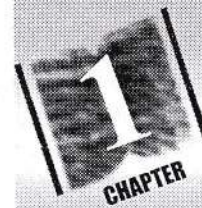**Second Half**

Policy Framework for Education in India

CONTEMPORARY ISSUES OF EDUCATION

UNEMPLOYMENT IN INDIA

Unemployment is a serious problem of India. It is becoming more and more serious day by day. India has the population of about 1.20 billion. Many of the Indians are jobless. The problem of unemployment is rising fast. Every able bodied man and woman must get employment. If not, the problem of unemployment will create difficulties for the development of the country.

Many age-old businesses that are not able to cope-up with the changing demand and economic scenario are either closed down or heavy retrenchment takes place in them. When there is slump in business, many people find themselves without jobs.

Though a number of young men have been absorbed in the Information Technology businesses, a large number of youth people are still unemployed.

When a person is failed to get any job and unable to found the means of livelihood, we call him an unemployed person. Thus, unemployment means lack of absence of employment. In other word unemployment is largely concerned with those persons who constitute the labor force of the country, who are able bodied and willing to work, but they are gainfully employed. Unemployment, therefore, is the lack of earning or idleness on the part of a person who is able to work.

Definition of Unemployment

Different persons have been defined unemployment in different ways. The important definitions of unemployment are as follows:

According to *Gillin and Gillin* "Unemployment is a condition in which a person able and willing to work normally, dependent upon his earning to provide the necessities of life for himself and family in unable to obtain gainful employment."

Karl Pibrain defines "Unemployment is a condition of the labour market in which the supply of labour power is greater than the number of available openings."

In the words of *Fairchild* "Unemployment is forced and involuntary separation from remunerative work on the part of the normal wages and normal conditions."

Sergeant Florence says "Unemployment has been defined as the idleness of persons able to work."

Types of Unemployment

As unemployment is a universal problem and is found in every country more or less, therefore, it is categorised into a number of types. The chief among them are stated below:

1. **Structural unemployment:** Basically India's unemployment is structural in nature. It is associated with the inadequacy of productive capacity to create enough jobs for all those able and willing to work. In India not only the productive capacity much below the needed quantity, it is also found increasing at a slow rate. As against this, addition to labour force is being made at a first rate on account of the rapidly growing population. Thus, while new productive jobs are on the increase, the rate of increasing being low the absolute number of unemployed persons is rising from year to year.

2. **Disguised unemployment:** Disguised unemployment implies that many workers are engaged in productive work. For example, in Indian villages, where most of unemployment exists in this form, people are found to be apparently engaged in agricultural works. But such employment is mostly a work sharing device i.e., the existing work is shared by the large number of workers. In such a situation, even if many workers are withdrawn, the same work will continue to be done by fewer people.

   It follows that all the workers arte not needed to maintain the existing level of production. The contribution of such workers to production is nothing. It is found that the very large numbers of workers on Indian farms actually hinder agricultural works and thereby reduce production.

3. **Cyclical unemployment:** Cyclical unemployment in caused by the trade or business cycles. It results from the profits and

loss and fluctuations in the deficiency of effective demand production is slowed down and there is a general state of depression which causes unemployment periods of cyclical unemployment is longer and it generally affects all industries to a greater or smaller extent.

4. **Seasonal unemployment:** Seasonal unemployment occurs at certain seasons of the year. It is a widespread phenomenon of Indian villages basically associated with agriculture. Since agricultural work depends upon Nature, therefore, in a certain period of the year there is heavy work, while in the rest, the work is lean. For example, in the sowing and harvesting period, the agriculturists may to engage themselves day and night.

   But the period between the post harvest and pre sowing is almost workless, rendering many without work. Thus, seasonal unemployment is largely visible after the end of agricultural works.

5. **Underemployment:** Underemployment usually refers to that state in which the self employed working people are not working according to their capacity. For example, a diploma holder in engineering, if for wants of an appropriate job, start any business may be said to be underemployed. Apparently, he may be deemed as working and earning in a productive activity and in this sense contributing something to production.

   But in reality he is not working to his capability, or to his full capacity. He is, therefore, not full employed. This type of unemployment is mostly visible in urban areas.

6. **Open Unemployment:** Open unemployment is a condition in which people have no work to do. They are able to work and are also willing to work but there is no work for them. They are found partly in villages, but very largely in cities. Most of them come form villages in search of jobs, many originate in cities themselves. Such employment can be seen and counted in terms of the number of such persons.

   Hence it is called upon unemployment. Open unemployment is to be distinguished from disguised unemployment and underemployment in that while in the case of former unemployment workers are totally idle, but in the latter two types of unemployment they appear to be working and do not seem to be away their time.

7. **Voluntary Unemployment:** Voluntary unemployment occurs when a working persons willingly withdraws himself from work. This type of unemployment may be caused due to a number of reasons. For example, one may quarrel with the employer and resign or one may have permanent source of unearned income, absentee workers, and strikers and so on. In voluntary unemployment, a person is out of job of his own desire. She does not work on the prevalent or prescribed wages. Either he wants higher wages or does not want to work at all.

8. **Involuntary unemployment:** Involuntary unemployment occurs when at a particular time the number of worker is more than the number of jobs. Obviously this state of affairs arises because of the insufficiency or non availability of work. It is customary to characterise involuntary unemployment, not voluntary as unemployment proper.

9. **Educated Unemployment:** Among the educated people, apart from open unemployment, many are underemployed because their qualification does not match the job. Faulty education system, mass output, preference for white collar jobs, lack of employable skills and dwindling formal salaried jobs are mainly responsible for unemployment among educated youths in India. Educated unemployment may be either open or underemployment.

10. **Technological Unemployment:** It is the result of certain changes in the techniques of production which may not warrant much labour. Modern technology being capital intensive requires less labourers and contributes to this kind of unemployment.

11. **Casual Unemployment:** When a person is employed on a day-to-day basis, casual unemployment may occur due to short-term contracts, shortage of raw materials, fall in demand, change of ownership etc.

12. **Chronic Unemployment:** If unemployment continues to be a long term feature of a country, it is called chronic unemployment. Rapid growth of population and inadequate level of economic development on account of vicious circle of poverty are the main causes for chronic unemployment.

13. **Frictional Unemployment:** Frictional unemployment is caused due to improper adjustment between supply of labour and demand for labour. This type of unemployment is due to immobility of labour, lack of correct and timely information, seasonal nature of work. etc.

Another Types of Unemployment Exist in India

Unemployment means idleness of manpower. The state in which labour possesses necessary ability and health to perform a job, but does not get job opportunities, is called unemployment.

The nature of unemployment differs according to the level of economic development in a country. India is an underdeveloped economy. The following types of unemployment exist in India:

1. *Rural Unemployment*

India is essentially a rural economy. According to 2001 Census, 72.2 per cent people live in villages. Agriculture is their principal means of livelihood. Two kinds of unemployment exist in rural areas:

(a) **Seasonal Unemployment:** This is primarily confined to agriculture. Agriculture does not provide employment round the year. It is also known as perennial unemployment. Sowing and harvesting season ranges between five and seven months. For the rest of the period the cultivator has to remain idle. Experts believe that an Indian cultivator remains unemployed for five to six months. When the next sowing season starts he again goes back to cultivation. Therefore, it is called seasonal unemployment.

(b) **Disguised Unemployment or Underemployment:** It is again a feature of the agrarian economies. When more people are engaged than actually required for production, it is called disguised unemployment. If a part of labour force is withdrawn from the farm the total output of the farm will remain unchanged. The withdrawn labour force will be termed as disguisedly employed.

Under this situation the marginal productivity of labour (*i.e.*, the addition to the total product) over a wide range is zero. Indian agriculture is a self-employing sector. There is absence of alternative occupations in the economy.

The burden of increasing population ultimately; falls on land and there is overcrowding on the farms. Rigid social structure

and joint family system encourage this overcrowding. No one appears to be unemployed. But in reality, large part of the labour force is underemployed.

2. Urban Unemployment

According to 2001 Census, 27.8 percent population lives in urban areas. Therefore, the magnitude of urban unemployment is not as high as that of rural unemployment. Two kinds of unemployment exist in the urban areas:

(a) Industrial Unemployment: The Britishers had totally destroyed the village based industries. The condition of artisans and farmers was not good. They migrated to the urban areas in search of jobs. But they could only increase the number of unemployed persons.

In recent years many industries have been modernized. New and automation techniques of production have rendered many workers unemployed. It is called 'technological unemployment'.

Industrial activities are increasing by leaps and bounds. Fluctuations in the business activities affect the level of employment. Industrial recession of 1966-68 rendered many workers unemployed. Recent power shortage in many states has slackened the industrial activity and increased the number of unemployed persons. It is called 'cyclical unemployment'.

(b) Educated Unemployment: Indian universities and colleges have been producing lakhs of graduates every year. Education in India is not 'job oriented'. Students have been aimlessly studying different courses.

When they come out of college after completing their education, they fail to get suitable jobs. Educated unemployment entails a waste of the country's most valuable resource, the human capital.

Measurement of Unemployment

There are three measures or estimates of unemployment. These are developed by National Sample Survey Organisation (NSSO). They are:

1. **Usual Status Unemployment:** Also known as open unemployment or chronic unemployment. This measure estimates the number of persons who remained unemployed

for a major part of the year. This measure gives the lowest estimates of unemployment.

This concept used to determine the usual activity status of a person as employed or unemployed or outside the labour force. The persons covered may be classified into those working or available for work in their principal activity sector and subsidiary sector.

2. **Weekly Status Unemployment:** The estimate measures unemployment with respect to one week. A person is said to be unemployed if he is not able to work even for an hour during the survey period. In other words according to this estimate a person is said to be employed for the week even if he/she is employed only for a day during that week.

3. **Current Daily Status Unemployment:** It considers the activity status of a person for each day of the preceding seven days. The reference period here is a day. If a person did not find work on a day or some days during the survey week, he/she is regarded as unemployed.

Normally if a person works for four hours or more during a day, he or she is considered as employed for the whole day. The daily status unemployment is considered to be a comprehensive measure of unemployment.

Equation of Unemployment

Those who are willing to work at the going wage rate but are not getting jobs are called Unemployed. The state of remaining unemployed is known as Unemployment. If at any wage rate the supply of labour is S and demand for labour is D and if S > D, then the amount of unemployment will be given by S−D.

The percentage of willing workers remaining unemployed is called the rate of unemployment.

Thus the rate of unemployment $= \dfrac{S-D}{S} \times 100$

Suppose at any given wage rate 100 workers are willing to work but 60 workers are demanded in the labour market. Then (100 − 60) = 40 workers will remain unemployed.

The rate of unemployment will be $= \dfrac{40}{100} \times 100 = 40\%$

Causes of Unemployment in India

It is obvious that the unemployment situation is grim indeed. It has, therefore, to be tackled with appropriate measures and on an urgent basis. However, before we discussed the ways and means of removing unemployment, it is necessary that we understand the causes that given rise to it. The major causes which have been responsible for the wide spread unemployment can be spelt out as under.

1. **Rapid Population Growth:** It is the leading cause of unemployment in Rural India. In India, particularly in rural areas, the population is increasing rapidly. It has adversely affected the unemployment situation largely in two ways. In the first place, the growth of population directly encouraged the unemployment by making large addition to labour force. It is because the rate of job expansion could never have been as high as population growth would have required.

   It is true that the increasing labour force requires the creation of new job opportunities at an increasing rate. But in actual practice employment expansion has not been sufficient to match the growth of the labor force, and to reduce the back leg of unemployment. This leads to unemployment situation secondly; the rapid population growth indirectly affected the unemployment situation by reducing the resources for capital formation. Any rise in population, over a large absolute base as in India, implies a large absolute number.

   It means large additional expenditure on their rearing up, maintenance, and education. As a consequence, more resources get used up in private consumption such as food, clothing, shelter and son on in public consumption like drinking water, electricity medical and educational facilities. This has reduced the opportunities of diverting a larger proportion of incomes to saving and investment. Thus, population growth has created obstacles in the way of first growth of the economy and retarded the growth of job opportunities.

2. **Limited Land:** Land is the gift of nature. It is always constant and cannot expand like population growth. Since, India population increasing rapidly, therefore, the land is not sufficient for the growing population. As a result, there is heavy pressure on the land. In rural areas, most of the people

depend directly on land for their livelihood. Land is very limited in comparison to population. It creates the unemployment situation for a large number of persons who depend on agriculture in rural areas.

3. **Seasonal Agriculture:** In Rural Society agriculture is the only means of employment. However, most of the rural people are engaged directly as well as indirectly in agricultural operation. But, agriculture in India is basically a seasonal affair. It provides employment facilities to the rural people only in a particular season of the year. For example, during the sowing and harvesting period, people are fully employed and the period between the post harvest and before the next sowing they remain unemployed. It has adversely affected their standard of living.

4. **Fragmentation of Land:** In India, due to the heavy pressure on land of large population results the fragmentation of land. It creates a great obstacle in the part of agriculture. As land is fragmented and agricultural work is being hindered the people who depend on agriculture remain unemployed. This has an adverse effect on the employment situation. It also leads to the poverty of villagers.

5. **Backward Method of Agriculture:** The method of agriculture in India is very backward. Till now, the rural farmers followed the old farming methods. As a result, the farmer cannot feed properly many people by the produce of his farm and he is unable to provide his children with proper education or to engage them in any profession. It leads to unemployment problem.

6. **Decline of Cottage Industries:** In Rural India, village or cottage industries are the only mans of employment particularly of the landless people. They depend directly on various cottage industries for their livelihood. But, now-a-days, these are adversely affected by the industrialization process. Actually, it is found that they cannot compete with modern factories in matter or production. As a result of which the village industries suffer a serious loss and gradually closing down. Owing to this, the people who work in there remain unemployed and unable to maintain their livelihood.

7. **Defective Education:** The day-to-day education is very defective and is confirmed within the class room only. Its main aim is to acquire certificated only. The present educational system is not job oriented, it is degree oriented. It is defective on the ground that is more general then the vocational. Thus, the people who have getting general education are unable to do any work. They are to be called as good for nothing in the ground that they cannot have any job here, they can find the ways of self employment. It leads to unemployment as well as underemployment.

8. **Lack of Transport and Communication:** In India particularly in rural areas, there are no adequate facilities of transport and communication. Owing to this, the village people who are not engaged in agricultural work are remained unemployed. It is because they are unable to start any business for their livelihood and they are confined only within the limited boundary of the village. It is noted that the modern means of transport and communication are the only way to trade and commerce. Since there is lack of transport and communication in rural areas, therefore, it leads to unemployment problem among the villagers.

9. **Inadequate Employment Planning:** The employment planning of the government is not adequate in comparison to population growth. In India near about two lakh people are added yearly to our existing population. But the employment opportunities did not increase according to the proportionate rate of population growth. As a consequence, a great difference is visible between the job opportunities and population growth.

On the other hand it is a very difficult task on the part of the Government to provide adequate job facilities to all the people. Besides this, the government also does not take adequate step in this direction. The faulty employment planning of the Government expedites this problem to a great extent. As a result the problem of unemployment is increasing day by day.

Youth Unemployment in India

India faces today a number of problems. But the problem of Youth unemployment is the most serious. Of course, the problem of unemployment among youths has raised its head in almost every country, but that cannot be our consolation.

The number of unemployment youths in our country has already reached an alarming proportion and still the number is increasing every year.

It is really a matter of pity and shame that though willing to work, a large number of our youths find to scope of employment. Thousands of young people remain idle even after completing their studies.

Causes of Youth Unemployment in India

We should analyses the causes behind such shameful situation.

- **Alarming growth rate of population:** The most important factor is the alarming growth of population. We see that the population is growing fast but there is no expansion of corresponding avenues of employment.
- **Defective Education System:** Our system of education is also defective. It is not satisfactorily related to the socio-economic needs of our people.
- **Unplanned Automation:** Unplanned automation has thrown thousands of young people out of their work.
- **Industrial Unrest:** Industrial unrest has also led to lockouts and layoffs.

And thus, on the whole, the situation is growing worse and gradually slipping out of control.

Solution Youth Unemployment in India

To solve the problem a change of outlook is also needed.
It is a fact that no government can provide employment for all the unemployed youths.

- **Practical Education System:** Hence our education system should be more practical. Vocational education can offer greater employment opportunities to our youths.
- **Revival of small and cottage industries:** By reviving cottage and small-scale industries we can also solve the problem of rural unemployment.
- **Control Population Explosion:** However, all these will be of no avail unless population explosion is controlled. Indeed hunger, distress and unemployment will rule the land unless the birth rate is reduced to an optimum level.

Problems and Solutions to Unemployment in India

Unemployment means a person willing to work but unable to find a qualified job. Our country is facing many problems but one of the serious problem is of unemployment. Many graduates, doctors, engineers, scientist are unemployed or working underemployed. Due to unemployment we are wasting our country's human resource.

The unemployed rate in between age group 15- 29 has been increased since 2009-2010. According to the Global Employment Trends 2014 the unemployment rate has raised to 3.8%, last year it was 3.7%. The International Labour Organization (ILO) has said in the recent report that India has shown rise in the unemployment in the last two years.

If the problem of unemployment is solved it will help in development of the country. With population of 1.20 billion in our country the unemployment rate is increasing day by day. The problem of unemployment is rising but still many industries are facing the problem of skilled candidate for their company. There is a boom of software companies, Outsourcing companies in India, but still facing the problem of unemployment.

Here are some of the reasons why there is unemployment in India

1. There are employment opportunities in India, but the rising population problem creates the unemployment. If the population grows in the same rate the next generation will face more problems of unemployment. If there is vacancy for 1 position 100 or 1000 apply for the position and only one gets the job and others remain unemployed.
2. Inflation
3. Indians don't take jobs which are below their grades. Many find it difficult to work at the below qualification level job.
4. Low wages or salary below the market rate.
5. Many big industries look for the skilled candidate only, for their company.
6. Recession
7. Many Employers give preference to the experienced candidates only and not the fresher.
8. Not enough or new jobs: As per the experience & analysis from Get Sarkai Naukri, number of new government jobs is

decreasing every year. Government is not able to create enough jobs keeping in mind the Indian population.
9. Slow business expansion
10. Advanced Technology: Earlier for a task hundreds or thousand people were required to do a work but now due to the advanced technology only one person can do many people's work. With the advanced technology companies are hiring few persons to operate the machine. Give a command on computer and the work is done this has cut off the employment of many.
11. Corruption: In Government sector and in some private sector people get the job by giving the bribe. Even though the candidate is not that qualified but if he gives the bribe he gets the job. So to get a government job give a bribe. The qualified candidate remains unemployed as no money to give the bribe.

Problems Caused due to Unemployment

- Unemployment and poverty goes side by side. The problem of unemployment gives rise to the problem of poverty.
- Young people after a long time of unemployment find the wrong way to earn money.
- To get rid from the unemployment stress, they accept alcohol or drugs.
- Unemployed youths accepts suicide as the last option of their life.
- Lower economic growth.
- Increase rate in Crimes. As the employed youth don't have anything to do they start doing robbery, murder etc.
- Health issues i.e it affects mentally as well as physically.

Solutions to the Unemployment in India

1. The very first solution for the unemployment is to control the rising population of our country. Government should motivate people to have small families. Indian government has started initiatives to control the population but still the population is rising.
2. The quality of Indian education should be improved. The current education system is not upto the level. Government should keep a strict watch on the education system and try to

implement new ways to generate skilled labour force. Government should select a committee to look after the schools and universities. The syllabus taught is of no use to the industries so the education should be as per the current requirements of the industries. Before completing the education a practical knowledge should be given.

3. Also today's youth should join the institute or select the course where proper training is given and the course is as per the current industries requirements. Take the course as per your interest and which will bright your future.

4. Government should encourage and develop the agriculture based industries in rural areas so that the rural candidates don't migrate to the urban areas. More employment should be generated in rural areas for the seasonal unemployment people.

5. Rapid Industrialization should be created.

6. Development of the rural areas will stop the migration of the rural people to the urban cities and this will not put more pressure on the urban city jobs.

7. Government should allow more foreign companies to open their unit in India, so that more employment opportunities will be available.

Remedies

In 1994 XXXI Indian Labour Conference (ILC) suggested the following measures :

(a) Encouraging self-employment.

(b) Drastic reorganization of vocational courses.

(c) Identification of skills needed in the present day context required by industrial unit.

Innumerable self-employment opportunities can be found out both in Urban and Rural areas. In rural areas farming on modern scientific methods, small-scale industries, agro-industries, dairy farming, poultry farming, etc. are very necessary for self-employment. Government, Banks, etc. will give them loan on easy installment for easy self-employment.

Self-employment depends on education and national wealth. Education helps to avail self opportunity. To overcome these difficulties we have to prepare Macro plan and Micro plan and

grassroot plan for education and employment. Without these plans it is very difficult to solve the problems of life. Our first duty is to arrange education for all.

POVERTY IN INDIA

Poverty in India is widespread, and a variety of methods have been proposed to measure it. The official measure of Indian government, before 2005, was based on food security and it was defined from per capita expenditure for a person to consume enough calories and be able to pay for associated essentials to survive. Since 2005, Indian government adopted the Tendulkar methodology which moved away from calorie anchor to a basket of goods and used rural, urban and regional minimum expenditure per capita necessary to survive.

The different definitions and different underlying small sample surveys used to determine poverty in India, have resulted in widely different estimates of poverty from 1950s to 2010s. In 2012, the Indian government stated 21.9% of its population is below its official poverty limit. The World Bank, in 2011 based on 2005's PPPs International Comparison Program, estimated 23.6% of Indian population, or about 276 million people, lived below $1.25 per day on purchasing power parity. According to United Nation's Millennium Development Goal (MGD) programme 270 millions or 21.9% people out of 1.2 billion of Indians lived below poverty line of $1.25 in 2011-2012.

Poverty in India is a historical reality. From late 19th century through early 20th century, under British colonial rule, poverty in India intensified, peaking in 1920s. Famines and diseases killed millions each time. After India gained its independence in 1947, mass deaths from famines were prevented, but poverty increased, peaking post-independence in 1960s. Rapid economic growth since 1991, has led to sharp reductions in extreme poverty in India. However, those above poverty line live a fragile economic life. Lack of basic essentials of life such as safe drinking water, sanitation, housing, health infrastructure as well as malnutrition impact the lives of hundreds of millions.

The World Bank reviewed and proposed revisions in May 2014, to its poverty calculation methodology and purchasing power parity basis for measuring poverty worldwide, including India. According

to this revised methodology, the world had 872.3 million people below the new poverty line, of which 179.6 million people lived in India. In other words, India with 17.5% of total world's population, had 20.6% share of world's poorest in 2011.

Definition of Poverty

Poverty rates are sensitive to definition used. In 2014, new World Bank benchmarks based on 2011 purchasing power parity basis suggest much lower poverty rates in India, and much higher in other nations.

Impact of Poverty

Since the 1950s, the Indian government and non-governmental organisations have initiated several programmes to alleviate poverty, including subsidising food and other necessities, increased access to loans, improving agricultural techniques and price supports, and promoting education and family planning. These measures have helped eliminate famines, cut absolute poverty levels by more than half, and reduced illiteracy and malnutrition.

Although the Indian economy has grown steadily over the last two decades, its growth has been uneven when comparing social groups, economic groups, geographic regions, and rural and urban areas. Between 1999 and 2008, the annualized growth rates for Gujarat, Haryana, or Delhi were much higher than for Bihar, Uttar Pradesh, or Madhya Pradesh. Poverty rates in rural Orissa (43%) and rural Bihar (41%) are among the world's most extreme.

Despite significant economic progress, one quarter of the nation's population earns less than the government-specified poverty threshold of Rs. 32 per day (approximately US$ 0.6).

According to the 2001 census, 35.5% of Indian households used banking services, 35.1% owned a radio or transistor, 31.6% a television, 9.1% a phone, 43.7% a bicycle, 11.7% a scooter, motorcycle or a moped, and 2.5% a car, jeep or van; 34.5% of the households had none of these assets. According to Department of Telecommunications of India the phone density reached 73.34% by December 2012 and as an annual growth decreased by ?4.58%. This tallies with the fact that a family of four with an annual income of Rs. 137000 (US$2,100) could afford some of these luxury items.

Poverty in India: Causes, Effects and Solutions

Introduction

Poverty refers to a situation when people are deprived of basic necessities of life. It is often characterized by inadequacy of food, shelter and clothes.

India is one of the poorest countries in the world. Many Indian people do not get two meals a day. They do not have good houses to live in. Their children do not get proper schooling.

Poor people are the depressed and deprived class. They do not get proper nutrition and diet. Their conditions have not sufficiently improved even long after over 65 years of our Independence.

Poverty in urban India

Just like most of the growing and developing countries, there has been continuous increase in Urban population.

Poor people migrate from rural areas to cities and towns in search of employment/financial activity.

The income of more than 8 crore urban people is estimated to fall below poverty line (BPL).

In addition to this, there are around 4.5 crore urban people whose income level is on borderline of poverty level.

A income of urban poors is highly unstable. A large number of them are either casual workers or self-employed.

Banks and Financial institutions are reluctant to provide them loan because of the unstable income.

Five states that constitutes around 40% of all urban poor people of India are Uttar Pradesh, Bihar, Rajasthan, Odisha, and Madhya Pradesh.

Around 35% of the total population of the four metro cities (Delhi, Kolkata, Chennai and Mumbai) consists of slum population.

A large portion of people living in slums are illiterate.

The initiatives taken to deal with the problem of urban poverty has not yielded the desired results.

Poverty in rural India

It is said that rural India is the heart of India. In reality, the life of people living in rural areas is marked with severe poverty. Inspite of all the efforts, the condition of poor villagers is far from

satisfactory. The report on Socio-economic and Caste Census (2011) reveal the following facts:

- **SCST:** Of all the rural households, around 18.46 percent belongs to scheduled castes, and around 10.97 belongs to scheduled Tribes.
- **Major source of income:** Manual causal labour jobs and cultivation are the major sources of income for rural people. Nearly 51 percent of all households are economically engaged in manual casual labour and nearly 30 percent of them is engaged in cultivation.
- **Deprived:** Around 48.5 percent of rural households are deprived according to the census.
- **Assets:** Only 11.04 percent of families own a refrigerator while there is a vehicle (including two-wheeler, boat, etc.) in around 29.69 percent of the rural houses.
- **Income Tax:** Only 4.58 percent of rural households pay income tax.
- **Land ownership:** Around 56 percent of village households doesn't own a land.
- **Size of rural houses:** The houses of around 54 percent rural families consists of either one or two-rooms. Out of them, around 13 percent lives in a one-room house.

Causes of Poverty in India

1. **Heavy pressure of population:** Population has been rising in India at a rapid speed. This rise is mainly due to fall in death rate and more birth rate.

   India's population was 84.63 crores in 1991 and became 102.87 crores in 2001. This pressure of population proves hindrance in the way of economic development.

2. **Unemployment and under employment:** Due to continuous rise in population, there is chronic unemployment and under employment in India. There is educated unemployment and disguised unemployment. Poverty is just the reflection of unemployment.

3. **Capital Deficiency:** Capital is needed for setting up industry, transport and other projects. Shortage of capital creates hurdles in development.

4. **Under-developed economy:** The Indian economy is under developed due to low rate of growth. It is the main cause of poverty.

5. **Increase in Price:** The steep rise in prices has affected the poor badly. They have become more poor.

6. **Net National Income:** The net national income is quite low as compared to size of population. Low per capita income proves its poverty. The per capita income in 2003-04 was Rs. 20989 which proves India is one of the poorest nations.

7. **Rural Economy:** Indian economy is rural economy. Indian agriculture is backward. It has great pressure of population. Income in agriculture is low and disguised unemployment is more in agriculture.

8. **Lack of Skilled Labour:** In India, unskilled labour is in abundant supply but skilled labour is less due to insufficient industrial education and training.

9. **Deficiency of efficient Entrepreneurs:** For industrial development, able and efficient entrepreneurs are needed. In India, there is shortage of efficient entrepreneurs. Less industrial development is a major cause of poverty.

10. **Lack of proper Industrialization:** Industrially, India is a backward state. 3% of total working population is engaged in industry. So industrial backwardness is major cause of poverty.

11. **Low rate of growth:** The growth rate of the economy has been 3.7% and growth rate of population has been 1.8%. So compared to population, per capita growth rate of economy has been very low. It is the main cause of poverty.

12. **Outdated Social institutions:** The social structure of our country is full of outdated traditions and customs like caste system, laws of inheritance and succession. These hamper the growth of economy.

13. **Improper use of Natural Resources:** India has large natural resources like iron, coal, manganese, mica etc. It has perennial flowing rivers that can generate hydro electricity. Man power is abundant. But these sources are not put in proper use.

14. Lack of Infrastructure: The means of transport and communication have not been properly developed. The road transport is inadequate and railway is quite less. Due to lack of proper development of road and rail transport, agricultural marketing is defective. Industries do not get power supply and raw materials in time and finished goods are not properly marketed.

Main Causes of Poverty

The growing population inflates the problem of poor techniques used in Agriculture. Further, there is unequal distribution of wealth. As a result, the poor people are often exploited by the wealthy community. The most important causes of Poverty in India are poor agriculture, growing population, gap between rich and poor, corruption and black money.

1. **Poor agriculture:** India is mainly an agricultural country. About 80% people of our country depend on agriculture. But our agriculture is in a bad way. Farmers are poor and uneducated. They do not know the modern methods of farming. They have no good facilities of irrigation. They do not get seeds and fertilizers in time. Thus, the yield is poor. Agriculture is not profitable today. We face the shortage of food. We have to import it. So, poor agriculture is one of the causes of India's poverty.

2. **Growing population:** Our population is growing rapidly. But our resources are limited. The growth in population creates problems for us. Today, our population is 1.20 billion; tomorrow we will be 1.21 billion and so on. We need more food, more houses, and more hospitals for them. So we have no money to spend on development projects. The ever-growing rate of population must be checked. If not, we may not be able to remove India's poverty.

3. **Gap between the rich and the poor:** The widening gap between the rich and the poor is also responsible for India's poverty. The rich are growing richer. The poor are growing poorer. This economic gap between the two must be reduced. Our social system should be changed. The poor people must get all help to reap the fruits of Independence.

4. **Corruption and black-money:** There are corruptions in every walk of life. There is inefficiency in offices. People have

become selfish. They neglect the national interests. Black money causes the problem of rising prices. Some people have all the privileges. But many others are suffering. Black money affects our economy. It causes poverty.

Effects of Poverty

1. **Illiteracy:** Poor people constitutes greater share of illiterate population. Education becomes extremely difficult when people are deprived of basic necessities of life.

2. **Child Labor:** In India, a large number of young boys and girls are engaged in child labour. Also read, article on Poverty and Child labour in India.

3. **Nutrition and diet:** Poverty is the leading cause of insufficient diet and inadequate nutrition. The resources of poor people are very limited, and its effect can be seen in their diet.

4. **Poor living condition and Housing problems:** The don't get proper living conditions. They have to fight the hardship of poverty to secure food, clothes and shelter. A large number of poor families live in houses with one room only.

5. **Unemployment:** Poor people move from villages to towns and form one town to another in search of employment/work. Since, they are mostly illiterate and un-skilled, there are very few employment opportunities open for them. Due to unemployment, many poor people are forced to live an unfulfilled life.

6. **Hygiene and sanitation:** These people have little knowledge about hygiene and proper sanitation system. They are not aware of the harmful consequences of not maintaining proper hygiene. The government is taking initiatives to make available clean and safe water, and proper sanitation system to them.

7. **Feminization of poverty:** Women are the worst victims of poverty. Poverty effects greater number of women then men. The total of poor women outnumbers the total population of poor men. The causes include low income, gender-inequality, etc. They are deprived of proper-diet, medicines and health treatment.

8. **Social tensions:** Poverty is often characterized with income disparity and unequal distribution of national wealth between the rich and the poor. Concentration of wealth in the hands of few rich people lead to social disturbances and revolts. Fair or even distribution of wealth leads an overall improvement in general standard of living of people.

Measures Adopted to Remove Rural Poverty in India

Several poverty alleviation programmes have been launched by the central government for the rural poor, comprising small and marginal farmers, landless labourers and rural artisans. They are as follows:

1. **Integrated Rural Development Programme (IRDP):** The Integrated Rural Development Programme initiated in 1978-79 extended to all development blocks in the country in 1980-81. It is based on "the local needs, resources, endowments and potentialities."

   Its objective is to enable selected families to cross the poverty line by taking up self-employment ventures in a variety of activities like agriculture, horticulture and animal husbandry in the primary sector, weaving and handicrafts in the secondary sector, and service and business activities in the tertiary sector.

   While the central and state government provide financial resources for the programme and lay down broad guidelines for its implementation, the main administrative unit of its implementation is the District Rural Development Agencies (DRDAs). At the Block level a number of extension officers are provided for programme implementation.

2. **Training Rural Youth for Self-Employment (TRYSEM):** The scheme of TRYSEM was initiated in August, 1979, with the primary objective of providing technical skills to the rural youth to enable them to seek employment in fields of agriculture, industry, services and business activities. Only youth in the age group of 18-35 and belonging to families living below the poverty line are eligible for training.

3. **Development of Women and Children in Rural Areas (DWCRA):** The scheme of DWCRA was introduced in 50 districts in 1982-83. The major thrust of DWCRA is to improve the socio-economic status of rural women through

the creation of income-generating activities in a district on a self-sustaining basis.

4. **National Rural Employment Programme (NREP):** National Rural Employment Programme was launched in October 1980 as a centrally sponsored scheme on 50:50 sharing basis between centre and states. Generating additional gainful employment opportunities, creating durable community assets and improving the overall quality of life in rural areas constitute the three fold objectives of the programme. The programme is implemented through DRDA.

5. **Rural Landless Employment Guarantee Programme (RLEGP):** Rural Landless Employment Guarantee Programme was launched on 15th August 1983 to generate additional employment in rural areas particularly for the rural landless workers. Under this scheme employment is given to at least one member of every landless family upto 100 days in a year.

6. **Jawahar Rozgar Yojana (JRY):** The programme was launched in April, 1989. It is preeminently a wage employment programme. Under the scheme, it is expected that at least one member of each poor family would be provided with employment for 50 to 100 days in a year at a work place near his/her residence.

   About 30 per cent of the jobs under this scheme are reserved for women. The scheme is implemented through village Panchayats. It covers 46 per cent of our population. At present Jawahar Rozgar Yojana is not in operation.

7. **Employment Assurance Scheme (EAS):** The EAS was launched in 1983 and expanded in phases to cover the whole country in 1996. It aims at providing 100 days of employment to two members of a rural family in a year.

8. **Million Well Scheme (MWS):** The MWS is funded by the centre and states in the ratio of 80:20. The objective of the scheme is to provide open irrigation wells free of cost to poor, small and marginal farmers belonging to SCs and STs and freed bonded labour.

9. **Prime Minister's Rozgar Yojana (PMRY):** The PMRY is a self-employment programme for the educated unemployed youth. This programme has been implemented

since October 2, 1993 to provide employment opportunities to the educated unemployed youths in the country.

The minimum qualification required under the scheme is matriculation (passed or failed) or having undergone a government sponsored technical course for a period of six months or ITI passed. In this scheme the youth between the age of 18 and 35 belonging to families having income less than Rs. 25,000 per annum are provided assistance.

The educated unemployed entrepreneurs are given subsidy of 15 percent subject to a ceiling of Rs. 75,000 each for starting small projects. They are required to bring 5 percent of the project cost as margin money. Each entrepreneur is eligible for a loan upto Rs. 1 lakh. A reservation of 22.5 percent for SC/ST and 27 per cent for Other Backward Classes has been provided. Preference is given to women.

10. **Jawahar Gram Samridhi Yojana (JGSY):** This scheme is in operation from 1999. It is implemented only at the village level to create village infrastructure and generates employment opportunities to alleviate poverty.

11. **Jai Praksah Rozgar Guarantee Yojana (JPRGY):** The JPRGY has been launched (2002) to provide employment guarantee to the unemployed in the most distressed districts of the country.

12. **Rural Housing Schemes:** Indira Awas Yojana was launched by the government in 1985. Under this scheme house is given free of cost to SC/ST families and free bonded labourers. Its scope has been extended to include non-scheduled rural poor. Under the Ninth Five Year Plan, Samagra Awas Yojana has been launched to ensure integrated provision of shelter, sanitation and drinking water to poor rural households.

After independence our planners and economists had felt that the economic development by itself would reduce poverty in the country. But the reality is that the benefits of development have not reached the doorsteps of the poor.

Further, the poverty reduction policy of the government through increase in the budgetary allocations for expenditure on social sectors also contributes to the removal of poverty. But its role is very much limited as it does not directly create any employment

opportunities. It simply provides some relief to the weaker sections of the society under certain situations.

The above measures, if honestly implemented, are likely to help a sizeable section of the rural population to rise above the poverty line in India. A study of nine states of India conducted by the World Bank and completed in 1995 reveals that despite leakages in the operation of various poverty alleviation programmes many poor have been able to move above the poverty line.

POPULATION EXPLOSION

There has been a dramatic reduction in the doubling time of the global human population, as we have already discussed. In the 20th century, human population has grown much faster than ever before. Between 1950-1990, in just 40 years the population crossed 5 billion marks with current addition of about 92 million every year, or so to say, adding a new Mexico every year. In the year 2000, the world population was 6.3 billion and it is predicted to grow four times in the next 100 years. This unprecedented growth of human population at an alarming rate is referred to as population explosion.

India is the second most populous country of the world with 1 billion people. If the current growth rates continue, it will have 1.63 billion people by 2050 and will become the most populous country surpassing China. So we are heading for very serious ramifications of the population explosion problem.

If we look at the population statistics of our country we find that in just 35 years after independence we added another India in terms of population. On 11th May, 2000 we became 1 billion and now we can say that every 6th person in this world is an Indian.

Population explosion is causing severe resource depletion and environmental degradation. Our resources like land, water, fossil fuels, minerals etc. are limited and due to over exploitation these resources are getting exhausted.

Even many of the renewable resources like forests, grasslands etc. are under tremendous pressure. Industrial and economic growth are raising our quality of life but adding toxic pollutants into the air, water and soil. As a result, the ecological life-support systems are getting jeopardized.

There is a fierce debate on this issue as to whether we should immediately reduce fertility rates through worldwide birth control programs in order to stabilize or even shrink the population or whether human beings will devise new technologies for alternate resources, so that the problem of crossing the carrying capacity of the earth will never actually come. There are two very important views on population growth which need a mention here:

(i) **Malthusian theory:** According to Malthus, human populations tend to grow at an exponential or compound rate whereas food production increases very slowly or remains stable. Therefore, starvation, poverty, disease, crime and misery are invariably associated with population explosion. He believes "positive checks" like famines, disease outbreak and violence as well as "preventive checks" like birth control stabilize population growth.

(ii) **Marxian theory:** According to Karl Marx, population growth is a symptom rather than the cause of poverty, resource depletion, pollution and other social ills. He believed that social exploitation and oppression of the less privileged people leads to poverty, overcrowding, unemployment, environmental degradation that in turn, causes over population.

A compromise between the two views is required because all these factors seem to be interdependent and interrelated. Equity and social justice to all, allowing everyone to enjoy a good standard of living is the need of the hour that can voluntarily help in achieving a stabilized global population.

Every nook and corner of India is a clear display of increasing population. Whether you are in a metro station, airport, railway station, road, highway, bus stop, hospital, shopping mall, market, temple, or even in a social/ religious gathering, we see all these places are overcrowded at any time of the day. This is a clear indication of overpopulation in the country.

According to the Indian census, carried out in 2011, the population of India was exactly 1,210,193,422, which means India has crossed the 1-billion mark. This is the second most populous country of the world after China and the various studies have projected that India will be world's number-1 populous country, surpassing China, by 2025. Inspite of the fact that the population policies, family planning and welfare programmes undertaken by

the Govt. of India have led to a continuous decrease in the fertility rate, yet the actual stabilisation of population can take place only by 2050.

Causes of Over Population

The two main common causes leading to over population in India are:

- The birth rate is still higher than the death rate. We have been successful in declining the death rates but the same cannot be said for birth rates.
- The fertility rate due to the population policies and other measures has been falling but even then it is much higher compared to other countries.

The above causes are interrelated to the various social issues in our country which are leading to over population.

- **Early Marriage and Universal Marriage System:** Even though legally the marriageable age of a girl is 18 years, the concept of early marriage still prevails and getting married at an young age prolongs the child bearing age. Also, in India, marriage is a sacred obligation and a universal practice, where almost every woman is married at the reproductive age.
- **Poverty and Illiteracy:** Another factor for the rapid growth of population is poverty. Impoverished families have this notion that more the number of members in the family, more will be the numbers to earn income. Some feel that more children are needed to look after them in their old age. Also hunger can be cause of death of their children and hence the need for more children. Strange but true, Indian still lag behind the use of contraceptives and birth control methods. Many of them are not willing to discuss or are totally unaware about them. Illiteracy is thus another cause of over population
- **Age old cultural norm:** Sons are the bread earners of the families in India. This age old thought puts considerable pressure on the parents to produce children till a male child is born. More the better.
- **Illegal migration:** Last but not the least, we cannot ignore the fact that illegal migration is continuously taking place from Bangladesh, Nepal leading to increased population density.

Effects of Over Population

Even after 67 years of independence, the scenario of our country is not good, due to over population. Some major impacts of high population are as follows:

- **Unemployment:** Generating employment for a huge population in a country like India is very difficult. The number of illiterate persons increases every year. Unemployment rate is thus showing an increasing trend.

- **Manpower utilization:** The number of jobless people is on the rise in India due to economic depression and slow business development and expansion activities.

- **Pressure on infrastructure:** Development of infrastructural facilities is unfortunately not keeping pace with the growth of population. The result is lack of transportation, communication, housing, education, healthcare etc. There has been an increase in the number of slums, overcrowded houses, traffic congestion etc.

- **Resource utilization:** Land areas, water resources, forests are over exploited. There is also scarcity of resources.

- **Decreased production and increased costs:** Food production and distribution have not been able to catch up with the increasing population and hence the costs of production have increased. Inflation is the major consequence of over population.

- **Inequitable income distribution:** In the face of an increasing population, there is an unequal distribution of income and inequalities within the country widen.

Measures to Control Population of India

Population of India is quite large and rapidly increasing. One percent growth rate means an addition of 1 crore people every year but actually speaking 2 crore persons are being adding every year.

So effective population control measures is the need of the hour. We know that birth rate is mainly responsible for rapid population growth.

Hence measures which can reduce the birth rate should be adopted. These measures can be classified into 3 heads.

A. Social Measure

Population explosion is a social problem and it is deeply rooted in the society. So efforts must be done to remove the social evils in the country.

1. **Minimum age of Marriage:** As fertility depends on the age of marriage. So the minimum age of marriage should be raised. In India minimum age for marriage is 21 years for men and 18 years for women has be fixed by law. This law should be firmly implemented and people should also be made aware of this through publicity.

2. **Raising the Status of Women:** There is still discrimination to the women. They are confined to four walls of house. They are still confined to rearing and bearing of children. So women should be given opportunities to develop socially and economically. Free education should be given to them.

3. **Spread of Education:** The spread of education changes the outlook of people. The educated men prefer to delay marriage and adopt small family norms. Educated women are health conscious and avoid frequent pregnancies and thus help in lowering birth rate.

4. **Adoption:** Some parents do not have any child, despite costly medical treatment. It is advisable that they should adopt orphan children. It will be beneficial to orphan children and children couples.

5. **Change in Social Outlook:** Social outlook of the people should undergo a change. Marriage should no longer be considered a social binding. Issueless women should not be looked down upon.

6. **Social Security:** More and more people should be covered under-social security schemes. So that they do not depend upon others in the event of old age, sickness, unemployment etc. with these facilities they will have no desire for more children.

B. Economic Measures

The following are the economic measures:

1. **More employment opportunities:** The first and foremost measure is to raise, the employment avenues in rural as well as urban areas. Generally in rural areas there is disguised

unemployment. So efforts should be made to migrate unemployed persons from rural side to urban side. This step can check the population growth.

2. **Development of Agriculture and Industry:** If agriculture and industry are properly developed, large number of people will get employment. When their income is increased they would improve their standard of living and adopt small family norms.

3. **Standard of Living:** Improved standard of living acts as a deterrent to large family norm. In order to maintain their higher standard of living people prefer to have a small family. According to A.K. Das Gupta those who earn less than Rs. 100 per month have on the average a reproduction rate of 3.4 children and those who earn more than Rs. 300 per month have a reproduction rate of 2.8 children.

4. **Urbanisation:** It is on record that people in urban areas have low birth rate than those living in rural areas. Urbanisation should therefore be encouraged.

C. Other Measures

The following are the other measures:

1. **Late Marriage:** As far as possible, marriage should be solemnized at the age of 30 years. This will reduce the period of reproduction among the females bringing down the birth rate. The govt. has fixed the minimum marriage age at 21 yrs. for males and 18 yrs. for females.

2. **Self Control:** According to some experts, self control is one of the powerful methods to control the population. It is an ideal and healthy approach and people should be provided to follow. It helps in reducing birth rate.

3. **Family Planning:** This method implies family by choice and not by chance. By applying preventive measures, people can regulate birth rate. This method is being used extensively; success of this method depends on the availability of cheap contraceptive devices for birth control. According to Chander Shekher, "Hurry for the first child, Delay the second child and avoid the third."

4. **Recreational Facilities:** Birth rate will likely to fall if there are different recreational facilities like cinema; theatre, sports and dance etc. are available to the people.

5. **Publicity:** The communication media like T.V., radio and newspaper are the good means to propagate the benefits of the planned family to the uneducated and illiterate persons especially in the rural and backward areas of country.

6. **Incentives:** The govt. can give various types of incentives to the people to adopt birth control measures. Monetary incentives and other facilities like leave and promotion can be extended to the working class which adopts small family norms.

7. **Employment to Woman:** Another method to check the population is to provide employment to women. Women should be given incentive to give services in different fields. Women are taking active part in competitive examinations. As a result their number in teaching, medical and banking etc. is increasing rapidly. In brief by taking, all there measures we can control the growth of population.

Steps to Control Population in India

The Government of India, politicians, policy makers should initiate a bold population policy so that the economic growth of the country can keep pace with the demands of a growing population. Major steps which have been already implemented but still need to be emphasized more to control population. Increasing the welfare and status of women and girls, spread of education, increasing awareness for the use of contraceptives and family planning methods, sex education, encouraging male sterilization and spacing births, free distribution of contraceptives and condoms among the poor, encouraging female empowerment, more health care centres for the poor, to name a few, can play a major role in controlling population.

India's strengths in the global world in various fields cannot be ignored, whether in science & technology, medicine and health care, business and industry, military, communication, entertainment, literature and many more. Experts are hopeful that by increasing public awareness and enlisting strict population control norms by the Government will definitely lead the way for the country's economic prosperity and control of population.

STUDENT UNREST IN INDIA

India is facing the trouble of rising indiscipline among the students. Student unrest in India has assumed frightening magnitude. This is a danger to our traditions and our national entity. The frequency reluctance among the students is nothing but a manifestation of universal frustration and disapproval prevailing among them.

Why students in India are resorting to the acts of violence need to be understood. We have noticed of that students go wild, throwing stones, etc. Their meaningless action results in the brutal suppression by the police officers who make them the targets of their gun and sticks. We have seen closure of schools and universities, gheraos of Principals and beating of teachers by the students. All this is truly a unhappy state of affairs. The reason behind these unrest among Indian Students is a plethora of frustration, grievances and anxiety of the students. The inability of the authorities resolve to the grievances and demands of the students results in the indulgence of the students in the acts of violence, strikes and demonstrations.

The students complain that the tuition fees are very high and their parents can't affford to pay such high charges. They also criticize the badly equipped libraries, improper admission facilities, overloaded class rooms, insufficient and incompetent, lack of vocational education and bitter teacher-student relationships. English is a foreign language and most of the students fail in the subject. All of these causes are responsible for diverting the attention of the students from their primary objectives.

The school and college authority does not pay attention to the justifiable demands of the Indian students. Students are the pillars of a India's future. They have a incredible pool of vigor and if it is channelized in a right path, it could work miracles.

However, if Students in India are not guided properly in the right direction, it could spell disaster. The response to the student violence should never be lathi-charge, but they have to be dealt with in a careful manner. The rules for militants and students cannot be the same. Students are the foundation of our country's growth and future. Indian Education System should address the grievances and frustration of the students to end the vicious circle of unrest among students.

General Causes of Student Unrest

There are many causes of student's unrest. Some of them are as follows.

The wrong upbringing

The nature of the children is mainly governed by their upbringing. How the children are treated at their homes describes their behavior outside the house. If the children are being spoiled by their parent with their excessive love, care and protection, they are indirectly making their child undisciplined. If they will make their house and every work related to their house centered on their child then this also a step towards making the child undisciplined. The child will get use to this behavior. The child will start to show temper tantrums. If you will give up to his temper tantrums then the child will feel himself as very important. He will think that the rest of the world will bear his undisciplined behavior. This is the wrong upbringing of the child. The child will start to show his tantrums everywhere. When he will grow up, he will show this kind of behavior towards his teachers, friends and other unknown people. This may also take the shape of strikes and riots in schools and colleges. Whenever some teacher or other students do not agree towards the demand of the students they take revenge by boycotting their class, taking violent actions against the students or teachers. This is just because of the wrong upbringing of the students.

Family background

The family background also causes lack of discipline in the student. The students who have their families associated with politics think that everything in the world belongs to them and the students whose family has a very high income think that they can buy literally everything with their money. Such attitude makes them feel that they can do anything. These are the students who do not feel the need of studying and try to use unfair means of copying in the exams. When they are stopped from doing such things they threaten the teachers that they have a very strong family background and they will get the teacher suspended or will take away his job. There are also some cases in which the students try to bribe the teachers to let them copy in exams. With their money, these students try to leak the question papers before exams and when caught they threaten the authorities.

Group formation in the institute

It usually seen in the institutes that some small fight divided all the students into groups in such a way that one groups is totally against the other. They are considered as enemies. Students become egoistic and do not let go of anything. This kind of attitude creates more and more problem amongst the student. The situation gets so worse that if a student from other group touches them by mistake, it will become a fight. Such internal groups and fights in the students cause a lot of indiscipline. They bunk classes to fight with each other. The fight becomes violent. It may take form of an internal riot.

Non-responsive nature of the institute

Student's unrest is not solely caused by the mistakes of the students. Sometimes the institute is also at the fault. The institute does not respond to the students. The students keep on saying something and the institutes just ignores them. Sometimes the students want to include something in their curriculum or have some problem with the faculty and they complain against it to the institution head. When this complaint is ignored for a long time, the students get angry and protest.

Hike in institutional fees

Every student does not belong to a rich family. They may not be able to afford a very expensive fee structure. The hike in the fee of the institution is sometimes not accepted by the students. The institute should keep the fees constant for a particular batch of the student. The regular hike in fees causes anger in student and they protest.

Deficiency of assets

Sometimes the college campus is not as up to the mark as compared to fees they are taking from the students. They lack the number of resources like computers, lab equipment, furniture and the faculty as compared to the number of students. When the institute does not keep itself upgraded with the modern technology, it may cause protest in students.

Main Causes of Student Unrest in India

We are indicating below some main causes of student unrest:

1. Defective Education System: The present education system does not fulfill its proposed aims and nor does it give the students any practical skill which can make them capable of taking up any job after their education.

As a result, the students do not find themselves capable of fending for themselves. Passing of examination has become the sole aim of present education.

2. Aimless Life and Uncertain Future: The present education does not give the student any such qualifications which may assure to them a certain future. Now-a-days, there is great unemployment in our country. The report of the Employment Directorate tells us that during 1965 and 1970, the number of unemployed persons has doubled.

During 1970 and 1972 it was one and a half times. In 1965, the number of educated unemployed was about 850,000?. According to the Director of Employment and Training, in 1972, the number of unemployed had raised upto 2,500,000.

This situation makes it clear that unemployment in the country is on the increase. The young generation is the victim of this unemployment. Consequently, student unrest and indiscipline has touched it peak.

3. Economic Difficulties: Our economic difficulties have become so complex, that we do not know as to what will be the economic situation in the future. Most of our students come from families that are economically poor. Such families cannot easily give higher education to their children. Sixty per cent of our students generally do not get education after high school.

Out of the remaining, 20 per cent students who go to colleges or university, come from middle class families and 20 per cent from upper class families. The present higher education has become so expensive that the students find it difficult to bear this burden. So it is natural for students to agitate.

4. Excessive Number of Students in the Class: Generally, the number of students in every class is so high that the students and teachers are unable to establish contact with each other, that is, the teachers are unable to understand the difficulties of individual students.

Likewise, the personality of the teacher has no impact on the students. There are several colleges and universities where class-rooms, laboratories, libraries and teachers are not available for several departments. In such a situation, unrest and indiscipline amongst students is not surprising.

5. Defective Teaching Methods: The teaching methods in our schools, colleges and universities have become defective. They do not arouse curiosity in the students for new knowledge nor do they increase knowledge. The result is that the students do not find the classes interesting nor are feeling of respect generated towards most of the teachers who have an indifferent attitude.

Consequently, students pass the examination by hook or by crook, such as, cramming or on the basis of guess papers sold freely in the market or on the basis of copying in the examination-hall by terrorising the invigilators.

6. Indifference of the Family-Members: The influence of the family members on the students is negligible today. Parents, elder brothers or sisters pretend to be so busy that they do not hesitate to say that they have no time to attend to the studies of their wards.

The results is that the students wander about unbridled and they ruin the conduct find character of others also and thus bring dishonour and anguish to themselves and their family by their indisciplined behaviour.

Needless to say that so long as the responsible members of the family do not fulfill their responsibility towards their wards, the indiscipline prevailing amongst students will not end and nor will the unrest and discontent calm down.

7. Unsuitable Teachers: Today in our schools, colleges and universities, we find many such teachers who have no interest in their teaching work. All concerned persons know it well that in every department of colleges and universities, there are some teachers who do not go to teach in the classes even for a day.

They are either engaged in petty politics or in manipulations. Such teachers present a wrong example by their behaviour and conduct. As such, the students coming in contact such teachers learn nothing but roguery.

Besides, many teachers suffer from different types of inferiority complexes. Due to this, some undesirable elements remain inherent in their behaviour and many students who come under their influence are inclined to follow suit.

8. Student-Union: In our various educational centres, the students naturally are eager to organize unions and generally they are provided adequate facilities to do so. But in the process of

organization and elections of these unions, various political parties and teacher-politicians try to serve their vested interests. The interference of the political elements vitiates the nature of the student unions in various ways and generates a sense of indiscipline in the students.

9. Lack of Co-curricular and Creative Activities: The function of an educational centre is not simply to prepare the students for examinations. In fact, the aim of education is to develop the entire personality of the individual harmoniously. This development is not possible only through the curricular teaching.

For this, various co-curricular activities such as games, sports, contests, competitions, dramas, music, magazines, collective social service, etc., are necessary because through them the different aspects of the personality of a person manifest themselves and attain the high state of development.

10. Defective Examination System: The examination system is such that the teaching process has become dependent on it. The passing of examination has become the sole aim of education. Due to this examination system, the students have begun to think that there is no need of studying throughout the year and only a little study near the examination time will be sufficient.

So rest of the time may be spent recklessly. As a result of this tendency, the students are left with a lot of unoccupied time which they spend in indisciplined activities of various types.

11. Elements of Indiscipline and Anarchy Prevailing in the Society: The elements of indiscipline and anarchy prevailing in the society, in fact are reflected in the indisciplined behaviour of students. Generally, the students may be divided in three categories. The first category consists of those students who are interested in studies and after finishing the studies they become engineers, doctors, administrators and other Civil Servants.

The second category is of those students who take admission in colleges and universities simply as a matter of fashion. Such students mostly come from traders, contractors and other business class families.

Their aim is not to imbibe the cultural or real nature of learning. They consider the classes as picnic spots. The third category is of the student politicians. They are connected with different political parties and at their instance they indulge in various kinds of undisciplined activities.

The Eighth Five Year Plan is to begin in our country shortly. But targets fixed regarding education in the first seven Five Year Plans could not be achieved. Hence our schools, colleges and universities have not become constructive, cultural and social centres in the real sense.

Under such a situation there is little wonder that our younger generation is standing on a cross-road, little knowing in which direction to move. As a result, it is aimless, dissatisfied and misguided. So long as we are not successful in giving it a right direction, it will continue to remain discontented and indisciplined.

Student's Unrest-Remedies

The possible solutions for student's unrest can be as follows.

Inclusion of moral values in the syllabus

Discipline needs to be taught to the students from the very beginning. It cannot be taught in one day. So it would be better if the subject of moral values is included in the syllabus of schools from the very beginning. The students should be taught in schools how to behave with elders, how to solve the issues in a polite way, how to manage anger and how to avoid fights.

A good upbringing

The parents should teach their children to adjust in all kinds of situations. They should teach the students that the situation cannot be molded according to them every time; sometimes they have to mold themselves according to the solutions. Putting forward their demands and showing tantrums when the demands are not fulfilled are not at all acceptable. In the colleges and universities these tantrums take the shape of strikes. This would have been stopped if the parent would have handled their children's mistake on time.

Finding the root cause

Every undisciplined done by the students has reason due to which it is done. For example, sometimes the students go on strike if they are not satisfied with their faculty or the resources available to them. If the strikes have a genuine reason behind them then that reason should be cured. It is the duty of the officials in the institution to find the root cause behind the indiscipline created by the student and if that reason is genuine and curable, then it should be resolved on time.

Regular principal students meetings

In an institute there are many decisions which need to be taken for the well-being of the students. It would be appreciable if the decisions are taken by having a discussion with the students. Every class should have class monitors or class representatives which will put forward the advices and needs of the other students in front of the authorities whenever the meetings are organized. In this way the agitations in the students against the decisions taken by the authorities is stopped before the decisions are made.

Counseling

If an institution has frequent strikes or protests by the students then the institute should organize frequent counseling sessions for the students. A counselor should be called to the institute who can guide the students on their behavior and explain to them all the possible ways in which they can handle a situation in a calm way.

Avoiding immediate decisions

The institute should avoid taking immediate decisions. Before applying a new rule on the students, a proper notice should be displayed ten to fifteen days before the rule is to be enforced. In this way, the students will get time to think upon the new rule and present their views on it if they are not agreeing on it. But if they are notified on proper time, they will not get any time to present their views which will cause anger in them.

Conclusion

The nature of the students is always mistaken. Most of the people think that the students these days are filled with anger, attitude and ego. It is thought that the students have no interest in studying; they go to schools and colleges just to meet their friends and enjoy their time. But this is not true for all the students. If some students are losing their interest in studying then it is not their fault only. It is the institution's fault also. They are lacking the resources or the ability to put the students on the right track. If the students are not guided at the right stage they will follow indiscipline. Dealing with the students I a strict way is not the right way. The students are children. They have a sensitive heart and mind. They need to be dealt with love and care. Rather than scolding them, they should be explained the thing in a polite way and they will definitely understand it.

EXERCISE

Short-type Question:

1. Discuss the causes of Unemployment.
2. Mention the remedies of Unemployment.
3. Write the recommendations of Kothari Commission to solve the Unemployment problems.
4. Explain the causes of Poverty according to modern approach.
5. Discuss the financial causes of Poverty.
6. Discuss the ways to remove Proverty.
7. Discuss the causes of Population Growth.
8. Write how did control the rapid growth of Population.
9. Mention the characteristics of Student Unrest.
10. Discuss the types of Student Unrest.
11. Write about attitude of Student Movement.
12. Explain the classes of unrestful Students.

Essay-type Question:

1. Discuss the causes and remedies of Unemployment problems.
2. Discuss the important causes of Poverty.
3. Discuss the causes and measures for controlling rapid growth of population.

CHAPTER 2
POLICIES ON EDUCATION FOUNDATIONS

SARVA SHIKSHA ABHIYAN (SSA)

Introduction

'Sarva Shiksha Abhiyan' (SSA) is a programme for universalisation of Elementary Education covering the entire country. It was started in 2001. The programme aims to provide useful and relevant free and compulsory elementary Education for all children in the age group 6 to 14 year under RTE Act. 2009. It is an initiative to universalize and improve quality of education. The programme has time bound objectives on one hand SSA is a programme with its own targets, norms and process, on the other hand it is an umbrella programme covering other programmes like DPEP, Lok Jumbish and the operational black board etc.

SSA adopts, 'The Bottom-Up' process of planning, where in the felt needs of the served communities and educational needs of learners are well taken care of and the plan fits into the broad frame work of the SSA. SSA has emphasized the involvement of local people and stake holders in planning in view of the fact that the desired improvement and sustenance of the improved efficiency level can not be achieved without the active involvement of the community in the schooling system.

India has made long strides in the last 50 years in the field of education. A number of programmes/schemes were launched during the last four decades for universalization of the Elementary Education. Some of those efforts have been in the field of primary education and a few also covering upper primary sector.

However, much needs to be done for the special focus groups and the upper primary sector. Quality improvement still remains a major concern, especially for the upper primary sector. SSA, providing an example of partnership between the Central and State Government is an attempt to fill this vacuum and covers all the districts in the country, unlike the previous programmes. The

programmes covers the whole gamut of elementary education sector and is flexible enough to incorporate new intervention like the specific intervention for girls e.g. NPEGEL, Kasturba Gandhi Programme.

Thus we can say that SSA is an attempt to provide quality education to all children through active participation of community in a mission mode.

Features of Sarva Shiksha Abhiyan

The features of SSA are as follows:

(i) A programme with a clear time frame for universal elementary education.

(ii) A response to the demand for quality basic education all over the country.

(iii) An opportunity for promoting social justice through basic education.

(iv) An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

(v) An expression of political will for universal elementary education across the country.

(vi) A partnership between the Central, State and the local government.

(vii) An opportunity for States to develop their own vision of elementary education.

Aims of Sarva Shiksha Abhiyan

The aims of SSA have discussed in the following manner:

(i) The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010.

(ii) There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

(iii) Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity.

(iv) Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

(v) Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum.

(vi) All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

Objectives of Sarva Shiksha Abhiyan

The objectives of SSA have discussed in the following manner :

(i) All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003;

(ii) All children complete five years of primary schooling by 2007

(iii) All children complete eight years of elementary schooling by 2010;

(iv) Focus on elementary education of satisfactory quality with emphasis on education for life;

(v) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;

(vi) Universal retention by 2010.

Sarva Shiksha Abhiyan as a Framework and as a Programme

Sarva Shiksha Abhiyan (SSA) has two aspects—

(I) It provides a wide convergent framework for implementation of Elementary Education schemes.

(II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

Broad Strategies of Central to SSA Programme

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

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

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

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

5. **Improving Mainstream Educational Administration:** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

6. **Community Based Monitoring with Full Transparency:** The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

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

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

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

10. **Focus on Special Groups:** There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

11. **Pre-Project Phase:** SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.

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

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

14. **District Elementary Education Plans:** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

Public-Private Partnership in SSA

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid-Day-Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

Financial Norms Under Sarva Shiksha Abhiyan

- The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.

- The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.

- The Government of India would release funds to the State Governments/Union Territories only and instalments (except first) would only be released after the previous instalments of Central government and State share has been transferred to the State Implementation Society.

- The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.

- Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.

- District Education Plans would inter–alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.

- All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/School Management Committees/ Gram Panchayat/ or any other village/school level arrangement for decentralisation adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way of procurement.

- Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

The major financial norms under SSA are :

NORMS FOR INTERVENTIONS UNDER SSA

INTERVENTION	NORM
1. Teacher	• One teacher for every 40 children in Primary and upper primary At least two teachers in a Primary school • One teacher for every class in the upper primary
2. School / Alternative schooling facility	• Within one Kilometre of every habitation • Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.
3. Upper Primary schools / Sector	• As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools
4. Classrooms	• A room for every teacher in Primary & upper Primary, with the provision that there would be two class rooms with verandah to every Primary school with at least two teachers. • A room for Head-Master in upper Primary school/section
5. Free textbooks	• To all girls/SC/ST children at primary & upper primary level within an upper ceiling of Rs. 150 per child • State to continue to fund free textbooks being currently provided from the State Plans.
6. Civil works	• Ceiling of 33% of SSA programme funds. • For improvement of school facilities, • BRC/CRC construction. • CRCs could also be used as an additional room. • No expenditure to be incurred on construction of office buildings • Districts to prepare infrastructure Plans.

INTERVENTION	NORM
7. Maintenance and repair of school buildings	• Only through school management committees/VECs • Upto Rs. 5000 per year as per specific proposal by the school committee. • Must involve elements of community contribution
8. Upgradation of EGS to regular school or setting up of a new Primary school as per State norm	• Provision for TLE @ Rs 10,000 per school • TLE as per local context and need • Involvement of teachers and parents necessary in TLE selection and procurement • VEC/ school-village level appropriate body to decide on best mode of procurement • Requirement of successful running of EGS centre for two years before it is considered for upgradation. • Provision for teacher & classrooms.
9. TLE for upper-primary	• @ Rs 50,000 per school for uncovered schools. • As per local specific requirement to be determined by the teachers/ school committee • School committee to decide on best mode of procurement, in consultation with teachers • School Committee may recommend district level procurement if there are advantages of scale.
10. Schools grant	• Rs. 2000 per year per primary/upper primary school for replacement of non functional school equipment • Transparency in utilisation • To be spent only by VEC/SMC
11. Teacher grant	• Rs 500 per teacher per year in primary and upper primary • Transparency in utilisation

INTERVENTION	NORM
12. Teacher training	• Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70 per day • Unit cost is indicative; would be lower in non residential training programmes • Includes all training cost • Assessment of capacities for effective training during appraisal will determine extent of coverage. • Support for SCERT/DIET under existing Teacher Education Scheme
13. State Institute of Educational Management and Training (SIEMAT)	• One time assistance up to Rs. 3 crore • States have to agree to sustain • Selection criteria for faculty to be rigorous
14. Training of community leaders	• For a maximum of 8 persons in a village for 2 days in a year - preferably women • @ Rs. 30 per day
15. Provision for disabled children	• Upto Rs. 1200 per child for integration of disabled children, as per specific proposal, per year • District Plan for children with special needs will be formulated within the Rs. 1200 per child norm • Involvement of resource institutions to be encouraged
16. Research, Evaluation, Supervision Monitoring	• Upto Rs. 1500 per school per year • Partnership with research and resource institutions, pool of resource teams with State specific focus • Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS • Provision for regular school mapping/ micro planning for up dating of household data

INTERVENTION	NORM
	• By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons • Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation. • Rs. 100 per school per year to be spent at national level • Expenditure at State/district/BRC/ CRC/ School level to be decided by State/UT, This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided. • Involvement of resource institutions willing to undertake state specific responsibilities
17. Management Cost	• Not to exceed 6% of the budget of a district plan • To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.; • Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district • Management costs should be used to develop effective teams at State/ District/Block/Cluster levels • Identification of personnel for BRC/ CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.

INTERVENTION	NORM
18. *Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ ST community, computer education specially for upper primary level*	• Upto to Rs. 15 lakhs for each innovative project and Rs. 50 lakhs for a district per year will apply for SSA • ECCE and girls education interventions to have unit costs already approved under other existing schemes.
19. *Block Resource Centres/ Cluster Resource Centres*	• BRC/CRC to be located in school campus as far as possible. • Rs. 6 lakhs ceiling for BRC building construction wherever required • Rs. 2 lakhs for CRC construction wherever required - should be used as an additional classroom in schools. • Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year. • Deployment of up to 20 teacher in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs. • Provision of furniture, etc. @ Rs. 1 lakh for a BRC and Rs. 10,000 for a CRC • Contingency grant of Rs. 12,500 for a BRC and Rs. 2500 for a CRC, per year • Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.
20. *Interventions for out of school children Centres*	• As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kind of interventions

INTERVENTION	NORM
	• Setting up Education Guarantee Centres in unserved habitations • Setting up other alternative schooling models • Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.
21. *Preparatory activities for micro-planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.*	• As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.

Planning, Appraisal and Fund Flows Under Sarva Shiksha Abhiyan

Preparatory Activities: The Sarva Shiksha Abhiyan assigns greatest importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. Systematic mobilization of the community and creation of an effective system of decentralised decision making are part of the preparatory activities. A number of steps have already been taken in many states and it is expected that the State/UTs which have not yet decentralised powers to Village Education Committees/ Panchayats/ Urban local bodies, would do so as a part of the preparation for implementing Sarva Shiksha Abhiyan.

Micro-planning exercise will include the following: Through a participatory process a core planning team will be constituted in each village at the habitation level including selected VEC members, selected community leaders, NGO representatives, Head Master, selected teachers and some selected parents, ensuring participation of women as well as persons from the deprived

communities. Parents of children with special needs may be included in the team. The selection of this team is very critical for effective planning.

Tasks like rationalization of teacher units has also to be initiated during the preparatory phase in order that deployment of teachers is need based. This will facilitate assessment of additional teacher requirements as also a convergent planning process that appreciates the presence of private schools.

Sarva Shiksha Abhiyan highlights transparency in programme implementation. All efforts have to be made to ensure that expenditure on elementary education is a public domain subject.

Organization of a large number of school based activities, cultural jathas, sports and festivals, have been suggested as preparatory activities under the Sarva Shiksha Abhiyan.

Community-based Planning Process: The success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process. While SSA is formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so. The heterogeneity of local communities in many regions often poses problems of unanimity on proposed planning criteria. It is important to recognize a habitation, rather than a village as a unit of planning as most habitations have a higher degree of community solidarity. Similarly, in urban areas, a cluster of households in the same slum settlement has to be a unit of planning.

The community-based planning process has to result in the effective enrolment and retention of the hitherto out of school children in school/ an EGS centre/ or a Bridge Course. This calls for a child specific monitoring by the local community. Community planning processes must also result in a specific Action Plan.

Perspective Plans and Annual Plans: Each district will prepare a perspective Plan and an Annual Plan. The perspective Plan will be a Plan for universalisation within the time frame of Sarva Shiksha Abhiyan. It will be based on the existing position with regard to attendance, retention, drop out and learning achievement. It will work out the total requirement for universalisation, spread over a number of years. A clear plan for improving access, increasing retention and ensuring achievement will be a part of the perspective Plan.

The Annual Plans have to be based on a broad indication of resource availability to a district in a particular year.

The CRCs, BRCs and DIETs have a large role in the preparation of perspective and Annual Plans and their systematic capacity development has to be a priority in programme implementation.

Allocation of Resources as per Approved Plans: The allocation of resources will depend on the following: preparation of District Elementary Education Plans and their appraisal; commitment of the State government with regard to the State share; performance of the State government regarding resources made available earlier; institutional reforms in states to facilitate decentralised management of education; reports of supervision teams regarding the quality of programme implementation; and availability of financial resources in a particular year. The actual allocation of resources will depend on all these factors.

The resources will be allocated in two installments in a year: Once in April and then again in September. The objective is to allow states to fully utilise the allocation for elementary education.

Components of A District Plan
(i) Large scale participation of women and other disadvantaged groups in the planning process.
(ii) A clear gender focus in all the activities under the plan. Every intervention must be gender sensitive.
(iii) Large scale evidence of school-based activities like Bal melas, Jathas, sports, Maa-beti sammelans, etc.
(iv) Evidence of—
   • interface with elected representatives at all levels
   • process based constitution of committees at each level
   • institutional arrangements for decentralized decision making
   • consultation with teachers
   • community contribution for universal elementary education
   • school mapping and micro planning habitation wise/ village wise/ cluster wise/ urban slum wise/ ward wise
   • joint Bank accounts in each school/VEC/School Committees to receive community contribution and to spend government grants
   • focus on making education relevant to life.

(v) Survey of—
- available school facilities, including non-governmental educational institutions;
- 0-6 age group children and facilities for their education and development;
- 6-14 age children through preparation of Education Registers and identification of institution for schooling.

(vi) Relocation of teacher units taking into account the presence of the non-governmental sector and its impact on school attendance.

(vii) Assessment of

(viii) training needs and survey of capacities for orientation and training with existing institutions;

(ix) needs, school-wise/habitation-wise of additional school facilities, teachers, etc.;

(x) school wise/EGS centre wise incentives of meals, scholarships, uniforms, free textbooks and notebooks, etc.;

(xi) teaching-learning materials;

(xii) Information System;

(xiii) available financial resources and priority of needs.

(xiv) Community ownership of the district plan. A plan for quality education including a plan for
- early childhood care and education;
- children with special needs.

(xv) Incorporation of issues like local specific school timings, etc.;

(xvi) Reflection of all investments in Plan and Non Plan being made in a particular district for elementary education.

Appraisal of District Plans: A few salient features of the Appraisal process will be as follows:

- To be conducted jointly by central and state government representatives in the initial phase, along with experts to be selected by NIEPA/NCERT/SCERT/SIEMAT
- States to undertake appraisal after sufficient institutional capacities are developed through networking with national level institutions
- Assessment to ensure that mobilization has been the basis of planning and plan reflects participatory planning process
- Level of community ownership to be the critical factor in appraisal of plans
- Participation of NGOs, institutions, individuals, Panchayati Raj Institutions and urban local bodies

- Assessment of community contribution in school activities
- Assessment of institutional arrangements for decentralised decision making and capacity building in local resource institutions
- Assessment of involvement of teachers in the planning exercise

Determining The Base Line Status: Sarva Shiksha Abhiyan provides for conducting Base line assessment Studies as a part of the preparatory activities in each district to be covered under SSA. These studies have to be diagnostic in nature so that these studies contribute to the planning process by taking note of the local context. NCERT will provide technical guidance.

Supervision of Activities: Sarva Shiksha Abhiyan requires regular supervision of activities. Ideally, the CRCs, BRCs. DIETs have to be developed effectively to carry out supervision activities. Supervision teams will be periodically sent by the National/ State Mission usually once in six months.

Two supervision visits of at least three days each would be undertaken by the National/ State level Mission each year, to each of the programme districts. Initially these supervision teams will be constituted by the National Mission in partnership with the States. Subsequently, States will constitute their own supervision teams. Each Supervision team will have four Members, two from the State Mission and two from the National Mission.

The visits will be coordinated by the State and the National Mission of Sarva Shiksha Abhiyan. Suitable supervision formats will be designed through special workshops to be organised by national /state level resource institutions.

Procedure for Release of Funds: Sarva Shiksha Abhiyan is conceived as a long-term partnership between the Central and the State/UT governments. The procedure for release of funds incorporates this idea of a partnership. The Central government will release funds to the State government. The State government would be expected to transfer this to the State Implementation Society within thirty days. The State governments have to give written commitments regarding its contribution towards the Sarva Shiksha Abhiyan.

There would be two instalments each year: one in April for expenditure between April and September and the second in September for expenditure between October to March.

Management Structure for Programme Implementation and Integration with Current Efforts

Management Structure at the National Level

One of the basic features of the Sarva Shiksha Abhiyan is that the mainstream structures will primarily be used for implementing the programme. A separate Department of Elementary Education and Literacy has already been created for this purpose. In order to facilitate convergence and a holistic perspective, a single Bureau of Elementary Education has been constituted. The General Council at the National level will be headed by the Hon'ble Prime Minister with the Human Resource Development Minister as the Vice-Chairman. The Chairman of the Executive Committee will be the Hon'ble Human Resource Development Minister. The Secretary, Department of Elementary Education and Literacy will be the Vice-Chairperson of the Executive Committee. The Joint Secretary (Elementary Education) will also be the Director General of the National Mission of Sarva Shiksha Mission. He/she shall be the Member Secretary of the General Council and the Executive Committee. The Directors/ Deputy Secretaries of the National Mission will also work as the Deputy Director Generals of the National Mission under the overall supervision of the DG. Each DS/Director shall have specific functional and geographic responsibility. The functional areas may include—

   (i) Monitoring, MIS, Research, evaluation, and operational support;

   (ii) Gender, ECCE, children with special needs, and special focus groups;

   (iii) Pedagogy and capacity development for quality, Teacher Education;

   (iv) EGS, alternative and innovative education, education of urban deprived children;

   (v) Teacher recruitment, rationalization and other policy matters;

   (vi) Planning and community mobilization;

   (vii) Budget, Accounts, Annual Reports and Audit;

   (viii) Civil works and development of school facilities.

State Mission Authority

There would be a State Mission Authority for UEE. All activities in the elementary education sector, including the implementation of the revised NFE programme, should be under one Society. This

would facilitate decision making at the State level. The mission mode signifies a focussed and time bound arrangement for decision-making and the presence of Planning and Finance on these bodies at the State level would facilitate this process. The General Council could be headed by the Chief Minister and the Executive Committee by the Chief Secretary/ Development Commissioner/ Education Secretary. Representation of Finance and Planning Departments on the General Council and the Executive Committee would facilitate decision-making. Department of Rural Development's involvement will facilitate the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. Involvement of NGOs, social activists, university teachers, teacher union representatives, Panchayati Raj representatives, and women's groups would help in ensuring full transparency to the activities of the Mission. Ministry of Human Resource Development would be represented both on the Governing Council and the Executive Committee.

Sarva Shiksha Abhiyan allows the engagement of professional on contractual terms, subject to the ceiling on management costs. However, the engagement of professionals has to be done after taking stock of the available manpower.

Before hiring experts, it will be mandatory for districts/states to assess the existing strength. There would be areas like MIS, pedagogy, teacher training, research and evaluation, community mobilization, gender sensitization, civil works, Alternative schooling, that may require infusion of experts. The actual requirement would depend on an assessment of the existing structure. In a state where institutions like SCERT, DIETs, etc are already fully and effectively functional, such requirements will be minimal. Experience of elementary education project implementation suggests that a core team of 7-8 persons at the district level and a team of 3-4 persons at the Block level is required for effective implementation. An illustrative management structure had been provided under the District Primary Education Programme. Under the Sarva Shiksha Abhiyan, the effort will be to first identify the existing strengths and weaknesses of the implementation team at the district, Block, Cluster and habitation level. The requirement of additional staff will be worked out on the basis of this assessment. In the preparatory phase itself, identification of likely BRC and CRC coordinators from among the teachers should begin. In fact, this

team should start functioning from the preparatory phase itself by deputation, if need be. This team of up to 20 teachers could provide useful support to the planning process at the Block and Cluster level. Effective management of accounts also requires effective training and occasionally strengthening of the financial management machinery at the district and the Block levels.

The implementation team under the Sarva Shiksha Abhiyan will work within a framework of decentralised management of education with full accountability to the community. The Panchayati Raj institutions and School level Committees will be involved in the programme implementation, along with the mainstream structures.

State Component Under Sarva Shiksha Abhiyan

SSA provides for support at State level from the 6% management cost as also the funds for Research, Evaluation, Supervision and monitoring at State level. The cost of State level orientation and training programmes can be built into the District Plans at the State level. This does not imply that there will not be a state component. The State Component has to be integrated with the needs of the district. Support to SCERT over and above the support under the Teacher Education Scheme can come from the State component under the SSA. The objective of the State component is to facilitate programme implementation and provide support for capacity development at all levels.

The management structure under the Sarva Shiksha Abhiyan at all levels has to be accountable to the State specific arrangements for decentralised management of education. This would require full transparency in all activities. Since the effort is to strengthen the mainstream structures, SSA would involve investment for human resource development among the education department functionaries.

The State level team also has to encourage diversity across districts and document good practices so that they could be adopted in other regions.

Illustrative Management Structure At State, District And Sub-district Levels

The Sarva Shiksha Abhiyan allows States/ UTs to have their own management structures, respecting the diversity that exists in these structures across the States. This, however, does not mean that

decentralization will not be monitored. In fact, the effort is to empower schools to take their own decisions, within the overall management context of a state/UT.

The States have to set up the State level Implementation Society. In DPEP states, it is likely that the existing DPEP Society will be suitably modified to meet the needs of UEE. In other States/UTs either new Societies are being set up or existing Societies like the State Level Mission Authorities for literacy are being suitably modified. The linkage with the mainstream educational administration set up has been emphasised.

The State level Implementation Societies have to have effective monitoring and operational support units. Creation of an effective EMIS unit, a team of experts to provide support in specific functional areas, regular monitoring, supervision and appraisal activities, etc. will have to be organised at the State level Implementation Society.

Each State would like to re-organize the State level setup in the mission mode. Like the National Mission, the State level Mission will have to carry out a large number of monitoring and operational support tasks. In the DPEP states, such support may be provided by the existing State level set up. State level Programme Support Unit will have to be established in non-DPEP States. This office, suitably strengthened, will have the added responsibility of implementing Sarva Shiksha Abhiyan.

District and Sub district units will similarly be set up by the State. As mentioned in the section on community planning process, creation of a district, Block and Cluster level teams comprising of governmental and non governmental persons would go a long way in establishing effective structures.

Role of Non Governmental Organizations in Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan conceives a vibrant partnership with Non Governmental Organizations in the area of capacity building, both in communities and in resource institutions. These partnerships will require nurturing through an on going partnership in activities. The Research, Evaluation, Monitoring activities under the Sarva Shiksha Abhiyan is proposed to be done in partnership with institutions/NGOs. In the education sector, non-governmental organizations have been making very meaningful contributions.

Work related to pedagogy, mainstreaming out of school children, developing effective teacher training programmes, organising community for capacity development for planning and implementation, expressing gender concerns, work in the sphere of disability among children, are some such examples. Their partnership is conceived in three ways:

- through direct funding by Central and State governments;
- through funding activities by identified National and State Resource Institutions;
- through participation in community activities funded by Village Education Committees.

NGOs can discharge a very useful role in advocacy as well as accountability of the Sarva Shiksha Abhiyan. Under the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE), it has been decided to fund NGOs (other than experimental and innovative Projects) through State Implementation Societies. It will also be possible to record the contribution of NGO Projects in the District Elementary Education Plans, as their interventions would also be made in the DEEP.

Major Central Interventions and Their Integration with SSA

There have been several innovative schemes in the sector of elementary education following the National Policy on Education in 1986 such as Operation Blackboard, Teacher Education, Non Formal Education, Mahila Samakhya, National Programme for Nutritional Support for Primary Education, State Specific Education Projects in Bihar, Rajasthan, UP and Andhra Pradesh and DPEP in 248 districts of 18 States. It is proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner:

Operation Blackboard: Operation Blackboard aimed to improve physical infrastructure of education whereby school space was expanded and more teachers provided. However, Operation Blackboard could not cover the entire spectrum of schools. The SSA will qualitatively improve and expand the existing structure. No fresh teacher recruitment will take place under OBB once SSA programme is operationalized. Support for teachers' salaries under OBB will, however, continue as per the OBB scheme where teachers have already been appointed under that scheme, till the end of the IX Plan. Efforts to access funds for classrooms from rural/urban

employment schemes will continue to be made, even though earmarking is no more applicable to these funds.

Strengthening of Teacher Education: The revised scheme of Teacher Education provides for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling up of vacancies through a rigorous selection criteria. The scheme will be a part of the SSA framework till the end of the IX Plan, after which it will merge in the SSA programme. This will supplement the DIETs, which provide guidance at district level. The revised Teacher Education provides for strengthening of SCERTs. Support for SCERT will continue under the Teacher Education Scheme.

National Programme of Nutritional Support for Primary Education: Evaluation of the National Programme of Nutritional Support for Primary Education indicate that the supply of food grains leads to improvement in student attendance while raising their nutritional standard. It is proposed to continue the scheme with suitable modifications, in consultation with States.

Mahila Samakhya: Evaluation studies on the Mahila Samakhya approach indicate the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school. Though the scheme of Mahila Samakhya will retain its distinct identity at the State and the district level, it will provide support for the planning and implementation of SSA in districts implementing Mahila Samakhya.

Education Guarantee Scheme and Alternative and Innovative Education: Studies on the Non-Formal Education scheme have pointed out the lack of flexibility which impedes effective implementation across different States. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved recently such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivir, 'Back to School' camps, etc. The restructured NFE scheme called EGS and AIE will be a component of the SSA and be absorbed in it by the end of the IX Plan. SSA programme will provide planning and management support to operationalize the EGS and AIE scheme.

District Primary Education Programme (DPEP):

DPEP districts indicate that decentralized planning and implementation facilitates community involvement in the process of school management. DPEP has met with varied of degree of success in different States. Some have availed of DPEP benefits and have improved their elementary education sector. A large number of teacher vacancies have been filled up in many DPEP states. Setting up of Block and Cluster Resource Centres has facilitated academic interaction among teachers. Development of new textbooks with the participation of teachers and experts has been encouraging in most DPEP states. All DPEP districts would also be part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans will be made in DPEP districts. The focus will be on vertical expansion into Upper Primary Education and on consolidation of the primary schooling efforts.

Lok Jumbish Project: Under the LJP, evaluation studies indicate the positive impact of micro planning and school mapping in which the community is involved. There are specific interventions for girls education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. While there has been improvement in enrolment and retention, the actual learning achievements have been modest. LJP will be implemented in 13 districts of Rajasthan and holistic District Plans will be prepared for these districts also. LJP will be a part of the SSA framework.

RIGHT TO EDUCATION ACT (RTE), 2009

The **Right of Children to Free and Compulsory Education Act** or **Right to Education Act (RTE),** is an *Act* of the *Parliament of India* enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the *Indian Constitution.*

The RTE Act provides for the Right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. It makes provisions for a non-admitted child to be admitted to an age appropriate class. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition. It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge,

potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

Main Features of Right to Education (RTE) Act, 2009

- Free and compulsory education to all children of India in the 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- Proof of age for admission : For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth, Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof.
- A child who completes elementary education shall be awarded a certificate.
- Call need to be taken for a fixed student-teacher ratio.
- Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be done.
- Improvement in the quality of education is important.
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
- Financial burden will be shared between the state and the central government.

Implementation and Funding

Education in the *Indian Constitution* is a concurrent issue and both centre and states can legislate on the issue. The Act lays down specific responsibilities for the centre, state and local bodies for its implementation. The states have been clamouring that they lack financial capacity to deliver education of appropriate standard in all the schools needed for universal education. Thus it was clear that the central government (which collects most of the revenue) will be required to subsidise the states.

A committee set up to study the funds requirement and funding initially estimated that Rs. 1710 billion or 1.71 trillion (US$38.2 billion) across five years was required to implement the Act, and in April 2010 the central government agreed to sharing the funding for implementing the law in the ratio of 65 to 35 between the centre and the states, and a ratio of 90 to 10 for the *north-eastern* states. However, in mid 2010, this figure was upgraded to Rs. 2310 billion, and the center agreed to raise its share to 68%. There is some confusion on this, with other media reports stating that the centre's share of the implementation expenses would now be 70%. At that rate, most states may not need to increase their education budgets substantially.

A critical development in 2011 has been the decision taken in principle to extend the right to education till Class X (age 16) and into the preschool age range. The CABE committee is in the process of looking into the implications of making these changes.

Right to Education for Children

In 1990, at the World Conference on Education for All, in Jomtien, Thailand, 155 countries including India took a pledge to ensure education for all by the year 2000. The pledge promised :

- Care for development and early education of children in the age-group 0-6 years.
- Spreading awareness about primary education for all.
- Motivating youngsters to learn more.
- Bringing down the illiteracy rate, with a special focus on female literacy.
- Life skills for youngsters.
- Education to improve overall quality of life.

However in 1998, when UNESCO and other agencies reviewed India's position in achieving these goals, it was found that very

little progress had been made. The country was among those at the bottom of the list.

Background

According to the Union Human Resource Development Ministry, in 2010-11, 907,951 teacher posts have been lying vacant in primary schools across the country. Further, according to the ministry, in 45.76% of primary schools, the teacher-student ratio is more than 1:30. Likewise, in 34.34% of upper primary schools in the country, the teacher-student ratio has been over 30. What's more, almost 25% of teachers in most states are para-teachers; in Jharkhand, for instance, almost half the teachers in schools are para-teachers. This is a serious issue.

Out-of-school Children

As has been mentioned before, around 18.78 crore children are in school in our country today. But there are also hundreds of thousands of out-of-school kids involved in child labour or domestic work. In fact, of the children enrolled in school, 46% drop out before they complete their primary education. Most of them are girls.

At least 26 crore children in the country today are of school-going age. Going by the government statistics, 18 crore children are in school. What about the remaining 8 crore?

The government needs to focus on this question in the context of the Right to Education Act. Although the Act was notified in April last year, and all states were asked by the Centre to implement it, its efficacy has not completely been proven.

Only 19 Indian states have notified the RTE rules. Among them are Rajasthan, Tamil Nadu, Madhya Pradesh, Karnataka, Andhra Pradesh and Maharashtra. Nine states are yet to notify the rules. A major obstacle behind implementation of the RTE Act, as put forward by the states, is paucity of funds.

The Centre estimated an annual budget of Rs. 231,000 crore for implementation of the RTE Act. The Expenditure Finance Committee gave it the go-ahead, with a Centre-state contribution ratio of 68:32. This was later approved by the cabinet. Of the total amount, Rs. 24,000 crore would come from the finance ministry and the remaining Rs. 207,000 crore from the Centre and the states. This, the government claimed, would prevent the states from being overly burdened.

Then why are the states citing lack of funds as a hindrance?

Even in those states where the RTE rules have been notified, implementation of the law has not been effective.

Right to Free and Compulsory Education Act

The Act promises free and compulsory education to any child in the age-group 6-14. The Act says that schools should be within a radius of 1-3 km from where the child lives. All government-aided schools have to reserve 25% of their seats for students from economically weak sections (EWS). Private schools that are not government-aided also have to reserve 25% of their seats in Class-I for EWS students; the government will compensate them. All government schools will have school management committees, 75% of whose members will be parents or guardians of the children. Fifty per cent of these have to be women.

State child rights commissions will monitor implementation of the RTE Act in their respective states. All states have to set up state education advisory bodies. School management committees will maintain the records of all children in the age-group 6-14 years and ensure that they are in school.

Provision of Right to Education Act, 2009

Special Training for Out of School Children: Section 4 of the RTE Act makes specific provision for Special Training for age appropriate admission for out –of-school children. A majority of out-of-school children belong to disadvantaged communities: scheduled caste, scheduled tribes, Muslims, migrants children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc.

Neighbourhood Schools: Section 6 of the RTE Act mandates the establishment of a school by the appropriate government or local authority with in the prescribed area or limits of the neighbhood with in the period of three years from the commencement of the Act to ensure that every child in the 6-14 age group pursues and completes elementary education.

Bridging Gender And Social Categories Gaps: The RTE Act in different sections makes reference to gender and social inclusion both explicitly and implicitly. Some of the relevant provisions are: no discrimination against children from

disadvantaged groups and weaker sections on any grounds; inclusion of women in school monitoring committees; provision of good quality education that includes equity issues, curriculum development in conformity with constitutional stipulations; training, enrolment in age appropriate classes.

Interventions for children with special needs: In the case of Children with Special Needs (CWSN), the key priority areas are strengthening the identification system of CWSN, ensuring full coverage of CWSN by preparing schools to address the diverse needs that different categories of CWSN have, especially children with Autism Spectrum Disorders, cerebral palsy, deaf-blindness, etc. Strengthening and up gradation of resource rooms, in training facilities in CRC & BRC for needs of CWSN. Strengthening the resource support team for regular and effective academic support to the CWSN. Sensitization of teachers, parents, community and peers to create an inclusive school environment, coordination with special schools and barrier-free access through the availability of ramps with handrails and barrier free toilets.

States' Role in Implementation of the RTE Act

It has been observed that the Hindi-speaking states of Uttar Pradesh, Rajasthan, Madhya Pradesh and Bihar have been the most half-hearted when it comes to implementation of the RTE Act, despite the fact that 67% of out-of-school children are from these states. Uttar Pradesh has, in fact, gone to the extent of claiming that funds given by the Centre would be utilised to provide free and compulsory education to all children in the age-group 6-14. In other words, the state has no intention of contributing towards implementation of the Act and will depend wholly on the Centre.

It's a strange irony that even as the states express concern over the financial burden of this ambitious Act, the government has been encouraging the corporate sector by offering major subsidies every year. The government has also favoured the growth of private educational institutions under the Public Private Partnership (PPP) concept.

Incidentally, the budget for implementation of the RTE Act throughout the country is just half of the amount spent on organising the 2010 Commonwealth Games last year!

So to say that the country does not have enough funds to make the right to education a reality is a farce. The Indian Constitution

clearly says that it cannot be left to the states to provide people their rights according to convenience. It is clearly not lack of funds that is a hindrance in implementation of the RTE Act but lack of intent and political will.

This kind of attitude is a grim reminder of times before Independence when foreign rulers and the upper class discouraged the idea that poor Indian children should be empowered with education. Around a hundred years earlier, when the first debate on the right to education was raised by Mahatma Jyoti Rao Phule in 1882 (in proposing a body for education), based on the argument that while the British Raj was reaping the benefits of labour from the poor and the upper class was using this money to get a higher education, he faced stiff opposition from big landowners, nawabs and the upper class. No one wanted the poor to get educated.

Similarly, in 1891, a proposal in the Imperial Legislative Assembly for free and compulsory education for all was opposed by the upper class and the ruling British. Maharaja Darbhanga went one step further and gathered 11,000 signatures from the influential creamy layer to oppose the move. The argument was : if everyone was to go to school, who would tend to their agricultural land?

In 1937, at a major education forum in Maharashtra, Mahatma Gandhi tried to reason with the newly appointed education ministers of seven Congress states that education for all was absolutely essential for the betterment of the country. However, the ministers said they simply did not have enough funds for basic education for all.

As discussions and debate dragged on in parliament, on the issue of free and compulsory education for all children in the age-group 0-14, it was suggested that the upper age limit be brought down to 11. **Dr. B R Ambedkar** argued that the right place for children was in school, and not in the fields. Still, this provision was not placed within the category of a basic right.

A similar argument was put forward by a group of ministers to the Prime Minister, in 2006, that free and compulsory education for all children would cost the government Rs. 50,000 crore annually—an expense the government would not be able to handle. Even as civil society, teachers and educationists fought for it, the government washed its hands of the matter and left it to the state governments to implement the same.

Now that the RTE Act has finally come about, the same paucity of funds argument is gaining momentum all over again.

Challenges in Implementing the RTE Act

Out-of-school Children

According to the 2001 census, 8.5 crore children are out of school in India. However, latest figures from the Human Resource Development Ministry put the number at 80 lakh. This disparity is because the government has been trying to divide the children into two sections.

According to the National Crime Records Bureau, every year around 65,000 children fall victim to trafficking. Only 10% of such cases are registered with the police. Officially, therefore, only 6,500 children are trafficking victims. Besides this, around 1.20 crore children are involved in child labour (2001 census), keeping them out of school.

One of the sections into which the government has tried to divide out-of-school children is those who have never enrolled in school. But here the question arises: if these children have never been enrolled in school how have they been counted? By which agency? And what was the methodology adopted?

The second section includes children who have dropped out of school. Children who do not attend school for three months are considered to have dropped out. In some states the period is 15 days; in others it's one month.

Taking these two sections together, the total number of out-of-school children is around 80 lakh. Nevertheless, the disparity between the figures of the two departments — a drop from around 8 crore to 80 lakh—is nothing short of magic! And even if the 80 lakh figure is correct, it's still a huge number and the children are not out of school because of choice. To believe that the RTE Act will magically put all such kids into classrooms would be naive.

Some states have claimed that there has been a jump of 120% in school admissions. This has to be taken with a pinch of salt. The 2011 census will make the picture clearer.

A recent survey under the Sarva Shiksha Abhiyan programme in Rajasthan found that 12 lakh children were out of school. Of these, 7.13 lakh children were girls and the rest were boys. Other states must carry out similar studies.

Coordination between Various Implementing Agencies

Every other day we see children working at roadside restaurants, in people's homes, on the roads and in tea stalls. To pick these

children up and put them in school is hardly as easy as it sounds. To begin with, rescue of child labourers and punishing the employer is the work of the Labour Ministry and the police. The responsibility of bringing children to schools and providing them quality education is the work of the Human Resource Development Ministry. Then again, monitoring implementation of the RTE Act is the responsibility of the child rights commissions in each state, which are under the Women and Child Development Department. As of now, not all states have even notified the RTE rules. It is crucial therefore that the efforts of all these agencies are coordinated for the larger goal of providing education to all children to become a reality.

Various kinds of Schools

It's a strange irony that while on the one hand the government wants to provide quality education to all children, across all barriers, on the other hand it recognises four kinds of schools under the Right to Education Act.

- Government schools.
- Government-aided schools.
- Special schools recognised by the government such as kendriya vidyalayas, navodaya vidyalaya and sainik schools. There are others at the state level too.
- Private schools.

With such a variety of schools, it is only natural that quality of education varies. Once again it boils down to the rich being able to afford better quality education and the poor having to compromise with something inferior.

Local Authority Support for Children and Families

Children in need: Each local authority has a duty to "safeguard and promote the welfare" of children who are assessed as being in need. A child is deemed as "in need" if they are disabled or unlikely to achieve a reasonable standard of health or development unless services are provided. The local authority has a duty to provide or facilitate others to provide services for children in need. The local authority must provide day care for children in need who are under the age of five and not attending school if appropriate. There should also be provisions for out-of-school hours activities.

Accommodation and looked after children: Under section 20 of the Act local authorities must provide accommodation for

any child in need who has no-one with parental responsibility to care for them. This may also be extended to children that have a parent available if it is deemed that by staying with them it would put the child at risk.

A community home placement may be deemed necessary for persons between the ages of 16-21 to promote their welfare and safety.

The Act specifies the need to give consideration to children's views when deciding where to accommodate them. Persons with parental responsibility should also be consulted, and if they object the child (unless they are over 16 years old) cannot be accommodated under Section 20 of this Act. The parent can also remove the child from the accommodation provided at any time.

Accommodation must also be provided when requested in the case of *police protection orders* or for children on remand or supervision orders that require them to be accommodated.

The local authority has a duty to safeguard and promote the welfare of the children in its care. The child, parents and other relevant people should be consulted in the decision-making process regarding a child being taken into care and during their time under local authority care. Consideration should also be given to the child's age, understanding, religion, race, culture and linguistic background.

Sibling groups should be placed together and should be accommodated near their home if possible.

Looked after children should not be placed in accommodation that restricts their liberty ('*secure accommodation*') unless they have a history or are likely to abscond and are at risk of suffering significant harm or are likely to cause harm to themselves or others. For a court to make a decision regarding placing a child in secure accommodation it must be satisfied that the child has legal representation or has been fully informed about how to access *legal aid.*

Children leaving care: Children leaving care should be given advice and assistance from the local authority; this may involve giving assistance in kind or in exceptional circumstances in cash. They may also contribute to the expenses incurred by the young person regarding employment, training or education.

Reviewing cases: Section 26 of the Act outlines the obligation of the local authority to review cases regularly and they should have a complaints procedure available to the children they are caring for.

Multi-agency working: Local authorities also have a duty to communicate and share information with other agencies if it complies with their own statutory obligations. The local authority must consult with educational authorities when a child becomes looked after and ensure they are informed of the educational arrangements for the child.

Payment for Services: A fee may apply to services provided under Sections 17 and 18 of the Act ("other than advice, guidance or counselling") to the parents of the child, the young person if over the age of 16, or to a family member (if they receive the service). But the local authority should only charge them if it is reasonable to assume they can pay for the service.

Part IV Care and Supervision

Care and supervision orders: A care or supervision order may be granted by the court if a child is or is likely to suffer significant harm if they are not placed into local authority care. This also includes children who are 'beyond parental control'. The court may grant a care order in place of a supervision order if they believe it is more appropriate or vice versa. If, during family court the court has concerns for a child's welfare, they can direct the local authority to investigate. The local authority can then decide if they are going to apply for a care order or supervision order. If they decided not to take any legal action, they must explain to the court their reasons for doing so.

NATIONAL CURRICULUM FRAMEWORK (NCF), 2005

The National Curriculum Framework (NCF 2005) is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.

NCF 2005 provides the framework for making syllabii, textbooks and teaching practices within the school education programmes in India.

NCF 2005 is based on National Policy on Education (1986) and other government reports on education. After many focus group discussions, its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February, 2008 the director Krishna Kumar in an interview discussed the challenges that are faced by the document. The recommendations of NCF-2005 are for the educational system. The syllabus and text books based on it are being used by all the CBSE schools and state schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabii in 17 states. The NCERT gave a grant of 10 lakh to each state to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several states have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET).

Main Features of the NCF 2005

The NCF 2005 document is divided into 5 areas :

1. Perspective of NCF.
2. Learning and knowledge.
3. Curriculum Areas, School Stages and Assessment.
4. School and Classroom Environment.
5. Systemic Reforms.

1. *Perspective of NCF (Chapter-1)*

The NCF was framed Considering the articulated ideas in the past such as

- To shift learning from rote method.
- To ensure overall development of children.
- To integrate examination into classroom learning and make it more flexible.

- To nurture identify of caring concerns within the democratic policy of India.
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

NCF focused on

- learning without burden.to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children.it recommended major changes in the design of syllabus
- To develop a sense of self-reliance and dignity of the individual which would for the basis of social relationship and would develop a sense of nonviolence and oneness across the society.
- To develop a child centered approach and to promote universal enrollment and retention up to the age of 14.
- To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate
- JP Naik has described equality, quality and quantity as the exclusive triangle for Indian education.
- With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum.

2. *Learning and Knowledge (Chapter-2)*

- Reorientation of our perception of learners and learning.
- Holistic approach in the treatment of learners' development and learning.
- Creating an inclusive environment in the classroom for all students.
- Learner engagement for construction of knowledge and fostering of creativity.
- Active learning through the experiential mode.
- Adequate room for voicing children's thoughts, curiosity, and questions in curricular practices.
- Connecting knowledge across disciplinary boundaries to provide a broader framework for insightful construction of knowledge.
- Forms of learner engagement—observing, exploring, discovering, analysing, critical reflection, etc.—are as important as the content of knowledge.

- Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices.
- Local knowledge and children's experiences are essential components of text books and pedagogic practices.
- Children engaged in undertaking environment-related projects may contribute to generation of knowledge that could help create a transparent public database on India's environment.
- The school years are a period of rapid development, with changes and shifts in hildren's capabilities, attitudes and interests that have implications for choosing and organising the content and process of knowledge.

3. *Curricular Area, School Stages and Assessment (Chapter-3)*

Language

- Language skills—speech and listening, reading and writing—cut across school subjects and disciplines. Their foundational role in children's construction of knowledge right from elementary classes through senior secondary classes needs to be recognised.
- A renewed effort should be made to implement the three-language formula, emphasising he recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. These include tribal languages.
- English needs to find its place along with other Indian languages.
- The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

Mathematics

- Mathematisation (ability to think logically, formulate and handle abstractions) rather than 'knowledge' of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics.
- The teaching of mathematics should enhance children's ability to think and reason, to visualise and handle abstractions, to formulate and solve problems. Access to quality mathematics education is the right of every child.

Science

- Content, process and language of science teaching must be commensurate with the learner's age-range and cognitive reach.

- Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
- Science teaching should be placed in the wider context of childrens environment to equip them with the requisite knowledge and skills to enter the world of work.
- Awareness of environmental concerns must permeate the entire school curriculum.

Social Sciences

- Social science content needs to focus on conceptual understanding rather than lining up facts to be memorised for examination, and should equip children with the ability to think independently and reflect critically on social issues.
- Interdisciplinary approaches, promoting key national concerns such as gender, justice, human rights, and sensitivity to marginalised groups and minorities.
- Civics should be recast as political science, and the significance of history as a shaping influence on the children's conception of the past and civic identity should be recognised.

Work

- School curricula from the pre-primary stage to the senior secondary stage need to be reconstructed to realise the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation.

Art

- Arts (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre, etc.) and heritage crafts should be recognised as integral components of the school curriculum.
- Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators.
- The arts should comprise a subject at every stage of school education.

Peace

- Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities.
- Peace education should form a component of teacher education.

Health and Physical Education

- Health and physical education are necessary for the overall development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

Habitat and Learning

- Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities.

4. School and Classroom Environment (Chapter-4)

- Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule, are critical for improved teacher performance.
- A school culture that nurtures children's identities as 'learners' enhances the potential and interests of each child.
- Specific activities ensuring participation of all children—abled and disabled—are essential conditions for learning by all.
- The value of self-discipline among learners through democratic functioning is as relevant as ever.
- Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community.
- Reconceptualisation of learning resources in terms of—
  - textbooks focused on elaboration of concepts, activities, problems and exercises encouraging reflective thinking and group work.
  - supplementary books, workbooks, teachers' handbooks, etc. based on fresh thinking and new perspectives.
  - multimedia and ICT as sources for two-way interaction rather than one-way reception.
  - school library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world.
- Decentralised planning of school calendar and daily schedule and autonomy for teacher professionalism practices are basic to creating a learning environment.

5. Systemic Reforms (Chapter-5)

- Quality concern, a key feature of systemic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities.
- It is desirable to evolve a common school system to ensure comparable quality in different regions of the country and also to ensure that when children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos.
- A broad framework for planning upwards, beginning with schools for identifying focus areas and subsequent consolidation at the cluster and block levels, could form a decentralised planning strategy at the district level.
- Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
- Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.
- Teacher education programmes need to be reformulated and strengthened so that the teacher can be an :
  - encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and
  - active member of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners.
- Reformulated teacher education programmes that place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.
- Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalisation of teachers assume significance.

- In-service education needs to become a catalyst for change in school practices.
- The Panchayati Raj system should be strengthened by evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realised.
- Reducing stress and enhancing success in examinations necessitate:
  - a shift away from content-based testing to problem solving skills and understanding.
  - The prevailing typology of questions asked needs a radical change.
  - a shift towards shorter examinations.
  - an examination with a 'flexible time limit'.
  - setting up of a single nodal agency for coordinating the design and conduct of entrance examinations.
- Institutionalisation of work-centred education as an integrated part of the school curriculum from the pre-primary to the +2 stage is expected to lay the necessary foundation for reconceptualising and restructuring vocational education to meet the challenges of a globalised economy.
- Vocational Education and Training (VET) need to be conceived and implemented in a mission mode, involving the establishment of separate VET centres and institutions from the level of village clusters and blocks to sub-divisional/district towns and metropolitan areas in collaboration with the nation wide spectrum of facilities already existing in this sector.
- Availability of multiple textbooks to widen teachers' choices and provide for the diversity in children's needs and interests.
- Sharing of teaching experiences and diverse classroom practices to generate new ideas and facilitate innovation and experimentation.
- Development of syllabi, textbooks and teaching-learning resources could be carried out in a decentralised and participatory manner involving teachers, experts from universities, NGOs and teachers' organisations.

NATIONAL KNOWLEDGE COMMISSION (NKC)

National Knowledge Commission, is an Indian think-tank charged with considering possible policies that might sharpen India's comparative advantage in the knowledge-intensive service sectors. It was constituted on 13 June 2005, by the *Prime Minister of India, Dr. Manmohan Singh*.

In particular, the Commission was to advise the Prime Minister's Office on policy related to education, research institutes and reforms needed to make India competitive in the *knowledge economy*. The Commission was to recommend reform of the education sector, research labs, and intellectual property legislation; as well as consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent. The NKC website was launched in February 2006.

Members of the National Knowledge Commission

The National Knowledge Commission (NKC) consists of the following eight members.

- *Sam Pitroda*, Chairman
- *Dr. Ashok Sekhar Ganguly*, Corporate leader
- *Nandan Nilekani** (Resigned), Chairman of *Unique Identification Authority of India (UIDAI)*
- *Dr. Deepak Nayyar*, former Vice-chancellor, *University of Delhi*
- *Dr. Jayati Ghosh*, economist at *Jawaharlal Nehru University*
- *Dr. Sujatha Ramdorai*, internationally reputed algebraic number theorist and professor of mathematics at *Tata Institute of Fundamental Research*
- *Dr. Padmanabhan Balaram*, director of *Indian Institute of Science*, Bangalore
- *Prof. Amitabh Mattoo*, Former Vice-Chancellor, *Jammu University*

The Terms of Reference of the NKC are

- "Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in Science and technology laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.

- Promote knowledge applications in Agriculture and Industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

The organisational structure of the NKC is flat. The Secretariat is headed by an Executive Director and consists of around 8-9 research associates. It also has four advisors who advises the commission on different issues. The Secretariat of the Commission is located in *Chanakyapuri*, New Delhi.
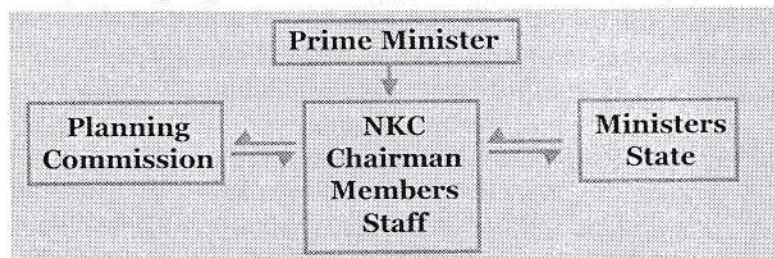
Objectives

The overarching aim of the National Knowledge Commission is to enable the development of a vibrant knowledge based society. This entails both a radical improvement in existing systems of knowledge, and creating avenues for generating new forms of knowledge.

Greater participation and more equitable access to knowledge across all sections of society are of vital importance in achieving these goals.

In view of the above, the NKC seeks to develop appropriate institutional frameworks to:

- Strengthen the education system, promote domestic research and innovation, facilitate knowledge application in sectors like health, agriculture, and industry.
- Leverage information and communication technologies to enhance governance and improve connectivity.
- Devise mechanisms for exchange and interaction between knowledge systems in the global arena.

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│ Commission   │     │   Chairman   │     │    State     │
│              │     │   Members    │     │              │
│              │     │    Staff     │     │              │
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Organization

The National Knowledge Commission consists of six Members, including the Chairman. All Members perform their duties on a part-time basis and do not claim any remuneration for the same.

The Members are assisted in their duties by a small Technical Support Staff headed by an Executive Director seconded to the NKC by the government. The Commission is also free to co-opt Experts to assist in the management of its tasks.

The Planning Commission is the nodal agency for the NKC for planning and budgeting purposes as well as for handling Parliament related responses.

The methodology followed by the NKC is as follows:

1. Identification of key focus areas.
2. Identification of diverse stakeholders and understanding major issues in the area.
3. Constitution of Working Groups of experts and specialists; organization of workshops, extensive formal and informal consultations with concerned entities and stakeholders.
4. Consultation with administrative Ministries and the Planning Commission
5. Discussion in NKC to finalize recommendations in the form of letter to the PM from the Chairman, NKC
6. Letter to PM containing key recommendations, first steps, financial implications etc. The letter will be supported by the relevant explanatory documents.
7. Widespread dissemination of NKC recommendations to state governments, civil society and other stakeholders, also using the NKC website.
8. Initiating the implementation of the recommendations under the aegis of the PMO.
9. Finalizing the recommendations based on stakeholder feedback and coordinating/following up the implementations of proposals.

Recommendations of NKC

Recommendations Submitted in 2006

- Libraries
- Translation
- English Language Teaching
- National Knowledge Network
- Right to Education
- Vocational Education & Training
- Higher Education
- National Science and Social Science Foundation
- E-governance

Recommendations Submitted in 2007
- Health Information Network
- Portals
- Open Educational Courseware
- Legal Education
- Medical Education
- Management Education
- Open and Distance Education
- Intellectual Property Rights
- Innovation
- Traditional Health Systems
- Legal Framework for Public Funded Research

Recommendations Submitted in 2008
- School Education
- Engineering Education
- More Talented Students in Science and Maths
- More Quality Ph.Ds
- Entrepreneurship

Recommendations Submitted in 2009
- Biodiversity Portal & Teachers Portal
- Knowledge application in Agriculture
- Knowledge application for Enhancing Quality of Life

Access

Providing access to knowledge is the most fundamental way of increasing the opportunities of individuals and groups. Therefore, it is essential to revitalize and expand the reach of knowledge in society.

In this context NKC has submitted recommendations on areas such as Right to Education, libraries, language, translation, portals and knowledge networks.

Right to Education

The 86th Constitutional amendment act made the Right to Education a Fundamental Right. However, to enhance universal access to quality education for Indian children, NKC recommends that there is a need for a central legislation affirming the Right to Education. This must entail a financial provision requiring the central government to provide the bulk of the additional funds needed for realizing the Right to Education. The legislation should also lay down minimum standards of quality in school education

and for it to be effective, the responsibility of the Government at different levels, must be recognized and made justifiable.

Language

In the current scenario an understanding and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities. NKC therefore recommends that the teaching of English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, starting from Class I. Further, NKC has also focused on the need to reform the pedagogy of English language teaching and the use of all available media to supplement traditional teaching methods.

Translation

In a multilingual country, translation should play a critical role in making knowledge available to different linguistic groups. NKC has recommended developing translation as an industry and setting up a National Translation Mission with a focus on promoting translation activities across the country. The Mission would undertake a host of activities such as setting up a storehouse of information on all aspects of translation, providing quality training and education for translators, and creating and maintaining various tools for translation.

Libraries

To revamp the Library and Information Services (LIS) sector NKC has recommended a comprehensive census of libraries, modernizing management of libraries to ensure greater community participation, including models for public private partnerships in LIS development and leveraging ICT for various applications. For sustained attention to the sector, NKC has recommended the setting up of an independent National Commission on Libraries which would streamline all development initiatives in the sector.

National Knowledge Network

The key to successful research today demands live consultations, data and resource sharing. Towards this end, NKC has recommended the establishment of a high-end National Knowledge Network connecting all our knowledge institutions in various fields and at various locations throughout the country, through an electronic digital broadband network with gigabit capacity.

Portals

NKC has also proposed the creation of national web based portals on certain key sectors such as Water, Energy, Environment, Teachers, Biodiversity, Health, Agriculture, Employment, Citizens Rights etc. The portals would serve as a single window for information on the given sector for all stakeholders and would be managed by a consortium consisting of representatives from a wide range of stakeholders to ensure that they have a national character. NKC has facilitated the setting up of five portals: on Water, championed by Arghyam Trust; on Energy, championed by The Energy Research Institute (TERI); on Environment, Summary of Recommendations National Knowledge Commission championed by the Centre for Science and Environment (CSE); on Teachers, championed by the Azim Premji Foundation; and on Biodiversity, championed by the Ashoka Trust for Research in Ecology and the Environment (ATREE).

Health Information Network

The developments in information and communication technology have created new opportunities for enhancing the efficiency of health care delivery. NKC believes that the country needs to develop a web-based network, connecting all health care establishments, in both private and public sectors. When fully functional, all health care transactions will be recorded electronically and this data will be available in the health data vault to authorized users, when they need it and where they need it. For this purpose a common Electronic Health Record (EHR) based on open source solutions needs to be created and disseminated widely.

Concepts

Knowledge concepts are organized and disseminated through the education system. Education is the key enabler for the development of an individual and for altering the socio-economic landscape of a country. Therefore, NKC's work has focused on revamping the education sector. NKC's concern with many aspects of the Indian education system covers school education, higher education, professional education, and vocational education.

School Education

Making access to good school education a reality will require major expansion at the elementary and secondary levels and improvement in the quality of schools. NKC has therefore proposed generational

changes in the school system which would encourage decentralization, local autonomy in management of schools, and flexibility in disbursal of funds. To improve quality and generate accountability, NKC has also recommended improving school infrastructure and revamping school inspection with a greater role for local stakeholders and greater transparency in the system. Further, wherever feasible, Information and Communication Technology should be made more accessible to teachers, students and the administration. NKC has also emphasized the need for reforms in the curriculum and examination systems by moving away from rote learning to a critical understanding of concepts and finally improvement in faculty.

Vocational education and training (VET)

To improve vocational education and training (VET), NKC's recommendations focus on increasing the flexibility of VET within the mainstream education system. NKC has also emphasized the need to expand capacity through innovative delivery models, including robust public private partnerships. Given that only 7 per cent of the country's labour force is in the organized sector, enhancing training options available for the unorganized and informal sector will be critical for enhancing the productivity of the bulk of our working population. It is necessary to ensure a robust regulatory and accreditation framework, along with proper certification of vocational education and training. This will allow easier mobility into higher education streams, enhancing the value of such training.

Higher Education

In higher education NKC recommendations have focused on the three key aspects of expansion, excellence and inclusion. NKC has recommended increasing GER in higher education to and above by 2015. In addition to increased public spending, this would involve diversifying the sources of financing to encourage private participation, philanthropic contributions and industry linkages. To bring about this expansion, NKC has suggested the creation of 1500 universities by 2015, partly by restructuring the existing ones. In order to reduce the current barriers to entry, NKC has recommended setting up an Independent Regulatory Authority for Higher Education (IRAHE) which would be at an arm's length from all stakeholders and would accord degree granting power to universities. To ensure quality, NKC has called for reform of existing

universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions. Further, there is an urgent need to restructure the system of affiliated undergraduate colleges which no longer provides a viable model for quality higher education. NKC has also suggested creating models for community colleges that provide credit and noncredit courses leading to two year associate degrees. These would include general education programs as well as employment oriented programs, creating the flexibility for students to pursue higher education later in life. NKC believes that all deserving students should have access to higher education, irrespective of their socio-economic background. While the Report to the Nation 15 government heavily subsidizes university education by keeping fees low, there is better value created for this subsidization by ensuring well funded scholarships and affirmative action that takes into account the multi dimensionality of deprivation.

More Talented Students in Maths and Science

To rejuvenate science education and research in the country NKC considers it crucial to attract more students in maths and science. To encourage this, NKC has recommended launching a massive science outreach program, upgrading available infrastructure, revitalizing the teaching profession and revamping teacher training at all levels.

Professional Education

The professional education streams are plagued by the problems similar to the higher education system. NKC has recommended that the present regime of regulation in all professional education streams including medical, legal, management and engineering education, be replaced by subgroups on different streams under the proposed independent regulator. This would have to be accompanied by independent multiple accreditation agencies that provide reliable ratings. Other measures for improving professional education include allowing greater autonomy to institutions, reforming the current examination system, developing contemporary curricula and encouraging research.

More Quality Ph.Ds

To invigorate research and development in the country, NKC has recommended steps to improve the quality of Ph.Ds. It has suggested massive investment in education and research at all levels,

together with renovation and reform of the university system, and the fostering of a global outlook in research. Further, steps have to be taken to rejuvenate the doctoral program across disciplines and develop vigorous industry-academia interaction. NKC has also recommended the setting up of a National Research Mission which will create the required research ecosystem in the country.

Open and Distance Education and Open Educational Resources

Development of open and distance education and open educational resources is imperative to achieve the objectives of expansion, excellence and inclusion in higher education. More than one-fi fth of the students enrolled in higher education are in the Open and Distance Education stream. NKC recommendations on distance education focus on creating a national ICT infrastructure, improving regulatory structures, developing web based common open resources, establishing a credit bank and providing a national testing service. To supplement this, NKC also recommends that the production of quality content and leveraging global open educational resources, needs to be focused on in a comprehensive manner. We need to encourage open access for all material research papers, books, periodicals etc.

Creation

Producing new knowledge and protecting existing resources is critical for a nation to compete in the global knowledge economy. This makes it important to consider all activities that lead to the creation of knowledge directly or help in protecting the knowledge that is created. NKC has therefore examined issues such as innovation systems in the country, science and technology activities and the regime of Intellectual Property Rights.

Intellectual Property Rights

For India to become a global knowledge leader, we would need to be at the forefront of creating knowledge. This requires a favourable eco-system that not only protects the ingenuity of the creator but also rewards knowledge creation through commercial applications. In order to facilitate the creation of knowledge NKC has recommended scaling up efforts to build a world class IPR infrastructure, including steps to modernize the patent offices and building global standards. IPR training in IP Offices as well as in educational institutions needs to be intensified, and IPR Cells need

to be developed. In addition, NKC has recommended establishing new structures such as a separate IPR Tribunal, a national institution for cutting edge IPR policy and a Global Technology Acquisition Fund. NKC recommendations also highlight the need to protect traditional knowledge, create incentives for it and also explore mechanisms for identification of key IPR issues in new technology areas.

Legal Framework for Public Funded Research

To revitalize research in universities and give an impetus to public funded research, there is a requirement for enacting a legislation that would give universities and research institutions ownership and patent rights over inventions arising out of government funded research. This will create an enabling environment 16 National Knowledge Commission for commercialization of such inventions through licensing arrangements where inventors would also be allowed to receive a share of the royalty.

National Science and Social Science Foundation

A National Science and Social Science Foundation (NSSSF) has been recommended by NKC to look at all knowledge as one seamless entity. The objectives of the NSSSF would be to suggest policy initiatives to make India a leader in the creation and use of new knowledge in all areas of natural, physical, agricultural, health, and social sciences.

Innovation

Innovation is a key driver of growth based on knowledge inputs. NKC conducted an extensive survey on the status of innovation in the country. NKC's Innovation Survey reveals that innovation is emerging as one of the key factors in India's economic growth, where both large firms and SMEs have increased innovation related revenues. The strategic prioritization of innovation has also increased significantly since the start of economic liberalization. Crucial firm level structures and processes play a key role in innovation, but skill shortage arising out of lack of emphasis on experimentation/problem solving in the curricula is a critical barrier. There is also need for more effective synergy between industry, government, the educational system, R&D environment and the consumer.

Entrepreneurship

Entrepreneurship has been recognized as a key driver for wealth creation and employment generation. Given its importance, NKC undertook a study to explore factors that have promoted Entrepreneurship in India as well as others which could facilitate even greater growth of Entrepreneurship. Based on the study, several policy recommendations were suggested. These include creation of a supportive business environment through measures such as a single window system, composite application form etc. and setting up of new institutional mechanisms such as special commercial courts and Limited Liability Partnerships. NKC has also suggested facilitating information flows by creating one-stop shops, web based portals and information handbooks for entrepreneurs, and giving incentives for seed capital funding. Further, creation of entrepreneurship clubs and incubation centres, increase in industry-academia synergies, and introduction of entrepreneurship in school and college syllabus has been recommended.

Applications

Knowledge can be productively applied to promote technological change, enhance quality of life and facilitate reliable and regular flow of information. This requires significant investment in goal-oriented research and development along with delivery models that can simplify processes within an industry. Initiatives in the areas of agriculture, labour and traditional knowledge can demonstrate that knowledge can be very effectively applied for the betterment of the community.

Traditional Health Systems

India has an immensely rich and complex indigenous medical heritage. NKC has recommended that major efforts be undertaken to provide quality education in traditional medicine. Evidence-based approaches should also be introduced into the current educational framework, possibly through institutions of the standard of IISc, IIT and AIIMS, with commensurate financial outlays. NKC recommendations focus on the need for strengthening research through concerted higher investments and more rigorous methodologies, ensuring internationally acceptable standardization and documentation of herbal medications, promoting clinical trials, along with adhering to a world-class certification process. Another

aspect highlighted in the NKC recommendations is the need to create a suitable IPR framework for better protection of the sources of traditional medical knowledge, while at the same time ensuring that sufficient incentives are created for commercialization of traditional medicines.

Agriculture

NKC recognizes that the challenges facing Indian agriculture can only be addressed through a comprehensive package of measure that includes an emphasis on enhanced knowledge generation and application. NKC has recommended concrete steps to modernize and stimulate agricultural research institutions, coordinate research and make research support more flexible. It has also recognized the need for improving the organization of agricultural research, directing more research to neglected areas, providing more effective incentives for researchers and reforming the curricula in agricultural universities. Further, to improve the scope and efficiency of extension, NKC has stressed making knowledge applications in agriculture community-driven and farmer-led and shifting the focus to provide an integrated range of services. NKC has also recommended restructuring Report to the Nation the Agricultural Technology Management Agency (ATMA) to make it more decentralized, participatory and locally responsive, and enhancing the role of private players in agricultural extension delivery.

Enhancing Quality of Life

NKC has focused on knowledge applications for enhancing the well being of common people, especially in rural areas. Towards this end, NKC has recommended the setting up of Panchayat Gyan Kendras (PGKs) throughout the country which would ensure efficient implementation of NREGA and would eventually develop into resource centres to demonstrate best practices, evolve local solutions and provide a platform for converging different social sector programs. NKC has also recommended conceptualizing fresh perspectives in tool design to improve dignity of labour and ensure skillful engagement and enhanced productivity.

Services

For the creation of a true knowledge society, the availability of efficient knowledge services for citizens is critical, especially for enhancing citizen-government interface. Technology provides us with an opportunity to ensure accountability, transparency and

proficiency in government services. E-governance is one of the ways in which citizens can be empowered to increase transparency of government functioning.

E-governance

To enhance the efficacy of delivery of services by the government, NKC has reiterated that e-governance should be an opportunity not merely for computerization of age old processes, but a step towards re-thinking our systems and processes to ensure greater efficiency and citizen orientation. NKC recommendations focus on re-engineering government processes to change the basic pattern of governance for simplicity, transparency, productivity and efficiency. They highlight the need for developing common standards and deploying a common platform/infrastructure for e-governance. Further, 10 to 20 important services that make a critical difference to citizens may be selected, simplified and offered as web-based services, along with beginning all new national programs (like Bharat Nirman, Rural Employment Guarantee Scheme etc.) with well engineered e-governance implementation and web interface. This will ensure speedy delivery, productivity and efficiency of services making them citizen centric and ensuring that the right people get the benefits.

Suggestions and Recommendations Covering the Different Aspects of School Education

NKC recognizes that the primary responsibility for school education is borne by the state governments, and therefore any policy changes must be with the full participation and involvement of the States. Nevertheless, NKC believes that positive changes in systems of schooling will require the active involvement of the central government as well state governments, not only in the matter of providing resources but also in promoting organizational and other changes.

The number of suggestions and recommendations covering the different aspects of school education, but the essential thrust can be summarized in terms of more resources, more decentralization and more flexibility.

1. Central legislation for the Right to Education, backed by financial commitment: NKC endorses the speedy enactment of a central legislation that will ensure the right of all children in the country to good quality school education up to Class VIII,

supported with financial commitments of the central and state governments. This obviously requires substantially increased public spending for both elementary and secondary school education, which must be seen as a priority area for spending. Currently school education is highly segmented, even in governmentrun institutions, as a result of the parallel track of "education centres" in some states. These separate systems must be integrated to give all children access to schools of acceptable quality, which will obviously require additional spending.

2. More flexibility in disbursal of funds: However, there is a strong case for changes in the manner in which such expenditure is incurred. The current norms for central government disbursal to states of funds for , including for Sarva Shiksha Abhiyan (SSA), the planned SUCCESS program for secondary education and other central schemes, are too rigid and must be made more flexible. NKC strongly recommends a system of funds transfer and accounting that will allow for regional and other differences as well as changing requirements over time, and thereby allow state governments to use the resources in the most effective way. There should also be greater flexibility in disbursing funds down to the school level and a greater degree of autonomy of local level management in the use of funds. The norms and rules should allow schools to adapt to local conditions and meet particular requirements of their students.

3. Decentralization and greater local autonomy: Community participation is an important instrument to ensure accountability and improve the day-to-day functioning of schools. This in turn means that the management of schools, including the use and management of funds, should be decentralized to local authorities as far as possible, whether they be panchayats, Village Education Committees or municipalities, and to School Boards that have representation of all stakeholders including parents.

4. Expansion of functional literacy: NKC would like to stress the continuing importance of a focus on expanding functional literacy among the population. Illiteracy remains a major problem, even, among the age-group 15-35 years, and therefore literacy programmes must be expanded rather than reduced, and given a different focus that is directed towards improving life skills and meeting felt needs, especially (but not only) among the youth.

5. Planning for school infrastructure: It is important to remember that land is an essential requirement of schools, and this requirement is likely to increase in the near future given the expansion implied by demographic changes and need to ensure universal schooling. Therefore urban master plans and local development plans must explicitly incorporate the physical requirements for schooling, including provisions for playgrounds and other school facilities.

6. Enabling and regulating mechanisms for private schools: Since private schools play an important role in the provision of education, there is need for both enabling and regulating mechanisms to be developed and strengthened for them. There should be transparent, norm-based and straightforward procedures for the recognition of private schools, to reduce harassment and bureaucratic delay. There should also be transparent criteria as for the disbursement of aid from the government to some self-financing schools, especially those which cater to underprivileged children, and clear norms with respect to the ability of school managements to raise resources from other sources. The monitoring of private schools, in terms of ensuring a transparent admissions process, regulation of fee structures, as well as meeting minimum set standards for quality of teaching and infrastructure, also requires attention. The possibility of greater exchange between schools, including mentoring of one school by another, should be allowed and encouraged.

7. Database on school education: Educational planning and monitoring are made much more difficult because of the lack of comprehensive and accurate data on schools, school-age children and actual attendance of both students and teachers. The collection and speedy dissemination of accurate and current data on schooling must be made a priority. It is necessary to create a complete database on schools and school-age children so as to track the actual coverage and quality of schooling at different levels, and to make it widely available in a timely manner. Such data collection may be made an essential part of the fund allocation for school education, with appropriate institutional mechanisms.

8. More co-ordination between departments: The multiplicity of management structures and government departments that currently governs schooling creates confusion, unnecessary replication and possibly inconsistent strategies across different

schools. There must be greater co-ordination between different departments of government on school education policy, even while ensuring more autonomy to the local management of schools.

9. National evaluation body for monitoring quality: Educational administration also needs to be more conscious of actual learning outcomes at different levels, which will determine both policy and functioning. NKC therefore proposes a national evaluation body to monitor the quality of both government and private schools, using a resultsbased monitoring framework based on a short list of monitorable criteria that include both process and outcome indicators.

10. Revamping school inspection: The system of school inspection needs to be revamped and revitalized, with a greater role for local stake holders and greater transparency in the system. The solution does not lie in simply expanding the system—rather, we need to develop systems to ensure meaningful monitoring, including provision of greater facilities to school inspectors, a separation of inspection of qualitative and administrative aspects, transparency in the criteria of inspection, and greater involvement of local stakeholders.

11. Teachers and teacher training: Teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as electoral activities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences, including a web-based portal, should be developed.

At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools.

The training of teachers is a major area of concern at present, since both pre-service and inservice training of school teachers is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.

12. Reforms in the curriculum and examination system: Curriculum reform remains a critically important issue in almost all schools. School education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, developing good comprehension and communication skills and learning how to access knowledge independently. This also requires substantial changes in the examination system, especially at Board level but also earlier.

13. Use of Information and Communication Technology: Wherever feasible, ICT should be made more accessible to teachers, students and administration for learning, training, research, administration, management, monitoring, etc. This requires the provision of more facilities such as computers as well as connectivity and broadband facilities. Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology.

14. English language teaching: Proficiency in English is widely perceived as an important avenue for employment and upward mobility, which also greatly facilitates the pursuit of higher education. The incorporation of English into the curriculum through the teaching of English as a language in Class I and teaching of one other subject in English medium in later classes requires making pedagogical changes to contextualize language learning, increasing the availability of English language teachers and providing more bilingual and supplementary teaching materials.

At the same time, mutlilinguality must be promoted and language issues must be explicitly taken on board in designing school curricula and methods of pedagogy.

15. Interventions to ensure access of educationally deprived categories: Special interventions are necessary to ensure greater access to education of educationally deprived categories, and some proposals for this are developed in more detail in the accompanying Note. Obviously, specific measures are required to ensure greater enrolment and retention of girl students. Education of SC children must be a priority, which necessitates both flexibility of approach and avoidance of discrimination. The access of children from Scheduled Tribes requires more flexible and sensitive schooling strategies. Language issues must be explicitly taken on board in designing school curricula and methods of pedagogy. Special strategies are required to ensure greater access

to schools for children in backward regions, remote locations and difficult terrains. Official strategies for ensuring better access of Muslim children to schooling are excessively focussed on madrassas which cater to only a tiny minority of such children; the emphasis should be on creating enabling conditions for Muslim children in the general school system. Children of seasonal migrants require special conditions and efforts to ensure continuous access to schooling. Similarly, labouring children require incentives and bridge courses. The needs of physically disadvantaged children, as well as teachers, have to be factored in more thoroughly in provisions for school education.

NKC Recommendations about English Language Teaching

There is an irony in the situation. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which makes for highly unequal access. Indeed, even now, no more than one per cent of our people use it as a second language, let alone a first language.

NKC recommends that the teaching of English as a language should be introduced, along with the first language (either the mother-tongue or the regional language) of the child, starting from Class I in school. This phase of language learning should focus on using both languages to create meaningful learning experiences for the child without disproportionate emphasis on grammar and rules.

NKC recognizes that nine States (of which six are in the north-east) and three Union Territories have already introduced English as a compulsory subject from Class I onwards. In addition, as many as 12 States and three Union Territories have made English a compulsory subject, at different stages in primary school, by Class V at the latest. However, the implementation is slow and the quality of English language teaching is simply not good enough. The support systems, such as the number of teachers or materials for teaching, are neither adequate nor appropriate. NKC is recommending a fundamental change that seeks to introduce, nationwide, the teaching of English as a language from Class I onwards. This is not meant to be a stand-alone, add-on subject, but is meant to be integrated into the school curriculum.

Language learning cannot be separated from, and must be integrated with, content learning. Therefore, English should also be used to teach some non-language, content subjects, starting from Class III in school. The choice of subjects for this purpose can be

left to schools depending on the proficiency of teachers and availability of materials. This would, in effect, create multimedium schools. It would also help reduce the divide between English medium schools and regional language-medium schools.

In order to meet the requirement for a large pool of English language teachers, graduates with high proficiency in English and good communication skills should be inducted without formal teacher-training qualifications. They could be selected through an appropriate procedure developed by the National Testing Service and then given a short—term orientation. The nearly four million school teachers all over the country, regardless of their subject expertise, especially teachers at the primary level, should be trained to improve their proficiency in English through vacation training programmes or other short-term courses. Most teacher training programmes are not based on a real assessment of needs of teachers. Thus, the entire teacher training system catering to pre-service and in-service training that exists today, including training for language teaching, needs to be thoroughly reviewed, recognizing the centrality of language in the curriculum.

A multiplicity of English textbooks should be made available to address the diversity of English language environments in the country. However, to ensure that certain standards are maintained, benchmarks may be laid down for the content of textbooks at each stage. For this purpose, an expert group should be set up to develop pedagogically sound English textbooks for every level, from Class I to XII. These should be used as models by states and made freely available on the web to allow easy access. While the State Council for Educational Research and Training (SCERT) may continue to be a nodal agency for textbook development for state board schools, the writing of textbooks needs to be further decentralized. To make the exercise more collaborative, civil society organizations with expertise in the domain should be involved in developing textbooks.

Since language learning takes place not only through direct instruction but also through assimilation from the environment, the classroom needs to be equipped with appropriate supplementary audio-visual and print material. Resource libraries could be set up in every classroom, comprising a collection of books, magazines, newspapers, audio-visual material and posters, appropriate to the age of the students, on a variety of subjects. Language learning opportunities should also be created outside the classroom through

specific bi-lingual radio and TV channels, which could be introduced for formal and informal teaching and learning of English. Knowledge clubs could be formed to discuss and disseminate knowledge as well as extend the use of English outside the classroom. Given that language learning requires extensive resources, a centrally sponsored scheme of financial assistance for developing English language resources (teachers and materials) should be instituted to address this requirement.

State governments would need to be equal partners in the implementation of this idea. NKC therefore proposes that the Prime Minister discuss this matter with all Chief Ministers at the National Development Council, to formulate a National Plan for the teaching of English as a language, in addition to the regional language, starting in Class I. This would also ensure that at the end of 12 years of schooling, every student is proficient in at least two languages.

Additional Extracts of NKC

Vocational Training

Increase the flexibility of VET within the mainstream education system through the following steps:

(i) Aspects of general education (such as numeracy skills) should be retained in VET as far as possible, to enable students to return to mainstream education at a later stage.

(ii) Courses in training institutes and polytechnics should have distinct tracks for students of different educational attainments.

(iii) Entry requirements for certain trades should reflect the requirement of the trade (as appropriate, for instance the entry requirement of Class X could be relaxed to Class VIII in some cases). Students should be permitted multiple entry and exit options in the vocational education stream.

(iv) Links should be established between the vocational education stream and school education as well as higher education.

(v) Courses devoted to certain skills training at the primary and secondary level should be introduced in all schools.

(vi) Vocational training should be made available in various literacy and adult education schemes.

(vii) Schemes for lifelong skill up-gradation, through short training programmes, should be introduced.

(viii) There should be a provision for generating a cadre of multi-skilled persons.
- Quantify and monitor the impact of vocational education
- Increase resource allocation to vocational education
- Expand capacity through innovative delivery models
- Enhance the training options available for the unorganized and informal sector
- Ensure a robust regulatory and accreditation framework
- Ensure proper certification
- Undertake a re-branding exercise

Open Educational Resources

Our success in the knowledge economy hinges to a large extent on upgrading quality and enhancing access to education. One of the cost effective ways of achieving this would be to stimulate the development and dissemination of quality Open Access (OA) materials and Open Educational Resources (OER) through broadband internet connectivity:

- Support the production of quality content by a select set of institutions by launching a 'National E-Content and Curriculum Initiative'.
- Develop a network enabled infrastructure to facilitate access to online multimedia educational resources through broadband internet connectivity.
- Undertake faculty development and teacher training programmes to develop pedagogic skills using new educational technologies.

Libraries

- Set up a National Commission on Libraries
- Prepare a National Census of all Libraries
- Revamp Library Information Science (LIS) Education, Training and Research facilities
- Re-assess staffing of libraries
- Set up a Central Library Fund
- Modernize library management, encourage greater community participation in library management
- Promote Information and Communication Technology (ICT) applications in all libraries

- Facilitate donation and maintenance of private collections
- Encourage Public Private Partnerships in LIS development

Translation

- Provide impetus for developing translation as an industry
- Establish a store-house of information on all aspects of translation involving Indian languages
- Promote printed as well as virtual publication of translation studies
- Create and maintain various tools for translation and encourage machine translation
- Provide quality training and education for translators
- Translate pedagogic materials at all levels specifically in the natural and social sciences
- Project Indian languages and literatures through high-quality translation
- Set up a national web portal on translation
- Organize Annual National Conferences on translation
- Promote book launches, festivals, fellowships and prizes for translation.
- Set up a National Mission on Translation for this purpose.

Many of the recommendations of the NKC are already in the implementation stage by different ministries of the Government. This includes areas such as Libraries, e-governance and translation.

Some of the major areas under work are higher education, vocational education, entrepreneurship, school education etc. The NKC consults a wide range of stake-holders and experts on each area before submitting the recommendations to the Prime Minister. Each area has a working group which is headed by a prominent person in that field. The Working Group members meet several times to submit a report to the NKC. The NKC members then hold discussions on the report before submitting it to the Prime Minister. After submitting the recommendations, an extensive coordination also takes place with the *Planning Commission of India* and relevant ministries of the Government.

As many of the components of the education sector remains state subjects in India, NKC representatives also visit various state governments and conduct deliberations with secretaries of education departments for reforming of the education sector at the state level.

The Commission was mandated to last till October 2008. But now, looking at the good work the Commission has done, it has been extended until March 2009.

Controversies

Since its inception, the commission has been surrounded by different controversies.

In May 2006 the Commission spoke out against the *Human Resource Development Ministry's* plans to increase quotas for backward castes in institutions such as the *IITs*. Following *Arjun Singh's* subsequent remarks on their credentials, two of the members, *Andre Beteille* and *Dr. Pratap Bhanu Mehta*, sent letters of resignation to the Prime Minister.

A difference of opinion also took place between *Dr. P.M.Bhargava* and rest of the commission members in early 2007. which resulted in reconstitution of the commission.

Majority of Vice-Chancellors had rejected the policy direction given in NKC report to nation 2006 on the Higher Education during the discussion on the NKC report in the 82nd Annual meeting of the Association of Indian Universities. However, some of the former and present Vice-chancellors of various leading universities accept major directions like structural reform, augmentation of university number, freeing appointment of Vice-Chancellors from direct or indirect intervention on the part of government, etc. It is a major setback to the NKC. Consequently the commission has released "FAQs on NKC recommendations on Higher Education".

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a *centrally sponsored scheme* of the *Ministry of Human Resource Development, Government of India,* for the development of *secondary education* in public schools throughout India. It was launched in March 2009. The principal objectives are to enhance quality of secondary education and increase the total enrolment rate from 52% (as of 2005-2006) to 75% in five years, i.e. from 2009-2014. It aims to provide universal education for all children between 15-16 years of age.

Hon'ble Prime Minister in his Independence Day Speech, 2007 has inter-alia stated that,

"We are setting out a goal of universalizing secondary education. This is clearly the nest step after universalizing elementary education. While the goal is laudable much work needs to be done before we are in a position to launch the *Scheme for Universalisation of Access for Secondary Education (SUCCESS).* Its details need to be quickly spelt out and discussed with States so that we are fully ready to launch it from 2008-09. We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be worked out rapidly for each state. Special attention would need to be paid to Districts with SC/ST/OBC/Minority concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme."

Main Objectives

(i) To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.

(ii) To improve access to secondary schooling to all young persons according to norms—through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms)/efficient and safe transport

arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.

(iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.

(iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.

(v) To ensure that all students pursuing secondary education receive education of good quality.

(vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

(vii) Universal Access within 2017

(viii) Universal Retention within 2020.

(ix) Within 5 years of the initiation of the programme care should be taken so that rate of enrolment should be increased up to 75%.

Strategies and Intervention under RMSA

Physical Facilities

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

Quality Interventions

- Appointment of additional teachers to reduce PTR to 30:1 (Pupil-Teacher Ratio)
- Focus on Science, Math and English education
- In-service training of teachers
- Science laboratories
- ICT enabled education (Information and Communication Technology)
- Curriculum reforms; and (NCF 2005)
- Teaching learning reforms.

Equity Interventions

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

Planning for Secondary Education

Background

Since the initiation of the National Policy on Education (NPE), 1986, there has been no major changes in the structure and organization of the secondary and higher secondary school systems under the Ninth Plan period.

The focus in this plan was on minimizing the various disparities, to renew the curricula giving importance to vocationalisation and employment-oriented courses. It also give importance to expanding and diversifying the open learning system, teacher training and ICT. Free education and hostel facilities for girls and integrated education for the disabled children was also brought into highlight, etc.

Participation of Private Sector

There was an increased participation of the private sector including non-governmental organizations (NGOs). Currently, these private sectors manage around 51% of the secondary schools and 58% of the higher secondary schools.

Opportunities were provided for those children who were not able to enroll themselves in formal education systems through national and state open schools by utilizing contact-centres and multi-media packages.

It highly emphasized on the content, process and the quality of education especially the environment education, science, mathematics and computer literacy with the financial help from the central government.

After the revised NPE policy, 1992, new initiatives like revision of curriculum, resource centres for value education and National Centre for Computer-aided Education etc. have been taken up.

The appeal lacks in the vocationalisation of education due to the lack of manpower demand and academic restraints etc. Hence, by 2000, only 10% of the students opt for the vocational streams against 25%.

Planning for Children with Special Needs (CWSN)

With the enactment of the Persons with Disabilities Act, 1995, the education for the CWSN received an impetus. This act entrusts certain governments and authorities for the provision of free access for these children towards education, allotted lands for certain purposes, non-discrimination in transports, financial incentive for them to undertake research etc.

This scheme has also taken up programmes for the attitudinal changes and capacity building among teachers for the sake of these children.

Four Major Heads

Quality Improvement

In school, there was promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science olympiads. The state governments provide in-service training for the teachers and provide infrastructure and research inputs.

Information Communication Technologies

ICT comprises the centrally sponsored schemes like computer education and literacy in schools (CLASS) and educational technology (ET) which familiarizes the student with Information technology (IT). Due to the rise in IT demand in today's world, a major importance is given on it. Components of a merged scheme ICT in school include a) funding support towards computer education plans; b) strengthening and reorientation of the staffs of SIETS - state institutes of education and training; c) there is digitalisation of SIETs audio and video cassettes with the partnership of NGOs; and d) management of internet-based education by SIETs.

Access and Equity

RMSA not only emphasizes on providing secondary education for the special focus groups that include scheduled tribe and scheduled

caste groups, minority girls and CWSN children, but it also give importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/disadvantaged group. Certain strategies were implemented to provide free excess towards secondary education and they are given as following steps:

1. **Identification of the disadvantaged groups:** For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.

2. **Need assessment:** This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.

3. **Strategizing for the addressing gaps:** Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.

4. **Project-based proposal:** Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

Integrated Education for Disabled Children (IEDC)

Inclusive education have been highlighted to bring about expansion in terms of meeting/catering to the needs of the mentally and physically disadvantaged children. This schemes continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, Sarva Shiksha Abhiyan (SSA) for the particular group at the elementary level, and special schools.

Funding Method

The Ministry of Human Resource Development directly provides funds to the state governments. Each state government then release the funds to the approved implementing agencies or institutions. During the XI Five Year Plan the central government provided 75% of the total fund for each state, while 25% was borne by the state as matching share. However, in the remote northeastern states and Sikkim the matching share was waived to 10%.

Achievements

The major achievements of RMSA as of 2015-2016 report are:

1. **New school:** 11,577 new secondary schools were approved out of which, 10082 are functional.

2. **Strengthening of schools:** 337,731 have been approved in terms of infrastructure development under this scheme. The details is as follows:

   - **Additional classroom:** Out of 52750 approved, 20,839 were completed and 16,774 are under progress.
   - **Science laboratory:** Out of 25,948 approved, 10,107 were completed and 8532 are under progress.
   - **Computer room:** Out of 21,864 approved, 6920 were completed and 6297 are under progress.
   - **Library room:** Out of 27,428 approved, 10,133 were completed and 8929 are under progress.
   - **Art/Craft room:** Out of 31,453 approved, 12,062 were completed and 9686 are under progress.
   - **Drinking water:** Out of 12,327 approved, 7096 were completed and 2507 are under progress.
   - **Teacher quarters:** Out of 5408 approved, 623 were completed and 509 are under progress.
   - **Major repair:** Out of 2975 approved, 1313 were completed and 271 are under progress.

Rise of RMSA

Due to the impact of the programmes undertaken for the universalization of elementary education, there is a rise in the demand of education at the secondary level. Despite the increase in the number of secondary schools, the spread of the secondary education throughout the country remains uneven. There are regional disparities, differences in the socio-economic background and in Union Territories. There was narrowing of this significant gender gaps in existing condition. In the Tenth Plan, the key was focused on a quality education at all levels and to pursuit excellence accordingly.

NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (2009)

Chapter 1: Context, Concerns and Vision of Teacher Education

1.1 *Introduction*

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education—the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of 86th Amendment, 2002 which has led to the Right to Education Bill, 2008 and the National Curriculum Framework (NCF) for School Education, 2005. The Bill has since been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age group till class 8. The Right to Education Act mandates a schedule for the functioning of schools which includes a teacher: student ratio of 1:30 till a student population of 200 students at the Primary Stage.

The NCF 2005 places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education. The teacher education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation's schools. Initial teacher education, especially, has a major part to play in the making of a teacher.

1.2 *The Changing School Context and its Demands*

A teacher functions within the broader framework of the school education system—its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. As such, it needs to engage with the questions of the learner, the learning process and the content and pedagogy of educating teachers. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

School education has seen significant development over the decades since independence. According to Government estimates (Selected Educational Statistics—2004-2005 Ministry of Human Resource Development(MHRD), New Delhi) while 82% of the 20 crore children of the 5-14 age group were in school as per enrolment figures, it is equally true that nearly 50% of these children are dropping out before completing class 8 (MHRD Annual Report, 2007-08). One finds the situation on the ground still ridden with difficulties. Regional, social, and gender disparities continue to pose new challenges. This reality increases the challenge that the prospective teacher will face in implementing the Right to Education Act.

The teacher must now be equipped not only to teach but also to understand her student and the community of parents so that children are regular in schools and learn. The Act mandates that the teacher would be responsible for enrolling all children seeking admission, reframing from inflicting corporal punishment, complete the given curriculum in the given time, assess students, hold parent meetings and orient them and as part of the school management committee, organise the overall running of the school.

In addition, the NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct her knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching learning materials.

There is now public acknowledgement that the current system of schooling imposes a tremendous burden on children and they must be freed from it. The recommendations of the NCF 2005 on school curriculum are built on this plank. Educationists are of the view that the burden arises from treating knowledge as a 'given', an external reality existing outside the learner and embedded in

textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning.

This view of education points to the need to take a fresh look at teacher preparation. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers. need to be looked at as crucial mediating agents through whom curriculum is transacted. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. We need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-oriented.

1.3 Present Teacher Education Scenario

Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard (OB), (DPEP) and District Primary Education Programme. SSA to achieve UEE, there was a natural increase in demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to large scale mushrooming of substandard teacher education institutions.

From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the number's in December, 2008 swelled to a whopping 14,523 courses in 12,266 institutions with an intake of 10,73,661 at different levels, that is, pre-primary, elementary, secondary (face-toface and distance modes), M.Ed (face-to-face and distance modes), M.Ed (part-time), CPEd, BPEd and MPEd. This expansion has, naturally, taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile.

Till January 2007, 31 Institute of Advanced Studies in Education (IASEs) and 104 Colleges of Teacher Education (CTEs) were sanctioned and all of these were functional. So far as the District

Institute of Education and Training (DIETs) are concerned, for 599 districts in the country, 556 DIETs were sanctioned and of these 466 were functional.

The larger reality of school teaching not being a preferred option among students and the dilution of emphasis on public investment in initial teacher education since the 1990s has led to large scale recruitment of unqualified and under-qualified persons as para teachers in the formal school system. Para teachers pose a far more serious challenge to the institution of the professional teacher. An attitude of resignation towards initial teacher education and piecemeal in-service training courses have become an integral part of state provisioning for elementary education. This has led to further degradation of the status of school teachers and diluted the identity of teacher as a professional. Major initiatives during the mid-1990s were focused on in-service training of teachers and this has accentuated the divide between pre-service and in-service teacher education. School teachers continue to be isolated from centres of higher learning and their professional development needs remain unaddressed.

On the positive side, with a view to achieving coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and later, in 2005, to develop curriculum on inclusive education and make it a part of general teacher education programmes.

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers.

1.4 Teacher Education Reform: Perspectives—Past and Present

The Education Commission (1964-66) dwelt at length on various issues related to teacher education. It recommended professionaliza-

tion of teacher education, development of integrated programmes, comprehensive colleges of education and internship. The National Commission on Teachers (1983-85) recommended five-year integrated courses and internship. The National Policy on Education (NPE) (1986) recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier Committees. Its recommendations led to the launch of the Centrally Sponsored Scheme of Teacher Education incorporating the establishment of DIETs, CTEs and IASEs. The NPE Review Committee (1992) and the National Advisory Committee on Curriculum Load (1993) have also drawn attention to the need for qualitative reform of teacher education and suggested various measures.

1.5 *Urgency of Reforming Teacher Education*

Teacher education as a whole needs urgent and comprehensive reform. Both at the elementary and the secondary levels, the initial teacher preparation is fraught with a number of problems, some of them common and some specific to the stage.

1.5.1 Elementary Teacher Education: In professional discussions teacher education is viewed as a unitary undifferentiated category with B.Ed and D.Ed. providing the frame of reference. The special significance of initial primary teacher education (elementary education being a fundamental human right and its crucial significance to individual and national development) is overlooked and its concerns are subsumed under more general problems. The Curriculum Frameworks thus far developed provide guidelines that are too general and do not address the stage specific training needs of elementary teachers.

1.5.2 Secondary Teacher Education: The one year second Bachelor's degree (BEd) model seems to have outlived its relevance. With the proliferation of BEd colleges, particularly with privatization and commercialization, BEd programmes have become weak in both theory and practice. It is desirable within a finite time frame that the existing one-year second Bachelor's (B.Ed.) degree programme is structurally transformed to a two-year one, with deeper and more protracted engagement with school-based experience and reflective and critical engagement with theory. In the transitory phase, however, the existing one year programmes can work towards better utilization of the time available, greater

emphasis on a school-based internship and emphasis on reflective practice based on perspectives on child, contemporary society, basic concepts of education and curricular and pedagogic alternatives.

1.6 *Systemic Concerns in Teacher Education*

The NCF 2005 has described the current concerns of teacher education as follows:

- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher
- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear articulation with practical work and ground realities.
- The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness. Apart from conceptual and pedagogical aspects the programme needs to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating them.

The above observations provide distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

1.7 Contemporary Context and Concerns that need to Inform Teacher Education Reform

1.7.1 Inclusive Education: The emphasis is on providing equal opportunities to all children. It is necessary that teachers who teach and manage the classroom are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that schools have to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the special needs of all learners.

The Persons with Disabilities (PWD) Act of 2005 provides for free and compulsory education up to the age of 18 years for all children with disabilities.

The education of socially and economically disadvantaged groups, especially the SCs, STs, and minorities has remained a primary national concern of education for several years. Though the literacy percentage among the SCs and STs has increased manifold, it is still much lower than the general category students.

The enrolment and retention of girls and therefore their participation has also remained behind those of boys. Special efforts are being made to improve this situation. Teachers need to be quipped to sensitively bring and include girls in the classroom transaction.

1.7.2 Perspectives for Equitable and Sustainable Development: In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all, and that respect and value work.

There is also a increasing violence and polarisation both within children and between them, that is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent development of syllabi and materials is attempting to do this as well.

1.7.3 Role of Community Knowledge in education: It is important for the development of concepts in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge. This increases the relevance of education as well as the quality of learning. In

addition, the perspective that informs the NCF 2005 promotes the inclusion of locally relevant content in the curriculum as well as pedagogy.

The teachers will be developing the curriculum and materials informed by the perspectives enunciated above (gender, peace, sustainable development, etc., they will also be learning through actual participation the skills of identifying and processing the specifics for purposes of meaningful curriculum transaction.

1.7.4 ICT in Schools and e learning: With the onset and proliferation of ((Information and Communication Technology) (ICT), there is a growing demand that it be included in school education. Teacher education needs to orient and sensitize the teacher to distinguish between developmentally appropriate and detrimental uses of ICT. It needs to also equip teachers with competence to use ICT for their own professional development.

1.8 The Present Document

The pioneering effort of designing a curriculum framework for teacher education was made by the non-statutory NCTE, way back in 1978. This Teacher Education Curriculum-A Framework (1978) responded to the implications of the national educational policy and priorities as a result of the implementation of the Report of Education Commission (1964-66) and made recommendations for the restructuring of teacher education programmes and their content. This was reviewed in 1988. Subsequently, it was followed by the development of a model curriculum by the University Grants Commission (UGC) curriculum development centre in 1990. After the NCTE became a statutory body in 1995, it brought out Curriculum Framework for Quality Teacher Education in 1998. Another framework, Teacher Education for Future was brought out by the NCERT to support the NCF for school education (2000). Two attempts were made by the NCTE to develop draft curriculum framework (the first in 2005 and the second in 2006). The latter incorporated the substantial inputs provided by the NCERT in the context of the adoption of the NCF (2005) for school education. Two more draft frameworks, one in 2007 and the other in 2008 have since been added. For various reasons, related action on the ground in respect of these documents did not take place. The present document represents a continuation of these curriculum renewal efforts. It has given due consideration to the earlier frameworks, particularly to the 2006 document, tried to consolidate the work

that has been accomplished thus far and presents by and large an updated and upgraded version of a new National Curriculum Framework for teacher education (NCFTE).

1.9 *Vision of Teacher and Teacher Education*

The following set of concluding statements relating to perception of teachers' role, and philosophy, purpose and practice of teacher education can be made:

- Teachers should be prepared to care for children and love to be with them, love knowledge and be constantly learning, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction;

- Teachers should change their perception of child as a receiver of knowledge and encourage its capacity to construct knowledge; they should ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning;

- Teacher education should engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole;

- Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences—play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work;

- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question;

- Teacher education should provide opportunity to trainees for reflection and independent study without packing the training schedule with teacher-directed activities only;

- The programme should engage teachers with children in real contexts than teach them about children through theories. It should help them understand the psychosocial attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization;

- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities;

- We need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; train and educate teachers to connect school knowledge with community knowledge and life outside the school, and thereby enrich the curriculum so that it goes beyond the textbooks and contextualizes educational experiences;

- We need to appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom; work is integral to the process of education;

- We need to re-conceptualize citizenship training in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity, secularism and caring values; and

- In view of the many sided objectives of teacher education the evaluation protocol should be comprehensive and provide due place for evaluation of attitudes, values, dispositions, habits and hobbies (in addition to the conceptual and pedagogical aspects) through appropriate quantitative as well as qualitative techniques.

1.10 *Professionalization of Teacher Education*

Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity.

1.11 *Preparing Teacher Educators*

Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level. Being a metaactivity, it deals in showing

how things are done at school and classroom levels, explaining the 'reason why' of things and the basic theory and principles behind classroom practices. These call for skills and understanding of a different kind in addition to the skills required for actual school teaching.

1.12 *Research and Innovation*

There is a need to increase research that documents practices reflectively and analytically—whether it is of programs or of individual classrooms—so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research.

1.13 *Open and Distance Learning (ODL) in Teacher Education*

Open Education as a concept, coupled with modalities associated with Distance Education does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps desirable.

It is recognized that ODL can be strategically employed in continuing professional development of teachers particularly with a view to overcoming the barriers of distance and the immensity of the system, especially making use of independent study material, online support and two-way audio communication. As far as the initial teacher preparation is concerned, ODL has the potential to be used in a blended model or a mixed model in combination with direct human interaction. Of particular relevance are those elements of ODL which involve independent study. However, the primacy of direct human engagement and actual social interaction among student teachers as the core process of initial teacher preparation needs to be emphasized.

Chapter 2: Curricular Areas of Initial Teacher Education

2.1 *Introduction*

The kind of teacher and teacher education we have envisioned calls upon us to look at teacher education as a holistic enterprise involving actions of different kinds and from multiple fronts aimed at the development of the total teacher—knowledge and understanding, skills, attitudes, habits and values. To recall, we need teachers who:

- care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their problems, treat all children equally
- do not treat knowledge as a 'given', embedded in the curriculum and accepted without question,
- perceive children not as passive receivers of knowledge, develop their capacity to construct knowledge, discourage rote learning, make learning a joyful, participatory and meaningful activity
- critically examine curriculum and textbooks, contextualize curriculum to suit local needs,
- organize learner-centred, activity based, participatory learning experiences—play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice
- integrate academic learning with social and personal realities of learners, responding to diversities in the classroom and with productive work
- promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and the zeal for social reconstruction

We believe that teacher education should provide appropriate opportunities to the wouldbe teacher for:

- observing and engaging with children, communicating with and relating to children.
- understanding the self and others (one's beliefs, assumptions, emotions and aspirations); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation;
- self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work collaboratively in groups.
- content enrichment to generate understanding and knowledge, examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- developing professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

In this chapter a broad vista of a teacher education curriculum that aims at the preparation of such teachers is sketched. The layout of this curriculum can be conceived as comprising three broad curricular areas—(A) Foundations of Education which include courses under three broad rubrics, namely, Child Studies, Contemporary Studies and Educational Studies (understanding oneself as a person and as a teacher and of theories related to child development and learning and the social and cultural context of education); (B) Curriculum and Pedagogical Theory which include courses under two broad rubrics, namely, Curriculum Studies and Pedagogic Studies (understanding of the nature of subject disciplines in the social context of learning and ways of transacting knowledge with children in formal contexts); and (C) School Internship leading to the development of a broad repertoire of perspective, professional capacities and skills. Together, these areas constitute the common core curriculum for teacher education programmes across stages—pre-school, elementary, secondary and higher secondary.

2.2 Area I: Foundations of Education

1. Child Studies

(a) Childhood, Child development and Learning

Rationale: Understanding the learning and growing child is the basic foundation on which a programme of teacher education needs to be built. Beginning teachers need to understand children by interacting with them and observing them in diverse social, economic and cultural contexts rather than through an exclusive focus on psychological theories of child development. Foundational learning in this area involves establishing links between developmental constructs and principles in psychological theory and the larger socio-political realities in which children grow and develop.

Pre-service teacher education programmes at all levels (including higher secondary) should be designed to include the observation and study of young children in order to appreciate the developmental process as a continuum. An adequate opportunity for this can be provided through courses designed around key concepts and research from the disciplines of Psychology, Philosophy as well as Sociology. Equally important for the teacher is to understand the construct of childhood, the various socio-

cultural and political dimensions associated with its positioning and development in society.

Every child needs to be made aware of the importance of healthy living and preventing disease. There is an urgent need therefore to generate health awareness and cultivate habits conducive to healthy living. It is suggested that comprehensive, systematic and scientific approaches to health education and health awareness be included in teacher education curricula. The contents proposed include: nutrition, personal and environmental hygiene, family health, disease prevention and control including HIV/AIDS, mental health, prevention of accidents, health information and use of health services. Likewise, physical education and sports made a regular feature of teacher education curricula.

Curricular Provision

Course work: two to three courses designed around key concepts and research from psychology, philosophy, and sociology to engage learners with theoretical concepts and frameworks.

In-built, field-based units of study leading to projects and assignments on child's observations, conceptions and learning of natural and social phenomena.

Through workshops, seminars and assignments, student teachers to be given opportunities to:

- observe and study children at play and at work in diverse socio-economic, cultural, linguistic and regional contexts
- observe and analyze learning and thinking processes of children
- understand children's questions and their observations of natural and social phenomena in order to appreciate the developmental process as a continuum

Child contact practicum to provide hands-on experience with children learners, to learn to listen to children with attention and empathy, to enable back and forth movement between theory and the field. Student-teachers are given the opportunity at the beginning of the programme, to be with children, interact with them, organize creative activities for them, with the aim to learn to communicate and relate with them.

2. Contemporary Studies

(a) Teacher and Learner in Society

Rationale: Teacher education should provide space for engagement with issues and concerns of India's pluralistic nature; issues of identity, gender, equity, poverty and diversity. This would enable teachers to contextualize education and evolve a deeper understanding of its purpose and its relationship with society and humanity. It is also important to understand the classroom as a social context, as it provides a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives on a given issue.

Student teachers can undertake projects such as tracing the process by which a consumer product (such as tea) is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.

(b) Other critical social issues: human and child rights, environment and development, reservation

Rationale: Awareness of human rights and the commitment to use this awareness as a means to inspire the young generation are necessary ingredients of any good teacher education programme. Courses can be designed to generate awareness and construction of critical perspectives through contextualized presentations. The critical importance of environmental education at all levels has been duly recognized and efforts have been made to treat it as an inseparable part of school curriculum and teacher education curriculum at all stages.

Curricular provision

Course work: One or two courses to engage learners with theoretical concepts and issues such as: *Classroom as a social context; Issues and concerns of contemporary Indian society; Ideas of educational thinkers.*

In-built field-based units of study: Student-teachers are engaged in studying the major characteristics of India's pluralistic make-up with the help of projects based on locally done field work or conduct field interviews while studying the issue of reservation as an egalitarian policy, to collate people's experiences of such a provision and examine policy and theory.

Projects: Student teachers undertake projects such as tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another. Projects can be complemented with workshops, seminars, assignments around issues and concepts studies in theory.

3. Educational Studies

(a) Aims of education, Knowledge and Values

Rationale: It is crucial to provide prospective teachers with opportunities to engage with philosophical issues and concerns related to aims and values of education.

Curricular Provision

Course work: one or more courses focused on philosophical thinkers in education, theoretical constructs that help to question and debate issues around aims of education and questions of epistemology.

Lecture cum discussion sessions, Self-study units, and Seminars on themes such as: *Education as a continuous process of self-discovery, reflection about oneself and the world around us; Education as liberation Education as reconstruction of experience; Intelligence, Knowledge and Rationality; Appreciating cultural diversity and individual differences.*

(b) Developing the self and aspirations as a Teacher

Rationale: Teacher-trainees need to be provided with learning spaces through a focused study of issues related to self and identity, human relationships, adult-child gaps, assumptions, beliefs and attitudes.

Curricular Provision

Course Work: One course with focused workshops through link with theory that would require specific inputs from professionals who have engaged with self-development, theatre and creative drama.

- Workshops in drama, art, music and craft.
- Recording and analysis of observations.

2.3 *Area 2: Curriculum and Pedagogical Theory*

1. Curriculum Studies

Activities and processes in the education and professional development of teachers should help participants to understand that knowledge evolves from experience and is constructed through the active process of exchange of ideas, beliefs and reflection on issues in shared and collaborative contexts.

It is important to engage prospective teachers with the conceptual knowledge they have gained through general education. Most teacher education courses focus exclusively on the methodology of teaching individual school subjects. It is assumed that teacher-trainees have the subject-content knowledge, which they would draw upon when required. Hence, teacher education curricula do not engage teacher-trainees with subject-content.

Engagement with content can be designed to be part of investigative projects. Science for example, can involve laboratory work, library and reference, field surveys, group discussions etc. Similarly, various mathematical concepts and operations can be reconstructed through activities and problems using concrete materials from everyday experiences. Reconstructing concepts helps student-teachers and teacher practitioners to appreciate the nature of subject knowledge and to link it with appropriate pedagogic processes that communicate meaningfully with children.

2. Pedagogic Studies

Rationale: The purpose is to understand school subjects and their pedagogic study in the concrete context of the school and the learner by forging linkages among learner, context, subject discipline and pedagogical approach. For instance, a course on language pedagogy would promote an understanding of the language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

A pedagogy course on mathematics would focus on understanding the nature of children's mathematical thinking as much through theory as through direct observations of children's thinking and learning processes, examining the language of mathematics, engaging with research on children's learning in specific areas, examining errors, mathematics phobia and the hidden curriculum.

Pedagogic study of school subjects such as environmental education, history or geography could be based an organizing and planning for excursions, drawing upon local sources of evidence in history, projects on oral history, collection and presentation of specimens of rocks, leaves, stamps, flags, using reports, newspapers, documents, local maps, atlas, map drawing and reading in the classroom.

Curricular Provision

Course work: two four courses on Knowledge, Curriculum and Pedagogy: knowledge as construction through experiences, nature of disciplines, critical understanding of school curriculum; and pedagogy as the integration of knowledge about the learner, the discipline and the societal context. This would include the following:

Revisiting / reconstructing concepts: understanding school curriculum: linking school knowledge with community life: engagement with subject content through investigative projects, engagement with projects, Learning to integrate ideas, experiences and professional skills through practicum courses / projects / in-built field based study units; structured classroom-based research projects to develop research skills, reflective practice, analysis of school textbooks, children's errors, learning *styles.*

Learning to assess children's progress: An important role every teacher has to play is that of assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum. Techniques of assessment and evaluation comprise a substantial body of knowledge to which every teacher must be introduced during his or her pre-service training. The National Curriculum Framework, 2005 proposes school-based evaluation as a long-term goal of examination reform. Teacher capacity is to be built for implementing school based evaluation.

Building capacity in school-based evaluation: skills and competencies in conducting evaluation; parameters, techniques, tools, criteria, understanding and interpreting test results, feedback and follow-up; developing selfesteem and confidence to evaluate learners objectively, understanding role of evaluation in motivating learners.

2.4 *Area 3: Practicum and School Internship*

The present context

It is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered

severe neglect and erosion in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds like: practices follow a mechanical routine (observation, micro teaching, teaching practice and examination) and exhibit no variety or original thinking, rigid lesson plan format, lack of variety and context specificity in teaching, evaluation of student teaching in terms of number of lessons, No attempt towards comprehensive, qualitative evaluation covering professional attitudes, values, lack of provision for internship and total school experience, inadequate mentoring and supervision.

The NCF-2005 points out that:

- Current practices in teacher education take the school curriculum and text books as a 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats, fulfilling the ritual of delivering the required number of lessons.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear articulation with practical work and ground realities.
- The evaluation protocol is too theoretical, excessively quantitative and lacks comprehensiveness.

Situating the practice of teaching in the broader context of the Vision of the Role of the Teacher

It is obvious that in imparting professional rigor to the preparation of a teacher, practice teaching and associated rigorous theoretical study play a crucial part. It is the effectiveness with which the multiple components of field learning: getting to know the school, observing children, observing teaching and learning in real classroom contexts, practicing teaching, developing capacities to think with educational theories and applying concepts in concrete teaching learning situations, managing classroom learning, evaluating children's learning and providing feedback, learning to work with colleagues, reflecting on one's own professional practice, are transacted that make or mar the making of a professional teacher.

At the outset, it can be seen that any attempt towards reform of current practices and designing of innovative approaches in practice teaching should begin with an understanding of the place of teaching practice in the overall scheme of things.

Accordingly, our engagement with the act of restructuring this practical learning component of teacher education, should involve envisioning the role of the teacher and a guiding philosophy of teacher education. This philosophy may be described as follows:

- Teacher education is to be seen not as a prescriptive endeavour but as open and flexible with emphasis on changing contexts and empowerment of the teacher.
- The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education.
- The emphasis in teaching is not to be on didactic communication but on nondidactic, dialogic explorations between teacher and the taught.
- The principle that should inform teaching is interactivity, variety, active learner involvement, participation and multi sensory learning.
- The existence of a diversity of learning spaces and curriculum sites, diversity of learning styles that children exhibit, the learning contexts in which teachers have to function: oversized classes, diverse languages, ethnic diversities, children with disadvantages of different kinds needs to be acknowledged.
- Classroom teaching is essentially a matter of organizing learning activities aimed at the achievement of the several objectives. A variety of activities can be provided: listening, reading, writing, reciting, singing, play acting, playing with numbers, drawing maps, pictures, observing, collecting specimens, demonstrating, discussing, asking questions, doing experiments, project work and field visits.
- Our aim must be to promote reflexive practice, to build capacities of teachers to evolve knowledge, understanding and professional skills to deal with differing and fluid learning contexts.

Curricular Provision

School Internship—sustained engagement with children and school: A back and forth movement between theory and the field could be provided through inbuilt field-based units of study, in each theory course as well as specially designed practicum.

Student-teachers should be given the opportunity to learn to keep observational records, to analyse their observations and interpret reality within varying theoretical and experiential frameworks.

Pre-service teacher education programmes should provide sustained engagement with children in school situations, experiences of teaching children and observing them and regular teachers in classrooms.

While functioning as a regular teacher for a sustained period of a minimum of 12-20 weeks, the intern would get the opportunity to learn to set realistic goals in term of children's learning] curricula content and pedagogic practice. A sustained contact through internship would help teachers to choose, design organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating children's learning for feedback into curriculum and pedagogic practice.

2.5 Time as a Critical Factor in Teacher Preparation

The issue of quality teacher education is closely tied up with the concern for the duration of initial teacher preparation (pre-service) programmes. Any form of initial teacher preparation needs to be of reasonable duration that provides enough time and opportunity for self-study, reflection and involved engagement with children, the school, the classroom and pedagogic activities, along with rigorous theoretical study.

Due to paucity of time, most products of teacher education programmes are neither proficient in general pedagogic skill nor are they adept at reflecting on the subject content of school texts.

It is perhaps high time that we pay heed to the specific suggestion of increasing the duration of initial teacher education, recommended by the two most significant policy Commissions of post-independence India, namely the Kothari Commission (1964-66) and the Chattopadhaya Commission (1983-85).

2.6 Transacting the Teacher Education Curriculum

The most critical aspect of the proposed teacher education curriculum is its transaction. Teaching is a profession and teacher education a process of professional preparation of teachers.

Preparing one for a profession thus is an arduous task and involves action from multiple fronts and perspectives. It also calls for systematic evaluation of all facets of the professional training—knowledge and understanding of educational theory, practical field skills and competencies related to learning and teaching and professional attitudes and values.

2.7 Curriculum Transaction

The adoption of process based teacher education as outlined in the previous chapter involves providing appropriate opportunities to the student-teacher:

- for understanding the self and others (including one's beliefs, assumptions, emotions and aspirations); developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation; understanding and developing oneself as a professional.
- to observe and engage with children, communicate with and relate to children.
- for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self-directed learning and the ability to think, be self-critical and to work collaboratively in groups.
- for content enrichment to generate understanding and knowledge, examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

Language competence and communication skills

Language cuts across the entire school curriculum. In the context of 'What should teachers know and be able to do?' the role of language as a medium and tool of communication assumes great importance. A teacher talks, explains, illustrates, translates, guides, instructs, cautions, motivates, encourages, and plays various other roles. All of these imply an appropriate and context-specific use of language. Concepts, constructs, examples are the building blocks of knowledge and all these are language-based.

In teacher education, irrespective of its stage specificity and the content area all teacher education programmes must focus on and accord *high priority to the development of student teacher's language competence and communication skills*. If this is not done, teacher effectiveness will be considerably jeopardized.

Teaching the adult learner

Teacher education programmes are concerned with adult learners. They need to be based on an adequate understanding of how adults learn. Adult learners are autonomous and self directed, have a vast amount of life experiences and knowledge, are pragmatic and goal directed and respond better to problem/task-oriented learning (case studies, simulations, role play and action research). The emphasis therefore has to be on accomplishment of tasks, insights and competence through open-ended activities.

Bringing the learners' own experiences center-stage

The important feature distinguishing the proposed process-based teacher education from conventional teacher education is that an engagement with theoretical concepts and frameworks takes place within the learner's experiential and larger social realities. The structural provision for such opportunity is to be made in the design of the teacher education programme structure and within each area of study in a manner that allows an easy flow of movement from experience to theory and theory to field experiences.

Engagement with theoretical concepts and frameworks

It is important to note that an engagement with theoretical concepts and frameworks is necessary or else there is the real danger of reducing all classroom discussions, including project work to revolve merely around personal experiences.

As regards teaching of theory we may note that the knowledge component in teacher education is derived from the broader area of the discipline of education as well as foundation disciplines of philosophy, sociology, history and psychology. It needs to be represented so. It is thus multi-disciplinary in nature within the context of education. In doing so, concepts from various disciplines need to be integrated for arriving at composite understanding of educational components.

Understanding the self and others

Teacher education programmes at all stages should provide opportunities to the would be teacher for understanding the self and others, developing the ability of self analysis and self evaluation and understanding and developing oneself as a professional.

Training to be a reflective practitioner

The programmes should provide spaces for student teachers to reflect on their own experiences and assumptions as part of the course and classroom enquiry for critical observation and reflective analysis of the practice of teaching of teachers and teacher educators.

Theory—practice dialectic

Theory courses in teacher education must be so designed and transacted that they provide greater spaces to generate a deeper understanding of linkages between theories of child development and learning, and methods of teaching specific subjects. The training schedule should enable trainees to participate as regular teachers for a sustained length of time, analyze experience as a teacher, sustained involvement in the school's life during training and spending long stretches of time with children.

Meaningful internship and school experience

Pre-service teacher education programmes should provide sustained engagement with children in school situations, experiences of teaching children and observing them and regular teachers in classrooms. While functioning as a regular teacher, the intern would get the opportunity to learn to set realistic goals in terms of children's learning, curricula content and pedagogic practice.

In this process of internship teacher-trainees develop new materials for teaching-learning which can become valuable resource for the regular teachers of the school.

Internship experiences need to be organized in a way that is useful in evaluating teacher's ability, supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insights into new perspective and enhances motivation to continue learning—reflecting upon their own teaching practices, by reading journals, books, magazines, by observing children, by studying a case, by observing other professionals/peers at work, understanding skill development exercise, by working with hands.

2.8 Need for complementary structures and mechanisms

It must be noted that in order to translate this vision of transacting the teacher education programme it is essential that the complementary structures and mechanisms are in place to allow such a transaction. All theory courses will need to be interdisciplinary in structure and have field-based units of study. Such as sociology, history, political science, economics and geography, will it create a substantive understanding of the 'social, cultural, political and economic context' of education. Further strengthened only if theory courses have field-based units of study. Likewise, establishing resource centres that enable hands-on engagement with concepts and 'tools' of education such as textbooks and other resources is critical to transacting a process-based teacher education programme. The conceptual framework within which these centres will operate is given below:

Establishing Teacher Learning Centres

TLC: A Structural Space for Hands-on Experience—A TLC would be a structural space located within a teacher education institution for providing student-teachers with hands-on experience with learning materials, engagement with children and opportunities for self-reflection.

TLC: A Resource for Teacher-trainees, Teacher Practitioners and Teacher Educators—A TLC would house diverse set of resources that would be required for teacher-trainees to engage with the a diverse set of processes during their training. These would range from learning materials developed by the trainees themselves and those collated from various organizations that specialize in creating teaching-learning materials, activity manuals, children's literature, a variety of school textbooks and other alternative materials available.

TLC: A Forum for Interaction and Sharing—A TLC would serve as a forum for interaction among teacher-trainees and teacher-practitioners on issues of developing materials and planning for teaching. Interaction among trainees could be organised within yearly, monthly and weekly schedules.

TLC: A Platform for Classroom-Based Research—A TLC would serve as a platform for undertaking short research projects that aim to broaden teachers' understanding of children and prompt them to enhance their knowledge of subject-content. This help to

improve children's learning through teacher's professional development.

TLC: A Structural Space for Self-directed Activities—A TLC would serve as a structural space whose resources would be available for teachertrainees to undertake self-directed activities such as analysis of school textbooks and literacy primers. Learning teachers would undertake analysis of textbooks to assess their suitability for children of different levels.

TLC: A Platform for Developing a Repertoire of Skills—TLCs could provide a platform for organizing workshops to develop a repertoire of professional skills such as story-telling, craft, music and drama.

TLC: A Structural Space for the Personal and Psychological Development of Teachers—TLCs would focus on activities directly related to the personal and psychological development of the teacher. Trainees would be encouraged to engage with their own childhood experiences, aspirations to become a teacher and their views on issues of gender and identity, personal, familial and social conflict. Through focused workshops they would examine adult-child gaps in communication, explore their own attitudes towards competition and cooperation, analyse and observe the impact of competition in personal and social life. Some of the self-directed learning strategies would include finding answers to deep reflective questions; reflective reading; reflection on observations in the classroom followed by group discussion; identification of issues for further self-study; keeping reflective diaries/journals.

TLC: A Structural Space for Forging Links between Pre-service and In-service Teacher Education—TLC in a teacher education institution will provide the necessary space which could be commonly used for both pre-service and in-service teachers. The DIET-TLC would provide the necessary structural space to— (a) design the 'routine' in-service package of 20 days and provide hands-on training, which addresses classroom concerns and teachers' needs. (b) provide school-based resource support to individual teachers through the school-based Learning Centre established by interns.

Chapter 3: Sample Redesigned Schemas of Current Teacher Education Programmes

3.1 *Introduction*

It has already been stated that the broad spectrum of expected learnings in a would-be teacher demands that initial teacher education needs to be of a fairly long duration providing enough time and opportunity for self study, reflection and involvement, engagement with teachers, school, classroom and pedagogic activity along with theoretical study. Any compromise on the duration of training for whatever reason adversely affects the quality of training.

These Integrated Models Teacher Education should be designed using the specific features outlined in the curricular areas and transaction process. The time-frame recommended to ensure the institutionalization of these models would be between 4-6 years. As an interim measure, current models of Teacher Education such as the BEd and DEd are required to redesign their courses as well as the Programme Structure to include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.

3.2 *DEd: Two-Year Diploma after +2; BEd One-Year Degree after graduation*

Area 1: *Theoretical Foundations of Education*
1. Child Studies
2. Contemporary Studies
3. Educational studies

Area 2: *Curriculum and Pedagogical Theory*
1. Curriculum Studies
2. Pedagogical Studies

Each of the theory courses to have units of study from various disciplines. For instance, Courses on Child Development to have units of study on constructs of childhood drawn from sociological studies, units on children's cognitive development and learning to draw from psychological studies.

Each of the theory courses to include field-based units of study. and to be complemented with Practicum Courses.

Area 3: *Practicum Courses and School Internship*
1. School-contact Programme
2. Observing Children

3. Self-development
4. Story-telling and Children's Literature
5. Theatre, Creative Drama, Craft and Music
6. Material Development and Evaluation
7. Classroom Management and Block Teaching
8. Visits to Innovative Centres of Pedagogy and Learning
9. Classroom-based research project
10. School Internship of 4 days a week over a minimum period of 6-10 weeks, including an initial phase of observing a regular classroom.

Each of these practicum should be positioned strategically over the two years to enable a back and forth movement between theory and the field.

3.3 *Four year integrated programme*

Outlined below is a short synopsis of the vision and features of a four-year integrated Programme of Elementary Teacher Education designed to integrate general education with professional training

- Strong Foundations of Education located in sociological understanding of education and philosophical thinking on education.
- In-built courses to engage with subject content with the aim to revisit and reconstruct concepts and perspectives
- Theory courses designed to enable inter-disciplinary engagement as well as visit theory in the light of personal experiences and social realities.
- Opportunities for developing the self through drama, craft, music, selfdevelopment workshops along with a critical engagement with theoretical constructs of identity development and the individual-social interface.
- Practicum courses to develop other professional capacities such as the ability to evolve developmentally and contextually relevant pedagogies, re-aaranging subject-matter to communicate effectively with learners and a repertoire of skills of relating to children, designing and choosing appropriate learning experiences, observing and documenting, analyzing, synthesizing and interpreting.

Recommendations for Pre-service Programmes of Teacher Education

- A four-year integrated programme of elementary teacher education in select state universities and all Central Universities, in particular via IASEs and select DIETs could be undertaken in the initial phase.
- As an interim measure, current models of Elementary Teacher Education offered by the DIETs such as the DEd are required to redesign their courses.
- A review of the existing DEd programmes is commissioned and the process of redesign of the curriculum in the light of the proposed process model be completed in the next 1-2 years.

3.4 *Pre-service Programmes at the Secondary Stage*

- Existing BEd programmes should be reviewed to facilitate the choice between a four-year integrated model after +2 or a two-year model after graduation, based on state requirements and available institutional capacity.
- As an interim measure, current models of Teacher Education such as the BEd are required to redesign their courses.
- A review of the existing BEd programmes is commissioned and the process of redesign of the curriculum in the light of the proposed process model be completed in the next 1-2 years.

3.5 *Structural and Operational Issues of Teacher Education and Continuous Professional Development*

- Teacher education programmes should be redesigned to respond to the school curriculum renewal process.
- The Curricular Areas presented should form the basic framework for redesigning teacher education programmes at the pre-primary, elementary, secondary and senior secondary stages of education across states and districts through a proposed linkage between SCERT/DIETs with University-based institutions.
- Teacher education programmes should ideally be of four-five years duration after the completion of 10+2 level of school education.

Chapter 4: Evaluating The Developing Teacher

4.1 *Introduction*
A glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and its excessively quantitative nature. It is confined to measurement of mainly cognitive learning through annual/terminal tests; skill measurement is limited to a specified number of lessons.

4.2 *The comprehensive nature of evaluation*
Evaluation in teacher education needs to be objective and comprehensive to cover the entire gamut of developing dimensions in the teacher trainees covering the conceptual, pedagogical aspects as well as attitudes, dispositions, habits and capacities in a teacher incorporating both the quantitative and qualitative dimension of growth.

4.3 *The evaluation protocol*
Qualitative indicators specific to each area of assessment need to be drawn up and initial allotment of marks should lead eventually to grades. The bases and criteria for evaluation may include:
- Observing children for a specified duration in specific situations.
- Observational records maintained by the student teacher on a set of criteria relevant to the task and report writing.
- School contact practicum to relate and communicate with children.
- Planning for the school contact.
- Post contact discussions, report writing and group presentations.
- Psychological and professional development of the teacher.
- Assessing a repertoire of skills.
- Understanding the learner, curricular and pedagogic issues.
- Teacher as researcher.
- Internship activities on which students may be assessed.

Chapter 5: In-Service Education and Continuous Professional Development

5.1 *Introduction*
The idea of in-service education for teachers was discussed in the Kothari Commission (1964-66) and in the Chattopadhyay Commission (1983-85) as important in order to enable teachers to

renew their knowledge about teaching and the subjects they teach as well as to help to break the isolation of the teacher.

These concerns for the teacher as a professional as well as the teacher as the most important point for transformation in curriculum renewal have in general provided the overarching aims for the design of in-service teacher education and activities contributing to their professional development.

The system has responded by creating structures and institutions for this purpose, and providing increasingly more financial support for these activities. Following the Kothari Commission's report, in several states school clusters were created to forge inter-linkages between primary, middle and high schools and provided a forum and structure of interactions between teachers and receiving professional inputs. Following the NPE 1986, in-service teacher education received support through central government funding for the establishment of Institutes of Advanced Studies in Education (IASE) to chosen University Departments of Education and District Institutes of Education and training (DIET) in each district with a view to provide a space for the conduction of inservice courses for teachers of elementary and secondary schools. The District Primary Education Programme (DPEP, 1995-2003) across the country further set up the structures of the block and cluster resource centers with the explicit mandate to provide inservice training to primary school teachers in new, child-centred pedagogic methods and to provide school based support to teachers. The Sarva Siksha Abhiyam (SSA, 2001) has also placed emphasis on continuous in-service teacher education requiring each teacher to receive 20 days of training every year.

There has also been a growth in other kinds of professional activities for teachers. All teachers are members of associations which have from time to time taken up academic activities and organized conventions and meetings to discuss professionally important developments. Teachers' involvements in textbook preparation and indeed even in the preparation of training modules etc. has grown over the years. Teacher themselves have opportunities to work in the block and cluster centers as well as to contribute to trainings as resource persons. They are also members of committees formulating policies in education. NGO initiatives such as the Hoshangabad Science Teaching Programme (HSTP) in

Madhya Pradesh, the Uttarakhand Seva Nidhi of Uttranchal, BVIER, Pune and PRISM of the Homi Bhabha Centre in Mumbai.

5.2 *Aims of Programmes for Continuous Professional Development of Teachers*

As a professional, teachers seek for avenues for their self development:

- to explore, reflect on and develop one's own practice
- to deepen one's knowledge of, and update oneself about one's academic discipline or other areas of school curriculum
- to research and reflect on children and their education
- to understand and update oneself on education and social issues
- to prepare for other roles professionally linked to education/ teaching, such as teacher education, curriculum development or counseling etc.
- to break out of ones isolation and share ones experiences and insights with others in the field, both teachers and academics working in the area of one's discipline, as well as intellectuals in the immediate and wider society.

Education and curriculum planners also seek to provide avenues for the professional development of teachers as a part of curriculum reform and strengthening:

- to enable teachers to work towards prioritized goals in education such as universalisation and inclusion
- to influence social attitudes and generate greater commitment to constitutional values and overcoming discrimination in the classroom
- to transform existing practices towards more child friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning.
- to enable teachers to implement and achieve specific targeted aspects in the curriculum, such as the use of a type of technology, or the addition of topics such as AIDS, or adolescent education, etc.
- to prepare teachers to play enhanced roles in the education system, as resource persons, or head teachers, etc.

5.3 *Designing In-service Programmes : Some Principles*

The design of in-service programmes would depend on the specific aims of each programme given a vast variation in context. However, some general principles would need to be kept in mind during the design and implementation across various programmes. These would necessarily relate to the teacher as a professional and the content and pedagogic approach to be followed:

5.3.1 Content and pedagogic approach

- Programmes must build on the principle of creating 'spaces' for sharing of experiences of communities of teachers among themselves, to build stronger shared professional basis of individual experiences and ideas.

- Programmes must be designed with a clear sense of their aims and how the strategies of the programme are going to achieve these aims. Programmes also need to include a plan for post programme support and include training/orientation of support faculty in the same.

- All programmes must find acceptance of their aims with the teachers group concerned, regarding whether they need such a programme and why they are to attend it. The principle of choice of programmes to attend based on teachers own assessment of what she or he needs or is advised based on some valid assessment of professional requirement would provide a sound basis for in-service programmes.

- Interactivity must not be compromised on any account. Large numbers, and the use of electronic media in the place of human interaction, compromises on the non-negotiable.

- The content of programmes must be such that teachers can relate to it from their own experience and also find opportunities to reflect on these experiences.

- The approach of motivating for change must not put the burden on individual development alone, but must also recognise and respond to the structural issues that affect teacher's day to day practice and provide space to encourage teachers to plan and practice autonomously.

5.3.2 Addressing teachers as learners

- Teachers are adults, and have already formed a working professional identity and already has experiences of teaching, and associated beliefs about learners, themselves as teachers

and of the teaching-learning process. Any in-service programme, whether it attempts to seed new ideas, challenge existing notions and assumptions or simply provide content knowledge, needs to acknowledge and respect this professional identity and knowledge of the teacher and work with and from it.

Programmes that compromise on the professional identity of the teacher and her autonomy will be unsustainable in the long run providing very little psychological motivation for teacher to internalize what they have been told into their practice.

- As adults and professionals, teachers are critical observers of the contents of in-service activities and the extent to which they learn from these trainings is a function of their assessment of its quality and the extent to which it relates to their needs.

5.4 *Seeking Various Routes Towards Teachers' Continuous Professional Development : Types of In-service Programmes*

Keeping in mind the aims of in-service programmes for professional development, there is need to recognize the variety of types of in-service programme and experiences that can contribute towards and sustain professional development.

5.5 *Short and Long Term Courses*

Courses of short and long duration designed to develop either specific skills or areas of interest could be developed and offered to teachers to take over the year. For example, a DIET could design and offer courses in specific topics such as 'teaching fractions', developing secular attitudes among children', 'aids education' etc. Some of these could be of a short duration, say 4 to 5 days, while others may even be for a longer period of time, from 1 to 3 months to enable teachers to develop a specific core area in which they need to strengthen their knowledge-base and professional skills, *e.g.* using theatre in the classroom, organizing and managing group activities etc. Some of these courses may be designed as continuous periods, while others may be designed with gaps in between, during which teachers could practice and come back to share experiences. Such courses could award certificates. Mass trainings cannot and do not have any impact on teachers practice and are a waste of resources and time.

5.6 *The Use of Distance Media*

ICT including TV, radio and internet are useful as resources and providing access to ideas, or for the wider dissemination of information. Distance media can be effectively used to keep teachers in touch with other professionals in the field and to give access to professionals in education as well as in pure academic disciplines (within universities).

5.7 *Sabbatical for Study and Research*

Teachers could be provided with the option of taking a year off (paid or unpaid), in order to pursue a course or spend time at another school, university or NGO, in order to learn and study. Such sabbaticals could be tied to a report or even a publication for wider dissemination that is produced at the end. The insistence that teachers MUST carry out action research is not productive, particularly in a context where there is little understanding of action research, and virtually no forum to share such research.

5.8 *Professional Conferences and Meetings*

Attending meetings and conferences connected to the profession, *e.g.* on one's subject areas, etc. could be also counted towards professional development and teachers could be permitted to avail of duty leave 3 to 4 days a year to attend such meetings. Some funding support to travel to and attend such meetings could also be provided.

5.9 *Professional Fora, Resource Rooms and Materials*

Providing professional fora such as meetings in the school and in the cluster to discuss and review one's practice, to plan for annual work calendars, and on a weekly and monthly basis to plan for one's teaching as well as to discuss with colleagues, the school academic head and resource persons at the cluster or block level, is an essential aspect of the teaching profession.

Equally important and significant is the participation of teachers in networks such as BGVS, TNSF, etc. and participation in such activities should be encouraged as a valid form of in-service development of teachers.

Teachers could be encouraged to form subject groups at the block level, which could be provided with support to plan for the development of the teaching of the subject in the block through a variety of ways—seminars for teachers, trainings, meals, children's clubs, etc. These could be given an official status and space at the

concerned block resource center and have linkages with the DIET. Such subject groups could be linked with the faculty of local colleges or universities in order to strengthen interactions between groups and provide for synergy between them. Each district education institute, *e.g.* DIET or CTE could support a few university faculty fellowships, to enable interested people from the university to come and spend upto 4 to 5 months undertaking activities with teachers and children.

5.10 *Faculty Exchange Visits and Fellowships*

A few exchange teacher fellowships could be provided for each district, to enable selected teachers to go for a period of three months to one academic year to a school in another state within the country, or even outside the country, to teach and learn there. Similarly, schools could play host to such visiting teachers and plan how best to utilize their services during the period of their stay.

Teachers could also be provided with short term fellowships and funding support (based on proposals) to either come to the DIET, CTE etc. or carry out specific activities for the school children and teachers in their own district. This could, for example be a good story teller, who either plans and conducts workshops for teachers on the art of story telling, or to visit schools to conduct story telling workshops, etc. In the long term, in every DIET and IASE, some of the faculty positions may be converted into such fellowships for teachers from the district.

5.11 *Implementation of Continuous Professional Development: Critical Aspects*

5.11.1 Organisation and coordination

The DPEP and SSA have put in place a system of sites which are to provide professional development to all government school teachers through block and cluster resource centres. In addition there are DIETs, IASEs and various departments and colleges of teacher education, and several networks of teachers and teacher associations. Several NGOs and other agencies are also involved in providing training for teachers, often connected with their own curriculum interventions. These must be recognised as sites and agencies for the professional development of teachers. Currently all these trainings target only government and aided schools, leaving all teachers of private schools out of the ambit. There is no coordination between theses agencies, nor does the education

department have any mechanism for coordinating the total training being undergone by teachers, with the result there is a lot of over-training, repetition and overlap. In this situation it is necessary to conceive ways in which teachers can opt for different kinds of trainings based on their interest and requirement and along with the recommendation of school inspectors, CRPs or HMs. Allocation of funds and training dates, training time, etc. would need to be made more decentralized and based on individual teacher's preferences, thus doing away with the current model of mass trainings based on the one-size-fits-all design. Further training dates allocations could also include time spent in other professional activities such as seminars and conferences, etc.

5.12 Sites and Agencies

University and college faculties of sciences, humanities and social sciences could include extension services for school teachers, opening up their labs and libraries to teachers and sharing with them advances and new ideas.

Colleges of pre-service teacher education could all include extension activities which would also enable their own students and faculty to keep in touch with active teachers.

Schools, under the leadership of interested principals and able to support additional adjunct faculty, could, themselves develop into resource centres for neighboring schools.

5.13 Impact

The expectation that ideas that are received at workshops will be directly taken into the classroom for practice is misplaced. Often direct support in the site of the classroom/school is required in order to motivate and to translate ideas into practice. Pre-test, post-test ways of assessing training impact are invalid and pointless. Never-the-less, training and workshops need to be conceived in 'goal directed' ways and in order to have an impact, they need to be supported on the ground as well as monitored. Sustaining change equally requires continuous involvement of supporting agencies, to sustain impact on the ground. Programmes and agencies such as the SCERTs and DIETs need to be alert to this requirement and willing to invest in the long term in such involvement.

5.14 Structural and Operational Issues of Continuous Professional Development

5.14.1 In-service Programmes and Continued Teacher Support at the Elementary Stage

- The 'redesigned in-service programmes' offered by DIETs could be linked to the 'redesigned pre-service programmes' of DIETs.
- All training content and approaches should be based on the classroom needs of the teachers, may it be content enrichment, need for skills and strategies in classroom organization and management, understanding children's learning strategies, error analysis and children's assessment.
- The language proficiency of primary teachers should be enhanced through specifically designed training modules and programmes offered on the job.
- The SSA funds can be drawn upon for the training of teacher educators by the IASEs and for redesigning the in service training of teachers to make it more classroom based.
- Resource centres set up by pre-service student-teachers during school internship programmes should become the hub of professional development of regular teachers.
- Following the establishment of appropriate IASE-based programmes in elementary education, academic support should be provided to teacher educators in the SCERT-DIET system for reconceptualising in-service training of teachers.

5.14.2 In-service Programme sand Continued Professional Development at the Secondary Stage

- In-service programmes should be redesigned to provide classroom support to teachers and to orient interactive sessions based on teachers' needs and concerns.
- A focus should be established within in-service programmes on the methods of enquiry specific to the sciences and social sciences, along with an emphasis on disciplinary content.
- The content and method of in-service training should be based on an assessment of teachers' needs initiated jointly by SCERT-IASEs.
- IASEs who are chiefly responsible for the in-service training of secondary teachers should be strengthened with capacity to undertake professional development of elementary teachers and teacher educators as well.

Chapter 6: Preparing Teacher Educators

6.1 *Introduction*

It is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators. The need and importance of professionally trained teacher educators has been underscored in statements on educational policy time and again but the situation on the ground remains grim; there is severe shortage of properly qualified and professionally trained teacher educators at all stages of education and especially at the elementary stage.

6.2 *Existing Arrangements for Training of Teacher Educators—Status and Critique*

Early Childhood Education

ECE aims at total child development in a learning environment that is joyful, childcentred, play and activity based. Teacher education programmes in ECE should develop in the trainee concepts, competencies, attitudes and skills related to implementation of developmentally appropriate curriculum based on child-centred and play and activity based approach: cognitive and language development, health and nutrition, social—emotional development, physical and psychomotor development, aesthetic development, creativity and play, programme planning and school organization, community mobilization and participation These requirements call for a teacher educator who has a sound educational philosophy of ECE besides specialized content and methodology skills pertaining to the above areas.

Primary / Elementary Education

With the establishment of DIETs two categories of teacher educators at the elementary level have emerged—those who teach in DIET and others who teach in other training institutes, government or private. In most states DIETs are the main supply institutions for elementary teachers (however, this situation has changed with the large scale proliferation of private ETE institutions over the past five years). There are 556 DIETs sanctioned of which 466 are functional (WG Report on elementary education and literacy XI Five Year Plan 2007-12).

The DIET functions—pre and in-service teacher training, non-formal and adult education workers, curriculum and materials development, educational research, extension, planning and management—call for high level of competencies and skills especially in educational planning, management, research and technology.

The basic orientation of initial training of elementary teachers should be transformed towards front line national concerns like access, drop out, participation, achievement, gender, teaching in difficult contexts. The system as of now severely lacks teacher educators trained in carrying out such tasks. Apart from isolated efforts of some universities, there exist no programmes for professional preparation of elementary teacher educators. Neither B.Ed nor M.Ed in their present form equips prospective teacher educators with the required skills to carry out the tasks specific to elementary education.

Secondary Education

The B.Ed programme is offered in Colleges of Education and University departments of education. The programme is also offered through centres of distance education / open universities. B.Ed is also offered with specializations, for example, child development, home science, science, English, Hindi, Sanskrit etc. The curriculum covers educational foundations, pedagogy of school subjects, practice teaching / internship and optional papers in different specializations like: action research, guidance and counseling, population education, inclusive education, and computer education.

Secondary teacher education got a major boost with the elevation of selected institutions as Colleges of Teacher Education and Institutes of Advanced Studies in Education under the centrally sponsored scheme of strengthening teacher education. The CTE / IASE guidelines particularly focused on the need for recruiting persons with high academic and professional qualifications on par with those obtaining at the general arts and science colleges and universities as per university norms. There are 104 CTEs and 31 IASEs functioning in the country (WG Report). The NCTE norms prescribe a Master's degree with M.Ed or B.Ed having 55% marks with Ph.D / M.Phil carrying special weightage.

6.3 Education of Teacher Educators—Basic Issues

6.3.1 Teacher Educator and School Education

The profile and role of teacher educator are to be conceived primarily with reference to the philosophy and principles that govern the various aspects of school education—aims of education, curriculum, methods and materials and the sociocultural context in which the school functions—

- care for children and love to be with them,
- understand children within social, cultural and political contexts,
- not treat knowledge as a 'given', embedded in the curriculum and accepted without question,
- perceive child not as a passive receiver of knowledge,
- encourage its capacity to construct knowledge,
- discourage rote learning,
- make learning a joyful and participatory activity,
- critically examine curriculum and textbooks,
- contextualize curriculum to suit local needs,
- treat all children equally,
- organize learner-centred, activity based, participatory learning experiences—play, projects, discussion, dialogue, observation, visits,
- integrate academic learning with productive work,
- promote peace values—democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction,
- reflect on her teaching experience

The behaviour of teacher educator qua teacher educator like the following:

- Engage would-be teachers with the larger socio-political context in which education and learners are situated.
- Engage teachers with children in real contexts than teach them about children through theories.
- Help teachers to reflect upon their own positions in society —gender, caste, class, poverty, linguistic and regional variation, community, equity and justice.
- Focus on the developmental aspects of children with constant reference to the socioeconomic and cultural contexts of children.

- Engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning.
- Integrate academic knowledge and professional learning into a meaningful whole.
- Provide opportunities to the student teacher to critically examine curriculum, syllabi and textbooks.

6.3.2 Stage Specificity in the Preparation of a Teacher Educator

The existing arrangements for teacher preparation at different stages would do as well for teacher educators too, B.Ed for elementary teacher educator and M.Ed for secondary teacher educator. B.Ed, it may be noted, is basically a course for preparing secondary school teachers. At present elementary teacher educators in their bid to upgrade their professional qualifications study M.Ed. The IASE brief includes the training of elementary teacher educators which they do by running the M.Ed programme of the concerned university. But M.Ed cannot meet the requirements of primary teacher training unless it is redesigned to impart the needed focus.

6.4 M.Ed as a programme for Preparation of Teacher Educators

M.Ed is the dominant PG programme in education offered by Indian universities. The course draws a large variety of clientele: fresh graduates from different disciplines with B.Ed, experienced teachers, education functionaries in different government departments.

The M.Ed has come under severe criticism on several counts. First, as a professional education programme, it lacks specificity, focus and rigor.

Although M.Ed is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of B.Ed seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary.

From the point of view of education of teacher educator, the oft repeated charge is that the typical M.Ed programme is very poorly focused with respect to training of teacher educators, primary or secondary. It is realized that B.Ed which is focused on secondary

school teaching cannot on its own qualify one to train elementary school teachers and the M.Ed. which in most cases is an extension of B.Ed cannot equip one to function as a trainer.

6.5 Imparting Professionalism to M.Ed

Several proposals are being made to improve the design and impart greater rigor and professionalism to M.Ed. Efforts are afoot to align M.Ed to teacher education, elementary or secondary. The NPE Review made a specific recommendation to organize a specially designed training programme to fit all the desired attributes of a teacher educator. Recognizing the need for two kinds of teacher educators one for the theory part and the other for the practical part, the NCTE curriculum framework (1978) emphasized the need for developing a task oriented M.Ed which provided scope for practical work in education. The NCTE norms committee suggested inclusion of internship in a college of education to impart teacher education specificity to the M.Ed programme.

Towards a specialization—centred M.Ed programme catering to a wide range of disciplinary specializations the UGC has proposed M.Ed with core papers of philosophical and social foundations of education, psychological foundations of education and methodology of educational research and choice of specialization areas. These include: Guidance and Counseling, Distance education, Value education and Human rights, Language Education, Comparative Education, Teacher Education, Special education, Educational technology, educational measurement and evaluation, curriculum development, management, planning and financing of education, environmental education, science education, yoga education.

6.6 A Promising Innovation: Collaborative Post Graduate Programme of M.A Education (Elementary)

CPG is a collaborative post graduate programme in elementary education launched by the Tata Institute of Social Sciences, Mumbai. It is a first of its kind, pan-Indian programme intervention in elementary education at the post-graduate stage. It's interdisciplinary and collaborative design—the collaborating organizations are: Homi Bhabha Centre for Science Education, Eklavya, Digantar and Vidya Bhavan Society—and dual mode operation (on-line learning and contact) makes it a bold and novel venture. Its twin objectives are to provide a firm disciplinary base to elementary education and train a range of professionals with

different specializations—teachers, teacher educators, curriculum and textbook developers, educational planners, administrators and researchers.

The two-year (4 semesters) CPG is available for those with a bachelor's degree The programme is designed around the core areas of philosophy, sociology, child development, cognition and learning, curriculum, policy and institutions and research method and optional courses in gender, pedagogy, curriculum and management.

6.7 Enhancing the Status of Educational Studies and the Professional Development of Teacher Educators

What is needed is a comprehensive and enduring arrangement for the professional development of teacher educators and enhancement of the status of education as a discipline. It is heartening that the WG has addressed the issue in all its aspects and has come out with a range of recommendations covering institutions, structures, programmes, activities and incentives. The recommendations include:

- Setting up of Schools of Education in selected (30) university departments.
- Setting up one Inter university centre at the national level functioning under the UGC.
- Instituting Specialized Centres of Education in lead national level institutions like IISc, Homi Bhabha Centre, TIFR.
- Establishing four Regional centres of educational management in the IIMs and NUEPA.
- The Centre for professional development of teacher educators will offer Masters programme in elementary education / secondary education.
- Special emphasis for professional renewal of existing teacher educators through Refresher Courses for all teacher educators.
- Fellowship Programme.
- Periodic academic enrichment activities—public lectures, film and book discussion sessions, need based issues etc, short-term orientation courses on teaching learning skills, meta learning strategies related different curricular areas.
- The Centre for teacher resource and academic support.

Taken as a whole this package of recommendations holds out high hopes for the enhancement of the status of educational studies in general and professional development of teacher educators in particular.

6.8 Preparation of Teacher Educators—Future Directions and Possibilities

Presently the education of teacher educators takes place mainly through the well entrenched one year M.Ed. Further advancement is available through M.Phil and Ph.D routes. As already pointed out, none of these are designed specifically to prepare a teacher educator although they all provide knowledge related to some aspects of teacher education.

It is a promising development that the education of teacher educators has been acknowledged as a major issue in teacher education and academic bodies have addressed themselves to the task of curriculum renewal. This is evident in the different models of M.Ed that have been proposed by individual universities and innovative programmes of teacher preparation launched by some institutions. The concern to make the M.Ed a focused learning encounter rather than a general study of education is clearly visible. The need for professional rigor, relevance of content, emphasis on research related skills are also appreciated. The following recommendations deserve serious consideration in addressing the issue of new programme design for the education and training of teacher educators.

- Mechanisms need to be evolved to promote the entry of talent in teacher education programmes. Students with Masters degree in science or humanities should have opportunities to join the M.Ed programme in a 2 year programme. The route to M.Ed should not be confined to B.Ed alone.
- Vertical linkages for PG studies in education including research programmes for students from a variety of science and social science disciplines need to be provided.
- Specialized M.Ed programmes in science education, language education, social sciences education and mathematics education can be offered.
- The distinction between education as a liberal study and education as a professional preparation needs to be appreciated The focus in the M.Ed programme The knowledge component in teacher education is multi-disciplinary 'educational' knowledge.

EXERCISE

Short-type Question:

1. Mention shortly aims of education according to Indian University Commission.
2. Write the recommendations of Indian University Commission about the Structure of University Education
3. Write the recommendations of Indian University Commission about the curriculum of University Education.
4. Write the recommendations of Indian University Commission about reform of Examination.
5. Discuss the importance of Radhakrishnan commission in the history of Indian Education.
6. Discuss the recommendations of Secondary Education Commission about the Curriculum of Secondary Level.
7. What are the recommendation of Secondary Education Commission about the reforms of Examination.
8. Discuss the limitations of recommendations of Secondary Education Commission.
9. Indian Education Commission draw our attention on which problems in our Country?
10. Discuss the aims of education according to Indian Education Commission.
11. What are the recommendation of Indian Education Commission about Education Structure?
12. Write the objectives of School Complex.
13. Mention the recommendations of NPE-1986 about the education of Schedule caste and Schedule Tribe.
14. State the recommendations of NPE-1986 about the reorienting the Content and Process of Education.
15. What are mentioned in NPE-1986 about the Teacher and the Management of Education?

Essay-type Question:

1. Explain the aims of Education which are decided by Indian University Commission
2. State the recommendations of Indian University Commission about Education Structure and Curriculum.
3. Explain the recommendations of Secondary Education Commission about aims, objectives and structure of Secondary Education.

4. Discuss the recommendations of Indian Education Commission (1964-66) about the objectives of Education in different stages.

5. Discuss the recommendations of Indian Education Commission about the education structure of different stages.

6. Discuss the recommendations of Indian Education Commission about the School Curriculum.

7. Write the recommendations of Indian Education about the reforms of Examination.

8. Discuss the comparative study of Kothari Commission and Mudaliar Commission.

9. Discuss the recommendations of National Policy of Education (1986) about the Education for Equality.

10. Discuss the recommendations of NPE-1986 about reorganisation of Education at different stages.

11. Discuss the importance of different areas which were mention in POA-1992.