

**SUBJECT: EDUCATION**  
**DISCIPLINE SPECIFIC ELECTIVE**  
**EMERGING ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION-I**  
**SEMESTER 5<sup>TH</sup>**

**Unit I -Secondary Education:**

*“Our Secondary Education remains the weakest link in our educational machinery and needs urgent reform.”*

**“Radhakrishnan Commission”**

**MEANING OF SECONDARY EDUCATION**

Some of the viewpoints concerning duration of Secondary Education are as under:

**1. Bengal Secondary Education Act, 1960:** This Act states, “Secondary Education means education suitable to the requirements of all pupils who have completed primary education and includes general, technical, industrial, agricultural and commercial education.”

**2. Secondary Education Commission:** It is now generally recognized that the period of secondary education covers the age group of 11 to 17 years. Secondary Education Commission recommends the following organizational structure for secondary education after the 4 or 5 years of primary or Junior Basic Education.

(1) A Middle or Junior Secondary or Senior Basic Stage which should cover a period of 3 years.

(2) A Higher Secondary Stage which should cover a period of four years.

**3. Indian Education Commission:** Secondary education should begin after seven years of primary education. The duration of secondary education is 4 or 5 years after primary education. According to Indian Education Report, secondary education can be divided into two stages.

(1) Lower Secondary Stage: It includes classes VIII-X.

(2) Higher Secondary Stage: It includes classes XI-XII.

**4. Five Year Plans:** The trend of our Five Year Plans has been to designate secondary classes from IX to XI/XII. Secondary education covers the age group of about 14 to 17-18 years.

**5. National Policy on Education 1986-92** used the term secondary education for IX to XII classes.

**6. Common Educational Structure according to National Policy on Education, 1986-1992:**

The National Policy on Education envisages a common educational structure i.e., 10 + 2 + 3 structure. This structure has now been accepted in all parts of the country.

(1) 10 means 5 years of primary education, 3 years of upper primary education and 2 years of high school education.

(2) + 2 means 2 years of higher secondary/senior secondary education.

(3) + 3 means the degree course of 3 year duration, leading to first degree of B.A./B.Sc. Secondary education includes classes IX to XII.

**7. Educational Structure of Secondary Education according to NCERT:**

The NCERT in National Curriculum Framework for School Education (2000) used the two terms

1. Secondary stage (Class IX and X)

2. Higher Secondary Stage (Class XI and XII)

**OBJECTIVES OF SECONDARY EDUCATION**

**1. Development of democratic citizenship:** Citizenship in democracy is a very challenging responsibility for which every citizen has to be carefully trained. It involves intellectual social

and moral qualities, which can be developed through education. The Secondary Education Commission suggests that in order to develop democratic citizenship education should aim at developing the following qualities:

(i) **Clear thinking:** Education should aim at developing capacity for clear thinking and receptivity of new ideas so that one may have the understanding and intellectual integrity to shift truth from falsehood.

(ii) **Clearness in speech and writing:** With clarity of thought is needed clearness in speech and writing for free discussion, persuasion, and peaceful exchange of ideas.

(iii) **Art of living with the community:** Education should make the individual learn to live with others and to appreciate the art of co-operation through practical experience and free interplay with other personalities. Qualities necessary for living decently, harmoniously and efficiently should be developed. These qualities are: (1) Discipline, (2) Co-operation, (3) Social sensitiveness and (4) Tolerance. So these virtues should be developed through education.

(iv) **Sense of true patriotism:** Another aim is the development of a sense of true patriotism. True patriotism involves three things:

(a) A sincere appreciation of the social and cultural achievements of one's country.

(b) A readiness to recognize its weaknesses frankly and to work for their eradication.

(c) An earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interests to broader national interests.

Secondary Education

(v) **Development of sense of world citizenship:** There is no more dangerous maxim in the world of today than "My country, right or wrong". The world is now so intimately interconnected that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that of national citizenship.

**2. Improvement of vocational efficiency:** The second important aim of our educational system should be to increase the productive or technical and vocational efficiency of our students. This includes the following:

(i) **Creation of new attitude to work:** We should create in the pupils a new attitude of work, an attitude, which implies an appreciation of the dignity of all work, however slowly.

(ii) **Promotion of technical skill and efficiency:** With the development of new attitude of work, there is need to promote technical skill and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement.

**3. Development of personality :** The third main aim is the development of personality which includes :

(i) **Releasing the sources of creative energy** in the students so that they may be able to appreciate their cultural heritage.

(ii) **Cultivating rich interests** which they can pursue in their leisure and contribute in later life, to the development of this heritage.

(iii) **Giving a place of honour** to the subjects like art, craft, music, dancing and the development of hobbies.

**4. Development of the qualities for leadership:** This is important for successful functioning of democracy. Education must train our students for discharging their duties efficiently. Our education must train persons who will be able to assume the responsibility of leadership in social, political, industrial or cultural fields in their own small groups of Community or locality.

## IMPORTANCE OF SECONDARY EDUCATION

The following points will highlight the importance of Secondary Education:

### 1. Secondary Education and Adolescence

Secondary education is very essential for adolescents, for directing, guiding and channelizing them for further higher education. It enables, the secondary school pupils, to acquire and to complete their secondary school education because, it provides incentive for receiving higher education. Secondary education prepares the adolescents for adult life. It keeps them in touch with the study, and make their routine life. It broadens and accelerates their intellectualities and also broadens their social circle of friendship It also keeps them free from anti-social behaviour.

### **2. Secondary Education and Social Feeling**

Secondary education not only concerns with developing, intellectualities and the potentialities of the learners, but it also inculcates the social spirit and social feelings among the secondary school pupils. It broadens the social interaction of the learners. It helps a lot in developing the social qualities of the learners. Sitting together, studying together, and playing together, generates the social feelings of the secondary school pupils. It is how, they share their views, feelings, sympathy and co-operation for each other. Without making the social life of the individuals, the education cannot claim its perfection.

### **3. Secondary Education and Economic Development**

Education is a potential, effective and useful mean, to make life constructive, progressive, purposeful and happy, but it is not possible without economic prosperity and development. Secondary education, provides job facilities and trains the learners in different vocations. There is a provision of economic development in the system and scheme of secondary education. No prosperity and happiness is possible without economic development. Different technical and vocational skills, should be introduced in the curriculum of secondary education. Secondary education prepares the pupils for different occupations, skills and vocations. It enables the pupils to make their appropriate adjustment in life as well as in society.

### **4. Secondary Education and National Integration**

It makes important contribution in promoting the values of national understanding and national integration among the youth. The need of the time is to strengthen the spirit of national integration among the pupils, so that they may become patriotic. They should be encouraged to participate in the national festivals.

### **5. Development of Qualities of Leadership**

It is through democratic values that real spirit of leadership can be inculcated among the youth. It is only effective system of education, which can infuse the spirit of leadership among the youth. Leadership is essential, everywhere, at school level, at village level at state and above all at national level. It prepares the pupils to realize their duties and responsibilities. They should be assigned different duties, concerning with different developmental programmes, so that they may develop the qualities of leadership.

### **6. Secondary Education is an adventure of Higher Education**

Secondary education prepares the students, for higher education. Higher education means college education and university education, based on research programmes. There is every probability or chance off progress in secondary education for the acquisition of higher knowledge of higher values. It provides incentive to the secondary school students to make their life adventurous and progressive.

## **VOCATIONALISATION OF SECONDARY EDUCATION**

*“Secondary education should be increasingly and largely vocationalised, and in higher education- greater emphasis should be placed on agricultural and technical education.”*

— **Kothari Commission.**

Democracy demands that education should be useful rather than ornamental. It should prepare the pupil for vocation. It should help us to earn livelihood. Secondary stage is the terminal stage

in the life of majority of pupils. Every attempt should be made to give a vocational bias to secondary education and to increase the emphasis on agricultural and technological education at the university stage. This will surely bring education into closer relationship with productivity.

### **Historical Background:**

The following is the brief history of vocationalisation of education in India:

**1. Hunter Commission (1882-1883):** The Commission stressed the need for widening the curriculum in primary and secondary schools and introducing practical subjects such as accounts, elements of natural and physical science, and their application to agriculture, wealth and industrial arts. But no effective action was taken to implement the recommendation.

**2. Hartog Committee (1929):** The Committee placed an emphasis on industrial and commercial subjects at secondary stage and desired that students instead of being attracted to clerical and sedentary pursuits should take up some practical occupations. The Committee also recommended the provision of professional education at the collegiate level.

**3. Abbot-Wood Report (1937):** It was recommended that general and vocational education should not be regarded as different branches, but as the earlier and later phases of a continuous process. Vocational education should be on the same plane as literary education.

**4. Sargent Report (1945):** It was recommended that vocational courses should be provided in secondary schools side by side with general education courses.

As a result of above recommendations some schools provided vocational courses but the facilities were very inadequate.

### **MEANING OF VOCATIONALISATION OF SECONDARY EDUCATION :**

Vocationalisation of education at secondary stage implies:

- (a) Vocational training in the specific vocation so as to train the practical aptitudes of students in the preparation for definite work in future life; and
- (b) General education courses.

Thus vocationalisation means to provide a strong vocational bias to secondary education. Vocational courses should be introduced in secondary schools along with general subjects. General and vocational education should not be separated. Work-experience, craft-centered education, socially useful productive work, working on some project, executing a project, learning to do etc. are the various concepts of vocational education.

### **PRINCIPLES OF VOCATIONALISATION OF SECONDARY EDUCATION:**

1. **Part of total education:** Vocationalisation of education should be a part of total education programme.
2. **Guidance:** Occupational information and guidance should be provided to the students,
3. **Progress:** Vocationalisation of education should enable the persons to make progress in a socially useful occupation.
4. **Determining the need:** The need for vocationalisation of education in a specific area should determine from the results of a community survey.
5. **Local initiative:** Local initiative is essential for success in vocationalisation of education.
6. **Competent personnel:** Vocational education personnel should be professionally qualified and occupationally competent.
7. **Efficient operation:** Programmes of vocationalisation of education should be operated efficiently.
8. **Based on research:** Programmes of vocationalisation of education should be based on continuous research.
9. **Standards:** The standards in vocationalisation of education should be high or higher than the accepted standard in the concerned occupation.

10. **Vocational instruction:** Vocational instructions should be imparted on the basis of occupational needs. Vocational instructions should be available to those who need and want these instructions.

11. **Jobs:** Actual jobs provide the best laboratory for vocational education.

### **OBJECTIVES OF VOCATIONALISATION EDUCATION OF SECONDARY EDUCATION:**

The following are objectives of vocationalisation of secondary education:

- (1) Learning while earning and dignity of human labour.
- (2) Learning technical skills of economic relevance.
- (3) Learning through socially relevant activities.
- (4) Higher education with opportunities for employment especially self-employment.
- (5) Emphasis on the creation of new facilities in technical and vocational institutes, particularly in rural

### **NEED AND IMPORTANCE OF VOCATIONALISATION OF SECONDARY EDUCATION:**

**1. Solution of economic problems:** India is today facing such grave problems as employment, poverty, famine etc. Our economic problems are our greatest difficulties. Hence vocationalisation of secondary education is of the greatest importance, since only such education can help to solve the economic problems of our country. Mahatma Gandhi rightly stated, "True education ought to be for children a kind of insurance against unemployment."

**2. Attainment of happiness:** The true object of education is the generation of happiness. Man is really very happy when he is adjusted to his occupation. A happy and contented individual can render best service to society. Vocationalisation of secondary education will balance the distinctive capacity of the individual with social service.

**3. Attainment of social efficiency:** Vocationalisation of secondary education will help the education to attain economic independence and social efficiency. Social efficiency is the outcome of the efforts of the individuals who earn their livelihood and who are not parasites on the members of the society.

**4. Minimising social misfits:** Vocationalisation of secondary education will facilitate fixing the right person at the right place and thus minimises social misfits, entailing wastage of human talent, initiative and resourcefulness. For children of lower intelligence vocational education is the only hope. Such children should have vocational training as early as possible because they are at a great disadvantage when taught academic subjects with more intelligent children.

**5. Giving purpose to educational activity:** Vocationalisation of secondary education will be purposeful and conducive to learning. It makes the child an active partner in the learning process. It makes use of the child's tendencies and habits, pays attention to their interests and awakens their minds. It excites the intelligence and puts an end to lethargy and inactivity.

**6. Moral, intellectual and cultural development:** As far as the vocational aspect of education is concerned, it is connected with earning money. For this reason, one expects a high moral, intellectual and cultural level from an educated individual. If the educated individual fails to win economic independence, ends to be immoral in his behaviour; degenerates in his intellect and indifferent to the arts and cultural tastes.

### **PROBLEMS OF VOCATIONALISATION OF SECONDARY EDUCATION:**

**1. Problem of form and organization:** What should be the form of secondary education and how will it be determined is one of the major problem in vocationalisation of secondary education in India.

**2. Problem of organisation of curriculum:**

The following defects are found in the curriculum of vocational institutions.

(i) **Not related to local needs:** It does not fulfil the local needs. In the agriculturally predominant area, agriculture is not given a prominent place in the curriculum.

(ii) **Lacks variety:** It lacks variety.

(iii) **Lacks productivity:** It lacks productivity.

(iv) **No love for manual work:** It does not develop in the student a love for manual work

3. **Problem of training of teachers:** Vocationalisation of secondary education in India requires a large number of special type of trained teachers who may be in a position to successfully impart vocational education along with instruction in general education. The vocationalisation of education may fail in the absence of well trained, efficient or suitable teachers.

4. **Problem of selection of vocation:** There is a problem of selection of vocation at the time of admission of students. It is difficult for the student to choose a vocation at the time of admission, and aptitudes of students should be known with the help of various methods including interest inventories, etc. Educational and vocational guidance services should be organized in schools. These services are helpful in identifying their aptitudes, interests and suitability for the vocation. Training in a particular vocation should be given according to abilities, aptitudes and interest

5. **Problem of teaching procedure:** An integrated teaching procedure is required in vocational education. In it, a certain vocation has to be accepted as a nucleus and the various subjects have to be taught around it in a correlated manner. All the subjects of general education cannot be taught in this way. Only those subjects can be taught which may be correlated with the vocation concerned.

6. **Problem of physical facilities and equipment's:** Each school will need some laboratory, workshop, library and other physical facilities and equipment's. It means that huge finance is required. But due to lack of financial resources even traditional schools do not have the required facilities.

7. **Problem of administration and control:** There is a problem of administration and control. Till this date, general education is under the control of Government Education Department. Vocationalisation of secondary education requires the co-operation of the departments of industries, agriculture, etc. Government Education Department cannot control education.

8. **Problem of quality:** Education should be both quantitative and qualitative. Our country has made quantitative improvement in vocational education. But proper attention has not yet been given to its qualitative side. Most of vocational and technical schools are being run in a very bad condition.

9. **Problem of unfavourable attitude towards manual work:** A labourer does not enjoy that respect in Indian society which a teacher, doctor, advocate, engineer enjoys. Hence trainees in vocational schools do not engage themselves in those vocations which require manual work. They do not get adequate practical experience. Vocational schools are not producing good skilled workers.

10. **Problem of medium:** The mother-tongue has been accepted as the medium of instruction in India up to the secondary level. But good books are not available on the vocational subjects in the mother-tongue. This creates a great difficulty for the trainee. He has to devote much time to the study of English at the neglect of vocational subjects. Hence, many capable and intelligent students are left behind.

11. **Problem of modernization and technology:** Technology has been modernized in United States of America (U.S.A.) and United States of Soviet Republic (U.S.S.R.) and other Western countries. Blindly following their technology/method the situation has created the following problems in our country:

(i) **Problem of different needs:** By modernization we have begun to understand Westernization. As our needs are different from the Western ones, so we have to modernize the technology according to our needs.

(ii) **Problem of adverse impact:** We forget our Indian social values and circumstances under the influence of modernization. This has an adverse effect on the society.

(iii) **Problem of misunderstanding:** The technology dependent upon the invested capital is creating a misunderstanding between the labourers and the owner. The one is the exploiter and the other is the exploited. So a gap is being created between the two.

**12. Problem relating to research :** The Government of India has stressed the problem of research in vocational and technical education in the various Five Year Plans but we have not yet become self-dependent in this respect and we have still to copy the Western Style. Process and research styles should be according to our aspirations, needs and requirements in the country. The foreign styles cannot fulfill our Indian needs. Therefore we have not yet succeeded in making such researches on the basis of which we may profitably use our full manpower. A major portion of our manpower lies unemployed.

**13. Problem of post-vocational education and training:** After getting the training, if the trainee remains unemployed for some time he forgets all that he has learned in the concerned vocational/technical field. Those who are fortunate to get some employment continue working for years according to the old method that they learnt years ago. They do not get any chance for acquainting themselves with the latest devices and techniques. They forget even the theoretical aspect of training that they obtained.

**14. Problem of co-ordination:** There is the problem of co-ordination between training facilities and job opportunities. Through Five Year Plans India have developed opportunities for vocational and technical education. But the development of these opportunities has created the problems of unemployment of technical hands. At the same time, in some technical areas there were no trained hands.

## **SOLUTIONS OR REMEDIES OF PROBLEMS OF VOCATIONALISATION OF SECONDARY EDUCATION:**

**1. Adequate facilities:** Vocational or technical schools which do not fulfill the minimum conditions should be closed. These vocational schools which are well organised and managed should be given adequate financial assistance for organising good workshops, laboratories and libraries. They should have close relationship with the relevant local industries. The trainees should be sent to these industries to obtain some practical experience.

**2. Opportunities for manual work:** Opportunities should be given to students and teachers in schools and colleges for doing different types of creative manual work. Workshops should be organized to give sufficient practical experience to each trainee. Practical work should be allotted more time in the time-table.

**3. Arrangement for equipment:** It should be estimated that how many teachers and guides are required for particular stage of vocationalisation of secondary education. The arrangement for the equipment should be made on the basis of estimate.

**4. Attractive salaries and facilities:** The teachers and guides should be given attractive salaries and other facilities.

**5. Regional languages as medium of instruction and training:** Regional languages should be accepted as the medium of instruction in technical and vocational institutions. The teachers and guides should be so trained that they may be able to impart the training through the medium of the concerned regional language.

**6. Books in regional language:** Before making regional languages as the medium of instruction, it is necessary to produce standard books in regional languages in the various areas of vocational and technical education.

**7. Uniformity in administration and control:** Most of the problems of vocationalisation of education will be automatically solved by control. The Education Ministry of the Government of India should take up the responsibility of technical and vocational education in the same way as it looks after general education. A Council of Technical and Vocational Education may also be effectively organised both at the Central and State level for looking after the various implied issues.

**8. Research centers:** The research work in the field of technical and vocational education should be carried out according to the needs and conditions in the country. The Government should set up various types of experimental laboratories and research centers. The research fellows should be given handsome stipends so that capable persons may be attracted towards the same.

**9. Post education and training:** The problem of post education and training may be solved through any of the following measures:

**(i) Correspondence courses:** Correspondence courses may be organised for those workers who need enough orientation in latest theoretical techniques and principles. It is a good measure for in-service workers. They already continue their workshop practices. They may be invited at a certain center for reorientation for 10 to 20 days.

**(ii) Part-time courses:** Part-time courses develop the theoretical knowledge and skill of the in-service workers. But part-time courses may be possible only at some technical institution. Morning or evening classes may be arranged for this purpose.

**(iii) Refresher courses:** The in-service workers may be trained in the latest techniques and devices. This may be arranged at some technical education center.

**(iv) Short-term courses:** The in-service workers may be invited to attend certain courses for 15 to 20 days at some technical institution. This programme can be conveniently arranged during the holidays of some relevant industries.

**(v) Close contact:** The training for in-service employees may be arranged by establishing close relationship between the technical institution and the concerned industries. This programme is useful both for the in-service workers and the trainees.

## **RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN**

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March 2009 with the objective and aim at expanding and improving the standards of secondary education. It would take secondary education to every corner of the country by ensuring a secondary school within a radius of 5 km for every neighbourhood. Rashtriya Madhyamik Shiksha Abhiyan is the very recent initiative of Government of India to achieve the objective/goal of universalisation of education. The SSA (Sarva Shiksha Abhiyan) programme set up by the government to bring elementary education to millions of children has been successful to large extent. Thus, it has created a need for strengthening secondary education infrastructure across the country. The Human Resource Development Ministry has taken note of this and now plans to implement a second education scheme known as Rashtriya Madhyamik Shiksha Abhiyan during the XI plan at a total cost of Rs. 20,120 crore. With the successful implementation of the SSA a large number of students are passing out from upper primary classes creating a huge demand for secondary education.

### **VISION OF RMSA:**

To make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years is the vision for secondary education. To keep this vision in mind, the following is to be achieved:

- 1. Secondary school within a reasonable distance:** To provide a secondary school within a reasonable distance of any habitation, which should be five kilometers for secondary schools and seven to ten kilometers for senior/higher secondary schools.
- 2. Universal access:** Ensure universal access of secondary education by 2017.
- 3. Universal retention:** Universal retention by 2020.
- 4. Access to weaker and backward sections:** Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalised categories like SC, ST, OBC and Educationally Backward Minorities.

#### **OBJECTIVES OF RMSA OR UNIVERSALISATION OF SECONDARY EDUCATION:**

This scheme was launched in March 2009, with the objective to enhance a success to secondary education and improve its quality, envisages to achieve an enrolment rate of 75 per cent from 52.26 per cent in 2005-06 in secondary stage within five years by providing a secondary education within a reasonable distance of any habitation.

The main objectives are as follows:

- 1. Physical facilities:** To ensure that all secondary schools have physical facilities, staff and supplies according to the prescribed standards through financial support in case of Government/Local Bodies and Government aided schools and adequate regulatory mechanism in case of other schools.
- 2. Improvement in access:** To improve access to secondary schooling all young persons within a reasonable distance of any habitation which should be five kms for secondary schools and seven to ten kms for higher/senior secondary schools. Transport arrangements/residential facilities should be provided depending on local circumstances. Norms may be relaxed in hilly and tribal areas. Preferably residential schools should be set up in such areas.
- 3. No deprivation:** To ensure that no child is deprived of secondary education due to gender, socio-economic reasons, disability and other barriers/obstacles.
- 4. Enhanced learning:** To improve quality of secondary education resulting in enhanced social, cultural and intellectual learning.
- 5. Quality education:** To ensure that students pursuing secondary education receive education of good quality.
- 6. Common school system:** To signify substantial progress in direction of the common school system.
- 7. Universal access:** The vision behind universalisation of secondary education is that universal access of secondary education be achieved by 2017 and universal retention by 2020.

#### **IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)**

- 1. Physical facilities:** Important facilities provided under the scheme are : (1) Additional classrooms,(2)laboratories, (3) libraries, (4) art and craft room, (5) drinking water provision, (6) toilet blocks and 7) residential hostels for teachers in remote area.
- 2. Quality interventions:** Important quality interventions provided under the scheme are: (1) appointment of additional teachers, to reduce pupil-teacher ratio to 30 : 1, (2) In-service training of teachers, (3) curriculum reforms, (4) teaching-learning reforms, (5) focus on science, Mathematics and English teachers, (6) science laboratories and (7) information and communication technology (ICT) enabled education.
- 3. Equity interventions Provided:** Equity interventions provided in the scheme are: (1) Special enrolment drive for weaker section, (2)Preference to areas with concentration of scheduled castes, scheduled tribes and minority or opening of schools, (3) preference to ashram

schools for upgradation, (4) more female teacher schools, (5) special focus on micro-teaching and (6) separate toilet blocks for girls.

**4. Implementation mechanism of abhiyan :** The scheme (abhiyan) is being implemented by the State government societies established for the implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

**5. Financial and physical progress under the scheme:** The Central Government bore 75% of the direct expenditure during the XI Plan, with the remaining 25% being borne by the State Governments. However funding pattern was 90: 10 for North Eastern States.

## **STRATEGIES AND APPROACH FOR IMPLEMENTATION OF RMSA**

The following strategies are required to meet these challenges.

**1. Universal access to quality education:** Specially designed broad norms are to be developed at the national level for providing universal access to quality secondary education. Provision should be made so that secondary education should be available to all states/union territories.

**2. Infrastructure facilities and learning resources:** These may be developed in the following way:

(i) **Upgradation:** Primary schools should be upgraded with all necessary infrastructure facilities and teachers.

(ii) **New schools:** New secondary schools should be opened in unreserved areas. All the buildings will have mandatory water harvesting system.

**3. Quality maintenance:** The following measures should be adopted to maintain the quality of secondary education.

(i) **Infrastructure:** Required infrastructure like blackboard, furniture, libraries, science, mathematics, computer and language laboratories should be provided.

(ii) **Additional teachers:** Additional teachers should be appointed.

(iii) **In-service training:** In-service training of teachers should be provided.

(iv) **Bridge course:** Bridge courses should be arranged for enhancing learning ability for students passing out of class VIII.

(v) **Reviewing of curriculum:** Curriculum should be reviewed so as to meet National Curriculum Framework, (NCF) of 2005 norms.

(vi) **Accommodation of teachers:** Residential accommodation should be provided for teachers in rural areas and difficult hilly areas. Preference may be given to accommodation for female teachers.

**4. Equity:** The following strategy should be adopted in this direction.

(i) **Free lodging and boarding:** Free boarding and lodging facilities should be provided for SC, ST, OBC and minority communities.

(ii) **Residential schools, incentives and separate toilets:** Hostels, residential schools, cash incentives, uniforms, books and separate toilets for girls should be provided.

(iii) **Scholarships:** Scholarships should be provided to meritorious and needy students at secondary level.

(iv) **Inclusive education:** Efforts will be made to provide all necessary facilities for all types of exceptional children in the school, inclusive education should be the hallmark of all activities.

(v) **Open, and distance learning:** Expansion of open and distance learning needs to be undertaken specially for those who cannot pursue full time secondary education and for supplementation and enrichment face to-face instruction. This system will also play an important role for education of out of school children.

**5. Institutional reforms:** Essential institutional reforms should be made in each state. These institutional reforms include the following:

- (i) **Decentralisation:** Reforms should be made in school governance. Performance of schools should be improved by decentralizing their management and accountability.
- (ii) **Rational policy:** Rational policy should be adopted of teacher recruitment, training, remuneration and career advancement.
- (iii) **Professional and academic inputs:** Necessary professional and academic inputs in the secondary education should be provided.
- (iv) **Reforms in administration:** Reforms in educational administration like modernization, e-governance and decentralisation should be undertaken.
- (v) **Streamlining financial procedures:** Financial procedures for speedy flow of funds and their optimum utilisation should be streamlined.
- (vi) **Strengthening of resource institutions:** Necessary resource institutions like the following should be strengthened:
- (1) NCERT (National Council of Educational Research and Training), NIEPA (National Institute of Educational Planning and Administration), now known as NUEPA (National University of Educational Planning and Administration) and NIOS at the national level.
  - (2) SCERT (State Council of Educational Research and Training), State Open Schools (SOSs) and SIEMATs, etc. at the State level.
  - (3) University Departments of Education, Reputed Institutions of Science/Social Science/Humanities Educational Colleges of Teacher Education/Institutions of Advanced Study in Education (IASE) funded under the centrally-sponsored scheme of teacher education.
- 6. Involvement of organisations:** Panchayati Raj, municipal bodies, community teachers, parents and other stake holders should be involved in the management of secondary education. This can be done through school management and committees and parent-teacher associations. These will ensure the planning procedures, implementations, monitoring and evaluation.
- 7. Schemes of Central Government:** Central government operates the following centrally sponsored schemes:
- (i) **ICT schools** for providing assistance to state government for computer education and computer aided education in secondary and higher/senior secondary schools.
  - (ii) **Integrated education** for disabled children.
  - (iii) **Provision of learning** while earning for financially weaker children.
  - (iv) **Strengthening of boarding and hostel facilities for girl** students of secondary and higher/senior secondary schools.
  - (v) **Pace setting schools:** Number of (1) Kendriya Vidyalayas and (2) Jawahar Navodaya Vidyalayas will be increased and strengthened their role.
  - (vi) **Quality improvement** in schools including provision of assistance to state governments for Introduction of yoga, for improvement in science education, for environment education, for population education.

## Unit II

### HIGHER EDUCATION

#### Meaning of Higher Education

By Higher Education we mean University (Vishav-Vidayala), it is however not a new term for India, the world renowned Vishav-Vidayalas of Kashi, Nalanda and Taxila are a proof to it.

The Word University is derivative of Latin word 'Universitas' meaning "a community or a collective body". Etymologically the word university suggests community comprised of teachers and students engaged in organised pursuit of some specialised knowledge.

**(1) According to Bruce Truscof,** "A university, is a corporation or society which devotes itself to a search after knowledge for the sake of its intrinsic value."

(2) **Kothari Commission states,** “A university is a place where all are engaged in making their contribution towards search for truth and through it develop their personality.

## **AIMS AND OBJECTIVES OF HIGHER EDUCATION**

### **Aims and objective of higher education according to university education commission (Radhakrishnan commission):-**

- 1. Intellectual adventure:** - Universities are considered the centre of intellectual adventures. Higher education aims at producing intellectuals who will be able to direct, guide, preserve and revive our national culture and civilization.
- 2. Wisdom and knowledge:** - Since education is both a training of minds and a training of souls. It should give both knowledge and wisdom. Universities should produce such wise persons who may disseminate learning to make an incessant search for new knowledge.
- 3. Training for leadership:** - Higher education should produce able citizens who can take up national interests and responsibilities successfully in various fields like administration, commerce, trade, agriculture industry etc. our universities must train the youth for real leadership.
- 4. Preservation and development of culture and civilization:** - It is the duty of university to preserve and develop the culture that one may acquire self-confidence, self-respect and self-dependence. These virtues will make the nation very strong.
- 5. Development of new ideas:-** Higher education should generate new ideas and should discard those which are likely to prevent the growth of the nation. For progress it is necessary to rise above superstitions. Higher education should help the students to accept new values for all round development.
- 6. Aim of social order:-** The higher education(university) has to make the foundation of democracy strong and it has to develop the spirit for ensuring equality, fraternity and social justice to all among students. Besides this, it should develop inter-national understanding and universal brotherhood among students.
- 7. Discoveries and inventions:** - another aim of Higher education is to make new discoveries and inventions and has to develop new ideas in order to make the society strong.
- 8. Love of higher values of life:** - Higher education should inculcate moral values in students which will make them well disciplined. It has to teach the students morality, good education, good behavior, and ideal citizenship.

### **Aims and objectives of higher education according to Kothari education commission:-**

- I. To cultivate and seek new knowledge:** - Higher education should seek new knowledge and wisdom. It should interpret old knowledge, and beliefs in the light of new ideas and discoveries.
- II. To provide right kind of leadership:-** Higher education should provide leadership in every sphere of life to identify gifted youth and help them to develop their potential fully by cultivating physical fitness, by developing powers of mind and by cultivating right interests, attitudes, moral and intellectual values
- III. To provide equality and social justice:** - The other aim of the education is to strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education.
- IV. To develop whole some attitudes and values:** - Another objective of higher education is

to develop and foster attitudes and values in the teachers and students and through them in society generally the attitudes and values needed for developing the good life in individual and society.

## **PRESENT STATUS OF HIGHER EDUCATION INSTITUTIONS**

The present status of higher educational institutions is mixed. Some institutions are really doing a wonderful job in imparting higher education to our students. For example Aligarh Muslim University, Jawaharlal Nehru University, Delhi and Institute of Science and Technology at Pillani are playing positive and constructive role for imparting knowledge and wisdom to our youth/student community. It is a matter of pride and satisfaction that Pune in Maharashtra and Banglore in Karnataka State have become the focal points of higher learning in Engineering, Medical Science, Computer Education, Aeronautics and New Delhi have become the centre of producing our future administrative of the country. At the same time the state of J & K is also not lagging behind in the field of higher education. At present many Universities are functioning in KJK. Similarly, many Post-graduate colleges are coming up. New subjects have been introduced in these institutions to cater the hew needs and requirements of the society.

Broadly speaking, there are certain institutions in our country which are doing a good job in the field of higher education. At the sometime some institutions are playing with the career of our younger generation. These institutions does not fulfil even the minimum requirement to become eligible however, somehow the owners manipulate and get the recognition to start with an institution. They only sell the degrees/diploma and certificates and not knowledge. These institutions are existing in state of Bihar, U P. and in certain others parts of the country.

**Role of University Grants Commission:** The UGC is playing vital and crucial role in maintaining the standard of higher education. The important wing of UGC known as NAAC is visiting various parts of the country to ascertain the standard of the institutions of higher learning the country. The day is not far off when Present status of higher educational institutions will improve. This can be done with the collaboration of all the interested parties i.e. students, community and the Government at the state and the central level.

## **MEANING OF QUALITY CONTROL**

The quality control are often understood as related to excellence, trait or asset, associated and linked with standard, class effectiveness and features. All these terms are interchangeable and when put to control, guidance, direction or judgment; become the term quality control. In the document published by the Higher Education Quality Council, it is observed, "Quality is higher education embraces, but is not synonymous with effectiveness, efficiency and accountability" Educational quality control is the only way to help a nation to develop progress and become advanced nation.

The University Education Commission (1948-49) used the term standard and not quality. The quality in education need to be defined in the wider sense of the overall aim of education as the all-round development of the individual and his commitment to social objectives.

To narrow interpretation, educational standards are judged from examination results. Some important definitions of quality control are as under

1. Oxford Dictionary defines quality as, "Effort to produce quality goods, high degree of goodness or worth, standard."
2. As per Kothari Commission (1964-66) "Quality means the standard judged on the basis of three interrelated critical i.e. adequately, dynamism and international comparability."

## OBJECTIVES OF QUALITY CONTROL

1. Make education efficient.
2. Make education need and goal based for society.
3. Make it suitable to the changing needs of the country.
4. Make it more effective.
5. Ensure balanced personality development suited to society.
6. Ensure individuals to remain committed to social and national objectives.
7. Improve, enhance and maintain high quality/standard in all sphere and aspects of educational activities.
8. Improve curriculum, well suited to national, social and individual needs.
9. Ensure adequate infrastructure, man power and financial needs of institutions.
10. Make best and optimal use of resources both men and material.
11. Lastly to minimise wastage and retention.

## Characteristics of Quality Control

- 1. Quality of Staff.** This indicates—
  - (a) Acceptable social and financial status of teachers.
  - (b) A desire to provide them with the in-service training as they need to fulfil their role in changing society.
  - (c) A concern to manage the staff in accordance with the merit principle.
  - (d) A system to develop research work.
- 2. Quality of Curricula:** This indicates—
  - (a) To make the objectives of the training according to the needs of society.
  - (b) Adaptation of teaching methods to make students more active,
  - (c) Internationalization and networking of curricula, students and teachers.
- 3. Quality of Infrastructure:** This indicates—
  - (a) Provision of well-equipped libraries and reading rooms.
  - (b) To make use of Information Technology.
  - (c) provision of guidance and counselling.
  - (d) Provision of Co-curricular activities.
- 4. Methods of Teaching:** This indicates—
  - (i) Lectures to be carefully planned and supplemented by tutorials.
  - (ii) No prescribed textbooks any courses of study.
  - (iii) Tutorial instruction to be developed in all institutions imparting university education.
- 5. Systematic Evaluation.** This implies to develop a culture of evaluation within the institution.
- 6. Admission Capacity:** This indicates—
  - (a) To avoid overcrowding in institutions
  - (b) 180 working days in a year.
  - (c) Expansion facilities in Higher Education.

## PROBLEMS OF QUALITY CONTROL

- 1. Low standard of degrees:** - The average standard of our university teaching and examinations are low. These low standards have led many educationists to maintain that an average graduate of an Indian university is not very much superior to matriculate of a British school.
- 2. Low academic standard of university entrance:-**An average university entrant has a very low academic standard and majority of the students come to the students who are ill prepared that it becomes difficult for them to take avail of university education. It is due to the following causes:

**a- Non suitability of entrants-** Large number of university entrants are not suitable for higher education.

**b- Poor school teaching:** - The poor and average quality of teaching provided at secondary level is responsible for low academic standard of university entrance. The students having passed the secondary education due to poor teaching conditions fails to understand and absorb the concepts and theories in higher education of their respective subjects.

**c-Over crowded colleges:-** Over crowded colleges without necessary staff, class room, laboratories, libraries and hostel accommodation has made it impossible for most of the colleges and universities to give full education at under graduate level.

**3. Insufficient number of working days:** - Less number of working days in the year is responsible for poor quality. It has been found that number of working days in most of colleges and universities in the country ranges between 120 to 125 in an academic session as compared to 180 in American universities besides the examination days.

**4. Lower standard of teaching:** - Standard of teaching is increasingly falling down at higher education level as there is lack of co-ordination in teaching work lack of accommodation in class rooms and lower standard of knowledge of teacher.

**5. Inadequate tutorial and seminar guiding:-** In most of the colleges and universities there is no attempt at providing any tutorials and seminar guidance. Tutorial institution usually means going of a student to a teacher at least once a week for private or personal advice and institution. In seminars the students have to prepare themselves by making through study by consulting more books journals and research papers. But our higher education does not provide any chance of these activities.

**6. Limited research:** - Research is the paramount important concern of the higher education. Unfortunately our universities could produce a limited quality of research works of outstanding merit. There are frustrated research guides and financial difficulties in doing research.

**7. Theoretical courses:-** The courses studied in our universities are mainly out dated, theoretical and of academic nature .they are not attuned to the needs of the society because they are not centered around science, technology, engineering, industry etc.

**8 Poor condition of teachers:** - In many colleges (managed by the non-govt. agencies), the condition of the teachers is pathetic. They are not paid the salaries according to UGC norms. They are not satisfied with their job. The result is that they do not take due attention and interest in the job.

**9. No close contact between teachers and students:** - The increasing number of the students in colleges /universities has grown tremendously. This has adversely affected the pupil teacher relationship which is essential for the success of both, it has also lowered the higher education standard.

**10 .Dens for politics:** - Our college/universities have become the dens where politics is discussed. They have virtually become the local units of politics. Student leaders contest elections on the symbols of political parties like BJP, congress etc. As a result, group clashes are often witnessed which lead to closure of colleges/universities.

**11. Indiscipline due to agitation:** - The growing indiscipline among the students is also responsible for low standard of education. Usually students resort to agitations on one pretext or the other. In this way, closure of the educational institutions has become a common feature.

## **REMEDIAL MEASURES OF QUALITY CONTROL.**

**1. Better academic standards in schools and colleges:** - Teaching at the school level should be made more effective .Detailed study should be taken at +2 stage. The students should be made to know and work for long hours to cope with needs of high standard, university must ensure best academic standards in colleges and schools, this can be best academic standards in

colleges and schools, this can be possible only when universities initiate refresher courses and summer institutes for schools and colleges teachers.

**2. Better staff and hostel facilities:-**Better, qualified staff, accommodation equipment and hostel facilities should be made available in colleges and universities.

**3. Increasing number of working days:** - Each college and university must ensure 180 working days exclusive of examination days in the academic session .Besides this, the loss of working days due to strikes should be made good by extra classes.

**4. Improving standard of education:** - The following are some of the suggestions for improving standard of education:

I. Providing standard of Text books.

II. Providing adequate Equipments for laboratories.

III Increasing personal touch.

**5. Tutorials and seminars:** - tutorials and seminars are excellent means of improving standards. They should form an essential part of teaching at university level. Attendance in tutorials and seminars should be made as essential as in regular classes.

**6. Improvement in research:** - Research must be conducted and its levels must be improved i.e. .research guides should be of high caliber. The students should be research minded. Financial difficulties should not stand in the way of research. Liberal grants and stipends should be available for research.

**7. Improvement in methods of teaching:** - For the improvement in the method of teaching following suggestions should be made essential:

I. Discussion method should be used.

II. Class room lectures should change into round table.

III. Discussion with a view to ensuring two way participation should be instructed.

IV. Individual and group assignments should be given, evaluate and discussed frequently to provide help for learning.

**8. Reforms in examination:-**The method of examination should be reformed and modified so as to discourage selective study .Question papers should be made more reliable and valid. More emphasis should be given to objective tests, short answers and problem related questions.

## **PROBLEM OF HIGHER EDUCATION WITH REFERENCE TO FINANCES**

Problems of finances of higher education can be classified in two categories: (1) Internal and (2) external problems.

### **(1) Internal Problems of Finance:**

For carrying out educational system with efficiency and adequate progress, it is essential that sufficient funds should be available for the maintenance of its costs like creating infrastructure, maintenance, personnel services, salaries and upkeep of facilities. It requires regular monetary inputs for all activities. Funds are needed for purposes ancillary to educational activities as stated below:

**1. Variety of educational courses:** Modern advancement in technical and industrial development is the result of educational development. It has opened flood gates of diversification of courses, diplomas and degrees in multi-dimensions. This process needs adequate research for updating. Hence more allocation of funds and increased investment in education is essential in the interest of society in general and nation in specific.

**2. Identification of priorities and preferences:** For the magnitude of expansion GDP rate of 4 percent is very low. These are many areas and heads of expenditure such as (1) infrastructure, (2) material equipment like libraries, laboratories, (3) salaries, (4) services and maintenance, require a judicious evaluation of priority of spending and preference according to need. As the funds are inadequate areas of priority and preference are very essential.

**3. Equality OF educational opportunities:** Equality of opportunities is the need and slogan of the day. Hence sufficient funds are needed to provide equal opportunities to all sections of society—rich and poor, SCs, STs, OBCs, minorities and the like.

**4. Quantitative expansion:** Quantitative education is needed and taking place. But there is very low budget for education.

**5. Efficient utilization and managements:** There is scarcity of adequate funds for education. There has to be a great degree of efficient utilisation and management of funds by efficient planning.

## **(2) External problems of finance:**

**1. Unequal financing sources:** In India, there are three financing sources: (1) Centre, (2) State and (3) Individuals. The local resources of funding as compared to centre and state are very poor. All these three sources have different standard, unequal handling and management.

**2. Increasing population:** Our population is rapidly increasing. Hence more educational and vocational opportunities are required. Therefore, more funds are needed for facing the demand and challenge.

**3. Rapid urbanization:** The urban population is increasing in almost all states of India. As a result more educational and vocational facilities are required. Therefore, more input of finances is needed. The shifting of rural population to urban areas increases problems. Rural areas are neglected for scarcity of funds which are forced to be diverted towards ever increasing areas.

**4. Concentration of wealth:** There is increasing problem of concentration of wealth in few hands. Some of the states are comparatively rich to other states. Some states are very poor. Therefore, the imbalance and concentration of wealth does not help in producing quality education for the masses.

**5. National income:** Our national income is very low. Hence there is a need for high levels of production sources and growth rate at a steady pace. This can be achieved through training, orientation courses and refresher courses which provide a base for quality education. It is not possible unless more finance is available for education.

**7. Financial control:** Education is the joint responsibility of the centre and states. Most of the states are not in a position to bear the educational expenditure. Power flows from the purse. Primarily it is the centre, which provides most of the funds and has greater control on education. Flexibility is needed to cater to the local financial needs.

## **Remedial Measures:**

The success of any educational programme of educational system depends upon the availability of finance (funds) for educational system and the effective management. The remedial measures of handling the problems of financing of education are as follows:

- 1. Meaningful education:** Education should be made meaningful. It should not produce educate Unemployed of parasites. But it should produce active participants to prevent wastage of resources spent on educating them.
- 2. Adequate manpower:** Properly qualified and trained manpower should be provided to educational institutions. Crowded classes, inefficient and incapable teachers, overburdened with work are impediments and hindrance in the quality control. Therefore we need to maintain a workable teacher-pupil ratio, qualified and adequate manpower for maintaining and raising the standard of education.
- 3. Use of school buildings:** The school building should be made to use for longer periods, during the day and if possible during the nights as well.
- 4. Reducing cost:** The costs of infrastructural development and material equipment should be reduced by better and effective cost effective designing by mass production improvisation and careful handling, it should be diverted to the funds so saved for other educational activities.
- 5. Part time education:** Part time education should be provided to those who cannot be provided education during normal working hours. This will enable to meet the increasing demand of education, extend educational opportunity and facilities and those who otherwise cannot get education and realization of educational objectives.
- 6. Developing techniques and mechanism:** Techniques and mechanism for sharing of facilities should be developed and encouraged. Costly and sophisticated equipment and facilities such as laboratories, equipments, libraries, should be intensively and cooperatively used for longer duration throughout the year.
- 7. Sanctioning payment seats:-**A no. of payment seats should be sanctioned courses offered by the colleges and universities. Those who are able to pay the stipulated fees should be given admission. They shall not have to go through the screening process.
- 8. Private -initiatives:** - Private individual should be encouraged to open institutions of higher education .It will reduce burden on the govt. in financing higher education institutions.
- 9. Donations:** - Donations may be collected from the colleges/universities and the donators should be given tax-relief.
- 10. Opening professional courses:** - The institution of higher education should open some professional courses. Admission of professional courses can be generated on payment basis. For example in J and K a few institutions of higher education have opened courses like MBA, BBA, MBA, BCA etc. All students enrolled in these courses are charged fees.

## **RASHTRIYAUCHCHATAR SHIKSHA ABHIYAN (RUSA).**

RashtriyaUchchar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS) launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

### **Objectives**

The salient objectives of RUSA are to:

- ❖ Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- ❖ Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- ❖ Ensure 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.

### **Components**

The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfillment of the targets:

- ✓ Up gradation of existing autonomous colleges to Universities Conversion of colleges to Cluster Universities ,
- ✓ Infrastructure grants to Universities
- ✓ New Model Colleges (General)
- ✓ upgradation of existing degree colleges to model Colleges
- ✓ New colleges (Professional)
- ✓ Infrastructure grants to colleges

- ✓ Research, innovation and quality improvement
- ✓ Equity initiatives
- ✓ Faculty Recruitment Support
- ✓ Faculty improvements
- ✓ Vocationalisation of Higher Education
- ✓ Leadership Development of Educational Administrators
- ✓ Institutional restructuring & reforms
- ✓ Capacity building & preparation, data collection & planning

## **UNIT - III**

### **WOMEN'S EDUCATION**

#### **MEANING OF WOMEN'S EDUCATION**

Women education mean the education of girls or females. By women education, we mean that education, which concerns of and about women. It is the education, in which women participate in acquiring literacy, academic, domestic and social education. Broadly speaking, man and woman are just like the two sides of the same coin. Therefore, we can say that without the active co-operation of each other, the family cannot progress and develop. The education of girls is very significant from every point of view. It is only through education of women that we can expect happier family life, better hygienic conditions, greater reduction in fertility rate and economic prosperity.

Pt. Jawahar Lai Nehru said that, "Education of a boy is the education I of one person, but education of girl is the education of entire family. Indian Education Commission (1964-66) remarked, "For full development of our human resources, the improvement of homes and for moulding the character of children during the infancy period, the education of women is of greater importance than that of man." If we are really interested in the development of the country as a whole then education of woman is the only answer.

#### **NEED AND IMPORTANCE OF WOMEN EDUCATION**

The need and importance of women's education in India based on the views of the Indian educationists, philosophers, and political leaders.

1. The cooperation of women is necessary for the progress and prosperity of the country.
2. An educated woman produces an educated family and an educated society.
3. An educated woman makes the home happy and healthy.
4. An educated woman can mitigate the economic difficulties of the family.
5. An educated woman knows the importance of having small family and how to bring up her children.
6. A woman can become an ideal mother only when she receives education.
7. An educated woman participates in social, cultural, political and economic activities.
8. An educated woman produces better citizens whose role is very important to strengthen the democracy.
9. An educated woman helps to develop national integration, world peace and international understanding.
10. There is a positive relationship between education and economic development. Educated women increase the production of goods, services and national income.

11. An educated woman knows the importance of saving which is basic for capital formation and economic development.
12. To produce great women in different walks of life like science, literature and various disciplines of studies in the universities and in social and political life of the country.
13. An educated woman can help in removing social evils, and save the society from old beliefs and customs which adversely affect the progress of our society.
14. Women have the same rights to receive education as in the case of men. So, women cannot be discriminated on the basis of sex, as far as education is concerned.
15. Swami Vivekananda says no expectation of the progress of a family or a country can be achieved where women are not educated, and are leading a pitiable life. To him, welfare of the country is not possible until the condition of women is improved. Therefore, their educational uplift is of utmost importance.

### **OBJECTIVES OF WOMEN'S EDUCATION**

The unit of National Council for Educational Research and Training (NCERT) for women's education has formulated the following objectives of women's education:

1. To promote the education and the development of girls.
2. To undertake and promote research in the area of girls' education and development.
3. To develop and apply concepts and methods of women's studies.
4. To suitably intervene in the areas of policy planning, curriculum and teacher education for removing gender bias and disparities.
5. To act as a catalyst in promoting innovations and programmes of girls' education in the country.
6. To act as a national resource centre on girls' education and development.
7. To provide consultancy services in the areas of girls' education and development.

### **PROBLEMS OF WOMEN'S EDUCATION**

**Conservatism:** Most of the people of India feel that educated girls become morally depraved. The purdah system among Muslim girls and early marriage among Hindus have been great hindrances in the expansion of women's education. The traditional prejudices still operate in backward and rural areas to some extent. In fact, the lower and poor sections of the society fall an easy prey to these superstitions and traditional prejudices.

**Poverty:** The poor economic condition of parents is the greatest obstacle in the way of the development of women's education in underdeveloped countries like India. Education has become a costly affair. Hence, it is not an easy task for poor parents to make suitable arrangements for the education of their daughters.

**Illiteracy:** This is an undeniable fact that most of the parents of our country are illiterate and ignorant. Such parents do not know the need and importance of education. Due to the illiteracy and ignorance of parents, they fail to send their daughters to educational institutions. They discourage women's education.

**Lack of schools:** The number of schools imparting education are located either in urban areas or at distant places. Therefore, the girls have to walk long distances for attending schools. Moreover, the number of schools meant for girls is very few. This factor curbs the expansion of women's education.

**Lack of lady teachers:** There is shortage of qualified women teachers in our country. The available lady teachers do not like to go to village schools because facilities of life are absent. Absence of lady teachers discourages girls' education.

**Lack of transport in rural areas:** There are some rural areas, hills and remote places, where no transport facility is provided. Women teachers and girl students cannot go to schools located in these areas. Thus, it is the main hurdle in the progress of women's education.

**Lack of physical facilities:** Lack of hostel and transport facilities or hostels without proper security measures affect the expansion of women's education. In fact, many parents do not admit their daughters at distant schools and colleges due to lack of physical facilities.

**Indifference of government:** The government spends a huge amount on the education of boys and the amount spent on the education of girls is comparatively very low. It does not provide special emphasis for the popularization of girls' education.

**Unsuitable curriculum:** At all stages of education, boys and girls have the same curriculum. But the physical, social, cultural and emotional needs of girls are different. In our country women are compelled to take up courses and jobs which are similar to men's. As a result parents do not feel enthusiastic to send their girls to schools.

**Problem of co-education:** Though it is advisable, it is difficult on the part of the government to open separate schools for girls at different stages of education. Co-education can be encouraged at the elementary level, but it is not advisable to open co-educational schools particularly in a country like India, where adolescents do not possess sufficient emotional stability.

**Problem of wastage:** We find a lot of wastage in the education of girls. It may be owing to the negative attitude of parents towards the education of girls, or capitation fee and increasing unemployment problem.

**Lack of incentives:** the lack of adequate incentives and proper supervision and guidance to girls and parents discourage the expansion of women's education in India.

#### **RECOMMENDATIONS OF NATIONAL COUNCIL FOR WOMEN EDUCATION:**

- (1) To advise Government on issues relating to the education of girls at school level and of adult women.
- (2) To suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls in the fields stated above.
- (3) To suggest measures for utilizing the best voluntary effort in the field of education of girls and women as stated above.
- (4) To suggest suitable measures for educating public opinion in favour of education of girls and women.
- (5) To assess the progress achieved from time to time and suggest measures for evaluation of work done/being done and to watch the progress of implementation.
- (6) To recommend collection of specific data on problems relating to the education of girls and women and to recommend sample surveys and research projects and/or seminars as may be deemed necessary from time to time.

#### **RECOMMENDATIONS OF NATIONAL COMMITTEE ON WOMEN EDUCATION (1958-59):**

- 1. Closing the gap:** The existing gap between the education of men and women should be closed in as short a time as possible.
- 2. National Council for Education of Girls and Women:** A National Council for the Education of Girls and Women should be set up.
- 3. State Councils for Education of Girls and Women:** The State Governments should also set up State Councils for Education of Girls and Women.
- 5. Securing co-operation:** Co-operation of all semi-official organisations, local bodies, voluntary organisations, teachers' organisations and public should be enlisted.
- 6. Universal enrolment of girls:** The efforts for the education of girls should aim at universal enrolment in the age group 6-11 by 1976 and in the age group 11-14 by 1981.
- 7. Assistance to voluntary organizations:** Assistance to voluntary organisations should be given by the government for establishing hostels, laboratories and libraries.
- 8. Strengthening publicity programmes:** Publicity programmes should be strengthened in the form of preparing and displaying documentaries and films concerning women education.
- 9. Establishing Technical Institutes for Girls:** Technical Institutes for girls should be established and the government should be given cent percent grant for five years.

## **WOMEN EMPOWERMENT**

### **Meaning of Women Empowerment:**

Women are rational, intelligent and thinking human beings. The empowerment of women takes place when women achieve increased control and participation in decision making and implementing processes in all areas of national life, including political and administration area. That leads to their better access to resources and hence, improved socio-economic status. Empowerment implies five components, namely, (1) welfare (2) access to resources and services, (3) mobilisation, (4) conscientisation and (5) control.

- 1. Welfare :** It means empowerment in socio-economic status, such as improved nutritional status, shelter or income.
- 2. Access to resources and services:** It implies the first level of empowerment, since women improve their own status, relative to men, by their own work and organisation arising from increased access to resources and services.
- 3. Mobilization:** It is the action level of empowerment by forging links with the larger women's movement.
- 4. Conscientisation:** It is the process, by which women collectively urge to act to remove one or more of the discriminatory practices that impede their access to resources.
- 5. Control:** It is the level of empowerment when women have taken action so that there is gender equality in decision making over access to resources, so that women achieve direct control over their access to resources.

## **ROLE OF EDUCATION IN EMPOWERMENT OF WOMEN**

Women play an important role in social, economic, cultural, political and, religious life of a country. Education is a potent tool in the emancipation and empowerment of women. It is the greatest single factor which can incredibly improve the status of women. It is indispensable that education enables women not only to gain more knowledge about the world outside of the earth

and home but helps her to get status, self-confidence; necessary courage, positive self-esteem and inner strength to face challenge in life. It also facilitates them to procure a job and supplement the income of the family and achieve social status. Educated women can play an equally important role as men in nation building. Women education is the basic step to attain equality with men.

Education can play its role in the empowerment of women in the following way:

**1. Tool against exploitation:** Mahatma Gandhi stated that no woman can grow to her full capacity without education. Denial of educational opportunities to women virtually caused the downfall of Indian women. Lack of education led to their exploitation, suppression, molestation, violence, cruelty, injustice, poverty and enslavement. Education plays the role of a strong tool against the exploitation of women.

**2. Development of knowledge and intellect:** Education helps women to come in touch with the world of books. With the help of books and journals they can develop their knowledge and intellect.

**3. Effect on family welfare:** Women education has a greater effect on family welfare than men's education. Educated women in general have healthier children. Children of educated mothers have lower risk of infection because they are more likely to be immunized, have better hygiene in the household and better nutrition. There is a strong link between mother's education and decrease in the incidence of mortality among her children. They themselves can maintain good health. Women not only give birth to children, but also raise them to full citizens who will have an active role in building the nation and the society. Women can perform these functions, only when they are properly educated. Without education, woman is powerless. A woman's education is an asset for the society as she is the builder of the future citizens.

**4. Caring for family's health:** Education of the mother leads to better hygiene, improved nutrition practices, and greater effectiveness in caring for the family's welfare. Education equips mothers with knowledge needed for more effective roles at home.

**5. Improvement in health status:** Education also improves the health status of women. Education seems to accord her greater control over the frequency and spacing of child bearing, and to influence her use of health services during pregnancy and birth. Frequent pregnancies take their toll on the mother resulting in maternal depletion syndrome, particularly in poorer areas where dietary requirements of pregnant or lactating women often remain unfulfilled. Among the better educated women, through higher prevalence of contraception, fertility rates have declined and are approaching desired results.

**6. Improvement in educational achievement of children:** Mother's education improves the educational achievement of her children especially that of daughters in many cases. The more educated a woman is, the more she gives praise and confidence to her daughters.

**7. Awareness about rights:** Education saves women from exploitation, crime, pressure and suppression by making them aware about their rights and duties. Uneducated women do not have much awareness of their rights—awareness of political rights, awareness of inheriting their husband's property and awareness of getting a share of the father's property. It is education which bestows women the right to live their social life equally.

## UNIT - IV

### VALUE EDUCATION

#### MEANING OF VALUES

**Psychological meaning:** Anything that satisfies our desire is value.

**Biological meaning:** Value is the characteristic of a thing or activity which helps in conservation and furtherance of our life.

**Ethical meaning:** Those things or activities are valuable which help in making our soul perfect.

**Philosophical meaning:** Value signifies neither a thing nor an individual, but a thought or a point of view. As such, everything which is useful to an individual becomes valuable to him.

#### Some Expert Views about Meaning of Values:

**1. Allport's view:** "The term value means the relative prominence of the subject's interest or the dominant interest in personality."

**2. R. K. Mukerjee's view :** "Values are socially approved drives and goals that are internalised (through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations."

**3. D.H. Parker's view:** "Values belong wholly to the inner world of mind. The satisfaction of desire is the real value; the thing that serves is only an instrument. A value is always an experience never a thing or an object"

**4. R.B. Perry's view:** "Any objective whatever it be, acquires value when any interest, whatever it Mistaken in it, just as anything whatsoever becomes a target when anyone whosoever aims at it."

**5. Clyde Kluckhohn's view:** "Value is a conception, explicit or implicit, distinctive of an individual or characteristic of group, of the desirable which influences the selection from available means and ends of action"

#### THE MEANING AND NATURE OF VALUES:

- (1) Values relate to the aims of human life. For the achievement of aims men frame certain notions and these notions are called values.
- (2) Our conduct is motivated by our values.
- (3) Values are masterminds which give direction to one's strivings. Values represent feelings, interests, attitudes, preferences and opinions about what is right, just, fair or desirable.
- (4) Value is the act of cherishing something. A person who values justice will spend a lot of energy in search for it.
- (5) Value is the co-operative result of an interaction between personal and impersonal elements.
- (6) Value has its importance and worth. Only a good person is able to see and recognise good things.
- (7) Creation and preservation of value is an important purpose of man.
- (8) The greater the consideration and importance of values, the better is that social group.
- (9) Values have characteristics like subjectivity, objectivity, material or abstract, elasticity etc.

- (10) Values aim at perfection, self-realization, satisfaction, perfection and development, integrity and cohesion etc.

### **MEANING OF VALUE EDUCATION:**

Value education refers to the educational programme which is geared to the realisation of the vision the society as envisaged in its Constitution for the good of the society and good life of the individual. It covers all aspects of the personality development - social, moral, spiritual, religious, intellectual and aesthetic.

Concept of value education can be illustrated in the light of the following characteristics:

1. Comprehensive process: Value education is a comprehensive process of direct as well as indirect inculcation of proper habits, development of proper attitudes, sensibilities and character of the learners.
2. Related to good: Value education is related to the good of 'every' learner and of 'whole' learner to serve as a powerful instrument of social and national reconstruction.
3. Environmental factors: The process of Value education is influenced by a host of environmental home or family, school, Peer group, community, the media and general ethos of the

### **OBJECTIVES OF VALUE EDUCATION:**

The following are the objectives enlisted in challenges of education (1985)

1. Physical, intellectual and aesthetic development of personality.
2. Inculcation of a scientific temper, and democratic, moral and spiritual values.
3. Development of self-confidence to innovate and face unfamiliar situations.
4. Creation of awareness of physical, social, technological, economic and cultural environment.
5. Fostering a healthy attitude to dignity of labour and hard work.
6. A commitment to principles of secularism and social justice.
7. A dedication to uphold the integrity and honour, and foster the development of the country.
8. Promotion of international understanding.

### **NEED AND IMPORTANCE OF HUMAN VALUES:**

Values have unique need and importance in the present world in which there are crisis of social, intellectual, moral, spiritual, religious qualities among human beings. There is social, intellectual, moral spiritual and religious disintegration. In the present world, religion is losing its hold, power and knowledge are being misused for vested interests, nations do not trust one another ; black marketing barbarism, corruption, indiscipline and violence are fast spreading. Therefore there is great need and importance of values because only values can promote individual and social welfare, love, peace, good will and understanding.

*Need and importance of values can be highlighted as follows:*

1. **Social need and importance:** Values are needed and important from point of view of social development. Social values have been evolved by the society to make life more safe, comfortable, civilised and worth living. Social values are helpful in developing social qualities like social conformity, social sensitiveness, social service, social adjustment, social loyalty, social justice, sense of responsibility, solidarity of mankind, discipline, devotion,

cooperation, cleanliness, courtesy, friendship, good manners, respect for others, team work and welfare of others.

**2. Moral need and importance:** More values are needed and important because they are helpful in developing character and morality. They are helpful in developing traits of moral development like honesty, truthfulness, moral stability, good character, considerateness, compassion, courageous conviction, conscientiousness, sincerity, temperance, humility, etc.

**3. Religious need and importance:** Values are needed and important because they are helpful in developing religious qualities. Religious values play an important role in developing faith in God, spiritualism, non-violence, tolerance, simplicity, social service, dignity of manual work, niskama karma, courtesy, good character, humanitarianism i.e., peace, good will and understanding, brotherhood of man and fatherhood of god, forgiveness ,purity, truthfulness, universal love and synthesis between moral and spiritual values.

**4. Secular need and importance:** Values are needed and important because they are helpful in promoting qualities of secularism like mutual understanding, mutual cooperation, tolerance, humanitarianism, appreciation of universal truths revealed by different religions. Most of the religions hold the view that service to humanity is service to God. It encourages the policy of live and let live. Secularism stands for peace, good will, brotherhood of man and unity of the world.

**5. Cultural need and importance:** Values are needed and important because they are helpful in cultural development. Cultural values are helpful in preservation and enrichment of culture.

**6. All-round personality development need and importance:** Values are needed and important cause they are helpful in all-round development of personality i.e., physical, intellectual, emotional, social, moral, aesthetic and vocational development of personality.

## **METHODS OF IMPARTING/DEVELOPING HUMAN VALUES**

1. Examples should be taken from day-to-day life situation.
2. Extracts from the sayings of great men should be explained.
3. Incidents and problems which develop value judgement should be taken up.
4. Inspirational dialogues, dramas, poems, stories and materials from ,, religious scriptures could form the major part of the content of value education.
5. Biographies of great personalities should form an important source of value education.
6. Personal, neighbourly and community values should be taught in the classroom and thoroughly discussed with the students.
7. Yoga and other activities that develop self-discipline among students should be included.
8. Group activities like cleaning the school campus, visiting slums service camps, visits to hospitals and visits to places of worship of different faiths, should form a part of content in value education.
9. Discourses on the lives of national and spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.
10. Prayer, meditation and shramadan should form an integral part of the content of value education.
11. Celebrating the birthdays of great national and spiritual leaders.

12. A variety of learning resources such as biographies, scriptures, proverbs, hymns and sayings of great persons can be used for value education.
13. A spirit of cooperative work and mutual help should be organised in the entire functioning of the school.
14. Arrange picnics and excursions to give opportunities to the students for moving among different people and seeing the monumental achievements in the country for broadening their outlook and understanding humanitarian values.
15. Training in drawing; painting and dancing should be arranged in order to develop aesthetic values.
16. Encourage women students to organize mass-cooking, mass-knitting of woolen equipment', and visit orphanages to do voluntary services like washing and bathing them.
17. Encourage students to engage in minor construction works such as repairing and laying roads, building houses and digging wells and tanks.

## **ENVIRONMENTAL EDUCATION**

Since all kinds of substances and phenomenon taken together, constitute the environment. Environmental Education, therefore, means education regarding environment. It can be termed as an education through the environment, about the environment and for the environment: According to United States Environmental Education act-1970 “Environmental Education means the educational process dealing with man’s relationship with his natural and man-made surroundings and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, urban and rural planning to the total human environment.”

So we can say that environmental education is that educative process which affects desirable attitudinal changes with regards to man’s relationship with his natural and man-made surrounding including aspects like population, pollution, resources, transportation, technology i.e. total human environment.

## **CHARACTERISTICS OF ENVIRONMENTAL EDUCATION.**

Environmental Education should have a strong motivation impact on students. It should stimulate to engage them in exploring the personal assumptions, values and feeling about society and relationship to these in environmental context.

Following can be pointed as characteristics or features of environmental education:

1. It is problem oriented; Environmental education is oriented towards a problem or an issue.
2. It is concerned with situations as have real consequences for society.
3. Environmental education seeks to develop skills for solving environmental problems.
4. It aims at elaborating alternative solutions for environmental problems.
5. It identifies imbalances of environment and tries to improve it, in view of sustainable development.
6. It tries to develop environmental attitude among students and develop environment friendly technologies.
7. It aims to classify values.

8. It fosters and promotes creation and development creative skills for the practice of healthy living and environment improvement.

### **OBJECTIVES OF ENVIRONMENTAL EDUCATION**

Following can be described as main objectives of Environmental Education:

1. To inculcate social values and strong concern for environment in individuals and groups.
2. To motivate them for ensured active participation in environmental protection.
3. To generate awareness and sensitiveness to total environment and its problems among individuals and social groups.
4. To help, individuals in acquiring skills concerning solution to environmental problems.
5. To help individuals and social groups to acquire basic understanding of environment, its related problems and desirable human response to these.
6. To help generate a sense of concern, responsibility and urgency regarding problems of environment in individual and appropriate action for their solution.

*National Council for Educational Research and Training developed a national curriculum of environmental educations for all the stages of education with emphasis on following aspects as under:*

—Population Education: Inclusion of history of population growth, its causes, remedies and impacts.

—Education regarding land use, land reclamation and soil conservation.

—Population causes, remedies and their impact on environment.

—Impact of environmental pollution and degradation on man, environmental quality and man's future on earth.

—Development of environment or environment friendly skills, techniques and attitudes among individuals.

—Concern for health, hygiene, food and nutrition, disease eradication and creation of healthy environment.

### **NEED AND IMPORTANCE OF ENVIRONMENTAL EDUCATION.**

Over last few decades, as a result of rapid environmental degradation various problems like greenhouse effect, Global warming and depletion of ozone layer, have rang alarming bells. As a result of these global efforts of environmental management to avoid any possible catastrophes have gained momentum and environmental education has assumed importance as under:

1. Environmental education for awareness and development of attitudes for judicious management of the environment.
2. Acquaint people with environmental problems, their global impact, and remedial measures through all available channels.
3. Familiarize people with the social, political, economic industrial and other causes of environmental degradation.
4. Enable to individual to know physical and social environment and to make desirable adjustments with the physical and natural environment.

## PROGRAMMES OF ENVIRONMENTAL EDUCATION

### Role of teacher in improving the environment:-

- 1. Awareness.** The teacher should be aware of the fact that there is an urgent need to educate about environment. The teacher can convince the society about the urgency of environmental education if he himself is adequately aware of it.
- 2. Efforts for improvement.** The teacher should make maximum efforts to improve the environment. He should play an active role in it.
- 3. Curriculum.** Topic on environment education should be included in the curriculum and the teacher should willingly accept it. He should seize every opportunity to teach this. Environmental education can also be imparted in various subjects like history, geography, civics, economics, languages, literature and music etc.
- 4. Articles.** The teacher should encourage the students to write articles on 'Pollution and its Control' and other aspects of environmental education. They can also take part in essay competitions.
- 5. Declamation contests.** The teacher should organise declamation contests on the various aspects of environment including pollution and prevention.
- 6. Skits and dramas.** The teacher should help in the organisation of skits and dramas on various aspects of environmental education.
- 7. Art campaigns.** The teacher should help in organising 'Art Campaigns' on environmental education. Art campaigns to produce posters would make local citizens aware of pollution conditions. Local shopkeepers might be approached to place these in their windows, thereby providing relevance for the children between school and community. The local science fair may also be used if given a proper orientation such as, "Ideas to land pollution".
- 8. Visits.** (a) **Picnics.** Students should be taken to places of picnic surrounded by thick forests to have firsthand experience of the neat and clean environment with cool and fresh air as compared to the places of their residence.  
(b) **Slums.** Students should also be taken to the slums (slum areas) in order to witness the environmental conditions prevailing there and their effect on the life of the people living there.  
(c) **Places of heavy rush.** Students should also be taken out to witness the heavy rush of traffic on the roads resulting in fuel smoke polluting the environment.  
(d) **Flora and fauna.** The students should be taken to the nearby sites for study of flora and fauna. They should also take note, of ecological problems and realise its impact on' humanity.
- 9. Films and video cassettes.** Short films and video cassette on environment should be arranged and shown to the students and the general public. Some video cassettes showing the ruthless felling of trees, agricultural polluting land being converted into *bastis*, waste water polluting rivers, pollution of air, water and noise and their prevention should be shown to the students.
- 10. Other co-curricular activities.** The teacher should help in the organisation of various other co-curricular activities like (i) Seminars, (ii) Essay writing competition, (iii) Political recitation contest, (iv) Exhibitions, (v) National Service Scheme, (vi) Gardening, (vii) Floriculture, and (viii) Community cooking etc. to understand and experience pollution free environment. A

village can be adopted and the activities of National Service Scheme (N.S.S.) may be organised. He can also organise clubs which helps people in case of flood, earthquake and epidemic.

**11. Contact with institutions.** Many institutions such as Society for clean Environment, Bombay; Central Public Health Engineering Institute, Nagpur; Central Labour Institute, Bombay ; The Ministry of Environment and Forests, Delhi. The Ministry of Environment and Forests has been conducting a National Environment Awareness Campaign (NEA) every year since 1986 with the aim of creating environment awareness at the national level. National Environment Awareness Campaign (1994-95) has been launched by the Ministry with the; two themes: (I) Joint forest management and (ii) Eco-development.

**12. Related literature.** The teacher should produce related literature for school library in order to increase the knowledge of students. He should ask the students to prepare album. He should seek the co-operation of other institutions such as community, family, club, state etc. He should awaken in the minds of the students the sense of healthy environment by direct and indirect methods.

**13. Environmental pollutants.** The teacher should impart information to the students about environmental pollutants and the techniques of preventing pollution. This process should be practical instead of being theoretical so that the students may internalize them and use them in practical life.

**14. Public lectures.** The teacher should make himself available to speak before groups of citizens on the subject of natural environment and its balance.