from July after a long summer vacation in most of the states but it is different in hilly states where the winter vacation is significant.

The total number of working days is more than 200 days in all states and Union Territories.

8.5.3 Recommendations of Different Committees

Various Committees have given their valuable suggestions regarding aims and objectives of Secondary Education after independence.

They are as follows :

Secondary Education Commission (1952-53) :

- To bring all round development among the learner,,
- To train the young mass of the country to be good citizens who will be competent to play their part effectively in the social and economic development of the country,
- To promote social virtues, intellectual development and practical skills of students,
- To Train character of students to enable them to participate creatively as citizens in the emerging social order,
- To improve practical and vocational efficiency of the students.
- To develop a scientific attitude of mind to think objectively,
- To inculcate the qualities necessary for living harmoniously and efficiently with one's fellowmen,
- To develop artistic and cultural interests which are essential for self-expression and development of all round personality of pupils.

Indian Education Commission (1964-66)

- The main objective is "national reconstruction by raising the standard of living of our people."
- The education is to meet the needs of a modernizing democratic and socialistic society,
- It would promote productivity,
- It would strengthen social and national integration,
- It would consolidate democracy to adopt as a way of life,
- It would accelerate the pace of modernization,
- It would enable students to participate in productive work in school, home, workshop, form and factory etc.
- It would develop social, moral and spiritual values among the students.

The NPE (1986 and the Revised NPE, 1992)

As per the recommendations of Indian Education Commission, Education was reconstructed for the economic and cultural development of the country. Importance was given on qualitative development of secondary education by relating education with the real life situations of the students. The NPE, 1986 and the Revised NPE, 1992 have discussed about the aims and objectives of education in general out of which some are relevant to secondary education.

They are as follows

- Secondary education is meant essentially for all round development, material and spiritual.
- It develops manpower for different levels of the economy, ultimately promoting self-reliance.
- It develops a sense of good citizenship among the learners.
- It would inculcate democratic values, rights and duties in a democratic set up among the students.
- It would strengthen the "whole world as one family" view and motivates, the younger generations for international co-operation and peaceful co-existence.
- It should provide equality of educational opportunity for all not only in access, but also in the conditions for success.

- It would inculcate in children scientific temper and independence of mind.
- Minimum Levels of Learning (MLL) would be laid down and steps need by taken for fostering among students an understanding of a diverse cultural and social systems of the people.
- It enables to develop physical health through physical education among the students.

Besides these, the secondary education should be based on a national curricular frame work which contains a common core along with other components that are flexible.

8.5.4 Curriculum and Methodology

Social, Cultural, Political, Economic and Educational parameters have guided the development of the National Curriculum Framework:

- All citizens of India should have equal access to education,
- The specific needs of the disadvantaged sections of the society ought to be met through the curriculum,
- Education regarding India's cultural heritage needs to be imparted to students in order to develop national identity and a spirit of togetherness,
- It is essential to impart knowledge of the citizens' duties and rights, and ideals of the Constitution of India to children,
- In view of the erosion of values, it is imperative through the curriculum to inculcate moral and social values amongst students,
- Besides national identity and unity, it is also imperative to develop international understanding through the curriculum,
- Protection of the environment and conservation of natural resources should be major objectives of school curriculum,
- In view of the increasing population of the country, it is imperative to include suitable content relating to population education in the syllabi of different subjects,
- The curriculum should aim at preparing a child for life, which means that relevant knowledge should be imparted and appropriate skills, competencies and values developed,

- Education plays a significant role in national development by increasing human resources, the primary objective of the curriculum ought to be total development of the child's personality,
- All the processes of education should be child-centered, with the teacher playing the role of a facilitator during the process of learning,
- The curriculum should aim at developing students' creative potential,
- The curriculum should develop a scientific approach amongst students,
- Work should not be considered as distinct from education. Instead , work should be adopted as a medium for imparting education,
- The process of evaluation should be continuous and comprehensive,
- Media and educational technology ought to be employed to make the transactions of curriculum effective.

The Primary Objective of the Curriculum

- the Curriculum ought to be total development of the child's personality;
- All the processes of education should be child-centered, with the teacher playing the role of a facilitator during the process of learning;
- The Curriculum should aim at developing students' creative potential;
- The Curriculum should develop a scientific approach amongst students;
- Work should not be considered as distinct from education, instead , work should be adopted as a medium for imparting education;
- The process of evaluation should be continuous and comprehensive;
- Media and Educational Technology ought to be employed to make the transactions of curriculum effective.

An important development since the National Policy on Education was formulated in 1986 has been the acceptance across the country of a common structure of education and the introduction by most states of the 10+2+3 system. There are eight years of elementary education (five years of primary school and three years of upper primary/ middle schooling) and four years of secondary education (two years of general secondary and two years of higher secondary)

The main characteristics of the National Curriculum, developed in accordance with the above-mentioned principles, are described in the following sections.

General Education

The National Curriculum envisages the first ten years of school as the period of general education and that the diversified curriculum should be introduced at the end of general education (i.e. at the beginning of the senior secondary stage.) This plan provides all students with an opportunity to receive instruction in each of the curricular areas considered essential for their overall development.

(Un differentiated) Curricula

The National Curriculum Framework also envisages an undifferentiated Curriculum for all children - irrespective of sex and place of residence (i.e. urban or rural).

Minimum levels of learning

The 1986 NPE recommended the establishment of minimum levels of learning (MLLs) for the various subject areas at the different school stages. In this context, a Government of India committee (under the Chairmanship of Professor R.H. Dave) elaborated the MLL curriculum concept that designates the competencies to be mastered by the primary level pupils in each subject, at specific points in time. For the first five years of primary schooling, the MLL covers the mother tongue, mathematics, social science and science. The MLL approach implies that the teacher's responsibility is not confined to syllabus coverage. Rather, teachers must be responsible for their pupils mastering designated competencies. This approach has necessitated on-going development of MLL-based textbooks and MLL-based evaluation. It has also introduced a higher concept of teacher accountability. Teachers are now held responsible for pupil competency development and not merely for teaching the prescribed syllabus—as was the previous practice.

Common-core elements

The 1988 National Curriculum Framework (NCF) recommended compulsory core curriculum elements to be taught throughout the country. Most of these core elements are aimed at the development of national identity and a spirit of togetherness leading to national unity. The common core elements recommended in the NCF are: the history of India's freedom struggle; constitutional obligations; content essential for the development of national identity; common cultural heritage of India; democracy, secularism, socialism; gender equality; environmental conservation; removal of social barriers; the small-family norm; and development of a scientific approach. The core

elements are not to be treated as separate subject areas. Rather, the content is to be interwoven into the different subject areas. Here, it should be noted that, for the first time during India's post-independence period, conscious efforts have been made to place values at the centre stage of curriculum.

Continuous and Comprehensive Evaluation

The NCF also considered the limitations of the existing evaluation system, which relies mostly on one-shot, end of-the-year impact evaluation. This annual examination measures skills attainment and the affective domain is generally ignored (i.e. attitudes development). To remedy this, the NCF recommended that evaluation should be treated as an integral part of the classroom teaching/learning process. Furthermore, evaluation, conducted periodically, should provide the type of feedback on student achievement that enables teachers to improve their methodology, if required.

Interactive teaching

It is recognized that both the educational curriculum content and process must be re-oriented in order to bring about overall quality improvement. During the past few years, successful attempts have been made to re-orient the educational content to current development and demands of both society and the different disciplines. However, this initiative has not been accompanied by a corresponding change in the modes of curriculum transaction, which remains predominantly one of verbal exposition by the teacher. The expository style of teaching, involving mostly one-way communication, puts the learner in the role of a passive recipient—a mere object of education. This situation is not conducive to the development of creative, critical and analytical thinking by students. An interactive teaching methodology involving continuing dialogue between the teacher and pupils (discussion, investigation, problem-solving, etc.) could provide an educational environment more conducive to developing certain abstract cognitive skills.

Scheme of studies

The 1988 National Curriculum Framework has recommended the areas along with the appropriate time weight age at the upper primary and secondary levels:

The NCF envisages the study of three languages at the Upper Primary and secondary stages:

- First, the Mother tongue/regional language;

- Second, Hindi or English (in the case of non-Hindi-speaking States); and
- Third, one of the modern Indian languages (English in Hindi-speaking States; Hindi or English in non-Hindi-speaking States).

Mathematics. Functional Mathematics are taught at the Upper Primary stage; Arithmetic, including Commercial Mathematics, should be completed, to a very large extent, by the end of the Upper Primary stage. The Secondary stage begins the transition from functional Mathematics to the study of Mathematics as a discipline.

Science

The Upper Primary Science Teaching objectives are to develop an understanding of the nature of scientific knowledge; and certain physical, chemical, biological principles and their relationship to the operation of scientific principles in nature, as well as in daily life. The aim of the teaching of science at the secondary level is focused on problem-solving and decision making through the learning of key concepts, which cut across all the science disciplines.

Social Sciences

The study of social sciences at the upper primary stage is comprized of the study of history, geography, civics and contemporary issues and problems. At the secondary stage, it incorporates elements of history, geography, civics and economics to promote an understanding of contemporary India.

Arts

The aim of Art Education is learner sensitization to the beauty in line, colour, form, movement and sound. The upper primary programme incorporates:

(i) Drawing, Painting, Printing, Collage, Clay Modeling, Puppet Construction;

(ii) Free expression artistic creation;

(iii) Handling of simple musical instruments;

(iv) Movement, Mime, Simple Dance Forms, Community Singing;

(v) Simple concepts of Visual and Performing Arts;

(vi) Stories of great personalities in the field of Arts, and Stories connected with other countries. At the secondary stage, it incorporates:

(i) Study and exploration of Visual and Aural resources;

(ii) Projects leading to Creative Visual and Aural forms;

(iii) Inter-group, Inter-School Art activities;

(iv) Study groups, Interaction with Community artists;

(v) exploration of Community/neighborhood traditional art forms.

- **Health and Physical Education.** This area focuses on the holistic health of the learner and the community, thereby establishing the important place of mental and emotional, as well as physical health. The first ten years of content focuses on general promotion of healthful living as well as on major health problems of the country. In physical education, sports and games, the emphasis is given to indigenous traditional games. Furthermore, as a system which promotes the integral development of body and mind, yoga receives special attention.

- **Morals and Values.** These areas are treated as an integral curriculum component for which all teachers are responsible. Work experience. The work experience incorporates purposive, manual work resulting in either goods or services useful to the community. It is an essential component at all stages of education and is to be provided through well structured, graded programmes. At both the upper primary and secondary stages, work experience emphasizes agricultural and technological processes to facilitate the integration of science, mathematics and technology into community life. State-level curriculum implementation The available feedback from the states indicates that, for the most part, they have revised their curricula along the lines recommended by the 1986 NPE and 1988 NCF. However, several have made adjustments that respond to specific local needs or socio-political pressures. Following are some highlights that reflect the dynamics of curriculum implementation at the state level.

- **Languages of** all States (except Tamil Nadu) have adopted the three language formula. Although it was envisaged that only one language (mother tongue or regional language) would be taught at the primary stage, many states have taken the initiative and introduced a second and third language at this level. For example, Punjab state recently decided to introduce English, along with the regional language in class I. In the State of Sikkim, English is taught as a subject and used as the medium of instruction—beginning right from class I. The policy of using English as the medium of instruction beginning in class I is being implemented in almost all the private, unaided schools throughout the country. (The growth of these private schools has mushroomed

during the past few years and this trend is likely to accelerate in the future.) Another interesting variation encompasses classical language teaching—an area that the NCF did not address. Most of the Hindi-speaking states, and even central school organizations, have made provisions for teaching Sanskrit as a third language. In fact, to accommodate the study of Sanskrit along with other languages, some states have even made provisions for the teaching of a fourth language. (In Uttar Pradesh, Sanskrit is compulsory and taught as part of Hindi.) It would appear that Sanskrit is in demand because it is associated with ancient Indian culture and is the mother to many modern Indian languages.

Curriculum Framework for School Education

The present structure of school education in India is largely based on the National Curriculum for Primary and secondary Education. A framework brought out by the NCERT in 1985 and another similar document published in 1988.

The curriculum of secondary stage consists of:

- Three languages
- Mathematics (3)
- Science
- Social sciences,
- Contemporary India Work experience,
- Art Education
- Health and Physical Education.

The objectives of curriculum at secondary stage are two-fold. One is to prepare the students to join the higher (senior) secondary stage followed by college, and the other is to prepare them for the world of work. This stage is expected to be terminal for a large number of students who want to join the world of work. Curriculum for Senior Secondary Stage At this stage, diversified courses are introduced for preparing the students either to enter the university education for the first degree or to enter into job market after undergoing the vocational training. The senior secondary or +2 stage consists of two streams, one is academic and the second one is vocational. The academic streams, which includes the study of elective courses chosen for in-depth study, consists of:

(1) Science (2) Mathematics (3) Commerce (4) Social Sciences (5) Humanities. The Vocational stream, which is designed to prepare students for careers in agriculture, industry, or government services as well as for self-employment, consists of :

(1) one or two languages

(2) general foundation courses

(3) elective subjects related to specific vocations, and is designed to provide intensive training. The first public examination is held after ten years of schooling at the end of class X. Another public examination is held at the end of Senior Secondary Stage (Class XII).

Upper Primary/ Middle stage(3 years)

The Curriculum of Secondary stage(Grade 6-8) consists of:

(1) Three languages : The mother tongue / the regional language , Hindi and English.

(2) Mathematics

(3) Science, and Technology

(4) Social Sciences,

(5) Contemporary India

(6) Work Experience,

(7) Art Education (Fine arts , Vsual Arts and Performing Arts)

(8) Health and Physical Education.

Secondary stage (2 years)

The curriculum of secondary stage(Grade 9-10) consists of

(1) Three languages : The mother tongue / the regional language , Hindi and English.(some school offer as electives other languages such as Sanskrit, Chinese, Japanese, Russian, French , German , Arabic, PERSIAN, Spanish)

(2) Mathematics

(3) Science, and Technology

(4) Social Sciences,

(5) Contemporary India

(6) Work experience,

(7) Art Education (Fine Arts , Visual Arts and Performing Arts)

(8) Health and Physical Education.

The objectives of Curriculum at Secondary stage are two-fold. One is to prepare the students to join the higher (senior) secondary stage followed by college, and the other is to prepare them for the world of work. This stage is expected to be terminal for a large number of students who want to join the world of work. Curriculum for Senior Secondary Stage At this stage, diversified courses are introduced for preparing the students either to enter the university education for the first degree or to enter into job market after undergoing the vocational training. The senior secondary or +2 stage consists of two streams, one is academic and the second one is vocational.

The academic streams, which includes the study of elective courses chosen for in-depth study, consists of:

(1) Science

(2) Mathematics

(3) Commerce

(4) Social Sciences

(5) Humanities.

The Vocational stream, which is designed to prepare students for careers in agriculture, industry, or government services as well as for self-employment, consists of:

(1) One or two languages ,

(2) General foundation courses,

(3) Elective subjects related to specific vocations, and is designed to provide intensive training. The first public examination is held after ten years of schooling at the end of class X. Another public examination is held at the end of Senior Secondary Stage (Class XII). The examinations, which are held at the end of the Secondary and Senior Secondary School stages, are conducted by the School Education Boards, established for this purpose.

8.5.5 Evaluation & Administration

Evaluation

- **Final Examinations:**

  The examinations, which are held at the end of the Secondary and Senior Secondary School stages, are conducted by the School Education Boards, established for this purpose.

  The age limit for Secondary exams varies from 14 to 16 whereas for higher secondary it varies from 16+ to 18+ years. In some states the first final examination is conducted at the middle school level of education.

Administration

- **Ministry for Education**

  The Indian Government is Quasi Federal in nature. The Union Government and the State Government together are responsible for the development of education in the country. Hence separate Ministries are formed for smooth functioning of the departments.

- **Central Ministries**

  On 26th Sept. 1985 the Government of India created a new Ministry in the name of Ministry of Human Resource Development. This ministry is responsible for educational development of the country. The ministry has two departments viz. Department of School Education and Literacy and Department of Higher Education.

- **State Ministries**

  The States of India have their separate Ministries for education. The Ministry for education of a particular state consists of a Cabinet Minister followed by a State Minister. The State Governments also formulate policies for education. There is also provision of acts and bills in the State legislature. These are brought whenever necessary. The minister is responsible to present the bill in the State Legislative Assembly for receiving grants and aids.

8.6 Comparisons between Secondary Education in U.K and U.S.A with INDIA

8.6.1 Education Systems of U.K & India

Here is a brief comparison of schooling in India and in the UK.

India	UK Equivalent	Student age
SSC - 10th Std	GCSE's- (or '0') Levels)	14-16
HSC - 12th Std	A-Levels	16-18

Secondary School Certificate is a public examination taken by students after successfully completing at least ten years of schooling in subjects: Languages (English & 1 Regional Language), Social Studies (SST), Mathematics, Science (Physics, Chemistry, Biology).

A new 9 point grading system has been introduced for this level, which is as follows: A1, A2, B1, B2, C1, C2, D, E1, E2..

The Higher Secondary Certificate is a one year study in a School in Science/ Commerce/Arts streams.

Both in Britain and India, the main objective has been considered to develop the democratic citizenship. Addition to that, the development of scientific aptitude, expansion of the vocational skill and achievement in the knowledge of language has been given prime importance, imparts the education of home science to the girls in proper way.

Secondary level

In India, up to the Secondary level also, the education related to secularism is given; while in Britain, the Religious education is given preference compulsory. In India, up to the secondary level, more emphasis is given in the development of leadership; while in Britain, up to this level, the main objective is to develop the scientific and technical skill in the students. In India, up to this level, the syllabus has not been constituted to prepare the students for University level; while in Britain, the main objective of the education of this level is only to promote the students for getting the University level Education.

American education system and Indian education system are significantly different on various aspects, but they still have a lot of things in common. In this article, an attempt will be made compare both education systems from several perspectives.

Let us start with the commonalities between both sides of the world. Both USA and India have structured education system. Both countries invest a lot of money in Education field. USA collect a huge amount of money for schools as taxes and they are well utilized for the primary education. Education is free in government schools (public schools) in USA. Similarly, primary education is free in India as well through government schools. Teachers are reasonably qualified and paid in both the countries. Both countries have the private and public school system.

8.6.2 Education Systems of USA & India

Public Schools in USA and India

In most States in the USA, the government offers free education to children through "public schools" operated by the Government. There are no fees in such schools. Schools are funded by the Government through the taxes collected by Federal/ State/County/City Governments. A significant portion of the taxes from residents goes to the School/education fund.

Unlike the Government schools in India, the Public Schools in the USA are well maintained and managed. Most Schools get a lot of Government fund and so provide great infrastructure. There are several educational programs organized and funded by various educational boards for the benefit of the children. Academic programs for each school are defined by the state board of the respective States.

Public Schools are free in both USA and India. However, the Indian Government Schools are not preferred Schools for most people due to the lack of infrastructure and committed management. Most government schools in India have poor infrastructure and facilities. Teachers are usually qualified, but since only children with poor academic background and family background choose government schools in India, teachers eventually lose interest.

Private Schools in USA and India

There are several Private Schools in the USA, which offer a similar education like Public Schools. Private Schools require heavy fees from students to meet the huge expenses in running the school. However, in many cases, private schools cannot compete with the infrastructure and programs offered by Public Schools in the USA.

There are several well-known private schools in USA which are very famous and attract the cream layer of the talented students.

Private Schools are chosen by parents for many reasons:

1. **Social status:** Some parents choose posh private schools to show their social status.
2. **Racial reasons:** Some parents may not like their kids to go to certain public schools due to racial reasons. This may or may not be for racial discrimination or could be other social reasons.
3. **Public school may not be good:** Kids can go to only designated public school and they cannot choose which public school they can go. For some reasons, if the parents/children do not like their public school, their options are limited to going to a private school of their choice.
4. **Academic standard:** In some areas, public schools may not offer good education or the infrastructure of the building may be poor. In such cases, the parent would choose private schools.
5. **Convenience:** If public schools are too far and there are private schools at very convenient location (like near the work place of parents), they would choose private schools.
6. **Religious Education:** Lot of parents want to give religious education to their children. There are hundreds of Christian schools in the USA, which focus on Christian as well as value based education. In general, such religious schools demand relatively low fees.

Home schooling in USA vs India

Home Schooling is not yet very popular in India. Indians believe in formal learning in a school environment. Even if few parents choose home schooling, there are no structured system exists to help them.

Formal School Education prepares the children for social living. In case of USA, they get a lot of opportunities to interact with other children even if they choose home schooling. However, in India, such opportunities are low. Children may not get to meet anyone other than their relatives and neighbors unless they go to school. Another advantage of school education is "contacts", which is very important in India. For a successful future and a career, having good contacts in the society is very important. That is one of the reasons many parents choose good private schools for

their children so that they will have good contacts with other prominent people in the society.

8.7 Let Us Sum Up

Secondary Education in all the three selected countries is mostly the very basic obligation of the state systems. In UK , it is centralized at local levels . The UK gives emphasis on development of skills and intellect, In USA Secondary Education stresses on individual freedom and uniqueness of the students . In all the four countries, secondary education systems are in the process of continual renovation and reform in order to prepare students in the ways so that they may fit in future life of youth hood and employment.

8.8 Unit and Exercise

1. Why did Secondary Education Become important for the American people?
2. Describe any two aims of Secondary Education in UK.
3. List down the Elective papers taught in the secondary classes in USA.
4. Mention the name of Secondary School in UK
5. Write the name of different Secondary School in USA
7. Write the Notes on "The education Act of 1944".
8. Describe the importance of General Certificate of Secondary Education.
9. Mention Some Features of National Curriculum in UK.
10. Write notes on aims and objectives of Secondary Education in USA.
11. How you can improve our Secondary Education with the good features prevalent in that of USA.

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NOTES

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মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

—*রবীন্দ্রনাথ ঠাকুর*

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

—*সুভাষচন্দ্র বসু*

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

—*Subhas Chandra Bose*

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