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PROBLEMS AND ISSUES IN EDUCATION



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SLM Development Team:

Head, Department of Education, G.U.

Programme Coordinator, MA in Education, GUCDOE

Dr. Manoj Kr. Nayak, Assistant Professor, GUCDOE

Course Coordination:

Dr. Debahari Talukdar Director, GUCDOE

Dr. Purabi Baishya Programme Coordinator, GUCDOE,

Dr. Manoj Kr. Nayak Assistant Professor, GUCDOE

Dipankar Saikia Editor SLM, GUCDOE

Contributors:

Taslima Nasrin (Block- I) & (Block- II)

Assistant Professor, GUCDOE

Dr. Manoj Kr. Nayak (Block- III)

Assistant Professor, Dept. of Education, GUCDOE

Dr. Ajaya Kumar Mohanty (Block- IV) & (Block- V)

Assistant Professor, Dept. of Education

Ravanshaw University, Cuttack, Odisha

Content Editing:

Dr. Babli Choudhury Assistant Professor
Deptt. of Education
NEHU, Shillong

Cover Page Design & Type Setting:

Bhaskar Jyoti Goswami GUCDOE

Nishanta Das GUCDOE

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BLOCK- I
ELEMENTARY EDUCATION

- Unit 1 : Educational Provisions under Indian Constitution and their Implementation**
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UNIT: 1

EDUCATIONAL PROVISIONS UNDER INDIAN CONSTITUTION AND THEIR IMPLEMENTATION

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Various Educational Provisions under Indian Constitution and their implications
 - 1.3.1 The preamble to the constitution
 - 1.3.2 The Free and Compulsory Primary Education
 - 1.3.3 The Right of the Minorities to Education
 - 1.3.4 The Principle of Secularism in Education
 - 1.3.5 Education of the Weaker Sections
 - 1.3.6 The Study of Hindi
 - 1.3.7 The Official Language
 - 1.3.8 The Place of the Mother Tongue
 - 1.3.9 On Higher Education and Research
 - 1.3.10 Some other Provisions
- 1.4 Summing Up
- 1.5 Questions and Exercises
- 1.6 References and Suggested Readings

1.1 Introduction

India gained independence from British rule on August 15, 1947, and the Constitution of India was put into effect on January 26, 1950. The Constitution is a unique guide for our democracy and reflects the values of our people. Looking back at the history of education during British rule, it's clear that education was not well developed because the British did not prioritize it. As a result, education was largely ignored before independence. This is why the

Constitution includes important measures to promote education, ensuring that these provisions meet our political, economic, social, and cultural needs and help achieve the aspirations of the people. Every nation's constitution reflects its unique philosophy, capturing the ideals, values, hopes, and aspirations of its people. Naturally, education holds a prominent position within these documents, as it outlines the framework for the economic and social order that the country envisions. It establishes the blueprint for how the youth should be educated to contribute effectively to society. By placing a strong focus on education, the constitution highlights it as an essential right while also laying the foundation for a future of knowledgeable and responsible citizens. This emphasis drives the creation of strong educational systems and guarantees that every individual has access to quality learning opportunities. Ultimately, a robust educational framework transforms potential into achievement, enabling every citizen to participate actively in the democratic process and shape the future of the nation. In this unit, we will be focusing on various educational provisions of the constitution of India and its implication.

1.2 Objectives

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

- *know* the various educational provisions of the constitution of India;
- *discuss* the implementation of the educational provisions in the present time.

1.3 Educational Provision under Indian Constitution and their implications

1.3.1 The Preamble to the Constitution

To understand the spirit of the Indian Constitution, we have to understand the Preamble of the Constitution. The preamble of the constitution states, “we, the people of India, having solemnly resolved to constitute of India into a SOVEREIGN, SOCIALIST,

SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all;

FRATERNITY assuring the dignity of the individual and the unity and integrity of the nation.

In our CONSTITUENT ASSEMBLY this 26th day of November, 1949 do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.”

From the Preamble of the Constitution, it can easily be interpreted that everyone is equal in the eyes of law. Every citizen of our country should have liberty of thought, expression and liberty to practise his/her own faith and belief and the dignity of each individual should be assured but not at the cost of the unity and integrity of the country.

The implications of the key words of our constitution are discussed below:

The Constitution of India guarantees to secure to all its citizen social, economic and political justice through democratic Government. The essence of justice is the attainment of the common good as distinguished from the individual good.

Liberty of thought, expression, belief, faith and worship implies attainment of certain positive values. Any arbitrary restriction of individual freedom is declared illegal under the constitution.

The Constitution of India tries to ensure maximum liberty to the individuals. Thus, equality of status and opportunity is guaranteed in the Constitution. Any sort of discrimination is prohibited under the constitution.

Finally, the word fraternity emphasizes the spirit of brotherhood that the Constitution promotes for the good of the country. Communal and sectional tastes should be resolved and the spirit of brotherhood should pervade in the country.

In short, the Preamble aims at the establishment of a free nation based upon Justice, Liberty, Equality and Fraternity. The Preamble serves as a guiding star to the people and their rulers. It envisages clearly the idea to be pursued and the road to be reached. The government of the country should fulfill those energetic though not impossible objectives cherished in the Preamble by the framers of the Constitution.

The Constitution provides directives regarding the development of education throughout the country. The areas in which the respective central and state governments have domain have been identified in the Constitution as the Central list, state list and concurrent list in the Seventh Schedule of the Constitution of India. Until the late 1970s, school education had been on the state list, which meant that states had the final say in the management of their respective school systems.

However, the Constitutional Amendment of 1976, which included education in the concurrent list, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. Today, the central government establishes broad education policies for school curricula development and management practices. These serves as guidelines for the states.

The following provisions have implications on the functioning of the educational system in India:

1.3.2 The Free and Compulsory Primary Education

Article 45 of the Constitution places special responsibility on the Centre regarding the spread of universal compulsory elementary education in the country though the States are responsible for the organisation of primary education. The constitution has made provisions for the Directive Principles of state policy. **Article 45** under the Directive principles of state policy states, “ The state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory for all until they complete the age of fourteen years”

The term ‘State’ which arises in this article is defined in Article 12 of the Constitution. According to this Article, the ‘State’ means the Government and Parliament of India and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India.

As per Article 45 of the Indian Constitution, free and compulsory primary education will be provided by the state. Free and compulsory primary education will be for all children within the age of 6-14 years. The target will be achieved within a period of ten years. It means by 1960 universal compulsory education must be provided for all children up to the age of 14.

In practice, this article has been implemented through initiatives like the Sarva Shiksha Abhiyan (SSA) and the Mid-Day Meal Scheme have been implemented by the government to ensure that every child receives free and compulsory education, regardless of caste, religion, or language. These programmes not only facilitate greater access to education but also work towards bridging social disparities by creating an inclusive learning environment. In the spirit of Article 45, which underscores the State’s responsibility to provide early childhood care and education, these initiatives aim to lay a robust foundation for a child's overall development. By addressing factors such as nutritional needs and infrastructural support, the government’s efforts are designed to enhance educational outcomes and promote social equity, ensuring that every child is given the opportunity to succeed in a diverse and dynamic society.

1.3.3 The Rights of the Minorities to Education:

Many articles of the constitution protect the right of the minorities on education. These are Articles 29, 30, 350(A), 350(B). These are discussed below-

Article 29: Protection of Interests of the minorities:

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

The main features of this article are:

- i) All citizens of India have the right to conserve their own language and culture.
- ii) All citizens of the country shall have the right to admission in any educational institution maintained out of the state funds.
- iii) No discrimination shall be made on the basis of religion, caste, language etc.
- iv) It safeguards the development of the economically and socially weaker sections of the people.

In practice, this has been implemented through several measures:

1. Legal and Judicial Protections:

The judiciary has consistently upheld minority rights as enshrined in Article 29, ensuring that any discriminatory practices—whether in educational admissions or cultural suppression—are legally challenged and remedied.

2. Educational Provisions:

Policies and laws have been formulated to protect the cultural and educational rights of minorities. For instance, minority-run educational institutions often receive special status or additional funding, and measures are in place to prevent discrimination in educational admissions.

3. Government Schemes and Institutions:

The government has established bodies like the National Commission for Minorities to monitor and safeguard the cultural, linguistic, and educational rights of minority communities. Additionally, state governments often initiate programs to promote and preserve the cultural heritage of these groups, including grants for cultural activities and educational projects.

4. Cultural Autonomy and Preservation:

Various initiatives aim to promote the distinct language, script, and cultural practices of minority communities. These include support for cultural festivals, language preservation programs, and the promotion of traditional arts and crafts, ensuring that the unique identity of these communities is maintained and celebrated.

Together, these steps embody the constitutional commitment of Article 29 by not only protecting the rights of minority communities but also actively promoting their cultural and educational development in a diverse and inclusive society.

Check Your Progress

- In which year Indian Constitution came into force?
- Why is the 42nd amendment of the Constitution educationally important?
- What are the main features of article 29 of the Indian Constitution?

Article 30: Right of minorities to establish and administer educational institutions.

- 1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- 2) The state shall not, in granting aid to educational institutions, discriminate against educational institution on the ground that it is under the management of a minority, whether based on religion or language

Article 350 (A). Facilities for Instruction in Mother-tongue at Primary Stage:

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

In practice, many schools have embraced the spirit of Article 350A by using the mother tongue as the medium of instruction at the primary level. This approach not only ensures that young learners receive education in a language they naturally understand, but it also reinforces cultural identity and strengthens community bonds. By aligning with the constitutional mandate, these institutions help improve comprehension, enhance academic performance, and foster a nurturing learning environment that respects linguistic diversity. Moreover, the implementation of mother tongue instruction bridges the gap between home and school, enabling a more holistic and inclusive educational experience from the very beginning.

Article 350 (B) says that the president of India shall appoint a special officer for linguistic minority people. The officer will supervise the implementation of the articles for linguistic minority people provided in the constitution.

Besides the provisions mentioned above, the constitution has also made some other provisions which have an indirect effect on education. In this regard, we can give the example on **Article 14** of the Constitution which provides equality before law to all its citizens. **Article 15** provides that, “The state shall not discriminate against any citizens on grounds only of religion, race, caste, and place of birth or any of them. **Article 17** states abolition of untouchability. “Untouchability” is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of “Untouchability” shall be an offence punishable in accordance with law. Again **Article 24** is about prohibition of employment of children below the age of fourteen years in factories etc.

1.3.4 The Principles of Secularism in Education

India is a secular country. The Constitution of India says that India is a Sovereign, Socialist, Secular and Democratic Republic. Originally, it was a Sovereign democratic republic. In its 42nd amendment, the words Socialist and Secular were added. Constitution of India adopts a neutral position with respect to education in every aspect of life. As per the constitution, minorities, whether based on religion or language, have been given full rights to establish educational institutions of their choice. According to the constitutional provisions, religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions are helped by the State.

Article **28 (1)** says that, “No religious instruction shall be provided in any educational institution wholly maintained out of State funds.”

Again **Article 28(2)** of the constitution says that, “Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.”

Again **Article 28(3)** of the Constitution says that “ No person attending any educational institution recognised by the State or

receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.”

1.3.5 Education of the Weaker Sections

The makers of the Constitution realised that necessary steps should be taken for education of the weaker section and scheduled castes. For the development of the nation, it is essential to provide education to all sections of the people of the country. Besides this, for the strengthening of the democracy of our country, we should provide education to all people of the country. To fulfill the above thoughts of our constitution included Article 46 which provides education for the weaker sections of the country.

Article 15 (1) of the constitution states that, “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them”.

Article 15 (2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, restriction or condition with regard to-

- a) Access to shops, public restaurants, hotels and places of public entertainment or
- b) The use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

Article 46 of the constitution, says that “The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.” This article relates to the promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections.

1.3.6 The Study of Hindi

Hindi is considered to be our national language. Our national integration is connected with the development of Hindi Language. So, promotion of Hindi language is deeply related with the development of our nation. To fulfill these objectives, the Constitution of India included

Article 351 of the Constitution of India under special directive states that, “ It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with genius, the style as specified in the Eight Schedule, and by drawing wherever necessary and desirable for its vocabulary, primarily on Sanskrit and secondarily on other languages.”

Hindi serves as a crucial bridge language throughout India, facilitating effective communication among people from diverse linguistic backgrounds. It plays an essential role in easing the movement of students, teachers, and professionals, thereby enhancing national unity and fostering a shared sense of identity. The educational system should actively accelerate this process by integrating comprehensive language programs, promoting bilingual and multilingual competencies, and encouraging cultural exchange initiatives. Enhanced curricula that focus on both the proficiency in Hindi and the appreciation of regional languages can further empower learners to navigate a multicultural society. In addition, collaborative efforts between educational institutions, policymakers, and community leaders are vital to develop inclusive language policies that respect India's rich linguistic diversity while reinforcing Hindi's role as a unifying medium. This approach not only supports academic and professional mobility but also strengthens the social fabric by building bridges across the varied cultural landscapes of the nation.

1.3.7 The Official Language

Article 345 of the Constitution of India deals with the official language or the language of a state. Subject to the provision of

Article 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State as the language or languages to be used for all or any of the official purposes of that State: provided that, until the legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of the constitution.

We know that the language controversy still continues in the country. The controversy affects our educational development. The question of teaching English, the problem of the medium of instruction, the position of the regional languages are unsolvable problems. These problems need solution. Educationists of our country have to take the lead in this connection.

1.3.8 The Place of the Mother Tongue

Our constitution makes provision for the development of the mother tongue as the medium of instruction. Mother tongue is important for the development of basic thinking ability of an individual. The Constitution of India realised the importance of mother tongue and included Article 350(A) for its development.

Article 350(A) states that, “It shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary for securing the provision of such facilities.”

1.3.9 On Higher Education and Research

The Constitution of India provides various provisions for the development of higher education and research. Articles 62, 63, 64, 65 and 66 make various provisions for the development of higher education and research. These articles mention that the Parliament can make laws for establishment of autonomous higher educational institutions for the development of higher education and research.

Indian Parliament has the exclusive rights to enact legislation in respect of institutions and Union Agencies mentioned in entries 63, 64, 65 and 66 of list-1 of the Union List. Following are the entries which give authority to the Government of India in education.

Entry 63 of the Union List: According to this entry, the institutions known at the commencement of this constitution are the Banaras Hindu University, the Aligarh Muslim University and Delhi University, and any other institutions declared by Parliament by law to be Institutions of National Importance.

Entry 64 of the Union list: Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be Institutions of National Importance.

Entry 65 of the Union lists: Union lists and institutions for-

- a) Professional, vocational or technical training, including the training of police officers; or
- b) the promotion of special studies or research; or
- c) scientific or technical assistance in the investigation or detection of crime.

Entry 66 of the Union list: Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

STOP TO CONSIDER

1. The Constitution of India came into force on January 26, 1950.
2. The constitution of India has given the various guidelines for the development of education in India which are called as constitutional provision.
3. In 1976 the 42nd amendment of the constitution was made. Before that, education was a state subject. The central government played only an advisory role. By the 42nd amendment of the constitution in 1976, education became the joint responsibility of the Central and

State Governments. For this reason, the 42nd amendment of the constitution is significant in the history of education.

Check Your Progress

- What is Article 350 (A) of the Indian Constitution?
- What are the provisions mentioned in the Constitution for Higher Education and Research?

1.3.10 Some other Provisions:

Apart from the above provisions there are other provisions in Indian constitutions. Let us discuss.

On women's Education: One of the important features of Modern Indian Education is the remarkable development of women's education. Education of the Girls is considered to be even more important than that of the boys. The Constitution of India makes some provisions for women's education under different articles. These are:

Article 15 (1): This article provides that the State shall not discriminate against any citizen on grounds of sex. This article is applicable in education also. It means that no children can be denied education on the ground of sex.

Article 15 (3): This article provides that the State shall make laws, special provisions for women and children including provisions related to education.

Education in the Union Territories: Article 239 of the Constitution states, "Save as otherwise provided by Parliament by law, every Union Territory shall be administered by the President acting to such extent as he thinks fit, through an administrator to be appointed by him with such designation as he may specify."

1.4 Summing Up

The Constitution of India came into force on January 26, 1950. As a sovereign democratic republic, the Constitution of India seeks to secure to its citizens justice- social, economic and political. Liberty of thought, expressions, belief, faith and worships. Equality of status and opportunity and to promote among them all. Fraternity assuring the dignity of the individual and unity of the nation. These principles quoted in the Preamble inspired the educational programmes, policies and practices of Indian people. The preamble to the Constitution is often seen as its identity card, a vivid reflection of the nation's soul. The Preamble has reflected the national ethos, values and aspirations and enjoyed the objectives of national policy. It has given the directions in which the nation would go ahead and achieve its aims. The Constitution of India has given the various guidelines for the development of education in India which are called constitutional provisions.

- Article 45 of the Indian Constitution provides free and compulsory primary for all the children until they complete the age of fourteen years.
- Article 28 provides for maintaining religious neutrality in education.
- Article 350 (A). 29 (1) provides us language safeguards in education.
- Article 29 provides equality of opportunity in educational institutions.
- Article 30 relates to the rights of minorities to establish and administer educational institutions.
- Article 46 mentions about education for the weaker sections and scheduled castes.
- Article 350 (A) mentions that the Centre must safeguard the cultural interests of the minorities and ensure that adequate facilities exist for their children to receive atleast primary education through their own mother-tongue.
- Article 351 mentions about the promotion of the Hindi Language.

- Articles 62, 63, 64, 65 and 66 make various provisions for the development of higher education and research.
- Previously, the education was considered as a state subject but after the 42nd amendment now the education has been put in the concurrent list.

1.5 Questions and Exercises

1. What are the provisions stated in the Article 28 of our constitution?
2. Discuss the Educational implications of the Preamble to the Constitution of India.
3. What are the educational implications of the Article 45 of the constitution?
4. State the constitutional provisions regarding education in India.
5. Write briefly about Article 46, 350(A), 351.

1.6 References and Suggested Readings

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UNIT- 2

SARVA SHIKSHA ABHIYAN (SSA)

Unit Structure:

2.1 Introduction

2.2 Objectives

2.3 Sarva Shiksha Abhiyan (SSA)

2.3.1 Characteristics of Sarva Shiksha Abhiyan

2.3.2 Functions of Sarva Shiksha Abhiyan

2.3.3 Broad strategies to implement SSA

2.4 Objectives of Sarva Shiksha Abhiyan

2.5 Components of Sarva Shiksha Abhiyan

2.6 Implementation of Sarva Shiksha Abhiyan with reference to Assam

2.7 Summing Up

2.8 Questions and Exercises

2.9 References and Suggested Readings

2.1 Introduction

Universalization of elementary education in India means making education available to all children in the age group 6 to 14 years or classes 1 to VIII standards. This concept ensures that education is the birth right of every child irrespective of their caste, creed, religion, language, sex, gender. Education is fundamental for achieving full human potential. The National Policy on Education (NPE) 1986 and the Programme of Action 1992 emphasized the

importance of achieving Universal Elementary Education, leading to the implementation of schemes over the past four decades to universalize primary education. Sarva Shiksha Abhiyan (SSA), which was introduced during 9th plan (1997-2002) is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. It also envisages bridging of gender and social gaps. During the year 2000, a deliberate effort was made towards convergence of programmes and approaches concerning realization of the goals of education for all. This provides the umbrella under which all the programmes pertaining to Universalization of Elementary Education have been merged. In this unit, we will focus on Sarva Shiksha Abhiyan, objectives of Sarva Shiksha Abhiyan, components of SSA and implementation of SSA with special reference to Assam.

2.2 Objectives

After going through this unit, you will be able to

- *gain* knowledge about the Sarva Shiksha Abhiyan;
- *know* the objectives of Sarva Shiksha Abhiyan;
- *understand* the components of Sarva Shiksha Abhiyan;
- *discuss* about the implementation of SSA with special reference to Assam.

2.3 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is a flagship programme of the government of India, that was started in 2001, to achieve the

Universalization of Elementary Education (UEE). The legal backing to SSA was provided when free and compulsory education for the children in the age group of 6-14 was made a fundamental right in the Indian Constitution under Article 21 A. SSA aims to meet the expectations of this fundamental right in a time-bound manner. The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee. SSA is being implemented in partnership with State Government to cover the entire country and address the needs of 209 million children in the age group of 6-14 years. It covers 9.72 lakh existing primary and upper primary schools and 36.95 lakh teachers.

As an intervention programme, it started in 2002 and SSA has been operational since 2000-2001. However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education. The Right to Education Act (RTE) came into force on 1 April 2010. Some educationists and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementation.

The Sarva Shiksha Abhiyan (SSA) is a nationwide, government-led initiative aimed at universalizing and enhancing the quality of education in India. It adopts decentralized, and context specific planning, with a focused process-based, time-bound implementation strategy to achieve its goals. Sarva Shiksha Abhiyan was introduced during 9th Plan (1997-2002). The SSA scheme is designed to improve curriculum, educational planning, teacher education and management. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants. Another key objective is to narrow the social,

regional, and gender disparities in education, with the active participation of the community in the management of the schools. The Sarva Shiksha Abhiyan is also known as the Education for All Movement or “Each one Teach one”. It is a programme which means to empower all children by enhancing their human capabilities, tailored to the specific needs and requirements of their communities. Padhe Bharat Badhe Bharat, Shagun Portal, Shaala Siddhi, Swachh Vidyalaya are the initiatives of SSA.

2.3.1 Characteristics of SSA

The major characteristics of Sarva Shiksha Abhiyan (SSA) are as follows-

- A programme with a clear time frame for universal elementary education and to provide free, quality elementary education to all children aged 6–14, ensuring that every child, regardless of socio-economic background, receives a strong foundational education that empowers them for lifelong learning and civic participation.
- A response to the demand for quality basic education all over the country. Recognizing the urgent need to uplift elementary learning standards across all regions, the Sarva Shiksha Abhiyan (SSA) was launched as a transformative initiative to address this demand.
- An opportunity for promoting social justice through basic education. Basic education serves as a vital pathway for fostering social equity and fairness. Under the Sarva Shiksha Abhiyan (SSA), this opportunity is harnessed to ensure that every child, irrespective of

socio-economic background or community, can access quality education as a fundamental right.

- An expression of political will for universal elementary education across the country. Under the banner of Sarva Shiksha Abhiyan (SSA), this initiative represents the government's resolute determination to make quality education a universal right.
- A partnership between the Central, State and Local government.
- An opportunities for States to develop their own vision of elementary education.
- SSA emphasizes on providing child centric education through introduction of learning by doing, learning by observation and play way methods. Such type of education helps in the universal retention of the children in school.

2.3.2 Functions of SSA

The main functions of SSA are described below-

- SSA ensures that every child between the ages of 6-14 years is provided with free and compulsory education, as mandated by the Right to Education Act.
- The programme of SSA supports the establishment of new schools in those areas lacking facilities and upgrades the existing ones by adding classrooms, toilets and drinking water systems.
- SSA increases the number of teachers in schools facing shortages and enhances the skills of existing teachers

through extensive training programs and capacity-building initiatives.

- Recognizing the importance of digital literacy, SSA includes initiatives to provide computer education, thus bridging the digital divide.
- Initiatives such as “Padhe Bharat Badhe Bharat” focus on improving early literacy skills, while schemes like Kasturba Balika Vidyalaya (KGBV) provide residential education for girls from disadvantaged groups.
- By addressing issues of retention, SSA works to ensure that children not only enroll in schools but also complete their elementary education.
- It promotes quality education by updating curricula, providing free textbooks and uniforms, and offering supplemental learning materials.
- The SSA programme is an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode

STOP TO CONSIDER

Universalization of Elementary Education means to provide quality education to every individual in the country irrespective of their caste, creed, religion, language, gender, sex. Universalization of Elementary Education denotes universalization of provision, enrolment, retention, participation and achievement.

2.3.3 Broad strategies to implement the programme of SSA-

- **Community Ownership-** The Sarva Shiksha Abhiyan is based on the principle that financing of elementary education interventions has to be sustainable. To achieve this, a long-term financial collaboration between the Central and State Governments is essential.
- **Thrust on quality-** SSA prioritizes making elementary education practical, relevant and engaging for children by enhancing the curriculum, incorporating child-centered activities, and implementing effective teaching and learning methods.
- **Role of teachers-** SSA focuses on human resource development including teacher development by setting up of block-resource centre/Cluster Resource Centre, and also recruitment of qualified teachers and enhancing classroom instructions.
- **Education of girls-** SSA prioritizes the education of girls, with special focus on those from marginalized communities, including Scheduled Castes, Scheduled Tribes, minorities, urban deprived children, disadvantaged groups and children with special needs.

2.4 Objectives of SSA

The following are the objectives of SSA:

- To provide free and compulsory education to all children in the age group of 6-14 years by 2010, the initiative set an ambitious target. Under the Sarva Shiksha Abhiyan (SSA), this goal was not just a statement of intent—it became a

comprehensive strategy for transforming the education landscape.

- To include all children whose age ranges from 6-14 years in school by 'Education gurantees Scheme' (EGS), Alternative Schools, Campus to return to Schools by 2003.
- To make sure that all children will complete their five years of primary education by 2007. The programme set an ambitious target for universal completion. Under the Sarva Shiksha Abhiyan (SSA), this goal was pursued through concerted efforts to eliminate obstacles in primary education.
- To make sure that all children wil complete their eight years of primary education by 2010.
- To attain universal retention by 2010. This initiative aimed to ensure that every child who enrolls in primary education remains in school through to completion. Under Sarva Shiksha Abhiyan (SSA), this target was pursued by addressing the root causes of school dropouts and creating an environment where every student feels supported.
- To make sure that every child has access to quality elementary education.
- SSA focuses on reducing gender and social disparities in education ensuring equal opportunities for all.
- To provide a holistic education that promotes the all-round development of children. Under Sarva Shiksha Abhiyan (SSA), the focus extends beyond traditional academics to include the development of life skills, creativity, and critical thinking. SSA promotes a balanced curriculum that integrates co-curricular activities, sports, arts, and social

engagement, ensuring that children evolve into well-rounded individuals.

- To improve the quality of education by providing adequate infrastructure in the existing schools and also promoting the use of innovative teaching methods and along with this, also enhancing the skills and training of teachers.
- To address the issues of out-of-school children by identifying and enrolling them in schools. This comprehensive approach not only brings children into the classroom but also lays the groundwork for sustainable educational success by addressing the underlying factors that contribute to school non-attendance.

STOP TO CONSIDER

- SSA is termed as an “Education for All” movement or “Each one Teach one”.
- The pioneer of the SSA programme was Atal Bihari Vajpayee, the Indian Former Prime Minister.
- The initial aim of SSA was to meet its objectives by 2010, however, the timeline has been extended.
- The core objective of the SSA is to attain the Universalization of Elementary Education (UEE) in the country.
- The overall goal of the SSA is to include universal access and retention, bridging gender and social gaps in education and enhancing levels of learning for children.

2.5 Components of SSA

Sarva Shiksha Abhiyan (SSA) is structured as a comprehensive, multi-pronged program designed to universalize elementary education. Its key components include appointment and training of teachers, motivating parents and students and also providing incentives such as scholarships, uniforms and textbooks to support learning of the students. The programme of SSA also aims to open new schools in those areas having adequate schooling facilities. The programme of SSA includes providing free textbooks and uniforms to reduce the financial burden on families and encourage enrolment of the students. Strengthening existing school infrastructure through provision of additional classrooms, provision of drinking water and so on. Strengthening capacity of existing teachers by training, developing teaching-learning materials and also providing support and motivation to them. Strengthening of the academic support structure at a cluster, block and district level. Special focus on educating the girl child, including the provision of separate toilets for both girl and boys and other facilities. Providing computer education to bridge the digital divide. To meet the norms of RTE Act and maintain required Pupil-Teacher ratio in schools, cases where trained teachers are not available, additional teachers can be deployed as per qualifications prescribed. Conducting research and evaluations to assess the program's effectiveness and identify areas for improvement. Continuous in-service training and capacity-building initiatives are provided for teachers to adopt modern pedagogical methods such as to improve the quality of teaching and learning processes.

The scheme of NPEGEL has also been introduced as an additional component of girl's education under SSA, to provide additional support for education of underprivileged/disadvantaged girls. Another important component of SSA is the Education Guarantee

Scheme and Alternative and Innovative Education (EGS&AIE). EGS&AIE specially designed to provide access to elementary education to children in school-less habitations and out-of school children.

STOP TO CONSIDER

- There is a government portal under the name ‘Shagun’ that has been launched to monitor the SSA programme.
- New Education policy 2020 aims to bring about two crores out of school children into the mainstream.

CHECK YOUR PROGRESS

Q.1: Write any two characteristics of SSA.

Q.2: Write any two objectives of SSA.

2.6 Implementation of Sarva Shiksha Abhiyan in Assam

SSA stands for Sarva Shiksha Abhiyan, which is a flagship programme of the Government of India aimed at universalizing elementary education in the country. Assam is one of the north-eastern states where SSA was implemented in a mission mode to achieve universal elementary education. The aim of Sarva Shiksha Abhiyan (SSA) is to provide elementary education to all children in India, particularly girls, children in difficult circumstances, and children from economically and socially disadvantaged groups.

The Sarva Shiksha Abhiyan (SSA) is implemented through the Axom Sarba Shiksha Abhiyan Mission (A.S.S.A.M). Axom Sarba Shiksha Abhiyan Mission (A.S.S.A.M) was established in the year 2001 as a registered society under the Registration of Societies Act,

1860 as an autonomous and independent body to function as a societal mission for bringing about a fundamental change in the basic education system. The validity of registration was extended upto 29 December 2007.

Samagra Shiksha, Assam is one of the vehicles for implementation of the provisions of the RTE Act, 2009 in the state under Department of School Education, Government of Assam. So far, the goal towards universal access has been achieved to most favourable level. In the year 2002-03, more than 13.40 lakhs children in the age group of 6-14 years were out of school (both never enrolled and drop out) and more than 12,000 habitations did not have any kind of schooling facility. For bringing the out of school children to regular schools, a variety of interventions like Non- Residential Special Training Centre, Residential Special Training Centre, Kasturba Gandhi Balika Vidyalaya (residential school for girls), Netaji Subhash Chandra Bose Avasiya Vidyalaya (Residential School for Boys) are being implemented. The rate of out of school children has been reduced from 24.39% in 2002-03 to 1.6% in 2021-22.

Regarding universal retention also, a lot of improvement has been witnessed. The provision of child-friendly school buildings, additional classrooms, separate toilets for girls and boys, drinking water facility etc. in schools which are indispensable ingredients, have encouraged parents to send their children to schools and also motivated children to attend schools regularly.

So far as equitable education is concerned, the state has always been sensitive towards the needs of children with special needs, girls, SC, ST and Minority communities. At present, a total of 81 Kasturba Gandhi Balika Vidyalaya (type-II & 111) are running covering girl children of 10-14 years belonging to SC, ST, OBC, Minority communities and families below the poverty line in Educationally Backward Blocks. Similarly, 41 KGBV type-IV (Girl's Hostel) are

running covering students from classes IX to XII. Further, sanitary pad vending machines & incinerator machine were installed in 3,371 and 2,322 Upper Primary and Secondary schools respectively. Total 58,392 Children with Special Needs (CWSN) were enrolled in schools at elementary level and through home base education. Similarly, 4,395 CWSN enrolled in schools at secondary level. The identified CWSN were provided aids & appliances, escort & transport allowances, braille books etc.

As a part of Pre-primary education, child friendly furniture and BaLA facilities in schools having Ka-shreni are being made available. Further, teaching learning & play materials, home learning package, painting & drawing book etc. have been provided to the children of Ka-shreni.

In addition, some special initiatives i.e. online teachers transfer & posting portal, artificial intelligence based attendance monitoring of teachers & students and integration of student database management, information system and teacher database management information system, artificial intelligence based digital inspection system and school assessment, digital platform for tracking out of school children, digital platform for monitoring of Mid-day Meal, comprehensive platform for tracking and inspection of civil works, opening of bank account & aadhar enrolment of students have been merged towards fulfillment of targeted objectives.

Assam has been taking efforts to efforts to universalize access to and retention in schools, by emphasizing quality of elementary education through field based holistic and convergent approaches. Major focus was given upon capacity-building of cluster, block, district level of functionaries for creation of self-reliant competent resource groups at CRCs, BRCs, as well as district level and ensuring onsite regular school support by them, quality learning

materials and textbooks, continuous evaluation, remedial teachings for ensuring effective classroom teaching.

As regards to teaching training programme, the teachers are having the theoretical backgrounds for primary school teaching and learning process, yet most of them don't practice it in their respective schools. Thus, a strategy with realistic approach supported by on-site school-support for ensuring teaching of different target lessons in real classroom situation was taken as the pivot of the teachers training input. In this context, it is pertinent to mention that, experiences gained upon the SSA-UNICEF collaborated intervention Bidyajyoti and its allies Learning Assurance Programme was taken as mentor in formulating the strategy.

- **Community Mobilisation** – In SSA, the efforts for involvement of community, community leaders and volunteers in various activities were made since its inception. To empower community based groups for participation in school, important programmes and the entire efforts for achieving Universalisation of Elementary Education (UEE) SSA, Assam has formed the people's committees.
- **Intervention for out of school children** – Education Guarantee Scheme (EGS) has been conceptualised to provide access to schools to those children who are deprived of schooling for non-availability of school within a walkable distance. The salient features of the adapted scheme is to have aschooling facility in the form of Education Guarantee Scheme Centres in all school less habitans which donot have a school within the radius of 1.5 k.m and have atleast 25 numbers of out of school children in plain/general areas and 15 number of out of

school children in special areas to entrust Village Education Committee (VEC) the entire responsibility of running the EGS centres, which is named as “ Amar Parhasati”.

- **Alternative Innovation Education (Sanjogi Siksha Kendra) (SSK)** – In a bid to enrolling the out of school children of 7-14 years age group, SSA Assam started an innovative activity of opening SSK in all districts of the state. A total of 8,690 SSK are opened so far covering 216,859 children. Out of these, 4467 centres opened during 2006-07, covering 1,04,234 children.
- **Work Site Sanjogi Shiksha Kendra, WSSK (For Migrated Children)** – Among the 4467 SSKs opening during 2006-07, 110 centres are opened specially for the migrated children in Brick Kilns and other worksite. It has been observed that in Assam, families from different districts migrate to other areas to work in Brick Kilns, road construction projects etc. As a result, a large number of children have to leave school mid-way. So, SSA, Assam has decided to provide alternative schooling facilities to the children affected by seasonal migration particularly those children brought to the brick kilns by their families or employees.
- **Residential Bridge Course Centres (RBCC) - R.B.C.C.** were opened as an intervention to facilitate enrollment of out of school children of 10-14 years age group particularly the child labourer into formal schools. 10 Residential Bridge Course Centres were opened in erstwhile DPEP.

- **Deprived Urban Children-** SSA aims at reaching out to all children in the urban areas between the age group 6-14 years with special focusd on the most disadvantaged groups.
- **Integrated Education for Disabled Children-** The Department of education has taken up the education for children with special needs (CWSN) through SSA. As per national estimate about 3-4% of the children in 6-11 years age group in India are disabled. UEE cannot be achieved until and unless children with special needs are integrated in the mainstream education system. It does so by using individualized teaching methods. Experiences of programmes like DPED have shown that with adequate support services, CWSN can be provided quality education, in regular schools. Realizing the importance of integrating CWSN in regular schools, SSA framework has made adequate provisions for educating CWSN. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be dfeprived of the right to education.
- **Computer Aided Learning in Elementary school-** Computer aided learning not only makles learning interesting and joyful, but also induce novelty in thinking approach of the children and enhance their imagination power. SSA has focused on using computyers as an aid in learning. As such, under its scheme, “Computer Aided-Learning in Elementary Schools (CALES)”, computer-

aided education has been initiated in 500 elementary schools.

The BOOT (Built, Own, Operate and Transfer) model has been adopted in Assam. A private partner has been given the responsibility to install hardware, software/e-learning material; teacher's training and run the project for a mutually agreed period with the State SSA before transferring it as an operational project to SIS. The state SSA could make payments in installation as per an agreed schedule and therefore the entire hardware software would be transferred by private partner to school/SIS. By this time, the teachers of the school would acquire the capacity to manage the Computer Aided Learning programme.

The Sarva Shiksha Abhiyan (SSA) plays a vital role in universalizing primary education, and its implementation is crucial in achieving this goal. Assam, like other states, has actively participated in the SSA program, introducing new schemes to address educational backwardness. Notably, the "Shishur Uttaran" initiative has successfully enrolled 90% of children aged 5-6 years in primary schools across Assam. There are some other schemes namely "Aamar Parashali", "Ashadeep", "Ashash", efforts are made to make primary education universal for all in Assam.

CHECK YOUR PROGRESS

Q.3: The Sarva Shiksha Abhiyan was launched in the year 2001 under the regulation of the Ministry of Human Resource Development (MHRD), Government of India. (True/False)

Q.4: What is the Universalization of Elementary Education?

2.7 Summing Up

Sarva Shiksha Abhiyan (SSA) is a major initiative introduced by the Indian Government in 2000 to ensure universal elementary education for children between the ages of 6 and 14. The primary objective is to provide quality education to every child, irrespective of their socio-economic status, location, or gender, making sure no child is excluded. The program focuses on upgrading school facilities, including building classrooms, toilets, and providing essential learning resources like textbooks, blackboards, and teaching tools. SSA emphasizes improving the quality of education by enhancing teachers' skills through training, ensuring they can meet the diverse needs of students. The programme of SSA aims to include disadvantaged groups such as marginalized communities, children with disabilities, and girls in the educational process. SSA is also linked with the mid-day meal initiative, designed to promote school attendance by offering nutritious meals to children. The programme of SSA stresses the importance of continuous evaluation and supervision of schools to improve overall educational standards. SSA has significantly boosted school enrollment rates, particularly among marginalized groups. The program has facilitated the construction and renovation of schools, enhancing accessibility. It has contributed to recruiting and training a large number of teachers, improving the overall quality of teaching. Despite its progress, SSA faces challenges like a shortage of qualified teachers, high dropout rates in some regions, and differences in educational quality between urban and rural areas.

The Sarva Shiksha Abhiyan (SSA) is implemented through the Axom Sarba Shiksha Abhiyan Mission (A.S.S.A.M). Axom Sarba Shiksha Abhiyan Mission (A.S.S.A.M) was established in the year 2001 as a registered society under the Registration of Societies Act, 1860 as an autonomous and independent body to function as a

societal mission for bringing about a fundamental change in the basic education system. The validity of registration was extended upto 29 December 2007.

In 2018, SSA was integrated into the **Samagra Shiksha Abhiyan**, expanding its focus to include secondary and higher secondary education, further strengthening India's education system.

2.8 Questions and Exercises

1. Describe the objectives, strategies and key components of the Sarva Shiksha Abhiyan (SSA) program.
2. Discuss the implementation of SSA with reference to Assam.
3. What is Sarva Shiksha Abhiyan? Discuss the major objectives of Sarva Shiksha Abhiyan.
4. Describe the important features of Sarva Shiksha Abhiyan. Describe any two strategies central to Sarva Shiksha Abhiyan.
5. How has Sarva Shiksha Abhiyan changed the condition of education in your area or state? Give examples if possible.
6. Write about how Sarva Shiksha Abhiyan and the Right to Education Act (RTE), 2009, work together to support children's education.

2.9 References and Suggested Readings

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UNIT: 3

MID DAY MEAL SCHEME

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Mid Day Meal Scheme
 - 3.3.1 PM POSHAN
 - 3.3.2 Roots of the Programme
 - 3.3.3 Features of Mid Day Meal Scheme
 - 3.3.4 Objectives of Mid Day Meal Scheme
- 3.4 Components of Mid Day Meal Scheme
- 3.5 Structure of Mid Day Meal Scheme in India
- 3.6 Implementation of Mid-Day Meal Scheme with special reference to Assam
- 3.7 Advantages of Mid Day Meal Scheme
- 3.8 Disadvantages of Mid Day Meal Scheme
- 3.9 Summing Up
- 3.10 Questions and Exercises
- 3.11 References and Suggested Readings

3.1 Introduction

The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched on August 15, 1995, as a Centrally Sponsored Scheme. Its main goal is to increase enrollment, attendance, and retention of children in primary classes (I-V) in government, government-aided, and local body schools, while providing nutritional support. Over time, the scheme has undergone significant changes, including expansions in coverage, food grain quantities, and financial assistance. In 2008-09, the

scheme was extended to upper primary classes, and its name was changed to the National Programme of Mid Day Meal in Schools, commonly known as the Mid Day Meal Scheme. Today, the scheme covers all school children studying in classes I-VIII in government and government-aided schools, special training centers, and madrasas/maktabas supported under Samagra Shiksha.

3.2 Objectives

After going through this unit, you will be able to

- *understand* the concept of Mid-Day Meal Scheme;
- *elaborate* the components of Mid-Day Meal Scheme;
- *know* about the structure of Mid-Day Meal Scheme in India;
- *understand* advantages and disadvantages of the implementation of Mid-Day Meal Scheme with special reference to Assam.

3.3 Mid Day Meal Scheme

To boost school enrollment, retention, and attendance while simultaneously improving children's nutrition, the government launched the National Programme of Nutritional Support to Primary Education (NP-NSPE) as a Centrally Sponsored Scheme on 15th August 1995. In 2001, the program transitioned into a cooked Mid Day Meal Scheme, ensuring that every child in government and government-aided primary schools receives a freshly prepared meal containing at least 300 calories and 8–12 grams of protein on a minimum of 200 school days. In 2002, its coverage expanded to include students in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centers, along with those

in government, aided, and local body schools. The scheme underwent significant revisions in September 2004 by introducing central assistance for cooking costs at Re 1 per child per school day, which covered expenses for pulses, vegetables, cooking oil, condiments, fuel, and wages. At the same time, transport subsidies were raised—from Rs. 50 per quintal to Rs. 100 for special category states and Rs. 75 for others—and a 2% central assistance for management, monitoring, and evaluation was provided. A provision was also made to supply meals during summer vacations in drought-affected regions.

In July 2006, the cooking cost was further increased to Rs. 1.80 per child per day in North Eastern states and Rs. 1.50 in other states and UTs, and the nutritional standard was raised to 450 calories and 12 grams of protein. To support infrastructure improvements, central aid was extended for constructing kitchen-cum-store facilities (Rs. 60,000 per unit) and for procuring kitchen devices (Rs. 5,000 per school), implemented in phases.

Then, in October 2007, the scheme was extended to upper primary classes (VI to VIII) in 3,479 Educationally Backward Blocks, and its name was changed from ‘National Programme of Nutritional Support to Primary Education’ to ‘National Programme of Mid Day Meal in Schools’—with the nutritional norm for this group set at 700 calories and 20 grams of protein. Finally, in April 2008, the program was further expanded to include both recognized and unrecognized Madaras/Maqtabs supported under the Sarva Shiksha Abhiyan.

From the year 2009 onwards the following changes have been made to improve the implementation of the scheme:-

- Food norms have been revised to ensure balanced and nutritious diet to children of upper primary group by increasing the quantity of

pulses from 25 to 30 grams, vegetables from 65 to 75 grams and by decreasing the quantity of oil and fat from 10 grams to 7.5 grams.

- Cooking cost (excluding the labour and administrative charges) has been revised from Rs.1.68 to Rs. 2.50 for primary and from Rs. 2.20 to Rs. 3.75 for upper primary children from 1.12.2009 to facilitate serving meal to eligible children in prescribed quantity and of good quality .The cooking cost for primary is Rs. 2.69 per child per day and Rs. 4.03 for upper primary children from 1.4.2010.The cooking cost will be revised prior approval of competent authority by 7.5% every financial year from 1.4.2011.
- The honorarium for cooks and helpers was paid from the labour and other administrative charges of Rs.0.40 per child per day provided under the cooking cost. In many cases the honorarium was so little that it became very difficult to engage manpower for cooking the meal. A Separate component for Payment of honorarium @ Rs.1000 per month per cook- cum-helper was introduced from 1.12.2009. Honorarium at the above prescribed rate is being paid to cook-cum-helper. However, in some of the states the honorarium to cook-cum-helpers are being paid more than Rs.1000/- through their state fund. Following norms for engagement of cook-cum-helper have been made:
 1. One cook- cum-helper for schools up to 25 students.
 2. Two cooks-cum-helpers for schools with 26 to 100 students.
 3. One additional cook-cum-helper for every addition of upto 100 students.
- More than 25.25 lakhs cook-cum-helper are engaged by the State/UTs during 2016-17 for preparation and serving of Mid Day Meal to Children in Elementary Classes:

- A common unit cost of construction of kitchen shed @ Rs.60,000 for the whole country was impractical and also inadequate .Now the cost of construction of kitchen-cum-store will be determined on the basis of plinth area norm and State Schedule of Rates. The Department of School Education and Literacy vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 had prescribed 20 sq.mt. plinth area for schools having upto 100 children. For every additional upto 100 children additional 4 sq.mt plinth area will be added. States/UTs have the flexibility to modify the Slab of 100 children depending upon the local condition.

Since 1930, when Puducherry was under French administration, the Midday Meal Scheme has been in place in the region. After independence, Tamil Nadu became the first state to introduce the scheme in the early 1960s under the leadership of former Chief Minister K. Kamaraj. By 2002, following a Supreme Court directive, the program was implemented across all states in India. In September 2021, the Ministry of Education—responsible for overseeing the initiative—renamed the scheme as the PM-POSHAN (Pradhan Mantri Poshan Shakti Nirman) Scheme, as noted by Ajay Kumar, Director of Poshan Abhiyaan. The Central Government also announced that by 2022, an extra 24 lakh pre-primary students from government and government-aided schools would be included under the scheme. Moreover, under Article 24(2) of the Convention on the Rights of the Child, to which India is a party, the country is committed to providing children with adequate nutritious food. Since its national launch in 1995, the program has undergone numerous changes and is now backed by the National Food Security Act, 2013— a legal framework similar to that supporting the National School Lunch Act in the United States.

3.3.1 PM POSHAM

The revamped scheme has been launched for 5 years from 2021-22 to 2025-26. The scheme is different from the mid-day meal scheme in the following ways:

- 1) The revamped scheme will focus on monitoring the nutritional levels of school children.
- 2) Each school will have nutritional expert to make sure that the BMI (Body Mass Index), weight levels and haemoglobin levels of the students are monitored.
- 3) Districts with high prevalence of anaemia, will receive special nutritional support.
- 4) Schools will develop on-campus nutrition gardens, engaging students in the process, to promote hands-on learning and healthy eating.
- 5) PM POSHAN focuses on providing more nutritious and balanced meals, including protein-rich foods and fruits.

Overall, PM POSHAN is a more comprehensive and holistic scheme that aims to address the nutritional needs of school children in a more effective and sustainable manner.

3.3.2 Roots of the Programme

The evolution of India's Mid Day Meal Scheme spans nearly a century. Its journey began in 1925 when the Madras Municipal Corporation started offering free lunches to underprivileged children in government and government-aided schools. By the mid-1980s, the initiative had spread to regions including Tamil Nadu, Kerala, Gujarat, and Pondicherry, eventually inspiring adoption across various states. To nationalize the effort, the Government of India

launched the National Programme of Nutritional Support to Primary Education (NP-NSPE) on 15th August 1995, later renaming it to the National Programme of Mid-Day Meals in Schools—now universally known as the Mid-Day Meal scheme. Though, cooked food was to be provided, most states chose to provide “dry rations” to students. “Dry rations” refers to the provisions of uncooked 3 kg of wheat or rice to children with 80% attendance. In 2001, the Supreme Court mandated that all state governments serve cooked mid-day meals in government and government-aided primary schools. Moreover, while Karnataka, Odisha, and West Bengal received international support to roll out the program, Andhra Pradesh and Rajasthan relied entirely on foreign aid. Notably, Karnataka’s journey saw a significant boost in 1997 when the Children's Love Castles Trust initiated a pilot project in eight schools, establishing both a food bank and an Anganwadi milk program. Eventually, the state government introduced its own midday meal scheme, supplanting the food bank initiative.

STOP TO CONSIDER

- Mid-Day Meal Scheme refers to the government of India programme introduced in all government elementary schools to provide children with cooked lunch. Tamil Nadu was the first state in India to introduce this scheme.
- The first school which had the scheme since 1925 was Sourashtra Boys Higher Secondary School, Madurai.
- The Mid-Day Meal Scheme has been renamed ‘PM POSHAN’ as the government focuses on child nutrition in the country. The revamped scheme has been launched for 5 years from 2021-22 to 2025-26. The revamped scheme is similar to the Mid-Day Meal Program in terms of finance and organization.

3.3.3 Features of Mid day Meal Scheme

Following are the features of Mid-Day Meal Scheme:

- For primary students (Classes I–V), meals are designed to offer around 450 calories and 12 grams of protein, while for upper primary students (Classes VI–VIII) the meal should provide about 700 calories and 20 grams of protein, along with set quantities of grains, pulses, vegetables, and oil.
- The program is available at no cost to children in government, government-aided, and local body schools, as well as in special training centers and madrasas under the Sarva Shiksha Abhiyan.
- Schools must maintain clean cooking facilities and procure quality, often AGMARK-certified, ingredients. Regular taste tests by school management committees and inspections by state agencies help ensure meal quality.
- Meals are provided on the school premises during working days, ensuring that each child receives at least one nutritious meal daily.
- The scheme aims to reduce classroom hunger, boost enrollment, attendance, and retention, and foster social equity by bringing together children from diverse backgrounds through a shared meal.
- It promotes equality because it helps to reduce caste prejudices as both upper and lower caste students use to eat meal together and in few places dalit women are appointed to cook food.
- The scheme encourages active participation from parents and local community members in monitoring the meal quality, which helps enhance transparency and accountability.

- Recognized as one of the largest school feeding programs globally, it reaches over 120 million children across more than a million schools, significantly contributing to improved school enrollment, attendance, and overall child welfare.
- Headmasters can use school funds for midday meal expenses but must reimburse to the midday meal fund once the school is credited with the same.
- The Central government shares the cost involved in cooking, transportation of food grains, infrastructure development, and payment to cooks and helpers, with the respective state government.

3.3.4 Objectives of Mid Day Meal Scheme

Now let us go through various objectives of Mid day Meal Scheme. Dear learners, the scheme (National Programme of Mid-day Meals in school) were introduced with the following objectives:

- **Enhancing School Enrollment, Retention, and Attendance:** By offering a free, nutritious meal, the scheme encourages parents to send their children to school and helps reduce dropout rates.
- **Improving Child Nutrition:** The program aims to provide children with essential calories and proteins to combat malnutrition and support healthy growth. Furthermore, by establishing healthy eating habits early on, the program contributes to better academic performance and overall well-being, ensuring that children are better prepared to learn and thrive both in and out of school.

- **Boosting Academic Performance:** By alleviating hunger, the scheme helps improve concentration and learning outcomes in the classroom. When students receive a nutritious meal, they are better equipped to focus, process information, and participate actively in lessons. Consistent access to quality food reduces fatigue and distraction, enabling children to engage more effectively with their studies.
- **Promoting Social Equity:** By providing meals to all children regardless of their background, it helps reduce social disparities and foster social integration. It ensures that every child, irrespective of their economic or social status, receives the same nutritious support. Sharing a meal together creates a unifying environment where differences are set aside, encouraging friendships and mutual respect among students from diverse backgrounds.
- **Creating Local Employment:** The implementation of the scheme generates job opportunities for cooks and helpers in local communities.

CHECK YOUR PROGRESS

Q.1: What is Mid Day Meal Scheme?

Q.2: Write any two features of Mid Day Meal Scheme.

3.4 Components of Mid-Day Meal Scheme

So far, as we have discussed about various objectives of Mid Day Meal scheme, now let us see various components of the Mid Day Meal Scheme-

- **Free provision of Meals-**Ensuring that every child studying in Government, Government-aided, and Local Body Schools receives free meals is a vital initiative for both their health and education. This program guarantees that students have access to nutritious, balanced meals daily, which not only helps in maintaining their physical well-being but also enhances their concentration and academic performance. By alleviating the financial burden on families, the initiative promotes higher attendance rates and encourages a more inclusive learning environment.
- **Nutritional Standards-** Ensuring meals meet specified nutritional standards, providing a minimum of 450 calories and 12 grams of protein per child per day.
- **Foodgrains-** Ensuring a steady supply of essential foodgrains—typically rice or wheat—to schools is a crucial part of the government's strategy to promote nutritional security and support local agriculture. Under this initiative, foodgrains are delivered to schools through the Public Distribution System (PDS) or other designated agencies, ensuring that children receive a consistent, nutritious base in their daily meals. This systematic distribution not only guarantees that schools have access to affordable staples but also reinforces support for local farmers by providing them with a dependable market for their produce.
- **Cooking costs-**Financial assistance for cooking costs, including fuel, vegetables and other ingredients.
- **Kitchen infrastructure-** Support for establishing and maintaining kitchen infrastructure including cooking utensils, storage facilities and dining halls.

- **Monitoring and supervision-** Regular monitoring and supervision by authorities to ensure the scheme's effective implementation and quality meals.
- **Community Participation-** Encouraging community participation, including involvement of teachers, parents and local authorities in the management and oversight of the scheme.

These components work together to ensure the successful implementation of the Mid Day Meal Scheme.

Check Your Progress

Q.3: Mid day Meal Scheme first started in which state? (Kerala / Tamil Nadu)

Q.4: Is the Mid Day Meal Scheme now known as the PM POSHAM Scheme? (Yes/No)

3.5 Structure of the Mid-Day Meal Scheme

The following are the some of the important structure of the Mid-Day Meal Scheme in India.

- **Decentralized Model:** The decentralized model is the most commonly used approach, where meals are prepared on-site by local cooks, helpers, or self-help groups. This system offers several benefits, such as serving regionally preferred dishes, creating local employment opportunities, and reducing food waste. Additionally, it allows for better supervision by parents and teachers. The Mid-Day Meal (MDM) Scheme employs over 2.5 million cooks and food preparers, known as cooks-cum-helpers, who receive a modest

stipend of approximately \$14 per month. However, inadequate infrastructure—such as the lack of proper kitchen facilities and utensils—can pose safety and hygiene challenges. There have been tragic incidents, including a 2004 fire that resulted in the deaths of 87 children when a thatched classroom roof caught fire from cooking sparks. In another incident in 2011, a child lost their life due to severe burn injuries after falling into a cooking vessel.

- **Centralized Model:** In this model, food is prepared by some service providers and is distributed to the schools. Centralized kitchens are more common in urban areas, where the high concentration of schools makes food transportation a cost-effective option. These kitchens offer advantages such as improved hygiene, as large-scale cooking is primarily automated. Several NGOs, including the Nalabothu Foundation, Akshaya Patra Foundation, Ekta Shakti Foundation, Naandi Foundation, and Jay Gee Humanitarian Society, are involved in providing midday meals. However, a 2007 study on centralized kitchens in Delhi highlighted concerns regarding food quality, noting that even with centralized preparation, improvements were needed. The study also found that when substandard food was delivered, teachers often felt powerless and unsure of where to report complaints. Additionally, between 2010 and 2012, the Ministry of Human Resource Development found that 95% of meal samples prepared by NGOs in Delhi failed to meet nutritional standards, leading the ministry to withhold 50% of the payment for the deficient meals.

- **International Assistance:** International charity organizations support the schools in implementing the scheme.

3.6 Implementation of Mid-Day Meal Scheme with special reference to Assam

The National Programme of Nutritional Support to Primary Education, more commonly known as the Mid-Day Meal in Schools, was initiated as a Centrally Sponsored Scheme on 15th August 1995. In Assam, the Cooked Mid-Day Meal Programme began in January 2005. This initiative is designed to accelerate and sustain progress toward the goals of Universal Primary Education—ensuring universal enrollment, improved retention, and enhanced quality. It benefits all schoolchildren from Class I to Class VIII studying in government and provincialized Lower Primary, Upper Primary, High, and Higher Secondary Schools, as well as those in government-aided institutions, NRST centres, and Madrasa Maqtab centres operating under SSA and NCLP Schools managed by the Labour Department. The Assam state government has made every effort to ensure the regular provision of cooked mid-day meals. To achieve this, Village Education Committees (VECs) and School Management Committees (SMCs) have been actively involved in implementing the Mid-Day Meal Programme. Additionally, mother groups have played a vital role in the program's implementation. While some districts have faced disruptions due to local disturbances, the state government has taken proactive measures. District Nodal Officers have been instructed to increase the number of days for serving mid-day meals, compensating for the lost days. This ensures that students receive uninterrupted benefits from the program.

Mid-Day Meals have been provided to 254 NCLP (National Child Labour Project) Schools, benefiting 13,880 children. These schools, operating in Kamrup (M) and Nagaon districts, follow the same curriculum as Lower Primary Schools. However, considering the age group of the students, the Mid-Day Meal provision has been made as per Upper Primary norms, ensuring adequate nutrition for the children.

The State Nodal Officer (SNO) disburses cooking cost funds to District Nodal Officers (DNOs), who then allocate the funds to School Management Committees (SMCs) for purchase of ingredients such as pulses, vegetables including leafy ones, salt, condiments, oil and fuel etc locally ensuring seasonal vegetables are included in the meals. However, 569 schools in Guwahati city and its surrounding areas receive Mid-Day Meals through Akshaya Patra, a separate arrangement.

The School Managing Committee (SMC) hires cook-cum-helpers primarily from local mother groups, who also assist in serving meals to the children. SMC and Village Education Committee (VEC) members oversee the scheme's implementation. Meanwhile, Deputy Commissioners (District Nodal Officers) take proactive measures to prevent any adverse incidents during Mid-Day Meal implementation. Additionally, the State Government has ensured fire safety by providing extinguishers in all schools and issuing guidelines to store toxic and flammable materials away from classrooms and kitchens. The state government has partnered with HOUSEFED and Assam State Housing Board to construct kitchen-cum-stores in schools under the Mid-Day Meal (MDM) program. Accordingly SNO, MDM has placed work orders for building 44,729 kitchen-cum-stores in as many schools. Additionally, funds have been allocated through the Sarva Shiksha Abhiyan (SSA), Assam, to the SMC, to construct kitchen sheds in 6,361 schools, further supporting the MDM initiative.

The state government has partnered with the Assam Government Marketing Corporation and Assam Small Industries Development Corporation to procure and distribute kitchen devices to schools. These devices are delivered to block-level offices, from where School Management Committees (SMCs) collect them. So far, 17,666 schools have received kitchen devices, with another 13,277 schools set to receive them soon. The Government of India has allocated ₹1566.20 lakh to provide kitchen devices to 31,324 schools. Additionally, the state government has contributed ₹20 crores from STATE share for the same purpose. To replace outdated kitchen devices sanctioned in 2006-07, a proposal has been submitted to the government for funding new devices. This initiative aims to ensure schools have modern and functional kitchen equipment to support the Mid-Day Meal program.

To promote awareness and transparency, hoardings about the Mid-Day Meal Scheme have been installed at all Education Department offices and Deputy Commissioner's offices. Additionally, the Mid-Day Meal logo has been fitted in 70% of schools, with plans to cover the remaining schools. To further boost the scheme's implementation, the state government has decided to distribute Mid-Day Meal calendars to all elementary schools and Education Department offices for the financial year 2013-14. This initiative aims to increase the number of days Mid-Day Meals are served.

3.7 Advantages of Mid Day Meal Scheme

The Midday Meal Scheme has several key advantages:

- **Improved Enrolment and Attendance**

By offering free, nutritious meals, the scheme acts as an incentive for families—especially from low-income backgrounds—to send their children to school. This

helps reduce dropout rates and increases overall attendance

- **Enhanced Nutritional Status**

The provision of a balanced meal rich in calories and protein helps combat malnutrition among children. Regular access to nutritious food supports better physical and cognitive development, leading to improved academic performance. 3.

- **Economic Empowerment**

The scheme creates job opportunities for local community members, particularly women, by employing them as cooks and helpers. This not only supports household incomes but also contributes to the local economy.

- **Social Integration and Equality**

Serving meals to children from diverse backgrounds helps break down social barriers. And also, sharing a common meal fosters a sense of equality and unity among students, regardless of their socio-economic status

- **Promoting Education**

The Mid Day Meal Scheme aims to promote education by addressing hunger, which is major obstacle to learning, especially for disadvantaged children. By providing meals at school, the scheme boosts enrolment and attendance, enabling children to access quality education and unlock a brighter future.

- **Empowering Communities**

The Mid Day Meal Scheme fosters community engagement, encouraging local participation in its implementation. By involving communities in monitoring meal quality, ensuring transparency, the scheme strengthens social bonds and empowers collective action. This community-driven approach enhances the program's impact and teaches children valuable lessons about collective responsibility and mutual support.

- **Transparency**

The scheme leverages technology to make sure transparency and accountability. By tracking meal distribution and quality, the program promotes efficiency and responsiveness. Real-time data empowers stakeholders, from local communities to authorities, to monitor progress and make informed decisions.

Overall, the Midday Meal Scheme not only addresses hunger and malnutrition but also strengthens educational outcomes and community development simultaneously.

3.8 Disadvantages of Mid-Day Meal Scheme

While the Mid-Day Meal Scheme offers numerous advantages, it also has its drawbacks. Some of the disadvantages of the scheme are described below:

- **Issues with Quality and Sanitation:** Often, the meals do not meet the desired hygiene standards due to subpar kitchen facilities and insufficient monitoring, which can lead to food that is nutritionally inadequate or even unsafe.

- **Irregular Supply and Execution:** Delays in releasing funds and an inconsistent supply of food grains can interrupt the regular provision of meals. This disruption not only affects the children's nutritional intake but may also discourage consistent school attendance.
- **Corruption and Inefficiency:** Reports of misappropriation and diversion of funds at various administrative levels have emerged, undermining the scheme's overall efficiency and reducing its intended benefits.
- **Poor Infrastructure:** Many schools lack proper kitchens, storage facilities, and reliable transportation systems, all of which hinder the effective preparation and timely distribution of meals.
- **Biased Practices:** Instances of caste-based discrimination have been observed, resulting in unequal access to meals and preventing some of the most disadvantaged children from fully benefiting from the program.
- **Short-Term Impact:** Although the scheme provides immediate relief from hunger and boosts attendance, it does not address the underlying issues of malnutrition and poverty, potentially creating a dependency cycle without achieving sustainable nutritional improvements.

3.9 Summing Up

In conclusion, we can say that, Mid Day Meal Scheme, now known as PM POSHAN (Pradhan Mantri Poshan Shakti Nirman), is a flagship program of the Government of India aimed at enhancing enrolment, retention, and attendance in schools, while simultaneously improving the nutritional status of children.

Launched in 1995, the scheme provides free meals to children in Government and Government-aided schools, with a focus on promoting education, health, and nutrition among disadvantaged children. By providing a nutritious meal, the scheme aims to alleviate hunger, promote learning, and support the overall development of children. The program has undergone several transformations over the years, with a renewed focus on quality, accountability, and community participation. Today, PM POSHAN is one of the world's largest school meal programs, covering over 11.8 crore children across India.

As regards to advantages and disadvantages of the programme, community participation, awareness of parents/guardian, nutritious food, economic empowerment, social integration and equality and so on are its advantages. On the other hand, its disadvantages includes shortage of field staff for monitoring and supervision, poor infrastructure, corruption, irregular supply of foodgrains and so on. Overall, The Cooked Mid-Day Meal Scheme has had a significant impact on increasing enrollment and retention rates among children, while also addressing their hunger. By providing meals in classrooms, the scheme aims to eradicate hunger, enabling children to focus on their studies with renewed physical and mental energy, and creating a positive and joyful learning environment.

In Assam, the Cooked Mid-Day Meal Programme began in January 2005. This initiative is designed to accelerate and sustain progress toward the goals of Universal Primary Education—ensuring universal enrollment, improved retention, and enhanced quality. It benefits all schoolchildren from Class I to Class VIII studying in government and provincialized Lower Primary, Upper Primary, High, and Higher Secondary Schools, as well as those in government-aided institutions, NRST centres, and Madrassa Maqtab

centres operating under SSA and NCLP Schools managed by the Labour Department. The Assam state government has made every effort to ensure the regular provision of cooked mid-day meals. To achieve this, Village Education Committees (VECs) and School Management Committees (SMCs) have been actively involved in implementing the Mid-Day Meal Programme. Additionally, mother groups have played a vital role in the program's implementation. While some districts have faced disruptions due to local disturbances, the state government has taken proactive measures. District Nodal Officers have been instructed to increase the number of days for serving mid-day meals, compensating for the lost days. This ensures that students receive uninterrupted benefits from the program.

3.10 Questions and Exercises

1. Describe the objectives and significance of Mid day Meal scheme in India.
2. Examine the impact of the Mid Day Meal Scheme on enrolment, attendance and retention of students in schools.
3. Imagine you are a policy-maker responsible for revising and strengthening the Mid-Day Meal Scheme. What changes would you propose and why?
4. What is the Mid-Day Meal Scheme? Why was the Mid-Day Meal Scheme started by the government?
5. Discuss the implementation of Mid-Day Meal Scheme with special reference to Assam

3.11 References and Suggested Readings

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UNIT- 4

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT (RTE) 2009

Unit Structure:

4.1 Introduction

4.2 Objectives

4.3 Right of Children to Free and Compulsory Education Act
(RTE), 2009

4.3.1 Main Provisions of the Act

4.4 Significance of the Act

4.5 Critical Appraisal of the Act

4.5.1 Limitations of the Act

4.5.2 Challenge in the Implementation of the Act

4.6 Summing Up

4.7 Questions and Exercises

4.8 References and Suggested Readings

4.1 Introduction

Education is the cornerstone of a thriving democracy and a country's progress. It is widely recognized that an educated and enlightened citizen is essential for the successful functioning of democratic institutions. Primary education lays the foundation for developing human resources, as the quality and efficacy of individuals depends on their literacy levels. Primary education is the basis of all formal education. Primary education is widely recognized as a fundamental right because it lays the foundation for a child's overall development—intellectually, socially, and emotionally. Primary education plays a crucial role in shaping individuals and societies.

The Constitution of India, in Article 45, mandated the state to provide free and compulsory education to all children up to 14 years within 10 years of its enactment. This provision implicitly included early childhood care and education for children below 6 years of age and eight years of elementary education (Class 1 to VIII) for the 6-14 year age group. As J.P. Naik noted, The progress of primary education is an index of the general, social, and economic development of the country as a whole". Our constitution guarantees free and compulsory primary education for the children of 6-14 years. To fulfill the constitutional obligation of providing compulsory elementary education, the Indian government has initiated various programs, including District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), RTE Act 2009. In the previous unit, we have already discussed about Sarva Shiksha Abhiyan (SSA). In this unit, we will be focussing on Right of Children to Free and Compulsory Education Act (RTE) 2009, significance and critical appraisal of the act.

4.2 Objectives

After going through this unit, you will be able to

- *know* about the Right to Education (RTE) Act, 2009;
- *explore* the significance of the RTE Act;
- *analyse* the critical appraisal of the RTE Act.

4.3 Right of Children to Free and Compulsory Education Act (RTE), 2009

The Right to Education Act is important legislation that has transformed India's education system. With its enactment, the right to education has become a fundamental right in the country. In

August 2009, India's Parliament passed the landmark Right of Children to Free and Compulsory Education (RTE) Act, which received presidential approval on August 26, 2009. This legislation guarantees children aged 6-14 the right to quality education, emphasizing equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. There are several provisions in the act, including that of training of teachers at the elementary level of education. As regards teachers, the Act clearly states that they should employ child-friendly pedagogy. The teaching methods should be learner centric, activity based and interesting. By emphasizing child-centered approaches, the RTE Act aims to create a supportive learning environment that fosters academic success and overall well-being. When it was implemented in 2010, India became one among 135 countries where education is a fundamental right of every child. Prior to this, the 86th Constitutional Amendment of 2002 introduced Article 21A into the Constitution, which mandates that: "The State shall provide free and compulsory education to all children of 6 to 14 years in such manner as the State, may by law determine." As per this, the right to education was made a fundamental right and removed from the list of Directive Principles of State Policy. The Right of Children to free and Compulsory Education (RTE) Act, 2009 is based on the 86th Amendment of the constitution under Article 21-A.

Article 21-A and RTE Act came into effect on 1st April 2010. The title of the RTE Act incorporates the words "Free and Compulsory". "Free education" in the Act signifies that no child (other than those admitted by his/her parents in a school not supported by the government) is liable to pay any kind of fee or charges or expenses

which may prevent him or her from pursuing and completing elementary education.“ Compulsory education” makes it obligatory on the part of the government to ensure admission, attendance and completion of elementary education by all children falling in the age bracket six to fourteen years. In essence, the Act requires the government to ensure that every child between the ages of six and fourteen is admitted, attends regularly, and successfully completes elementary education, with a particular focus on serving children from economically disadvantaged backgrounds.

The history of the Right to Education (RTE) Act, 2009 is rooted in India’s long-standing commitment to education as both a constitutional promise and a socio-political imperative. It began with the constitutional vision laid out in the Directive Principles and later refined through landmark Supreme Court judgments in the early 1990s, such as in *Mohini Jain* and *Unnikrishnan* cases, which recognized education as an essential part of the right to life. This judicial activism culminated in the 86th Constitutional Amendment in 2002, which inserted Article 21-A, making free and compulsory education for children aged 6 to 14 a fundamental right. The subsequent years saw vigorous debates and multiple drafts of the education bill—especially over controversial issues like the 25% reservation for disadvantaged students in private schools—before the final bill was approved by the Cabinet in July 2009, passed by both Houses of Parliament in August 2009, received Presidential assent on 26 August 2009, and ultimately came into force on 1 April 2010.

STOP TO CONSIDER

- Primary education, which is the basis of all formal education, lays the foundation for developing human resources, as the quality

and efficacy of individuals depend on their literacy levels. Primary education is widely recognized as a fundamental right because it lays the foundation for a child's overall development—intellectually, socially, and emotionally.

- The Right of Children to free and Compulsory Education (RTE) Act, 2009 is based on the 86th Amendment of the constitution under Article 21-A.
- Article 21-A and RTE Act came into effect on 1st April 2010.
- India became one of 135 countries to make education a fundamental right of every child.
- The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation- the Persons with Disabilities Act.

4.3.1 Main Provisions of the Act

The RTE Act, 2009, mandates the provision of free and compulsory elementary education to all children in the 6-14 age group, emphasizing the importance of equitable access to quality education. The Act's key provisions includes-

- Every child is guaranteed free and compulsory education until they complete their elementary schooling in a local neighborhood school.
- The term “free” signifies that no fees or charges should be imposed on a child that could obstruct their education. “Compulsory education” means that the government must ensure that every child between the ages of 6 and 14 is admitted, attends school regularly, and completes elementary education.

- The Act mandates that any child who has not been admitted must be placed in the appropriate class according to their age.
- It clearly delineates the responsibilities of the central and state governments, local authorities, and parents in ensuring a child's education. The Act also specifies how the financial costs of providing education should be divided between the central and state governments.
- The Act sets specific standards for factors such as Pupil-Teacher Ratios (PTR), school infrastructure and buildings, the number of school working days, and teacher requirements.
- It also emphasizes that there should be no urban-rural imbalance in teacher postings. The Act also provides for the prohibition of the employment of teachers for non-educational work, other than census, elections and disaster relief work.
- Teachers employed under this Act must be properly trained and qualified to ensure quality education.
- The Act prohibits :
 - Mental harassment and physical punishment.
 - Use of screening procedures during admission.
 - Capitation fees.
 - Private tuition by teachers.
 - Running schools with no recognition.
- The curriculum must be designed in line with the values of the Indian Constitution and focus on the holistic development of the child. It should build upon the child's

existing knowledge and talents while creating a child-centric and child-friendly learning environment that minimizes trauma, fear, and anxiety.

- In accordance with the provision of the subsection (1) of the section 23 of the RTE Act 2009, the National Council For Teacher Education (NCTE) had laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes 1 to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any school should pass Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the guidelines of NCTE.

4.4 Significance of the Act

With the passing of the Right to Education Act, India has embraced a rights-based approach to ensure education for every child. This Act legally binds both state and central governments to implement a child's fundamental right to education as guaranteed by Article 21A of the Constitution. The significance of the Act includes:

- The Act sets specific standards for the student-teacher ratio, which is essential for quality education. It also mandates that schools provide separate toilet facilities for boys and girls, maintain proper classroom conditions, and ensure access to clean drinking water.
- It emphasizes reducing the disparity in teacher postings between urban and rural areas, addressing the significant differences in educational quality and teacher availability.

- There is a strict no-tolerance policy for any form of harassment or discrimination against children. By prohibiting screening procedures during admissions, the Act ensures that no child is discriminated against on the basis of caste, religion, gender, or other factors. Moreover, it mandates that no child be held back until Class 8.
- The introduction of the Continuous Comprehensive Evaluation (CCE) system in 2009 aims to ensure that students achieve learning outcomes appropriate to their grade level through regular assessments instead of just high-stakes examinations.
- The Act also provides for the formation of a School Management Committee (SMC) in every school in order to promote participatory democracy and governance in all elementary schools. These committees have the authority to monitor the school's functioning and prepare developmental plans for it.
- The Act is enforceable by law and includes a grievance redressal mechanism, allowing people to take action if its provisions are not implemented.
- One of the most significant provisions of the Act is the requirement that all private schools reserve 25% of their seats for children from socially disadvantaged and economically weaker sections. This rule, specified in Section 12(1) (c), applies to all schools—whether private, unaided, aided, or of a special category—and is intended to foster social inclusion and equity. Despite considerable opposition when the draft was first proposed in 2005, lawmakers maintained that this reservation was crucial for promoting inclusive education and social integration. Any financial loss

incurred by schools due to this reservation policy is compensated by the central government.

- Between 2009 and 2016, enrollment in upper primary classes (Classes 6-8) increased by 19.4%. In 2016, only 3.3% of children aged 6 to 14 in rural areas were out of school.

Therefore, we can say that the Right to Education Act has been instrumental in ensuring that every child in India receives quality, inclusive, and accessible education. It has mandated that all children between the ages of 6 and 14 are entitled to free and compulsory education, effectively removing financial barriers that once kept many low-income families from enrolling their children in school. In addition, the act has led to the establishment of minimum infrastructure standards, improved teacher qualifications, and better classroom facilities, all of which contribute to creating a safe and effective learning environment. By emphasizing equal opportunities, it has helped bridge the gap between different socio-economic groups and fostered social integration.

CHECK YOUR PROGRESS

Q.1: What is the age group of children entitled to free and compulsory education under the RTE Act?

Q.2: What does the term “Free education” imply under the RTE Act?

Q.3: What percentage of seats are reserved for disadvantaged children in private schools under the RTE Act?

4.5 Critical Appraisal of the Act

The Right to Education (RTE) Act, 2009, is a landmark legislation in India that ensures free and compulsory education to all children

between the ages of 6 and 14. The Act was enacted on August 4, 2009, and came into force on April 1, 2010. The genesis of the RTE Act lies in the Supreme Court's ruling in the 1993 case of Unnikrishnan vs. State of Andhra Pradesh, which declared that every citizen has a fundamental right to education under Article 21 of the Indian Constitution. This ruling paved the way for the Constitutional (Eighty-sixth Amendment) Act, 2002, which inserted Article 21A, making education a fundamental right for children between 6 and 14 years.

The Right to Education (RTE) Act has been instrumental in boosting enrollment rates and reducing dropout rates among children aged 6-14 years. Enrollment rates have seen a significant surge, from 93.4% in 2006 to 96.3% in 2020, according to the Annual Status of Education Report (ASER) 2020. In addition to increased enrollment, the RTE Act has also led to notable improvements in school infrastructure. The percentage of schools with functional toilets, for instance, has increased from 62.6% in 2010 to 79.4% in 2016, as reported by the District Information System for Education (DISE). The RTE Act's emphasis on minimum standards for infrastructure and teacher qualifications has been a key driver of these improvements. By mandating these standards, the Act has helped ensure that schools provide a conducive learning environment for children.

Strengths:

- **Universal Access:** By legally mandating free and compulsory education, the Act has helped increase enrollment, particularly among marginalized communities. The reservation of 25% seats in private schools is intended to integrate children from economically weaker sections into mainstream education.

- **Legal Empowerment:** By framing education as a fundamental right, the RTE Act provided a legal basis for challenging deficiencies in school services and spurred judicial interventions in some cases.

- **Standardization of Infrastructure and Norms:**

The Act prescribes specific benchmarks for school facilities, teacher qualifications, and administrative practices, ensuring that every institution meets a set of minimum quality standards. This uniformity is designed to elevate the overall educational experience by compelling schools to maintain essential amenities and adopt best practices in teaching and management. Moreover, such standardization helps create a level playing field across different regions, encouraging continuous improvements and investments in school infrastructure over time. This framework not only safeguards the basic educational environment but also paves the way for further enhancements in pedagogy and school governance.

- **No-Detention Policy:**

By banning the practice of holding students back until they complete primary education, the Act fosters a more compassionate and supportive academic atmosphere. This policy helps lower dropout rates by allowing children to advance at a pace suited to their learning needs, thereby reducing the stigma associated with repeating a grade. In turn, this approach nurtures a positive learning environment where the emphasis is placed on comprehensive understanding rather than merely passing exams. It also relieves teachers from the pressure of enforcing rigid promotion criteria, enabling them to focus on developing each student's individual potential. This shift ultimately

contributes to a more inclusive and stress-free educational experience, setting the stage for long-term academic and personal growth.

- **Legal Right to Education:**

The RTE Act firmly establishes free and compulsory education as a fundamental right for every child between the ages of 6 and 14, thereby legally obliging the state to provide accessible education. This legal safeguard not only empowers families to demand high-quality education but also serves as a robust accountability mechanism, ensuring that any lapses by the government or educational institutions can be legally challenged. By embedding education within the framework of constitutional rights, the Act emphasizes its critical role as a foundation for individual development and social progress. Moreover, this provision encourages regular monitoring and evaluation of educational policies, spurring ongoing improvements in resource allocation and service delivery across the education sector.

- **Framework for Redressal:**

The Act's legal foundation offers parents and students a clear pathway to challenge and remedy shortcomings in educational services. This redressal mechanism empowers communities to hold schools and administrators accountable, ensuring that any failure in delivering quality education can be legally contested. Through judicial avenues such as consumer courts and other grievance redressal forums, affected stakeholders can obtain compensation or corrective action for substandard practices. Additionally, this framework acts as a continual check on educational institutions, compelling them to adhere to established norms

and standards. By reinforcing transparency and accountability, it not only safeguards the rights of children but also promotes ongoing improvements in the overall education system.

4.5.1 Limitations of the Act:

However, despite these successes, the RTE Act has certain limitations. These are described below:

1. Quality Overlooked:

Even though the RTE Act has boosted student enrollment, critics contend that it prioritizes numerical growth over enhancing educational quality. As a result, many schools still face issues such as outdated teaching practices and substandard learning outcomes.

2. Exclusion of Early Childhood:

Focusing exclusively on children aged 6–14 means the Act overlooks those under 6—an age when cognitive and social skills are rapidly developing. This omission undermines the strength of a child’s early educational foundation.

3. Administrative and Documentation Hurdles:

The insistence on providing multiple documents—such as birth certificates and BPL cards—during admission often leaves out vulnerable groups, like orphans, who may not have ready access to these documents.

4. Hasty Drafting and Limited Consultation:

Critics have noted that the Act was formulated in a rush with minimal input from key stakeholders such as educators, parents, and community representatives. This

rapid drafting process resulted in several loopholes and ambiguous provisions that have hindered its effective execution. The absence of thorough consultation has left critical issues unaddressed, leading to varied interpretations and implementation challenges across different regions. Greater stakeholder involvement and a more iterative drafting process might have produced a more robust framework, better equipped to meet the diverse needs of India's educational landscape.

5. Limited focus on learning outcomes:

The RTE Act's limited emphasis on learning outcomes undermines its effectiveness in promoting education's value. If learning outcomes aren't prioritized, parents and children may not recognize the benefits of schooling. The ASER 2018 report reveals that only 50.3% of grade 5 students in rural India can read a grade 2 level text, indicating a gap in learning outcomes.

6. Insufficient incentives for disadvantaged groups:

"The RTE Act lack provisions for scholarships, transportation, and mid-day meal, to encourage school attendance among children from marginalized backgrounds. Although, the Mid-Day Meal Scheme exists, its implementation has been marred by challenges and further incentives are necessary to promote greater inclusivity and support marginalized children in accessing education.

7. Inadequate emphasis on awareness generation:

The RTE Act's limited focus on raising awareness about the importance of education hinders the creation of an incentive-based system that motivates children to attend and complete school. Although initiatives like the Sarva

Shiksha Abhiyan (SSA), 'Chalo School Chalein' campaign have made efforts to promote awareness, but more extensive and sustained efforts are needed to reach a broader audience and drive meaningful change.

4.5.2 Challenges in the Implementation of the Act:

Despite its provisions, the RTE Act has faced challenges in implementation, including inadequate funding, teacher shortages, and issues with school infrastructure. Nevertheless, the Act has contributed to significant improvements in enrollment rates, reduced dropout rates, and increased access to education for disadvantaged groups. The effective implementation of the Act has been hindered by the Indian government's inadequate investment in education, failing to meet the required standards. India's education expenditure, less than 4% of its GDP, falls short of the global minimum benchmark for achieving Sustainable Development Goal 4 (SDG 4) and Education for All (EFA). As education is a concurrent subject under the Indian Constitution, both the central and state governments share legislative powers. However, states claim that they lack the financial resources to provide quality education in all schools. According to the last available estimates in the public domain, 25.5% of schools are RTE compliant in terms of meeting the entire set of infrastructure norms based on UDISE+ 2019-20; Compliance rates have ranged between 63.6% (Punjab) and a mere 1.3% in Meghalaya. Regularly updated data on RTE compliance is no longer available in the public domain. The Right to Education (RTE) Act's implementation status report, released by the Ministry of Human Resource Development, revealed concerning gaps in education access. Despite efforts to increase enrollment, 1.7 million children aged 6-14 remained out of school and a staggering shortage of 508,000 teachers existed nationwide.

The RTE Act's implementation has been a complex issue, with various stakeholders working to address the challenges. While progress has been made, the report's findings underscore the need for continued efforts to ensure that all children have access to quality education. Despite its transformative vision, its implementation has faced a number of challenges. Key issues include:

1. Inadequate Infrastructure and Funding:

Although the Act establishes guidelines for school infrastructure, its implementation remains patchy. Numerous schools—especially in rural areas—lack essential amenities like proper toilets, sufficient classrooms, and consistent electricity, safe drinking water, libraries and playgrounds. Persistent underfunding in the education sector has left many states unable to meet these prescribed standards. This undermines the quality of the learning environment.

2. Insufficient Teacher Training:

Although the Act stipulates that teachers must meet certain qualifications and undergo regular training, the reality on the ground tells a different story—a significant number of educators lack adequate training. This shortage of well-prepared teachers undermines the quality of education delivered, as many are not equipped with the skills necessary to address the varied and evolving needs of their students. The gap in teacher training not only affects academic performance but also hinders the creation of a dynamic and inclusive classroom environment. Many District Institutes of Education and Training (DIETs) lack the capacity to deliver ongoing, effective professional development.

3. Challenges with the 25% Reservation in Private Schools

The provision mandating that private schools reserve 25% of seats for disadvantaged groups has encountered numerous challenges. Some of the challenges in this regard are discriminatory behaviour towards parents and difficulties experienced by students to fit in with a different socio-cultural settings. Moreover, some private institutions exhibit reluctance or resistance toward fully implementing the reservation policy, thereby limiting its intended impact. This challenge is compounded by administrative inconsistencies and a lack of effective monitoring mechanisms, which together dilute the policy's potential to foster true inclusivity.

4. Monitoring, Evaluation, and Administrative Hurdles

- **Weak Monitoring Mechanisms:** Inconsistent data collection, poor coordination among multiple government agencies, and a lack of robust monitoring systems mean that many non-compliant schools continue to operate without the necessary improvements.
- **Bureaucratic Delays:** Complex administrative procedures and delayed fund disbursements hamper timely improvements in infrastructure and teacher recruitment, especially in underfunded states.

5. Policy and Scope Limitations

- **Age Group Restriction:** The Act covers children aged 6–14, leaving a gap in early childhood care (0–6 years) and secondary education (14–18 years), even

though international norms suggest education should be universal up to 18 years.

- **No-Detention Policy:** Intended to prevent dropouts, the no-detention policy has sometimes led to a lack of accountability for learning outcomes, with some students progressing without mastering basic skills.

6. Socioeconomic and Cultural Barriers

- **Poverty and Child Labor:** Socioeconomic factors, such as extreme poverty and the need for child labor in agricultural and informal sectors, contribute to high dropout rates and irregular attendance, particularly in rural areas.
- **Lack of Awareness:** Many parents and community members are either unaware of their rights under the Act or unable to navigate bureaucratic processes (such as obtaining certificates), which further impedes enrollment and retention.

7. Urban-Rural Inequalities:

Although the RTE Act is designed to offer universal educational benefits, its advantages are not evenly distributed. Schools in rural and marginalized areas often encounter significant hurdles in attracting qualified teachers and obtaining essential resources compared to those in urban settings. This uneven distribution exacerbates educational disparities and can further entrench socioeconomic divides. Moreover, these regions frequently suffer from inadequate infrastructure and limited opportunities for teacher professional development, compounding the challenges they face. To achieve the full promise of the RTE Act, it is crucial to implement targeted interventions that bridge these gaps,

ensuring that all students, regardless of location, receive quality education.

STOP TO CONSIDER

- **Neighbourhood Schools-** The RTE ACT, 2009 mandates that every child has access to a neighbourhood school within walking distance.
- **No Detention Policy** – The RTE Act prohibits detention of students until the completion of elementary education (Class 8).
- **25% Reservation** – Private schools are required to reserve 25% of seats for disadvantaged children.
- **Duty of parents-** It is the duty of parents to admit the child in the elementary school (Article 51-A(K))

4.6 Summing Up

The RTE Act 2009 has dramatically transformed India's educational system by legally cementing free and compulsory education as a fundamental right for every child between the ages of 6 and 14. By shifting the responsibility to the central and state governments, the Act not only mandates that every eligible child is enrolled in school but also insists on the delivery of quality education. It sets stringent standards for school infrastructure, teacher qualifications, and student-teacher ratios, ensuring that learning environments meet minimum quality benchmarks. Furthermore, by requiring private schools to reserve 25% of their seats for children from disadvantaged backgrounds, the Act actively promotes inclusivity and helps bridge long-standing social and economic disparities. This progressive framework has played a crucial role in reducing dropout rates, enhancing gender parity, and empowering marginalized

communities to overcome poverty through education. Ultimately, the RTE Act 2009 not only paves the way for a more equitable and inclusive education system but also reinforces the notion that education is an essential driver of national development and social progress.

While the RTE Act has significantly increased enrollment and made strides in addressing educational disparities, its impact is limited by persistent infrastructural inadequacies, teacher shortages, administrative inefficiencies, and socioeconomic challenges. Addressing these issues through better funding, robust monitoring systems, comprehensive teacher training, and policy adjustments (including expanding the age range and revising assessment methods) is crucial to fully realizing the Act's promise. These challenges illustrate the need for a sustained, coordinated effort by government agencies, private stakeholders, and communities to improve not only access but also the quality of education for every child. The Act was hastily put together, with insufficient attention paid to the quality of education it would deliver. It took more than six decades after independence to establish education as a fundamental right, there is now a pressing need for the government and all stakeholders to concentrate on improving educational quality and to gradually move toward a single educational system that promotes equality, inclusion, and unity. In a developing nation with a large population, reducing child labour is the most significant problem that the RTE Act faces.

While the RTE Act has significantly increased enrollment and made strides in addressing educational disparities, its impact is limited by persistent infrastructural inadequacies, teacher shortages, administrative inefficiencies, and socioeconomic challenges. Addressing these issues through better funding, robust monitoring systems, comprehensive teacher training, and policy adjustments

(including expanding the age range and revising assessment methods) is crucial to fully realizing the Act's promise. These challenges illustrate the need for a sustained, coordinated effort by government agencies, private stakeholders, and communities to improve not only access but also the quality of education for every child. The Act was hastily put together, with insufficient attention paid to the quality of education it would deliver. Moreover, it excludes children under the age of six. Critics also note that many of its initiatives resemble earlier programs like the Sarva Shiksha Abhiyan and have been marred by corruption and inefficiency. The requirement for various documents such as birth certificates and BPL cards during admissions has inadvertently excluded orphans from benefiting. Additionally, the implementation of a 25% seat reservation for economically weaker sections and other groups in private schools has encountered challenges. Some of the challenges in this regard are discriminatory behaviour towards parents and difficulties experienced by students to fit in with a different socio-cultural settings. Another criticism of the act is that the Local governments need help to keep track of students who qualify under the provisions of the RTE Act 2009 Section 12(1) (c). Hence, they are unable to find students to admit. First-generation of the students cannot fill out the application and are thus not admitted, which lessens the impact of the RTE Act 2009. The RTE Act's other shortcoming is that, despite its provisions, there aren't enough qualified teachers in the classrooms. Many schools have had trouble maintaining the act's mandated teacher-to-student ratio.

4.7 Questions and Exercises

1. Analyze the challenges and limitations faced by the RTE ACT, 2009 in ensuring universal access to elementary education.

2. What are the main provisions of RTE Act, 2009 in promoting universal access to elementary education?
3. Discuss the significance of the RTE Act, 2009 in promoting inclusivity and equity in elementary education.
4. In which year RTE has come into effect. Discuss the features of RTE, Act 2009.
5. What do the terms 'free' and 'compulsory' mean in the Act? Provide a critical evaluation of the Right of Children to Free and Compulsory Education Act, 2009, highlighting its strengths, weaknesses, and challenges in the implementation of the act.

4.8 References and Suggested Readings

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UNIT- 5

RECRUITMENT OF ELEMENTARY SCHOOL TEACHERS

Unit structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Elementary education
- 5.4 Recruitment of elementary school teachers
- 5.5 Teacher Eligibility Test (TET)
- 5.6 Importance of Teacher Eligibility Test
- 5.7 Summing Up
- 5.8 Questions and Exercises
- 5.9 References and Suggested Readings

5.1 Introduction

Teachers are the linchpins of delivering high-quality, equitable education. They play a pivotal role in creating learning environments where every student, regardless of their background, has the opportunity to thrive. Beyond merely conveying academic content, educators inspire creativity, nurture critical thinking, and instill lifelong values that contribute to both personal and societal growth. Their commitment not only bridges gaps in learning but also fosters an inclusive community where diverse perspectives are celebrated. The Indian Education Commission (1964-1966) professed, “the destiny of India is now being shaped in her classrooms”. So, did the National Policy on Education 1986 emphasize: The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its

teachers. Elementary school teachers are far more than mere academic instructors— they are the very architects of a child's future. They expertly blend deep subject expertise with genuine compassion, innovative creativity, and masterful classroom management, nurturing not only academic achievement but also emotional and social growth. These educators inspire curiosity, build self-confidence, and empower students to overcome challenges, laying a strong foundation for lifelong learning and success. Elementary school teachers play a pivotal role in laying the groundwork for a child's educational journey. They work with young learners—typically from kindergarten through sixth grade—to introduce fundamental skills in reading, writing, mathematics, science, and social studies, while also nurturing social and emotional growth. This formative stage of education is crucial because the habits, attitudes, and skills developed during these years significantly influence a child's future academic success and lifelong learning. In this unit, we will be focussing on elementary education, recruitment of elementary school teachers, Teacher Eligibility Test (TET) and importance of Teacher Eligibility Test.

5.2 Objectives

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

- *understand* the concept of Elementary Education;
- *know* how recruitment of elementary school teachers have been made;
- *discuss* Teacher Eligibility Test (TET);
- *know* the importance of TET.

5.3 Elementary Education

According to the Indian Constitution, the education system is structured into distinct levels—elementary, secondary, and higher education. This framework ensures that every child begins with a strong foundation through elementary schooling, where basic skills and knowledge are imparted. As students progress, secondary education builds on these fundamentals by offering a broader curriculum that encourages critical thinking and deeper understanding. Finally, higher education provides specialized and advanced learning opportunities, enabling individuals to acquire expertise in various fields. Let us now discuss about elementary education.

Elementary education, often known as primary education, forms the bedrock of a child's academic journey. It typically covers the early years—usually from grades 1 through 5 or 1 through 8, depending on the region—and introduces students to core subjects such as language arts, mathematics, science, and social studies. This stage is about fostering critical thinking, creativity, and social interaction. The primary goal of elementary (or primary) education is to establish a robust foundation for lifelong learning. It is designed to impart core skills—such as reading, writing, and arithmetic—while simultaneously fostering intellectual, social, and emotional development. This stage of education lays the groundwork for advanced learning by nurturing critical thinking, problem-solving abilities, and effective interpersonal communication. Moreover, it plays a vital role in shaping a child's character, encouraging resilience, creativity, and empathy.

Across various educational systems—especially in India—the early years of schooling are viewed as a pivotal stage in which a child's natural curiosity is carefully nurtured, thereby establishing a robust

foundation for future learning and overall personal development. This formative period is not merely about acquiring basic academic skills; it also plays an essential role in shaping a well-balanced personality by fostering intellectual, emotional, and social growth. Furthermore, government initiatives and standardized assessments, such as Assam's Teacher Eligibility Test (TET), help ensure that classrooms are led by highly qualified and dedicated educators, significantly boosting the effectiveness of elementary education. Beyond building academic fundamentals, quality elementary education instills critical thinking, creativity, and problem-solving skills, which are vital for tackling future challenges. By investing in a strong early education system, society lays the groundwork for a generation that is not only academically proficient but also socially aware and emotionally resilient. This comprehensive approach prepares young learners to thrive in higher education and beyond, ultimately contributing to a more informed and capable

To support elementary education, the government has introduced programs like the Midday Meal Scheme and Sarva Shiksha Abhiyan (SSA). These initiatives are aimed at increasing school attendance by providing free, nutritious meals and making quality education available to every child. They help keep kids in school by reducing hunger and improving the overall school environment. Additionally, these schemes work to lower dropout rates by offering better infrastructure and support, which makes schools safer and more welcoming. By promoting equal opportunities for children from all backgrounds, these programs ensure that every student can learn, grow, and succeed in a supportive setting.

5.4 Recruitment of Elementary School Teachers-

"Recruitment is the initial step in the hiring process, aimed at identifying and attracting qualified candidates to fill job openings. A well-functioning recruitment process is crucial for an organization's growth, prosperity, and survival, particularly in today's competitive job market where skilled talent is in high demand. The goal of recruitment is to find the most suitable candidate who possesses the necessary skills, qualifications, and experience to perform the job requirements. Recruitment is a systematic process that involves identifying job openings and requirements, attracting potential candidates through various sources (advertising, job boards, social media, referrals, etc.), screening and shortlisting qualified candidates, conducting interviews and assessments to evaluate candidate fit, selecting and hiring the best candidate for the job.

The recruitment process for elementary school teachers is meticulously structured to ensure that only highly skilled and dedicated educators are chosen to foster the growth of young learners. Administered by state or central education boards, this process encompasses several rigorous stages designed to assess a candidate's overall competency, depth of subject knowledge, and inherent teaching aptitude. Each phase—ranging from initial screenings and written assessments to personal interviews and practical demonstrations—serves to verify that the applicants not only meet academic and professional standards but are also well-prepared to handle the dynamic challenges of a modern classroom. Additionally, this comprehensive method reinforces a commitment to ongoing professional development, ensuring that educators continually refine their skills and contribute positively to an inclusive and high-quality learning environment.

The recruitment process for elementary school teachers involves a series of steps to identify and select the most suitable candidates. Here are the steps for selection of elementary school teachers-

1. Job Notification: The school or school district announces a vacancy, providing detailed information about the role. This notification outlines the specific job requirements, such as required certifications, experience, and educational background, along with the essential skills and personal qualities needed for the position. It also describes the qualifications expected of applicants, including any specialized training or additional competencies that would be advantageous.

2. Eligibility Criteria: Candidates must meet the required qualifications, such as a Bachelor's degree in Education (B.Ed.) or a Diploma in Elementary Education, and possess essential skills like communication, patience, and creativity.

3. Application Process: Applicants are required to complete an online submission by filling out a detailed application form. Along with the form, candidates must upload all necessary supporting documents, such as academic transcripts, professional certificates, and proof of teaching certifications. Clear guidelines regarding file formats, document size, and the submission deadline are provided in the notification. This thorough process is designed to ensure that all applicants are evaluated fairly and that the selection committee has all the relevant information to make informed decisions.

4. Written Examination: Candidates may be required to take a written examination, such as the Teacher Eligibility Test (TET), to assess their subject knowledge, teaching skills, and overall aptitude. This exam is designed to evaluate a candidate's command over their chosen subject areas, as well as their understanding of effective teaching methodologies and classroom management techniques.

Overall, the written examination serves as a standardized measure to compare candidates and select those best suited for fostering an engaging and supportive learning environment.

5. Interview: Shortlisted candidates are invited for an interview where they are evaluated on their teaching philosophy, classroom management skills, and experience working with children. During the interview, candidates may be asked to discuss their approach to creating an inclusive classroom environment and share real-life examples of how they have successfully engaged students. They might also be presented with hypothetical scenarios to demonstrate how they would address common challenges in the classroom, such as managing diverse learning needs or handling behavioral issues. This stage of the selection process not only assesses the candidate's theoretical understanding but also their practical ability to foster a positive and effective learning environment.

6. Demonstration Lesson: Candidates may be required to deliver a demonstration lesson to showcase their teaching skills and ability to engage students. This practical session allows candidates to present a mini-classroom scenario where they explain key concepts, interact with students, and use various teaching aids or technology to enhance learning.

7. Verification: The selected candidate's documents and credentials are meticulously checked to ensure their authenticity. This process includes confirming the legitimacy of academic transcripts, teaching certifications, and work experience certificates by cross-referencing them with issuing institutions or relevant government bodies. Additionally, identity proofs and any other supporting documents are examined to validate the candidate's background and eligibility.

8. Appointment: The selected candidate is appointed as an elementary school teacher, subject to meeting all the requirements and clearances.

9. Induction and Training: The newly appointed teacher undergoes induction and training to familiarize themselves with the school's policies, procedures, and curriculum.

Some additional requirements for elementary school teacher recruitment may include:

- Special education training or certification
- Bilingual or multilingual skills
- Experience working with diverse student populations
- Familiarity with educational technology and digital tools
- Ability to adapt to changing educational landscapes and reforms.

STOP TO CONSIDER

Elementary teachers are central to creating a learning environment that is secure, inviting, and rich in opportunities for exploration. They are responsible for crafting a classroom atmosphere where safety and comfort go hand in hand with dynamic, interactive learning experiences. In such thoughtfully designed spaces, students feel not only protected and valued but also inspired to participate actively and express their unique perspectives. Teachers achieve this by organizing the physical space with engaging learning stations, incorporating varied instructional methods, and tailoring activities to meet diverse needs.

Check Your Progress

Q.1: What do you mean by elementary education?

Q.2: What is the primary goal of elementary education?

5.5 Teacher Eligibility Test (TET)

The Teacher Eligibility Test (TET) is a mandatory exam for teaching jobs in Indian government schools, conducted separately by state governments and the Centre once a year. If a state doesn't conduct the test, schools in that state or union territory will take into account the test conducted by the central government. The validity of the qualifying certificate, which is a maximum of seven years, is decided by the state government, union territory, or Centre. There is no bar on the number of attempts by an aspiring teacher to obtain a TET certificate and they can also reappear for the second time to improve the score. To become a school teacher, having a B.Ed degree is not enough; aspirants must clear the eligibility test with at least 60% to teach at private or government schools. The TET aims to bring national standards and benchmark teacher quality in the recruitment process. The Assam government announced the Teacher Eligibility Test (TET) for December 4, 2011, sparking widespread interest among students, with lakhs aspiring to take the exam. The primary objective of TET is to identify teachers who possess the necessary teaching skills and motivation. TET aims to ensure that only qualified and passionate teachers enter the education system, ultimately benefiting students. To be eligible for TET, candidates typically require a Bachelor's degree in Education (B.Ed.) or a Diploma in Elementary Education, along with a graduate degree in the relevant subject. The exam consists of two papers: Paper 1 for primary level teachers (classes 1-5) and Paper 2 for upper primary

level teachers (classes 6-8). In recent years, the Assam TET exam has undergone significant changes, including the introduction of new subjects and revised eligibility criteria. Aspirants can now apply online through the official website of the Axom Sarba Siksha Abhiyan Mission.

Although TET is now a common requirement across most Indian states, the basic qualification needed to appear for the exam is generally either a Bachelor of Education (B.Ed.) or a Diploma in Elementary Education (D.Ed.). These qualifications ensure that prospective teachers have a sound grasp of pedagogy, child development, and effective teaching methodologies. Moreover, the uniform requirement across states helps maintain a consistent standard of teacher quality nationwide, which is vital for delivering high-quality education. In addition to these foundational credentials, many states also emphasize the importance of subject-specific knowledge and practical teaching experience, further enhancing the overall competency of the teaching workforce.

Assam's Cabinet has introduced a significant change in its teacher recruitment process for secondary schools. In an effort to elevate the quality of education and ensure that educators possess strong subject mastery, the state will no longer mandate the traditional Teachers Eligibility Test (TET) for graduate and postgraduate candidates. Instead, Assam will implement a unified TET-cum-Recruitment Test designed specifically for both Graduate Teachers (GT) and Post Graduate Teachers (PGT).

This new approach not only streamlines the recruitment process but also aims to align the number of successful candidates directly with the available vacancies, ensuring that only the best-qualified applicants secure positions. Traditionally, TET has been a compulsory requirement for teaching jobs across India, but this

move offers much-needed relief to a large pool of qualified educators who were previously required to clear the exam.

Assam Education Minister Ranoj Pegu emphasized this pivotal change on his official Twitter handle, stating: "Assam Cabinet Decides: TET will not be required for Graduate and Post Graduate Teachers of Secondary Schools. Assam will conduct TET-cum-Recruitment Test for GT & PGT of Secondary Schools. Successful candidates will be equal to the number of vacancies." This strategic decision reflects the government's commitment to modernizing its hiring practices, reducing bureaucratic hurdles, and ultimately fostering a more dynamic and proficient teaching workforce across the state.

Implementing the TET as a mandatory qualification sets a unified, national benchmark for teacher quality during recruitment. It not only establishes clear standards that prospective educators must meet but also drives teacher education institutions and their students to elevate their performance continuously. This policy sends a strong message to all stakeholders that the government is deeply committed to enhancing educational standards and investing in quality teaching.

Furthermore, by ensuring that only candidates who have demonstrated adequate pedagogical skills and up-to-date knowledge are eligible for teaching roles, the TET promotes a culture of professional excellence and lifelong learning among educators. It helps filter out under qualified applicants and encourages a proactive approach to ongoing professional development. Ultimately, this initiative is designed to foster a dynamic, skilled, and forward-thinking teaching workforce capable of addressing the diverse challenges of modern classrooms while nurturing future generations.

STOP TO CONSIDER

- Implementing the TET as a mandatory qualification sets a unified, national benchmark for teacher quality during recruitment. It not only establishes clear standards that prospective educators must meet but also drives teacher education institutions and their students to elevate their performance continuously.
- The validity of the qualifying certificate, which is a maximum of seven years, is decided by the state government, union territory, or Centre. There is no bar on the number of attempts by an aspiring teacher to obtain a TET certificate. and they can also reappear for the second time to improve the score.

5.6 Importance of TET

The Teacher Eligibility Test (TET) is a crucial examination for candidates aspiring to become teachers in India. Teacher Eligibility Tests (TET) is fundamental to maintaining high educational standards. They serve as a quality control measure, ensuring that all prospective teachers meet essential academic and pedagogical benchmarks before entering the classroom.

Although TET is now a common requirement across most Indian states, the basic qualification needed to appear for the exam is generally either a Bachelor of Education (B.Ed.) or a Diploma in Elementary Education (D.Ed.). These qualifications ensure that prospective teachers have a sound grasp of pedagogy, child development, and effective teaching methodologies. Moreover, the uniform requirement across states helps maintain a consistent standard of teacher quality nationwide, which is vital for delivering high-quality education. In addition to these foundational credentials, many states also emphasize the importance of subject-specific

knowledge and practical teaching experience, further enhancing the overall competency of the teaching workforce.

- **Ensuring Quality:** TETs establish a baseline level of competence, confirming that every candidate has the necessary subject knowledge and teaching skills. This process is crucial for maintaining a uniformly high quality of education across different regions.
- **Standardized Assessment:** By employing a standardized testing approach, TETs ensure that teaching quality is consistently maintained across the nation. This common framework levels the playing field, providing all candidates—regardless of background—with an equal opportunity to demonstrate their abilities. It fosters a purely merit-based selection process, which not only eliminates biases but also rewards the most competent educators. Furthermore, such standardization promotes transparency and accountability in recruitment, reinforcing public trust in the education system. It also encourages teacher training institutions to align their curricula with nationally recognized standards, ultimately contributing to a more robust and effective teaching workforce.
- **Focus on Pedagogy:** TETs examine candidates not only for their academic knowledge but also for their grasp of effective teaching strategies, classroom management skills, and insights into child development. This comprehensive evaluation ensures that educators possess both the theoretical understanding and practical abilities required to address diverse learning styles and challenges in the classroom. Moreover, by focusing on these dual aspects, the tests encourage a more holistic approach to teacher preparation, fostering an environment where innovative and adaptive

teaching methods are continually developed. This, in turn, contributes to creating a dynamic educational setting where teachers can evolve alongside emerging educational practices and effectively cater to the varied needs of their students.

- **Regulatory Importance:** Clearing the TET is frequently a compulsory requirement for landing government teaching roles. Numerous states issue a TET certification that remains valid for life, thereby promoting continuous professional development and ensuring educators stay aligned with the latest educational standards. This mandatory requirement not only establishes a high benchmark for teacher recruitment but also instills a culture of ongoing learning and improvement. Additionally, it serves as a foundation for periodic performance evaluations, motivating teachers to refine their skills and stay abreast of innovative pedagogical practices. The lifelong validity of the certification fosters a sense of accountability and professional pride, ultimately contributing to a more robust and adaptive educational system.
- **Building a Robust Educational Ecosystem:** Teacher Eligibility Tests play a pivotal role in shaping a resilient educational framework by ensuring that only well-qualified and passionate individuals become educators. This selective process not only leads to higher learning outcomes for students by maintaining high teaching standards, but it also cultivates an environment that values continuous professional growth. By attracting dedicated professionals, TETs foster a culture of innovation and collaboration within schools, encouraging the adoption of effective teaching methods and the ongoing refinement of curricula.

Additionally, this rigorous selection process enhances community trust in the education system and motivates educators to remain committed to lifelong learning and professional excellence.

- **Ensures Quality Teachers:** TET helps to ensure that only qualified and competent teachers are recruited to teach students, which is essential for providing quality education. This rigorous examination not only evaluates a candidate's subject knowledge but also assesses their ability to communicate effectively, manage classrooms, and apply modern teaching methodologies. By setting high entry standards, TET motivates teacher training institutions to update their curricula and focus on innovative pedagogical techniques. Moreover, it fosters a culture of continuous professional development and accountability among educators, ensuring they remain current with evolving educational practices. Ultimately, this leads to improved learning outcomes for students and strengthens the overall educational system.
- **Enhances Transparency:** The TET examination is conducted in a clear and open manner, significantly reducing the opportunities for corruption and favoritism in the teacher recruitment process. By adhering to standardized, objective criteria, it ensures that every candidate is evaluated fairly, thereby boosting public confidence in the selection system. Moreover, this transparent approach not only holds administrators accountable but also deters unethical practices, reinforcing the overall credibility of the educational framework. Ultimately, it lays the foundation for a merit-driven, equitable recruitment process that benefits both educators and students.

- **Enhances Student Learning Outcomes:** By ensuring that only well-qualified educators are selected, the TET process significantly improves student achievement. Competent teachers, armed with strong subject knowledge and effective instructional techniques, are better prepared to deliver engaging and clear lessons. This not only helps students grasp complex concepts more easily but also fosters a stimulating classroom environment that promotes active learning and critical thinking. As a result, improved teaching quality directly translates into higher academic performance and long-term educational success for students.
- **Enhances Professionalism:** The TET instills a culture of continuous professional growth by motivating educators to rigorously prepare for the exam. This process pushes teachers to stay connected with evolving teaching strategies and subject matter, reinforcing their commitment to lifelong learning. In doing so, it not only sharpens their instructional skills but also fosters a heightened sense of accountability and dedication. As teachers update their knowledge and adopt innovative methodologies, they create a more dynamic classroom environment that benefits both their professional development and student learning outcomes.
- **Enhances Teacher Accountability:** By establishing a clear benchmark for teacher competence, TET fosters a culture of responsibility among educators. This standardized requirement motivates teachers to continuously assess and improve their instructional methods, ensuring they remain at the forefront of best practices. With such accountability measures in place, educators are more likely to embrace professional development opportunities and incorporate innovative teaching techniques into their classrooms.

Ultimately, this not only drives individual performance but also contributes to a more robust and effective educational system, where teachers are consistently committed to excellence and student success.

Therefore, we can say that TET plays a vital role in ensuring that teachers in India meet the required standards, which ultimately benefits students, schools, and the education system as a whole.

CHECK YOUR PROGRESS

Q.3: Who is eligible to take TET exam?

Q.4: Write the full form of TET.

5.7 Summing Up

Recruiting elementary school teachers is a multi-stage process aimed at ensuring that only well-qualified and effective educators join the system. The goal is to improve teaching quality and create a nurturing learning environment for young children. A structured framework helps standardize recruitment across different states and institutions, thereby reducing disparities in teacher quality. This process is integral to broader reforms such as those outlined in the National Education Policy 2020, which emphasize teacher competence as a foundation for quality education. Implementing a systematic, competency-driven recruitment process yields enduring advantages for the education system. By ensuring that only educators who meet stringent quality standards are selected, the process helps enhance teaching effectiveness, leading to marked improvements in student learning outcomes. When teachers possess proven subject knowledge and pedagogical skills, they can create

more engaging and effective classroom environments that directly contribute to higher academic achievements.

Throughout the recruitment process, candidates are rigorously evaluated on several core competencies that are crucial for effective teaching. For instance, a deep understanding of the subject matter coupled with the ability to design engaging, age-appropriate lesson plans is essential for demonstrating both subject knowledge and strong pedagogical skills. Equally important are communication skills—both verbal and non-verbal—which enable teachers to present content clearly and interact with students in a way that fosters a dynamic learning environment. Additionally, candidates must show proficiency in engaging children and managing classrooms effectively, ensuring the creation of a safe, inclusive, and stimulating space where all students can thrive.

5.8 Questions and Exercises

1. What are the key responsibilities of a teacher in creating a positive and inclusive classroom environment?
2. Discuss the importance of Teacher Eligibility Test (TET).
3. What is the process of recruiting teachers for elementary schools? How does having good teachers in elementary schools help improve the quality of education?
4. Why is elementary education important for every child? Discuss.
5. Discuss the role of a teacher in elementary education?

5.9 References and Suggested Readings

- Goswami, S and Devi, M (2012) “ Emerging Issues and Education” Shanti Prakashan, Guwahati
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BLOCK- II
SECONDARY EDUCATION

**Unit 1 : Vocationalisation of Secondary Education,
Implementation of RMSA**

Unit 2 : Education System In Secondary Education

Unit 3 : Gender Gap in Secondary Education

UNIT- 1

VOCATIONALISATION OF SECONDARY EDUCATION, IMPLEMENTATION OF RMSA

Unit Structure:

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1.1 Introduction

Dear learners, as we all know that, Education is the basic requirement for success of democracy and progress of the country.

Universalization of primary and secondary education is a provision to provide free and educational opportunities to all children of the society, irrespective of their caste, creed and sex. Secondary education encompassing classes IX and X, serves as a foundational stage in a student's academic journey. It plays a pivotal role in shaping their future by preparing them for higher secondary education, while also equipping them with the essential knowledge and skills required for the workforce. According to Harvey (1990), this level of education is vital in tackling emerging human development challenges, especially for countries striving to become knowledge-based societies and actively engage in the global economy. Strengthening secondary education, therefore, is not just beneficial—it is necessary. To achieve this, there must be a concerted effort to expand access to secondary education, particularly for marginalized and underserved populations. In addition to general academic subjects, students at this stage should be introduced to vocational training and skill development programs. This dual focus not only enhances their employability but also helps bridge the gap between education and Job market. In India, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March 2009 as a centrally sponsored scheme of the Ministry of Human Resource Development (now Ministry of Education) to expand access to and improve the quality of secondary education for adolescents aged 14–18, with targeted investments in infrastructure, equity, and inclusive growth. Together, vocationalisation and RMSA underscore the government's commitment to creating a more inclusive, skill-oriented and equitable secondary education system in India. This unit focuses on the vocationalisation of secondary education, exploring its meaning, significance, the problems it faces, and possible solutions. It also covers the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), highlighting its vision, objectives, and

implementation in relation to dropout rates, transition rates, and accessibility to secondary education. Additionally, the unit discusses the approaches and strategies adopted under RMSA to achieve universalization at the secondary education level.

1.2 Objectives

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

- *develop* a concept on vocationalisation of secondary education;
- *know* the meaning of vocationalisation;
- *understand* the importance of vocationalisation of education;
- *analyse* the problems of vocationalisation of education;
- *give* suggestive measures to solve the problems of vocationalisation of education;
- *understand* the concept of RMSA, its vision and objectives;
- *discuss* the implementation of RMSA in relation to its Dropout Rate, Transition Rate and Accessibility to Secondary Education;
- *understand* various approaches and strategy for universalizing secondary stage in RMSA.

1.3 Vocationalisation of Secondary Education

Vocationalization of secondary education is necessary for the economic prosperity of the country. Secondary education which is called a link between university and elementary education, serves

two main purposes. Firstly, it prepares a students for the university and secondly, it enables him to adopt different walks of life. Vocationalisation of secondary education is very important to shape the personality of the students, to reduce unemployment, to give some financial benefits and to suit the aptitude of the students. Currently, secondary schools focus almost entirely on preparing students to enter universities, which means many graduates are unprepared for the job market and end up either unemployed or adding to overcrowding in colleges and universities. By introducing vocational courses and practical training into secondary education, the majority of students could complete their schooling with skills directly applicable to jobs, making secondary school a final step rather than just a stepping stone. This change would ease the strain on higher education institutions and open up more routes to work for young people with vocational qualifications, graduates are more likely to find employment quickly, reducing youth unemployment and helping industries fill skill gaps. Moreover, practical training encourages students to discover their interests earlier, boosts their confidence, and gives them opportunities to earn while they learn, supporting both personal growth and the economy.

It has been seen that since ancient time efforts had been made from time to time to vocationalise education in India. In ancient India, the pupils had to do a lot of manual work in the 'ashram' of the 'gurus' where they used to live for their education. Even during the Muslim period, vocational education was not organised. The trainees used to learn the art of making various types of silken, woollen and cotton clothes, wood work, architecture, drawing and ornaments under strict personal control and supervision of the artisans concerned. During British rule in India, efforts were made to include vocational education—practical training for specific trades—into the general education system. Sir Charles Wood recommended that vocational

subjects be incorporated into the curriculum. He emphasized that education should be practical and useful for everyday life, not just theoretical.

The Hunter Commission of 1882 also suggested introducing two types of courses at the secondary school level: one focusing on general education and the other on vocational training. The goal was to prepare students with practical skills for employment. Serving as Viceroy from 1899 to 1905, Lord Curzon took significant steps to expand vocational and agricultural education in India. He aimed to make education more practical and aligned with the country's economic needs. The Hartog Committee (1929) also emphasized the importance of practical education. They proposed that after completing middle school, students should have the option to pursue industrial and commercial courses, preparing them for specific trades and professions.

The Sapru Committee (1934), observed that the existing education system focused too much on exams and degrees, neglecting practical skills. They recommended introducing various vocational courses at the high school level to equip students with skills relevant to the job market. In 1937, Mahatma Gandhi introduced the Basic Education scheme, also known as the Wardha Scheme, aiming to make education more practical and self-reliant. He believed that students should engage in manual work, such as crafts, as a central part of their learning. The idea was to integrate productive work with education, making learning more meaningful and connected to real-life experiences. To implement this vision, a committee led by Dr. Zakir Hussain was formed. In 1938, they presented a detailed plan that became the foundation for India's national education policy. Under this scheme, several basic schools were established, where subjects were taught around a specific craft, aligning with students' interests and promoting hands-on learning. The Sargent

Report of 1944 also recommended for the continuance of the Basic scheme. It proposed incorporating local crafts and industries into the school curriculum and suggested establishing two types of high schools: Academic High Schools, focusing on subjects like arts and sciences, and Technical High Schools, offering vocational and commercial subjects such as metalwork, woodwork, engineering drawing, bookkeeping, shorthand, typing, accountancy, and business methods.

After India gained independence, the government established the University Education Commission in 1948, led by Dr. Sarvepalli Radhakrishnan. The commission aimed to reform higher education to better serve the nation's needs. One of its key recommendations was to set up rural universities that would focus on teaching agriculture and related subjects. The idea was to make education more relevant to rural life and to support the country's agricultural development.

In 1952–53, the Indian government established the Secondary Education Commission, commonly known as the Mudaliar Commission, to reform secondary education. The commission emphasized the importance of vocational education, recommending that a significant portion of students receive vocational training. Specifically, it suggested that by 1986, 20% of students at the lower secondary level and 5% at the higher secondary level should be enrolled in vocational courses. To achieve this, the commission proposed diversifying the curriculum at the secondary stage. The students may take up agriculture or some other technical or commercial course to add to the productive capability to the country.

The Education Commission of 1964–66, commonly known as the Kothari Commission, recommended significant reforms to India's education system. One of its key suggestions was to vocationalise

secondary education and by 1986, 20% of the lower secondary students and 50% of higher secondary students should receive vocational education. A large variety of terminal courses should be organized, varying in duration from one to three years. They will include courses for the training of primary and pre primary teachers, courses conducted by the industrial training institutions for a large number of trades for which the completion of class X studies is the minimum qualification. Courses for training paramedical/health personal; courses for secretariat work; and courses in Home Science. It is such courses that will make secondary education mainly terminal.

Additionally, the commission emphasized the importance of integrating work experience into general education in order to develop vocational attitude in the mind of the student's. It believed that students should engage in productive work—such as activities in schools, homes, workshops, or factories—as part of their learning process. This approach was intended to make education more practical and aligned with real-world applications.

In 1977, the Ishwarbhai Patel Committee introduced the concept of "Socially Useful Productive Work" (SUPW) to replace the earlier term "Work Experience" in Indian schools. SUPW refers to purposeful and meaningful manual activities that result in goods or services beneficial to the community. The idea was to make education more practical and socially relevant by involving students in work that serves both educational and community needs.

The National Policy on Education (NPE) of 1986 aimed to make secondary education more practical and job-oriented by introducing vocational training. According to this policy, not more than 50 percent of students should opt for literacy subjects, and the rest should be encouraged to study various vocational courses that align with their interests.

The National Education Policy (NEP) 2020 mandates the integration of vocational education into mainstream schooling and higher education through a phased, universal approach, beginning with exposure from Grade 6 and aiming for at least 50% of learners to receive vocational training by 2025. It calls for hub-and-spoke skill labs, industry partnerships (with ITIs, polytechnics and local businesses), and incubation centres in universities to foster hands-on learning. NEP 2020 rejects rigid separations between academic and vocational streams, promoting a holistic curriculum where vocational, arts and sciences interlink seamlessly.

The main goal of the vocational stream is to prepare students for a specific job or career. This means students can choose courses that directly lead to employment, which could either be in agriculture, industry, trade, commerce, or public services such as banking, insurance, marketing, and secretarial work. The education and training are designed to give students the skills and experience they need to enter the workforce as competent professionals, whether by working for a company or becoming self-employed.

STOP TO CONSIDER

- Vocationalisation means that vocational subjects should be given a place in the curriculum of general subjects so that the student becomes competent to earn his living after completing his general education.
- The objective of vocationalisation of education is to emphasize hands-on learning, making education more practical and relevant. Emphasizing hands-on learning means giving students real, practical work experiences instead of just classroom lectures.

- In 1977, the Ishwarbhai Patel Committee introduced the concept of "Socially Useful Productive Work" (SUPW) to replace the earlier term "Work Experience" in Indian schools.

Check Your Progress

Q.1: What do you mean by vocationalisation of education?

Q.2: Vocationalisation contributes to economic growth by producing a skilled workforce that can drive innovation and productivity. (True/False)

Q.3: Write the full form of SUPW

1.3.1 Meaning of Vocationalisation

Vocationalisation means that vocational subjects should be given a place in the curriculum of general subjects so that the student becomes competent to earn his living after completing his general education. It gives self-dependence to the students in life afterwards. UNESCO has defined Vocationalisation as "a comprehensive term embracing 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 occupations in the various sectors of economic and social life." UNESCO also talks about vocational education as "Education action to prepare for work and active life." Such education should not only aim at training young people to practice a given trade or profession, but also at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously, in order to keep pace with developing production methods and working conditions.

1.3.2 Importance of vocationalization of Secondary Education:

The importance of vocationalisation of education are discussed below:

1) Makes the educand economically self-sufficient:

Vocationalization of education enables students to become self-sufficient, developing self-confidence, moral strength and mental freedom. By teaching real, job-related skills—like operating machinery or managing small projects—vocational programs give students the tools to support themselves and handle life's challenges on their own.

2) Economic growth of the country- Vocationalisation of education fuel's India's economic growth by leveraging its rich natural resources. Despite an abundance of resources, India's lack of skilled manpower has hindered economic progress. Vocational education addresses this gap, cultivating a productive workforce that maximizes resource utilization, boosts production, and drives economic growth.

3) Educative efforts become purposeful –Vocational education motivates children to learn by engaging them in useful activities. The students becomes more motivated and interested to learn better, when they see that the education they receive will help him in his post-school adjustability and will also help him to earn in future. This way of learning makes them curious, creative and ready for the future.

4) Hope for children with lower intelligence – Children with lower intelligence often struggle in traditional secondary education. As a result, the children leave the

school quite early and they are deprived of any opportunity to prepare themselves for their career. But those children may be good at manual work. So, vocational training can help those children develop their manual skills, preparing them for a career and enabling them to earn a living. That's why, it is important to vocationalise secondary education.

- 5) **Reduces Social Inequality-** In India, formal education can create a gap between the elite and the masses. So, vocationalizing secondary education can bridge the gap by providing equal opportunities. Most schools focus on exams and textbooks, so students whose families afford private tutors or extra study materials often score higher and go on to top colleges and well-paid jobs. Meanwhile, children from low-income or rural homes tend to lack that extra support, fall behind in tests, and struggle to compete for the same opportunities. By mixing core academics with trade-specific training, vocationalizing secondary education ensures every student leaves school not just with knowledge but also with a practical skill set and certification.
- 6) **Fosters Dignity of Labor-** By incorporating manual work into the learning process, vocational education promotes respect for labour and helps break down social barriers. Vocationalization weaves practical, manual work into regular schooling, so students learn by doing the very tasks they'll perform in real jobs. This hands-on focus shows that every form of work—whether in a workshop or on a construction site—has real value and deserves respect

- 7) **Promotes Economic Equality-** Vocational education can reduce the gap in quality of life between urban and rural areas, promoting social justice and equitable sharing of economic benefits.
- 8) **Satisfies psychological needs-** Here, the student is not a passive listener but an active partner in the very process of education. Vocational education caters to student's psychological tendencies such as creativity and self – expression, by encouraging hands – on learning and skill-building.
- 9) **Holistic development of personality-**Vocationalization ensures students develop into well-rounded individuals, not just skilled technicians. It fosters critical thinking, environmental awareness, and a deeper understanding of modern society.
- 10) **Increases Employment potentialities-**Vocationalized education addresses India's youth unemployment issue by enabling individuals to get a job or to be his own master of the community. Unlike academic courses, vocational education provides practical skills, making individuals more employable and self-sufficient.

1.3.3 Problems of vocationalization of Education

In India, Vocationalisation of education has been recommended by all the important Committees and Commissions. It was assumed that introducing vocational education would alleviate unemployment and ease the excessive influx of students into colleges and universities. However, in India the push to vocationalise education has largely failed to live up to those expectations and has not seen significant success. Vocationalization

of education in India faces many serious problems. The problems are enumerated below:

- 1) Inadequate Infrastructure and Resources-** Vocational training centers in India often face significant challenges due to inadequate infrastructure and limited resources. Many institutions lack essential facilities such as well-equipped laboratories, workshops, and modern teaching aids, which are crucial for effective hands-on training. This deficiency hampers the quality of education and the practical skills that students can acquire
- 2) Insufficient Career Guidance-** Many students in India lack proper career guidance, especially when it comes to vocational education. This absence of information and counseling leads to uninformed decisions, causing students to miss out on valuable vocational training opportunities.
- 3) Lack of experienced and Qualified Teachers-** Vocational education lacks experienced and qualified teachers to train students on vocational skills. Vocationalized education requires special teachers who can teach both vocational and general education but teachers having knowledge of both vocational and general education combined are not available. Additionally, Society doesn't give sufficient respect to teachers of vocational institutions making it hard for such institutions to attract talented individuals. As a result, vocational education suffers due to a lack of suitable teachers.
- 4) Financial Constraints-** Vocational education programs in India often struggle due to financial constraints.

Limited funding leads to inadequate facilities, outdated equipment, and restricted training opportunities, which collectively diminish the quality and effectiveness of these programs.

- 5) Outdated Curriculum-** The courses offered in vocational education often do not keep up with the latest industry trends and technologies. As a result, students may learn skills that are no longer in demand, making it harder for them to find employment.
- 6) Unequal Access in Rural Areas-** Students in rural regions have fewer opportunities to enroll in vocational programs due to a lack of nearby training centers and resources. This urban-rural divide limits the reach and effectiveness of vocational education across the country.
- 7) Low Awareness and Social Stigma-** Vocational education is sometimes viewed as less prestigious compared to traditional academic paths. This perception discourages students and parents from considering vocational training as a viable career option.

1.3.4 Suggestive measures of vocationalisation of Education:

The suggestions to solve the problems of vocationalization of education are described below:

1) Enhancing Infrastructure Through Increased Government Funding-

To strengthen vocational education, it's essential for the government to prioritize and allocate sufficient funds for the development of well-equipped workshops, laboratories, and libraries within vocational institutions. Adequate infrastructure is crucial for providing students with hands-on

experience and practical skills that align with industry standards.

2) Expand Access in Rural Areas- To improve access to vocational education in rural areas, it's essential to establish more training centers in these regions. Additionally, deploying mobile training units and utilizing digital platforms can effectively reach remote communities, ensuring that vocational education is accessible to all.

3) Guidance and Counselling for Vocational Course Selection-

Students pursuing vocational education should receive tailored guidance and counselling to ensure they select courses that align with their strengths and interests. Implementing aptitude tests can be an effective tool in this process, helping to identify individual abilities and preferences. By understanding their unique skills, students can make informed decisions about their educational and career paths, leading to greater satisfaction and success in their chosen fields.

4) Promoting Respect for Vocational Work-

To foster a more inclusive and respectful view of vocational education, it's essential to change public perceptions about manual labour. This can be achieved by emphasizing the dignity of labour and recognizing the value of various vocations, including those involving Indian arts and artisanship. The National Education Policy (NEP) 2020 advocates for integrating vocational education into mainstream schooling, aiming to provide every student with exposure to at least one vocation. Such initiatives help in

elevating the status of vocational work and encourage students to appreciate and pursue these paths without stigma.

5) Attracting Skilled Educators to Vocational Education-

To enhance the quality of vocational education, it's crucial to recruit skilled and passionate individuals as teachers. Offering competitive salaries and ensuring societal respect for these educators can make the profession more appealing. Such measures not only attract talented professionals but also retain them, fostering a high standard of vocational training. Recognizing and valuing the expertise of vocational educators is essential for the growth and success of vocational education programs.

6) Modernizing Vocational Education Curriculum

To ensure vocational education remains relevant and effective, it's essential to regularly update curricula to reflect the latest technological advancements and industry practices. This approach equips students with current skills, enhancing their employability in a rapidly evolving job market.

Check Your Progress

Q.4: Why it is important to vocationalise secondary education?

Q.5: Write two objectives of Vocationalisation of education.

STOP TO CONSIDER

- While vocationalisation holds great promise for bridging the skills gap and enhancing employability, its success hinges on careful attention to alignment with industry needs, adequate infrastructure

and funding, well-trained teachers, coherent policy frameworks, robust quality assurance, and equitable access for all learners. Failing to address these dimensions risks underutilised programmes, poor completion rates and persistent social stigma around vocational pathways.

- To enhance the quality of vocational education, it's crucial to recruit skilled and passionate individuals as teachers. Offering competitive salaries and ensuring societal respect for these educators can make the profession more appealing. Such measures not only attract talented professionals but also retain them, fostering a high standard of vocational training.

1.4 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

The Government of India launched the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in March 2009. The implementation of the scheme started from 2009-10. It was a plan to increase access to secondary education and bring about an improvement in its quality. As a centrally sponsored scheme, RMSA has the goal of universalizing secondary education, whereby quality education can be available, accessible and affordable for all young people in the age group of 14-18 years. It addresses varied systematic, infrastructural and academic issues so as to help bridge the educational disparity prevalent in rural and urban areas and among different socioeconomic groups.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flag ship program of the Indian government aimed at improving access to and enhance the quality of secondary education for students in grades IX to X. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable

distance of any habitation. It also aims to improve the quality of secondary education by making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, and providing universal access to secondary level education by 2017. i.e., by the end of 12th Five Year Plan and achieve universal retention by 2020. The scheme involves multidimensional research, technical consulting, implementation and funding support. It also covers manifold issues such as upgradation of the existing schools, development of new schools, infrastructure at the school level, teachers training, and introduction of vocational education to make learning relevant and oriented towards employability. The ultimate vision is to have an inclusive, equitable, and quality secondary education system throughout the country.

Now, let us see some of the important physical facilities, quality and equity interventions under the scheme.

Important Physical Facilities Provided Under the Scheme:

- ❖ Additional classrooms
- ❖ Laboratories
- ❖ Libraries
- ❖ Art and crafts room
- ❖ Toilet blocks
- ❖ Drinking water provisions
- ❖ Residential Hostels for Teachers in remote areas

Important Quality Interventions Provided Under the Scheme :

- ❖ Appointment of additional teachers to reduce PTR to 30:1
- ❖ Focus on Science, Maths and English
- ❖ In-service training of teachers
- ❖ Science laboratories

- ❖ ICT enabled education, curriculum reforms and
- ❖ Teaching learning reforms

Important Equity Interventions Provided in the Scheme:

- ❖ Special focus in micro planning preference to ASHRAM schools for upgradation
- ❖ Preference to areas with concentration of SC/ST/Minority for opening of schools
- ❖ Special enrollment drive for the weaker section
- ❖ More female teachers in schools and
- ❖ Separate toilet blocks for girls.

1.4.1 Vision of the RMSA

The RMSA aims to make good-quality secondary education available, accessible and affordable for all students in the age group of 14-18 years. With this vision in mind, the following is to be achieved-

- A secondary school should be located within a reasonable distance i.e. 5 kilometers of any community, and a higher secondary school should be within 7-10 kilometers.
- Making secondary education available to all students i.e. ensuring universal access of secondary education by 2017 with a 100% enrollment rate.
- Ensuring Universal retention by 2020.
- Ensuring access to secondary education, especially for economically weaker sections, educationally

disadvantaged groups, girls, disabled children and marginalized communities like SC, ST, OBC and backward minorities, particularly in rural areas.

STOP TO CONSIDER

- Rashtriya Madhyamik Shiksha Abhiyan was launched in March 2009 as a centrally sponsored scheme to expand and improve the quality of secondary education across India.
- The main objective of RMSA is to increase the Gross Enrolment Ratio (GER) in secondary education to atleast 100% by 2025.
- RMSA is a shared scheme of the Centre and State Government to achieve Universalization of Secondary Education.

Check Your Progress

Q.6: Write the full form of RMSA.

Q.7: The main objective of RMSA is to increase the Gross Enrolment Ratio (GER) in secondary education to atleast..... by 2025.

Q.8: RMSA aims to enhance the quality of secondary education in schools.

1.4.2 Objectives of RMSA

The following are the objectives of RMSA

- To provide a secondary school within a reasonable distance from any habitation—ideally within 5 kilometers for secondary schools and 7 to 10 kilometers for higher secondary schools.

- To ensure universal access to secondary education by 2017, targeting a Gross Enrollment Ratio (GER) of 100%.
- Universal retention by 2020.
- Ensuring access to secondary education, with a particular focus on economically weaker sections, educationally disadvantaged groups, girls, children with disabilities in rural areas, and other marginalized communities such as SC, ST, OBC, and Educationally Backward Minorities (EBM).

RMSA is the first major program aimed at making secondary education accessible and high in quality for everyone, taking into account differences in social, economic, and environmental conditions, as well as the diverse educational and cultural backgrounds of people. To achieve the goal of Universal Secondary Education (USE), the framework highlights the need for a new way of thinking about how secondary education is planned and delivered. To support this, the Government of India approved updated guidelines for RMSA starting from April 1, 2013, which are as follows:

- To ensure that all secondary schools have physical facilities, staff and supplies, at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all young people according to norms – through proximate location (say, Secondary Schools within 5

KMs, and Higher Secondary Schools within 7-10 KMs)/efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.

- To ensure that no child should be deprived from quality secondary education disability due to gender, socio-economic, disability and other barriers.
- To enhance the quality of secondary education, leading to improved intellectual, social, and cultural development.
- To make sure that every student enrolled in secondary education receives high-quality education.
- Achievement of the above objectives would also, inter-alia; signify substantial progress in the direction of the Common School System

Check Your Progress

- 6) Write the full form of EBM.
- 7) The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March
(Fill in the Blank)

1.4.3 Four Major points by RMSA :

The four major points by RMSA are—

- 1. Quality Improvement-** RMSA recommended introduction of science laboratory, environmental education, population

education project, international mathematics, science olympiads etc at the secondary level for better quality of education. The state government are supported to appoint additional teachers, provide in-service training, undertake curriculum reforms and integrate ICT into pedagogy

2. Information and Communication Technology- This scheme suggests to teach computer skills by introducing computer education in schools and to prepare students for the digital world to meet the growing IT demands in today's world. The teachers should also be trained to integrate technology into secondary education effectively and major importance is given by the scheme towards funding for better infrastructure.

3. Access and equity-A core objective of RMSA is to ensure a secondary school is available within a reasonable distance of every habitation, thereby boosting gross enrolment and retention rates. RMSA also focussed and gave special importance to Scheduled Caste (SC), Scheduled Tribe (ST), Minority girls, CWSN (Children with special needs) and also aimed to remove disparities in socio-economic and gender background in the secondary level of education.

4. Integrated Education for Disabled Children (IEDC) - Under IEDC (also known as IEDSS), RMSA provides an inclusive and enabling environment for children with one or more disabilities (blindness, low vision, hearing impairment, locomotor disability, mental retardation, autism, etc.) to complete classes IX–XII in regular schools. This involves convergence with ICDS and SSA for early interventions, establishment of resource rooms, transport and escort allowances, and removal of architectural barriers to facilitate barrier-free access

STOP TO CONSIDER

- The objective of RMSA is to enhance access to “secondary education and improve the quality.”
- The implementation of the scheme of RMSA started from 2009-2010.
- RMSA was launched during 11th Five Year Plan to expand the reach of the secondary education and enhance its quality as a major move towards universalization of secondary education.

1.5 Implementation of RMSA

The progress made under the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) and other government efforts at the secondary education level can be seen by looking at some key education indicators:

Out of all secondary schools in the country, 41% are run by the government, 17% are government-aided, and the remaining 42% are private schools. On average, each government school has about 172 students, while each aided school has around 217 students.

In 2005-06, the Gross Enrolment Ratio (GER) was 52.19%. Since then, it has gone up by about 3% every year and reached 76.64% in 2013-14. After RMSA was launched, 13 states have reached a GER of 90%. The GER at secondary level for Scheduled Castes (SC), is 78.73%, and for Scheduled Tribes (ST), it is 70.20%. Special efforts are needed to improve the GER for ST students. In six states, the GER for SC students is still lower than the national overall GER. Nine states and union territories have achieved 100% GER: Andaman & Nicobar Islands, Delhi, Goa, Himachal Pradesh, Kerala, Lakshadweep, Mizoram, Puducherry, and Tripura.

The Gender Parity Index (GPI), which shows how equal the enrolment is between boys and girls, reached 1.0 at the national level in 2013-14, which means there is gender balance. This is a good improvement from 0.88 in 2009-10. The Net Enrolment Ratio (NER) at the national level was 45.63% in 2013-14, up from 41.93% in 2012-13.

1.5.1 Dropout Rate:

The dropout rate from Class I to Class X at the national level has come down from 61.62% in 2005-06 to 49.20% in 2010-11 (it was 52.70% in 2009-10). However, it is still quite high compared to the ideal target of zero dropouts. At the secondary level, the Average Annual Dropout Rate for 2012-13 was 14.54% at National Level, according to data from the Unified District Information System for Education (UDISE). In 15 states, the dropout rate is even higher than the national level dropout rate.

1.5.2 Transition Rate:

In 2013-14, the transition rate from elementary to secondary school at the national level was 91.95%, and from secondary to higher secondary school, it was 68.91%, according to the Unified District Information System for Education (UDISE). The transition rate from Class VIII to Class IX in government schools rose to 80% in 2013-14, up from 78% in 2012-13. However, in some states, the number of girls moving from elementary to secondary school is much lower compared to boys.

1.5.3 Accessibility to Secondary Education

When it comes to access to secondary schools, there is one secondary school for every three upper primary schools. However, in four states where the ratio of Upper primary schools to Secondary schools is still a concern are —Uttar Pradesh (7:1), Bihar (7 :1), Jharkhand (6:1), and Meghalaya—the situation is still a concern. Overall, the number of habitations without a secondary school has gone down from 420,965 in 2011-12 to 400,714 in 2013-14.

These above figures show that access to secondary schools has improved over the past four years, but the dropout rate and student transition rate still remain major concerns. This shows the importance of creating a system to track students moving from Class VIII to Class IX and then to Class X. The data also supports the concern mentioned in the education framework about unequal opportunities for some sections of society. The gap between boys' and girls' education indicators shows the need for strategies to reduce gender inequality.

To provide 100% access to disadvantaged groups (like SC, ST, and minorities), including those living in areas affected by natural disasters or extremist activities, RMSA has been a helpful programme that fills some of the existing gaps. To make sure everyone gets equal access to education, each state needs to identify who the disadvantaged people are—whether by geography or economic background—and plan actions to address these gaps.

1.6 Approaches and Strategy for Universalising Secondary Stage in RMSA

To achieve universal secondary education, there is a need for large-scale efforts, including setting up more schools, building additional classrooms, hiring more teachers, and providing other necessary

facilities. These steps are important to handle the growing number of students and to ensure both trust and good quality in education. The strategy for universalizing access to secondary education and improving its quality are-

- **Access:**

- The goal is to provide quality education to all, regardless of their location or background. The norms for secondary schools should be compared to those of Kendriya Vidyalayas.
- Development of the infrastructure facilities and Learning Resources will be carried out in following ways-
 - Upgrading existing secondary and higher secondary schools to improve access to quality education.
 - Upgradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be prioritized while upgrading upper primary schools.
 - Upgrading secondary schools to higher secondary schools based on requirements.
 - Opening new secondary and higher secondary schools in unserved areas.
 - Ensuring all new and existing school buildings have mandatory water harvesting system, rain harvesting system, disabled friendly. And also the new schools will be set up in PPP mode.

- **Quality :**

- Providing essential facilities like blackboards, furnitures, libraries, Science and Mathematics laboratories, computer labs, toilet facilities.
- Recruiting additional teachers and providing in-service training for teachers.
- Implementing bridge courses to enhance learning abilities for students transitioning to higher classes.
- Reviewing and revising curriculum the curriculum to align with the National Curriculum Framework (NCF) 2005 norms.
- Residential accomodation for teachers in rural and hilly areas.
- Preference will be given to accomodation for female teachers.

- **Equity :**

- Students from SC, ST,OBC and minority communities can avail free lodging and boarding facilities.
- Separate hostels and residential schools will be established to provide a conducive learning environment.
- Students will receive cash incentives, uniforms and books to support their education.
- Separate toilets will be constructed for girls to ensure their hygiene and safety.

- Efforts will be made to provide all necessary facilities for the differently abled children in all the schools.
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education.

Institutional Reforms and Strengthening of Resource Institutions:

To receive central government funding, each state must implement necessary administrative reforms. These reforms include:

- ❖ Improving school performance by giving schools more autonomy and accountability.
- ❖ Adopting a rational policy for teacher recruitment, deployment, training, pay, and career advancement.
- ❖ Modernizing educational administration through e-governance, decentralization and delegation.
- ❖ Providing necessary academic and professional support to secondary education institutions at all levels, i.e., from the school level upwards.
- ❖ Streamlining financial procedures to make sure timely and efficient use of funds.
- ❖ Necessary strengthening of resource institutions at various levels, e.g.,

National Council for Educational Research and Training (NCERT) (including RIEs), National Institution of Educational Planning & Administration (NIEPA) and National Institute of Open Schooling

(NIOS), at the national level; SCERTs, State Open Schools, etc at the State level; and University Departments of Education , Reputed Institutions of Science/Social Science/ Humanities Education, and Colleges of Teacher Education (CTEs)/ Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

Panchayati Raj institutions, municipal bodies, communities, teachers, parents, and other important groups will be actively involved in managing secondary education. Their participation through School Management Committees and Parent-Teacher Associations will be ensured during planning, implementation, monitoring, and evaluation.

1.7 Summing Up

Vocationalisation in Indian secondary education traces back to early colonial inquiries, with the Hunter Commission (1882) first recommending the integration of vocational subjects into high school curricula to address industrial skill shortages. The momentum continued post-independence when the Kothari Commission (1964–66) advocated a 10+2+3 structure and embedded work experience and vocational streams at the higher secondary level. The National Policy on Education (1986) formally set targets to cover 10% of higher secondary students under vocational courses by 1990, leading to the launch of the Scheme of Vocationalisation of Secondary Education in 1988. Subsequent expansions—including the Centrally Sponsored Scheme for Vocational Secondary & Higher Secondary Education (CSS for

VHSE) in 2008–09 and integration under RMSA in 2009—broadened reach and resources, while the NEP 2020 aims for 50% of learners to receive vocational exposure by 2025.

Vocational training to secondary education is important for the country's economic growth. Secondary education is seen as a bridge between elementary and university education. It has two main roles: first, to get students ready for higher studies and second, to help them prepare for different careers. Right now, secondary education mainly focuses on preparing students for university. Because of this, there is a serious problem of unemployment and overcrowding in colleges and universities. If secondary education is vocationalized, it will become terminal for a majority of students. This will definitely lessen the pressure on higher education and also help reduce the rising unemployment among educated young people in the country.

RMSA is a comprehensive program by the Government of India aimed to improve secondary education and the goal is to make secondary education available to all and also reducing gaps between different groups. India is a diverse country, so making secondary education accessible to all, is a huge challenge to ensure RMSA's success, planning, preparation and monitoring must happen at all levels, for which detailed guidelines have been provided by RMSA. Curriculum revision, assessment & examination reforms, special focus on some important aspects of education at this level are some of the prime concerns of RMSA. Therefore, in order to meet the challenges of universalisation of secondary education and the implementation of RMSA in its true spirit, there is a need to understand existing situation in each state in terms of planning, teacher training, infrastructure, logistics and many more.

1.8 Questions and Exercises

- 1) Discuss the meaning and importance of vocationalisation of education.
- 2) Discuss the problems of vocationalisation of secondary education and also give suggestive measures to solve the problems.
- 3) What are the objectives of RMSA? Discuss the implementation of RMSA in your state.
- 4) Discuss the role of RMSA in achieving universal access to secondary education.

1.9 References and Suggested Readings

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1.10 Answer to Check Your Progress

Answer to question 1:

Vocationalisation of education refers to the integration of vocational and skill-based training within the mainstream education system, particularly at the secondary and higher secondary levels. Its primary aim is to equip students with practical knowledge and job-oriented skills, making them employment-ready and enabling them to make informed career choices. By aligning education with the demands of the labor market, vocational education helps bridge the gap between theoretical learning and real-world applications. This approach is particularly significant at the secondary education level, where students begin to explore their future academic and professional paths.

Answer to question 2: True

Answer to question 3: Socially Useful Productive Work

Answer to question 4:

Vocational education to secondary education is important for the country's economic growth. Secondary education is seen as a bridge between elementary and university education. It has two main roles: first, to get students ready for higher studies, and second, to help them prepare for different careers. Right now, secondary education mainly focuses on preparing students for university. Because of this, there is a serious problem of unemployment and overcrowding in colleges and universities. If secondary education is vocationalized, it will become terminal for a majority of students. This will definitely lessen the pressure on higher education and also help reduce the rising unemployment among educated young people in the country. At the same time, a strong vocational system fills skill gaps in the economy, boosts national productivity, and brings down youth unemployment. Blending classroom theory with real-world practice

makes education more inclusive and prepares young people to adapt quickly in today's fast-changing job market.

Answer to question 5:

Two objectives of vocationalisation of education are:

- 1) To provide students with hands-on skills and practical knowledge that prepares them for a wide range of trades, careers, and self-employment opportunities.
- 2) To provide diversification of educational opportunities so as to enhance individual employability. In vocational education, diversification of educational opportunities means offering a wide variety of learning paths—such as apprenticeships, short courses, online modules, and work-based training—so that each learner can pick the option that fits their interests, schedule, and background.

Answer to question 6: Rashtriya Madhyamik Shiksha Abhiyan

Answer to question 7: 100%

Answer to question 8: Government-aided

Answer to question 9: Educationally Backward Minorities

Answer to question 10: 2009

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UNIT- 2

EDUCATION SYSTEM IN SECONDARY EDUCATION

Unit Structure:

2.1 Introduction

2.2 Objectives

2.3 Continuous and Comprehensive Evaluation

2.3.1 Meaning of continuous evaluation

2.3.2 Meaning of comprehensive evaluation

2.3.3 Nature of Continuous and Comprehensive Evaluation

2.3.4 Objectives of Continuous and Comprehensive Evaluation

2.3.5 Purposes of Continuous and Comprehensive Evaluation

2.4 Grading System

2.4.1 Direct Grading

2.4.2 Indirect Grading

2.5 Advantages of Grading System

2.6 Disadvantages of Grading System

2.7 Problems of Secondary Education in Assam

2.7.1 Suggestive Measures

2.8 Summing Up

2.9 Questions and Exercises

2.10 References and Suggested Readings

2.11 Answer to Check Your Progress

2.1 Introduction

Dear learners, as we have already discussed in the previous unit that, Secondary education, encompassing classes IX and X, serves as a foundational stage in a student's academic journey. It plays a pivotal

role in shaping their future by preparing them for higher secondary education, while also equipping them with the essential knowledge and skills required for the workforce. Strengthening secondary education, therefore, is not just beneficial—it is necessary. Exams are the most crucial part of the education process and almost all teaching revolves around them. Students are judged by numerical marks awarded to their answer scripts. Due to overemphasis on the examination based on memorization, there was decline in the quality outcomes of the education system. Holistic education helps children grow in every way—intellectually, physically, socially, morally, and ethically—by creating a supportive environment where they develop self-esteem and a positive self-image. This integrated approach strengthens their thinking skills, emotions, and physical abilities (cognitive, affective and psychomotor abilities) all at once, guiding each child toward complete personal development. Holistic development includes children’s development of cognitive, affective and psychomotor abilities. We can categorize affective and psychomotor abilities under co-cognitive developments. Development of cognitive and co-cognitive abilities takes place through the organization of various activities in scholastic and co-scholastic areas. Children grow intellectually and personally through a mix of academic work and extracurricular activities, but the usual testing methods mostly look at their academic abilities. Further, the examination system initiated an overemphasis on evaluation of academic subjects neglecting the non-scholastic aspects. This has hindered the achievement of the objective of holistic development of learners. Keeping in view, the recommendations of various commissions and committees, various innovations have been introduced as a part of Examination reforms with the aim of developing the holistic profile of the learner. In this unit, we will be focussing on meaning of continuous and comprehensive evaluation and its nature, objectives and purposes,

grading system and its types, advantages and disadvantages of grading system, problems of secondary education in Assam and the suggestive measures to solve them.

2.2 Objectives

After going through this unit, you will be able to

- *discuss* the meaning of continuous and comprehensive evaluation and its nature, objectives and purposes;
- *develop* an understanding of the grading system and its types;
- *know* about the advantages and disadvantages of grading system;
- *analyse* the problems of secondary education in Assam;
- *know* about the suggestive measures to solve the problems of secondary education in Assam.

2.3 Continuous and comprehensive Evaluation.

Continuous and Comprehensive Evaluation (CCE) has been introduced as a school-based system of evaluation by the CBSE in 2009 with the enactment of the Right to Education Act. CCE incorporates both ongoing formative assessments and periodic summative assessments, fostering a well-rounded and meaningful educational experience. Continuous and Comprehensive Evaluation (CCE) aims to evaluate all aspects of the development of the child as it ensures all round development of students including cognitive (thinking skills), affective (feelings and attitudes) and psychomotor (hands on abilities). Rather than seeing tests as one-time judgments, it uses evaluation as a step-by-step tool to help students grow and

improve over time. In CCE, evaluating the cognitive domain means checking how well students grasp and use knowledge—covering skills like remembering facts, understanding concepts, and applying ideas in new situations. Assessment in the affective domain looks at students’ feelings, attitudes, and motivations, including their interests, values, and emotional responses. The psychomotor domain assessment focuses on hands-on skills, such as handwriting, building models, or completing practical projects that involve physical coordination.

Continuous and comprehensive evaluation checks overall progress of the child that helps every child learn and grow. CCE tracks how students perform not only in their regular academic subjects but also in non-academic areas like sports, arts, and life skills. By evaluating both scholastic and co-scholastic activities, CCE aims to reduce the curricular workload on students and also to improve the overall abilities and skill of students by means of evaluation of students performance in both the types of activities.

Now, let us first understand the two terms used in CCE i.e. Continuous and Comprehensive.

2.3.1 Meaning of Continuous

The first term associated with CCE is ‘continuous’. Continuous means assessing students progress regularly, finding gaps in learning, and then accordingly taking steps to improve it by applying corrective measures and then again retesting and providing feedback to both teachers and students for their self-evaluation. Since a child’s growth and learning never pause, their progress ought to be checked on an ongoing basis. The term ‘continuous’ includes ‘Continual’ and ‘Periodicity’ aspects of evaluation.

The continual aspect means assessment on students' progress on various aspects right from the very start of instructions—often called placement evaluation. It also involves evaluation of learners, throughout the teaching process using different formal or informal methods, which is known as formative evaluation.

Another aspect associated with continuous evaluation is periodicity of evaluation. The periodicity aspect means that student learning should be checked frequently—right after each unit or term—and this type of end-of-unit review is known as summative evaluation.

Check Your Progress

1. The main aim of continuous evaluation is to :
 - a. To evaluate every aspect of the child
 - b. Decrease the difficulties by conducting periodic tests
 - c. Decrease the burden by conducting small tests
 - d. None of the above

2.3.2 Meaning of Comprehensive

The second term associated with CCE is 'comprehensive'. Comprehensive means looking at the whole child and evaluating student's knowledge skills, attitudes and values rather than just their academic achievement. This covers both their scholastic areas like science, mathematics, language, social sciences etc and co-scholastic areas like co-curricular activities, life skills, attitudes, values etc through Formative and Summative Assessments to understand their progress. CCE is comprehensive in nature as it uses a wide variety of tools for evaluation of learners. It includes various tools like - Watching learners in class (observations), Talking with them (interviews), Using rating scales and checklists, Reviewing

their work and records (document analysis, portfolios, anecdotal notes). And for assessment methods, it includes: Assignments and projects, Quizzes and tests, Debates and group discussions, Club activities and performances etc. CCE is also used to evaluate learners' progress in all the three domains i.e. cognitive, affective and psycho-motor, whereas the conventional evaluation system was limited to cognitive domain only. Therefore , we can say that Continous and Comprehensive Evaluation (CCE) refers to assessing learning progress of students regularly on small portions of content and also identifying and encouraging specific abilities of those students who don't excel in academics but perform well in other co-curricular areas.

STOP TO CONSIDER

- The word “comprehensive” means evaluation of both scholastic and co-scholastic areas.
- The scholastic area includes the subject-specific area in the cognitive domain like remembering, understanding, applying, analyzing, evaluating and creating.
- The co-scholastic area comprises affective and psychomotor abilities like life skills, attitudes, habits, interests, values, co-curricular activities and so on.

2.3.3 Nature of Continuous and Comprehensive Evaluation(CCE):

Continuous and comprehensive evaluation (CCE) covers all aspects of student's development and it enhances the quality of teaching-learning process. The nature of CCE is discussed below:

1. CCE helps students build and maintain a positive outlook by using a mix of regular, varied assessments that recognize their efforts and progress. By incorporating activities like projects, experiments, and portfolios, it keeps learners engaged and lets them track their own growth, which boosts their confidence and enthusiasm for learning
2. CCE helps in identifying areas where students need improvement and provides them feedback to enhance their learning. By using a variety of assessment methods—like quizzes, projects, classroom observations, and self-reviews—teachers can spot learning hurdles early and tailor their instruction accordingly. This ongoing cycle of assessment and feedback enables students to understand exactly what they need to work on, set personal goals, and track their own progress over time.
3. CCE helps to improve scholastic and co-scholastic growth of the students focussing on all round development of the students. It not only strengthens core knowledge in subjects like maths, science, and languages but also nurtures skills in arts, sports, values, and life skills.
4. CCE is also very helpful for teachers to organize effective teaching strategies according to the needs of the students. By giving regular feedback on student progress, it helps instructors spot learning gaps early and adapt their lesson plans, group activities, and remedial sessions accordingly.
5. CCE is also very helpful for teachers to identify areas for improvement in their teaching methods and assess students learning more effectively.

6. Continuous and comprehensive evaluation helps identify student's strengths, interests and attitudes, and also helps in identifying changes in attitudes and value systems.
7. Continuous and comprehensive evaluation helps students in making informed decisions about their future, including selecting subjects, courses, and career paths that align with their strengths and interests.
8. CCE uses different teaching methods according to the needs and potential of different students. By adjusting instruction like this, every student gets just the right level of help or challenge to keep growing steadily.
9. CCE lays emphasis on the development of cognitive, affective and psychomotor skills ensuring all round development of the students. CCE makes sure students grow in all areas by focusing not just on what they know, but also on how they think, how they feel, and how they act.
10. CCE helps in making the teaching-learning process a learner-centered activity by actively involving in teaching-learning process. Instead of simply listening to lectures, students participate in hands-on activities, ask questions, work together on projects, and reflect on their progress.

2.3.4 Objectives of Continuous and Comprehensive Evaluation (CCE)

The objectives of Continuous and Comprehensive Evaluation (CCE) are discussed below:

- 1) To provide a complete picture of each student about their strengths, weaknesses and needs which in turn help

teachers in getting immediate feedback to re-teach concepts or provide individual remedial support as needed.

- 2) To help students develop realistic understanding of their own learning which in turn will empower them to work on their weaknesses and correct their mistakes and develop good study habits.
- 3) To evaluate students in both scholastic and co-scholastic areas to provide a comprehensive picture of a student's abilities.
- 4) To develop not only cognitive skills but also their emotional, social, physical and like skills.
- 5) To create a learner-centred environment that accommodates the individual needs, learning styles and pace of every student.
- 6) To lay emphasis more on critical thinking and understanding over mere memorization, encompassing all facets of a student's growth and development.
- 7) To make evaluation an integral part of learning using diagnostic assessments to identify areas for improvement and providing remedial support to enhance student learning.
- 8) To fosters a positive attitude and in still valuable life skills and moral values within students.
- 9) To assess practical value, usefulness or effectiveness of a programme and take appropriate decisions about the students, process of learning, teaching methods and learning environments.

STOP TO CONSIDER

- Continuous and Comprehensive Evaluation have been introduced as a school-based system of evaluation by the CBSE in 2009 with the enactment of the Right to Education Act.
- CCE describes two different types of evaluation which includes a formative and summative evaluation.
- Formative evaluation, which is also known as internal evaluation, is done during the programme before its completion. It focuses on the process and used to identify areas for improvement and guide decision-making. Summative evaluation is an assessment conducted at the end of a learning period to measure the overall outcome of a learning process.
- Cumulative record, assignments, anecdotal records are part of continuous and comprehensive evaluation.

2.3.5 Purposes of Continuous and Comprehensive Evaluation

The purposes of Continuous and Comprehensive Evaluation are discussed below:

1. CCE reduces stress and anxiety, which often builds up among the young students during and after the examination. It keeps learners calm and confident by giving them ongoing feedback instead of making them wait for a single exam outcome. As a result, students feel more supported and less anxious during their studies.
2. By easing students' worries about tests and grades, CCE helps them feel more relaxed about their school performance. Overall, CCE's regular feedback and supportive assessments encourage students to stay engaged and complete their education instead of dropping out.

3. In CCE, greater focus is given on learning rather than on conducting tests and examinations. By valuing on learning more than formal exams, CCE turns school into a more engaging and supportive place. Overall, it creates an environment where a student's growth matters more than their test scores.
4. Continuous and Comprehensive Evaluation (CCE) helps students get ready for life by encouraging them to stay physically active, keep their minds sharp, maintain emotional balance, and learn to work well with others through regular, supportive assessments all year round.
5. With CCE, students get more time throughout the year to explore hobbies, develop their interests, and shape their personalities. This flexible approach gives learners the free time and support they need to try new activities, discover what they enjoy, and grow in their own way
6. CCE creates a student-friendly classroom, enhancing student's learning outcomes.
7. Through CCE, students develop essential life skills like creative thinking, problem-solving, and social competence, enabling them to thrive in a competitive world.
8. The CCE framework aims to provide a more balanced and inclusive assessment of student's abilities, progress, and learning needs by focussing on both academic and non-academic aspects.

STOP TO CONSIDER

CCE emphasizes upon:

- Enhancing the thought process and de-emphasizing memorization.
- Developing student's cognitive, affective and psychomotor domains.
- Making evaluation an integral part of by diagnostic and remedial teaching.

Check Your Progress

2. Continuous and Comprehensive Evaluation (CCE) is
 - a. Assessment – centred
 - b. Teacher – centred
 - c. Student – centred
 - d. None of the above
3. CCE involves regular and continuous assessment of a student's learning progress, skills, attitudes and abilities throughout the academic year. (True/False)
4. Which of the following is a characteristics of continuous and comprehensive evaluation?
 - a. It replaces grades with marks
 - b. It helps in reducing exam phobia
 - c. It is useful to label children as slow or intelligent

STOP TO CONSIDER

Assessment tools used in Continuous and Comprehensive Evaluation includes:

- **Cumulative record** – A cumulative record is a detailed document that track's students academic performance, behaviour and other

developmental aspects over time. It provides a comprehensive view of the student's progress.

- **Assignments** – Assignment's are used to assess student's understanding of the subject matter, their ability to apply concepts, and their analytical skills. They are regular component of continuous assessment.
- **Anecdotal record** – An anecdotal record consists of descriptive observations of student's behaviour, skills and development. It helps in understanding student's progress and areas needing improvement.

2.4 Grading System

Grading is the process of evaluating the performance of the students and assigning a letter grades (A, B, C, D, F) or numbers (1-10, 1-5, etc) to measure their achievement at the end of a learning period, typically focusing on the end result rather than the progress made throughout the learning process. This grading system has been used by most of the countries instead of traditional marks and percentages. This grading system serves not only to compare learners but also to evaluate the quality of the performance of the learners.

The aim of the grading system is to help both teachers and students to know about the performance of the students in the respective field of the study or the course so that it can help both the teachers and the students to identify their weaknesses and work on it for improvement and achieve good results. The grading system acts as a valuable tool for teachers to determine the individual students efforts in the respective field of their studies and also enables teachers to measure and assess the academic progress and accomplishments of their students. With the help of grades, the students are also encouraged to put extra efforts to enhance their

performance to improve their rankings in the field of their teaching-learning process. In educational context, grading is a method for reporting learner's performance results, offering a clearer picture of their accomplishments.

Imagine, in a group of 100 students, 10 of them scored 75 and above, 18 of them scored between 60–74, 20 of them scored between 50–59, 34 of them scored between 30–49, 18 of them scored between 0–29. We may assign grades A, B, C, D and E to these groups as given below:

GPA (Grade Point Average) helps calculate a student's average performance over a semester. To calculate GPA, we multiply the grade value by credits attempted, add up the total points, and then divide by the total credits attempted. CGPA (Cumulative Grade Point Average) measures a student's overall academic performance throughout the year. It's calculated by adding up all subject grades and dividing by the total number of subjects, providing a comprehensive picture of a student's achievement.

Some of the countries use grades to calculate Grade Point Average (GPA). This shows how well a student has done over time. A student's overall GPA is called their Cumulative Grade point Average (CGPA). Maintaining a minimum GPA is often required in order to be admitted to a certain academic program or to remain in that program. Each country has its own grading system, and even within a country, different schools and institutions may use different grading methods.

Grading can either be direct or indirect:

2.4.1 Direct Grading

Sometimes it isn't possible or useful to measure learning with numbers—especially when you're judging non scholastic areas like attitudes, values or interests—so teachers rely on their own observations and assign letter grades directly (A for “outstanding,” B for “very good,” C for “good,” D for “satisfactory,” and F for “unsatisfactory”). So, in direct grading, the performance exhibited by an individual is assessed in qualitative terms and the impression so obtained by the examiner is directly expressed in terms of letter grades. This “direct grading” works for both cognitive and non-cognitive learning outcomes. The merits of direct grading are: (i) it minimizes the inter examiner variability; and (ii) it is easier to use in comparison to indirect grading. However, direct grading lacks transparency.

2.4.2 Indirect Grading

Indirect grading is a process in which students' performance is first measured quantitatively (e.g., as raw scores or marks) and then transformed into letter grades or categories by using different modes, keeping in view the purpose of assessment. This transformation is done through ‘absolute grading’ and ‘relative grading’.

Absolute Grading:

Absolute grading is conventional technique of evaluation. It assigns grades according to fixed performance standards established before instruction begins. Absolute grading focuses on individual mastery of a set standard. This type of grading aims to reflect a student's understanding of the material compared to a set benchmark. So, absolute grading system evaluates student's performance against a predetermined set of criteria or standards, irrespective of how others

perform. It involves direct conversion of marks into grades. For example: An examinee who scores 95% or above will be assigned A grade and so on.

Letter Grade	Score-range (percent)
A	95-100
B	85-95
C	75-84
D	65-74
E	Below 65

Relative Grading:

Relative grading or norm-referenced grading is the process of assigning letter grades to students on the basis of ranking them on their relative level of achievement in a particular group. Here, the grade of a student is decided not by his/her performance alone but the performance of the group. It is used in public examination. This grading is very different from absolute grading. It asserts a fixed grading proportion of learners at different grade points. In this method of grading, a decision is made in advance about approximately what percentage or proportion of students would be awarded a particular letter grade on the basis of developing valid grading of their relative performance. For Example- A percentile is the rank of a student's score which shows how well the student did on a test or class compared to all other students who took the same class.

STOP TO CONSIDER

- The word ‘grade’ is derived from the Latin word Gradus which means ‘step’.
- Grading is a process of classifying students into different categories on the basis of pre-defined standard and representing each category by a specific letter.
- Grading system also very helpful for teachers in regard to support average and below-average students. This lets instructors quickly spot who needs extra help and tailor their lessons or provide focused assistance. By regularly reviewing these grades, teachers can set up small group sessions, share additional resources, or offer one-on-one guidance to bring every student up to speed.

2.5 Advantages of Grading System

The advantages of grading system are discussed below:

- 1) Identifying strengths and weaknesses-** Grades help students identify their strengths and weaknesses, allowing them to work on improvement areas.
- 2) Reduced pressure-** By focusing on grades rather than exact marks, students feel less pressure to achieve perfection in the respective field of their studies.
- 3) Holistic evaluation-** Grading includes multiple factors including academics, achievements, and attendance providing a comprehensive picture of a student’s performance. Students can focus on doing well in all areas for good grade, rather

than relying solely on academic performance to get a good grade.

- 4) **Student classification-** Grading helps teachers categorize students into groups, like bright students, average students and below average students so that teachers are able to pay more attention to support average and below average students to make the concept clear to them in a more better way because each and every individual have his own understanding capability.
- 5) **Parental involvement-** With the help of grades, parents are able to know about their child's capability and also their strengths and weaknesses as a result of which the parents are able to provide them additional support like extra coaching, proper guidance, motivation etc as per the needs of the child.

2.6 Disadvantages of the grading system

The disadvantages of the grading system are discussed below:

- 1) **Decrease in learner performance-** One of the drawbacks of the grading system is that it can lead to a decrease in learner performance. Since, students are aware that they can easily get the targeted grades through assignments, projects etc so they don't put much efforts in their studies. The grading system makes it easy for some students to pass without putting their best effort.
- 2) **Labelling and Stereotyping-** Grading can unfairly lead to students being labelled as "good" or "bad" based on their grades which sometimes can be misleading. When students are repeatedly labelled as underperformers,

they may start to believe they can't do well, leading them to feel discouraged and lose confidence. This can make them avoid trying new things or taking on challenges.

- 3) Poor grades can lead to demotivation-** Sometimes, the poor grades can lead to demotivation, lose confidence and lack of interest in learning among the students. They might start to believe that no matter how hard they try, they won't succeed, leading them to give up on trying altogether. Such negative experiences can also affect students' self-esteem and motivation, creating a cycle where poor performance leads to more discouragement and even worse results
- 4) Negative Impact on Mental Health-** The comparison, competition and the stress of getting good grades among the students can lead to unhealthy rivalries which in turn can negatively impact students mental health and well-being.
- 5) Fails in showing the accurate performance and the knowledge gained-** The grading system may not accurately reflect performance of the students, his/her knowledge, skills or abilities. It only shows the grades they achieved and not a complete picture of a student's abilities and potential.
- 6) Over emphasis on Grades-** Students often concentrate more on getting good grades than on truly understanding what they're learning. This focus on marks can lead them to memorize information just to pass exams, rather than to grasp the subject deeply. As a result, they might forget what they've learned soon after

the test and miss out on building real knowledge and skills.

- 7) Grades can limit creativity-** Grades can limit students from being creative and trying new things. It makes students follow a familiar path instead of exploring new things. Students often stick to subjects they're good at and get good grades in, and avoid trying new things that might interest them.

STOP TO CONSIDER

- Indirect grading doesn't rely on pre-defined standards. It focuses on evaluating a student's progress or effort compared to their own past performance, rather than a set benchmark. Indirect grading is of two types- Absolute grading and Relative grading.
- Absolute grading is a grading system where students are awarded grades on previously established standards of performance. Each group of points is assigned a letter grade, and whatever the score is achieved by the student, that is their grade. Each student's grade is directly correlated to their academic achievement of defined learning objectives or pre-defined academic benchmarks.
- Relative grading focuses on a student's position within the class compared to their peers. In relative grading, the student's scores fluctuate which is dependent on how they performed compared to other students in their class.

2.7 Problems of Secondary Education in Assam

Secondary education is the bridge between primary and higher education, and it plays an important role in shaping both levels. But, Secondary education in Assam is not yet free from problems and

could not serve the growing needs of the society and community, nor the individual needs of students. However, in Assam, this crucial stage faces many challenges and remains the weakest part of the education system. Let us discuss now some of the important problems of secondary education in Assam:

1) Inadequate and Uneven School Infrastructure

Many secondary schools in Assam lack basic facilities such as sufficient classrooms, well-equipped science laboratories, libraries with adequate shelving and books, separate toilets (especially for girls), safe drinking water, electricity, playgrounds, and dedicated staff and computer rooms, creating un-conducive learning environments, particularly in rural areas.

2) Outdated and Theory-Dominated Curriculum

The existing curriculum remains heavily theoretical and fails to keep pace with contemporary social and economic needs; it offers little practical or vocational content, limiting students' ability to 'learn to learn' and apply knowledge in real-world contexts.

3) Traditional, Lecture-Based Pedagogies - Classrooms are dominated by lecture methods and rote learning, with minimal interactive or participatory approaches; there is often no provision for remedial support for slow learners or enrichment for advanced students, and co-curricular activities are frequently neglected.

4) Lack of vocational courses - In Assam, a key weakness of secondary schooling is that there aren't enough practical, job-oriented courses for students – most schools haven't built a “skills” mindset in either teachers or learners. Various committees and commissions have recommended

the addition of vocational training in curricula, these recommendations have yet to make a real impact, and students still lack hands-on exposure to trades or technical work.

- 5) **Absence of regular Inspection** - In Assam, secondary schools aren't checked regularly because there simply aren't enough inspectors to cover them all. With each inspector in charge of a large number of schools, they often can't complete their inspections within the scheduled timeframe. The act of inspection itself also appears to be quite old and ineffective in promoting qualitative standard of education.
- 6) **Inadequate Inclusive Facilities:** Many secondary schools still lack ramps, accessible toilets, or specially trained staff to support learners with disabilities, blocking truly inclusive education.
- 7) **Absence of Guidance, Counselling, and Leadership Training** : There is virtually no provision for career counselling or personal guidance, leaving students to pursue education aimlessly; secondary schools often fail to cultivate leadership and life skills during this critical developmental stage.
- 8) **Improper evaluation system** – The evaluation system of secondary education is not free from evil. It is basically dominated by external examination. Students consequently concentrate on past exam papers and important questions, neglecting broader skills like creativity and critical thinking. Some Assam schools have introduced CCE to ease this pressure, but these efforts are fragmented and lack clear guidelines for teachers to follow. Most teachers are not trained to design or grade alternative assessments, so they

revert to traditional tests by default. Cheating and exam paper leaks remain prevalent, undermining trust in the system and fairness of results.

9) Inappropriate Curriculum: The secondary curriculum is too theoretical and disconnected from practical life, making it hard for students to see its relevance to their future careers or community needs.

10) Health care related issues: In Assam, the provision of health care facility is not satisfactory in schools at both primary and secondary level. In most of the schools, there is no provision of regular health check-up of students, shortage of ambulance, no provision of physical education, no hygienic practices in school premises make the schools incapable for all round development of students.

2.7.1 Suggestive Measures

In regard to solution of secondary education problems in Assam, following effective steps may be discussed below:

- 1) The secondary school should upgrade and maintain school infrastructure—including classrooms, science and computer labs, libraries, clean drinking water, and separate girls' toilets—to ensure safe and conducive learning environments
- 2) The secondary school should adopt Continuous and Comprehensive Evaluation (CCE) with regular quizzes, projects, and portfolios to offer timely feedback and monitor holistic student growth.
- 3) More emphasis should be laid on integration of vocational education into the mainstream curriculum

by offering practical skill-based courses and partnering with local industries for apprenticeships and internships.

- 4) More number of trained Inspectors of schools should be appointed to make regular inspection.
- 5) The secondary school should provide inclusive facilities—including ramps, accessible toilets, and assistive devices—to ensure students with disabilities can fully engage in school activities
- 6) It is necessary to equip all secondary schools with functional ICT labs, reliable internet, and access to digital repositories of curriculum materials and e-learning modules.
- 7) The secondary school should implement experiential and activity-based learning methods across secondary classes to move beyond rote memorization and foster critical thinking and creativity.
- 8) It is necessary to provide ongoing in-service training and professional development workshops for teachers on interactive pedagogies, inclusive education, and technology integration.
- 9) Material condition of our Secondary Schools in the backward areas must be improved through implementation of “Operation Blackboard” programme.
- 10) It is also very necessary to update the curriculum to make it more relevant, engaging and skill oriented, incorporating local context and needs.

Check Your Progress

5. What are the primary challenges hindering the effectiveness of secondary education in Assam?

STOP TO CONSIDER

Post-independent development of secondary education in Assam are presented below:

1. Role of Mudaliar Commission:

- State board of Secondary Education was formed in 1962.
- Secondary education was diversified into 7 groups of subjects.

2. Role of Kothari Commission:

- Organisational set-up of secondary education was formed as 10+2+3
- In Assam, the Assam Higher Secondary Education Council (AHSEC) was established in 1984, based on the recommendations of Kothari Commission. The council has taken the responsibility of academic, administrative and examination matter of secondary education.
- In curriculum, Mathematics and sciences were made compulsory.

3. Role of National Education Policy of 1986 :

- ‘Navodaya Vidyalayas’ were established in Assam in accordance with the National Education Policy of 1986.
- The policy has emphasised on training of teachers, formation of character and vocationalisation of secondary education.

2.8 Summing Up

Continuous and Comprehensive Evaluation (CCE) is an ongoing assessment approach that looks at both scholastic (academic) and co-scholastic (life skills, attitudes, values and extracurricular activities) aspects of a child's development throughout the year rather than relying solely on a single end-of-year exam. It involves regular formative tests, periodic summative exams, projects, quizzes and various classroom and homework activities to continuously monitor and support learning. By integrating regular assessments and providing ongoing feedbacks, CCE helps students view evaluations as part of their learning process rather than as a high-stakes event.

The word 'grade' is derived from the latin word Gradus which means 'step'. Grading is a process of classifying students into different categories on the basis of pre-defined standards and representing each category by a specific letter. Grades may be either direct or indirect. In direct grading, the performance exhibited by an individual is assessed in qualitative terms and the impression so obtained by the examiner is directly expressed in terms of letter grades. Indirect grading doesn't rely on pre-defined standards. It focuses on evaluating a student's progress or effort compared to their own past performance, rather than a set benchmark. Indirect grading is of two types- Absolute grading and Relative grading. Absolute grading is when grades are assigned based on predefined standards and each grade is associated with a fixed performance regardless of the distribution of grades ultimately assigned in the class. Relative grading focuses on a student's position within the class compared to their peers. Relative grading focuses on a student's position within the class compared to their peers.

Secondary education is the bridge between primary and higher education, and it plays an important role in shaping both levels. But,

Secondary education in Assam is not yet free from problems and could not serve the growing needs of the society and community, nor the individual needs of students. However, in Assam, this crucial stage faces many challenges and remains the weakest part of the education system. Some of the problems such as Lack of vocational courses, outdated and theory dominated curriculum, inadequate inclusive facilities and so on.

2.9 Questions and Exercises

1. Discuss the meaning of Continuous and Comprehensive Evaluation and also discuss its nature and purposes.
2. Explain the role of grading in modern evaluation and discuss its advantages and disadvantages.
3. Discuss about Formative and Summative evaluation.
4. Discuss various tools and techniques used in Continuous and Comprehensive Evaluation.
5. Discuss the various problems of secondary education in Assam and give suggestions in brief of them.

2.10 References and Suggested Readings

- <https://egyankosh.ac.in/bitstream/123456789/8515/1/Unit-11.pdf>
- Ved Prakash, et.al. (2000). Grading in schools. New Delhi:NCERT
- IGNOU, Unit 24, Continuous evaluation in English, www.egyankosh.ac.in/bitstream/123456789/1/Unit-24.pdf

2.11 Answer to check your progress

Answer to 1 : a) To evaluate every aspect of the child

Answer to 2 : Student-centered

Answer to 3 : True

Answer to 4 : b) It helps in reducing exam phobia

Answer to 5:

Assam's secondary education faces issues like inadequate infrastructure, a shortage of qualified teachers, theory-dominated curriculum, and socio-economic disparities, lack of vocational courses, lecture-based pedagogies.

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UNIT- 3

GENDER GAP IN SECONDARY EDUCATION

Unit Structure:

3.1 Introduction

3.2 Objectives

3.3 Gender Gap in Secondary education

3.3.1 Seventh all India School Education Survey, AISES

3.3.2 Highlight on enrolment in secondary schools

3.3.3 Literacy percentage of Women

3.3.4 Gender gap in terms of literacy rates in Assam, 1961-2011

3.3.5 Table of Gross Enrolment Ratio in secondary and higher secondary education (2004-05 to 2013-14)

3.4 Causes of Gender Gap

3.5 Focus on secondary education in recent Five Year Plan

3.5.1 12th Plan Interventions: Secondary Education

3.5.2 12th Plan Strategy for Secondary Education

3.6 Summing Up

3.7 Questions and Exercises

3.8 References and Suggested Readings

3.9 Answer to Check Your Progress

3.1 Introduction

India has made notable progress towards achieving education for all in recent years. Secondary education plays a vital role in shaping the future of India, as it targets adolescents who will become the country's future human and social assets. However, despite its importance, secondary education remains the most overlooked part

of school education in India. Universalizing secondary education is a top priority, aiming to equip young people with essential knowledge and skills for further education. Secondary education plays a vital role in shaping individuals and societies by deepening knowledge, building critical skills, and reducing poverty: UNESCO estimates that if all adults completed secondary school, the global poverty rate could be more than halved, and notes that it underpins sustainable development, peace building, and lifelong learning. Yet, significant gender gaps persist at this level: nearly half of all young people not attending any schooling are girls and young women, who often face social, economic, and cultural barriers to completing secondary education. To address these challenges in a structured way, governments include secondary education targets in their five-year plans—multi-year national development programmes that set clear goals and allocate resources; for example, India's successive five-year plans since 1951 have specifically aimed to expand access to secondary schools, improve teaching quality, and introduce vocational courses tailored to adolescents' needs. By combining strong policy frameworks, focused investment, and gender-sensitive approaches, countries can ensure that every young person completes this crucial stage of learning and fully contributes to their communities. This unit explores the gender gap in secondary education with a focus on data from the Seventh All India School Education Survey. It highlights school enrolment trends, women's literacy rates, and the gender gap in terms of literacy rates in Assam from 1961 to 2011. The unit also examines the causes behind the gender gap, GER in secondary and higher secondary education and discusses the focus placed on secondary education in the recent Five Year Plan.

3.2 Objectives

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

- *analyse* the gender gap in secondary education with a focus on data from the Seventh All India School Education Survey;
- *know* about the school enrolment trends, women's literacy rates, and the gender gap in terms of literacy rates in Assam from 1961 to 2011;
- *describe* the causes behind the gender gap;
- *discusses* the focus placed on secondary education in the recent Five Year Plan.

3.3 Gender Gap in Secondary Education

The gender gap in secondary education refers to the systemic differences in access to schooling and in learning outcomes between girls and boys at the secondary level, encompassing disparities in enrolment, retention, completion, and academic achievement that reflect broader social and economic inequalities. It is commonly quantified through indicators such as the Gender Parity Index (GPI)—the ratio of female-to-male enrolment or completion rates in secondary education, where values deviating from one signal disadvantage for one gender—and is driven by factors like poverty, cultural norms, and infrastructural barriers that disproportionately impede one group's educational opportunities. These gaps not only reflect deep-rooted socioeconomic and cultural barriers—such as poverty, restrictive gender norms, and inadequate school infrastructure—but also undermine broader goals for gender equity, economic growth, and public health under Sustainable Development Goal 4. Addressing them requires targeted policies, robust monitoring, and cross-sector collaboration to ensure that every

adolescent, regardless of gender, can complete secondary education on an equal footing.

3.3.1 Seventh All India School Education Survey, AISES

The contribution of the Surveys at micro as well as at macro-level planning of school education is well-recognised. Over a period of time, Educational Surveys have acquired important status and are a major source of educational statistics for different organisations at national as well as at international levels. The present All India School Education Survey, seventh in the series of All India Educational Surveys (AIESs), was conducted with reference date as September 30, 2002. The data from States/ Union Territories were collected with the active participation of States. The survey covered 10.31 lakh schools functioning in 5.87 lakh villages and around 5.3 thousand towns/urban areas. It also provided information about 55.3 lakh teachers imparting education to more than 20 crore pupils in the country. The survey is comprehensive in its scope as it covers all aspects of school education in all States/UTs. It provides certain basic inputs such as identification of school-less habitations, their population and distance at which schooling facility is available in addition to number of other important educational statistics required for planning and management of school education.

3.3.2 Highlight on enrolment in secondary schools

There are 2,18,88,898 children enrolled at secondary stage. Out of these 41.51% are girls and 58.49% are boys. Percentage of enrolment in rural and urban areas are 57.59 and 42.41 respectively. In rural area, the percentage of enrolment for girls is 38.96 whereas in the urban area it is 44.98% which shows a difference of 6.02%.

At secondary stage, Meghalaya has the highest percentage of girls enrolment (51.47%) and Rajasthan has the lowest (29.33%).

Compared to the previous survey, student enrolment has increased by 43.82%, with girls' enrolment rising by 63.71%. The increase is more significant in rural areas, where girls' enrolment has jumped by 80.97%, compared to 47.21% in urban areas. The management wise distribution of enrolment is 32.65% in government, 7.03% in local body, 39.97% in private aided and 20.35% in private unaided schools.

At secondary stage, 15.39% children are from the scheduled castes category while the same was 13.72% in the Sixth Survey. In the rural area, percentage of scheduled castes children is 16.55 whereas in the urban area it is 13.83%. Out of total scheduled castes enrolment, the percentage of girls enrolled is 39.49. Girls' percentage in rural and urban areas are 36.97% and 43.59%, respectively. Enrolment of SC children has increased by 61.40% in comparison to the Sixth Survey. In the total enrolment, 5.63% are scheduled tribes children with 7.25% in the rural area and 3.42% in the urban area. In the Sixth Survey, enrolment of scheduled tribes children was 5.25% of the total enrolment. The percentage of scheduled tribes girls is 38.61. Rural and urban areas have 36.98% and 43.32% of ST girls respectively. As compared to the Sixth Survey, enrolment of ST children has gone up by 54.25%.

There are 11.56% educationally backward minority community (EBMC) children in total enrolment at secondary stage. Out of total EBMC enrolment at secondary stage, the percentage of girls enrolment is 42.94. In rural and urban areas EBMC girls' percentage are 39.45% and 46.76% respectively. In secondary schools, the total enrolment is 3,02,44,561 out of which 44.76% are girls and 55.24% are boys. The management wise distribution of total enrolment in secondary schools is 29.14% in government schools, 11.41% in

local body schools, 34.84% in private aided and 24.61% in private unaided schools.

3.3.3 Literacy Percentage of Women :

It is seen that there is wide gender disparity between the literacy rate of men and women. According to the 2001 census female literacy was 54.16% as against male literacy which was 75.85%. In the 2011 census the literacy rate of females further increased to 65.46% as against male literacy rate of 82.14%. The female literacy rate increased from 8.86% in 1951 to 54.16% in 2001. However, if we compare the literacy rates of males and females we find that during the period 1991 to 2001 the male literacy rate rose by 11.72% whereas female literacy went up by only 14.87%. Thus, female literacy rate increased by 3.15% more compared to the male literacy rate. In India there exists a wide disparity among the various States regarding their literacy rates. At the top of the hierarchy, lies the state of Kerala that has an exceptionally high literacy rate of 90.92%. In the least literate state Bihar, the rate of literacy is merely 47.53%. In Bihar, Kishanganj district has the lowest literacy rate (31% for males and 18.49% for females).

Census data from 1991 and 2001 reveals significant disparities in literacy rates across districts within the state, with particularly pronounced differences in female literacy. The enrolment rate for girls drops substantially as they progress through the education system, from 48% at the primary level to 35% at the higher secondary stage, and less than 33% in higher education. Furthermore, over 70% of girls drop out of higher education, and their success rates in school-level examinations are lower than those of boys, highlighting the asymmetrical access to education, particularly in technical and professional streams.

Assam exhibits a significantly higher dropout rate among girl students at the secondary level compared to the national average. According to data from the Unified District Information System for Education Plus (UDISE+), in the academic year 2021–22, the dropout rate for girls at the secondary level in Assam was 20.7%, while the national average stood at 12.3% . In districts like Dhubri, socio-cultural norms significantly impact girls' education. A study highlights that in communities where traditional beliefs prevail, girls are often given less preference for education. Factors such as limited access to quality education, lack of awareness, and cultural practices contribute to a vast gap in educational attainment between males and females in the region. In 2020-21 in Assam, 19 districts at the secondary level registered a dropout rate of more than 30 per cent.

STOP TO CONSIDER

- The state of Kerala that has an exceptionally high literacy rate of 90.92%.
- In Bihar, Kishanganj district has the lowest literacy rate (31% for males and 18.49% for females)

3.3.4 GENDER GAP IN TERMS OF LITERACY RATES IN ASSAM, 1961-2011

Census Year	Persons	Males	Females	Gender gap in Literacy Rate
1961	35.58 %	44.28 %	18.61 %	25.67 %
1971	33.32 %	42.96 %	22.31 %	20.65 %
1981	N.A	NA	NA	NA
1991	52.89 %	61.87 %	43.03 %	18.84 %
2001	64.28 %	71.93 %	56.03 %	15.9 %
2011	73.18 %	78.81 %	67.27 %	11.54 %

Source : Census of India, 2011.

The table in the image presents data on the gender gap in literacy rates in Assam, India, across various census years from 1961 to 2011. It includes literacy rates for the general population (Persons), Males, Females, and calculates the Gender Gap in Literacy Rate (the difference between male and female literacy rates). The Literacy rates for both males and females have steadily increased from 1961 to 2011. The overall literacy rate for "Persons" rose from 35.58% in 1961 to 73.18% in 2011. In **1961**, the gender gap was **25.67%**, meaning male literacy was significantly higher than female literacy. By **2011**, this gap reduced to **11.54%**, indicating progress in female literacy. The table does not have data available for 1981 (marked as "N.A"). This table shows a clear trend of increasing literacy rates and a decreasing gender gap in Assam over 50 years. While males have consistently had higher literacy rates, females have been catching up steadily, leading to a reduced gender gap — a positive indicator of social development and gender equality in education

3.3.5 Gross Enrolment Ratios in secondary and higher secondary education (2004-05 to 2013-14) (All categories of students) (%)

Year	GER in secondary education (Classes IX-X) (Age 14-15 years) (%)			GER in higher secondary education (Classes XI-XII) (Age 16-17 years) (%)		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
2004-05	57.4	45.3	51.7	30.8	24.5	27.8
2005-06	57.6	46.2	52.2	31.4	25.2	28.5
2006-07	58.6	47.4	53.5	31.5	26.1	28.9
2007-08	62.6	53.2	58.2	36.3	30.4	33.5
2008-09	64.2	55.0	59.8	37.0	31.2	34.3
2009-10	66.7	58.5	62.7	38.3	33.3	35.9
2010-11	69.0	60.8	65.0	42.2	36.1	39.3
2012-13	67.4	65.4	66.4	39.6	38.2	39.0
2013-14	76.8	76.5	76.6	52.8	51.6	52.2

Source : Educational Statistics at a Glance 2011, MHRD, GOI; Statistics in School Education, 2010-11, MHRD, GOI; AND UDISE, NUEPA

This table shows the Gross Enrolment Ratio (GER) in Secondary and Higher Secondary Education in India over a span of years from

2004–05 to 2013–14, categorized by boys, girls, and total percentages.

There is a consistent increase in GER over the years for both boys and girls. The gender gap is gradually reducing, and by 2013–14, enrolment rates are nearly equal for both genders. GER in higher secondary education has also increased steadily over the years. Gender gap is evident but has narrowed over time. From 2004–05 to 2013–14, GER increased by approximately 25% for boys and 27% for girls, showing positive progress in gender parity.

3.4 Causes of Gender Gap

Gender gap remains deeply rooted in various socio-cultural, economic, and institutional factors. Despite constitutional guarantees and numerous policy initiatives aimed at promoting gender equality, disparities persist across multiple domains, including education, employment, and health. Let us discuss some of the causes of gender gap :

- 1. Household Expectations** - Across many cultures, girls are expected to shoulder the daily chores of cooking, cleaning, and caring for younger siblings from dawn, leaving them exhausted and struggling to focus on schoolwork. UNICEF data show that girls aged 5–14 spend about 40 percent more time on unpaid domestic tasks than boys—an extra 160 million hours every day worldwide—which directly cuts into their study and rest time. This heavy load of household duties often forces girls to skip homework and revision, undermining their ability to keep pace with classmates and harming their academic performance. Many arrive at school already mentally drained, making it hard to concentrate

during lessons, especially in the early morning when attention is most needed.

2. **Transport and Distance** - In many rural areas, secondary schools are located far from girls' homes, and poor or non-existent roads mean girls must walk long distances over uneven terrain, leading to exhaustion and frequent absences from class. Even when roads exist, most families cannot afford fares for buses or motorbike taxis, so girls either stay home or walk while boys may receive priority for scarce transport resources, widening the enrolment gap. Unsafe routes expose girls to harassment, theft, or animal attacks—risks that make parents reluctant to let their daughters travel unaccompanied, especially during early morning or late afternoon, and contribute to lower attendance and progression rates among female secondary students.
3. **Sanitation** - Insufficient sanitation facilities in schools—including a lack of clean, private, girl-only toilets and menstrual-waste disposal options—drive many adolescent girls to miss classes or drop out altogether. When girls cannot manage menstruation with privacy and dignity, they often stay home for several days each month, undermining their learning progress and self-confidence.
4. **Poverty and fees** - When money is tight, parents usually send their sons to school first because they believe boys will earn more later on. Some families borrow or take out loans just to cover school costs, which puts them under pressure to repay debts they can't easily afford. In rural areas, transport fares alone can eat up a big chunk of a family's income, so girls often have to walk long distances or stay home instead. Because girls are often asked to do extra chores at home

instead of attending classes, families see daughters' education as less urgent

- 5. Devaluation of Education** – In many communities, parents feel it's not worth paying for a daughter's high school because they believe she will marry and move to her husband's home, so any benefits of her schooling help her new family, not her own. This belief, reinforced by dowry systems, early marriage laws, conflict-related risks, and limited job prospects for educated women, leads communities to channel scarce resources into boys' schooling instead.

STOP TO CONSIDER

- The gender gap in secondary education in India remains a pressing issue, influenced by various socio-economic and cultural factors
- Some of the causes of gender gap are: Household Expectations, Transport and distance, Sanitation, Poverty and Fees and devaluation of education.

Check Your Progress

1. Which of the following is a significant factor contributing to the gender gap in secondary education in India?
- A) Equal access to vocational training
 - B) High female literacy rates
 - C) Early marriage of girls
 - D) Abundance of female teachers

2. Which government initiative aims to promote girls' education and reduce gender disparities?

- A) Skill India Mission
- B) Beti Bachao, Beti Padhao
- C) Make in India
- D) Digital India

3.5 Focus on Secondary Education in recent Five Year Plan

The Constitution came into force on 26 January 1950. Subsequently, Planning Commission was set up on 15th March 1950 and the plan era started from 1 April 1951 with the launching of the First Five Year Plan. Five-Year Plans are centralized and integrated national socio-economic programs. Joseph Stalin implemented the very first Five-Year Plan in the Soviet Union in 1928. India launched its first Five-Year Plan in 1951, under the socialist influence of first Prime Minister Jawaharlal Nehru. The Planning Commission, set up in 1950, was responsible for assessing and utilizing the country's resources effectively. However, the Planning Commission has been replaced by NITI Aayog i.e. National Institute for Transforming India Aayog, a new think tank established by Prime Minister Narendra Modi in 2015 to drive India's transformation.

The Twelfth Five year plan lasted from 2012-2017. It was launched with the objective of faster, sustainable and more inclusive growth. It was the last five year plan. The objective of secondary education in this plan is to provide high-quality education that is accessible, affordable, and available to the majority of the 14-18 year old population. The plan focuses on addressing the lingering needs of access, particularly for disadvantaged groups and remote areas, while increasing enrolment at upper primary and secondary levels, upgrading school infrastructure, reducing dropout rates, and

enhancing the overall quality of education with an emphasis on learning outcomes. Recognizing the challenge of simultaneously improving access, equity, and quality, the plan prioritizes these four areas, along with governance, while stressing the importance of improving learning outcomes at all levels. To achieve this, it is recommended to improve learning outcomes at the upper primary level to increase secondary-level enrolments, with a focus on retaining students who complete their secondary education. Furthermore, to make secondary education more job-relevant, schools should provide skills training, which requires significant investments in technically skilled teachers, trainers, and equipment to impart technical and vocational skills.

The plan clearly stated that the biggest education challenge has shifted to the secondary level, where the goal is to boost attendance, enrolment, and reduce dropouts. To achieve this, the government must invest heavily in modernizing the curriculum, exams, teacher training, and accountability, as well as improving assessment and management systems. Private involvement is welcome, but the government must prioritize ensuring education access for disadvantaged groups and closing gaps between rural/urban, male/female, social, and regional groups.

The plan's main objectives were to achieve near-universal secondary education enrollment with a gross enrolment ratio (GER) of over 90%, increase the GER for higher secondary education to at least 65%, and reduce the dropout rate to less than 25% by 2017. To achieve this, the plan proposed consolidating secondary education by building more composite schools, upgrading elementary schools to secondary schools, and expanding existing secondary schools into higher secondary schools with new classrooms, labs, libraries, sports facilities, and additional teachers.

The Eleventh five-year plan aimed to make secondary education universally accessible, ensuring high-quality education with a focus on Mathematics, Science, and English, while reducing gaps in enrolment, dropout rates, and retention due to gender, region, or social background. Secondary education was a top priority during this plan, with the introduction of centrally sponsored scheme, Rashtriya Madhyamik Siksha Abhiyan (RMSA) launched in 2009-10, which provided funding to states. The goal was to have a secondary school within 5 kilometers and a higher secondary school within 7-8 kilometers of every habitation. The plan aimed to achieve universal secondary education by 2017i.e it was supposed to be done by the end of 12thFive year plan, with a target gross enrolment ratio (GER) of 75% for secondary education and a combined GER of 65% for secondary and senior secondary education. Another dimension was to ensure 100% enrolment and retention upto the higher secondary stage by 2020.

The significant growth in elementary education enrolments and improvements in retention and transition rates, particularly among disadvantaged groups, has increased pressure on secondary schools to accommodate more students. The enforcement of the RTE Act and continued improvements in retention rates will rapidly drive up demand for secondary schooling. Meeting this demand is vital, as secondary education fulfills the manpower needs of the semi-organized and organized sectors of the economy, serves as a supply chain for higher education, and provides training for primary school teachers. The low participation rates and poor quality at the secondary stage hinder improvements in higher education participation and elementary schooling.

India has a long tradition of partnership between the public and private sectors in secondary education. There are four types of schools:

- i. government established by State Governments (as well as centrally established institutions);
- ii. local body- established by elected local government bodies;
- iii. aided schools- private schools that receive State Government grants-in-aid; and
- iv. private unaided schools.

While private provision in secondary education should be fostered wherever feasible, the government will have to take the prime responsibility to provide access to disadvantaged sections and to bridge the rural/urban, regional, gender and social group gaps. Simultaneously, government must invest in teacher education and accountability, curriculum reform, quality assurance, examinations reform, national assessment capabilities and management information systems, which will require time and significant institutional capacity building to succeed at a national scale

Secondary schooling offers numerous social and economic benefits, including improved health, gender equality, and living conditions. Investments in secondary education yield high returns, making it essential for the country to universalize access to quality secondary education. With elementary education nearing universal enrollment, the focus should shift to ensuring universal access to secondary education. However, the current gross enrollment ratio of around 50% for classes IX-XII is alarmingly low, highlighting the need for significant expansion of the secondary education system. Moreover, vast inequalities exist in accessing secondary education due to factors like income, gender, social group, and geography, while the average quality of secondary education remains subpar. Therefore, concerted efforts are necessary to dramatically improve access, equity, and quality of secondary education simultaneously.

STOP TO CONSIDER

- The Five-Year Plans were centralized and integrated economic programs.
- The first such plan was implemented in the Soviet Union in 1928 by Joseph Stalin.
- Since then, countries such as China, Bhutan, Vietnam, South Korea, Argentina, Romania, and Euthopia have also implemented Five-Year Plans.
- India had a total of 12 Five-Year Plans, the last one being from 2012-2017.
- In 2015, Prime Minister Narendra Modi dissolved the Planning commission and replaced it with Niti Aayog.

Check Your Progress

3. In which year was the Planning Commission of India established?
- A) 1947 B) 1950 C) 1952 D) 1955
4. In which year was the First Five-Year Plan launched in India?
- A) 1950 B) 1951 C) 1952 D) 1953
5. The Planning Commission of India was replaced by NITI Aayog in which year?
- A) 2014 B) 2015 C) 2016 D) 2017

3.5.1 12th Plan Interventions: Secondary Education

- Setting up all the 6000 high quality model schools at Block level- 3500 schools in partnership with State approved and 2500 Model schools in PPP mode.

- Upgradation of 11,200 upper primary schools to Secondary schools to meet increased demand.
- Direct Benefit Transfer of Scholarships/Incentives linked with Aadhar.
- Ensuring 100% trained teachers in all schools.
- Increasing the intake capacity of 44,000 existing government secondary schools, residential schools & hostels facilities for boys and girls.
- Pace setting Role of Kendriya Vidyalayas (KVs) and Navodaya Vidyalayas (NVs) and support to sports and physical education.

3.5.2 Twelfth Plan Strategy for Secondary Education

Objectives and Targets

The overarching objective was “to make quality education available, accessible and affordable to the target population in the age group of 14–18 years”:

1. Achieve near-universal GER > 90 percent in secondary education by 2017.
2. Raise GER \geq 65 percent at the higher secondary level by 2017.
3. Reduce the dropout rate to under 25 percent by 2017.
4. Ensure graduates possess core competencies in mathematics, science, languages, and communication.
5. Implement a common, nationally acceptable curriculum for Science, Maths, and English across all schools.

6. Develop life-skills—critical thinking, ICT use, organization, leadership, and community service—in every student.

Six Key Strategic Elements

1. Consolidation and Expansion of School Infrastructure

To ensure viable school sizes and optimal use of resources, the plan advocated creating composite schools (Grades 1–12), upgrading every third elementary school to a secondary school and every fourth secondary to a higher secondary, and only establishing new schools in unserved areas. Transport and hostel facilities were to be provided to reduce dropouts, especially among girls and disadvantaged groups

2. Facilitating Private Sector Participation

Entry barriers for private providers were to be reduced via single-window clearance, updated land and taxation norms, and concessional loans for NGOs and trusts. Under-utilized land in public institutions was to be leased to private schools on condition of sharing infrastructure with government school children.

3. Improving Quality of Education

A systemic overhaul of curriculum and examinations targeted rote learning reduction and development of higher-order thinking. Key measures included:

- **Curriculum Renewal:** Periodic revision of curricula and strengthening of NCERT, SCERTs, and related bodies to support Continuous and Comprehensive Evaluation (CCE).

- **Examination Reforms:** Problem-solving and critical thinking focus, with CBSE's innovations extended to other boards.
- **School Boards Transformation:** Enabling boards to lead academic reform, produce digital content, integrate ICT and manage accreditation processes

4. Teacher Availability and Professional Development

Recognizing shortages in critical subjects (mathematics, science, languages), the plan proposed a major recruitment drive, promotion of flexible entry routes into teaching, and the National Mission on Teachers and Teaching. In-service and pre-service training were to be reoriented from exam preparation to nurturing application skills and problem-solving, with engagement of university education researchers in classrooms.

5. ICT Integration in Education

ICT@Schools was to be merged with RMSA to optimize resources. Boards and schools were encouraged to adopt Learning Management Systems (LMS), develop and share quality digital content in local languages, and provision affordable ICT facilities in classrooms.

6. Renewed Focus on Vocational Education

The vocational stream was redesigned to begin in Class IX with pre-vocational courses, vertical mobility into higher education, and alignment with the National Vocational Education Qualifications Framework (NVEQF). Sector Skill Councils were to develop competency-based modules, and pilot projects under NVEQF in Haryana and other states informed national rollout plans

STOP TO CONSIDER

- Few objectives of the Twelfth Five year Plan were:
 - To remove gender and social gap in school enrolment.
 - To enhance access to higher education.
 - To reduce malnutrition among children aged 0-3 years.
 - To provide electricity to all villages.
 - Generate 50 million new work opportunities in the non-farm sector.
- The 12th Five Year Plan is considered to be the last five-year plan of India.
- The decades-old Five-Year Plans was replaced by a a three-year action plan, which will be part of a seven-year strategy paper and a 15-year vision document.

3.6 Summing Up

Gender gap in secondary education refers to the measurable disparities between female and male students in accessing, participating in, and completing lower and upper secondary schooling. These disparities stem from social, economic, cultural, and institutional biases rather than innate ability, and they are tracked through indicators such as enrolment ratios, completion rates, and the Gender Parity Index (GPI). Addressing this gap is critical for achieving equitable learning outcomes, empowering all learners, and meeting global development goals.

The most recent Five-Year Plan set ambitious targets to transform secondary education by 2017, aiming for near-universal access, improved quality and enhanced equity. It committed to achieving a Gross Enrolment Ratio (GER) of over 90 % at the secondary level and 65 % at the higher-secondary level, while reducing dropouts

below 25 %. Emphasis was placed on equipping students with core competencies in mathematics, science, languages and life skills, supported by a common national curriculum and strengthened teacher capacity. In addition, the plan expanded vocational education by revamping curricula under the National Vocational Education Qualification Framework, fostering industry partnerships for internships, and setting up 6,000 high-quality model schools at the block level to serve as centers of excellence. It also mandated upgrading 11,200 upper-primary schools to secondary status, strengthening existing government schools with laboratory, library, and ICT infrastructure, and ensuring all teachers were professionally trained through mandatory TET certification and the National Mission on Teachers.

3.7 Questions and Exercises

- Discuss the multifaceted causes of the gender gap in secondary education in India and suggest some measures to address this issue.
- Examine the role of government initiatives and policies in reducing gender gap in secondary education in India.
- What was the focus of recent Five Year Plan on secondary education in India? Discuss.

3.8 References and Suggested Readings

- Chellamani, k. (2017) “Secondary and Higher Secondary Education in India” Neelkamal Publications Pvt. Ltd., New Delhi

- Planning Commission (2013). Twelfth Five Year Plan 2012-2017, Social Sector (Vol. III). New Delhi: SAGE Publications
- <https://ijcrt.org/papers/IJCRT2007480.pdf>
- <http://www.educationforallinindia.com/fiveyearplans.html>
- www.nuepa.or

3.9 Answer to Check Your Progress

Answer to 1: Early marriage of girls

Answer to 2: Beti Bachao, Beti Padhao

Answer to 3: 1950

Answer to 4: 1951

Answer to 5: 2015

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BLOCK- III
VALUE AND PEACE EDUCATION

Unit 1 : Concept of Value

Unit 2 : Value Education

Unit 3 : Peace Education

**Unit 4 : Role of World Organisation in Promoting Peace
Education**

Unit 5 : Human Rights Education

UNIT-1

CONCEPT OF VALUE

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning and Definitions of Value
- 1.4 Characteristics of Value
- 1.5 Importance of Value
- 1.6 Sources of Values
- 1.7 Classification of Values
- 1.8 Summing Up
- 1.9 Questions and Exercises
- 1.10 References and Suggested Readings

1.1 Introduction:

The term value is very commonly used in our day to day life and it evokes different understandings among different people due to their diverse outlook to life and the universe. The outlook of people from various fields is somewhat different than that of others which leads to different conceptions of values. Hence the interpretation of values is different considering the belief, ideologies, attitude and outlook of different peoples. Values of a person with a realistic outlook will be different from one who bears an idealistic outlook to life and the universe. Similarly the values from an economist outlook will be somewhat different from that of a socialistic outlook. Since values are very much abstract in nature hence people interpret it differently.

Values are very important for humans because they guide human behaviour and actions. Values are permanent beliefs or ideals shared

by the members of a culture about what is good or bad and desirable or undesirable. Values guide us as to which personal qualities we develop; what type of person we want to be; how we treat ourselves and others, and how we interact with the world around us. Values are the motives behind purposeful action of human beings. In view of the numerous problems that our modern world is facing, strong values that uphold the faith in humanity, peace, tolerance, non-violence, justice and the like in the minds of people have become all the more important. The value crises of the modern world are believed to be at the root of many problems that our society is facing today. This makes the awareness of people and their understanding about values and their importance in lives has become very crucial.

1.2 Objectives

After going through this unit you will be able to-

- *explain* the concept of the term ‘Value’;
- *understand* the Characteristics of Value;
- *discuss* the Importance of Value;
- *list* the Sources of Values;
- *know* the Classification of Values.

1.3 Meaning and Definitions of Values:

The very simple meaning of the term value is the *worth, goodness, desirability* or *utility* of a *thing*. Initially value was used a singular noun. It was German philosopher *Friedrich Nietzsche*, who for the first time used the term values in the year 1880. Value is generally understood as a quality, positive or negative, that makes something desirable or valuable; it is also understood as some ideals accepted by some individuals or groups. However, sociologists use the term to mean generalized ends which carry the sense of rightness,

goodness or inherent desirability. Values are important and enduring beliefs or ideals of people of a culture about what is good or bad and what is desirable or undesirable. In this sense, values can be considered as one's principles and standards or one's judgment of what is good, valuable or important in life. It means goodness of action which is the manifestation of virtue in mankind which is commonly considered as very precious. They are considered as very crucial force to motivate and guide human actions to be constitutive. Thus, values are considered as something directly attached to preferred objects and in other sense values are considered as belief or conceptions that constitute something.

The term Value has been derived from Latin word 'valere' which means "be strong, be well, be worth. From its Latin origin value means to "be strong." or "be worth". A similar French word 'valeur' is believed to be the origin of value which means "excellence". Another similar Italian word 'valuta' has also been used to explain about value which means 'price'. Thus, it has been observed that all derivations about value from different languages bear the same meaning. To understand the meaning of value let us go through the following definitions.

- According to John Dewey, "to value means to prize, to esteem, to appraise to estimate. It means the act of cherishing, holding it dear and also the act of passing judgment upon nature and amounts of values as compared with something else."
- According to famous Sociologist M. Haralambos, "A value is a belief that something is good and desirable".
- M. S. Cuber says, "values are the ideas and beliefs which people cherish. These ideas contain or express the judgment which people have, of the relative importance of things."

- Dictionary of Education (1959) defines values, "as the things which people are interested-things they want to desire to be or become; feel as obligatory, worship or enjoy."
- According to Zaleznik and David, "Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships"
- According to E. S. Brightman, "in the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by anyone at a time."
- According to R. K. Mukherjee, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations".
- B. Elizabeth Hurlock says, "Values are concepts heavily weighted with emotions."
- M. P. Hung says values "as a judgment concerning the worth of an object, person, group or situation. Value judgment contains evaluating rating terms, such as good, bad, moral, immoral, beautiful, ugly etc."
- According to Jadunath Singha, "An object is said to have value, if it satisfies human want or desires are good or have value."

From the above definitions it may be concluded that values are the concepts that have worth or desirability in every object and thereby people try to maintain a definite standard. Value stands for ideals men live for and these values are part and parcel of a philosophy of a nation as well. They are considered as guiding principles of life too. Values are generalized ends that are consciously pursued and shared by members of a society or culture as being worthwhile.

They usually refer to moral ideas, general conceptions, or orientations towards the world. In brief, values are collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture. They motivate and guide behaviour and attitude of people who value those. Familiar examples of values are wealth, courage, loyalty, freedom, equality, justice, fraternity, compassion, friendliness etc.

STOP TO CONSIDER

The term value is the *worth, goodness, desirability* or *utility* of a *thing*. Initially value was used a singular noun. It was German philosopher *Friedrich Nietzsche*, who for the first time used the term values in the year 1880.

1.4 Characteristics of Value

The following are some of the important characteristics of values-

- **Part of culture:** Culture is the complex whole of ideas, attitudes, beliefs, values that mould the human behaviour and values are integral part of that culture of any society. Every society has its own culture and people belonging to that society adhere to fulfill the cultural needs. As part of culture everyone follows the norms and values of the respective society. So, values differ from culture to culture and even person to person.
- **Permanent:** Values are formed in the society and they continue throughout the generations. On the basis of gradual development of value formation it takes a definite shape or

standard. So values are relatively more or less permanent in a society.

- **Inculcated:** Values are not inherited or innate. They are infused and transmitted through generation to generation by specific groups and institutions. This transmission starts right from the family from where socialization of an individual starts. Apart from family educational, religious, indigenous and ethnic institutions also transmit cultural values from one generation to another generation.
- **Social phenomenon:** Values are socially shared. Values are considered as social phenomenon as cultural habits are shared by people in an organized society. How an individual thinks or behaves will not shape culture rather it is shaped by grouped behaviour and these groups are developed and reinforced through social pressure upon those who are interacting with one another.
- **Rewarding responses:** Values are formed to meet biological as well as other needs of individuals living in the society. When members of a culture behave in tune Value: Its Concept and Characteristics with the values set by the society, they are rewarded by getting social recognition. If any element of the culture is no longer being used or gratifying to the members of the society, it will become extinguished or disappeared. Behaviours which are gratifying to the members are rewarded by the society.
- **Adaptive process:** Culture is adaptive process either by dialectical as well as evolutionary process. As values are essential part element of culture, therefore values are also adaptive accordingly. When value system becomes associated with the gratification of only one group or class, the other classes or groups reject the logic of existing value system and replace with a new system either by revolution or

by other ways. On the other hand in evolutionary process the change occurs very slowly as a gradual process. So, values are considered as adaptive system according to the situation demands.

- **Values are learned:** Values are mostly acquired specially the core values. A child is not born with a set of values. They are not inherited rather acquired only after birth of the child. Those are basically acquired early in life from family, friends, neighborhood, school, the mass-media including print, visual and social media and other sources within the society. It is because human beings live in the society having special cultural characteristics which are prescribed to behave in a definite way. As human beings are accustomed with the culture and values are integral part of culture, so people acquire lot of values from the society.
- **Extremely practical:** Values are extremely practical as they are formed gradually on the basis of people's beliefs, activities, faiths etc. These can provide standards of competence and morality. Values provide a framework within which people work and behave in the real world.
- **Mould personality:** Personality reflects the total behaviour of an individual which is developed under the scanner of value system of a society. From this angle values mould the ideal dimension of personality of individuals. It builds up societies and all social relations are established upon it.
- **Influence people's behaviour:** Society is the web of relationship and this relation forms upon the behaviour of individuals. Value system of society influences the behaviour and conduct of individuals and serves as criteria for evaluating actions of others. Similarly it helps in creating norms to guide day to day behaviour of people.

- **Driving force:** Values are the driving force on the basis of which standard of individual's life is formed. These values are the bases that lead people to live a standard life in the society.
- **Abstract:** Values are very much abstract in nature. We can realize the existence and importance of values, but can't see or touch them. They are here and continuing since the inception of the society to regulate and shape the behaviour of people.
- **Objective as well as subjective:** Values are considered as objective as well as subjective. There are some values which are perceived by people objectively irrespective of any class, gender, and locality etc. For example, an aesthetic value such as beauty resides in properties of an object, and any observer can find them. Similarly some values are very subjective in nature. It is a matter of the psychological effect on or the attitude of the observer and these vary considerably from observer to observer ("beauty lies in the eye of the beholder"). They are dependent on different interpretations and varied circumstances of people.
- **Judgemental:** Values usually contain a judgmental element about what is right, good, or desirable.
- **Part of social life of people:** Values are socially shared, often intensely felt and are a fundamental part of our lives. These values become part and parcel of our personalities.

CHECK YOUR PROGRESS

(Write True or False)

Q.1 Values are part of our culture. (True/False)

Q.2 Values are not inherited or innate. (True/False)

Q.3 Values Influence people's behavior. (True/False)

Q.4 Values are objective not subjective. (True/False)

1.5 Importance of Value:

Value plays an important role in human life. The importance of values in human life is as follows:

- ❖ Human life has various goals. In order to attain these goals one has to go through some definite ways. Values help every individual and show the path to find their purposes of life.
- ❖ Life is full of challenges. Every individual has to face so many difficulties in life. Values are the guiding principles to behave in a particular way to overcome the life challenges. They help individuals to react in difficult situations.
- ❖ Values are part of the makeup of a person. They remind us what is important in our lives, such as success or family, as well as they tell us what is not important. Values help clear out clutter. It means values tell us what is important and what is not. It helps to understand what ought to be or what ought not to be.
- ❖ Individuals have to take many decisions in life even in crucial situations too. These decisions depend on various aspects of life including values. They help us to make decisions. When we need to make a

decision, our values can help us to make the right call.

- ❖ Self-realisation is a very important goal of life for every individual. It involves knowing oneself completely or knowing one's potentialities and destiny. Values help us develop a sense of self and realise one's best self.
- ❖ Our values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad.
- ❖ Inspiration and Motivation play very significant role in doing something successfully. As values are guiding force, so they inspire and motivate a person and give energy and a passion for peaceful living and for doing something meaningful.
- ❖ For achieving success and for doing worthwhile things in life, one must have a high level of confidence first. This confidence will lead anybody to success. Strongly felt values help people to raise the level of their self-confidence and self assertion.
- ❖ People generally develop a certain type of attitude and behaviour pattern by living their lives in the society. These patterns of behaviour and attitudes are influenced by value system of the concerned society. As a result of this certain type of attitude and behaviour develop among individuals of a particular society.
- ❖ Lot of diverse things keeps happening in our day to day life in the society. For a peaceful social life people must have to understand or have knowledge about these happenings. Values can help

individuals to interpret and understand all these happenings. Therefore, value is considered as foundation for understanding social reality.

- ❖ Instincts influence the behaviour of individuals. But all activities cannot be explicit instinctively because of social and moral barriers. Therefore, those activities need to be regulated according to the rules and regulations of the society. So values are very important in controlling disruptive individual passions.
- ❖ Values help us to judge the different incidents of the society. A thing or an incident can be considered as correct for a particular society which may not be treated as correct for another society. Whether an incident is right or wrong is basically interpreted on the basis of established value system of the society.
- ❖ Every society is running according to its established rules and regulations. These rules and regulations are very much essential for integrity of the society and those are based on values. Thus values are essential in creating conformity and order in society.
- ❖ Society is the web of relationships which is based on mutual understandings and these relationships are reflected through human behaviour. Thus, all human relations and behaviour pattern are included in value system of the respective society.
- ❖ Every individual has his/her own desires, aspirations etc. These can be realized according the existing value system which is the standard of the society. They are also considered as guideposts of

our lives and accordingly they direct us to go through the way to fulfill our desires.

- ❖ Values help people to choose the right career in life. People opt for different career or occupations on the basis of their value systems.
- ❖ Famous sociologist Durkheim emphasized the importance of values (though he used the term 'morals') in controlling disruptive individual passions.
- ❖ Highlighting the importance of value in our social lives, Indian sociologist R.K. Mukherjee wrote: "By their nature, all human relations and behavior are embedded in values."

Thus values play a very important role in the lives of human beings to shape the total behaviour pattern in the society.

STOP TO CONSIDER

Life is full of challenges. Every individual has to face so many difficulties in life. Values are the guiding principles to behave in a particular way to overcome the life challenges. They help individuals to react in difficult situations. Values are part of the makeup of a person. They remind us what is important in our lives, such as success or family, as well as they tell us what is not important. Values help clear out clutter. It means values tell us what is important and what is not. It helps to understand what ought to be or what ought not to be.

1.6 Sources of Values:

Values have their own deep roots in various aspects of social life from where values originate. There is numerous value forming activities being exercised in and around the society. In the following discussion sources of values are highlighted –

1. Family: Family is the main agency of education from where children get crucial education. Home is the epicenter of child's education. No child is born with a set of values. Behaviour, morality, truth, peace, non-violence, respect to elders, spirituality, justice, love, affection, co-operation are learnt from the family. So it is important to be clear about the things we care about and what we teach our children and grandchildren. Children can learn many things from members of the family. The more children know about their own family values, the better they are prepared for life. Children having knowledge about family values will also be more likely to be respectful of others' values and family norms. The nature of children grows according to the value system customary to the family or home.

2. Schools: Schools are another fundamental source of values from where the children develop their own sets of values. Apart from family it is the school where children spend a long period of time. So, they learn so many things including values apart from academic achievements. Diverse natures of human relations between teacher-teacher, student-student, teacher-student etc. take place in school environment. Besides, Playing, interacting, cooperating, maintaining discipline, developing attitude are also equally important for students' life. So, it is

essential to integrate valuable attitudes moral values and social skills into the teaching and learning process in school and to make it a part of the total curriculum. Schools can either teach or prescribe what is good and what is bad for individuals. The appreciation of good behaviour and disapproval of bad ones shape the behaviour of individuals. Thus, schools can play a very prominent role in developing values in the society.

3. Society: Society where we nurture our children play a very pertinent role in developing values among children. Reciprocity, righteousness, respect, cooperation, interaction are very influential in inculcating values of its members. Children can learn all those social values from the members of the society and transmit it to other individuals through interaction. The longevity and development of society is based on value system and values account for the stability of the social order. They provide the general guidelines for conduct and ultimately facilitate social control. Thus social values inculcated among children through social interaction in the society.

4. Life Experience: Values generally originate out of the experiences of the individual and those of his fellow men. Men constantly try to find out the values they must follow to make themselves happy. Value systems are constructed over a life time of experience in which the values are shaped in a definite way. Regarding the life experiences as the source of value, Radhakrishnan (1950) said, "Values in education although they find their source in philosophy, have a second source in society, the people, their culture and their ideals".

5. Cultural Background: Values also originate from the cultural background of the society. Beliefs of child rearing and social control, attitude, competitive and co- operative interpersonal relationships are very much influential in shaping behaviour pattern of individuals. Education is said to be the instrument of cultural change as it imparts knowledge, training and skill as well as inculcate new ideas, attitudes and values among young generations. India has rich cultural heritage from which our Indian system of value has developed. Our value systems have their roots in the philosophy of Bhagabat Gita, Bhakti marg, Indian national movement, ideals of Muslim Sufis, ideas of Islam and Christianity, western influence and philosophy, Buddhism, Sikhism, Jainism and many other such religious and cultural influences.

6. Peers and Colleagues: Individuals get cues of behaviour from their peers and colleagues and thereby develop and apply beliefs, customs, attitudes and values. Deriving values from the groups of peers and colleagues with whom individuals are associated is very natural. Individuals in play or work groups tend to conform to the group's norms and they develop their own set of values accordingly. Individuals feel an intimate involvement with a number of people, a nation, a society, a business group, a work group. These groups help them to strengthen, protect and solidify their values of life. Individuals in groups try to maintain the group norms of behaviour while in the group and thereby learn values.

7. Religious and Spiritual Background: Another major source of values is the religious and spiritual background of individuals. In its pursuit of truth religion is also concerned with basic human values. True religion and

religious scriptures are the motivating forces to develop all type of ethical and moral codes. People learn many basic values which are very common to all religion and spirituality. So the behavior pattern attained by individuals largely depends on the religion and spiritual background to which they belong.

8. Scientific Background: The logical and scientific environment is also responsible for developing values among people. The scientific environment where people live form specific scientific temper, attitude, behaviour which helps them to make value judgment with the extent that they relate it to value assumption. New information on the scientific front may require a change in the present frame of reference.

9. Work and Career: Work and career are also responsible for developing values among people in the society. Work consists of tasks or responsibilities associated with a particular job or position in an organization. Work is the energy directed towards the achievement of desired goals. The works in organizations are organized, directed and controlled and entrusted individuals willing to become employees through a more or less permanent association with the organization. Individual's experiences over a period of time constitute their career. Work and career create special values that give unity, cohesion, and meaning to persons and group. So, each work has its own values and persons performing the work will follow those values.

10. Professional Codes: Professional codes are also considered as major source of forming values specially in the field of organizational sectors. Organization philosophies, operational policies and association's code of

conduct are very much influential in framing values of individuals because these codes are consonant with customs, mores, beliefs, social values, public laws and generally desirable behaviour. Therefore, individuals belonging to a profession need to abide by the professional codes which lead to develop certain behaviour pattern on individuals.

11. Organizational values: organizations where the people work also influential to shape behaviour pattern. All organizations have their own values which are reflected in the form of collective values of individuals who join the organization. Individuals may attain those organizational values easily which match with their own values and either adjust or exit from those which are not matched. This is very gradual and slow process and individuals find these values acceptable over a period of time.

12. Constitution: Every country has its own constitution which guides the living pattern of its people. Constitution can also be considered as one of the sources of values. The basic foundation of value system of a country laid on its constitution. Our Indian constitution suggests some of the very important values of life i.e. liberty, equality, fraternity and justice on the basis of which our value system forms.

13. TV and other forms media: Electronic media including TV, print media and modern forms of social media on the internet have changed the lives of people beyond recognition. These media cast very strong influence in the life of individuals in the modern society. The role of these media in changing the basic values of life cannot be ignored. Hence values of people living in the

modern world also originate from the different forms of media.

14. History: Every society or country has its own historical tradition. The events, memories and traditions of history of each society form the foundation of its value systems.

CHECK YOUR PROGRESS

Q.5 Define values.

Q.6 Write any two important Characteristics of Value.

Q.7 Why value is important in our life.

Q.8 What are the various sources of values.

1.7 Classification of Values

Values are classified in a number of ways. However, here we are only mentioning the important types of classification.

Classification of Values:

- Aesthetic values
- Cultural values
- Citizenship values
- Economic or material values
- Emotional values
- Ethical values
- Humanistic values
- Intellectual or mental values
- Moral values
- 10 National values
- Physical values
- Religious values

- Scientific values
- Social or sociological values
- Spiritual values
- Universal values
- Positive values and negative values

General Classification of Values:

In addition to all the above classifications of values made by different philosophers and thinkers, a general classification values can also be made. According to this classification, values are as follows-

- ❖ Core values
- ❖ Social values
- ❖ Moral values
- ❖ Religious and Spiritual values
- ❖ Aesthetic values
- ❖ Personal values

These types of values are explained as follows:-

- ❖ **Core Values:** The simple meaning of core is 'foundation', 'hub' or 'center' etc. Therefore, core values imply the values which are the foundations and center of our life. Core values are a set of beliefs, ideals or practices that inform how one conducts his/her life, both personally and professionally. Core values are those values which are the foundations on which we perform different work or conduct our lives. There are numerous sets of values among the different peoples of the world, but few of them are very important to us. In spite of drastic and crucial changes in society, government, politics, technology our core values remain the same and we need to abide by those values. Core values are relatively constant and

unchangeable. These values that are associated with our work how to interact with each other and what strategies to be employed to fulfill the mission. These are the basic elements of how we go about our work. They are the practices we generally use every day in our day to day life.

❖ **Social Values:** Values related to social aspects of life are called as social values. They form an important part of the culture of the society. Social values explain the way in which social processes operate in a particular society. They are the social sources of decorative interaction which provides for the stability of social order. They provide the general guidelines for conduct by facilitating social control. Social values are a set of principles that are morally acceptable by society and these principles are created by the activities of the society, institutions in the society, traditions, and cultural beliefs of the people in the society. Social values provide guidance to the people about how to conduct themselves appropriately. Social values refer to those, which are concerned with our life in the society. These values are practiced because of our association or interrelation with others. Social values necessitate the interaction of two or more persons in the social life. Social values connect individuals together. Equality, honesty, humanity, justice, trust, respect, tolerance etc. are some good examples of social values.

❖ **Moral Values:** Another important category of value is moral value. Moral values are related to individual's character and personality conforming to what is right and virtuous. They help individuals to attain self-control. The term 'morality' has been derived from Latin word 'moralis' which means 'customs, manners, or patterns of behaviour that conform to the standards of the group. At every stage

of life individual has to judge and acquire the standards or values of the society and conform to those values and standards of the group.

These judgments lead society to label him as 'moral' or 'immoral'. Moral values may be derived from society and government, religion, or self. Love, integrity, determination, loyalty, truthfulness, honesty are some of examples of moral values.

The fundamental notion of moral values is the concept of goodness or righteousness. Moral value is more fundamental in human experience than in any other type of values.

They touch the very depth of human expectations and fears. These are the manifestation of satisfaction and dissatisfaction that build up to the individual in the course of his attempts to make right choices. The person is the centre of values. Individuals not only produce values but also carry different values. The attributes and dispositions which realize in the person that reflects the openness and unity of a person which constitute personality may be called moral virtues. They are truly the refractions of the basic values.

Traditional morality is expressed in terms of fixed moral norms. But in a fast changing society, these need to be reappraised and refined. Moral education helps in instilling genuine values in the minds and hearts of the younger generations. Moral guidance should be concerned with helping the person to realize the values implied in a given situation. The institutions and environment where individuals live and grow should be primarily considered with the aim to develop economic, cultural, social and

political life of individuals in a manner in which personal liberty, justice and truth can flourish.

- ❖ **Religious and Spiritual Values:** Religious faith and spirituality play a very prominent role in everybody's life. They shape the behaviour and personality of individuals. Anything which is divine is sacred. All religious things seem to be sacred and have religious value. The experience of such sacred objects or divine is called a religious experience. Religious values are usually based on religious texts or by the influence of the lives of religious persons.

Spirituality is often mistakenly equated with religion but is in fact a far broader concept. However, religious values may lead someone to spirituality. Spiritual values are actually the ethical values. They arise from the inner depth aspect of man. It confers the capacity to see the true and false which integrates people. The ultimate ethical value is called spiritual value. Spiritual value is the awareness about ethics. The spiritual values refer to the characters or qualities exhibited when we think on the level of spirit or soul leaving our bodily level or platform.

Both Religious and Spiritual values are human values. These values are also human values and are the fundamental roots of a healthy, lively, and practical work career. There are many religious and spiritual values. Some of them are- truth, righteousness, peace, love and non-violence etc.

- ❖ **Aesthetic Values:** The sense of perceiving objects as beauty or ugly is called aesthetic sense in its simple meaning which leads to praising of beauty. It deals with the nature of beauty and taste (what is beautiful, what is ugly, what is sublime, what is comic etc.) Beauty can be perceived both by subjective and objective ways. One must

have the sense of beauty or beautiful mind to perceive an object as beautiful is the concept of subjective beauty. One must have good sense of beauty in mind. Without having sense of beauty in mind, no one can perceive the beauty in objects. On the other hand the object must be beautiful enough to call it as beautiful as per objective sense. As per this belief, only beautiful objects are beautiful, no individual difference on this. Here individual mind don't play any role in perceiving it. The values related to beauty are called aesthetic values. In its wider sense aesthetic values refer to critical reflections on art, culture and nature. It is the value that an object, event, or state of affairs (usually an artwork or the natural environment) possesses in virtue of its capacity to elicit pleasure (positive value) or displeasure (negative value). There are the values of beauty in all the manifold forms which it assumes both in nature and in the creatures of man. The importance of aesthetic values is tremendous, and grows with the advancement of civilization. It is the universal feature of human experience even with primitive society. Primitive men expressed beauty through decoration, ornamentation, dance and music where as modern, civilized man objectifies this aspiration in their more advanced artistic creations.

- ❖ **Personal Values:** Another prominent type of values is personal values. Personal values are those, which are preferred and cherished by individuals irrespective of their social relationship. Here individuals determine their own standards of achievement and attains these targets without explicit interaction with any other persons. Personal values are simply the things that are important in one's life. They affect people's preferences and behaviour over time and

across situations. Like other values, personal values have also different types- i.e. achievement, honesty, kindness, adventure, wealth etc.

In this regard Schwartz has given a very beautiful definition about personal values. According to him, personal values are 'broad desirable goals that motivate people's actions and serve as guiding principles in their lives.'

Personal values originate from circumstances with the external environment and those are changing. They are exclusively related to choice and they are not universal. They show the path by allowing for an individual's choices. These values are developed early in life and may be resistant to change. They may be derived from those of particular groups or system, such as, culture, religious and political party. As they are not universal, so they differ from person to person. Individual's family, nation, general and historical environment help to determine one's personal values.

1.8 Summing Up

- The term Value has been derived from Latin word 'valere' which means "be strong, be well, be worth. From its Latin origin value means to "be strong." or "be worth". A similar French word 'valeur' is believed to be the origin of value which means "excellence". Another similar Italian word 'valuta has also been used to explain about value which means 'price'. Thus, it has been observed that all derivations about value from different languages bear the same meaning.
- The important characteristics of values are:

- Values are part of our culture.
 - Values are formed in the society and they continue throughout the generations.
 - Values are not inherited or innate.
 - Values are socially shared.
 - Values are formed to meet biological as well as other needs of individuals living in the society.
 - Values are considered as adaptive system according to the situation demands.
 - Values are mostly acquired specially the core values.
 - Values are extremely practical.
 - Values Influence people's behavior.
 - Values are objective as well as subjective.
 - Values are part and parcel of our personalities.
- Value plays an important role in human life. Human life has various goals. In order to attain these goals one has to go through some definite ways. Values help every individual and show the path to find their purposes of life. Thus values play a very important role in the lives of human beings to shape the total behaviour pattern in the society.
 - Family, school, society, life experience, cultural background, peers and colleagues, scientific outlook, TV and other Medias are some of the important source of values.
 - The general classification of values have been classified by various thinkers and philosophers are as follows:
 - ❖ Core values
 - ❖ Social values
 - ❖ Moral values

- ❖ Religious and Spiritual values
- ❖ Aesthetic values
- ❖ Personal values

1.9 Questions and Exercises

1. Define the term ‘value’
- 2 Explain the concept of the term ‘Value’.
- 3 Write any two important Characteristics of Value.
- 4 Discuss the Importance of Value in human life.
- 5 List out the Sources of Values.
- 6 Discuss different types of values.

1.10 References and Suggested Readings

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UNIT-2

VALUE EDUCATION

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept and Definition of Value education
- 2.4 Characteristics of Value Education
- 2.5 Objectives of Value Education
- 2.6 Need and importance of Value Oriented Education
- 2.7 Policies on Value Education in India
- 2.8 Summing Up
- 2.9 Questions and Exercises
- 2.10 References and Suggested Readings

2.1 Introduction

Dear learner, in the previous unit you might have developed a clear concept about value and its various types. It is very important to have values in all individuals of the society, because values form an important part of the human personality which influences individual's thought process and behaviour pattern. But the question is how to impart values or how to inculcate values among people to make them valued member or asset of the society. While considering the inculcation of values among individuals, the necessity of value education is worthfully realized. As values are degrading everywhere and every aspect of life so, it is an utmost necessity to inculcate values among individuals. It is only value education through which values can be inculcated to the individuals.

2.2 Objectives

After going through this unit you will be able to--

- *explain* the Concept of Value education;
- *analyse* various Definitions of Value education;
- *identify* the Characteristics of Value Education;
- *understand* the objectives of value education;
- *discuss* the Need and importance of Value Oriented Education;
- *describe* various Policies on Value Education in India.

2.3 Concept and Definitions of Value Education

In its simple meaning, value education is the education about values. Value means ideals. Thus value education means to teach ideals of life to the students. It denotes the education process by which human values are taught to the learners. It is nothing but a process to teach individuals good virtues of humanity which help to develop overall personality of students. It means developing a sense of humanism, a deep concern for the well being of others as well as the nation among children. Value education pays importance to preserve all good and worthwhile aspects that are derived from our culture. It has the capacity to transform our savage and undisciplined mind into a social, disciplined, fresh, young, innocent, healthy and attentive mind. Value education is a process of organizing some educational activities that create awareness and sensibility which ultimately lead to develop beliefs about established social ideals. It is so wide that includes every good virtues of humanity. By attaining value education one can be able to understand the importance and significance of human values in social life. Value is an integral part of life and thus value education helps individuals to face the external world with right attitude and values. Value education is the process by which people give education on different human values

specially morality to others. It is generally given through different activities to help others especially by the elder individuals.

Considering the general degradation of values in our society, the urgent need for inculcating human values among students is felt. With a well thought out and well planned system of education, values can be instilled among students as education is the most powerful tool for cultivation of desirable human values. The prime objective of the value education is to build up good values in individuals, societies and the entire nation. Education that inculcates eternal as well universal values like compassion, courage, honesty, tolerance etc. is called value education. Value education helps immensely to develop balanced personality among students.

India has a long history of imparting value education to students since generations. From the very ancient times value education has been continuing and it occupied a very prime place in Gurukula system where students were taught moral and spiritual values along with other academic skills. Realization of divine perfection has been closely associated with Indian traditional system of education. In modern education system, value education is termed as moral education or moral science. In modern days the Ministry of Human Resource Development, Government of India has taken strong steps to introduce values among schools and teacher training centres. In recent times value education is termed differently i.e. value based education, value oriented education, value education, moral education etc. To make the concept of value education more clear, the following definitions are worth mentioning.

- According to **John Dewey**, Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else."
- According to **Lovat**, Toomey and Robb, 'Value education is a process of teaching and learning about the ideals that a society considers them to be Important."
- **Seshadri** (1992) explains that value education is referred to a planned educational action aimed at the development of proper attitudes, values, emotions and character in the learners. The phrase has very wide connotation and covers all aspects of personality development - intellectual, social, moral, aesthetic and spiritual.
- 4. According to **C.V Good**, 'Value education is aggregate of all process by means of which a person develops abilities, attitudes, and other forms of behaviour of the positive values in the society in which he lives."
- **Academics Dictionary of Education** says, value education as 'the explicit teaching of values to help develop criteria for determining what is practically, aesthetically and morally worthy.

From the definitions above it can be concluded as a process of teaching and learning about ideals or human values.

2.4 Characteristics of Value Education:

The main characteristics of value education are as follows-

1. Ideals of life: One the main characteristics of value education is that it deals with ideals of life. Human beings follow many values, ideals, principles which are part and parcel of social life. Value education deals

with teaching and learning about ideals of life which are the bases of mankind and humanity.

2. Realization of values: Values are created by individuals in the society and they take shape very slowly and gradually. Value education helps all individuals to realize about all those values without which nothing worthwhile in life can be realized.

3. Holistic approach: Value education is not a single aspect; rather a composite scheme of education. It tries to provide complete education for holistic development of individuals. Ethical, moral, spiritual, aesthetic, intellectual, scientific and many other aspects of education are included within the scope of value education.

4. Guiding life: Value education is very helpful in judging what is worthy in life. It helps individuals to judge properly what is good and what is bad which help individuals to remain on proper track. On the basis of sound moral principles, individuals can take proper decisions of life.

5. Develops balanced personality: Value education is nothing but a process to teach individuals good virtues of humanity which help to develop overall personality of students. As it tries to include almost every aspect of human beings, therefore, it is helpful for developing balanced personality of individuals.

6. A comprehensive process: Value education is not a singular or isolated process, but a comprehensive way of educating individuals. It provides education about complete life of human beings. It is a comprehensive process of imparting values of humanity and mankind. Value education teaches about universal values, humanity truth etc.

7. Habit formation: As values are gradually formed, therefore individuals develop some kind of habits about values through proper education, experience and training Value education is a process of

direct and indirect inculcation of proper habits attitudes, sensibilities and characters among learners.

8. Democratic way of thinking: Value education helps individuals to look everything logically. It enables every individual with a democratic outlook, thinking and living which makes individuals open minded and progressive. Value education helps every individual to realize the goals of life.

9. Ethical and Moral foundation of life: Another characteristic of value education is that it gives solid foundation to individuals about ethical and moral life. Human beings need a solid and perfect foundation for ideal life. Morality exists in every society and inhabitants of that society have to acquire the principles of morality. It is only value education that gives ethical and moral foundation of life to every individual.

10. Endurance: Values are relatively more or less permanent. Values once learnt remain almost unchanged till the end of life of an individual. Values that are acquired through education are relatively permanent, making value education relatively permanent in nature.

11. Influenced by environmental factors: Another prominent characteristic of value education is the influence of various environmental factors. It is influenced by 4 host of environmental agents- home or family, school, the peer group, community. the media and the general ethos of the society.

12. Prepares responsible citizens: The success of democracy depends on the qualities of its citizens. Value education always pays importance on preparing good and responsible citizens by imparting democratic ideals of life. Thus, value education is about the preparation good and responsible human beings in general and citizens in particular

13. National and Social reconstruction: Social and national reconstruction is another prominent characteristic of value education. These are the prime responsibilities of every human being. Value education can inculcate such kind of values among children because it is related to the good of every learner to serve as powerful instrument of social and national reconstruction.

14. Philosophy based: Value education is fundamentally based on philosophical thought. On the basis of different principles, disciplines, ideals, thoughts value education is formed. Life style of people, ideals of ethos contribute a lot in developing value education. Value education is the prominent way of realizing ultimate values like truth, beauty and goodness.

15. Social Unity: Discipline is the primary way of maintaining peace in the society. Every member has to abide by the rules and regulations set by the society. Values are the ultimate source of maintaining peaceful social life. Value education helps everyone to judge, to act, to maintain peace properly in and around the society which will ultimately lead to social unity.

STOP TO CONSIDER

Value means ideals. Thus value education means to teach ideals of life to the students. It denotes the education process by which human values are taught to the learners. It is nothing but a process to teach individuals good virtues of humanity which help to develop overall personality of students. It means developing a sense of humanism, a deep concern for the well being of others as well as the nation among children.

2.5 Objectives of Value Education:

The major objectives of value education are as follows-

- To create among students a sense of respect about their own culture, tradition and heritage of the nation.
- To develop scientific temper in the minds of students.
- To develop complete and balanced personality including physical, mental, emotional and spiritual aspect of students.
- Developing respect for the individual, society and fundamental human rights.
- Inculcation of good manners, responsible, co-operative citizenship and social responsibility among students.
- Creation and development of feelings of respect for individual and society.
- Helping students or children to develop an independent way of thinking and living.
- To develop solid foundation in the minds of students about ultimate humanitarian values.
- Inducing a spirit of love for the nation, its integration as well as universal brotherhood.
- Developing the sense of democratic way of thinking and living in a multicultural student society.
- Helping students or children to develop tolerance and an acceptance towards understanding of different religious beliefs and faith.
- Helping students to develop a sense of brotherhood irrespective of religion, race, gender, caste etc., at state, national and international levels.
- To develop wider outlook and attitude among students.
- To develop among students the capacity to judge what is good and bad, true and false etc.

- To develop a sense of self-discipline, independence, positive work culture among students.
- Helping students or children to make decisions on the basis of sound, original and healthy moral principles.
- Helping students to have faith in some supernatural power and order that is supposed to control this universe and human life.
- To help the students to learn about the dignity of labour, working people and work ethics. Thus, the different objectives of having value education can be discussed.

CHECK YOUR PROGRESS

- Q1. What do you mean by “Value”?
- Q2. Give a definition of value education.
- Q3. Write any five characteristics of value education.
- Q4. Write any five objectives of value education.

2.6 Need and Importance of Value Education:

Value education is very important for every individual. Every parent wants to make their child educated not just as usual but wants the best of it from a practical point of view. Therefore, parents are in a race to choose the best of educational institutions which provide quality education to make their children good and productive human being. To be a good human being, the first requirement is to attain good virtues of humanity. Philosophers are different in their opinion to make the list of

different values to be inculcated among students. From those values a summary has been given in the following discussion regarding need and importance of value education in the 21st century.

1. Character Formation: Character is an important aspect of human life. So everyone should try to develop good and moral character which is more important in case of students. This is possible if proper education can be provided to every student of the society. Values are the normative standards of the society and therefore education should develop such values in the students which will lead to develop sterling character of students.

2. Developing Honesty: In today's world the most deserving aspect from human beings is their honesty. Every society and the nation want their inhabitants to be honest and sincere from the inner part of the heart. Before anything else for the national welfare, individual honesty is most essential. So, it is necessary to develop honesty among students.

3. Moral Awareness: Morality plays a very prominent role in shaping personality of individuals, but the frustrating affair is that it is degenerating in every spheres of life. So, it is necessary to make all students aware about the importance of morality in individual's life. So, value education should develop moral awareness among students.

4. Learning Good Manners: Value education is very essential for everyone to learn good manners which will help to remove harshness and rudeness in our behaviour. Good manners should be sedulously inculcated and teachers must lead their students by examples and by percept. Our behaviour must be acceptable with good conducts to others. Value education can help a lot to develop good manners among students.

5. Lead Happiness: Happiness is the prime concern of day to day living. Values influence our thinking processes, reasoning and judging capability, feelings, joyfulness etc. Therefore, value education is very essential for every student to be happy in life.

6. Improve thinking ability: Proper thinking to overcome various problems in life is very important for everyone. The process of value education improves the thinking capability of individuals and thereby develops clear and critical of thinking. Proper thinking capability develops good values towards society and life.

7. Practicability: People can learn through real experiences of social life. Value education is essential for everyone to make them more practical. It helps students to become more responsive and practical.

8. Life Perception: Understanding one's own life is very important for everyone. It is possible when one has good understanding about the self. Value education can help them to better recognize and to perceive life in its proper perspective and lead a positive life as a responsible human being.

9. Universal Love: Love is the ultimate truth of life. Every individual loves his/her own self and belongings, near and dear ones. However, we should not restrict the meaning of love only to self love or love for material belongings. Rather we have to perceive it in a universally valued manner. Value education develops among students a true sense of universal love for all.

10. Develop Adjustment Capability: Life is full of uneven events. Everyone has to face numerous situations in life that are not always familiar or even pleasant, Education is the process of adjustment to any situations in life and educated person can adjust even in adverse situations. Value education can help students to learn how to adjust according to the demands of the different situations.

11. Develop Relationships: Relationship is the main basis of social life. Everyone has to develop relationship with other members of the society. Value education helps in developing strong relationship among family members and friends. Therefore, value education is very essential for every individual.

12. Conscious Planning: Value is very important for everyone for living a fulfilling social life. Teachers and other elders of the society pass values to students either consciously or unconsciously. However, values passing through unconscious ways may not always have the desired effects. Therefore, conscious planning for inculcating desirable values is important.

13. Reflecting Behaviour: Values reflect the moral standards of a society. Every member has to learn those standards for better understanding of the society. Students should not only to recognize those values but also try to reflect them in their behaviour, thinking and attitude in everyday life. Value education can help students in understanding and developing such values in their day to day lives and deeds.

14. Develops Dignity: People today like to worship mental labour than physical or manual labour. As a result the dignity for manual labour has been decreasing. In this regard value education can play a very prominent role in developing dignity of labour. It can develop the sense of showing respect to the manual work among students which is very important at this present juncture.

STOP TO CONSIDER

Value education is very important for every individual. Values are the normative standards of the society and therefore education should develop such values in the students which will lead to develop sterling

character of students. Value education is very essential for everyone to learn good manners which will help to remove harshness and rudeness in our behaviour.

CHECK YOUR PROGRESS

Q5. What is the importance of values in human life?

Q6. How value education develops moral awareness among students?

2.7 Policies on Value Education in India:

Value Education in India focuses on developing moral, ethical, and social values in students, preparing them to become responsible and empathetic citizens. Over time, the Indian government has implemented several policies, frameworks, and initiatives to integrate value education into the formal schooling system. Below are some key policies and developments related to value education in India:

1. National Policy on Education (NPE), 1986 (Revised in 1992)

The National Policy on Education, 1986, emphasized the role of education in developing a well-rounded personality and fostering moral values. It highlighted the importance of instilling social, moral, and ethical values in children as part of the overall educational process. The revised version in 1992 gave more focus to value-based education and urged educational institutions to introduce a curriculum that nurtures character building, national integration, and social cohesion.

Key features related to value education:

- Focus on fostering a sense of social responsibility, respect for cultural diversity, and ethical values.
- The curriculum should address issues such as justice, equality, and human rights.

2. The Right to Education (RTE) Act, 2009

While the Right to Education Act (2009) primarily aims to ensure free and compulsory education for children aged 6 to 14 years, it also indirectly supports value education by promoting holistic development. The RTE Act envisions a comprehensive education that includes cognitive, emotional, social, and ethical learning.

- It advocates for a child-friendly, inclusive, and holistic curriculum, which can include lessons on values like equality, tolerance, respect, and compassion.
- Schools are expected to provide a balanced education that supports the emotional and social growth of students.

3. National Curriculum Framework (NCF), 2005

The National Curriculum Framework (NCF), 2005, published by the National Council of Educational Research and Training (NCERT), included value education as a core component of school education. It emphasized that education should foster not only academic excellence but also the development of a student's character and moral values.

Key Points:

- The framework calls for promoting values such as honesty, truthfulness, tolerance, respect for diversity, and the preservation of the environment.
- It encourages schools to promote ethical thinking and social responsibility through curricular and extracurricular activities.

4. Central Board of Secondary Education (CBSE) and Value Education

The CBSE, which governs a large number of schools in India, has incorporated value education into its curriculum at various stages. CBSE periodically updates its guidelines and teaching resources to align with national education goals, which include nurturing social, moral, and ethical values in students.

- In 2014, CBSE introduced a compulsory subject called "Value Education" for Class 12 students. The aim is to develop the moral fiber of students and to teach them values that help in their personal, social, and academic growth.
- The CBSE also encourages schools to celebrate various national days (e.g., Independence Day, Republic Day) to build a sense of national pride and responsibility.

5. Moral Education and Ethics in School Curricula

Moral and ethical education is often incorporated within subjects like Social Science, History, and Environmental Studies. Textbooks developed by NCERT include chapters that deal with themes of respect, non-violence, justice, and social responsibility. Schools also emphasize co-curricular activities, which help in imparting values like leadership, cooperation, and empathy.

6. Human Resource Development (HRD) Ministry Initiatives

The Ministry of Human Resource Development (MHRD) has supported various programs and initiatives to promote value education, especially for the overall development of children and youth.

- **Educational Programmes on Ethics:** Several programs organized by MHRD, in collaboration with educational institutions, focus on training educators in teaching value-based education.
- **Youth Affairs and Sports Initiatives:** Government-run initiatives like National Service Scheme (NSS) and National Cadet Corps (NCC) also contribute to the promotion of values like social service, discipline, and patriotism.

7. Incorporation of Indian Traditions and Culture

Value education in India is closely linked to the country's cultural, religious, and philosophical traditions. The integration of teachings from Indian scriptures, such as the Bhagavad Gita, the Upanishads, and other cultural texts, often forms part of the educational process in schools, especially in subjects related to religion, philosophy, or history.

These texts are utilized to teach universal values such as duty (Dharma), non-violence (Ahimsa), respect for others (Atithi Devo Bhava), and the importance of inner peace and wisdom.

8. National Policy on Skill Development and Entrepreneurship (2015)

While the focus of the Skill Development Policy is on enhancing employability, it also emphasizes the importance of life skills and ethics in the development of young people. The policy stresses the need for education to prepare individuals for responsible citizenship and to instill values of ethical decision-making, teamwork, leadership, and social responsibility.

9. Promoting Gender Sensitization and Social Justice

There are also specific policies aimed at promoting gender equality and social justice through value education. Programs such as the **Beti Bachao Beti Padhao** campaign, launched by the government, advocate for women's empowerment and gender sensitization within the education system. Schools are encouraged to promote gender-neutral attitudes and respect for all genders.

10. Role of Non-Governmental Organizations (NGOs)

Several NGOs in India have been working in partnership with the government to promote value-based education, often through supplementary teaching programs, workshops, and community outreach initiatives. These NGOs focus on building values like compassion, non-discrimination, social justice, and environmental responsibility.

Challenges in Implementing Value Education Policies:

- **Diversity of Values:** India's cultural, religious, and linguistic diversity means that value education must be inclusive and adaptable, without imposing a singular set of values.
- **Implementation Gaps:** While policies and frameworks are in place, the actual implementation of value education can be inconsistent across different regions and types of schools.
- **Teacher Training:** There is a need for enhanced teacher training programs to help educators incorporate values effectively into their teaching methodologies.
- **Pressure of Academics:** In many schools, the pressure of academic achievements and examinations often sidelines the emphasis on value-based education.

India's policies on value education emphasize the importance of nurturing well-rounded individuals who are not only academically proficient but also socially responsible, ethically grounded, and culturally aware. While there have been several positive steps in this direction, the challenge lies in consistent implementation, teacher training, and the need to address the complexities arising from India's diverse social fabric.

2.8 Summing Up

Value education pays importance to preserve all good and worthwhile aspects that are derived from our culture. It has the capacity to transform our savage and undisciplined mind into a social, disciplined, fresh, young, innocent, healthy and attentive mind. Value education is a process of organizing some educational activities that create awareness and sensibility which ultimately lead to develop beliefs about established social ideals. It is so wide that includes every good virtues of humanity. By attaining value education one can be able to understand the importance and significance of human values in social life. Value is an integral part of life and thus value education helps individuals to face the external world with right attitude and values. Value education is very important for every individual. Every parent wants to make their child educated not just as usual but wants the best of it from a practical point of view. Therefore, parents are in a race to choose the best of educational institutions which provide quality education to make their children good and productive human being. To be a good human being, the first requirement is to attain good virtues of humanity. Value Education in India focuses on developing moral, ethical, and social values in students, preparing them to become responsible and empathetic citizens. Over time, the Indian government

has implemented several policies, frameworks, and initiatives to integrate value education into the formal schooling system.

2.9 Questions and Exercises

1. What is value education? Discuss the characteristics of value education.
2. Define value education. Explain the importance of value education in the present context.
3. How can value education be imparted to the students of secondary stage? Discuss.
4. What do you mean by value education? Discuss the role of teacher to impart value education to students.
5. Values can't be taught, but caught. Explain the internal meaning of the statement.
6. Discuss the provisions of value education at higher level of learning.
7. Define value education. Why is it important? What are your suggestions to provide value education to students of secondary level?
8. What is value education? Can value be taught at higher level of learning? Explain
9. What do you mean by value education? How can you impart value education to the students of higher level? Discuss
10. Discuss various Policies on Value Education in India.

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UNIT- 3

PEACE EDUCATION

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning and Definitions of Peace Education
- 3.4 Characteristics of Peace Education
- 3.5 Importance of Peace Education
- 3.6 Significance of Peace Education in National and International Level
- 3.7 Status of Peace Education in the Curriculum of Higher Education
- 3.8 Summing Up
- 3.9 Questions and Exercises
- 3.10 References and Suggested Readings

3.1 Introduction

"A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth. Such learning cannot be achieved without intentional, sustained and systematic education for peace." - *Campaign statement, Global Campaign for Peace Education.*

Peace is a human value; it is a cultural process and it cannot be reduced only to governmental action. Peace is personal and not just institutional. The culture of peace must encompass all quarters of society. Peace education involves teaching to encourage a culture of peace among all the people of the society and the world. Peace education aims to highlight the importance of peace and the

destructiveness of war. Education has always been a major means of building a culture of peace. The United Nations also recommended specific actions for fostering a culture of peace through education, including involving children in activities for instilling the values and goals of a culture of peace, revision of curricula and textbooks with regards to peace, encouraging and strengthening efforts in developing skills and values supporting a culture of peace, and expanding the culture of peace initiatives in institutions of higher education. The preamble to the UNESCO constitution states that, "Since wars begin in the minds of men, it is in the minds of men that the defence of peace must be constructed."

3.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning and analyse various definitions of peace education;
- *identify* the characteristics of peace education;
- *know* the Importance of peace education;
- *describe* the significance of peace education in national and international level;
- *explain* the status of peace education in the curriculum of higher education.

3.3 Meaning and Definitions of Peace Education

It is very difficult to define peace education. The problem of defining peace education can be understood as the result of the problem of defining peace itself. Scholars and peace researchers try to view and define peace education from different angles and at different levels. From their views we come to know that there are at least three different levels of understanding peace education. These three levels are:

- Understanding peace education as a means or process to prevent the suffering and wastage associated with war and conflict between groups and nations. From this point of understanding and at this level of defining peace education, the primary concern of peace education is to prevent wars and armed conflict and the sufferings associated therewith. This viewpoint of understanding peace education relates itself to the concept of negative peace.
- A second level of understanding peace education links peace with similar social concerns that are reflected in development education, education for international understanding, human rights education, futures education, inclusive education, education for social justice, and environmental education. This viewpoint of peace education is related to the concept of positive peace.
- At a third level of understanding, peace education refers to the intra-personal and interpersonal aspects of peace education, dealing with self-understanding, self-fulfillment and how we interact with each other and our environment at a personal level. This viewpoint of peace education draws the meaning from the concept of inner peace or internal peace.

Johan Galtung's threefold classification of direct, structural, and cultural peace can also be useful for understanding peace education. From this view, peace education can be seen as promoting both negative and positive peace. Peace education can be seen as

encouraging direct peace that is, educating individuals to see the dangers of war, encouraging structural peace that is, educating individuals to see the importance of social justice; and encouraging cultural peace, that is, educating individuals to see the importance of a culture of peace.

However, the above mentioned levels or the viewpoints of understanding peace education are closely interlinked. It is easily understandable that inner peace alone leads to outer peace. When we are at peace with ourselves we can think and work for the prevention of violence and for establishing peace on a governmental and social level. Similarly establishing social conditions such as harmony, justice, equality etc are also dependent on the environment of peace and absence of war, conflict and destructions. Therefore, peace education must not only concern itself with the prevention of violence and war between groups and nations, but it must also be concerned with local and domestic violence and with the quality of our intra and inter personal relationships.

At the highest level of understanding peace education, it involves educating individuals toward sensitivity and responsibility in a range of issues and areas, such as personal fulfillment and self-realization, the creation of a society based on the values of justice and cooperation. Socio-economic inclusion, and care for the environment. At the lowest level of understanding peace education, it involve educating individuals toward learning to reject war and aggression, and learning to reject militarism and arms races. A comprehensive understanding of peace education must include both these understandings, since it would be insufficient to educate people to reject war without encouraging an awareness of social injustice and inequality.

It is evident that the concept of peace education has been understood and interpreted differently by different scholars depending on their

own level and viewpoint of understanding the issue. Some important and noteworthy views and definitions of peace education are given below:

According to *UNESCO*, "Education for non-violence and peace includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence. The learning objectives of peace education may include an understanding of the manifestations of violence, the development of capacities to respond constructively to that violence and specific knowledge of alternatives to violence. Two fundamental concepts of peace education are respect and skills. Respect refers to the development of respect for self and for others; skills refer to specific communication, cooperation and behavioural skills used in conflict situations."

According to the *UNICEF*, Peace Education is, "the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully, and to create the conditions conducive to peace, whether at an interpersonal, Intergroup, national or international level".

According to *Wikipedia 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 with the natural environment."

According to Australian educationist and a recognised authority within the field of peace education **James Page**, "Peace education can be seen as promoting both negative and positive peace. Peace education can be seen as encouraging direct peace, that is, educating individuals to see the dangers of war; encouraging structural peace, that is, educating individuals to see the importance of social justice; and encouraging cultural peace, that is, educating individuals to see the importance of a culture of peace."

The same author also suggested that peace education may be understood as a process of "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on the value of peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to love the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others."

American philosopher **John Dewey** said, "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."

According to **Ian Harris and John Synott**, peace education is a series of "teaching encounters" that draw from people: their desire for peace, nonviolent alternatives for managing conflict, and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

According to Brazilian educator and philosopher **Paulo Freire**, "Peace education is a mechanism for the transformation from a

culture of violence to a culture of peace through a process of "conscientisation."

Scottish psychiatrist **Laing R.D.** holds 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."

Betty Reardon, the founder and director of the Peace Education Center, Columbia University defines "Peace Education is the attempt to promote the development of an authentic planetary consciousness that will enable us to function as global citizens and to transforms the present human condition by changing the social structures and patterns of thought that have created it".

From the above views and explanations of the experts and scholars we understand that the field of peace education is quite broad and viewed from different perspectives by different thinkers, which is why it does not have a single universally acceptable concept or definition. However, in simple meaning peace education may be understood as a process that helps learners to acquire the knowledge, skills, attitudes and values necessary to end violence and injustice and promote a culture of peace among all. It is an education that helps children to realize their potentialities and to learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and with world or nature.

3.4 Characteristics of Peace Education

Peace education aims at instilling the concepts of peace and non-violence in the minds of the students. Peace education is essentially a process of life-long learning, and we are all students that are continuously looking for greater knowledge and understanding. The

various viewpoints and interpretations of peace education reveal the following characteristics of peace education:

- Peace education is a crucial means of peace-building in a world marred by violence and conflict. Since wars began in the minds of man, education is an effective tool to build peace in the minds of man.
- Peace education is a process of lifelong learning that helps learners to acquire the knowledge, skills, attitudes and values necessary to end violence and injustice and promote a culture of peace in the world.
- The foremost aim of peace education is to prepare students as responsible global citizens with a vision for positive change in the future. It trains people to live harmoniously in a pluralist and multicultural society.
- Peace education develops the ability to recognize and accept the values which exist in the diversity of individuals, genders, peoples and cultures and develops the ability to communicate, share and co-operate with others.
- Education for peace aims at sensitizing the teachers, students and all concerned about the issues and instances of racism, sexism or any other form of discrimination that may occur in the society as well as in the classroom or the school.
- Peace education aims at building the skills for communication and non-violent conflict resolution to build a community with a culture of peace.
- Peace education enables students to construct their concepts of peace and facilitates positive processes for increasing it on the basis of their experiences and new information.
- Peace education provides opportunity for positive contact with, as well as information about, diverse cultures in the local, regional and global context to overcome ignorance, misinformation and stereotypes.

- Peace education provides for cross-cultural communication with multicultural school participants, and thereby developing a model of acceptance, accommodation and celebration of diversity through pluralism.
- Peace education train students through modelling of dispositions and skills that develop peace and the practice of nonviolence before and during conflicts.
- Peace education is a positive process of teaching human values of non-violence, justice, tolerance, respect for and celebration of diversity and difference, respect for human rights, and educating learners to fight against prejudice and propaganda, racism, sexism, casteism and all other forms of discrimination.
- Education for peace helps students to perceive militarism critically and to assess its impacts on the lives of common man.
- Peace education teaches students to critically evaluate sources, perspectives and evidence provided in information they receive through various channels and help them to distinguish between facts and fiction. This education also help them to recognize the types of information and their sources, that they need to develop a clear understanding and a better perspective of the world they live in.
- Peace education may be provided through the formal, informal or even the non- formal mode of education.
- The content of peace education is wide in its scope and is less defined unlike the content of traditional subjects which is well defined. Even though their objectives may be similar, each society sets up a different form of peace education depending on the specific issues, concerns and culture.

The overt intentions peace education to confront, understand, and resist violence does not make it a process of indoctrination. Peace education does not pour knowledge into the minds of students or tell students what to do. It is not a system where experts come into the classroom and tell students what to think. Rather, peace education helps learners begin to raise questions and gives students the tools they need to direct their learning. It is an education about how to learn, not what to learn.

STOP TO CONSIDER

Peace education may be understood as a process that helps learners to acquire the knowledge, skills, attitudes and values necessary to end violence and injustice and promote a culture of peace among all. It is an education that helps children to realize their potentialities and to learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and with world or nature.

3.5 Importance of Peace Education

In a world in which people's lives are constantly affected by threats of war, violence, conflict, poverty, inequality, violation of rights and similar problems, peace education helps to gain knowledge, enhance skills in the area of peace, and enlighten people about the importance of peace and similar values in human life. Peace education aims at preventing the emergence of conflicts and creating conditions for peace in the world. That is why peace education is very important in the world. Peace education is needed to promote conflict resolution that promotes peace and values such as respect for non-violence, human rights, freedom and justice. Some of the obvious needs of peace education may be listed as below:

- To contribute to the development of understanding, solidarity and tolerance among individuals and among ethnic, social, cultural and religious groups and sovereign nations.
- To promote knowledge, values, attitudes and skills conducive to respect for human rights and to an active commitment to the defence of such rights and to the building of a culture of peace and democracy.
- To develop the personality of pupils, students and adults to make them respectful of their fellow human beings and determined to promote peace, human rights and democracy.
- To develop a sense of international understanding among learners so that they learn to exercise tolerance, respect for human rights, practice of democracy and learn about the diversity and wealth of cultural identities.
- To train responsible citizens, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.
- To train educational personnel, including planners and managers, about professional ethics, civic and moral education, cultural diversity, national codes and internationally recognized standards of human rights and fundamental freedoms.
- To enable students with the competence and values they must possess to build and sustain peace in their lives.
- To constructively handle the threats and after-effects of war, aggression or conflict in individuals daily lives.
- To provide hope for a better future for the younger members of society.
- To develop sense of responsible global citizenship among learners.
- To encourage acceptance of the idea of peaceful coexistence, giving awareness of it as a positive possibility, and investing in

tools and actions which will promote a culture of peace among all.

- To instill in the minds of people the values of peace, harmony, justice, equity, and safeguarding wealth and quality of life of all.
- To develop among all a commitment to deconstruct all forms of marginalization, racism, castes, communalism and xenophobia.
- To build a culture that reduces the need for peacekeeping by teaching people to interact and communicate with others and avoid unnecessary aggression and conflict.
- To resolve conflicts and to reduce violence.
- To develop peace-building skills like dialogue, mediation, artistic exercise etc. and to teach the values of respect, understanding and non-distortion, providing necessary skills for analyzing conflicts, developing non-violent means of conflict resolution and using democratic and participatory principles.
- To disseminate values that support peace, including tolerance, recognition and respect, and various skills such as critical thinking, negotiation, compromise and collaboration, as well as interpersonal relationships among learners.
- To develop ways to prevent and deal with war, genocide, terrorism, serious human rights abuses.
- To create peaceful and fair systems and societies.
- To conclude, it can be noted here Dr. S. Radhakrishnan who said that "Education for peace should encourage the exercise of these qualities adventure in the world of spirit, the tradition of tolerance, the instinct of live and let live, these are deeply ingrained in us. Men are born for love and friendship and not for hatred and war....It is the task of education, to create in us, love for the new world of peace and fellowship."

CHECK YOUR PROGRESS

Q.1 "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." Who defines?

Q.2 Write any two characteristics of peace education.

Q.3 Write the importance of peace education in the present day context.

3.6 Significance of Peace Education in National and International Level

Human beings have made tremendous progress in all spheres of activity and have reached the heights of scientific and technological development. Advance means of transportation and communication have broken down the barriers of distance between people living in the far and wide corners of the globe. Trends of globalization have turned the world into a virtual village. However, the incredible changes brought about by human society in the field of science, technology and in others have miserably failed to establish socio-economic justice, equality, peace and harmony in the modern world. Rather the world today is divided along the lines of race and religion, caste and colour, rich and poor, north and south and many other differences. Economic and social imbalances among the people of the world still galore and are increasing. There has been horrific degeneration in moral values of people of our world. Nations and groups are running after arms and nuclear weapons to establish their national, racial, or religious superiority and to dominate others. There has been widespread violation of rights of people (including the rights of women, children and minorities) across the globe. Poverty and socio-economic deprivation of large

number of people of various countries of the world is no news today. Violence, armed conflict between groups and nations, terrorism, exploitation etc. has become the order of the day. Destroying the natural environment to the extent of irreparability in order to satisfy human greed for power and so called development has become the normal thing to do. Selfish, power hungry, intolerant and greedy people have polluted the whole socio-economic, natural and cultural environment of the planet. The values of democracy, social justice, equality, fraternity, secularity, tolerance, respect for difference and diversity etc have been thrown away by people of the day. The world is full of problems like gross economic imbalances, poverty, hunger, terrorism, war and destruction, religious fanaticism, ethnic hatred, lack of security, unemployment, illiteracy and so on. In view of all these, the relevance and urgent need for education for peace and values is plain before us.

India had always been a land of peace. The Indian tradition has always valued and worked for peace and harmony not only among human beings but also among all the creatures of the world. The values like peace, harmony, co-existence, spirituality, respect for diversity, reverence and recourse to nature, artistic expression, love, kindness, forgiveness, respecting even the tools of one's trade, hospitality etc. are basic to Indian culture and tradition. The ancient Indian concept of Vasudhaiva Kutumbakam (which means The World is One Family) that originally appeared in the Maha-Upanishad and also found in the Rig Veda is considered the most important moral value in the Indian society. The Indian tradition and culture has always promoted the values of unity, respect for diversity, kindness, love, honesty, care and concern for all forms of life and peace in the society. Indian customs, traditions, languages and cultures have emphasized peace as the guiding principle. Almost all the religions that originated in India like Hinduism,

Buddhism, Jainism and Sikhism subscribe persistently to peace and its promotion. All these religions taught people as to how to live in and achieve peace. India is a country that has given the world "ahimsa" and yoga to achieve peace in life. India has a global name as a place of spirituality and a campaigner of non-violence and unity. The great Emperor Ashoka, Gautam Buddha, Mahatma Gandhi, Rabindra Nath Tagore and many other leaders and thinkers have left rich legacies of working towards peace and harmony in India which establishes India at a place of high esteem in the views of the world community.

On the global front also India has always advocated peace and non-violence. She has consistently advocated the use of peaceful means to solve conflicts around the globe. India has never started any wars with any nation or country. Since ancient times, India has never attacked other countries. On the contrary, India has endured massive and numerous invasions throughout the course of history. Even India fought its battle to freedom from the colonial rule of the British Government non-violently. It was through the peaceful mass movements like non-cooperation, Satyagraha, and civil disobedience that won India freedom.

However, India of our time is threatened by rampant violence and conflict, discrimination, oppression, and exploitation. The ancient traditions of peace and basic Indian values have eroded over the years and the India of our time is struggling with political dirt, violence, conflict, crime, insurgency, and communal unrest on an ongoing basis. Indian society today is experiencing violence at multiple levels. Rise of religious fundamentalism and decline of the pluralistic versions of religion, development of intolerant versions of great and peaceful religions, threats posed by climate change and resulting social unrest, unemployment, burden of debt and suicides of youths and farmers etc, are some serious threats to a peaceful and

just society. Excessive and unhealthy competition for educational and employment opportunity has robbed the youth of our country of their peace of mind and given them huge stress, tension and anxiety. Neo-liberal economic policies of Government leading to privatization of services including education has deprived many students of quality education which caused them losing hope in life and resorting to crimes, violence and suicide. At the personal levels also Indian citizens today are hardly courteous of each other. Use of violence to resolve issues of day to day life is very common today. This can be realized easily if we look around Indian roads, markets or other public places. For example, when a road accident takes place, in spite of contacting the police and sharing information about insurance and extending help to the hurt, involved parties start yelling at each other or even start assaulting each other physically. Not only in accidents, but also in many trivial matters like overtaking a vehicle, not giving way to other vehicle also lead to violent fighting between people. Using violence to settle differences between people has become common. We can often see fights breaking out between sellers and sellers or between sellers and buyers in markets, neighbours quarrelling for trivial matters, disputes resulting from occupation of land etc. We can also see self-appointed guardians of morality beating up people in public places. Political meetings and gatherings often result in violence and damage public property. Mobs burning vehicles, vandalizing buildings and offices are also not uncommon. If someone commits a mistake in the public, people don't wait for law to punish him, they start giving "mob justice" to the errant in their eyes. Witch-hunting, rape, honour-killing etc instances are also not rare in our society. Intolerance and hatred of people for people belonging to caste, religion, ethnicity class other than their own is widespread in our society. Women and children are still the most vulnerable sections of our society and often face violence and rights violation. Female

foeticide, death resulting from dowry related violence, domestic violence etc are not rare. Misogyny, casteism, communalism, religious hatred, regionalism etc. are very common in our country. Politicians, who usually speak strongly of maintaining peace within country and across the borders, do not hesitate to threaten their critics and opponents and even engage in violent clashes when their interests are at stake. All these things considered, the use of violence in political, social and personal life is quite pervasive in India and the age-old culture of "ahimsa" and non-violence seems to have been thrown away by its people. The Global Peace Index, the leading measure of peacefulness in the world, 2020, evaluated 163 countries and territories and ranked India at 139th place which is in the 'low' section in terms of peace. The countries were judged on the basis on 23 parameters, including domestic and international conflict, safety and security in society, and the degree of militarisation. The study states that tension between different political, ethnic, and religious groups remains a significant threat to peacefulness in India.

Keeping the above in view, the relevance of peace education in India can be seen easily. There is an urgent need of creating a culture of Peace and non-violence in all walks of life, which may help in creating a peaceful co-existence in the Indian society. Education is one of the most powerful tools that we have in our hands to bring this change. Therefore education for peace in India is must to ensure that it preserves its beautiful tradition of peace, spirituality and ahimsa and enables its people to walk on the peaceful path towards enlightenment, prosperity, and progress.

- **Relevance of Peace Education in the International Context**

Relevance of peace education in the International context is nicely reflected through the observation of the Integrated Framework of

Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of the UNESCO, Paris, France, in November 1995: "In a period of transition and accelerated change marked by the expression of intolerance, manifestations of racial and ethnic hatred, the upsurge of terrorism in all its forms and manifestations, discrimination, war and violence towards those regarded as "other" and the growing disparities between rich and poor, at international and national levels alike, action strategies must aim both at ensuring fundamental freedoms, peace, human rights, and democracy and at promoting sustainable and equitable economic and social development all of which have an essential part to play in building a culture of peace. This calls for a transformation of the traditional styles of educational action."

The contemporary world is called a global village. Therefore, members of this global village must live in harmony and try to make their village a peaceful place based on the principles of non-violence, non-discrimination, freedom, equality and fraternity. The modern world is also based on the ideals of democracy and plurality. However, against the positive ideals and values of modern society, our world today is facing many serious social, political economic and ecological threats. People of the entire world are fighting with each other because of racial, religious, caste, class and ethnic differences. The blind race of the nations for arms and competition for nuclear armament is also posing serious dangers before the survival of the entire human race on the planet. Moreover, terrorism, exploitation, violation of human rights including women and minority rights, violence between groups, conflict for racial dominance and intolerance are some of the threats that the world is facing today. Consequently, it is not tough to understand why the results of the 14th edition of the Global Peace Index (GPI-2020), produced by the Institute for Economics and Peace (IEP), show that

the level of global peacefulness deteriorated, with the average country score falling by 0.34 per cent. This is the ninth deterioration in peacefulness in the last twelve years. If these trends continue then days are not far when humanity and civilization might disappear from this planet.

Moreover, the decade of 2010 to 2020 has been the warmest in recorded history. Deadly wildfires, hurricanes, extreme weather events, and climate-influenced migration and hunger in many parts of the world are now regular occurrences. Ice caps are melting and sea levels are rising, and survival of island nations is being threatened. Our entire ecosystem is at risk. As per projections of global organizations like the UN, nearly half a billion people will still live in extreme poverty in 2030. A recent United Nations report shows that 20% of development progress was lost in recent years due to the unequal distribution of education, health, and living standards. The World Economic Forum has calculated that it will take women almost 100 years to reach gender equality. Exclusionary practices in security, justice, and politics are at the heart of many violent conflicts today. And it is seen as a key factor in the rise of protests around the globe, which shows no signs of declining. The year 2020 also marks the ninth anniversary of the war in Syria, and the fifth in Yemen. Venezuela may very well become the source of the world's largest and most underfunded refugee crisis. Lethal violence and violent crime is on the rise, affecting growing cities in an urbanizing world. And the risk of interstate conflicts and geopolitical strife has taken center stage. According to the 2020 Global Humanitarian Report, one out of every 45 people on this planet will need help and protection next year. In 2020, almost 170 million people in crises will need help and protection across more than 50 countries, the highest figure in decades. At current rates, 80% of the world's population living in

extreme poverty in 2030 will be in fragile or conflict- affected settings.

From the above discussion, we realize that the global village should change its perspectives from narrow nationalism to universalism and internationalism, from citizenship to world-citizenship and from ethnic, cultural and racial prejudice to tolerance, understanding and pluralism. The need of the hour is to establish a culture of peace, nonviolence and tolerance in all walks of life. The most effective and permanent instrument to achieve this is the instrument of education.

STOP TO CONSIDER

The relevance of peace education in India can be seen easily. There is an urgent need of creating a culture of Peace and non-violence in all walks of life, which may help in creating a peaceful co-existence in the Indian society. Education is one of the most powerful tools that we have in our hands to bring this change. Therefore education for peace in India is must to ensure that it preserves its beautiful tradition of peace, spirituality and ahimsa and enables its people to walk on the peaceful path towards enlightenment, prosperity, and progress.

CHECK YOUR PROGRESS

Q.4 What is the relevance of peace education in India?

Q.5 What are the two different types of peace according to Johan Galtung?

3.7 Status of Peace Education in the Curriculum of Higher Education

Education for Peace aims at developing knowledge, skills, attitudes, and values that may build up a culture of peace. Curricular subjects

studied by students should develop a comprehensive picture of peace in the world we live. Hence education for peace must develop knowledge, understanding, skills and attitudes that promote culture of peace and culture of social understanding, unity, cohesion and justice. In view of that, NCERT has advocated stage specific inputs for peace education. Accordingly NCERT suggests that in primary classes (up to standard 8) teachers may offer beauty of diversity and differences by giving concrete example from nature and social life and at secondary and higher secondary levels teachers may offer rational explanation of horrors of war and violence and benefit and beauties of harmony, social cohesion, peace and non-violence.

The National Curriculum Framework (NCF) of 2005 mentioned that education has the capacity for building long term peace through inter cultural conversations. School children are gifted with special sensitivity to construct their moral character. According to the NCF, at the primary stage, children become conscious of both themselves and their immediate environment and begin to form notions of right and wrong. At the next stage, they develop reasoning abilities and learn to question, discuss and reflect upon ethical dilemmas. As a result of that they become independent individuals who can make well reasoned judgments. It is through this complex process-dialogue, sensitivity to issues, learning skills for resolution and imitating good role models that children learn to construct their value systems, and proactively choose peace over violence. Peace education, therefore, should teach skills and values that support respect for all humans and call for a change in attitudes.

It is very difficult to suggest contents of peace education for various levels of education, since this area of study is yet to be adequately researched and developed as an important and integral part of education. However, the following is a list of indicative course content of peace education at the higher education level:

Peace education at the higher level should train individuals to be an insightful and effective citizen of the world who can make an impact at the local, national or global level. This stage of education should give knowledge of how an individual can make a difference and contribute to cultures of violence or cultures of peace. Peace education at this stage should teach techniques for transforming conflict at the personal, interpersonal, intergroup and international levels.

Peace education at the higher stage should impart knowledge about peace and conflict theories and practices, the UN system, the relationship of identity politics and peace building and research methods. Learners should also receive practical training on working in conflict areas.

- Peace education: theory and practice
- An historical overview of peace education
- Perspectives in peace education
- Gandhian Studies
- Women and gender studies
- History, Political Science and Legal Studies
- Human rights education
- Development education
- Environmental education
- Conflict resolution education
- Education for democracy and justice
- Education for sustainability
- Restorative justice
- Disarmament including nuclear disarmament
- Education in emergencies such as armed conflict, disasters and health crises

- Human Rights Conventions and their significance for Peace Education
- Case studies which illustrate approaches to peace building

3.8 Summing Up

- The field of peace education is quite broad and viewed from different perspectives by different thinkers, which is why it does not have a single universally acceptable concept or definition. However, in simple meaning peace education may be understood as a process that helps learners to acquire the knowledge, skills, attitudes and values necessary to end violence and injustice and promote a culture of peace among all. It is an education that helps children to realize their potentialities and to learn how to make peace with themselves and with others, to live in harmony and unity with self, humankind and with world or nature.
- Peace education aims at instilling the concepts of peace and non-violence in the minds of the students. Peace education is essentially a process of life-long learning, and we are all students that are continuously looking for greater knowledge and understanding.
- Peace education helps to gain knowledge, enhance skills in the area of peace, and enlighten people about the importance of peace and similar values in human life. Peace education aims at preventing the emergence of conflicts and creating conditions for peace in the world. That is why peace education is very important in the world. Peace education is needed to promote conflict resolution that promotes peace and values such as respect for non-violence, human rights, freedom and justice.

- Education for Peace aims at developing knowledge, skills, attitudes, and values that may build up a culture of peace. Curricular subjects studied by students should develop a comprehensive picture of peace in the world we live. Hence education for peace must develop knowledge, understanding, skills and attitudes that promote culture of peace and culture of social understanding, unity, cohesion and justice.

3.9 Questions and Exercises

1. What do you mean by peace education? Write the characteristics of peace education.
2. What are the aims and objectives of peace education?
3. Discuss the importance of peace education for the youth in the modern world.
4. What are the different types of peace education?
5. Discuss about the curricular contents of peace education at higher education level.
6. Write brief notes on the relevance of peace education in the Indian national and in the international context.

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- UNESCO (1994/5): Declaration and Integrated Framework of Action on Education for Peace

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UNIT- 4
ROLE OF WORLD ORGANISATION IN PROMOTING
PEACE EDUCATION
(UNO, UNESCO, UNICEF)

Unit Structure:

4.1 Introduction

4.2 Objectives

4.3 United Nations Organisations (UNO)

4.3.1 Role and Functions of the UN

4.3.2 Role of UN in Peace Education

4.4 United Nations Educational Scientific and Cultural
Organisation (UNESCO)

4.4.1 Role of UNESCO in Peace Education

4.5 United Nations International Children's Emergency Fund
(UNICEF)

4.5.1 Role of UNICEF in Peace Education

4.6 Summing Up

4.7 Questions and Exercises

4.8 References and Suggested Readings

4.1 Introduction

As you know that the world today is full of conflict and violence of all sorts and at all levels. It makes the role and need of peace education imperative. Peace education provides knowledge, develop skills in the area of peace, and form an attitude about the importance of peace in human life. Peace education aims to prevent conflicts among groups and nations and to create conditions for peace in the world. Peace education promotes peace and values such as respect for human rights, freedom and justice for all. The United Nations has envisioned a culture of peace among people which requires

people to be educated to see themselves as a peaceful people with norms that emphasize cooperation and the resolution of conflicts by dialogue, negotiation, and nonviolence. This can be achieved "...when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace. "(Hague Appeal for Peace, Global Campaign for Peace Education, 1999)." According to the UN, education in general is important for the establishment of a culture of peace and specific sorts of peace education may be of particular importance. These include the expectation that children, from an early age, should benefit from education about the values, attitudes, modes of behavior, and ways of life that can enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination (Declaration and Program of Action on a Culture of Peace). These goals are both universal and very general, as they are intended to apply to a wide range of social and political contexts from countries as diverse as Kosovo and Cambodia, Bangladesh and Peru, Cyprus and Germany, Canada and Korea. However, various world organizations have played a significant role for promoting peace education. In this unit, we will study about the important world organizations i.e. UNO, UNESCO, and UNICEF for promoting peace education.

4.2 Objectives

After going through this unit you will be able to-

- *understand* the concept and nature of UNO, UNESCO and UNICEF;

- *explain* the role and functions of UNO, UNESCO and UNICEF;
- *describe* the role of UNO, UNESCO and UNICEF in peace education.

4.3 United Nations Organisations (UNO)

The United Nations (UN) was established on October 24, 1945. Headquarter of the UN is in New York City and it also has regional offices in Geneva, Vienna, and Nairobi. Its official languages are Arabic, Chinese, English, French, Russian, and Spanish.

According to the Charter of the UN, it aims: to save succeeding generations from the scourge of war,...to reaffirm faith in fundamental human rights....to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom.

In addition to maintaining peace and security, other important objectives of the UN include developing friendly relations among countries based on respect for the principles of equal rights and self-determination of peoples; achieving worldwide cooperation to solve international economic, social, cultural, and humanitarian problems; respecting and promoting human rights; and serving as a centre where countries can coordinate their actions and activities toward these various ends. At the beginning of the 21st century, the UN and its programs and affiliated agencies struggled to address humanitarian crises and civil wars, unprecedented refugee flows, the devastation caused by the spread of AIDS, global financial disruptions, international

terrorism, and the disparities in wealth between the world's richest and poorest peoples.

STOP TO CONSIDR

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4.3.1 Role and Functions of the UN

The main function of the United Nations is to preserve international peace and security. Chapter 6 of the Charter provides for the pacific settlement of disputes, through the intervention of the Security Council, by means such as negotiation, mediation, arbitration, and judicial decisions.

The goal of collective security, whereby aggression against one member is met with resistance by all, underlies chapter 7 of the Charter, which grants the Security Council the power to order coercive measures-ranging from diplomatic, economic, and military sanctions to the use of armed force-in cases where attempts at a peaceful settlement have failed.

The UN Charter also provides that any state, whether it is a member of the UN or not, may bring any dispute or situation that endangers international peace and security to the attention of the Security Council or the General Assembly. The Charter authorizes the General Assembly to "discuss any questions relating to the maintenance of international peace and security" and to "make recommendations with regard to any such questions to the state or states concerned or to the Security Council or to both."

- **Peacekeeping, Peacemaking, and Peace Building:**

The UN used International armed forces first in 1948 to observe cease-fires in Kashmir and Palestine. The use of such forces is known as peacekeeping which was formalized in 1956 during the Suez Crisis between Egypt, Israel, France, and the United Kingdom. Peacekeeping missions are designed to be peaceful, and they involve military troops from several countries, and the troops serve under the authority of the UN Security Council. In 1988 the UN Peacekeeping Forces were awarded the Nobel Prize for Peace.

During the Cold War, so-called first-generation, or "classic," peacekeeping was used in conflicts in the Middle East and Africa and in conflicts stemming from decolonization in Asia.

In the 1990s, second-generation peacekeeping missions were undertaken in Cambodia (1991-93), the former Yugoslavia (1992-95), and Somalia (1992-95). In each of these cases, the UN reacted to threats to peace and security within states. Between 1988 and 2000 more than 30 peacekeeping efforts were authorized, and at their peak in 1993 more than 80,000 peacekeeping troops representing 77 countries were deployed on missions throughout the world.

In addition to traditional peacekeeping the UN forces have supervised elections in many parts of the world, including Nicaragua, Eritrea, and Cambodia; encouraged peace negotiations in El Salvador, Angola, and Western Sahara; and distributed food in Somalia.

- **Sanctions and Military Action:**

The UN Charter also has provisions for imposing sanctions against aggressors or disturbers of the peace. The UN Charter was invoked against Southern Rhodesia in 1966, against South Africa in 1977, and against Iraq in 1990 after the invasion of Kuwait. However, the

preponderant role of the United States in initiating and commanding UN actions has been a matter of controversy since long.

- **Arms Control and Disarmament:**

The Charter of the UN empowers the General Assembly to consider principles for arms control and disarmament and to make recommendations to member states and the Security Council. Although the goal of arms control and disarmament has proved elusive, the UN has facilitated the negotiation of several multilateral arms control treaties.

In 1961 the UN General Assembly adopted a resolution declaring the use of nuclear or thermonuclear weapons to be contrary to international law, to the UN Charter, and to the laws of humanity. Two years later, on August 5, 1963, the Nuclear Test-Ban Treaty was signed by the Soviet Union, the United Kingdom, and the United States. The treaty-to which more than 150 states later adhered-prohibited nuclear tests or explosions in the atmosphere, in outer space, and underwater.

In June 1968 the Assembly approved the Treaty on the Non-Proliferation of Nuclear Weapons, which banned the spread of nuclear weapons from nuclear to nonnuclear powers, enjoined signatory nonnuclear powers, in exchange for technical assistance in developing nuclear power for "peaceful purposes," not to develop or deploy nuclear weapons; and committed the nuclear powers to engage in measures of disarmament. The treaty represented a significant commitment on the part of more than 140 (now 185) signatory powers to control nuclear weapons proliferation; nevertheless, for many years the treaty, which went into effect in 1970.

The UN has been active in attempting to eliminate other weapons of mass destruction of a variety of types and in a variety of contexts. In

1970 the General Assembly approved a treaty banning the placement of weapons of mass destruction on the seabed. A convention prohibiting the manufacture, stockpiling, and use of biological weapons was approved by the Assembly in 1971 and took effect in 1975, though many states have never acceded to it. In 1991 the UN General Assembly passed a resolution on the registration of conventional arms that required states to submit information on major international arms transfers. In 1993 the Chemical Weapons Convention, which prohibited the development, production, stockpiling, and use of chemical weapons and called for the destruction of existing stockpiles within 10 years, was opened for signature. In 1996 the Comprehensive Nuclear-Test-Ban Treaty, which prohibited the testing of nuclear weapons, was signed-though it has not yet entered into force and two years later a treaty banning the production and export of antipersonnel land mines (Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction) was concluded. However, despite international pressure, the United States refused to sign both the test ban and the land mine agreements.

Three special sessions of the UN General Assembly have been organized on disarmament, and, though the General Assembly sessions have produced little in the way of substantive agreements, they have served to focus public attention on the issue.

The General Assembly, ECOSOC, the Secretariat, and many of the subsidiary organs and specialized agencies are responsible for promoting economic welfare and cooperation in areas such as post-war reconstruction, technical assistance, and trade and development.

Check Your Progress

Q.1 When the United Nations (UN) was established?

Q.2 What are the main functions of the UNO ?

4.3.2 Role of UN in Peace Education

The agency within the UN system that has pre-eminent responsibility for education and educational policy is the United Nations Educational, Scientific and Cultural Organization (UNESCO), about the role of which we have already discussed in a previous section above.

- **Peace Education and the Rights of Children:**

The role of the United Nations to peace education can be seen through the instruments on the rights of the child. The 1959 Declaration of the Rights of the Child emphasized the right of children to protection and education. The seventh principle of the declaration stated that a child has the right to an education that will develop a sense of moral and social responsibility. This could well be understood that a child has the right to peace education. Similarly, the Article 29.1 (d) of the 1989 Convention on the Rights of the Child stated 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." The emphasis of UN on peace and peace education for children can also be viewed in the promotional literature from the United Nations Children's Fund (UNICEF). This is evident with the. In Article 5 of the 2002 document "A World Fit for Children" adopted by the UN General Assembly, described the fit world for children as one of sustainable development "founded upon principles of democracy, equality, non-discrimination, peace and social justice and the universality, indivisibility, interdependence and interrelatedness of all human rights, including the right to development". Much of the document focuses upon the right of children to protection from harm and violence. However, an important section deals with the challenge of

providing quality education. The signatories to this document indicate that they will implement a range of strategies and actions including strategies and actions which will "ensure that education programmes and materials reflect fully the promotion and protection of human rights and the values of peace, tolerance and gender equality, using every opportunity presented by the International Decade for a Culture of Peace and Non- Violence for the Children of the World, 2001-2010". This can be seen as a sincere commitment of the UN to peace education.

- **The UN and Disarmament Education:**

The United Nations is committed to disarmament education, which is an element within peace education. The Tenth General Session of the United Nations General Assembly (1978) was devoted entirely to disarmament, and is known as the Special Session on Disarmament-1. Articles 106 and 107 of the Final Document specifically urged governments and international organizations to develop programs in disarmament and peace education at all levels, and indicated that disarmament education ought to be included within formal curricula. In 1980, UNESCO convened the World Congress on Disarmament Education and the Report of the Congress conceived disarmament education as an essential component of peace education. The Report suggested that the commitment to disarmament education should be manifest throughout curricula at all levels of education.

In 1982, the United Nations General Assembly held the Special Session on Disarmament II and started the World Disarmament Campaign, lasting from 1982 to 1992. The Campaign might be also described as an effort in non-formal peace education, in that the aim was to educate people about the importance of disarmament. Throughout the 1990s, the General Assembly made periodic statements on the importance of disarmament education. The United

Nations Study on Disarmament and Non-proliferation Education (2002), is an important international document that confirms the international commitment to peace education. Notably, the document gives a prescriptive definition and list of the objectives of disarmament and non-proliferation education. Article 20 of the document states that, such education is "a base of theoretical and practical knowledge, [which] allows individuals to choose for themselves values that reject violence, resolve conflicts peacefully and sustain a culture of peace".

- **Peace Education as a Human Right:**

The UN has linked peace education with human rights education. The Vienna Declaration and Programme of Action of the 1993 World Conference on Human Rights in Vienna, sees peace education as part of human rights education and human rights education as crucial for world peace. Peace educators of today present the idea of peace education as a right. The conception of peace education as a human right flows from seeing peace as a human right. The UN expressed this view in the Declaration on the Rights of Peoples to Peace, adopted by the United Nations General Assembly on November 12, 1984.

- **The UN and Education for Tolerance:**

Within UN programs on education for tolerance, there are also numerous commitments to peace education. The UNESCO Declaration of Principles on Tolerance (1995) declared that tolerance is an essential requirement for peace. The UNESCO document described tolerance as the virtue which makes peace possible and which contributes to the replacement of a culture of violence by a culture of peace. The document also makes specific reference to the importance of education. Education is the most effective means for preventing intolerance and the initial step is

informing people what their rights and freedoms are. Education for tolerance should encourage development of independent judgment, critical thinking and ethical reasoning skills. The UNESCO document also involves a pledge by the signatories to improve teacher training, curricula, textbooks, lessons and educational materials "with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means".

- **Peace Education and a Culture of Peace:**

The Declaration and Programme of Action on a Culture of Peace, adopted by the United Nations General Assembly on September 13, 1999, reflects formal commitment of the UN to 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.

4.4 United Nations Educational Scientific and Cultural

Organisation (UNESCO)

"Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed." – UNESCO.

UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture. As early as 1942, in wartime, the governments of the European countries, which were confronting Nazi Germany and its allies, met in the United Kingdom for the Conference of Allied Ministers of Education (CAME). The Second World War was far from over, yet those countries were looking for ways and means to reconstruct their systems of education once peace was restored. Very quickly, the project gained momentum and soon took on a universal note. New governments, including that of the United States, decided to join in. Upon the proposal of CAME; a United Nations Conference for the establishment of an educational and cultural organization (ECO/CONF) was convened in London from 1 to 16 November 1945. Scarcely had the war ended when the conference opened. It gathered together the representatives of forty-four countries who decided to create an organization that would embody a genuine culture of peace. In their eyes, the new organization must establish the "intellectual and moral solidarity of mankind" and, in so doing, prevent the outbreak of another world war.

According to UNESCO, Political and economic arrangements of governments are not enough to secure the lasting and sincere support of the peoples. Peace must be founded upon dialogue and mutual understanding. Peace must be built upon the intellectual and moral solidarity of humanity. In this spirit, UNESCO develops educational tools to help people live as global citizens free of hate

and intolerance. UNESCO works so that each child and citizen has access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens bonds among nations. UNESCO fosters scientific programmes and policies as platforms for development and cooperation. UNESCO stands up for freedom of expression, as a fundamental right and a key condition for democracy and development. Serving as a laboratory of ideas, UNESCO helps countries adopt international standards and manages programmes that foster the free flow of ideas and knowledge sharing. UNESCO's founding vision was born in response to a world war that was marked by racist and anti-Semitic violence. Seventy years on and many liberation struggles later, UNESCO's mandate is as relevant as ever. Cultural diversity is under attack and new forms of intolerance, rejection of scientific facts and threats to freedom of expression challenge peace and human rights. In response, UNESCO's duty remains to reaffirm the humanist missions of education, science and culture.

4.4.1 Role of UNESCO in Peace Education

Promotion of peace education is at the core of UNESCO's mission. UNESCO aims at advancing international peace and the common welfare of humanity through educational, scientific and cultural relations between peoples and the nations of the world. With growing violence and conflict in the world, UNESCO's mission of promoting universal values of peace and nonviolence, human rights and social justice, intercultural dialogue and mutual understanding is becoming more and more important. UNESCO has a multidimensional approach to peace education and it links education with a range of activities that address the root causes of violence, from human security to sustainable development. UNESCO aims at developing comprehensive systems of education that embrace the

values of human rights, intercultural understanding and tolerance. Education for peace and non-violence promotes the knowledge, skills, attitudes and behaviours that reflect and inspire these values. UNESCO promotes the culture of peace through an inter-sectoral platform. This platform involves all five sectors of UNESCO: education, natural sciences, social and human sciences, culture, and communication and information. It seeks to mainstream intercultural dialogue in policies and actions with the aim of promoting mutual understanding, tolerance and respect, all of which are considered to be creative forces for a sustainable future. The inter-sectoral platform will also develop tools based on good practices in intercultural dialogue.

According to UNESCO, education for non-violence and peace includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence. The learning objectives of peace education may include an understanding of the manifestations of violence, the development of capacities to respond constructively to that violence and specific knowledge of alternatives to violence. Two fundamental concepts of peace education are respect and skills. Respect refers to the development of respect for self and for others; skills refer to specific communication, cooperation and behavioural skills used in conflict situations.

UNESCO's activities, projects and partners in education for peace and non-violence work with a holistic approach to establish and nurture the respect and skills needed to build a culture of peace. These activities include:

1. Cooperation with Member States at the international, regional and national levels
2. Networking, advocacy and research
3. Policy and information exchange
4. Textbooks, learning materials and curricula development

4.5 United Nations International Children's Emergency Fund (UNICEF)

UNICEF, also known as the United Nations Children's Fund, is a United Nations agency for providing humanitarian and developmental aid to children worldwide. Its headquarters is in New York City. The agency is among the most widespread and recognizable social welfare organizations in the world, with a presence in 192 countries and territories. UNICEF's activities include providing immunizations and disease prevention, administering treatment for children and mothers with HIV, enhancing childhood and maternal nutrition, improving sanitation, promoting education, and providing emergency relief in response to disasters.

4.5.1 Role of UNICEF in Peace Education

The central work of UNICEF is to help children to live in peace, free of violence and fear. UNICEF works mainly in conflict and post-crisis situations. It works to address the impact of conflict on children and support countries to build more stable societies. UNICEF intensively works to integrate peace-building into its programmes and works to address the underlying factors of conflict and their negative impact on children's rights. UNICEF works in conflict-affected areas to build capacities for more cohesive, peaceful societies, UNICEF's work to enhance access to safe, quality education, and protection and development opportunities for youth offers crucial contributions to peace.

Education is crucial to peace-building and to fostering more cohesive societies. When good quality, equitable, relevant and conflict-sensitive education is available, it works as the single most transformative institution that can touch every citizen.. It works as the foundation of a country's economy, good governance, gender equality, identity and culture. UNICEF believes that the contributions of education to peace-building are wide ranging and access to a quality education is a right that should be maintained even in the most difficult circumstances. Education protects children from violent conflict and creates safe and secure learning environments. In the midst of conflict, education has an important role in providing protection and establishing a sense of normalcy. For example: 'Schools as Zones of Peace' in Nepal has been a successful model for keeping schools open despite civil unrest. Education is central to identity formation, promotes inclusion and contributes to state building.

UNICEF working with Governments of various countries of the world to address the root causes of conflict and strengthen resilience, social cohesion and human security through innovative education programmes that are conflict-sensitive and promote learning. The "Learning for Peace' which is the four-year peace-building, Education and Advocacy Programme is a partnership between UNICEF, the Government of the Netherlands, the national governments of 14 participating countries and other key supporters. The Learning for Peace programme focuses on five outcomes:

1. Increase inclusion of education into peace-building and conflict reduction policies, analyses and implementation.
2. Increase institutional capacities to supply conflict-sensitive education.

3. Increase the capacities of children, parents, teachers and other duty bearers to prevent, reduce and cope with conflict and promote peace.
4. Increase access to quality and relevant conflict-sensitive education that contributes to peace.
5. Contribute to the generation and use of evidence and knowledge in policies and programming related to education, conflict and peace-building.

Learning for Peace is a unique initiative of UNICEF to bridge education and peace-building. It works to link multiple communities and programmes to build durable peace. Learning for Peace is also amplifying the voices of women and girls by ensuring that they are included in consultative processes and that there is equal representation in the restoration and delivery of education. The implications of gender for peace-building are explored as a cross-cutting issue through all research areas and initiatives in the programme.

4.6 Summing Up

Now, let us sum up the unit in brief. In this unit you have studied the role of world organisation in promoting peace education in respect of the following organizations. These organizations are

- UNO
- UNESCO
- UNICEF

These organizations have played a significant role in promoting peace education. The main function of the United Nations is to preserve international peace and security. Chapter 6 of the Charter provides for the pacific settlement of disputes, through the intervention of the Security Council, by means such as negotiation, mediation, arbitration, and judicial decisions.

Moreover, the UN has linked peace education with human rights education. The Vienna Declaration and Programme of Action of the 1993 World Conference on Human Rights in Vienna, sees peace education as part of human rights education and human rights education as crucial for world peace. Peace educators of today present the idea of peace education as a right. The conception of peace education as a human right flows from seeing peace as a human right. The UN expressed this view in the Declaration on the Rights of Peoples to Peace, adopted by the United Nations General Assembly on November 12, 1984.

UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture. Promotion of peace education is at the core of UNESCO's mission. UNESCO aims at advancing international peace and the common welfare of humanity through educational, scientific and cultural relations between peoples and the nations of the world. With growing violence and conflict in the world, UNESCO's mission of promoting universal values of peace and nonviolence, human rights and social justice, intercultural dialogue and mutual understanding is becoming more and more important. UNESCO has a multidimensional approach to peace education and it links education with a range of activities that address the root causes of violence, from human security to sustainable development. UNESCO aims at developing comprehensive systems of education that embrace the values of human rights, intercultural understanding and tolerance. Education for peace and non-violence promotes the knowledge, skills, attitudes and behaviours that reflect and inspire these values.

UNESCO promotes the culture of peace through an inter-sectoral platform. This platform involves all five sectors of UNESCO: education, natural sciences, social and human sciences, culture, and

communication and information. It seeks to mainstream intercultural dialogue in policies and actions with the aim of promoting mutual understanding, tolerance and respect, all of which are considered to be creative forces for a sustainable future. The inter-sectoral platform will also develop tools based on good practices in intercultural dialogue.

UNICEF, also known as the United Nations Children's Fund, is a United Nations agency for providing humanitarian and developmental aid to children worldwide. The central work of UNICEF is to help children to live in peace, free of violence and fear. UNICEF works mainly in conflict and post-crisis situations. It works to address the impact of conflict on children and support countries to build more stable societies. UNICEF intensively works to integrate peace-building into its programmes and works to address the underlying factors of conflict and their negative impact on children's rights. UNICEF works in conflict-affected areas to build capacities for more cohesive, peaceful societies, UNICEF's work to enhance access to safe, quality education, protection and development opportunities for youth offers crucial contributions to peace.

4.7 Questions and Exercises

Q.1 Elaborate the concept and nature of UNO, UNESCO and UNICEF.

Q.2 Explain the role and functions of UNO, UNESCO and UNICEF.

Q.3 Describe the role of UNO, UNESCO and UNICEF in peace education.

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UNIT- 5

HUMAN RIGHTS EDUCATION

Unit Structure:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Human Rights Education - Concept and Meaning
- 5.4 Aims of Human Rights Education
- 5.5 Objectives of Human Rights Education
- 5.6 Principles of the Human Rights Education
- 5.7 The UN Decade for Human Rights Education
- 5.8 Human Rights Education Organizations
- 5.9 Human Rights Education - Problems and Prospects
- 5.10 Activities and Best Practice for Human Rights Education
- 5.11 Summing Up
- 5.12 Questions and Exercises
- 5.13 References and Suggested Readings

5.1 Introduction

The United Nations was created to protect future generations from the curse of war and to reiterate the belief in fundamental human rights, in the dignity and value of the human being, and in the equality of men and women. The end of the Cold War leads us to a single global conception of human rights. The UN's message is: Know your human rights. People who know their rights stand the best chance of realizing them. Knowledge of human rights is the best defense against their violation. Learning about one's rights builds respect for the rights of others and points the way to more tolerant and peaceful societies. Vast numbers of people are still unaware of their rights. While laws and institutions could in many

cases defend them, people must first know where they may turn for help.

5.2 Objectives

After going through this unit you will be able to-

- *understand* the Concept and Meaning Human Rights Education;
- *know* the Aims of Human Rights Education;
- *identify* various Objectives of Human Rights Education;
- *analyse* the Principles of the Human Rights Education;
- *know* the role of Human Rights Education Organizations.

5.3 Human Rights Education - Concept and Meaning

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action. It affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided. *Human rights education consists of all learning that*

contributes to the development of the knowledge, skills and values of human rights. Article 26 states;

➤ Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

➤ Education shall be directed to 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.

➤ Parents have a prior right to choose the kind of education that shall be given to their children.

The United Nations Decade for Human Rights Education (1995-2004) has defined human rights education as, "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to;

- The strengthening of respect for human rights and fundamental freedoms
- The full development of the human personality and the sense of its dignity
- The promotion of understanding, respect, gender equality, and friendship among all nations, Indigenous people and racial national, ethnic, religious and linguistic groups

- The enabling of all persons to participate effectively in a free society
- The furtherance of the activities of the United Nations for the maintenance of peace

5.4 Aims of Human Rights Education

The aims of Human Rights Education are mentioned below:--

- To generate universal consciousness of human rights in students
- To provide knowledge about the organization established for the protection of human rights
- To develop compassion in people in order to prevent violation of human rights
- To check the human rights violation in schools

The curriculum of Human Rights education includes the related provisions of the charter of the UNO, the inherent duties and powers about human rights in the constitution of India, the available legal remedies to citizens against violation of human rights, the National Commission on Human Rights, Legal Literacy, Democracy, Rights of minorities, the movements of human rights etc.

5.5 Objectives of Human Rights Education

The objectives of the World Programme for Human Rights Education are:

- a) To promote the development of a culture of human rights,
- b) To promote a common understanding, based on international instruments, of basic principles and methodologies for human rights education;
- c) To ensure a focus on human rights education at the national, regional and international levels;

- d) To provide a common collective framework for action by all relevant actors;
- e) To enhance partnership and cooperation at all levels,
- f) To take stock of and support existing human rights education programmes, to highlight successful practices, and to provide an incentive to continue and/or expand them and to develop new ones.

STOP TO CONSIDER

The United Nations Decade for Human Rights Education (1995-2004) has defined human rights education as, "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to;

- The strengthening of respect for human rights and fundamental freedoms
- The full development of the human personality and the sense of its dignity
- The promotion of understanding, respect, gender equality, and friendship among all nations, Indigenous people and racial national, ethnic, religious and linguistic groups
- The enabling of all persons to participate effectively in a free society
- The furtherance of the activities of the United Nations for the maintenance of peace

CHECK YOUR PROGRESS

- Q.1 Define the meaning of human rights education.
- Q.2 Write any two aims of human rights education.
- Q.3 Write any two objectives of human rights education.

5.6 Principles of the Human Rights Education

The human rights framework protects civil, political, economic, social and cultural rights. But no matter what kind of right is at issue, there are basic principles that are always part of human rights standards and implementation. These principles include:

Universality: Human rights must be afforded to everyone, without exception. The entire premise of the framework is that people are entitled to these rights simply by virtue of being human.

Indivisibility: Human rights are indivisible and interdependent, which means that in order to guarantee civil and political rights, a government must also ensure economic, social and cultural rights (and visa versa). The indivisibility principle recognizes that if a government violates rights such as health, it necessarily affects people's ability to exercise other rights such as the right to life.

Participation: People have a right to participate in how decisions are made regarding protection of their rights. This includes but is not limited to having input on government decisions about rights. To ensure human rights, governments must engage and support the participation of civil society on these issues.

Accountability: Governments must create mechanisms of accountability for the enforcement of rights. It is not enough that rights are recognized in domestic law or in policy rhetoric, there must actually be effective measures put in place so that the government can be held accountable if those rights standards are not met.

Transparency: Transparency means that governments must be open about all information and decision-making processes related to rights. People must be able to know and understand how major decisions affecting rights are made and how public institutions, such

as hospitals and schools, which are needed to protect rights, are managed and run.

Non-Discrimination: Human rights must be guaranteed without discrimination of any kind. This includes not only purposeful discrimination, but also protection from policies and practices which may have a discriminatory effect.

5.7 The UN Decade for Human Rights Education

Since the adoption of the Universal Declaration, the United Nations General Assembly has called on Member States and all segments of society to disseminate and educate about this fundamental document. In 1993 the World Conference on Human Rights in Vienna reaffirmed the importance of human rights education, training and public information, declaring it "essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace." In response to an appeal by this World Conference, the General Assembly proclaimed the period 1995 to 2004 the UN Decade for Human Rights Education.

In proclaiming the United Nations Decade for Human Rights Education in December 1994, the General Assembly defined human rights education as "a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies." The Assembly emphasized that the responsibility for human rights education rested with all elements of society-government, nongovernmental organizations, professional associations, and all other sectors of civil society, as well as individuals.

The Plan of Action for the Decade further defines human rights education as "training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and the sense of its dignity;
- The promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- The enabling of all persons to participate effectively in a free society,
- The furtherance of the activities of the United Nations for the maintenance of peace."

During this Decade, the UN is urging and supporting all its Member States to make information about human rights available to everyone through both the formal school system and popular and adult education.

STOP TO CONSIDER

Universality, Indivisibility, Participation, Accountability, Transparency and Non Discrimination are some of the basic principles of human rights education.

5.8 Human Rights Education Organizations

Organizations such as Indian Institute Of Human Rights, Amnesty International and Human Rights Education Associates (HREA)

promote human rights education with their programmes, believing *"that learning about human rights is the first step toward respecting, promoting and defending those rights"*. Amnesty International defines Human Rights Education as a "deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles".

Human Rights organizations aim to protect human rights on many different levels some being more specific to geographical areas, others are based on governmental influences, others are nonprofit and education based, while others specifically aim to protect a certain group of individuals. The following are organizations with brief descriptions of their aims, targeted audiences, and affiliations. According to the OHCHR, each submission whether private or public, governmental or NGO are evaluated with regards to the following context: Appropriateness, effectiveness, originality, ease of use, adaptability, sustainability, approach, and inclusiveness. Each characteristic of which is detailed in the article Human Rights Education in the School Systems of Europe, Central Asia, and North America: A Compendium of Good Practice.

Amnesty International:

One of the largest human rights organizations, Amnesty International includes 2.2 million members from upwards of 150 countries. The organization is committed to research as well as action in order to prevent and end human rights abuses. They are also very focused on seeking justice for the violations which have already been committed.

The Asian Human Rights Commission (AHRC):

The goals of the AHRC are "to protect and promote human rights by monitoring, investigation, and advocating and taking solidarity actions". This Commission is limited to the confines of the continent of Asia and the countries within the continent.

Children's Defense Fund (CDF):

The Children's Defense Fund attempts to create policies and programs to ensure equality to all children. They work towards decreasing the child poverty rate as well as protecting children from abuse and neglect. The members of the CDF act as advocates for children to help ensure a brighter future for them in which they are treated equally and have the right to care and education.

Human Rights Action Center:

This nonprofit organization is based in Washington, DC and headed by world-renowned human rights activist Jack Healy. This center is supportive of other growing organizations around the globe. Their focus is on the issues documents in the Universal Declaration of Human Rights.

United Nations Human Rights Council:

This council includes forty-seven states and is charged with the responsibility of promoting and protecting human rights on the international level. The council has a specific Advisory committee which assesses each situation as well as an outlined Complaint Procedure which must be followed in order for an individual or organization to bring a violation to the attention of the Council.

Human Rights Watch:

Functioning as another global organization, the Human Rights Watch protects human rights by investigating claims, holder's

abusers accountable of their actions, and monitoring and challenging governments to make sure that they are using their power to end abusive practices efficiently and to the fullest.

John Humphrey Centre for Peace and Human Rights:

The John Humphrey Centre exists to promote the principles of the Universal Declaration of Peace and Human Rights through human rights education and learning. The organization develops curriculum, conducts training, works with children and youth, and fosters public discourse on matters of human rights.

National Association for the Advancement of Color People (NAACP):

"The mission of the NAACP is to ensure the political, educational, social, and economic quality of rights of all persons and to eliminate racial hatred and racial discrimination".

Office of the United Nations High Commissioner for Human Rights:

Unlike many other organizations this office is not limited to a specific geographic area, but instead works to protection all human rights for all peoples. Also unique of this organization is within its mission statement it aims to "help empower people to realize their rights" versus many organizations which state that they wish to promote knowledge etc.

Office of the United Nations High Commissioner for Refugees:

This organization has a specific target audience of refugees which it hopes to protect from violations of their rights. They aim to ensure that any person can seek a safe refuge in some place while remaining to have the option to return home, integrate at a new locale or resettle in a third location.

United Nations Education, Scientific and Cultural Organization (UNESCO):

"UNESCO's goal is to build peace in the minds of men". The organization hopes to act as a catalyst for "regional, national, and international action in human rights".

US State Department Bureau of Democracy, Human Rights and Labor:

Confined to the United States, the Department strives to take action against abuse of human rights. Although they are not particularly involved with the investigations, they are the enforcers and have partnered with many other organizations committed to protecting human rights.

5.9 Human Rights Education - Problems and Prospects

With its incredible variety, India stands apart from the rest of the world. It has within its borders people in social and economic conditions of every kind. Consequently we have to deal with human rights violations of every kind too. Needless to say, the worst sufferers are the marginalized people and those defending their rights. The Adivasis officially labelled as the Scheduled Tribes - face grave threats to lives and livelihood all across the country. They generally inhabit interior forest lands or distant hills, having been forced by successive waves of migration to withdraw from the coasts and the plains. With no place left to withdraw to, they are engaged in a desperate struggle for survival.

Women and children have been in the forefront of the agitation in different parts. Since the presence of children has often come in the way of harsh police action, the state government issued an order banning their participation in the agitation. While exploitative use of

children is deplorable, can they really be kept out of a struggle to secure their future?

In the predominantly tribal state of Chhattisgarh, the Adivasis are caught between the devil and the deep sea. Extremist groups have established bases in remote villages and gained followers among the Adivasis by taking up their cause. Security forces engaged in operations against the extremists make no distinction between armed rebels and unarmed villagers. Vigilante groups, armed and funded by the authorities, are still operating in the state, despite a Supreme Court order to disband them. Human rights defenders championing the cause of the Adivasis are branded as extremists and jailed.

The Indian government evades the obligations cast on it by international instruments guaranteeing the rights of indigenous peoples by dishonestly claiming there are no indigenous people in the country although the term Adivasis itself means first inhabitants and testifies to their status as an indigenous people.

The Dalits- officially classified as the Scheduled Castes-constitute another segment of the population which is subjected to social exclusion and systematic repression. Six decades after the Constitution came into force its commitment to abolish untouchability remains unfulfilled in many parts of the country. In a state like Kerala, where overt practice of untouchability does not take place but complaints about derisive use of caste names, which is prohibited by law, are common. Among the offenders are political leaders, some of whom have cast themselves in the role of feudal chiefs. From Tamil Nadu and Karnataka to Bihar and West Bengal, under different political dispensations, Dalits continue to suffer discrimination. In Uttar Pradesh, Dalit empowerment has made much progress but social disabilities remain.

Terror attacks are a new form of human rights violation the country has to contend with. Reports of killing of alleged terrorists in fake encounters surface from time to time. Doubts exist about the extent to which the police forces, contaminated by communal propaganda and infiltration, can be relied upon. In the absence of political will to put down the attempts by feudal elements to take the law into their own hands, judicial interventions have been of little avail.

The political complexion of the government makes no difference to the human rights situation. The early promise held out by bodies such as the Human Rights Commissions, Women's Commission, Scheduled Castes and Scheduled Tribes Commission and the Information Commission, which came up at the national and state levels during the past two decades, has faded. The primary cause of failure lies in their composition. They are headed by retired judges or bureaucrats, many of whom look upon the new assignments as rewards for past services and are slack in using the new instruments at their disposal to advance the cause of human dignity. The members of these bodies are political nominees who put party interests above human rights.

While the Indian authorities are ready to ignore the most strident voices from within the country they are somewhat sensitive to foreign criticism. The law providing for human rights commissions was enacted under pressure from aid givers. For years, the government blocked attempts by the United Nations to look at the human rights situation in the country. It now allows visits by UN Special Rapporteurs. Although the government determines the places they can go to, civil society representatives are able to meet them and place facts before them. Margaret Sekaggya, Special Rapporteur on the situation of human rights defenders, was in India last year and Christoff Heynes, Special Rapporteur on extrajudicial, summary or arbitrary execution early this year.

Human rights education has the following problems in India.

- Absence of effective common curriculum to impart human rights education
- Lack of proper methodology for imparting the content of areas related to human rights education
- Problems in teacher training and teacher education
- Lack of feedback mechanism in school education with respect to human rights education.

CHECK YOUR PROGRESS

Q.4 Write any five name of the organization working for human rights education.

Q.5 Write any two problems of human rights education in India.

5.10 Activities and Best Practice for Human Rights Education

To be really effective, education on human rights has to combine an intellectual grasp of the moral and legal nature of rights and duties, an understanding of the reasons for international agreement on a universal declaration of human rights and a spontaneous acceptance of it in terms of ordinary human behaviour. But activities which can help to impart a sense of human rights and also cultivate understanding and sympathy for others are done outside the classroom. Some are conducted independently of school courses and programmes, others, like the exchange of correspondence or cultural activities, may be closely related to work in curriculum subjects.

These activities at times have certain advantages over organized classroom studies. Projects are carried out in an atmosphere free of the obligations imposed by examination requirements or academic standards. Teachers can motivate students to become involved, to be of service in some capacity, to pursue hobbies or to practise artistic

skills at leisure. The school may provide house-room for club meetings, entertainments and exhibitions with some guidance and encouragement from the teacher. If the pupils are motivated to work by themselves, they will find opportunities to develop their abilities for organization and leadership, acquire a sense of responsibility and at the same time learn to adept themselves to the group they have chosen to join.

School Clubs:

International relations clubs, art, music or drama circles, UNESCO and United Nations clubs and other school or student groups often have among their principal aims the promotion of international understanding and human rights for all. The clubs are student organized and are responsible for a variety of activities to promote social welfare in the school and the community, to develop understanding of other countries and people, their culture and traditions and to make their own country better known abroad. Club members maintain wall newspapers and posters on current events and the work of the United Nations, organize debates and school meetings and celebrations of special days and take part in community welfare schemes. Sometimes, the clubs take part in community projects to improve their city and organize fund raising activities to help people e.g. earthquake victims or for flood hit areas. They can also be encouraged to participate in the national literacy programme.

Exhibitions and Displays”:

Setting up an exhibition or organizing a performance is an exercise in good judgement and co-operation. The students take pride in seeing their work displayed and in being able to explain the origin and meaning of exhibits from abroad or the significance of folk songs and dances, while the rest of the school and the community

benefit from their work and feel themselves involved in its aims. Drawing, paintings, photographs and other objects from abroad, collected in the course of correspondence exchanges, may form a permanent exhibition in a school classroom or assembly room.

Projects:

As you know, project work is greatly useful for a variety of purposes. Students get to know and learn by doing things themselves and getting a firsthand experience of the matter. Project work can be equally useful for human rights education. Projects can be picked up in any discipline and an element of human rights built into it.

For instance, in language and literature, teacher can ask the students to take up a project in which they are required to collect material on human rights, which can also be used for developing language skills in the classroom. They can prepare scrap books or present a report on the violation of a particular human right, say, concerning women or children or the right to freedom of speech and expression. They can prepare a report on the violation of human rights, within the school. Such projects will be interesting as well as educative in this context.

In a history class an interesting project can be concerned with human rights during a particular period or span in the history of the world or a particular country or even a town or locality. Again, women's issues or rights of children or a particular group of people can be the subject in the historical perspective.

In a civics or political science class, students can take up a project around the socio-political system and probe into the conditions regarding human rights. Civic amenities which are basic human rights can be studied under a project. For instance health services or sanitation and hygiene or food habits can be studied.

A science student can take up projects where human rights can be linked up with, say, environmental protection, pollution or energy resources and their distribution. Projects can be thought of in abundance in any subject and can be easily linked up with human rights with some imagination. This can be a very useful method of generating awareness and understanding regarding human rights.

Dramatic and Literary Activities:

Co-curricular activities, especially dramatic and literary activities, play an important role in education for all round development in schools. They can play a constructive role in human rights education, too. Students should be encouraged to pick up plays or dramas that raise issues of human rights. They can be motivated to create their own literary pieces prose, poetry, drama or essay regarding ideas and feelings about the violation of or enhancement of human rights. Poetry reading or elocution contests on a theme relating to human rights can be organised. Debates can be held on similar themes. In fact, these activities can become the backbone of human rights education at the secondary level.

Centres of Interest:

There are certain matters which are of primary importance to all countries and societies. These are of transport, food, housing and shelter. These topics are frequently studied by the students as centres of interest, giving a wide framework to a familiar subject and helping the students to understand different ways of life in their proper Perspectives. It can also give coherence and weight to a study of human needs and resources in a particular context. Centres of interest can also be developed around topics on international understanding which could also include outlines on the topics of food, water and cotton. On the basis of information about food habits and the causes of malnutrition in the community they would

examine the need for improving animal husbandry, agriculture and the production of skimmed milk. The children would imagine about various substitutes food and food products prepared in various food research institutes and would make a comparison of the diet of children of at least two foreign countries with that of children in their own countries. The study could finally be extended to the work of FAO, WHO and UNICEF in the home state.

A project on water uses a similar approach and is also related to a part of the science syllabus. Pupils would be introduced to the problem of ensuring pure drinking water, irrigation and the production and supply of electricity through water power.

Students can also be encouraged to find inspiration and a sense of pride in human accomplishment in learning about the lives and work of famous persons who are remembered and respected in different parts of the world in their achievement in art, science and culture or for their actions as leaders of social reform, as national liberators, freedom fighters.

5.11 Summing Up

Empowerment of masses through ensuring the rights of all depends on inculcation of knowledge and awareness through 'education for all'. Usually Power rests with those having either knowledge or physical strength or wealth. Knowledge brings in both force and wealth. Instead of putting blame on caste-system, it would be more desirable to make arrangements for sound system of education for empowering the submerged sections of society. Despite all the undesirable developments taken place in the system, caste system is still quite popular amongst Indian masses.

5.12 Questions and Exercises

1. Explain the concept, aims and objectives of human rights education.
2. State the principles of human rights education.
3. State the human rights education working organizations across the globe.
4. State the human rights education problems and prospects in India.
5. What are the best practices one can follow in the promotion of human rights education in India.

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BLOCK- IV HIGHER EDUCATION

- Unit 1 : Structure of Higher Education In India**
- Unit 2 : Higher Education through ODL System:
Role of IGNOU**
- Unit 3 : National Knowledge Commission on
Higher Education,
Yashpal Committee Report on Higher
Education, Higher
Education in the Recent Five Year Plan**
- Unit 4 : Rashtriya Uchchattar Shiksha Abhiyan
(RUSA)**

UNIT- 1

STRUCTURE OF HIGHER EDUCATION IN INDIA

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Purpose of Higher Education
 - 1.3.1 Salient features of NEP 2020 Higher Education
- 1.4 Bodies in Higher Education
 - 1.4.1 Policy Making Bodies
 - 1.4.2 Regulatory Bodies
 - 1.4.3 Accreditation Agencies
- 1.5 The new structural changes as suggested by the NEP2020
- 1.6 Institutional Framework of Higher Education in India
- 1.7 Summing Up
- 1.8 Questions and Exercises
- 1.9 References and Suggested Readings

1.1 Introduction:

The present unit deals with how the higher education system of India managed. Perhaps it is known to you that India has the second largest system of higher education in World. It is just next to China and United states. It is a fact that at present India 1168 number of universities of both govt. and private management. There are also 45,473 Colleges of both govt and private offering higher education. The total enrolment in higher education has increased to nearly 4.33 crore in 2021-22 from 4.14 crore in 2020-21.(AISHE,2021 Report) To manage such huge number of institutions there are policy

making bodies, regulatory bodies and accreditation bodies are placed in Indian higher education system.

1.2 Objectives:

After going through this unit you will be able to

- *explain* the purpose of higher education and also salient features of NEP 2020 Higher Education;
- *describe* the bodies in Higher Education;
- *know* the new structural changes as suggested by the NEP 2020;
- *differentiate* between different types of Higher Education institution.

1.3 Purpose of Higher Education

1. Academic Excellence and Learning:

- **Acquiring Knowledge:** Higher education is basically about acquiring and deepening knowledge in various fields of study. It allows students to develop subjects of interest, critical thinking skills, and gain expertise in specific disciplines.

2. Individual Development:

- **Critical Thinking and Problem-Solving Skills:** Higher education fosters critical thinking and problem-solving skills, encouraging students to analyze information, evaluate arguments, and develop creative solutions to complex problems.
- **Personal Growth:** College experiences contribute to personal growth and self-discovery. Students often better

understand their values, beliefs, and identities, preparing them for a more meaningful and purposeful life.

3. Preparation for future Careers and Professions:

- **Professional knowledge and Skills:** Higher education equips students with the practical skills and knowledge needed for specific careers and professions. This preparation includes internships, hands-on experiences, and exposure to industry-relevant practices.
- **Career Advancement:** A college degree is often a key factor in career advancement. Higher education provides the qualifications and credentials necessary for entry into many professions and can enhance job opportunities and earning potential.

4. Civic Knowledge and Social Responsibility:

- **Global Citizenship:** Higher education promotes a sense of global citizenship by fostering an awareness of global issues, cultural diversity, and interconnectedness. It encourages students to engage in social and civic activities to contribute positively to their communities and the world.
- **Ethical Decision-Making:** Through exposure to ethical theories and discussions, higher education helps students develop a strong sense of ethics and integrity, preparing them to make principled decisions in their personal and professional lives.

5. Research and Innovation:

- **Knowledge Creation:** Higher education institutions contribute to advancing knowledge through research and innovation. Faculty and students engage in cutting-edge

research that expands the boundaries of human understanding in various fields.

- **Technology and Discovery:** Colleges and universities drive technological advancements and scientific discoveries. Research conducted in higher education institutions often leads to breakthroughs with broad societal impact.

6. Social and Cultural Enrichment:

- **Artistic and Cultural Appreciation:** Higher education encourages an appreciation for the arts, literature, and cultural diversity. Exposure to different perspectives fosters creativity, cultural competence, and a deeper world understanding.
- **Intellectual Dialogue:** Colleges and universities are hubs for intellectual dialogue and academic discourse. Students engage with diverse ideas, challenge assumptions, and participate in conversations that broaden their intellectual horizons.

7. Lifelong Learning:

- **Adaptability and Lifelong Learning:** Higher education is still a commitment to lifelong learning. It equips individuals with the skills to adapt to a rapidly changing world, fostering a mindset of continuous education and personal development.

1.3.1 Salient Features of NEP 2020: Higher Education

1. The Fundamental Principles of the Policy:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote

each student's holistic development in both academic and non-academic spheres.

- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams.;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Promoting multilingualism and the power of language in teaching and learning;
- Life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;

- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- a ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a corequisite for outstanding education and development;
- Continuous review of progress based on sustained research and regular assessment by educational experts;
- a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.
- Education is a public service; access to quality education must be considered a basic right of every child;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

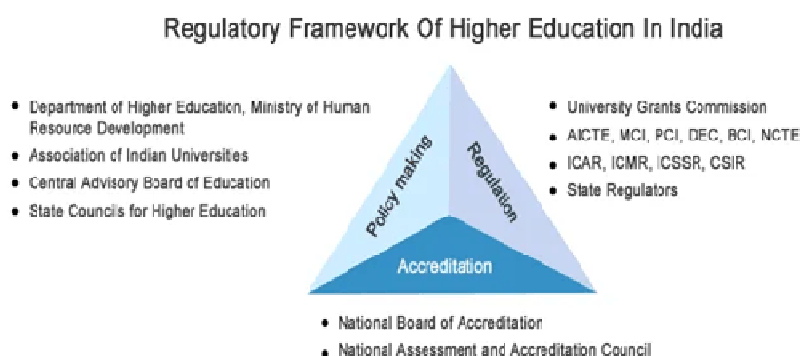
1.4 Bodies in Higher Education

You must be aware that education is on the concurrent list which means that both central and state govt. are responsible for accessibility, quality and management of higher education institutions. The Ministry of Education earlier known as Ministry of Human Resources at the Centre is at the apex body of the structure of higher education whereas State Ministry of Higher Education is

the apex body at the state level. It is to note that most of the policies and regulations are formed at centre and passed to state. Looking at the management of higher education in India, the institutions can be classified into three categories.

- a. Policy making bodies
- b. Regulatory bodies
- c. Accreditation bodies

Recently NEP 2020 recommended certain structural changes in the Indian higher education system which also been discussed in this chapter.



1.4.1 Policy Making Bodies:

The Ministry of Education, Association of Indian Universities (AIU), Central Advisory Board of Education (CABE) and State Council of Higher Education

I. The Ministry of Education

Ministry of Education provides the policy framework for higher education for the entire country and also ensures its proper implementation. It plans for increased accessibility of higher education by establishing more universities and colleges, so that the disadvantaged groups including women and the poor and people living in remote areas can access education at their locality. It is also responsible for financing education. The Ministry of Human

Resource Development (MHRD) was created in 1985; prior to this, the Ministry was known as the Ministry of Education. In 2020, it is again renamed as Ministry of Education. It manages its responsibilities through two departments:

Department of School Education and Literacy; which looks after school education and literacy programs. It manages school education by its statutory bodies and other institutions.

Department of Higher Education:

This department deals with the policy planning, financing of higher education. It also coordinates with international agencies and seeks cooperation for the accessibility and quality in higher education. The Department leads many policy initiatives for improvement of access in Higher Education with equity and excellence. It adapts strategies for bringing in state specific reforms. It also prepares a framework for developing curriculum and its implementation and suggests examination related reforms. The maintenance and monitoring of governance also come under its purview. Its efforts are directed to expanding the institutional base of higher education.

I. Association of Indian Universities (AIU)

The Inter-University Board acquired a legal status with its registration as a Society under the Societies Registration Act, 1860, on September 29, 1967 and was renamed as Association of Indian Universities (AIU) in 1973. Since its inception AIU is continuously engaged in the growth and development of higher education. The membership of AIU is open to all types of universities e.g. Open Universities, Deemed to be Universities, State Universities, Central Universities, Private Universities and Institutes of National Importance. In addition to Indian Universities, 13 Universities/Institutes from Bangladesh, Bhutan, Republic of Kazakhstan, Malaysia, Mauritius, Nepal, Thailand, United Arab

Emirates and United Kingdom are also taken its associate Membership.

II. Central Advisory Board of Education (CABE)

The Central Advisory Board of Education (CABE) is the oldest and highest advisory body in India to advise the Central and State Governments in the field of education. It was revived in 1935 and has been in existence ever since.

The functions of CABE are

- To review the progress of education from time to time.
- To appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter.
- To advice regarding coordination between the Central and State Governments/UT Administrations, State Governments and non-governmental agencies for educational development in accordance with the education policy.

III. State Council of Higher Education

The Council is an advisory body to the state Government in the area of higher education. It also takes up coordinating role with state universities for the delivery of quality higher educational in the state. It also executes and reforms the existing policies for the state. The council brings together the State Vice Chancellors and other eminent academicians on one platform to scale shared challenges and evolve common innovative solutions in an unanimous manner.

Functions:

- Prepare the State Higher Education future Plan, Annual Plan and Budget Plan

- Evaluate and monitor State Higher Education Institutions on the basis of norms and key performance index (KPI) developed under Rastriya Uchchatar Siksha Abhiyan (RUSA) and the Council may, for its own use, develop additional norms as it may think fit
- Prepare norms and mechanisms to measure the productivity of research programmes funded by the Council
- Specify norms and mechanisms to enhance the quality of faculty, quality of examination and quality of curriculum
- Spell out requirements of academic quality for the award of any degree or diploma in any field of higher education
- Specify norms of academic quality for accreditation and benchmarking of higher education institutions in the state
- Formulate norms of academic quality for a University to affiliate colleges
- Specify norms and mechanisms for transparent, efficient and accountable governance in Universities, Colleges and other higher educational Institutions

1.4.2 Regulatory Bodies

The regulatory bodies are—

I. University Grants Commission (UGC)

The University Grants Commission is a statutory organization under the Ministry of Education, Government of India, established by an Act of Parliament in 1956 for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities. The commission provides grants to eligible universities and colleges for the improvement of infrastructure, capacity building of faculty

members and undertaking research works. The Commission also advises the Central and State Governments on the measures which are necessary for the development of Higher Education. The UGC is located at Delhi.

II. All India Council of Technical Education (AICTE)

It has been established the AICTE Act, 1987 as an apex body to promote and develop quality technical education in India. AICTE has the statutory authority to define the standards and norms for technical institutes and to maintain, monitor and assure the quality of technical education in India.

III. Indian Council for Agricultural Research (ICAR):

It is an autonomous organization under the Department of Agricultural Research and Education, Ministry of Agriculture and Farmers Welfare. It is responsible for guiding, coordinating and managing agriculture education and research in India agriculture research institutes and 71 agriculture universities come under its purview.

IV. Medical Council of India (MCI)

The Council prescribes minimum standards for medical education required for granting recognized medical qualifications by universities or medical institutions in India. It recommends to the Central Government for establishment new medical colleges and opening of new or higher courses of study. In 2018, MCI was dissolved and in the year 2019, the Indian Medical Council Amendment 2019 was passed. Now a National Medical Commission has been established to regulate medical education in India.

V. National Council for Teacher Education (NCTE):

It is set up under the National Council for Teacher Education Act, 1993. It has been given the responsibility to facilitate planned and

coordinated development of the teacher education system. It defines and recommends the norms and standards of teacher education. NCTE is empowered to grant recognition to institutions offering courses at various levels and streams of teacher education.

VI. Pharmacy Council of India (PCI).

The PCI was constituted under Section of the Pharmacy Act, 1948. It controls and regulates Pharmacy education and profession in India up to graduate level. The Council prescribes the minimum standard of education or qualification as a Pharmacist.

VII. Dentists Council of India (DCI):

It is constituted under the Dentists Act, 19 as a statutory body to regulate the dental education and the profession of dentistry throughout India. It is responsible for maintaining standards for dental Education and for granting recognition to institutions offering dental education, prescribing the curriculum and conducting examination of dental education in India.

VIII. Indian Nursing Council (INC):

INC is a statutory body constituted under Indian Nursing Council Act, 1947. The Council is responsible for the regulation and maintenance of a uniform standard of training for midwives, nurses, auxiliary nurse-midwives and health visitors.

IX. Central Council of Homeopathy (CCH):

The CCH was established under the Homoeopathy Central Council Act, 1973. The Council prescribes and recognizes Homeopathic medicine qualifications. Any medical institution that wishes to grant medical qualification in Homeopathy is required to apply to the council to run a Homeopathy medical education. The Council is responsible for the constitution and maintenance of a Central.

X. Register of Homoeopathy Central Council for Indian Medicine (CCIM):

It is a statutory body constitute under the Indian Medicine Central Council Act, 1970. It prescribes minimum standards of education in Indian Systems of Medicine i.e. Ayurveda, Siddha, UnaniTibb. The Council maintains a Central Register of Indian Medicine. CCIM recommends standards of professional conduct, etiquette and code of ethics to be observed by the practitioners.

XI. Bar Council of India (BCI):

BCI is a statutory body established by the Advocate Act 1961. It regulates legal practice and legal education and prescribes a class or category of person entitled to be enrolled as an advocate. It grants recognition to the institutes whose degree in law will be treated as a qualification for professionals to enroll themselves as advocates.

XII. Council of Architecture (COA):

COA was constituted under the provisions of Architects Act, 1972, enacted by the Parliament of India. The COA is responsible for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. It also responsible to regulate the education and practice of profession throughout India besides maintaining the register of architects. Any person desirous of carrying on the profession of "Architect" must register /herself/himself with the Council of Architecture.

XIII. Rehabilitation Council of India (RCI):

RCI is constituted by the Rehabilitation Council of India Act in 1992. It regulates and monitors the services given to the person with disability. It also standardizes and ensures the accessibility and quality of education given to the differently abled persons. It monitors and promotes the quality of professional preparation of

those who deliver services to the differently abled person in our country.

1.4.3 Accreditation Agencies

The agencies of Accreditation are the National Board of Accreditation (NBA), National Assessment and Accreditation Council (NAAC).

I. The National Board of Accreditation (NBA),

NBA came into existence as with the objectives of assurance of quality and relevance to technical education. It established as an independent autonomous body on 7th January 2010. It monitors the professional and technical disciplines, i.e., Engineering and Technology, Management, Architecture, Pharmacy and Hotel Management and Catering Technology, through the mechanism of accreditation of programs offered by technical institutions. The Memorandum of Association and Rules of NBA were amended in April 2013, to make it completely independent of AICTE, administratively as well as financially.

Major objectives of the NBA are as follows:

- To assess and accredit the technical education programs;
- To evolve standards and parameters for assessment and accreditation in line with the parameters laid down by the appropriate statutory regulatory authority for co-ordination, determination and regulation of standards in the concerned field of technical education;
- To promote excellence through a benchmarking process, which is helpful in determining whether or not an institution is able to achieve its mission and broad based goals, and in interpreting the results of the outcomes assessment process;

- To promote quality conscious system of technical education where excellence, relevance to market needs and participation by all stakeholders are prime and major determinants.
- To build a technical education system as facilitator of human resources, that will match the national goals of growth by competence, contribution to economy through competitiveness and compatibility with societal development;
- To set the quality benchmarks targeted at global and national stockpile of human capital in all fields of technical education;
- To conduct evaluation of self-assessment of technical institutions and/or programs offered by them on the basis of guidelines, norms and standards specified by it; and
- To contribute to the domain of knowledge in quality parameters, assessment and evaluation

II. National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs). The vision of NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The Mission Includes:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

1.5 The new structural changes as suggested by the NEP 2020

NEP2020 recommended the following organisations

- National Research Foundation (NRF).
- Higher Education Commission of India (HECI).
- National Accreditation Council (NAC)
- National Higher Education Regulatory Council (NHERC)
- Higher Education Grants Council (HEGC),
- General Education Council (GEC)

Establishment of a National Research Foundation (NRF):

The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. The NRF will be governed, independently of the government, by a rotating Board of

Governors consisting of the very best researchers and innovators across fields. The primary activities of the NRF will be to:

- to fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
- to seed, grow, and facilitate research at academic institutions
- to act as a liaison between researchers and relevant branches of government as well as industry; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
- to recognise outstanding research and progress

Regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

- The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education.
- The second vertical of HECI will, be a ‘meta-accrediting body’, called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC.

- The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria.
- The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC.
- The functioning of all the independent verticals for Regulation (NHERC), Accreditation(NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.
- The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET)etc., will act as Professional Standard Setting Bodies (PSSBs).
- The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme

STOP TO CONSIDER

The policy making bodies are

The Ministry of Education ,Association of Indian Universities, Central Advisory Board of Education, State Council of Higher Education

Regulatory Bodies are

University Grants Commission (UGC),All India Council of Technical ,Education (AICTE),Medical Council of India (MCI),Indian Council for Agricultural Research (ICAR),National Council for Teacher Education (NCTE),Dentists Council of India (DCI),Pharmacy Council of India (PCI),Indian Nursing Council (INC),Bar Council of India (BCI), Central Council of Homeopathy (CCH), Register of Homoeopathy Central Council for Indian Medicine (CCIM),Council of Architecture (COA),Rehabilitation Council of India (RCI)

Accreditation Agencies

National Board of Accreditation

National Accreditation Assessment Council

The NEP 2020 recommended for the following agencies to regulate research and higher education system in India.

National Research Foundation (NRF). The primary activities of the NRF will be to:

- to fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
- to seed, grow, and facilitate research at academic institutions
- to act as a liaison between researchers and relevant branches of government as well as industry; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
- to recognise outstanding research and progress

Higher Education Commission of India (HECI) will monitor

- National Higher Education Regulatory Council
- National Accreditation Council (NAC)
- Higher Education Grants Council (HEGC)
- General Education Council (GEC)

1.6 Institutional framework of Higher Educational in India

Central Universities: A Central University is established by an Act of Parliament. At present there are 45 Central Universities in India.

State Public Universities: These types of universities are set up by State Legislative Act. At present there are 318 State universities.

Open Universities: Institutions falling in this category impart education through the open and distance mode in any branch or branches of knowledge. At present there is only one central open university-Indira Gandhi National Open University (IGNOU) and 14 state open universities.

Deemed Universities: Deemed Universities are high performing institutions of HE. They are given the status of a university and can award their own degrees.

According to AISHE (2017-18), there are 33 Deemed University-Government, 10 Deemed University-Government Aided and 80 Deemed University-Private.

Institutes of National Importance: There are many HE institutes that have been given the status of 'National Importance' by an Act of Parliament, currently there are 101 Institutes of National Importance.

Private Universities are established through State/Central Act but their management is taken care of by a society registered under the Societies

Registration Act, 1860 and or any other corresponding law, for the time being, in force in a state or a public trust or a company registered under section 25 of the Companies Act, 1956 through a State/Central act. There are 262 state private universities.

Institute Under State Legislature Act: These are institutes established incorporated by the State legislature act. They enjoy the status of higher education institutes. At present there are 5 such institutes.

A university can be a teaching cum affiliating or only an affiliating or only a teaching university. In India most of the universities are affiliating universities. A good number of colleges are affiliated to these universities. The colleges can be government, government aided, and private.

Stop to Consider

Central Universities, State Public Universities: Open Universities, Deemed Universities, Institutes of National Importance, Private Universities.

Check Your Progress

1. Discuss the types of universities run in India?
2. What do you know about IGNOU?

1.7 Summing Up:

The higher education of India is managed by both central and state govt. There are three types of bodies like policy making, regulatory and accreditation agencies. These bodies are to advice, manage and monitor the standard and quality of higher education.

The policy making bodies are

The Ministry of Education ,Association of Indian Universities, Central Advisory Board of Education, State Council of Higher Education.

Regulatory Bodies are

University Grants Commission (UGC), All India Council of Technical, Education (AICTE), Medical Council of India (MCI), Indian Council for Agricultural Research (ICAR), National Council for Teacher Education (NCTE), Dentists Council of India (DCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Bar Council of India (BCI), Central Council of Homeopathy (CCH), Register of Homoeopathy Central Council for Indian Medicine (CCIM), Council of Architecture (COA), Rehabilitation Council of India (RCI)

Accreditation Agencies

National Board of Accreditation

National Accreditation Assessment Council

Institutional framework of higher education in India

Central Universities, State Public Universities, Open Universities, Deemed Universities, Institutes of National Importance, Institute Under State Legislature Act

The NEP 2020 recommended for the following agencies to regulate research and higher education system in India.

- National Research Foundation (NRF).
- Higher Education Commission of India (HECI).
- National Accreditation Council (NAC)
- National Higher Education Regulatory Council (NHERC)
- Higher Education Grants Council (HEGC),
- General Education Council (GEC)

National Research Foundation (NRF). The primary activities of the NRF will be to:

- to fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
- to seed, grow, and facilitate research at academic institutions
- to act as a liaison between researchers and relevant branches of government as well as industry; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
- to recognise outstanding research and progress

Higher Education Commission of India (HECI) will monitor

- National Higher Education Regulatory Council
- National Accreditation Council (NAC).
- Higher Education Grants Council (HEGC),
- General Education Council (GEC),

Higher Education Grants Council (HEGC),

It will carry out funding and financing of higher education based on transparent criteria.

General Education Council (GEC),

A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC

1.8 Questions and Exercises

A. Multiple Choice Questions

1. Which of the following is not a policy making body of Higher Education in India?
 - A. The Ministry of Education,
 - B. Association of Indian Universities (AIU),
 - C. Central Advisory Board of Education (CABE)
 - D. University Grants Commission
2. Which of the following is not a regulatory body of Higher Education in India?
 - A. University Grants Commission (UGC),
 - B. All India Council of Technical ,Education (AICTE),
 - C. National Council for Teacher Education (NCTE),
 - D. National Assessment Accreditation Agency (NAAC)
3. What activities are to be conducted by National Research Foundation (NRF).
 - A. to fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
 - B. to seed, grow, and facilitate research at academic institutions
 - C. to act as a liaison between researchers and relevant branches of government as well as industry; so as to

allow breakthroughs to be optimally brought into policy and/or implementation; and

- D. All the above
- 4 Find out which will not be monitored by Higher Education Commission of India (HECI)
- A. National Higher Education Regulatory Council
- B. Central Advisory Board of Education (CABE)
- C. National Accreditation Council (NAC)
- D. Higher Education Grants Council (HEGC),
- 5 The mission of NAAC includes
- A. To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- B. To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- C. To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- D. All the above

Answers: 1.D, 2.D, 3.D, 4.B, 5.D

B. Short Questions:

1. Write short notes on

- a) UGC
- b) AICTE
- c) NATE
- d) NAAC

e) SCERT

2. Write about the role of Central Advisory Board of Education (CABE) in policy making.
3. Write about the role of National Research Foundation (NRF)

C. Long Questions:

1. Discuss the institutional set up of higher education in India?
2. Examine the role of regulatory bodies of higher education in India?
3. Discuss the structural changes suggested in NEP 2020 for higher education?
4. Discuss the role accreditation agencies of higher education in India?

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UNIT– 2

HIGHER EDUCATION THROUGH ODL SYSTEM:

ROLE OF IGNOU

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept of Distance and Open Learning
 - 2.3.1 Feature of Distance and Open Learning
 - 2.3.2 Nomenclatures of Open and Distance Learning
- 2.4 Indira Gandhi National Open University (IGNOU)
- 2.5 Massive Open Online Courses (MOOCs)
- 2.6 SWAYAM
- 2.7 Summing Up
- 2.8 Questions and Exercises
- 2.9 References and Suggested Readings

2.1 Introduction

The Open and Distance Learning education has increased the accessibility and quality of higher education. It has also opened the door of internationalisation of higher education. This unit explains the concept, feature and nomenclatures of Open and Distance Learning. The unit also explains the vision, mission, objectives and functionality of Indira Gandhi Open University which is one of the popular and developed universities in India.

2.2 Objectives:

After going through this unit you will be able to

- *define* the concept of Distance and Open Learning (ODL);

- *describe* the features of ODL;
- *state* the different nomenclatures of ODL;
- *explain* the role of Indira Gandhi National Open University (IGNOU);
- *describe* MOOCs and SWAYAM.

2.3 Concept of Distance and Open Learning

The word 'Open' denotes to the philosophy, which is being 'open to people, places and ideas'. In other words, it means opening up educational opportunities for people irrespective of their location, social and economic background or educational qualifications. It is a system where learner enjoys the freedom to study at her pace, time and place. The learner chooses the study centre and do not come to the institution for learning. The word 'distance' refers to the mode of teaching-learning where the teacher and the learner are separated in time and space and do not meet each other. Education is imparted through print materials, different media and occasional counselling sessions at the study centres. Here the students and the Counsellors (who are different from teachers who have developed the learning materials) meet in a face to face mode and the Counsellor respond to the questions asked by the students. The Counsellor also support the students those who needs additional attention. Learners are assessed through a system of continuous and term-end evaluation.

2.3.1 Features of Open and Distance Learning

There are some common broad features of Open and Distance Education, which are as follows

I. Age is not a criterion for admission into any program

There is some program where entry level education is finalised. For example for any post- graduation program a bachelor degree need to

be completed. Thus, the minimum age for the completion of graduation may be criteria but there is no maximum age limit.

II. No limit to In-take capacity

In the conventional system of education, the enrolment capacity is limited. As a result, there are restrictions of seat in admissions and admission is based upon the percentage of marks/grades obtained by the learners. In ODL there is no such restriction for most of the programmes. Only a few professional programmes (e.g. Computer, Nursing, Engineering, etc.) may have some restrictions due to heavy hands-on work that learners need to undertake and for which prior knowledge is required.

III. Openness with regard to place and time of study

In ODL, the learner can select his/her own study centre. This means that geographical boundaries do not restrict admission and learning. Each ODL course has a minimum and maximum duration which the learner remains registered in the programme and can finish the course at his/her own pace.

IV. Flexibility in selection of courses

In ODL the learner enjoys flexibility in selection of his/ her courses. This means that the educational preferences of the Open University are more towards learners needs and requirements, it is broader in their perspective than the traditional conventional universities.

V. Credit Accumulation and Self-Paced Examination System

ODL gives opportunities to learners to appear examinations according to their own preparedness and mastery of the subject. Examinations are usually spread at different times of the year and learners can register for examination as per their own convenience and pace of learning. Further ODL also offers the learners the

facility of credit over a specified minimum and maximum number of years.

VI. Use of Educational Technology and ICT

Educational technologies are almost an extended form of the distance education and open learning. The manipulation of education technology and ICT enables education anywhere and everywhere to be possible. The use of educational technology also enables multiplier effects of reaching out to a large numbers of learners in a cost effective and efficient manner.

Stop to Consider

Open means ‘open to people, places and ideas’ which opening up educational opportunities for people irrespective of their location, social and economic background or educational qualifications.

It is a system where learner enjoys the freedom to study at her pace, time and place.

The common broad features of Open and Distance Education, which are

- Age is not a criterion for admission into any program
- No limit to In-take capacity
- Openness with regard to place and time of study
- Flexibility in selection of courses
- Credit accumulation and Self - paced examination system
- Use of Educational Technology and ICT

2.3.2 Nomenclatures of Open and Distance Learning

I. External studies

The term external studies applies to instruction that takes place somewhere other than on a central campus, such as a classroom

remote from campus; and includes a variety of delivery options like audio, video, or computer conferences or home study.

II. Continuing education

The term continuing education usually applies to non-credit education. It refers to the courses that can be delivered on campus or at a distance; and has varied meanings.

III. Distance teaching

It minimises the teacher's role and gives stress on systemic support. The role of the teacher changed to a counsellor who support in removing academic difficulties of the students.

IV. Self-instruction

The term self-instruction refers to a process in which the materials take learners step-by-step through an instructional process; self-assessment exercises are a central feature; and instruction can be paper-based or computer-based.

V. Adult education

The term adult education: emphasises the principles of adult learning, often known as andragogy, as compared to pedagogy, or child-centred learning.

VI. Technology-based or mediated education

The term technology-based education refers to systems of teaching and learning in which a technology other than print has a major role; and takes two major forms stand-alone (for example, computer-assisted learning and computer-managed learning) and conference (for example, audio, video, or computer).

VII. Learner-centred education

In learner centred education, integrity and freedom of the individual is primary. Therefore, the teaching and learning process provides flexible sequences of study; negotiated objectives and content;

negotiated learning methods; · negotiated methods of assessment; and · a choice of support mechanisms

VIII. Open learning

The educational philosophy of open learning emphasises giving learners choices about: · medium or media, whether print, on-line, television, or video; · place of study, whether at home, in the workplace, or on campus; · pace of study, whether closely paced or unstructured; · support mechanisms, whether tutors on demand, audio conferences, or computer assisted learning; and · entry and exit points.

IX. Flexible learning

The term flexible learning encompasses the convergence of open and distance learning methods, media, and classroom strategies, learner-centred philosophy, recognition of diversity in learning styles and learners' needs, recognition of the importance of equity in curriculum and pedagogy, use of a variety of learning resources and media; and · fostering of lifelong learning habits and skills in learners and staff.

X. Proximate Education

This is again a new word in the area of distance education. This word was coined by National Academy of Legal Studies and Research (NALSAR), Hyderabad, Andhra Pradesh to promote legal education through distance methods. The aim of such education is to minimize the gap between the learner and the education by using all the available technology for education by which the education will be more proximate to the learner's needs.

XI. Online Learning

Online education is defined as the creation and proliferation of the personal computer, the globalization of ideas and other human acts, and the use of technology in exchanging ideas and providing access

to more people. Audio, video, computer, and networking technologies are combined to create a multifaceted instructional delivery system.

XII. Virtual Learning

The definition of a virtual learning environment emphasizes the importance of learning. Learners in a virtual environment are expected to make use of and include examples, observations, experiences, situations, rules, concepts and techniques in a continuous (e.g., day by day or week by week), permanent (i.e., committing knowledge into memory) fashion to improve the performance of the execution of tasks

There are two major categories of distance learning: synchronous and asynchronous.

Synchronous:

Synchronous distance learning refers to the real-time delivery of lectures. Synchronous distance learning allows for face-to-face contact with instructors and classmates. This learning model needs teleconferencing and other similar technologies.

Asynchronous:

With asynchronous distance learning, learners advance through the curriculum at their own pace. Here one can work at your desired speed and schedule. There is no scheduled time for accessing the course content. However, you may interact through video comments, quizzes, and conversations.

XIII. Blended Learning

Blended learning is “the thoughtful integration of classroom face-to-face learning experiences with online learning experiences.” One of blended learning’s primary benefits is its ability to provide better accommodations to meet varying learning styles or paces. Instructors can use various resources to engage and motivate learners and help

them understand and retain concepts, including gamification, interactive apps, videos, collaborative online files, and e-books. Blended learning allows students to learn at their own pace, with lecture videos or documents that teachers would typically hand out in class available online.

Blended learning models

Selection of the model, consider the knowledge and skills of your learners along with your available resources to create engaging experiences and successful outcomes for students.

Flex model

In the flex model, online learning takes the lead, with learning explicitly tailored to each learner's needs. Instructors provide support during class sessions in this model, but they encourage learners to move at their own pace using online resources.

Rotational model

Learners participate in classes under the rotational model, and a teacher uses online resources alongside their instruction. Learners rotate between working independently and speaking with the teacher, typically on a fixed schedule.

A la carte model

The al la carte model, also known as the self-blend model, allows learners to choose between online and in-person classes at their convenience. Online classes have instructors who are available for questions. Learners can choose which classes they prefer to take online and which classes they prefer to take in-person.

Enriched virtual model

The Enriched Virtual Model is a new way of learning that mixes traditional classroom teaching with online classes. It's becoming popular because it lets students learn in a way that fits them best. This approach matches well with today's online learning trends.

Face-to-face driver model

Technology supplements the in-person experience under the face-to-face driver model. This model differs from other blended learning models because it uses technology as a component of the in-person, instructor-led classroom experience, emphasizing in-person instruction. A portion of a lecture may call upon technology as a tool for instruction, but its use is optional to the entire lecture.

Stop to Consider

Nomenclatures of Open and Distance Learning are External studies, Continuing education, Distance Learning, Self-instruction, adult education, Open learning, technology mediated education, Flexible learning, proximate learning, virtual learning, online learning blended learning, fix learning,

Synchronous distance learning refers to the real-time delivery of lectures. Synchronous distance learning allows for face-to-face contact with instructors and classmates.

There is no scheduled time for accessing the course content. However, you may interact through video comments, quizzes, and conversations.

Blended learning is “the thoughtful integration of classroom face-to-face learning experiences with online learning experience. Flex model, Rotational model, A la carte model, Enriched virtual model and Face-to-face driver model.

Check Your Progress

1. What the nomenclature of Distance and Open Learning?
2. What the models of Blended learning?

Self Asking Questions

1. What are the benefits of virtual learning? (50 words)

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2.4 Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode.

The University began by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with a strength of 4,528 students. Today, it serves the educational aspirations of over 3 million students in India and other countries through 21 Schools of Studies and a network of 67 regional centres, around 2,667 learner support centres and 29 overseas partner institutions. The University offers about 228 certificate, diploma, degree and doctoral programmes, with a strength of nearly 810 faculty members and 574 academic staff at the headquarters and regional centres and about 33,212 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others.

The mandate of the University is to:

- Provide access to higher education to all segments of the society;

- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.
- To achieve the twin objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy

The Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning, with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for large-scale human resource development, required for promoting integrated national development and global understanding.

The University has made a significant mark in the areas of higher education, community education and continual professional development. The University has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it.

2.5 Massive Open Online Courses (MOOCs)

The Information and Communication technologies have brought about an opportunity to expand higher education to the masses. Though the Open and Distance learning programs were already in place, education has been made more accessible due to the use of ICT. An individual desirous of learning can learn any time

anywhere, if he/she has access to the internet. The internet revolution in the field of higher education has given rise to what is known as Massive Open Online Courses (MOOCs). MOOCs are one of the effective ways of offering online courses, globally, and for unlimited participation. MOOCs are offered through a platform. Coursera, EdX and Udacity are some of the examples of MOOCs platforms. It is an opportunity to raise the enrolment in Higher education, to meet challenges of educational infrastructure and to provide quality education to the masses.!

2.6 SWAYAM

This is an online programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

Swayam is a platform that facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner. About 90,000 students have already enrolled in this facility by May 2020.

The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using

audio-video and multimedia and state of the art pedagogy / technology.

NIOS and NCERT are operating a wide range of online courses relating to school education respectively on the SWAYAM platform. Each course comprises text modules, video tutorials, assessment questions and additional resources for self-learning. There are about 1.5 crore students enrolled in these courses. Registration is now open for all these courses. In order to synergize the use of digital contents across the spectrum of school and higher education, efforts are being made to integrate the SWAYAM platform with DIKSHA.

Stop to Consider

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to increase the Gross Enrolment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode. The University offers about 228 certificate, diploma, degree and doctoral programmes, with a strength of nearly 810 faculty members and 574 academic staff at the headquarters and regional centres and about 33,212 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others. The mandate of the University is to:

- Provide access to higher education to all segments of the society;
- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and

- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.
- To achieve the twin objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy

MOOC

- MOOCs are one of the effective ways of offering online courses, globally, and for unlimited participation.
- MOOCs are offered through a platform. Coursera, EdX and Udacity are some of the examples of MOOCs platforms.
- The ‘Study Webs of Active Learning for Young Aspiring Minds’ (SWAYAM), is a web based interactive platform for hosting online courses from High School to University level.
- The platform provides quality learning material using multimedia anytime, anywhere. The courses offered on SWAYAM are easy to access and monitor.
- It is an interactive virtual space where peer group interaction and discussion take place. Many of the courses follow a hybrid model of delivery, with synchronous and asynchronous interactions.
- The courses available on SWAYAM platform have been developed adopting the four-quadrant approach.

SWAYAM

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- The courses available on SWAYAM platform have been developed adopting the four-quadrant approach.

Check Your Progress

1. What are the mandates of IGNOU?
2. What is MOOC?
3. What is SWAYAM?

2.7 Summing Up:

Open means ‘open to people, places and ideas’ which opens up educational opportunities for people irrespective of their location, social and economic background or educational qualifications. It is a system where learner enjoys the freedom to study at her pace, time and place. The common broad features of Open and Distance Education, which are

- Age is not a criterion for admission into any program
- No limit to In-take capacity
- Openness with regard to place and time of study
- Flexibility in selection of courses
- Credit accumulation and Self - paced examination system
- Use of Educational Technology and ICT

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to increase the Gross Enrolment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode. The mandate of the University is to:

Provide higher education of high-quality, innovative and need-based to all segments of the society; Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and Promote, coordinate and regulate the standards of education offered through open and distance learning in the country. It also provides continual professional development and training to all sectors of the economy.

MOOC:

The ‘Study Webs of Active Learning for Young Aspiring Minds’ (SWAYAM), is a web based interactive platform for hosting online courses from High School to University level. MOOCs are one of the effective ways of offering online courses, globally, and for unlimited participation. It offered through a platform. Coursera, EdX and Udacity. The platform provides quality learning material using multimedia anytime, anywhere. The courses offered on SWAYAM are easy to access and monitor. It is an interactive virtual space where peer group interaction and discussion take place. Many of the courses follow a hybrid model of delivery, with synchronous and asynchronous interactions. The courses available on SWAYAM platform have been developed adopting the four-quadrant approach.

SWAYAM:

It is an interactive virtual space where peer group interaction and discussion take place. This is an online programme initiated by Government of India and it designed to achieve the three cardinal

principles of Education Policy viz., access, equity and quality. It is easy to access and monitor. Many of the courses follow a hybrid model of delivery, with synchronous and asynchronous interactions. The courses available on SWAYAM platform have been developed adopting the four-quadrant approach.

2.8 Questions and Exercises:

A. Multiple Choice Questions

1. When was the ODL system started in India?
A. 1958 B. 1968 C. 1960 D. None of these
2. Where was the first single mode open university followed by IGNOU was opened in India?
A. Assam
B. Kerala
C. Andhra Pradesh
D. Punjab
3. Open learning and distance education focuses on
A. Training to make learners free from constraints of time and place
B. Open access to the education
C. Offering flexible learning opportunities to individuals
D. All of the above
4. What is the full form of SWAYAM?
A. Study Webs of Active Learning for Young Aspiring Minds
B. Study Webs for Active Learning for Young Aspiring Minds

C. Study Webs of Accurate Learning for Young Aspiring Minds

D. Study Webs of Active Link for Young Aspiring Minds

5. What are the mandate of IGNOU?

A. Provide access to higher education to all segments of the society;

B. Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;

C. Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and

D. Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.

E. All the above

Answers: 1.D, 2. A, 3.D, 4.A, 5.E

B. Short Answer Type Questions

1. Write short notes on

a) SWAYAM

b) IGNOU

c) MOOC

3 Discuss the two major categories of distance learning

4 Explain the different models of blended learning.

C. Long Answer type questions

1. Discuss the features of Open and Distance Learning.

2. Examine the role of IGNOU in improving higher education in India.

3. Explain the different nomenclatures of higher education in India.

2.9 References and Suggested Readings

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Suggested Readings:

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UNIT- 3

NATIONAL KNOWLEDGE COMMISSION ON HIGHER EDUCATION, YASHPAL COMMITTEE REPORT ON HIGHER EDUCATION, HIGHER EDUCATION IN THE RECENT FIVE YEAR PLAN

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 National Knowledge Commission on Higher Education
 - 3.3.1 Objectives of NKC
- 3.4 Recommendations of NKC on Higher Education
- 3.5 Recommendations of Yashpal Committee
- 3.6 Higher education in the recent Five Year Plan
- 3.7 Summing Up
- 3.8 Questions and Exercises
- 3.9 References and Suggested Readings

3.1 Introduction

Knowledge has been recognised as an important driving force in the 21st century for a sustainable development of the society. India being an oldest and largest nation has the capacity to compete with developed countries by focusing on its knowledge resources. No doubt a generational change is required by a systemic effort in the entire knowledge spectrum. This massive endeavour involves creating a roadmap for reform of the knowledge sector that focuses on enhancing access to knowledge, fundamentally improving education systems and their delivery, re-shaping the research, development and innovation structures, and harnessing knowledge

applications for generating better services. Thus the setting up of National Knowledge Commission is one of the initiative to address the transformation in the entire knowledge spectrum.

3.2 Objectives

After going through this unit you will be able to

- *explain* the mandate of National Knowledge Commission;
- *state* the objectives of NKC;
- *describe* the focus areas of NKC;
- *explain* the key highlights of Yashpal Committee;
- *state* the recommendations of Yashpal Committee on Higher Education;
- *Explain* the higher education in the recent five year plan.

3.3 National Knowledge Commission on Higher Education

The National Knowledge Commission (NKC) was established by the government of India on 13th June 2005. Mr.Sam Pitroda was the chairman of the NKC. According to Mr. Pitroda "The Commission was set up by Prime Minister Manmohan Singh to prepare a blueprint to tap into the enormous reservoir of India's knowledge base so that Indian people can confidently face challenges of the 21st century". Five key areas related to Access, Concepts, Creation, Application and Service were identified for action. The commission was thus mandated to consider policy changes which will give India a comparatively profitable in the knowledge intensive service sectors. The government had prioritised to bring reform in education, research institutes and intellectual property legislation.

The NKC was therefore mandated to: a

- "Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in science and technology laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge applications in agriculture and industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit."

3.3.1 Objectives of NKC

- The overall task before the National Knowledge Commission is to take steps that will give India the 'knowledge edge' in the coming decades, i.e. to ensure that our country becomes a leader in the creation, application and dissemination of knowledge.
- Creation of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as at the grassroots level, and tapping foreign sources of knowledge through more open trading regimes, foreign investment and technology licensing.
- Application of knowledge will primarily target the sectors of health, agriculture, government and industry. This involves

diverse priorities like using traditional knowledge in agriculture, brought to you by CORE View metadata, citation and similar papers at core. encouraging innovation in industry and agriculture, and building a strong e-governance framework for public services.

- Dissemination of knowledge focuses on ensuring universal elementary education, especially for girls and other traditionally disadvantaged groups; creating a culture of lifelong learning, especially for skilled workers; taking steps to boost literacy levels; and using Information and Communication Technology (ICT) to enhance standards in education and widely disseminate easily accessible knowledge that is useful to the public

3.4 Recommendation of NKC on Higher Education

The following are the recommendation of NKC on Higher Education—

- **Expansion:** The Commission recommends an enrolment ratio of 15 per cent by 2015. This figure was not ambitious. The commission recommended for
 1. Establishment of 50 National Universities.
 2. Up gradation of deserving colleges into deemed universities.
 3. Establishment of new universities by the State and Central Governments.
 4. Establishment of new universities by Private Providers.

- **Globalisation of Education:** "It is time for us to make a conscious attempt to attract foreign students to India for higher education. This would enhance quality. This would enrich our academic milieu. This would be a significant source of finance"
- **Creation of Independent Regulatory Authority for Higher Education (IRAHE):** The commission recommends that "There is a clear need to establish an Independent Regulatory Authority for Higher Education (IRAHE). Such regulatory authority is both necessary and desirable." "The IRAHE would have to be established by an act of parliament. It would be the only agency that would be authorized to accord degree granting power to higher education institutions. It would also be responsible for monitoring standards and settling disputes. It should also be thought of as the authority for licensing accreditation agencies." "The Chairperson and Members of the IRAHE would be appointed by the Prime Minister based on the recommendation of a Search Committee."
- **Reform of Existing Universities:** For the quality improvement NKC has called for reform of existing universities to include curricula revisions in regular interval, introduction of course credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions.
- **Restructuring System of Under Graduate Colleges:** NKC has recommended restructuring the system of affiliated undergraduate colleges which no longer provides a viable model for quality higher education.

- **Models for Community Colleges:** NKC has also suggested creating models for community colleges that provide credit and non-credit courses leading to two year associate degrees. These would include general education programmes as well as employment oriented programmes, creating the flexibility for students to pursue higher education later in life.
- **Nurturing Talents:** NKC believes that all deserving students should have access to higher education, irrespective of their socio-economic background. While the government heavily subsidizes university education by keeping fees low, there is better value created for this subsidization by ensuring well-funded scholarships and affirmative action which will address the multiple factors of students' deprivation.
- **Attract Students in Science and Maths:** To rejuvenate science education and research in the country. NKC considers it crucial to attract more students in science and maths. To encourage this, NKC has recommended launching a massive science outreach programme, upgrading available infrastructure, revitalizing the teaching profession and revamping teacher training at all levels.
- **Improvement in Quality of PhDs:** To invigorate research and development in the country NKC has recommended steps to improve the quality of Ph.Ds. It has suggested massive investment in education and research at all levels, together with a renovation and reform of the policy of research degrees.

Stop to Consider

The Commission was set up on 13 June 2005 by Prime Minister Manmohan Singh to prepare a blueprint to tap into the enormous reservoir of India's knowledge base so that Indian people can confidently face challenges of the 21st century". Five key areas related to Access, Concepts, Creation, Application and Service were identified for action.

NKC was therefore mandated to:

- "Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in science and technology laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge applications in agriculture and industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit."

The main objective of NK C is to ensure that our country becomes a leader in the creation, application and dissemination of knowledge

The recommendations of NK C on Higher Education as follows

- Expansion
- Globalisation of Education
- Creation of Independent Regulatory Authority for Higher Education (IRAHE)
- Reform of Existing Universities
- Restructuring System of Under Graduate Colleges

- Nurturing Talents
- Models for Community Colleges
- Attract Students in Science and Maths
- Improvement in Quality of PhDs

Check Your Progress

1. What are the recommendations of NKC on higher education?

3.5 Recommendations of Yashpal Committee

The Government of India set up a Committee on Higher Education under the Ministry of Human Resource Development known as the Yashpal Committee. The Yashpal committee was constituted in 2009 by the Department of Human Resources Development (MHRD), Govt. of India. The Committee was established to study the activities of the UGC and AICTE and assess their role in higher education implementation in India. The Committee was then extended under the direction of eminent Professor Yash Pal “to advice on the renovation and rejuvenation of higher education in India.”

The committee emphasized the need for a holistic approach to education, integrating disciplines and promoting critical thinking to enhance the quality of education in India. Some of the major recommendations relating to higher education are as follows.

• Working Problems of Universities

The committee highlights the working problems of universities, such as autonomy erosion, the flagrant marketing of higher education and the undermining of education. Teaching and research centres should be connected because both are aspects of academic work that are equally important.

- **Deemed University Proliferation**

The committee has noticed an increase in Deemed universities in recent years. The committee has advised that no institute be granted deemed status until new guidelines are developed.

- **Isolation of IITs and IIMs**

To allow IITs and the IIM to function as full-size universities, the Commission advises increasing these Institute' scope to encompass disciplines such as humanities and literature.

- **Universities' Decreasing Academic Influence**

The Committee strongly recommended that researchers, graduates and graduate teachers meet. In the Committee's view, undergraduate training should be alongside the affiliated colleges on university campuses. The students must have the opportunity to interact with the scientists.

- **Opposition to Privatization of the Higher Education**

The committee has expressed dissatisfaction with the government's intention to exit higher education by privatizing it in India. It has strongly opposed private universities founded solely for profit and run like a family business.

- **Need for National Commission for Higher Education and Research (NCHER)**

The Committee recommended forming the National Higher Education and Research Commission (NCHER). By adopting legislation in parliament, the Committee recommended the establishment of NCHER. It had a Chairman and seven boards of directors. The Chairman and members of the Board should, in consultation with leading academics across India, be identified by a committee composed of the Prime Minister, Opposition leader and Chief Justice of India.

- **Foreign Universities**

The committee of the view that Indian universities need to be strengthened to invite foreign scholars. It will create space to interact with the best minds of the world and in return it will enhance the quality of our universities. But giving an open license to all and sundry carrying a foreign ownership tag to function like universities in India, most of them not even known in their own countries would only help them earn profit for their parent institutions located outside or accrue profit to the shareholders. If the best of foreign universities, say amongst the top 200 in the world, want to come here and work, they should be welcomed.

Stop to Consider

The Yashpal committee was constituted in 2009 by the Department of Human Resources Development (MHRD), Govt. of India. The Committee was established to study the activities of the UGC and AICTE and assess their role in higher education implementation in India. The committee has recommended on Working Problems of Universities, Deemed University Proliferation, Isolation of IITs and IIMs, Universities' Decreasing Academic Influence, Opposition to Privatization of the Higher Education, Need for NCHER and foreign universities.

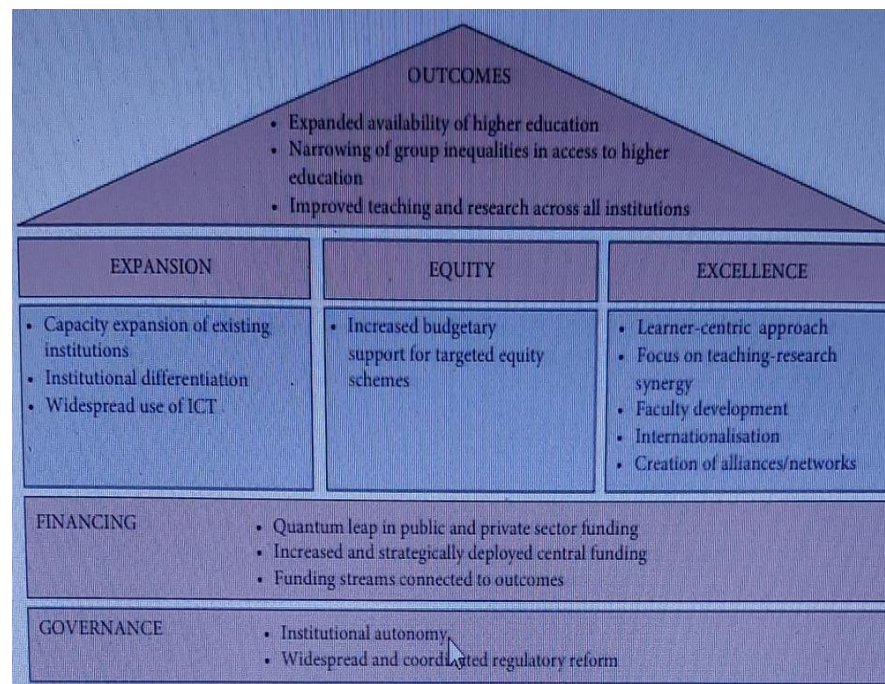
3.6 Higher Education in the recent Five Year Plan

The 12th Five Year Plan (2012-17) and Higher Education:

The last Five Year Plan had "Faster, More Inclusive and Sustainable Growth" as its theme. The plan aimed at strengthening infrastructure projects, and providing electricity supply in all villages. It also aimed at removing the gender and social gap in

admissions at school and improved access to higher education. Further, it aspired to enhance the green cover by 1 million hectares each year and to create new opportunities in the non-farming sector. The target growth rate was 9% but in 2012, National Development Council approved a growth rate of 8% for this twelfth plan.

The plan aimed at Additional enrolment capacity of 10 million students including 1 million in open and distance learning. This plan expected that it would enable roughly 3 million more students in each age cohort to enter higher education and raise the country's GER from 17.9 per cent (estimated for 2011–12) to 25.2 per cent by 2017–18 and reach the target of 30 per cent GER by 2020–21 which would be broadly in line with world average.



(Source Planning Commission Document 2012)

The 12th Five Year plan focused on

- access and expansion,

- equity and inclusion, and
 - quality and excellence
- 1) The focus on achieving higher access through expansion by consolidation and better utilization of the existing infrastructure, upgradation of the infrastructure as and where necessary, and creation of new institutions primarily to meet the objective of regional equity.
 - 2) Increasing and enhancing access through a mission mode national programme, "Rashtriya Uchch Shiksha Abhiyan (RUSA)" aimed to achieve 25% national level Gross Enrolment Ratio.
 - 3) The strengthening of infrastructure to provide access, and retention of women students, differently-abled students and students from socially deprived backgrounds.
 - 4) Schemes for reducing regional/disciplinary/gender imbalances included (a) setting up of large number of Polytechnics (1,000); (b) completing the establishment of 374 Model Colleges in the identified Educationally Backward Areas of low GER districts; (c) establishment of 800 Constituent Colleges in the already existing 40 Central universities; and (d) establishment of 20 exclusive universities for women.
 - 5) The strategy for promoting equity at all levels and all branches of higher education, from enrolment to passout stage, through new schemes for financial support of socially deprived groups, minorities and women, along with significant remedial support for such students and faculty.
 - 6) The system of financial support to girl students and students from SC/ST, Minorities and OBC category proposed to be considerably enhanced at all levels of higher education and

for all branches, including professional and technical education.

- 7) In order to retain students from deprived social groups in the higher education system, post-doctoral scholarships enhanced and a fast-track methodology implemented.
- 8) In order to ensure that expansion drive in higher education is sustained, initiatives taken to attract and retain the best talents as faculty resources by creating conducive working ambience and by making teaching and research as a lucrative career destination through continuous central assistance.
- 9) A major emphasis in the strengthening of the remedial system for students from socially deprived backgrounds in order to enable their retention and better performance.
- 10) Promotion of quality through a greater focus on performance, curricular reforms, better human resource management, schemes to promote high quality research, and technology-assisted monitoring mechanism.
- 11) The capacity building and capability enhancement, keeping in tune with modern-day requirement of the faculty resources through the Faculty Talent Promotion scheme by upgrading the Academic Staff Colleges (ASCs) as Faculty Development Centre's (FDCs) with redefined roles and responsibilities, would be another priority.
- 12) Equally important is the initiative for Leadership Development and Institutional Management programmes at all levels from top to bottom, a separate Leadership Mentoring Programme is envisaged through dedicated/competent Centre's.

- 13) Support for curricular and academic reforms to improve student choices, technology-assisted participatory teaching-learning processes and increasing the provision of relevant education, with an emphasis on feed-back-based holistic examination/evaluation system.
- 14) Minimizing the affiliating burden of the existing universities by implementing the "Affiliation Reforms Package" developed by the UGC during the 11th FYP in a multipronged approach would be another added dimension of promoting access with quality and relevance.
- 15) Maximizing the potential of Public Private Partnership (PPP) in higher education not only for setting up new universities and colleges but also for creating/sharing quality infrastructure and physical facilities in the existing colleges and universities.
- 16) For promoting skill-based education and to improve competence, a fresh impetus to vocational education be given with due regards to National Vocational Education Qualification Framework (NVEQF) and the initiative is to be supported and incentivized through well-defined policies and monitoring mechanisms.
- 17) Reforming the financing system of higher educational institutions by the UGC, inclusive and Qualitative Expansion of Higher Education such as to promote the culture of accountability, improved performance and better resource use efficiency and at the same time respecting the academic autonomy. A norm-based funding mechanism based on the justified requirements submitted by the universities and colleges with due approval of their decision-making bodies, (Academic Council and Executive Council) and moderated

by the availability of resources with the UGC replace the existing conventional approach.

18) In order to facilitate national level coordination of the higher education schemes/policies and their speedy implementation, all states encouraged and incentivized to establish and activate these Councils. Similarly, the College Development Councils (CDCs) of the universities be made more effective in channelizing the UGC schemes to Colleges through the CDCs, supported appropriately by the UGC.

19) Universities and Colleges being the end-users of the public funds, provided by either the central or the state governments, made accountable for the funds, provided by introducing a New Educational Management System Inclusive and Qualitative Expansion of Higher Education. Such initiatives go beyond e-governance, management information system and enterprise-wide resource planning. It brings about changes in the systems, processes, culture, and structure of the university Act/Statutes.

(John Mohmad&Shahid Ali 2018)

Stop to Consider

The 12th Five Year Plan focused on the expansion by

- consolidation and better utilization of the existing infrastructure,
- upgradation of the infrastructure as and where necessary, and
- creation of new institutions primarily to meet the objective of regional equity.

"Rashtriya Uchch Shiksha Abhiyan (RUSA)" aimed to achieve 25% national level Gross Enrolment Ratio. It is a mission of

nationwide. The plan has provision for strengthening infrastructure to provide access, and retention of women students, differently abled students and students from socially deprived backgrounds. The plan also recommended establishment of large number of Polytechnics (1,000), 374 Model Colleges in the identified Educationally Backward Areas of low GER districts, 800 Constituent Colleges in the already existing 40 Central universities; and 20 exclusive universities for women. The plan has the strategy through new schemes for financial support of socially deprived groups, minorities and women, along with significant remedial support for such students and faculty. The deprived social group students will be given post-doctoral scholarships, Public Private Partnership (PPP) in higher education will be encouraged, Creation of conducive working ambience to attract and retain the best talents as faculty resources, making teaching and research as a lucrative career destination for the faculties.

Qualitative Expansion of Higher Education such as to promote the culture of accountability, improved performance and better resource use efficiency and at the same time respecting the academic autonomy. The College Development Councils (CDCs) of the universities be made more effective in channelizing the UGC schemes to Colleges

To increase the accountability of institutions towards the fund received initiatives will be taken. Such initiatives go beyond e-governance, management information system and enterprise-wide resource planning. It will bring about changes in the systems, processes, culture, and structure of the university Act/Statutes.

Check Your Progress

1. What is the aim of 12th Five Year Plan relating to higher education?
2. What are highlights of 12th Five Year Plan relating to higher education?

3.7 Summing Up:

The National Knowledge Commission was set up on 13 June 2005 by Prime Minister Manmohan Singh to prepare a blueprint to tap into the enormous reservoir of India's knowledge base so that Indian people can confidently face challenges of the 21st century". Five key areas related to Access, Concepts, Creation, Application and Service were identified for action. The mandated of NKC was to buildan excellent educational system which will meet the knowledge challenges of the 21st century and increase the India's competitive advantage in fields of knowledge. The education system will promote creation of knowledge in science and technology laboratories. The NKC was assigned to recommend on the management of institutions engaged in Intellectual Property Rights and promotion of knowledge applications in agriculture and industry. Its another mandate was to promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

The main objective of NKC is to ensure that our country becomes a leader in the creation, application and dissemination of knowledge

The recommendations of NKC on Higher Education as follows

- Expansion
- Globalisation of Education

- Creation of Independent Regulatory Authority for Higher Education (IRAHE)
- Reform of Existing Universities
- Restructuring System of Under Graduate Colleges
- Nurturing Talents
- Models for Community Colleges
- Attract Students in Science and Maths
- Improvement in Quality of PhDs

The Yashpal committee was constituted in 2009 by the Department of Human Resources Development (MHRD), Govt. of India. The Committee was established to study the activities of the UGC and AICTE and assess their role in higher education implementation in India. The committee has recommended on

Working Problems of Universities, Deemed University Proliferation, Isolation of IITs and IIMs, Universities' Decreasing Academic Influence, Opposition to Privatization of the Higher Education, Need for NCHER and foreign universities

3.8 Questions and Exercises

A. Multiple Choice Questions:

1. The Yashpal Committee focused on:
 - a) Higher education
 - b) Primary education
 - c) Technical education
 - d) Adult education
2. The National Knowledge Commission was established in:
 - a) 2004
 - b) 2005

- c) 2006
 - d) 2007
3. The primary focus of the National Knowledge Commission was to:
- a) Promote research in education
 - b) Enhance the quality of higher education
 - c) Standardize curriculum
 - d) None of the above
4. Which is the mandate of NKC
- a) Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
 - b) Promote creation of knowledge in science and technology laboratories.
 - c) Improve the management of institutions engaged in Intellectual Property Rights.
 - d) All the above
5. Which is not the recommendation of NKC for the expansion of higher education in India?
- a) Establishment of 50 National Universities.
 - b) Up gradation of deserving colleges into deemed universities.
 - c) Establishment of institute of national importance
 - d) Establishment of new universities by Private Providers.

Answers: 1.a, 2.b, 3.a, 4.d, 5.c

B. Short type questions

1. Write the mandates of NKC.
2. Write the mandate of Yashpal Committee
3. Write the objectives of NKC.

C. Long type questions

1. Discuss the recommendations of National Commission.
2. Discuss the recommendation of Yashpal Committee
3. State the provisions made in 12th Five Year Plan for Higher Education.

3.9 References and Suggested Readings

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UNIT- 4

RASHTRIYAUCHCHATTARSHIKSHAABHIYAN (RUSA)

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Background of RUSA
 - 4.3.1 Objectives of RUSA
- 4.4 Guiding Principles of RUSA
- 4.5 Components of RUSA
- 4.6 Summing Up
- 4.7 Questions and Exercises
- 4.8 References and Suggested Readings

4.1 Introduction

Innovative educational policies in India have been a huge success. Sarva Shiksha Abhiyan (SSA) launched in 2001 for elementary education and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in 2009 for secondary education produced great results in the educational developments. For higher education University Grants Commission (UGC) has a provision for routine innovation and development funding. RUSA has been implemented in the year 2013 for improving quality with equity, working towards transformative education in India. The present unit discuss the background, objectives and guiding principles and components of RUSA.

4.2 Objectives

After going through this unit you are able to—

- *State* the objective of Rashtriya Uchchattar Shiksha Abhiyan (RUSA);
- *explain* the components of Rashtriya Uchchattar Shiksha Abhiyan (RUSA);
- *describe* the guiding principles of Rashtriya Uchchattar Shiksha Abhiyan (RUSA).

4.3 Background

The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is an initiative launched by the Government of India to enhance the quality and accessibility of higher education across the country. Implemented in 2013, RUSA aims to revamp the existing higher education system, making it more inclusive and ensuring that it meets the evolving needs of society and the economy. All State public universities and colleges (both 12B and 2(f) compliant and non-12B) from all States and Union Territories (UTs) across the country are eligible to be covered under RUSA. Subject to eligibility, an estimated 384 State universities and 8500 colleges (only Government and Government aided) are covered under this initiative to improve the learning outcomes and scale-up research, development and innovations.

4.3.1 Objectives of RUSA

The objectives of RUSA has been highlighted in Figure No.1



- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Bring transormative 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 reforms in the affiliation, academic and examination systems.
- 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 setting up institutions in unserved & 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.

Stop to Consider

- It's an initiative launched by the Government of India and Implemented in 2013,
- The main motto was to enhance the quality and accessibility of higher education across the country
- All State public universities and colleges (both 12B and 2(f) compliant and non-12B) from all States and Union Territories (UTs) across the country are eligible to be covered under RUSA

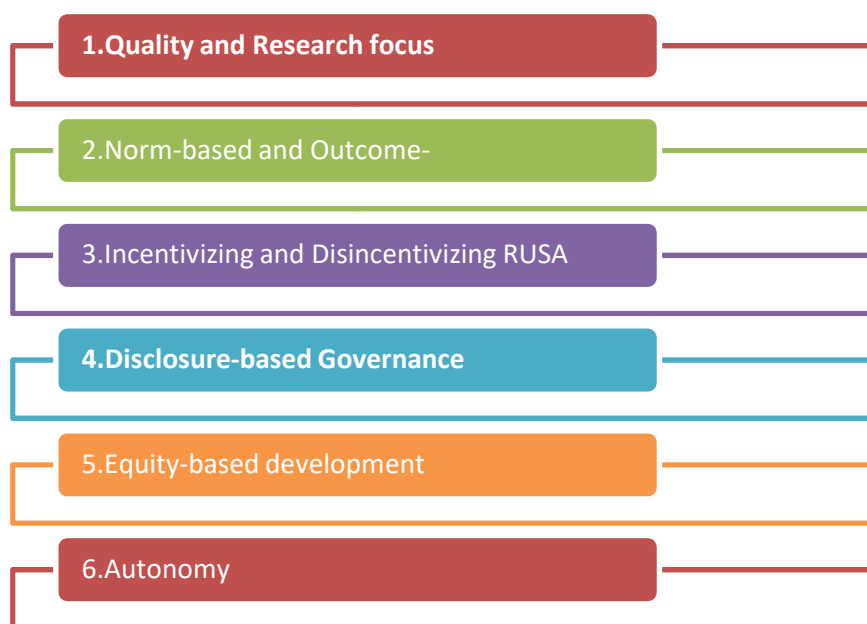
The objectives of RUSA are

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance
- Bring transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level,
- 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.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.

- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.

4.4 Guiding Principles of RUSA:

The guiding principles of RUSA has been listed in Figure No.1



1. Quality and Research focus

The aim is to achieve mass access to higher education with high quality standards. States must ensure that all their institutions adopt NAAC accreditation as the mandatory quality assurance framework, and simultaneously seek to upgrade the overall academic quality by implementing reforms. They will be encouraged to promote research and innovation in their institutions.

2. Norm-based and Outcome-

The cornerstone around which RUSA is designed that funding under the RUSA is norm based and future grants are outcome dependent.

The central funding is strategic and based on SHEPs, which serve as a benchmark against which the performance of a State and its institutions are graded.

3. Incentivizing and Disincentivizing RUSA

RUSA incentivizes and dis-incentivizes the State actions. Not only compliance to rules, regulations and fulfilment of norms are supported by incentives; non-performance or non-fulfilment of prerequisites and norms invite reduced allocations for States and institutions. This is intended to make the scheme not only demand driven, but also competitive.

4. Disclosure-based Governance:

Disclosure-based governance must be followed by institutions with regard to their decisions and outcomes. RUSA envisages greater participation of all stakeholders, where the institutions are responsible for their quality not just to the regulatory authorities but also to the students, parents and the society.

5. Equity-based development

Equity-based development initiatives formed an essential part of any development or expansion plans, both at the state and institution levels. Any growth in the higher education sector must create equal opportunities for women, disadvantaged classes and the differently abled. Also, development must have a greater focus on serving the rural and tribal areas.

6. Autonomy

Autonomy is an indispensable condition for quality and accountability. RUSA envisages greater autonomy of institutions in terms of decision making. The institutions will have full liberty to plan specific interventions depending on their special needs and requirements.

4.5 Components of RUSA

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:

- Creation of Universities by conversion of colleges in a cluster
- Creation of Universities by upgradation of existing Autonomous College
- Enhancing Quality and Excellence in select Autonomous Colleges
- Equity Initiatives
- Faculty Improvement
- Faculty Recruitment Support
- Infrastructure grants to colleges
- Infrastructure grants to Universities
- Institutional Restructuring, Capacity building and Reforms
- New Colleges (Professional)
- New Model Degree Colleges
- Quality and Excellence in select State Universities (new)
- Research, Innovation & Quality Improvement
- Upgradation of Existing Degree Colleges to Model Degree Colleges
- Vocationalisation of Higher Education (State as a Unit)

Stop to Consider

The guiding principles of RUSA are

- Quality and Research focus

- Norm-based and Outcome
- Incentivizing and Disincentivizing RUSA
- Disclosure-based Governance
- Equity-based development
- Autonomy

The components of RUSA are

- Creation of Universities by conversion of colleges in a cluster
- Creation of Universities by upgradation of existing Autonomous College
- Enhancing Quality and Excellence in select Autonomous Colleges
- Equity Initiatives
- Faculty Improvement and faculty recruitment Support
- Infrastructure grants to colleges and Universities
- Institutional Restructuring, Capacity building and Reforms
- Establishment of New Colleges (Professional) and new Model Degree Colleges
- Quality and Excellence in select State Universities (new)
- Research, Innovation & Quality Improvement

4.6 Summing Up:

The Ratriya Uchchatar Shikshab Abhiyan (RUSA) is a nationwide program to enhance the quality and accessibility of higher education across the country. It's an initiative launched by the Government of India and Implemented in 2013. All State public universities and colleges (both 12B and 2(f) compliant and non-12B) from all States and Union Territories (UTs) across the country are eligible to be covered under RUSA.

The objectives of RUSA are

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance

- Bring transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level,
- 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.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment

The guiding principles of RUSA are Quality and Research focus, Norm-based and Outcome, Incentivizing and Disincentivizing, Disclosure-based Governance, Equity-based development and Autonomy

The components of RUSA are

- Creation of Universities by conversion of colleges in a cluster
- Creation of Universities by upgradation of existing Autonomous College
- Enhancing Quality and Excellence in select Autonomous Colleges
- Equity Initiatives
- Faculty Improvement and faculty recruitment Support
- Infrastructure grants to colleges and Universities
- Institutional Restructuring, Capacity building and Reforms

- Establishment of New Colleges (Professional) and new Model Degree Colleges
- Quality and Excellence in select State Universities (new)
- Research, Innovation & Quality Improvement

4.7 Questions and Exercises:

1. RUSA was set up in the year 2013 by

- a) UGC
- b) MHRD
- c) NAAC
- d) CABE

2. Which is included in the objectives of RUSA

- a) Ensure reforms in the affiliation, academic and examination systems.
- b) Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- c) Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- d) All the above

3. RUSA gives autonomy to higher education institutions

- a) full liberty to plan specific interventions depending on their special needs and requirements
- b) to establish new college
- c) to appoint new faculty members
- d) to work as per norm

4. Which is not a guiding principles of RUSA?

- a) Norm-based and Outcome
- b) Incentivizing and Disincentivizing RUSA
- c) Disclosure-based Governance
- d) Centralised monitoring

5. RUSA includes all the institutions

- a) All State public universities and colleges of 12B and
- b) All State public universities and colleges of 12B and 2(f) compliant and non-12B) from all States
- c) All State public universities and colleges of 12B and 2(f) compliant and non-12B) from all States and Union Territories (UTs)
- d) All Central public universities and colleges

Answers: 1.b, 2.d, 3.a, 4.d, 5.c

B. Short type questions

1. Write any three objectives of RUSA
2. What is norm and outcome based principle under RUSA?
3. What is equity based development principle under RUSA?
4. What are the provisions for maintain equity in higher education under RUSA?
5. What are the provisions for research and innovation in higher education under RUSA?

C. Long Questions

1. Discuss the guiding principle of RUSA
2. Explain different components of RUSA
3. Stress the progress of higher education in Assam due to RUSA

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BLOCK- V
QUALITY AND REFORMATION IN
HIGHER EDUCATION

- Unit 1 : Quality Assurance in Indian Higher Education**
- Unit 2 : Assessment and Accreditation of Higher Educational Institutions: Role of NAAC**
- Unit 3 : Examination Reforms- Semester System, Choice Based Credit**
- Unit 4 : Access, Equity and Relevance of Indian Higher Education**
- Unit 5 : Impact of Globalisation on Higher Education**
- Unit 6 : Privatization of Indian Higher Education**

UNIT-1

QUALITY ASSURANCE IN INDIAN HIGHER EDUCATION

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept of Quality Assurance in Higher Education
 - 1.3.1 Reasons for poor quality in Higher Education
 - 1.3.2 Importance of Quality Assurance in Higher Education
- 1.4 Principles of Quality Assurance
 - 1.4.1 Current Procedure of Quality Assurance
- 1.5 Summing Up
- 1.6 Questions and Exercises
- 1.7 References and Suggested Readings

1.1 Introduction

The main purpose of quality assurance is to ensure that the every unit and person in the organisation continue to contribute to quality delivery of education in a best way. The term quality assurance includes policies, processes and actions through which the quality of higher education is developed and maintained. The UGC has initiated and running many schemes for enduring quality in higher education in India. There are Faculty Improvement Programme (FIP), University Leadership Programme (ULP), National Educational Testing (NET), Academic staff College (ASC) besides this; it established National assessment and Accreditation Council (NAAC) in the year 1994 just to know the quality of the educational institutions. Accreditation has now been made mandatory for all universities and colleges falling under the purview of section 2(f)

and 12B of the UGC Act. The present unit deals with concept of quality assurance, importance of quality assurance, components of quality assurance, principles of quality assurance and current procedure of quality assurance in higher education institutions..

1.2 Objectives

After going through this unit you will be able to

- *define* the concepts of quality assurance in higher education;
- *explain* the reasons of poor quality in higher education;
- *describe* the importance of quality assurance in higher education;
- *state* the principles of quality assurance in higher education;
- *explain* the present criteria and procedure of quality assurance in higher education.

1.3 Concept of Quality Assurance in Higher Education

Quality assurance is a collective process by which the college or university as an academic institution ensures that the quality of educational process is sustained and maintained to the standards it has set itself. Through its quality assurance arrangements the college or university is able to

- fulfil the needs of the students, faculties and other stakeholders
- meet the appropriate academic and professional standards of its courses
- design the appropriate objectives of its courses

- the means chosen and the resources available for delivering those objectives are appropriate and adequate, and
- strives continually to improve the quality of its courses.

This above points includes several key dimensions of quality assurance in higher education. First, it says quality assurance is a process of both internal and external units of the higher education. Secondly it fixes accountability of every unit and person of the higher education to ensure quality in their own role. Third, quality assurance is a continuous, active, and responsive process which includes strong evaluation and feedback loops. Effective communication is essential to a successful quality assurance system in a higher education institution.

Stop to Consider

- Quality assurance is a collective process and active in a higher education institution.
- Every unit and individual in the institution is accountable for enduring quality in any institution
- Quality assurance is depend upon the fulfilment of needs of all stakeholders and academic and professional standard of the courses.

Check Your Progress

1. What do you mean by quality assurance in a Higher Education Institution?
2. Why does a Higher Education Institution need quality assurance?

1.3.1. Reasons for Poor Quality in Higher Education

Every institutions has some units like library, lab, research cell, administrative offices, faculty associations, student unions and director of sports and games etc. to manage the multiple task of the institution. There are also certain practices relating to teaching, learning assessments and research. For the smooth functioning and quality assurance both units and practices need to work proper coordination. The deficit in any form hampers the quality assurance. There are some deficits which are seen in the higher education institutions as follows.

- Inadequate and in appropriate curriculum design and syllabus
- Poor infrastructure facilities
- Lack of commitment among the faculty members and poor quality of teaching.
- Stiff competition due to privatization of education and access to education through Internet.
- Students admission not based on merits.
- Inadequate library facilities.
- Inadequate use of technology in teaching learning materials.
- Adoption of more of traditional methods.

1.3.2. Importance of Quality Assurance in Higher Education

- Quality assurance in higher education contributes to the reputation and competitiveness of institutions

- Quality control helps creating a bulk of future professional and skilled employees who can fulfil the expectations of the employers and demand of the job market.
- The internationalisation of higher education is another force which compels higher education institutions to be updated with international knowledge and innovations.
- Students devote a lot of time, energy, and money seeking higher education. They have the right to anticipate a worthwhile and transformative educational experience during their course duration.
- Quality assurance is a process to preserve the interests of different parties, such as employers, decision-makers, and the public as a whole.
- Institutions can match their curricula to market demands by putting in place quality assurance procedures, which will guarantee that graduates have the requisite knowledge and abilities.
- By undergoing accreditation processes and demonstrating adherence to quality standards, institutions can enhance their reputation and establish themselves as trusted providers of education.
- Higher education institutions are in charge of turning out educated individuals who can progress society in a variety of ways. An institution ensures that graduates are prepared to confront difficult societal challenges and foster innovation by preserving and enhancing the quality of education.

Stop to Consider

The importance of Quality Assurance is

- It contributes to the reputation and competitiveness of institutions
- It creates a bulk of future professional and skilled employees
- It considers students as consumers have right to judge the quality
- It preserves the interests of employers, decision-makers, and the public as a whole.
- Course curricula will be continuously evident to meet market demand
- Accreditation processes and demonstrating adherence to quality standards
- Higher education institutions will prepare professionals to confront difficult societal challenges and foster innovation

Check Your Progress

Q.1. What is the importance of quality assurance in higher education?

1.4. Principles of Quality Assurance

Principles	Descriptions
<i>Responsibility</i>	Quality assurance system of a higher education Institutions is primarily responsible for quality assurance in education;
<i>Focus</i>	On safeguarding the interests of the major stakeholders;

<i>Involvement</i>	Participation of all who are involved in the process of management of the institutions.
<i>Purpose</i>	Quality assurance is not to prove anything but to improve;
<i>Commitment</i>	Commitment to continuous improvement;
<i>Continuity:</i>	Quality Assurance is a dynamic and continuous process;
<i>Flexibility</i>	Quality assurance system need to be flexible enough to accept and accommodate feedback from a variety of internal and external constituencies;
<i>Fairness:</i>	Decisions and measures taken to redress problems and improve the process need to be supported by adequate information and evidences;
<i>Transparency:</i>	Quality assurance system need to be transparent in all aspects of its activities including the academic and financial matters.

1.4.1 Current criteria and procedures for Quality Assurance

Quality assurance system can be conceived as a formal organized sequence of activities in higher education that combines -

- assessment and evaluation of the existing situation,
- making rational decisions about necessary changes,
- development of plans to effect such changes,
- implementation of these plans, and

- reassessment to determine that the desired changes have taken place.

A system of making sure that education output meets the stakeholders intended expectations. Quality assurance system in higher education institutions involve among other internal Quality assurance (self-analysis, quality plan, monitoring, evaluation); external assurance (benchmarking, audit, assessment, review); accreditation, accountability and finally continuous improvement. As consequence, higher education is becoming more transparent and credible for citizens, employers and students within and outside the country. In this regard, Quality assurance is also linked to professional mobility and a growing number of regional and international integration processes. This raises the need for more effective mechanisms, systems for the professional recognition of higher education credentials

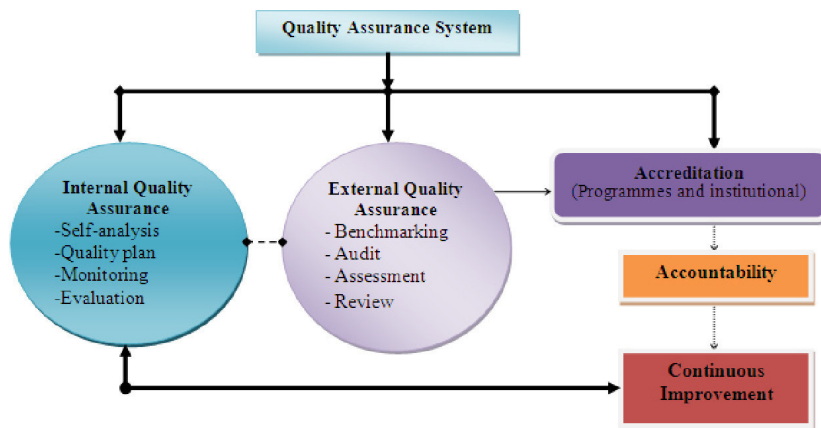


Figure 1: Quality Assurance Practices in HRIIs

- The Government bodies like University Grants Commission (UGC) and All India Council for Technical Education (AICTE) have evolved norms and guidelines for establishment and operationalization of higher education

institutions. The information collected and analysed by these bodies used to inform quality improvement and assurance decision.

- Universities have internal processes to assess new course proposals and promote staff development, and most have entered into relationship with other universities to facilitate staff exchanges, collaboration in research, and benchmarking of standards of course delivery. Standard course approval mechanisms involve consultation with relevant industry or professional bodies, and formal consideration and approval by academic boards.
- Each institution has Internal Quality Assurance Cell (IQAC) which conducts panel discussions with internal and external experts, conduct survey with students, faculty members and other stakeholders, test knowledge, skills and competencies of students to endure quality in the institution.
- A variety of arrangements are in place for assessments and improvement of teaching and staff publication and research records are reported and scrutinized. Promotion criteria normally focus on quality of teaching, research activity and community service contributions.
- At present NAAC follow four stage assessment/quality monitoring during accreditation to any Higher education

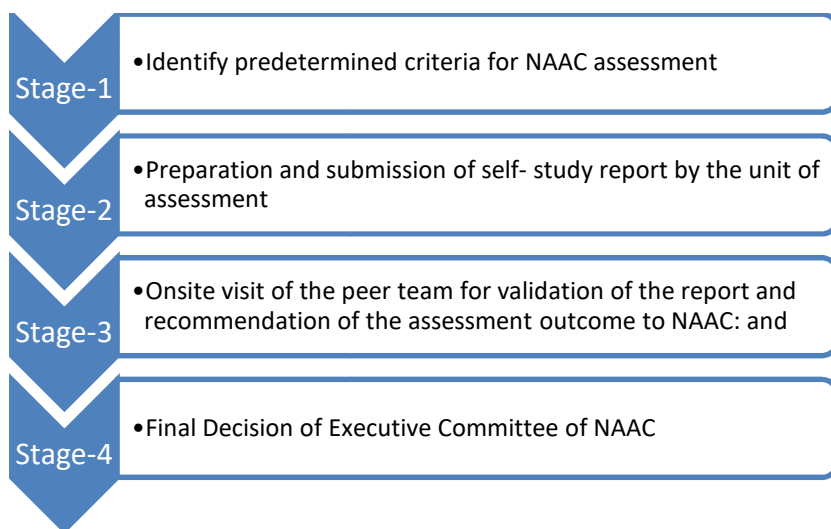


Figure No-2 Stages of Followed in NAAC Assessment

Stop to Consider:

Quality assurance principles are –Responsibility, focus, purpose, continuity, flexibility, fairness and transparency

The current criteria and procedures for QAA are

- UGC and AICTE have evolved norms and guidelines for establishment and operationalization of higher education institutions
- Universities have internal processes to assess new course proposals and promote staff development,
- Each institution has Internal Quality Assurance Cell
- Assessments and improvement of teaching and staff publication and research records are reported and scrutinized in a certain interval to the IQAC
- At present NAAC follow four stage assessment/quality monitoring during accreditation to any Higher education
- ✓ Identify predetermined criteria for NAAC assessment
- ✓ Preparation and submission of self-study report

- ✓ Onsite visit of the peer team for validation of the report and recommendation of the assessment outcome to NAAC: and
- ✓ Final Decision of Executive Committee of NAAC

Check Your Progress

1. What are the principles of quality assurance?
2. What are the current criteria of quality assurance in higher education?

Self - Asking Questions

Q. What are initiatives taken by govt. of India for quality assurance of private and public higher education institutions?

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.....
.....

1.5. Summing Up

The main purpose of quality assurance is to ensure that the every unit and person in the organisation continue to contribute to quality delivery of education in a best way. The term quality assurance includes policies, processes and actions through which the quality of higher education is developed and maintained. The quality assurance checks-

- Whether the courses meet the appropriate academic and professional standards
- Whether the objectives of its courses are appropriate
- Whether the means chosen and the resources available for delivering those objectives are appropriate and adequate, and

- Whether it is striving continually to improve the quality of its courses.

Quality assurance in higher education contributes to the reputation and competitiveness of institutions, Quality control helps creating a bulk of future professional and skilled employees, moves towards the internationalisation of higher education , do justice with students time ,energy and money, preserves the interests of different parties, such as employers, decision-makers, and the public as a whole, match their curricula to market demands , ensure graduates to confront difficult societal challenges and foster innovation by preserving and enhancing the quality of education. The quality assurance principles are responsibility, focus, purpose, commitment, continuity, flexibility, fairness and transparency. At present the Government bodies like UGC and AICTE have evolved norms and guidelines for establishment and operationalization of higher education institutions. Each higher education institution have internal processes to assess new course proposals and promote staff development, and most have entered into relationship with other higher educational institutions to facilitate staff exchanges, collaboration in research, and benchmarking of standards of course delivery. IQAC which conducts panel discussions with internal and external experts, conduct survey with students, faculty members and other stakeholders, test knowledge ,skills and competencies of students to endure quality in the institution. Promotion criteria of faculty members are normally focus on quality of teaching, research activity and community service contributions.

1.6. Questions and Exercises

A. Multiple Choice Questions and Answers

- i. Which of the following statements are correct about the National Assessment and Accreditation Council?
- ii. It is an autonomous institution.
- iii. It is tasked with the responsibility of assessing and accrediting institutions of higher education.
- iv. It is located in Delhi.
- v. It has regional offices.

Select the correct answer from the codes given below:

Codes	:
(A) 1 and 3	(B) 1 and 2
(C) 1,2 and 4	(D) 2,3 and 4

Answer : A

2. The abbreviation for IQAC stands for

- A) Internal Quality Assurance Cell
- B) Inner Quality Assurance Cell
- C) Internal Quality Assurance Council
- D) Internal Quality Agency and Council

Answer -A

3. The quality assurance of a higher education institution checks

- i. Whether the courses meet the appropriate academic and professional standards
- ii. Whether the objectives of its courses are appropriate

- iii. Whether the means chosen and the resources available for delivering those objectives are appropriate and adequate, and
- iv. Whether it is striving continually to improve the quality of its courses.

Codes:

- A) 1 and 3 (B) 1 and 2
(C) 1,2 and 4 (D) 1,2,3 and 4

B) Answer – D

- v. Which are the stages of NAAC assessment/quality monitoring during accreditation to any Higher education
 - A. Identify predetermined criteria for NAAC assessment
 - B. Preparation and submission of self- study report
 - C. Onsite visit of the peer team for validation of the report and recommendation of the assessment outcome to NAAC: and
 - D. Final Decision of Executive Committee of NAAC

Codes:

- A) 1 and 3 (B) 1 and 2
(C) 1, 2 and 4 (D) 1, 2, 3 and 4

Answer - D

B. Short type questions

- A. Define the concept of quality assurance in higher education.
- B. What the reasons of poor quality in higher education in India.
- C. Discuss the stages that NAAC follows during accreditation.

C. Long type questions

- i. Explain the present criteria and procedure of quality assurance in higher education.
- ii. Discuss the importance quality assurance in higher education in India.
- iii. Discuss the principles of quality assurance in higher education.

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UNIT- 2

ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATIONAL INSTITUTIONS — ROLE OF NAAC

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 About NAAC
 - 2.3.1 Vision and Mission
 - 2.3.2 Value Framework
 - 2.3.3 Benefits of Accreditation
- 2.4 Eligibility Criteria for Institutions
 - 2.4.1 NAAC seven criteria for Institutional Assessment
 - 2.4.2 Outcomes of Assessment
- 2.5 Summing Up
- 2.6 Questions and Exercises
- 2.7 References and Suggested Readings

2.1 Introduction

A good Educational Institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate learning resources are available to all students. Attaining these qualities must be the goal of every educational institution. Assessment and Accreditation as an external Quality Assurance mechanism for higher education has emerged as the most widely accepted and adopted methodology throughout the world. In India NAAC is one of the agencies to conduct assessment and

accreditation of higher education institutions. The present unit presents detailed information about NAAC, vision and mission of NAAC, benefits of accreditation, eligibility criteria for institutional assessment and accreditation, units of assessment and criteria's of NAAC assessment and outcomes.

2.2 Objectives

After going through this unit you are able to—

- *explain* the policy background and composition of NAAC;
- *state* the vision, mission, value framework and benefits of accreditation;
- *demonstrate* the eligibility criteria of institution for NAAC;
- *outline* the criteria of assessment;
- *explain* the outcomes of assessment.

2.3. About NAAC

The National Policy on Education (NPE) 1986 and the Programme of Action (PoA) 1992 spelt out strategic plans for the policies, advocated the establishment of an independent national accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) were established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The purpose of NAAC accreditation is to ensure that higher education institutions are providing quality education and are meeting the standards set by the UGC. The accreditation process provides an opportunity for institutions to improve their quality of education and to become more competitive. NAAC evaluates the institutions for its

conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well being and student services. As per the information from NAAC 362 universities and 6176 number of colleges are already NAAC accredited in India. (till November 2024)

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the president of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the president of GC (NAAC). The director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC.

2.3.1. Vision and Mission

Vision:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

2.3.2. Value Framework

To promote the following core values among the HEIs of the country:

1. Contributing to national development
2. Fostering global competencies among students
3. Inculcating a value system among students
4. Promoting the use of technology
5. Quest for excellence

Stop to Consider

The vision of NAAC is

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission includes

- Arrangement of periodic assessment and accreditation of institutions
- Stimulate the academic environment of the institutions
- Encourage self-evaluation, accountability, autonomy and innovations in higher education institutions
- Collaborate with other stakeholders of higher education

NACC is to promote values like contribution to national development, posters global competencies among the faculty and students, inculcate a value system, promote technology and quest for excellence.

2.3.3 Benefits of Accreditation

Accreditation offers the following benefits—

- Institution to know its strengths, weaknesses, and opportunities through an informed review process
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus
- Funding agencies look for objective data for performance funding
- Institutions to initiate innovative and modern methods of pedagogy
- New sense of direction and identity for institutions
- The society look for reliable information on quality education offered
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Intra and inter-institutional interactions

2.4. Eligibility Criteria of Institutions

Higher Education Institutions (HEIs), with a record of at least two batches of students graduated, or been in existence for six

years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below:

- Universities (Central / State / Private / Deemed-to-be) and Institutions of National Importance
- Autonomous colleges /Constituent Colleges / Affiliated Colleges (affiliated to universities recognised by UGC as an affiliating University)
- The NAAC accreditation does not cover distance education units of HEIs and offshore campuses.
- Any department/School/Centre of the University.

2.4.1 NAAC seven criteria for Institutional Assessment

NAAC has identified a set of seven criteria to serve as the basis of its assessment procedures. NAAC has categorized the Higher Educational Institutions into three major types (University, Autonomous College, and Affiliated/Constituent College) and assigned different weightages to these criteria under different key aspects based on the functioning and organizational focus of the three types of HEIs. The criterion-wise differential weightages for the three types of HEIs are:



NAAC has also fixed the weightage to each criterion for assessment. The weightage of a criterion varies in universities, autonomous colleges and affiliated colleges in many cases. Table No. 1 presents the distribution of weightages.

Table No.1 Distribution of weightages to each criteria

Type of Institution	Universities	Autonomous College	Affiliated/ Constituent College	
Curricular Aspects	150	150	100	100
Teaching Learning and Evaluation	200	300	350	350
Research, Innovations and Extension	250	150	110	120
Infrastructure and Learning Resources	100	100	100	100
Student Support and Progression	100	100	140	130
Governance, Leadership and Management	100	100	100	100
Institutional Values and Best Practices	100	100	100	100
Total Score	1000	1000	1000	1000

2.4.2 Outcomes of Assessment

The final result of the Assessment and Accreditation exercise is an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This is compiled as a document comprising three parts.

1. Peer Team Report

Section 1: Gives the general information of the institution and its context.

Section 2: Gives criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive assessment report based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion

Section 3: Presents an overall analysis which includes institutional strengths, weaknesses, opportunities and challenges.

Section 4: Records recommendations for quality enhancement of the Institution (not more than 10 major ones).

2. Graphical representation based on Quantitative Metrics

This part will be a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

3. Institutional Grade Sheet

Contains the institutional grade sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts together form “NAAC Accreditation Outcome” document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

Table No.2 RANGE OF INSTITUTIONAL GEADE POINTS		
Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

Check Your Progress

1. What are the seven criteria of assessment?
2. What are the benefits of accreditation?

Self - Asking Questions

1. What are the weightage of each criterion in the NAAC assessment?

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.....

2. What are the sub-points included against each criteria?

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2.5. Summing Up :

National Assessment and Accreditation Council was established in 1994 as an autonomous institution of the University Grants Commission with its Head Quarter in Bengaluru. The purpose of NAAC accreditation is to ensure that higher education institutions are providing quality education and are meeting the standards set by the UGC. The NAAC functions through its General Council and Executive Committee comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The vision of NAAC is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. The mission includes arrangement of periodic assessment and accreditation of institutions, stimulate the academic environment of the institutions, encourage self-evaluation, accountability, autonomy and innovations in higher education institutions, collaborate with other stakeholders of higher education. NAAC is to promote values like contribution to national development, posters global competencies among the faculty and students, inculcate a value system, promote technology and quest for excellence. Higher Education Institutions with a record of at least two batches of students graduated, or been in existence for six years, whichever is earlier, are eligible to apply for the process of Assessment and Accreditation of NAAC. The Seven criteria of NAAC assessment are curricular aspects, teaching-learning and evaluation, research, innovations and extension, infrastructure and learning resources, student support and progression, governance,

leadership and management, institutional values and best practices. The final result of the Assessment and Accreditation compiled as a document comprising three parts such peer team report, graphical representation based on Quantitative Metrics and institutional grade sheet.

2.6. Questions and Exercises:

A. Multiple type questions

1. The accreditation process by National Assessment and Accreditation Council (NAAC) differs from that of National Board of Accreditation (NBA) in terms of
 - (A) Disciplines covered by both being the same, there is duplication of efforts.
 - (B) One has institutional grading approach and the other has programme grading approach.
 - (C) Once get accredited by NBA or NAAC, the institution is free from renewal of grading, which is not a progressive decision.
 - (D) This accreditation amounts to approval of minimum standards in the quality of education in the institution concerned.
2. Which of the following statements are correct about the National Assessment and Accreditation Council?
 - a. It is an autonomous institution.
 - b. It is tasked with the responsibility of assessing and accrediting institutions of higher education.

- c. It is located in Delhi.
- d. It has regional offices.

Select the correct answer from the codes given below:

Codes :
 (A) 1 and 3 (B) 1 and 2
 (C) 1,2 and 4 (D) 2,3 and 4

Answer : 1

3. Which of the following statements are correct about the National Assessment and Accreditation Council?

- a. It is an autonomous institution.
- b. It is tasked with the responsibility of assessing and accrediting institutions of higher education.
- c. It is located in Delhi.
- d. It has regional offices.

Select the correct answer from the codes given below:

Codes:
 (A) 1 and 3 (B) 1 and 2
 (C) 1,2 and 4 (D) 2,3 and 4

Answer : 1

4. Which is a criteria for NAAC

- a) Teaching-Learning and Evaluation
- b) Research, Innovations and Extension
- c) Governance, Leadership and Management
- d) Institutional Values and Best Practices

Codes:

- (A) 1 and 3 (B) 1 and 2
(C) 1, 2 and 4 (D) All

B. Short answer type of questions

1. What are the mission and visions of NAAC?
2. What are the benefits of accreditation?
3. What are criteria need to be fulfilled by an institution to be an applicant for NAAC accreditation?

C. Long type questions

1. Describe the seven criteria's of NAAC assessment for an institution.
2. How do NAAC reach to the assessment outcomes and accreditation of any institution?

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UNIT- 3

CONTENTS: EXAMINATION REFORMS — SEMESTER SYSTEM, CHOICE BASED CREDIT

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Background of Examination Reforms in India
 - 3.3.1 Need of Examination Reform in India
- 3.4 Semester System of Examination
 - 3.4.1 Advantages of Semester System
 - 3.4.2 Disadvantages of Semester System
- 3.5 Choice Based Credit System (CBCS)
 - 3.5.1 Implementation of CBCS
 - 3.5.2 Advantages of CBCS
 - 3.5.3 Disadvantages of CBCS
- 3.6 Summing Up
- 3.7 Questions and Exercises
- 3.8 References and Suggested Readings

3.1 Introduction:

It is a matter of fact that the success of the human society depends upon quality of education. More specifically the higher education which is producing professionals as per the demand of the society and also generating knowledge for advancement of the society. It is the higher education which creates human capital having knowledge, skills, creative abilities and moral qualities of individuals in society. We have many initiatives to make the curriculum, courses, teaching and infrastructure to meet the need of the demand of the society. Thus, there is a need of a robust

examination system which will assess the knowledge, skill and civic awareness of students. There is a strong need of examination reforms in India for quality and excellence in higher education. It is a fact those two decades before the traditional examination system was memory based, higher order skills were neglected and classroom teaching was examination driven. As an innovative solution to the situation raised, the semester system and choice based credit system has been introduced. The present unit deals with need of the examinations reforms and its innovative reforms like semester system and credit based choice system also been discussed.

3.2 Objectives:

After going through this unit you will be able to

- *state* the background of examination reforms in higher education in India;
- *explain* the semester system of examination;
- *outline* the merits and demerits of examination reforms;
- *explain* the system of choice based credit system;
- *outline* the advantages and disadvantages of choice based credit system.

3.3 Background of Examination Reforms in India

The traditional examination system of India remained unchanged from so many years. In this system there was no place for performance of a student in whole academic year. Scoring, more and more marks in exams was become the only aim of a student. The level of knowledge of the student is evaluated through these examinations. Examinations occupied a very important place in any educational system and had become a central pivotal around which the whole educational system moves.

The Indian University Commission in the year 1902 expressed that “the greatest evil from which the University Education system in India suffers is that the teaching is subordinated to the examinations and not the examinations to teaching’. The Radhakrishnan Commission in the year 1948 has remarked that “we are convinced that if we are to suggest any single reform in the university education it would be that of examinations”. The Mudaliar Commission emphasised on the use of objective type tests and internal assessment. The Kothari Education Committee in the year 1966, remarked that “in the present system, the future of the student is totally decided by single examination at the end of the academic year, students pay minimum attention to the class work and there should be no remark to the effect that he has passed or failed in the whole examination.

The National Policy on Education, 1986 emphasized on continuous and comprehensive evaluation and the introduction of semester system from the secondary stage. Regarding examination reforms, the National Policy on Education Review Committee (NPERC) under the chairmanship of Acharya Ramamurty in 1990, exhaustively reviewed and presented the status of the examination reforms in different states at the University and school levels.

The well-known International Commission on Education sponsored by UNESCO in 1992, gave their valuable comments and suggestions for reforming the system of examination. The Globalisation of the world economy and higher education are driving insightful changes in the education system. In recent years, there have been essential changes in higher education in terms of what to teach (content) and how to teach (knowledge delivery) and how to assess (student learning). Examination or assessment of students plays a very important role in deciding the quality of higher education. Higher education not only assess student’s achievements

(and grades) but also measure whether the desired learning outcomes have been achieved.

3.3.1 Need of Examination Reforms in India

There is a need of a robust examination system which will assess the knowledge, skill and civic awareness of students. There is a strong need of examination reforms in India for quality and excellence in higher education. The traditional Indian examination system is suffered from the following deficiencies.

- The Indian examination system is based on rote memory
- The quality of questions basically memory based. Questions of higher order cognitive abilities are very less.
- The assessment process must also test higher level skills viz. ability to apply knowledge, solve complex problems, analyse, synthesise and design. Further, professional skills like the ability to communicate, work in teams, lifelong learning have become important elements for the employability of the students.
- It is widely acknowledged that “assessment drives learning”, what and how students learn depend to a major extent on how they think they will be evaluated.
- It is important that the examinations also give appropriate weightage to the assessment of these higher-level skills and professional competencies.
- The examination is mostly written based
- The examination was an event for the students and teachers, it was not continuous.

Keeping in mind the above deficiencies two innovative systems have emerged i.e. semester system and choice based credit system. The implementation for the above to systems in higher education systems has reduced the above deficiencies but in other side some new difficulties arises which have discussed in the further sections of this unit.

STOP TO CONSIDER

- The Indian University Commission in the year 1902 expressed that University Education system in India suffers a lot because the teaching is subordinated to the examinations and not the examinations to teaching’.
- The Radhakrishnan Commission in the year 1948 also suggested the importance of reforms in examination.
- The Mudaliar Commission emphasised on the use of objective type tests and internal assessment.
- The Kothari Education Committee in the year 1966, remarked class work and negative effect of annual examinations and its results.
- The National Policy on Education, 1986 emphasized on continuous and comprehensive evaluation and the introduction of semester system from the secondary stage
- Higher education not only assess student’s achievements (and grades) but also measure whether the desired learning outcomes have been achieved.
- There is a strong need of examination reforms in India for quality and excellence in higher education. It is a fact that two decades before the traditional examination system was memory based, higher order skills were neglected and classroom teaching was examination n driven.

Check Your Progress

- 1. State the history of examination reforms as suggested by various committee and commissions?
- 2. What were the needs of examination reform in India?

3.4 Semester System of Examination

Semester system has been emerged as a product of recent investigation in the field of education. In a semester system an academic year is divided into two parts or sessions of six month of duration with the designing of the courses separately for each semester. After the end of the teaching work of the six months, examinations are held half-yearly instead of yearly.

Objectives of semester system:

- To conduct continuous evaluation
- To reduce time and energy of students
- To improve regular study habits among students

3.4.1 Advantages of Semester System:

The following are the advantages of semester system—

- 1. Flexibility:** The semester system provides greater flexibility for students in terms of course scheduling, allowing them to take a wider variety of courses and complete their degree requirements at their own pace.
- 2. Continuous Assessment:** The semester system provides regular opportunities for students to be assessed and evaluated through mid-term and end-of-semester exams, quizzes, and assignments. This helps to monitor student progress and provide timely feedback, which can be beneficial for students' learning.

3. **Opportunities for Improvement:** With regular assessments, students who don't perform well in one semester have another opportunity to improve in the next semester, and the overall grades are averaged to calculate the final grade.
4. **Improved Faculty-Student Interaction:** The semester system allows for more frequent interactions between students and faculty, which can lead to better communication and understanding.
5. **Improved Learning Outcomes:** With regular assessments, students are more motivated to keep up with their studies and can be more actively engaged in their learning.

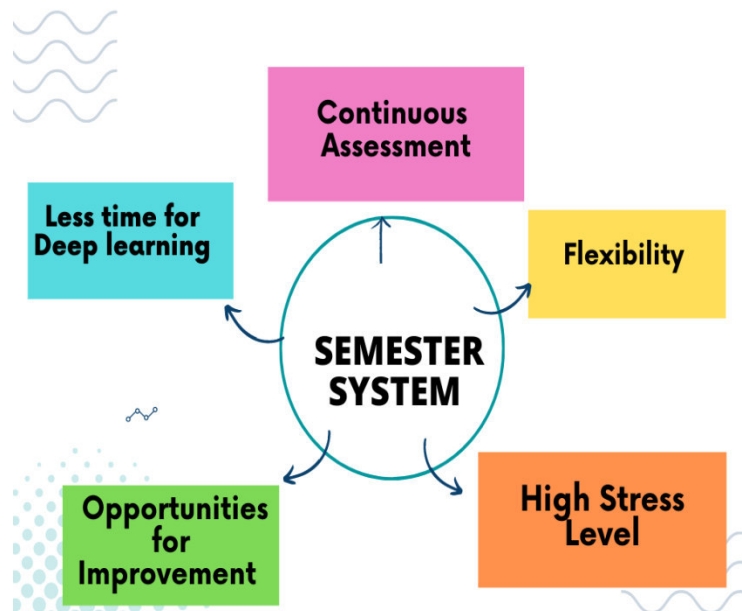


Figure No.3. The advantages of Semester System

3.4.2 Disadvantages of Semester System:

The following are the disadvantages of semester system—

1. **High-stress levels:** The semester system may increase the stress levels among students, due to the pressure of regular exams, deadlines and workload.

- 2. Difficulties with transferring credits:** Transferring credits between universities with different semester systems can be challenging, as the course content and duration may differ.
- 3. Limited time for deep learning:** With shorter semesters, students may not have sufficient time to fully understand and absorb complex concepts or to engage in deep learning.
- 4. Limited opportunities for remedial classes:** With limited time and a packed curriculum, there may be limited opportunities for students to attend remedial classes, which can be disadvantageous for students who struggle with certain subjects.
- 5. Difficulty in coordinating courses:** Due to the number of courses offered, coordinating between different departments and courses can be challenging.

Stop to Consider

- In a semester system an academic year is divided into two parts or sessions of six month of duration with the designing of the courses separately for each semester.
- The objective of semester system is to conduct continuous evaluation, reduce time and energy of students and improve regular study habits among students
- The advantages of semester system are flexibility, continuous assessment, opportunity for improvement, improved faculty-student interaction and improved performance of students.
- The disadvantages of semester system are high-stress levels of students and faculty members, difficulties in credit transfer, limited time for deep learning, and limited opportunities for remedial classes and difficulty in coordinating courses.

3.5 Choice Based Credit System (CBCS)

The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system, an internationally acknowledged system, is adopted.

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or

advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

3. Discipline Specific Elective (DSE) Course: Which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

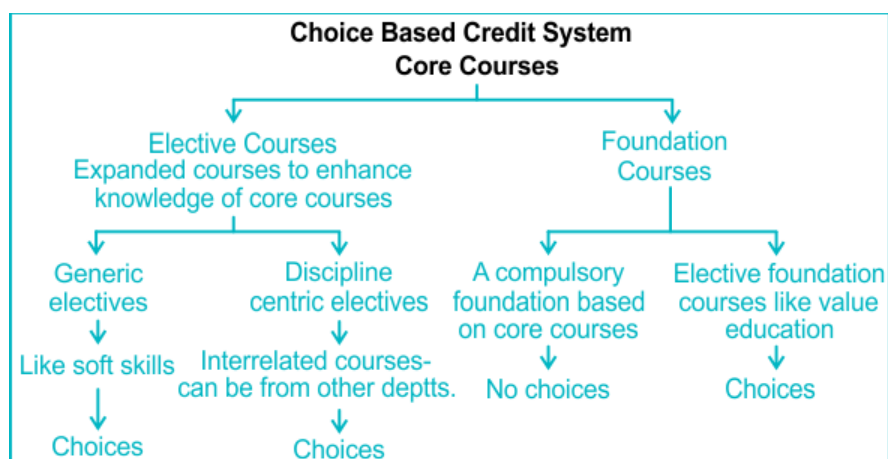
4. Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

5. Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

6. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement.

7. Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

8. Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. * Introducing Research Component in Under-Graduate Courses



Stop to Consider

- CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses.
- Ensuring a uniform grading system in the entire higher education in India.
- Computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations just to ensure an uniformity in evaluation system.

Check Your Progress

1. What are the courses or paper included in the credit based choice system?

Self Asking Questions

1. Does the purpose of inclusion of varied options and courses for students have any positive impact on students?

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3.5.1 Implementation CBCS:

The CBCS has been implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least follow common minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20% at the maximum.

The universities may be allowed to finally design their own syllabi for the core and elective papers—

1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.
2. Number of Core papers for all Universities has to be same for both UG Honours as well as UG Program.
3. Credit score earned by a student for any elective paper has to be included in the student's overall score irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.
4. For the introduction of AE Courses, they may be divided into two categories: a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science. b) Skill Enhancement Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.

5. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.
6. An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively.
7. An undergraduate Program degree in Science disciplines may be awarded if a student completes 4 core papers each in three disciplines of choice, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC) and 2 papers each from a list of Discipline Specific Elective papers based on three disciplines of choice selected above, respectively.
8. An Undergraduate program degree in Humanities/ Social Sciences/ Commerce may be awarded if a student completes 4 core papers each in two disciplines of choice, 2 core papers each in English and MIL respectively, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC), 2 papers each from a list of Discipline Specific Elective papers based on the two disciplines of choice selected and two papers from the list of Generic Electives papers.
9. Wherever a University requires that an applicant for a particular M.A./M.Sc. /Technical/Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 24 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the M.A./M.Sc./Technical/Professional course.

Stop to Consider

1. The deviation allowed from the syllabi is 20% at the maximum to the universities in the CBCS.
2. The universities have the right to add some new papers in the list of elective papers prepared by UGC.
3. The number of paper will be same in both UG Education and UG program
4. An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively
5. In regard to AE paper the universities may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science. b) Skill Enhancement Courses
6. Obtaining 24 credits in the concerned discipline at the undergraduate level, one student may take admission in Master degree program.

Check Your Progress

2. What are the subjects or papers included in CBCS?

Self Asking Questions

2. What are the possible challenges the students will face to opt CBCS?

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3.5.2 Advantages of CBCS:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.
- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

3.5.3 Disadvantages of CBCS:

- Difficult to estimate the exact marks
- Workload of teachers may fluctuate
- Demand good infrastructure for dissemination of education

Stop to Consider

The advantages of CBCS are

It is learner centric, flexibility in opting credits, freedom to choose inter disciplinary and intra-disciplinary and also offers opportunities to student to study at different times and at different institutions to complete one course.

The disadvantages of the CBCS are it is difficult to estimate the exact marks, increases the workload of the teachers and demands good infrastructure.

Check Your Progress

3. What are the advantages and disadvantages of choice based credit system?

Self Asking Questions

3. What does NEP 2020 recommend for semester and choice based credit system?

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3.6 Summing Up:

The examination reform in India Higher education is not a new agenda. It has been pointed out by many commissions and committees. The Indian University Commission in the year 1902 expressed that University Education system in India suffers a lot because the teaching is subordinated to the examinations and not the examinations to teaching'. The Radhakrishnan Commission in the year 1948 also suggested the importance of reforms in examination. The Mudaliar Commission emphasised on the use of objective type tests and internal assessment. The Kothari Education Committee in the year 1966, remarked class work and negative effect of annual examinations and its results. The National Policy on Education, 1986 emphasized on continuous and comprehensive evaluation and the introduction of semester system from the secondary stage. Higher education not only assess student's achievements (and

grades) but also measure whether the desired learning outcomes have been achieved. There is a strong need of examination reforms in India for quality and excellence in higher education. It is a fact that two decades before the traditional examination system was memory based, higher order skills were neglected and classroom teaching was examination driven. As the result of innovations two examination systems has been emerged like semester system of examination and choice based credit system. In a semester system an academic year is divided into two parts or sessions of six month of duration with the designing of the courses separately for each semester. The objective of semester system is to conduct continuous evaluation, reduce time and energy of students and improve regular study habits among students. The advantages of semester system are flexibility, continuous assessment, opportunity for improvement, improved faculty-student interaction and improved performance of students. The disadvantages of semester system are high-stress levels of both students and faculty members, difficulties in credit transfer, limited time for deep learning, limited opportunities for remedial classes and difficulty in coordinating courses. In the other side the CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. It is ensuring an uniform grading system in the entire higher education in India. The advantages of CBCS may be noted as learner centric, flexibility in opting credits, freedom to choose inter disciplinary and intra-disciplinary and also offers opportunities to student to study at different times and at different institutions to complete one course. The disadvantages of the CBCS may be noted as difficulties in estimation of the exact marks, increases the workload of the teachers and demands good infrastructure.

3.7 Questions and Exercises:

A. Multiple Choice questions

1. Which commission recommend on the use of objective type tests and internal assessment?
 - a) Mudaliar Commission
 - b) University Commission
 - c) Radhakrishnan Commission
 - d) None of the above
2. Which of the following does not relates to the semester system of examination
 - a) To conduct continuous evaluation
 - b) To reduce time and energy of students
 - c) To improve regular study habits among students
 - d) To provide maximum choices of subjects to students
3. Which type of courses are available in choice based credit system/
 - a) Core papers
 - b) Elective Papers
 - c) Ability enhancement courses
 - d) Foundation papers
4. Which of the following is not an advantage of semester system of examination?
 - a) Flexibility
 - b) Continuous Assessment
 - c) Opportunities for improvement
 - d) Less load of examination activities
5. Continuous and comprehensive examination is recommended by
 - a) Kothari Commission
 - b) National Policy on Education 1986

- c) NEP 2020
- d) Mudaliar Commission

B. Short type questions

1. What is semester system of examination?
2. Discuss the policy backgrounds of examination reforms in India?
3. What is Choice based credit system of examination?
4. What are the advantages of semester system of examination?

C. Long type of questions

1. Explain the need of examination reforms in India from policy perspectives.
2. What is Choice based credit system of examination? Discuss its advantages and disadvantages in Indian context.
3. What is semester system of examination/ Discuss the advantages and disadvantages of Choice based credit system.

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UNIT– 4

ACCESS, EQUITY AND RELEVANCE OF INDIAN HIGHER EDUCATION

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Meaning of Access in Higher Education
- 4.4 Status of Higher Education in India
- 4.5 Meaning of Equity in Higher Education
- 4.6 Factors of inequality in Higher Education
- 4.7 Equity and Inclusion as envisaged in NEP-2020
- 4.8 Relevance of Higher Education in India
- 4.9 Summing Up
- 4.10 Questions and Exercises
- 4.11 References and Suggested Readings

4.1 Introduction

The present unit discusses about the improvement of accessibility of higher education in terms of opening of higher education institutions like central university, state universities, Deemed universities, Private universities, Colleges and institute of national importance etc. and improvement in the rate of enrolment of students. The unit also describes the inequality of accessing higher education of different deprived groups and the different govt. schemes for maintaining equity in higher education. The unit discusses the relevance of higher education as envisaged in NEP2020.

4.2 Objectives

After going through this unit you will be able to—

- *explain* the status of higher education in India;
- *define* the concept of equity in higher education;
- *state* the factors responsible for inequality in higher education;
- *explain* the relevance of higher education in India.

4.3 Meaning of Access in Higher Education

Access to education means making educational resources and infrastructure available for all the students beyond the region, age, financial status. It includes making policies to ensure that students can avail full advantage of opportunities and resources provided to them and also removing barriers in achieving this goal. Access in education is not just limited to providing access to educational programs but it also includes access to non-academic opportunities to students for example, access to public transport systems, individualized learning programs for students with mental, physical or learning disabilities, counseling, social services, academic support, advanced learning programs and accessibility to technologies including high speed internet and necessary hardware (laptop, computers etc.) for it. Access to education can be improved by making more investments in infrastructure and resources especially in rural and remote areas keeping in view the need of physically challenged and female students for example, providing good toilet facilities for the female students and ramp stairs facility at the entrance of college for physically challenged. Providing better electricity and internet for remotely located students and removing financial barriers for economically weaker students.

4.4. Status of Higher Education in India

The status of higher education has been discussed in relation to number of higher education institutions, rate of enrolment and availability of teaching and non- teaching staffs.

- **Status of higher education institutions**

The Table No.4.0 depicts the distribution of higher education institutions.

Table No.-4.0 Distribution of Higher Education Institutions

No. of Universities	No. of Affiliated Colleges	Institute of National Importance
Central University - 54	Affiliated Colleges - 48484	AIIMS -20
Institute of National Importance - 158	Constituent / University College - 2351	IIIT - 25
State Public University - 464	PG Centre / Off-Campus Centre - 253	IIM - 21
State Private University - 487	Recognized Centre - 1319	IISER -7
State Open University - 17		IIT - 23
Deemed University – Government - 39		ISI -1
Deemed University – Private - 85		NID -5
Central Open University - 1		NIFT -1
State Private Open University - 1		NIT -31
Institute under State Legislature Act.- 6		SPA -3
Deemed University – Government Aided - 11		NIPER -4
		OTHERS- 16

- **Status of enrolment of students.**

Total enrolment in higher education has increased to nearly 4.33 crore in 2021-22 from 4.14 crore in 2020-21 (increase of 18.87 Lakh, 4.6%) and 3.42 crore in 2014-15 (an increase of 26.5%) Female enrolment in Higher Education increases to 2.07 crore (32% increase since 2014-15)

In the year 2021-22, Gross Enrolment Ratio (GER) in higher education for age group 18-23 years has increased to 28.4, from 27.3 in 2020-21 and 23.7 in 2014-15 (as per population projection based on 2011 census.) Female GER has increased to 28.5 in 2021-22 from 27.9 in 2020-21 and 22.9 in 2014-15. Female GER continues to be more than male GER for fifth consecutive year as per AISHE 2021-22

Of the 4.33 crore students enrolled in 2021-22, 15.3% belong to Scheduled Caste, 6.3% belong to Scheduled Tribe, 37.8% are from Other Backward Class and remaining 40.6% students are from other communities. Enrolment of Scheduled Caste students has increased to 66.23 lakh in 2021-22 from 58.95 lakh in 2020-21. There is a 25.4% increase in SC enrolment during last 5 years (i.e. since 2017-18). Overall increase in SC Student enrolment since 2014-15 is 44%. In case of Scheduled Tribe students, the enrolment has increased to 27.1 lakh in 2021-22 from 24.12 lakh in 2020-21. 41.6% increase in ST enrolment is observed since 2017-18 and overall increase in ST Student enrolment since 2014-15 is 65.2%.

Enrolment of students from Other Backward Class has increased to about 1.63 crore in 2021-22 from 1.48 crore in 2020-21. There is 27.3% increase in OBC enrolment since 2017-18. Also, overall increase in OBC Student enrolment since 2014-15 is 45% (AISHE 2021)

- **Teaching and Non-Teaching Staff in Higher Education:**

The total number of faculty/teachers in 2021-22 is 15.98 lakh, of which about 56.6% are male and 43.4% are female. Number of teachers has increased by 46,618 in 2021-22 over 2020-21. There is a marginal betterment of female per 100 male faculty from 75 in 2020-21 to 77 in 2021-22. Female faculty/teachers have increased to 6.94 lakh in 2021-22 from 5.69 lakh in 2014-15 (an increase of 22%

since 2014-15) For Regular Mode, Pupil Teacher Ratio (PTR) in Universities and Colleges is 24 whereas PTR for Universities and its Constituent Units, in regular mode, is 18. The number of non-teaching staff is 12,08,446 out of which about 56.3% are male and 43.7% are female. The average number of females per 100 male non-teaching staff is 78.

4.5. Meaning of Equity In Higher Education

India is a diverse land with different culture, different languages and with different financial status of people. When we talk about Higher education, the students who come to receive education come from different background. Some can afford the education few may not. Some can understand the dialect of the teacher some may not. There are students who belong to different categories like Schedule Caste, Schedule Tribe and Other Backward Class on the basis of Socio-economic conditions. Another difference among students is on the basis of their family situation, student may be fatherless or students with separated parents and similar other situations, one difference is of gender also there is inequality on the basis of gender of student (especially in rural areas). Sometimes on the basis of physical, mental or learning disability of the student discrimination is made, for example some students are physically handicapped and some have special mental conditions like dyslexia. Special attention is needed in such cases. So, it becomes important to consider all these situations and different background of the students and then design schemes for their higher education so equal opportunities are created for all. Equity means giving justice or fairness. In Higher Education, it is giving equal opportunities in academics as well as in other activities to all the students acknowledging their differences. In today's time equality not just mean to provide equal opportunity but

to provide equal resources, equality of ideas from different students and respect as well.

4.6. Factors of inequality in Higher Education

It aimed both at improving social justice by granting conditions of access to all social groups and by improving economic performance because a more educated population would contribute to the economic competitiveness of countries. Equity has two components, fairness—which implies that personal and social circumstances do not hinder achieving educational potential, and inclusion, which means that all are able to attain a basic standard of education. It was believed that social inequalities could be reduced through the massification of higher education and, although some progress has been made in terms of increased participation, inequalities seem to persist. Much of what happens in terms of inequity is related to higher education being a positional good. Social groups from deprived backgrounds are not in a good position to compete for positional goods, which have a tendency to be monopolised by social groups from privileged backgrounds. The positional character of higher education makes fairness difficult to attain. Amidst a lot of diversity, higher education in India is posed with a challenge of five different dimensions of inequity associated with gender, caste, spatial, religion, and financial status. Let's discuss one by one:

a) Gender Inequity in Higher Education in India

Efforts to reduce gender disparity in enrolments in higher education have manifested in various forms like subsidized fees, exclusive girls' hostels, and higher education institutes among others. 15 universities and 11.04 % of colleges are exclusively devoted for women (MHRD, 2018a). Female GER has increased to 28.5 in 2021-22 from 27.9 in 2020-21 and 22.9 in 2014 15. Female GER

continues to be more than male GER for fifth consecutive year as per AISHE 2021-22

b) Ethnic inequity in Higher Education in India

The ethnic disparity persists in India since pre-independence era. Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs) – the socially and educationally backward classes have remained impoverished despite policy efforts to improve the opportunities of access to higher education for them. SCs and STs have been so identified under the Article 341 and 342 of the Total estimated SC student enrolment is 66,22,923 which is 15.3% of the total enrolment. SC female enrolment is 31,71,274 (47.9% of total SC enrolment). ST student enrolment is 27,10,678 which is 6.3 % of the total enrolment and ST female enrolment is 13,46,154 (49.7% of total ST enrolment). For OBC, enrolment is 1,63,36,460 (37.8% of total enrolment) with female enrolment of 78,18,613 (47.9% of total OBC enrolment).

c) Spatial inequity in Higher Education in India (rural-urban and interstate disparity)

In the context of the rural-urban disparity, about 40 % of the total universities, 60.48 % of the total colleges, and 55.9 % of the total stand-alone institutions are located in the rural areas (MHRD, 2018a). However, they are largely established on the peripheries of the urban areas, categorized as established in rural areas in order to access cheaply available resources in rural areas.

d) Inequity in higher education in India with regard to religious diversity India is constitutionally a secular country with enormous religious diversity. Out of total estimated enrolment, 30,13,192 students belong to Minority Community, of which 14,96,191 are male students and 15,17,001 are female students. Out of total Minority enrolment, 21,08,033 students belong to Muslim Minority

and 9,05,159 are from other Minority Communities. Other Minority category have more female students than male students which is 52.8%. In Muslim Minority students, the proportion of female is almost equal to that of male. i.e., 49.3% female and 50.7% male.

e) Inequity in Higher Education in India with regard to financial diversity

In terms of financial disparity, higher graduation rates were observed for people belonging to higher quintiles of income as compared to their counterparts in lower quintiles both in the rural and urban area.

4.7. Equity and Inclusion as envisaged in NEP-2020

Actions that are specific to higher education shall be adopted by all Governments and HEIs.

- **Steps to be taken by Governments**
 - (a) Earmark suitable Government funds for the education of SEDGs
 - (b) Set clear targets for higher GER for SEDGs
 - (c) Enhance gender balance in admissions to HEIs
 - (d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones
 - (e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
 - (f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
 - (g) Conduct outreach programs on higher education opportunities and scholarships among SEDGs

(h) Develop and support technology tools for better participation and learning outcomes.

- **Steps to be taken by all HEIs**

(a) Mitigate opportunity costs and fees for pursuing higher education

(b) Provide more financial assistance and scholarships

(c) Conduct outreach on higher education opportunities and scholarships

(d) Make admissions processes more inclusive

(e) Make curriculum more inclusive

(f) Increase employability potential of higher education programmes

(g) Develop more degree courses taught in Indian languages and bilingually

(h) Ensure all buildings and facilities are wheelchair-accessible and disabled friendly

(i) Develop bridge courses for students that come from disadvantaged educational backgrounds

(j) Provide socio-emotional and academic support and mentoring

(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula

(l) Strictly enforce all no-discrimination and anti-harassment rules

(m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.

Stop to Consider

Equity has two components, fairness—which implies that personal and social circumstances do not hinder achieving educational potential, and inclusion, which means that all are able to attain a basic standard of education. It was believed that social inequalities could be reduced through the massification of higher education.

4.8. Relevance of Higher Education in Indian

NEP2020 has recommended three major points to make higher education relevant to Indian society.

- Making More Holistic And Multidisciplinary Education
- Catalysing Quality Academic Research in All Fields
- Industry Connect of Higher Education Institutions
- Promotion of Indian Languages, Arts, and Culture

1. Making More Holistic And Multidisciplinary Education

A holistic and multidisciplinary education would aim to develop all capacities of human

beings-intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and

vocational disciplines. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills. Imaginative and flexible curricular structures will enable creative combinations of disciplines. For study, and would offer multiple entry and exit points.

2. Catalysing Quality Academic Research In All Fields

The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

3. Industry Connect of Higher Education Institutions

As per the UGC Quality Mandate, Letter to all Vice-Chancellors, approved by the commission in its 532nd meeting held on 25th May 2018, for improving the quality of education at the institutions of higher education, one of the approved objectives of meeting exclusively focuses on encouraging social & industry linkages with students and the academic institutions so that at least 66% of students must be engaged in social productive events during the period their academic voyage with the University/ Institute. The minutes of the meeting also emphasize making learning at the Academic Institutions outcome-based, enhancing student's soft skills, enhanced use of ICT during lectures, train the trainer and making faculty highly competent in making their student's industry-ready. Teaching & producing future- ready leaders who are competent enough to

lead the change and prove worthy enough to work towards the betterment of society and take the name of its Alma Mater and Proud Nation on greater heights is only one part of the success of any academic institution

4. Promotion Of Indian Languages, Arts, And Culture

The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages.

Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects.

Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country. More HEIs, and more programmes in higher education, will use the mother tongue/local

4.9 Summing Up

The accessibility of higher education may be understood in relation to the status of higher education institutions, enrolment of students and availability of teaching and non-teaching staff.

There total 1323 universities out of which 158 institute of national importance

- There are total 750 universities managed by either central or state govt.
- There 573 private universities out of 1323
- There are total 52451 colleges
- enrolment in higher education has increased to nearly 4.33 crore in 2021-22
- Of the 4.33 crore students enrolled in 2021-22, 15.3% belong to Scheduled Caste, 6.3% belong to Scheduled Tribe, 37.8% are from Other Backward Class and remaining 40.6% students are from other communities
- In the year 2021-22, Gross Enrolment Ratio (GER) in higher education for age group 18-23 years has increased to 28.4
- The total number of faculty/teachers in 2021-22 is 15.98 lakh, of which about 56.6% are male and 43.4% are female
- The number of non-teaching staff is 12,08,446 out of which about 56.3% are male and 43.7% are female
- Equity has two components, fairness—which implies that personal and social circumstances do not hinder achieving educational potential, and inclusion, which means that all are able to attain a basic standard of education. It was believed that social inequalities could be reduced through the massification of higher education
- Five different dimensions of inequity associated with gender, caste, spatial, religion, and financial status.

- Equity And Inclusion In Higher Education As Per Nep2020
- Steps to be taken by Governments
- Steps to be taken by all HEIs

NEP-2020 has recommended three major points to make higher education relevant to Indian society.

- Making More Holistic And Multidisciplinary Education
- Catalysing Quality Academic Research In All Fields
- Industry Connect Of Higher Education Institutions
- Promotion Of Indian Languages, Arts, And Culture

4.10 Questions and Exercises

A. Multiples Questions

1. Which of the following are the goals of higher education in India?

- (a) Access
- (b) Equity
- (c) Quality and Excellence
- (d) Relevance
- (e) Value based education
- (f) Compulsory and free education

Select the correct answer from the code given below:

- a.(a), (b), (c), (d), (e) and (f)
- b.(a), (b) and (e) only
- c.(a), (b), (e) and (f)
- d.(a), (b), (c), (d) and (e)

Answer- d

2. The Gross Enrolment Ratio (GER) in institutions of higher education in India at present (2015) is about:

- a. 24.5percent
- b. 8percent
- c. 12percent
- d. 19percent

Answer- a

3. Which of the following is not a measure of Human Development Index?

- a. Literacy Rate
- b. Gross Enrolment
- c. Sex Ratio
- d. Life Expectancy

Answer- c

4. The five dimensions of inequity associated with

- a. Gender,
- b. Caste, spatial,
- c. Religion and financial status.
- d. All the above

Answer- d

B. Short answer questions

- 1. What do you mean by access in higher education?
- 2. What do you mean by equity in higher education?
- 3. Discuss the status of higher education in India?

C. Long type questions

- 1. What are the factors affecting inequality and inclusion in higher education in India?

2. State the recommendations of NEP2020 for ensuring relevance of higher education in India?
3. What are the steps taken by govt. of India for improving the accessibility of higher education?

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UNIT– 5

IMPACT OF GLOBALISATION ON HIGHER EDUCATION

Unit Structure:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Concept of Globalisation in higher education
 - 5.3.1 Internationalisation of higher education in the context of globalisation
 - 5.3.2 The globalisation and emerging trends in Indian Higher Education
 - 5.3.3 Reasons for globalisation of Higher Education in India
- 5.4 Impact of Globalization on Higher Education
- 5.5 Summing Up
- 5.6 Questions and Exercises
- 5.7 References and Suggested Readings

5.1 Introduction

Thus globalization is complex term, involving a large number of integrated components operating together and characterized by constant changes. Various types of globalization took place in our country like political globalization, economic globalization, cultural globalization, environmental globalization and educational globalization. Among them educational globalization is the vast change which took place in India. Globalization of education is not a new concept in the world. During the colonial era, globalization in education was geared towards nationalization of colonial education system in every country by the colonial powers. As a result, Western

values affected all nations in the world including India. Educational globalization means wider and broader educational opportunities for citizens (Lam, 2010). The foundation for globalization is education and globalization also influences education significantly. The internationalisation of higher education is also a part of globalisation of education. Because Internationalisation of education implies the imparting of knowledge, skills, and values that have a universal application. It is a process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, service), and delivery of higher education. Various forms of internationalisation of higher education are taking place in India which is the result of globalisation or in other words it is globalisation of higher education.

5.2 Objectives

After going through this unit you will be able to—

- *define* the concept of globalisation;
- *state* the reasons for globalisation in higher education;
- *explain* the positive and negative impact of globalisation of higher education.

5.3 Concept of Globalisation in Indian Higher Education

Ifeany (2011) stated that, “Globalization is the process by which more emphases are laid on economic, political and cultural relations among the diverse and different peoples of the world whereby trade barriers are broken down and market integration encouraged among different nations of the world”.

The Knight and de Wit (1997) define as the “Globalization is the flow of technology, economy, knowledge, people, values, ideas across the borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities.”

Globalization is a global connectivity of all resources that refers to increasing global circuit, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres.

It is a unitary procedure inclusive of many such sub-processes, perhaps as best understood as enhanced economic interdependence, increased cultural influence, rapid advances of information technology, and unique governance and geopolitical challenges.

The traditional contributors of economic development and economic power such as material resources and production capabilities have been replaced by knowledge and information via the globalization.

Globalization has caused in significant changes in the knowledge economy and new conditions for the provision of higher education to satisfy the skill requirement all across the world.

Internationalisation is a process by which nationally produced knowledge is transmitted to people and countries other than where it is produced.

Internationalisation of education implies the imparting of knowledge, skills, and values that have a universal application.

It is a process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, service), and delivery of higher education (Knight, 2004).

Internationalisation promotes interactions within and between cultures so that the curriculum becomes cross-national and intercultural in nature.

5.3.1 Internationalisation of higher education in the context of globalisation

Cross-border supply of service where consumers do not cross borders. E-learning-based distance education programmes: online universities and massive open online courses (MOOCs) are good examples of this mode of trade;

Consumption abroad where the consumers (students) cross the borders. The study abroad programmes are the most visible form of this mode of trade;

The commercial presence of the provider in another country in the form of branch campuses or twinning and franchising arrangements between cross border universities;

Presence of persons in another country to provide the service. The most visible form of this mode is the mobility of professors from one country to another

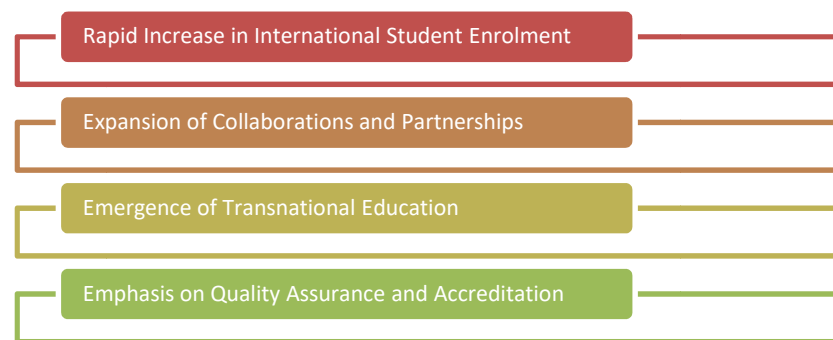
According to UNESCO sources (UIS, 2018) more than 5.09 million students crossed national borders in 2017 to pursue higher education. The most common direction of cross-border student flow is from developing to developed countries

Institutional mobility takes place through different forms –branch campuses, franchising or twinning arrangements. The branch campuses primarily provide face-to-face instruction leading to award of a degree from the parent institution or jointly with a partner institution

Programme mobility has assumed unimaginable heights with the emergence of Massive Open Online Courses (MOOCs) in the 2010s as the major form of learning without boundaries

5.3.2 The globalisation and emerging trends in Indian Higher Education

The development of globalisation of higher education can be traced from the following four trends highlighted in Figure No.1.



- **Rapid Increase in International Student Enrolment**

According to AISHE: 2020-21, the number of international students studying in India increased by approximately 14% from the previous year, reaching 49,348. This influx can be attributed to the growing reputation of Indian institutions, lower tuition fees compared to Western countries, and India's diverse and culturally enriching environment

- **Expansion of Collaborations and Partnerships**

The collaborations might facilitate student and faculty exchanges, joint research projects, and curriculum internationalization, fostering a more globalized educational experience

- **Emergence of Transnational Education**

Transnational education, in which an Indian university establishes campuses or offer programs in foreign countries.

- **Emphasis on Quality Assurance and Accreditation**

The National Institutional Ranking Framework and the National Board of Accreditation (NBA) have played pivotal roles in ensuring that Indian institutions meet international standards. These efforts have enhanced the credibility of Indian degrees on a global scale.

Stop to Consider

Globalization is a global connectivity of all resources that refers to increasing global circuit, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres.

The globalisation of Indian higher education can be perceived from the following developments.

- Rapid Increase in International Student Enrolment
- Expansion of Collaborations and Partnerships
- Emergence of Transnational Education
- Emergence of Transnational Education

E-learning-based distance education programmes: online universities and massive open online courses (MOOCs) are good examples of this mode of trade. Consumption abroad where the consumers (students) cross the borders. The commercial presence of the provider in another country in the form of branch campuses or twinning and franchising arrangements between cross border universities; Presence of persons in another country to provide the service. The most common direction of cross-border student flow is

from developing to developed countries. Institutional mobility takes place through different forms –branch campuses, franchising or twinning arrangements. Massive Open Online Courses (MOOCs) in the 2010s as the major form of learning without boundaries.

5.3.3 Reasons for globalisation of Higher Education in India

Anthony Giddens (2006: 50), a British sociologist and Director London School of Economics, “Globalization refers to the fact that we all live in one world, so that individuals, groups and nations become interdependent”. Giddens points out some factors leading to globalization. These are: 1) Internet computer technology 2) Integration of the world's economy. 3) The weightless economy coupled with information technology. 4) The breakdown of the USSR and growth of mechanism of international and regional mechanisms of government.

The growing imbalance between available resources and market demand and the decline in traditional resources in the midst of growing public demand are the situations which creates a positive climax for globalisation of higher education. The current higher education infrastructure cannot accommodate growing enrolments, making more distance education programs increasingly necessary. The institutional landscape of higher education is changing: traditional campuses are declining, for-profit institutions are growing and public and private institutions are merging. Increasingly, students are shopping for courses that meet their schedules and circumstances, thus adding to the decline in traditional institutions. For-profits “pick the low hanging fruit” by offering marketable and low-cost courses, e.g., business, computer science, etc., and leaving more costly and less commercial courses to traditional Higher Education Institutes.

5.4 Impact of Globalization on Higher Education

Educational globalization means wider and broader educational opportunities for citizens. Higher education has attended a key position in the knowledge society under globalized economy. It brings rapid developments in technology and communications are foreseeing changes within higher education system across the world. It is also impacting the institutional frame work in both developing and industrial countries. It is changing the way in which governments perceive their role in the society.

Positive Impact of Globalization on Higher Education in India:

- **The Environment of Learning:** There is a radical turn within classroom and pedagogical process due to the impact of globalization. Higher learning institutions are seeking ways of facilitating exchanges of faculty and students across borders. In the global era, these institutions now become the center of excellence with an integration of technology in their educational delivery and research. In order to merge into the global economy, it also concentrate on involving a system that is broad based and quality oriented in their curriculum planning, which has substantially increased the scope of education supply.
- **Nature of Learning:** Globalization imposes significant changes on educational system. It stresses to change in terms of modifying the educational experience so that it is meaningful to the learners. In the global era, we make an advancement to close the gap in the quality of education provided to the learners and develop a learning environment in which the learners optimally learn.
- **The Methodology of Learning:** Globalization has brought about fundamental changes in the ways in which professional teach and student learn. Now students can log into virtual libraries, Google

through the internet, participate in e-learning courses, join online networks that can cover the entire globe.

- **Use of ICT:** Globalization has been greatly enhanced by information and communication technologies. It is facilitated nation's massive benefit of innovation, communication and access to global information. The introduction of technology is bringing new changes in the teaching practices. More educational programs and teaching materials are becoming available in electronic form. Electronic materials such as projectors, CD-ROMs, digital libraries are now substituting chalkboards.

- **Higher Education Curriculum:** Globalization of curriculum is the process of integrating. It is imposing on uniform requirements for professional certification and standardization of curriculum in order to produce graduates who can compete in the world market. It creates fundamental changes so that it can be meaningful to the information-age learners.

- **Well Qualified and Trained Teachers:** Globalization stresses on the professional of global era to deal with greater range of fundamental changes, which requires a new and transnational governing context. These changes are also imposing a new demand in our educational system, which prepares a professional for the future. it is vital for the professionals to acquire and update their digital literacy regularly to meet the needs of students. Knowledge about technology is permanent importance for the professionals.

- **Cross Boarder Mobility:** Cross boarder higher education has become an important mode for globalizing higher education. International providers and students studying abroad- taken together can be called cross boarder education that contributes to the increasing internationalization of education.

Negative Impacts of Globalization on Higher Education in India:

The negative impacts of globalization on Indian higher education are as follows:-

- Negative side of this globalization is that it could fade our traditional values and ethics.
- Another negative impact of this globalization is that it increasing the gap between the rich and poor for where rich people are becoming richer and poor are becoming poorer. Global learning has become beyond the reach of poor students.
- Commodification and commercialization of education increased in our country due to globalization.
- As a result of outsourcing, globalization may deprive an entire country of getting proper jobs and resources. This is because globalization takes jobs away from one country and provides it to another country.

Globalization has become a wide spread idea in national and international dialogue in recent years. Globalization has many differential impacts on Indian Higher Education. As more countries in the world recognize the economic potential of higher education as a service export sector, thus global competition among the best and brightest students also increased. Global interaction is expected to improve the quality of education and performance evaluation at all levels of education. Globalization of higher education may help India to take advantage of opportunities in the new global environment. The impact of globalization on education is a subject of debate and discourse within the whole global community. Now, Indian universities are open to the global market and hope to attract

more foreign students which will also benefit Indian students to boosts their growth. It is possible only because of globalization.

5.5 Summing Up:

Globalization is primarily the processes of increasing interdependence, and ultimately convergence, economies, and to the liberalization of trade and markets. Globalization is the flow of technology, economy, knowledge, people, values, ideas across the borders. Educational globalization means wider and broader educational opportunities for citizens. The foundation for globalization is education and globalization also influences education significantly. Due to globalisation there is a radical turn within classroom and pedagogical processes due to the impact of globalization. Higher learning institutions are seeking ways of facilitating exchanges of faculty and students across borders. It stresses to change in terms of modifying the educational experience to make it meaningful to the learners. Now students can log into virtual libraries, Google through the internet, participating in e-learning courses, join online networks that can cover the entire globe. It is imposing on uniform requirements for professional certification and standardization of curriculum in order to produce graduates who can compete in the world market. Cross boarder higher education has become an important mode for globalizing higher education. The negative impacts of the globalisation of higher education may predicted that it could fade our traditional values and ethics, may increase commodification and commercialization of education and make take away the jobs from one country and provides it to another country.

5.6 Questions and Exercises:

A. Multiple Choice Questions

1. Which of the following are the demerits of globalisation of higher education?
 - (a) Exposure to global curriculum
 - (b) Promotion of elitism in education
 - (c) Commodification of higher education
 - (d) Increase in the cost of education
2. Which of the following is not a negative impact of globalisation of higher education?
 - a) It could fade our traditional values and ethics
 - b) Global learning has become beyond the reach of poor students.
 - c) Commodification and commercialization of education increased
 - d) Indian higher education is accessing the global knowledge
3. Which of the following is not a positive impact of globalisation of Indian higher education?
 - a) Making educational experiences more meaningful and learner centred
 - b) Cross boarder mobility of students for higher education
 - c) Uniformity in professional certification and standardization of curriculum
 - d) Brought about fundamental changes in teaching and ;learning of both teachers and students

4. The globalisation of Indian higher education can be perceived from the following developments.
 - a) Rapid Increase in International Student Enrolment
 - b) Expansion of Collaborations and Partnerships
 - c) Emergence of Transnational Education
 - d) Emergence of Transnational Education
5. Which does not related to globalisation
 - a) Globalization is a global connectivity of all resources
 - b) Increasing global circuit of institutions and agencies
 - c) Integration and interdependence of economic, social, technological, cultural, political, and ecological developments
 - d) Secrecy in research and innovations
 - e) Interdependence in the economic, social, technological, cultural, political, and ecological spheres.

B. Short answer type questions

1. What is globalisation of higher education?
2. What is Internationalisation of higher education?
3. What are the reasons of globalisation of higher education India?

C. Long type questions

1. Discuss the impact of globalisation on higher education of India.
2. Explain the emerging trends in higher education due to globalisation.

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UNIT– 6

PRIVATIZATION OF INDIAN HIGHER EDUCATION

Unit Structure:

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Background of Privatisation of Higher Education
 - 6.3.1 Need of Privatization of Higher Education
- 6.4 Impacts of Privatisation of Higher Education
 - 6.4.1 Positive Impacts
 - 6.4.2 Negative Impacts
- 6.5 Suggestions for the improvement of the Scenario
- 6.6 Summing Up
- 6.7 Questions and Exercises
- 6.8 References and Suggested Readings

6.1 Introduction

The liberalisation of education has invited privatisation, globalisation and internalisation of education. Again the privatisation of education generated the commercialisation of education. In the global scenario of higher education the share of private institutions is reasonable and remarkable. In case of India the privatisation of higher education has been policy rooted and expanding day by day. The unit will cover the policy provisions, impacts of privatisation of higher education and suggestions for better scenario of higher education in India.

6.2 Objectives

After going through this unit you will be able to—

- *explain* the policy provisions for privatisation of higher education;
- *describe* the impacts of privatisation of higher education;
- *state* the suggestions for the improvement of the scenario.

6.3 Background of Privatisation of Higher Education:

The National Policy on Education 1986 fully encouraged the public for non-government advantage taken. The policy comments that in the interest of maintaining and developing standards of education commercialization will become unimportant. Then in 'Eighth Five Years plan', (1992-1997) it was the very beginning of liberalization, privatization and globalization (LPG) in India. After that one committee was established on UGC funding of institutions of higher education under the chairmanship of justice K. Punnayya named 'Punnayya Committee'. Then another committee was set up by Dr. Swaminathan named 'Swaminathan Committee'. The recommendations of both the committees determined the goal of higher education with regard to mobilisation of resources for higher education, introducing self-financing courses, promote technical education, arrangement of students' loans.

In Rajya Sabha a private university establishment and regulation bill was introduced to provide self-financing universities in country. Another significant policy report for education, prime minister council on trade and industry in April 2000 constructed the framework for private investment in education, health and rural development. Thereafter in 2005 Central Advisory Board of Education suggested to construct a body like Higher Education Finance Corporation (HEFC) with an aim of careful monitoring mechanism for the improvement in quality education. In 2008 Govt. of India constituted 'Yashpal Committee' and submitted report in

2010 (Ministry of Human Resource Development) where it was emphasized an urgent need to bring about changes in education system in regulatory bodies. The Higher Education Commission of India (UGC Act, 2018) presented a bill prepared by MHRD with an intention to step towards the Government's agenda of privatising education. Recently NPE, 2020 trusts over the private institutions that they will 'do the right thing' and gives undue importance on autonomy of educational institutions. It is note that there are there huge growths in number of institutions. As per AISHE 2021-22, there are 1168 Universities exist in India out of which 685 are Government managed (Central Govt. 240, State Govt. 445), 10 are Private Deemed (Aided) and 473 are Private (Un-aided).

Similarly there are 45473 number of colleges exist in India.. But 42825 of colleges responded to AISHE. Out of 42825 responded colleges, 21.5% Colleges are Government Colleges, 13.2% are Private (Aided) and 65.3% are Private (un-aided).

Table No 1& 2 shows the distributions of govt. and private institutions as per AISHE 2021-22

Table No.1Type of universities

Type of University	Numbers
State Public University	423
State Private University	391
Deemed University Private	81
Deemed University Govt.	33
Deemed University Govt. aided	10
Central University	53
State Govt. Open University	16
State Open University Private	1
Central Open University	1

Table No.2 Types of Colleges

Type of College	Number
Private Unaided	27956
Private Aided	5676
Government	9193
Total	42825

Stop to Consider

- The policy comments that in the interest of maintaining and developing standards of education commercialization will become unimportant
- ‘Eighth Five Years plan’, (1992-1997) it was the very beginning of liberalization, privatization and globalization (LPG) in India
- ‘Punnayya Committee’ and ‘Swaminathan Committee’. determined the goal of higher education with regard to mobilisation of resources for higher education, introducing self-financing courses, promote technical education, arrangement of students’ loans.
- Rajya Sabha a private university establishment and regulation bill was introduced to provide self-financing universities in country
- Prime minister council on trade and industry in April 2000 constructed the framework for private investment in education, health and rural development.
- In 2005 Central Advisory Board of Education suggested to construct a body like Higher Education Finance Corporation

(HEFC) with an aim of careful monitoring mechanism for the improvement in quality education

- In 2010 ‘Yashpal Committee’ submitted report and emphasized an urgent need to bring about changes in education system in regulatory bodies
- The Higher Education Commission of India (UGC Act, 2018) presented a bill prepared by MHRD with an intention to step towards the Government’s agenda of privatising education.
- NPE, 2020 trusts over the private institutions that they will ‘do the right thing’ and gives undue importance on autonomy of educational institutions
- As per AISHE 2021-22, there are 1168 Universities exist in India out of which 685 are Government managed ,483 are Private universities and there are 45473 number of colleges exist in India.

6.3.1 Need of Privatization of Higher Education

Education is stated as an important tool to gain individual, social and economic status, and therefore the demand for higher education is high. It is the higher education which produces various professionals and contributes innovative knowledge, practices and skills to society. It is now accepted that without more and better higher education, developing countries will find it increasingly difficult to benefit from the global knowledge-based economy. Access to higher education is seen as an effective means to meet raised aspirations of youths in India. The universalization of school education has increased the demand of higher education in India. The limited financial provision of central and state govt. has created problem access of quality higher education in different professional fields. That is the reason why students are attracting towards

privately managed institutions. Student enrolment in Higher Education Institutions has grown 12 times in the last four decades in 1970-71 enrolment was 2 million and in 2021-22 it was 28.4 million. The main reasons for the development of privatization of higher education in India are:

- Growing importance of knowledge-based economy
- Quality degradation of education in governmental institutes
- Change of people attitude towards higher education
- Liberalisation and Internalisation of higher education
- Search for knowledge-based organization
- Lack of sufficient number of government institutions
- Production of unemployable youth from public institutions
- Privately managed institutions are addressing the students' needs
- Privately managed institutions are making provisions for campus selection of their students in different national and international companies
- Private institutions use more advanced and innovative technologies in teaching learning process.
- Qualified personnel and expert gives their services in private sector because private institutions pay them a big amount in the form of salary

Stop to Consider

- Quality degradation and lack of sufficient number of governmental institutes, change of people attitude towards the importance of higher education, liberalisation and internalisation of higher education and growing importance of knowledge-based economy.
- Private institutions are making provisions for

campus selection, qualified personnel and expert gives their services in private sector, use more advanced and innovative technologies in teaching.

6.4 Impacts of Privatisation of Higher Education

6.4.1 Positive Impacts:

- Decentralization of education: Now the responsibility of providing higher education has been shared by public and private parties.
- Reduce distance of educational institutions: Access to higher education has been easy due to increased number of institutions.
- Increasing demand of higher education: Private institutions provide easily access of education. Growing number of schools naturally gives basic education and push every child towards higher education.
- Regional development: Establishment of private institutions bring a chance to society to get education much, even it spreads in rural areas also which expanded the facilities of transport and economic market of those areas.
- Reduce financial burden of government: India being a third world populated country under goes through financial crisis in case of higher education. Current spending in India for education is within 4.6% of its total GDP according to IMD (Business Today, February, 2020). In such a situation privatization comes forward to provide support in finance and help in development of education.
- Provide quality education and training: As many private institutions are run by single owner of trust and their

numbers of institutions are less, thus they can easily plan for integration technologies and building the capacity of faculty members and providing required infrastructure as and when required.

- Utilize human resources properly: Private institutions are really a beneficiary to providing employment opportunities to the students in different fields. Income opportunity is no doubt a positive effect of privatization and people are treated as human resource.
- Remove political interference: Less or no political influence in admission, recruitment and infrastructural development of the institutions.
- Fulfilling the need of the country in utter crisis: Private sector is so flexible that it changes its features to be suit to prevailing situations. So, we can say when society changes and there is an utter crisis in reducing gap in education then private sectors become fully equipped to fulfil the demand of the society.
- Downsizing of corruption: If we want to control the corruption of government sector, we must bring private sector there with some discipline. As a result, in curtailment of corruption a capacity utilization of resources exists in every situation.

6.4.2 Negative Impact:

- The cost of education has been increased in the market. Students having lower middle or middle class background facing difficulties to pursue their course.

- **Inadequate infrastructure:** The infrastructure facilities within the self- supported colleges and universities are in adequate and poor. A single building is used for multiple courses for maximum earnings.
- **Education as Business:** The basic criteria for opening and running of any course are profit generation not self-sufficient.
- **Misuse of autonomy:** The authority uses autonomy to exploit students and faculty in relation to financial benefits. Even the institutions are giving awarding degrees without quality.
- **Exploitation:** Private establishments additionally exploit the academics and professors by paying those amounts that don't seem to be confirm with regulatory bodies like UGC,AICTE and NCTE
- **Accountability problem:** There is no policy to check the quality of education imparted by the private institutions thus private institutions for making money they compromise with quality of education and does not realise their accountability.
- Undermine equity, diversity and openness in institutional management and scaling up higher education in the state.

Stop to Consider

Decentralization of education, reduce the remoteness of higher education institutions, reduce financial burden of higher education, helps in regional development, quality higher education is possible, no political interferences and reducing the corruption.

The cost of education has been increased, inadequate infrastructure Misuse of autonomy, student exploitation, undermine equity and accountability problem.

6.5 Suggestions for the improvement of the Scenario:

- Modification the business mind of private managements.
- Monitoring by state: The state authorities should be the part of different decision making bodies of higher education institutions.
- Obligatory accreditation: All universities and colleges obligatory accreditation by NAAC for the rising highest quality of their provisioning of services.
- Micro-planning: Area-based designing for inter-institutional networking and utilization of resources for a reduction in the value of provisioning of services by public and private sector education establishments.
- Fees structure: Govt. should intervene finalisation of fee structures for different professional courses.
- Transparency: Transparency of all receipts and answerability of all expenditures should be ensured altogether Private sector establishments.
- International policy: A contest policy ought to be evolved to organize the Private sector higher education institutions within the face of world competition underneath the global organization regime.
- Various policy devices: Best practices of post-privatization management devices of other countries ought to be explored for the style and implementation of different policy devices

Self Asking Questions

1. List out the suggestions for quality improvement of private higher education institutions?

.....
.....

6.6 Summing Up:

The liberalisation of Higher Education has opened the opportunity for privatisation of education. The growing importance of knowledge-based economy, changing attitude of people towards education, development of technologies for access and quality of higher education. The drawbacks of govt. institutions in relation to availability, fulfilment of student needs, insufficient faculty members, low standard infrastructure and lack of required infrastructure has given scope to privatisation of higher education. The increased number of private institutions with commercial mind set has caused for inadequate facilities and infrastructure, lower level of teaching quality, research constraints, more concentrated on theories and rather than practical knowledge, lack of involvement in and control of educational matters by professors, traditional methods of teaching, abroad settlement after education. The positive impacts of privatisation of higher education are it enables the government to downsize the administrative machinery, results in better management of the educational institutions, educational institutions are working in a liberal way, ensures an accountability framework for faculty members which is absent in govt., more contextualised curriculum to address the regional, national and international requirements and only productive courses have been offered by the institutions. The negative impact of privatisation of higher education is it has become a profit making business and educational courses being used as commodity in the market, Caste and creed are being given priority in private educational institutions, private institutions are being started only in the developed areas but not in the backward areas, degrees are being given without the basis of merit, students are losing national feeling instead developing regional feeling, the poor and the down trodden are not in a position to receive quality

education from reputed private institutions due to high cost, the students and the teachers are at the mercy of private management.

6.7 Questions and Exercises

A. Multiple Questions

Q.1 Which of the following are the demerits of globalisation of higher education?

- (a) Exposure to global curriculum
- (b) Promotion of elitism in education
- (c) Commodification of higher education
- (d) Increase in the cost of education

Select the correct answer from the codes given below :

Codes :

- (1) (a) and (d)
- (2) (a), (c) and (d)
- (3) (b), (c) and (d)
- (4) (a), (b), (c) and (d)

Answer: 3

Q.2 Which of the following core values among the institutions of higher education are promoted by the NAAC (National Assessment and Accreditation Council)?

- (a) Contributing to national development.
- (b) Fostering global competencies among the students.
- (c) Inculcating a value system among students and teachers.
- (d) Promoting the optimum utilization of the infrastructure.

Select the correct answer from the codes given below:

- (1) (b),(c)and(d) 2) (a),(b)and(c)
- (3) (a),(c)and(d) (4) (a), (b), (c) and (d)

Answer: 2

Q.3 The Gross Enrolment Ratio (GER) in institutions of higher education in India at present (2015) is about:

(a) 8 percent, (b) 12 percent, (c) 19 percent, (d) 23 percent

Answer : 3

Q.4 . The total number of central universities in India in April 2015 was :

(a) 08, (b) 14, (c) 27, (d) 43

Answer : 4

Q.5. Eighth Five Years plan', (1992-1997) began the

- a. Only liberalization in India
- b. Only privatization in India
- c. Only globalization in India
- d. Privatisation, liberalisation and globalisation in India

Answer- D

Q.6. Which is not the purpose of privatisation of higher education in India

- a. Increase the accessibility
- b. Improve quality of higher education
- c. Profit Making
- d. Expand research and innovations opportunities

Answer- C

Q.7. Higher Education Commission of India presented a bill prepared by MHRD with an intention

- a. to step towards the Government's agenda of privatising education
- b. to stop privatisation of higher education
- c. to monitor privatisation of higher education
- d. to ban private higher education institutions

Answer- A

Q.8. Which is not the positive impact of privatisation of Education

- a. Decentralization of education
- b. Reduce the remoteness of higher education institutions
- c. Reduce financial burden of higher education by the parents
- d. No political interferences and reducing the corruption

Answer-C

Q.9. Which is not the negative impact of privatisation of Education

- a. The cost of education has been increased,
- b. Misuse of autonomy by the institutions,
- c. Undermine equity and accountability problem.
- d. Competition among higher education institutions for quality

Answer-D

B. Short type of questions

1. Write any three positive impacts privatisation of higher education in India.
2. Write any three negative impact of privatisation of higher education in India
3. Explain the need of privatisation of higher education in India.

C. Long type questions

1. Stress the policy background of privatisation of higher education in India
2. Examine the impact of privatisation of higher education in India.
3. Explain your suggestions to minimize the negative impacts of privatisation of higher education.

6.8 References and Suggested Readings

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Suggested Websites:

1. Society: Issues, concerns and Implications for Education
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3. <http://portal.unesco.org/education/en/ev.php>
4. <http://www.agastya.Agastaya-ICTArticle.pdf>
5. <http://www.education.nic.in/htmlweb/iamr2.htm#top>
(MHRD, All India enrolment
6. in Engineering/Technology/Architecture by Levels and Sex)
7. <http://www.ukhap.nic.in/ap%medium@20strategy.doc> Achieving
8. <http://www.unescobkk.org/index.php?id=496>
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