



COMMUNITY PARTICIPATION AND DEVELOPMENT

COMMUNITY PARTICIPATION IN EDUCATION

Introduction

Community participation is a process of activities comprising people's involvement in decision making, contributing to the development effort, sharing equitably the benefits there from. Community participation in education implies the involvement of parents and community leaders as partners in supporting educational activities that contribute to improvement in their own lives. The common goal of community participation in education is to universalize education and its access, getting all children enrolled and making the system retain all students. It aims at democratic involvement of the people in planning and management of various journal and non-formal educational programmes.

Community participation in education seems to take place principally in two forms: informal and formal.

Informal

The informal manner, in which local communities contribute to educational effort, takes the form of providing a piece of land for the school building and contributing labour and locally available material for its construction. Even this mode has tended to become formal since, in many states, the establishment of a school has been made conditional on a community/village being able to provide land and building for the school, a condition to be fulfilled by the village panchayat or the village education committee.

During the 1950s and 60s, considerable effort was made, particularly in Tamil Nadu, in mobilizing community support for education; substantial contributions were made in cash and kind by local communities and parents' groups to meet the needs of educational institutions.

Formal

The formal mechanism for community participation has taken the form of what village panchayats and village education committees/ward education committees do or are expected to do for the local school. In many states, under Panchayati Raj Acts, village panchayats or village education committees have to provide a plot of land for the school building as well as ensure its maintenance and repair. The Village Education Committees/ward committees have been given specific duties in the monitoring and supervision of the school administration and management.

Importance of Community Participation

There is increasing realization that involvement of the people, especially rural poor and landless labourers, urban marginalized groups like living in slums and squatter settlements, disadvantaged groups like Scheduled Castes and Scheduled Tribes and women, in programmes of educational development is essential.

The objective of community participation in education is to universalize education and its access, getting all children to enroll and making the system retain all students. The goal of any kind of activity that attempts to involve community and parents/families in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world.

Participation of the community is a means to increase the mobilization of the financial, human and material resources required to make the educational system efficient. Participation is also necessary to adopt education to the needs, problems, aspirations and interests of all sections of population especially weaker sections. Participation is a prerequisite for the democratization of education especially in the perspective of achieving equal opportunity. Participation is indispensable in order to avoid having the community become indifferent towards the education system. It is also an important instrument to stimulate initiative.

Contribution of Community in Education

Community participation in education can contribute in different ways by providing financial support to academic and administrative help. It can be a watch dog and helps to monitor and supervise the educational activities of school and teachers. Brief description about the role of community in education is as follows.

Community as a Resource

Parents are usually concerned about their children's education and often are willing to provide assistance that can improve the education delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classroom on time and perform effectively in classroom. If need arises the parents can also come and take classes or act as a resource person. Therefore, parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery.

UNICEF had undertaken the Primary Education Enhancement Programme (PEEP) from 1997 to 2007 in Chandrapur and Yeotmal districts of Maharashtra. Jan Vachan Utsav (JVU) was organized and all parents and villagers were invited to see the procession. The procession ended at schools followed by public discussion on the state of school libraries. It was decided that either school libraries would be established in case of absence or would be resurrected in case of being dysfunctional. Villages like Bhenda (Warora), Ghodkhindi (Yeotmal) had youth groups ready to take the responsibility of libraries.

Women's group (*Mahila Mandal*) in almost all the villages of Yeotmal and Warora participated in almost all the villages of Yeotmal and Warora participated as a distinct group in processions. Warora established an open library in the form of open boxes containing books fixed to trunks of trees around the school. Some of the literate parents decided to come to school in rotation and help children in reading books. Soon after this, the CEO of Chandrapur district allotted library facilities to all the school in the district. Villagers in the Warora block consider these developments as an impact of large number of processions and their spontaneous participation and initiative. It was a real surprise for teachers. They had never anticipated such significant participation by the illiterate or neo-literate villagers. The libraries in these schools are still function with the help and support of the students and their parents.

Understanding the mechanism and functioning of bicycle was kept an activity in few schools. Although almost all the teachers had used bicycle but none of them could explain its functioning. The cycle mechanic was invited to act as a resource person. He demonstrated the parts and functions of the bicycle and in the process became the teacher of teachers. This experiment was replicated by number of other schools.

WOMEN'S EDUCATION

Jawaharlal Nehru had once said—“Educate a man and you educate one person. Educate a woman and you educate the whole family.”

India is the second largest country in the world so far as population is concerned. But so far as education is concerned it is a backward country. Women hold a prominent position in the Indian society as well as all over the world. In past, women did not receive any education at all. They were not allowed to come out of the four walls of their houses. Domestic works were their only education.

During the British rule in India some noble social thinkers of the time paid their attention to the education of woman in our country. **Raja Ram Mohan Ray, Iswara Chandra Vidyasagar** was famous reformers who gave emphasis on the education of women. They put forth a very strong argument.

Man and woman are like the two sides of a coin. Without one, the other cannot exist. They help each other in every sphere. So education should be given to both man and woman. Further, women are the mothers of the future generation. If women are uneducated, the future generations will be uneducated. For this reason the Greek warrior **Napoleon** once said, “Give me a few educated mothers; I shall give you a heroic race.”

In day to day life, the real problems are faced first by women and then the same problems are conveyed to men for solution. If the women are educated, they can solve all the problems of their houses.

Very often, the working men of some families become handicapped in unfortunate accidents. In that situation, the complete burden of the family rests on the women of the families. To meet this exigency women should be educated. They should be employed in different spheres. Women can work as teachers, doctors, lawyers and administrators. Educated women are good mothers.

Education of women can be helpful in eradicating many social evils such as dowry problem, unemployment problem, etc. Social peace can easily be established.

History of Women Education

Women's education in India has been one of the major issues of concern of the **Government of India** as well as the society at

large.) It is because of the fact that today the educated women play a very significant role in overall development and progress of the country. (Women hold a prominent position in the Indian society as well as all over the world. However, since the prehistoric times women were denied opportunities and had to suffer for the hegemonic masculine ideology.)

(Thus, this unjustifiable oppression had resulted into a movement that fought to achieve the equal status of women all over the world. Women Education in India is the consequence of such progress and this led to the tremendous improvement of women's condition through out the world.) Nevertheless eradication of female illiteracy is considered as a major concern today. In the recent era, the Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for immense help and are concerned with the development of women. In the modern society we see that women in India have come a long way. We have women reaching the moon, conquering Mount Everest, and participating in all fields just like men. And needless to say, all this is possible just because of education and the profound impact it has had on women.

Women's Education in Ancient India

In ancient India, women and girls received less education than men. This was due to the set social norms. Interestingly, in the Vedic period women had access to education, but gradually they had lost this right. Women education in ancient India prevailed during the early Vedic period. In addition to that Indian scriptures **Rig Veda** and **Upanishads** mention about several women sages and seers. Women enjoyed equivalent position and rights in the early Vedic era. However, after 500 B.C, the position of women started to decline. The Islamic invasion played a vital role in restricting freedom and rights of the women. A radical change attended and there was a terrific constraint for Women education in India.

Women's Education in Medieval India

Women education in medieval India further deteriorated with the introduction of **Purdah system**. Different customs and conventions of diverse religions like **Hinduism, Islam, and Christianity** further deteriorated the state of women in the country. A range of socio religious movements contributed to the

development of women literacy in the country. Many leaders took several initiatives to make education available to the women of India. The ordered form of women education in India was incorporated in the early centuries of the Christian era.

Women's Education in Colonial India

The position of the women education in India revived with the invasion of the British in the country and with the advent of Bhakti movement. The colonial period also introduced the institutional form of imparting learning. Women education in Colonial India witnessed an essential expansion. Various movements were launched to make women of the country literate. Furthermore, this progress journeyed through the years and influenced the modern Indian education system.

Women's Education in Modern India

Women Education in Modern India is traced back to the years after the independence of the country. In the present times, the government of India takes measures to provide education to all women of the country. Women literacy rate seemingly rose in the modern days. Women education in India became a compulsory concern and female literacy has gone higher than male literacy. And this has actually helped women to achieve top positions at work place and also at society.

At present, the **Constitution of India** guarantees free primary school education for both boys and girls up to age 14. Education in India plays a vital role in the overall development of the country. This proves that educated women promote education in their family. Further, learned women can also help in the lessening of child death rate and expansion of population. In the modern era, women education is the replica of a Vedic model for instructive inspiration.

Importance of Women Education

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Cultural changes: Cultural and traditional values stand between girls and their prospects for education. The achievement

of girls' right to education can address some of societies' deeply rooted inequalities, which condemn millions of girls to a life without quality education – and, therefore, also all too often to a life of missed opportunities. Improving educational opportunities for girls and women helps them to develop skills that allow them to make decisions and influence community change in key areas. One reason for denying girls and women their right to an education is rarely articulated by those in charge : that is their fear of the power that girls will have through education. There is still some resistance to the idea that girls and women can be trusted with education. Education is also seen in some societies as a fear of change and now with globalization, the fear becomes even greater- fear to lose the cultural identity, fear of moving towards the unknown or the unwanted, fear of dissolving in the many others.

Better health: Basic education provides girls and women with an understanding of basic health, nutrition and family planning, giving them choices and the power to decide over their own lives and bodies. Women's education leads directly to better reproductive health, improved family health, economic growth, for the family and for society, as well as lower rates of child mortality and malnutrition. It is also key in the fight against the spread of HIV & AIDS.

Poverty reduction: Educating girls and women is an important step in overcoming poverty. Inequality and poverty are not inevitable. "The focus on poverty reduction enables the right to education to be a powerful tool in making a change in the lives of girls and women. Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights, and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which disproportionately affect girls and women. Various grounds of discrimination combine, trapping girls in a vicious downward circle of denied rights. Denial of the right to education leads to exclusion from the labour market and marginalisation into the informal sector or unpaid work. This perpetuates and increases women's poverty." (Tomasevski, 2005)

Education is a right: Everybody has the right to education, which has been recognised since the Universal Declaration of Human Rights (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good quality, has

been reaffirmed in all major international human rights conventions. Many of these same instruments encourage, but do not guarantee, post-primary education. These rights have been further elaborated to address issues like quality and equity, moving forward the issue of what the right to education means, and exploring how it can be achieved. As a minimum: states must ensure that basic education is available, accessible, acceptable and adaptable for all. (4A scheme) The right of girls to education is one of the most critical of all rights—because education plays an important role in enabling girls and women to secure other rights.

Problems Faced Due To Women Education

About 50 percent of total population consists of women but women education in India is much lower, as compared to men. It is not because the women are not interested in getting higher education, but these are faced with some serious difficulties.

— Since independence more and more attention is being paid to the spread of literacy and women education in India, because it is felt that in India democracy can be a success only when female education spreads. But in spite of all this women's education is not spreading at a rate at which governments wanted. Several causes are responsible for this.

Employment: In India, education has been linked with employment. In other words, the children are educated simply because they are to get some employment. Those people who are not in favour of sending their daughter for employment do not feel the necessity of educating them.

Conservative mentality: Many societies and a vast population in India still believes that proper place for women is to remain at home, serve the husband and his family and give birth to the children. This function can be performed irrespective of the fact whether the girl is educated or not. In fact they feel that educated women begin to get some enlightens and start demanding.

Distance of School or college: The numbers of women's educational institutions is much less as compared with institutions engage in the spread of male education. Therefore in many cases, particularly in remote village the women are supposed to travel some distance, before reaching an education institution. Many people do not like that their daughter should leave the village for going to school.

Poverty: In India vast majority of population is poor. They cannot afford to give education to all their children. When choice comes, they prefer to invest on the education of sons, rather than their daughter. It is believed that the sons will side with the father in old age and on the other hand after sometime the girl will get married. She will go to some other family. Therefore, do not care much for their education.

Crisis of girls School: Many people still condemn and dislike the idea of co-education. They feel that when both boys and girls study together in same educational institution, corruption is bound to breed. They therefore, are not prepared to send their daughter to a co-education institution.

Lack of social security: In the present day most of the parents are believe that they have not socially secured. So they are worried to send their children to the school.

Child Marriage: From the urban poorer rural India, girls are very rarely to never send to schools in some cases they are sent to schools it is just for two three years when they are small and are of no use I household chores. Most of the peoples are arranged their girl child's marriage in the early day.

Women Trafficking: Women trafficking is the another problem of Indian women education.

Child labour: Child labour is the major problem of women education. Rural parents believe that children are the only souce of their income. So they do not want to sent their children into the school.

Lack of Women Education and it's Impact on Indian Society

- Increase in population due to lack of women literacy
- Increase in child mortality
- Lack of proper awareness in health and hygiene
- Lack of eagerness in educating nest generation of girl-child
- Increase in girl-child labour
- Early marriage of woman

Challenges of Women Education in India

The Challenges of Women Education in India are as follows:

- (i) Female child get equal treatment when being sent to school. They go to same level of school as the male child of family.

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- (i) Female child get equal treatment when being sent to school. They go to same level of school as the male child of family.

- (ii) Female child do not drop early out of school due to lack of encouragement.
- (iii) Female child gets same nutrition as male child at home.
- (iv) The ban of child workers especially women child working should be strictly implemented.
- (v) Female child continue their education after finishing school.
- (vi) Our schools and colleges are designed to make women students comfortable. They get proper sanitation and privacy in schools.
- (vii) Female child from villages get sufficient support if migrating out of village for education. This support required proper hostel facilities, women teachers and guidance.
- (viii) Women are not just married off right after school – this is one of the most common reason to discontinue education after school.
- (ix) Parents are encouraged to send female child outside their villages to attend colleges and schools like they do for male child.
- (x) Women get more opportunities and recognition at workplace or get more work from home opportunities.

The National Committee on Women's Education, 1958

The problems of education of girls and women in the country, acquired a new significance since the attainment of Independence. The Educational Panel of the Planning Commission, in July 1957, re- commended that "a suitable Committee should be appointed to go into the various aspects of the question relating to the nature of education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life". The Conference of the State Education Ministers in 1957 also agreed that a special committee should be appointed to examine the whole question of women's education.

The National Committee on Women's Education was accordingly set up by the Government in May 1958, with Shrimati Durgabai Deshmukh as Chairman. The Committee, in its report published in 1959, recommended that the highest priority should be given to establishing parity between the education of boys and girls and a bold and determined effort should be made by the Centre and the States to face the difficulties and magnitude of the problem. It recommended co-education upto the middle school stage but

separate institutions for girls at the high school stage where more diversified curriculum suited to girls should be introduced. The Committee desired ample provision for school mothers, creches, training of women teachers and employment facilities for adult women. It also desired that suitable atmosphere should be created for greater enrolment girls, for greater efforts by voluntary organisations, more provision for scholarships for girls at all stages and particularly at university stage.

Some of the Important Recommendations of the Committee are given below—

1. The education of women should be regarded as a major and special problem in education for a good many years to come, and that a bold and determinate effort should be made to face its difficulties ;
2. Steps should be taken to constitute as early as possible a National Council for the Education of Girls and Women ;
3. A separate unit for Women's Education, under a Educational Adviser, should be set up at the Centre ;
4. In each State, women should be appointed as Joint Director and placed in charge of education. of girls ;
5. Lady teachers should be appointed in all schools where there are no women ;
6. There should be identical curricula for boys and girls at the primary stage. At the secondary stage, there is need for differentiation of the courses ;
7. Vocational training courses with 'Primary' as basic qualification may be conducted in school during the day, along side general education. Courses with 'Middle' and 'Secondary' as basic qualifications may be organised in vocational sections of middle and secondary schools, in multipurpose schools, in separate vocational schools, in apprenticeship classes, in training centres, in workshops and/or in continuation schools.
8. Educational facilities for adult women in the form of condensed courses (i) that prepare women for the middle school examination, and (ii) those that prepare them for the high school or higher secondary examination should be provided more extensively in all States ; and
9. Part-time employment of women teachers should be encouraged as largely as possible in order to enable women to manage their responsibilities at home as well as to do some teaching work.

The National Policy on Education-1968

The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

The National Policy on Education-1986

Hence, in 1986, the National Policy of Education devised various strategies for achieving its target of true emancipation of women and equality between the sexes via education. The stress was laid on Women's Studies that would have the four-fold path of teaching, research, training and extension to follow.

Teaching would involve

- (i) Incorporation of issues relating to women's status and role in the foundation course proposed to be introduced by University Grants Commission for all undergraduate students;
- (ii) Incorporation of the women's dimension into courses in different disciplines;
- (iii) Elimination of sexist bias and sex stereotypes from textbooks."

Research would involve

- (i) Encouraging research on identified areas and subjects which are crucial in advancing knowledge in this area and to expand the information base;
- (ii) Critical appraisal of existing tools and techniques which have been responsible for the disadvantages suffered by them and where necessary reformation of research methodology."

Training would involve

- (i) Dissemination of information and interaction through seminars/workshops on the need for Women's Studies and its role in University education;
- (ii) Orientation of teachers and researchers to handle women-related topics and to incorporate women's dimension into general topics;
- (iii) Workshops for restructuring the curriculum."

And Extension would involve

"It is proposed to encourage educational institutions to take up programmes which directly benefit the community and bring about the empowerment of women. These would include actual implementation of development programmes directly aimed at women's empowerment such as adult education, awareness

building, legal literacy, informational and training support for socio-economic programmes of women's development, media, etc."

Education For Women's Equality

- Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged taking up active programmes to further women's development.
- The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

DALIT AND TRIBAL EDUCATION

Scheduled Castes and Scheduled Tribes

Scheduled castes distribution map in India by state and union territory according to 2011 Census. Punjab had the highest % of its population as SC (~32%), while India's island territories and two northeastern states had 0%.

Scheduled Tribes distribution map in India by state and union territory according to 2011 Census. Mizoram and Lakshadweep had the highest % of its population as ST (~95%), while Punjab and Haryana had 0%.

The Scheduled Castes (SCs) and Scheduled Tribes (STs) are official designations given to various groups of historically disadvantaged people in India. The terms are recognized in the Constitution of India and the various groups are designated in one or other of the categories. During the period of British rule in the Indian subcontinent, they were known as the Depressed Classes. In modern literature, the Scheduled Castes are sometimes referred to as Dalits.

The Scheduled Castes and Scheduled Tribes comprise about 16.6 percent and 8.6 percent, respectively, of India's population (according to the 2011 census). The Constitution (Scheduled Castes) Order, 1950 lists 1,108 castes across 29 states in its First Schedule, and the Constitution (Scheduled Tribes) Order, 1950 lists 744 tribes across 22 states in its First Schedule.

Since independence, the Scheduled Castes and Scheduled Tribes were given Reservation status, guaranteeing political representation. The Constitution lays down the general principles of affirmative action for SCs and STs.

History

Since the 1850s these communities were loosely referred to as Depressed Classes, with the Scheduled Tribes also being known as Adivasi ("original inhabitants"). The early 20th century saw a flurry of activity in the Raj assessing the feasibility of responsible self-government for India. The Morley-Minto Reforms Report, Montagu-Chelmsford Reforms Report and the Simon Commission were several initiatives in this context. A highly contested issue in the proposed reforms was the reservation of seats for representation of the Depressed Classes in provincial and central legislatures.

In 1935, British passed the Government of India Act 1935, designed to give Indian provinces greater self-rule and set up a national federal structure. The reservation of seats for the Depressed Classes was incorporated into the act, which came into force in 1937. The Act introduced the term "Scheduled Castes", defining the group as "such castes, races or tribes or parts of groups within castes, races or tribes, which appear to His Majesty in Council to correspond to the classes of persons formerly known as the 'Depressed Classes', as His Majesty in Council may prefer". This discretionary definition was clarified in The Government of India (Scheduled Castes) Order, 1936, which contained a list (or Schedule) of castes throughout the British-administered provinces.

After independence the Constituent Assembly continued the prevailing definition of Scheduled Castes and Tribes, giving (via articles 341 and 342) the president of India and governors of the states a mandate to compile a full listing of castes and tribes (with the power to edit it later, as required). The complete list of castes and tribes was made via two orders: The Constitution (Scheduled Castes) Order, 1950 and The Constitution (Scheduled Tribes) Order, 1950, respectively.

Steps taken by the government to improve the situation of SC and ST

The Constitution provides a three-pronged strategy to improve the situation of SCs and STs:

1. **Protective arrangements:** Such measures as are required to enforce equality, to provide punitive measures for transgressions, to eliminate established practices that perpetuate inequities, etc. A number of laws were enacted to implement the provisions in the Constitution. Examples of such laws include The Untouchability Practices Act, 1955, Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1993, etc.
2. **Affirmative action:** Provide positive treatment in allotment of jobs and access to higher education as a means to accelerate the integration of the SCs and STs with mainstream society. Affirmative action is popularly known as reservation.
3. **Development:** Provide resources and benefits to bridge the socioeconomic gap between the SCs and STs and other communities. Major part played by the Hidayatullah National Law University.

National Commissions

To effectively implement the various safeguards built into the Constitution and other legislation, the Constitution under Articles 338 and 338A provides for two statutory commissions: the National Commission for Scheduled Castes, and the National Commission for Scheduled Tribes. The chairpersons of both commissions sit ex officio on the National Human Rights Commission.

Constitutional History

In the original Constitution, Article 338 provided for a special officer (the Commissioner for SCs and STs) responsible for monitoring the implementation of constitutional and legislative safeguards for SCs and STs and reporting to the president. Seventeen regional offices of the Commissioner were established throughout the country.

There was an initiative to replace the Commissioner with a committee in the 48th Amendment to the Constitution, changing Article 338. While the amendment was being debated, the Ministry of Welfare established the first committee for SCs and STs (with the functions of the Commissioner) in August 1978. These functions were modified in September 1987 to include advising the government on broad policy issues and the development levels of SCs and STs. Now it is included in Article 342.

In 1990, Article 338 was amended for the National Commission for SCs and STs with the Constitution (Sixty fifth Amendment) Bill, 1990. The first commission under the 65th Amendment was constituted in March 1992, replacing the Commissioner for Scheduled Castes and Scheduled Tribes and the commission established by the Ministry of Welfare's Resolution of 1989. In 2003, the Constitution was again amended to divide the National Commission for Scheduled Castes and Scheduled Tribes into two commissions: the National Commission for Scheduled Castes and the National Commission for Scheduled Tribes. Due to the spread of Christianity and Islam among schedule caste/Tribe community converted are not protected as castes under Indian Reservation policy. Hence, these societies usually forge their community certificate as Hindus and practice Christianity or Islam afraid for their loss of reservation.

Scheduled Castes Sub-Plan

The Scheduled Castes Sub-Plan (SCSP) of 1979 mandated a planning process for the social, economic and educational development of

Scheduled Castes and improvement in their working and living conditions. It was an umbrella strategy, ensuring the flow of targeted financial and physical benefits from the general sector of development to the Scheduled Castes. It entailed a targeted flow of funds and associated benefits from the annual plan of states and Union Territories (UTs) in at least a proportion to the national SC population. Twenty-seven states and UTs with sizable SC populations are implementing the plan. Although the Scheduled Castes population according to the 2001 Census was 16.66 crores (16.23 per cent of the total population), the allocations made through SCSP have been lower than the proportional population.

Education for Scheduled Castes and Scheduled Tribes in India

Constitutional provisions

Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". Articles 30, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilized for the benefit of these weaker sections in our society.

Commitment in NCMP

The UPA government has set six basic principles for governance. One of them is "To provide for full equality of opportunity, particularly in education and employment for scheduled castes, scheduled tribes, OBCs and religious minorities". Besides, the National Common Minimum Programme (NCMP) of the PA Government contains following provisions aimed at the welfare and empowerment of these communities: (a) UPA Government will take immediate steps to reverse the trend of communalization of education that had set in the past five years. (b) Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five-years. A review committee of experts will be set up for this purpose. (c) The UPA will ensure that nobody is denied professional education because he or she is poor. (d) All reservation quotas, including those relating to promotions, will be fulfilled in a time bound manner. To codify all reservations, reservation Act will be enacted. (e) The UPA Government is very

sensitive to the issue of affirmative action, including reservations, in the private sector.

Special provisions

After independence, the Government of India has taken number of steps to strengthen the educational base of the persons belonging to the Scheduled Castes and Scheduled Tribes. Pursuant to the National Policy on Education-1986 and the Programme of Action (POA)-1992, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education: (a) relaxed norms for opening of primary/middle schools; a primary school within one km walking distance from habitations of population up to 200 instead of habitations of up to 300 population. (b) Abolition of tuition fee in all States in Government Schools at least up to the upper primary level.

In fact, most of the states have abolished tuition fees for SC/ST students up to the senior secondary level. (c) Incentives like free textbooks, uniforms, stationery, school bags, etc., for these students. (d) The Constitutional (86th Amendment) Bill, notified on 13 December 2002, provides for free and compulsory elementary education as a Fundamental Right, for all children in the age group of 6-14 years. (e) Sarva Shiksha Abhiyan (SSA): SSA is a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The main features of the programme are: (i) Focus on girls, especially belonging to SC/ST communities and minority groups. (ii) Back to school campus for out of school girls. (iii) Free textbooks for girls. (iv) Special coaching remedial classes for girls and a congenial learning environment. (v) Teachers' sensitization programmes to promote equitable learning opportunities. (vi) Special focus for innovative projects related to girls education. (vii) Recruitment of 50 per cent female teachers.

District Primary Education Programme (DPEP)

The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner

including coverage of these groups as well. According to a study by NIEPA, schools in DPEP districts had more than 60 per cent students belonging to SC/ST communities.

Mahila Samakhyia (MS)

MS addresses traditional gender imbalances in educational access and achievement. This involves enabling women (especially from socially and economically disadvantaged and marginalised groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their empowerment.

National Programme for Education of Girls at Elementary Level (NPEGEL)

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The Scheme is being implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent based on 1991.

Shiksha Karmi Project (SKP)

SKP aims at universalization and qualitative improvement of primary education in remote, arid and socio-economically backward villages in Rajasthan with primary attention to girls. It is noteworthy that in Shiksha Karmi Schools, most of the students are from SCs, STs and OBCs. Kasturba Gandhi Balika Vidyalayas : Under the scheme of Kasturba Gandhi Balika Vidyalaya, 750 residential schools are being set up in difficult areas with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with concentration of tribal population, with low female literacy and / or a large number of girls out of school.

Jan Shikshan Sansthan (JSS)

The Scheme of JSS or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving

the vocational skill and quality of life of the beneficiaries. The objective of the scheme is education, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-illiterates, SCs, STs, women and girls, slum dwellers, migrant workers, etc. Literacy campaigns have had an enormous impact on other social sectors. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of belonging to India's great composite culture and consciousness of unity in diversity. Mid-Day Meal scheme: The Mid-Day Meal scheme is a successful incentive programme. It covers all students of primary classes in all government, local body and government aided schools in the country with the aim to improve enrolment, attendance and retention while simultaneously impacting on the nutritional status of the children. Central Institute of Indian Languages (CIIL): The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

Kendriya Vidyalayas (KVs)

15 per cent and 7.5 per cent seats are reserved for SCs and STs respectively in fresh admissions. No tuition fee is charged from scheduled Caste and Scheduled Tribe students up to class XII.

Navodaya Vidyalayas (NVs)

Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs & STs) taken together. These reservations are interchangeable and over and above the students selected under open merit.

Scholarship Scheme for SC/ST candidates

Dr. Ambedkar National Scholarship Scheme for meritorious students, is implemented by Dr. Ambedkar Foundation set up under the aegis of the Ministry of Social Justice and Empowerment in 1992 with a view to recognize, promote and assist meritorious students belonging to Scheduled Caste and Scheduled Tribe for

enabling them to pursue higher studies. This is one time cash award and will be given to three students scoring highest marks in the regular class X level examination conducted by the Education Board/Council. This will be separate for SC and ST.

In case none of the first three eligible students are girls, the girl students scoring the highest mark will get a special award. As and when asked by the Ministry of Social Welfare and Justice, NIOS is supposed to send the names of eligible candidates for this scheme. Under the Scheme of strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools cent percent financial assistance is given to Voluntary Organisations to improve enrolment of adolescent girls belonging to rural areas and weaker sections.

Preference is given to educationally backward districts particularly those predominately inhabited by SCs/STs and educationally backward minorities. Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are awarded to SC/ST students subject to fulfillment of criteria laid down.

Problems in Education for Scheduled Tribes

It is necessary to pay special attention to the education of children from the backward classes which include the Scheduled Castes, the Scheduled Tribes, denotified communities and a few nomadic and semi-nomadic groups.

- (1) In so far as the Scheduled Castes are concerned, the problem has become a little easier because of the diminution in the rigour of untouchability. For its early solution, however, we recommend that the existing programmes for the education of the Scheduled Castes should continue and be expanded.
- (2) With regard to the last category, it may be stated that there are several nomadic and semi-nomadic groups in the country whose educational needs have been hitherto neglected almost completely. It will not be easy to provide educational facilities for such groups. To the extent possible, such groups have to be assisted in developing more settled ways of living. This calls for a degree of fundamental reorganization in their economy and their way of life and, therefore, for close study of their problems with a view to evolving solutions which will meet their needs and secure their cooperation. While such a

process of change would only be carried out over several years, efforts have to be made to provide marketing, credit, health and educational facilities in a mobile form wherever there are sizable nomadic groups. Similar facilities are required for communities which migrate from their homes for several months in the year.

- 3) The problem of denotified communities is small in magnitude, but extremely difficult. Patient work over years is needed. Provision of hostels where the children from these communities can live and grow up in a proper atmosphere is probably the best solution in the long run. In this section, we shall deal mainly with the education of the Scheduled Tribes which, in our opinion, deserve special emphasis.

Tribal people generally live in forest areas which are difficult of access and where conditions of life can be very trying. Some of them live in small concentrations in the midst of a non-tribal population; but the larger proportion of tribal people live in areas which are predominantly inhabited by the tribals themselves. Examples of these are groups of districts in Madhya Pradesh, Bihar, Orissa, the hill districts of Assam and other areas in the North-Eastern region.

The problem is comparatively simple in the former case where the tribals live in 'small pockets' or they are mixed up as it were with the rest of the population and constitute a smaller part. In such cases, special attention will have to be paid to the needs of the tribals, to ensure that they receive a fair share of the benefits of educational development. But the situation becomes uniquely challenging in the predominantly tribal areas because here is presented an ideal opportunity for an integrated development to which we referred earlier. In all these areas, three tasks stand out above all others. These are, firstly, development of communications; secondly, transformation of the present system of shifting cultivation into a developing agricultural economy, including care of forests, improved systems of shifting cultivation, settled cultivation and pasture; and thirdly, development of a system of education related to the scheme of economic and social development and responsive to the cultural and economic needs of the people.

We are not very happy with the word 'tribal'. It has certain overtones which are resented, and rightly so, by the tribal people. We recommend that the Government of India should adopt a

suitable alternative phrase to describe these brethren of ours. In the mean while, we have reluctantly retained the use of the word.

The problems of education among the tribals have received a good deal of attention in recent years. They were examined in detail by the Commission on Scheduled Areas and Scheduled Tribes under the chairmanship of Shri U. N. Dhebar. They were also discussed in two seminars organized by the Planning Commission in New Delhi and by the NCERT at Udaipur. We broadly agree with their re-commendations.

The principal weakness in tribal education is really in the age-group 11-17 or higher primary and lower secondary education where the programme of scholarships and other assistance is not adequately developed and, in our view, talent is either eliminated or remains underdeveloped and, in our opinion, it is this area to which greater attention will have to be paid in the future. There is a slight improvement of enrolments in higher education because of the Central programme of scholarships. Vocational education is obviously more popular with the tribal students everywhere. The tribals have a natural aptitude for such practical programmes and these deserve every encouragement.

Primary Education

Intensive efforts will have to be made. This does not mean that all tribes are equally advanced. This will need an intensive programme of parental education. Special encouragement should be given to the education of girls and this will not be difficult because women have a good status in tribal life. The teachers should be invariably conversant with the tribal languages. The medium of education in the first two years of the school should be the tribal language and books should be specially prepared in these languages (using the script of the regional language) for use at this stage. during this period, the children should be given oral instruction in the regional language and their familiarity and command over it should be improved. By the third year, the regional language should be the medium of education. There will be no difficulty in this because the children will already have learnt the script and become familiar with the language.

It is necessary to improve the provision of educational facilities which are often very meagre. In very sparsely populated areas, Ashram Schools will have to be established in large numbers. To attract children to schools and to hold them, the working and

programmes of the schools should be made to harmonize with the environment. Vacations and holidays should coincide with agricultural and forest operations and social festivities. The school hours should be fixed to suit the work the children are required to do for their families. These measures are needed for the rural population as a whole. But they are of special significance for tribal education. Moreover, the introduction of work experience and an emphasis on art education would attract the tribal children as would the teaching of folk songs, stories and riddles which are so popular with the tribal. Tribal games and archery as well as tribal music and dances should be introduced as extra-curricular activities.

Secondary Education

Far greater attention will have to be paid, as stated earlier, to the development of higher primary and secondary education among the tribals. For this a programme of hostels is very essential. Brighter children should be picked up at the lower primary stage and admitted to hostels. Careful arrangements should also be made for giving personal guidance and some extra tuition to these children so that they will be able to perform better in comparison with the non-tribal students. The additional expenditure on such extra tuition will be small; but it will greatly enhance the effectiveness of the large expenditure on hostels which we incur at present. The Roman script is already being used for tribal languages, the practice may be continued. Ashram Schools is very good from this point of view. It should be developed as largely as possible.

Tribal children find difficulties in getting admission to good higher primary or secondary schools. The Education Departments would have to make special efforts to secure such admission and, if necessary, offer some inducements to the schools for this purpose. Where admission to such schools requires a better preparation on the part of the students, special measures should be taken to provide this coaching to tribal students and to bring them up to the required standard. As stated earlier, tribals are fond of vocational courses. Special efforts should, therefore, be made to place them in good vocational schools, the junior technical schools, the industrial training institutes, polytechnics, etc. Special vocational schools should also be organized for the grown-up children who leave school at the end of the lower primary stage.

Higher Education

It is necessary to streamline the administration of the scholarships programme instituted by the Government of India. In this context, we make the following recommendations:

- (1) The administration of scholarships and other aids needs to be decentralized a great deal. Heads of institutions should be authorized to grant scholarships, along with admission, on their own authority. For this purpose, the necessary amount should be placed at their disposal well in advance of the academic year. This could be done on the basis of the previous year's expenditure with a margin for increase.
- (2) The scope of the programme should be expanded to include, not only the provision of funds but also the provision of such additional coaching facilities as may be required, watching of progress, planning ahead of careers and ensuring placement in appropriate institutions, or in other words to provide for a personal follow-up. The staff necessary for this purpose should be made available.
- (3) The scope of scholarships should cover all courses available to secondary school leavers; and special preference should be given to vocational and technical courses, including those at industrial training institutes.

General

The basic issue in the development of tribal life and education is the provision of leadership of the right type. For the next few years at any rate, this leadership will have to come from the non-tribal people-officials and non-officials-but the ultimate solution of the problem requires the development of a proper leadership among the tribals themselves. Our attempt in this field should, therefore, be directed to both these objectives.

There are not many non-tribal persons who want to live and work among the tribals. But a few individuals and institutions are devoted to this cause. They should be encouraged and provided with necessary funds so that they could recruit and train batches of young persons who would be willing to adopt the service of the tribals as their mission in life. Among the officials, the main difficulty is that of continuous transfers. No officer remains long enough in the tribal areas to understand their problems and to be able to identify himself with the tribal interests. Many of them are

not even aware of the tribal language. In several tribal areas, we found a lack of rapport between the officials and the tribal people which probably was a major reason for the inadequate implementation of developmental schemes. To overcome this difficulty, it is necessary to have sub-cadres amongst officers in all departments. The persons in these sub-cadres will be selected for their competence and aptitude for work among the tribals. Once an officer is recruited to this cadre, his work should be watched for an year or two in the first instance and if it is found satisfactory, he should be retained in it for a period of 10 to 15 years at least and posted to work with the tribals. There should be special allowances or privileges to go with the cadre which should be attractive enough for the better type of officers to compete for admission to it. Such special cadres are very necessary for teachers. We have discussed this problem elsewhere.

To develop leadership among the tribal people themselves, some unorthodox approaches are necessary. It is but natural that young tribals who have received secondary or higher education should go out of their areas in search of employment. The work among the tribal areas would, therefore, have to be done, for some years to come, by tribals who have received comparatively less formal education but whose identification with their people would be deeper and greater. It is necessary to pick up such young persons, give them training through specially organized courses and use them as our workers for tribal uplift. In doing so, several of the formal rules of recruitment will have to be set aside. But probably this is the only way in which some tangible progress can be made in the immediate future.

Different tribal people are at varying stages of economic and cultural development. There is much difference in the skills they have attained and in the technology they employ. Therefore, in predominantly tribal areas, each group and the area in which it lives, should be studied closely, and appropriate patterns of development worked out in close cooperation with the people. It is in terms of such a design of development that educational programmes, institutions and priorities should be proposed. A uniform approach as between different tribal areas, applied in a mechanical manner, will not secure the purpose in view.

To be able to do justice to the tasks and problems of tribal education, it is important that the Ministry of Education at the

Centre and the Departments of Education in those States which have sizable tribal populations, should be equipped with special sections or units whose task it would be to study the needs of the tribal people and assist in developing educational systems best calculated to promote their welfare and development. These sections or units should work in close collaboration with other Ministries or Departments involved in the programme. Aspects of tribal education which might call for special attention will vary from area to area, and no pains should be spared in understanding the problems which arise in different contexts.

There is a very great dearth of statistical information regarding the spread of education among the tribal people. It is necessary to collect this data, and we welcome the introduction of the new forms designed for this purpose by the Ministry of Education. In addition, it is necessary to carry out special investigations regarding important aspects of the spread of education amongst the tribals and their effect. A continuous programme of research and evaluation has to be developed for this purpose. Although the tribal research institutes have a special role to play in this, it would be desirable to involve the universities also. We recommend that the UGC should set aside a fund for such research to be conducted through selected universities and special institutions.

The education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.

ADULT EDUCATION

Introduction to Adult Education

Democracy without education is meaningless. It is education and not freedom that makes a nation great but the situation as prevailing in our country in this respect is not only distressing but disgraceful. "A state may pass a law, making education compulsory but unless people accept such laws, no state can enforce them by military or police measures."

"No nation can leave its security only to the police and the army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measure."—*Kothari Commission*.

So Adult education is thus the foundation on which alone free India can build up a welfare state which will recognize the claim of both individual freedom and social security.

Meaning of Adult Education

"It is the education of grown up men and women who are more than 18 years old. Education for adults mainly those who could not get any formal education in the early days of their lives".

According to *Bryson* "Adult education includes all activities with an educational purpose, carried on by people, in the ordinary business of life, who use only part of their energy to acquire intellectual equipment".

According to *Ernert Baker* "Adult education is a course to be taken up concurrently with work and the earning of living". It is to be given on part time basis.

Purposes of Adult Education

Because of ever changing social condition the scope of education is also widening. Now it is not confined to literacy only but it has become a life long process.

Kothari Commission stated "Adult education is to provide every adult citizen with an opportunity for the education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life".

The purpose of adult education are as follows:

(i) **Individuals point of view:** From individual's point of view the purpose of adult education are :

- (a) **Remedial:** Adult education provides education to those adults who could not receive education because of certain reasons. It provides opportunity to such adults to make up their deficiency in this respect.
- (b) **Development of physical health:** Adult education aims at educating the adult in the fundamental principles of health for prevention of diseases.
- (c) **Vocational development:** Adult education aims at improving vocational efficiency of the individual by providing him training in his respective vocation.
- (d) **Development of social skills:** Adult education aims at training the adult for social living to teach them the sense of rights and duties & live in harmony with their colleagues.
- (e) **Self development:** Adult education aims at training creative faculties of the adult for their self-development.
- (f) **Recreational aim:** Adult education aim at training the adults for the best use of leisure with proper recreation.

(ii) **Social point of view:** From the social point of view the aims of adult education should be as under,

- (a) **Promotion of social cohesion:** It means to promote unity in diversity. Adult education aims at creating a common culture where social cohesion can be brought at functional & emotional level. With the help of Adult education, individualism and solitude that exists among different groups can be reduced.
- (b) **Conservation and Improvement of national resources:** Adult education aims at conservation & improvement of natural resources by creating new awakening among the adults.
- (c) **Building Co-operative groups:** Aims at building co-operative groups for healthy co-ordination and cohesion between individual happiness and social progress.
- (d) **Inculcation of social ideology:** Aims of inculcation of social ideology in adults to prepare them to subordinate their private welfare to national welfare. So adult education aims at the improvement of the life of people socially economically and also it conveys the idea for self help.

Principles of Adult Education

Whatever mixture of reasons may motivate someone to pursue education and training, effective programs must be directed at adults in a manner that will be useful to their needs and interests. If they are disappointed, they will stop attending. Effective adult education programs:

- Are based on the needs of the participants and make use of their different experiences,
- Seek the participation of individual adults, groups and communities in decision-making at all levels of the learning process; including determination of needs, curriculum development, program implementation and evaluation,
- Use course activities that are practical and problem centered,
- Engage participants in the learning process through an interactive approach,
 - Incorporate learners' goals in the activities,
 - Use discussion and group activities to help create a supportive educational environment,
 - Demonstrate practical applications of the skills and knowledge gained,
 - Use logic and sequence of class activities should reinforce lessons learned,
- Demonstrate how the material and concepts learned fit together as a package,
 - Allow for self-appraisal opportunities, use of skills learned, and evaluation/feedback to the instructor.

Examples of Adult Education programs:

- Adult basic education,
- Literacy programs,
- Adult secondary education (including high school credit courses, and vocational training for entry-level employment),
- Life-coping skills,
- Parenting skills,
- Citizenship training for immigrants,
- English as a second language,
- Job-seeking skills,
- Classes for public assistance recipients to prepare them for employment.

Need and Importance of Adult Education

The need and Importance of Adult Education are as follows:

- (i) A new hope for the illiterate: Adult education brings a new hope for the illiterate masses who failed to get education during their school years. Though a well-defined programme of adult education, the illiterate adults can hope to take part in the day to day activities of their country.
- (ii) Adult education is needed to wider intellectual horizon of partially illiterate adults.
- (iii) Adult education is needed to broaden the political horizon of the adults i.e. value of vote.
- (iv) Adult education is needed to complete India's political awakening.
- (v) Adult education is needed to set the cultural tone of the community.
- (vi) Adult education is needed to make adult life a happy and joyous living.
- (vii) Adult education is needed to satisfy the recreational needs of rural adults.
- (viii) Adults education is needed to train the adult in co-operative living.
- (ix) A powerful auxiliary to compulsory primary education.
- (x) Continuing education—Education does not end with schooling. It is a life long process.

Problems of Adult Education and it's Solutions

Numerous problems in the way of adult education act as obstacles and hinders the progress of adult education. The problems of adult education and it's solutions are as follows:

- (i) **Non co-operation of adults:** In the rural areas, especially in several backward regions, there is severe orthodoxy among the adults, and they refuse to co-operate with teachers.

Solution: To solve this problem, the help of Panchayat of Municipal Committee should be taken.

- (ii) **Problem of adult education workers:** For a successful programme of adult education it is necessary to get a honest & devoted teachers with missionary goal. The difficulty is that we do not have such workers.

Solution: the economic status of adult education workers should be considerably raised.

- (iii) **Problem of attendance:** The attendance of adults in adult education is generally very poor. They do not come regularly.
Solution: To make the programme so interesting and inspiring that adults feel great pleasure in attending.
- (iv) **Problem of vocational training:** Teachers working in the field of adult education are hardly competent to teach about vocation of adults.
Solution: The experts should frequently invited to give lectures and practical demonstrations to adults.
- (v) **Problem of Equipment:** The centres for adult education are not property equipped. The books copies & other material not available.
- (vi) **Problem of social backwardness:** Differences of caste and creed give rise to numerous problems in this regard. Many people do not like to sit by the side of scheduled caste or backward class people.
- (vii) **Problems of suitable literature:** Adults need easy and interesting literature for self-study after they picked up reading and writing.
- (viii) **Problem of Finance:** Lack of funds available for adults education is a great handicap in the way of its promotion.

Organisation of Adult Education

It has to be organized in sound likes to so that all the adults in the country may get benefit from it.

- (i) **Village level:** Youth clubs and Mahila Mandals are organized for this purpose. In village panchayats, secretary of co-operative society if any, primary school teachers should combine their efforts.
- (ii) **Block level:** There should be 2 full time officers at the block level 1—one man & one women.
- (iii) **District level:** Every district should have a district adult education officer whose main job would be to supervise the work of all adult education officers both male & female.
- (iv) **State level:** There should be an officer of the rank of a joint or Deputy director at the state level to look after the administration of all aspects of adult education.
- (v) **Central level:** Ministry of education is in-charge of all the programmes of adult education. So all these programmes are directly implemented by it either through central scheme of through the state education department.

Methods of Teaching for Adults

According to **Munro**, the chief methods of teaching for the adults are—

- (i) **Learner—Dominated Methods:** In these methods the learner dominates. He initiates and mostly depends upon himself. These are following three subgroups within these methods.
- (a) **Trial & Error Method:** Here experience dominates along with drill and practice. The learner concentrates his efforts by repeating an activity a number of times and thus acquires skill.
- (b) **Individual investigation method:** Here the process involves thinking out a thing or learning by insight, supplemented by use of library, use of laboratory, Questionnaire, survey and field trips.
- (c) **Project method:** It combines the essentials of first two methods.
- (ii) **Teacher—Dominated Methods:** Here the teacher is more active and dominates the learning process. It includes—
- (a) **Lecture Method**
- (b) **Counseling**
- (c) **Case work:** Here the teacher goes into the history of an individuals case and teaches him the way to lead a happy and satisfying life.
- (d) **Demonstration:** This is of two types.
 Method demonstration—pupils are shown how to do a thing. e.g. Washing a baby's sore eyes.
 Result demonstration—adults are shown the start and end of an demonstration. e.g. use of menure lends itself only to the result demonstration.
- (iii) **Co-operative Methods :**
- (a) **Apprenticeship:** a student learns through working in close co-operative with his teacher.
- (b) **Group discussion**

CONTINUING EDUCATION

Continuing education (similar to further education in the United Kingdom and Ireland) is an all-encompassing term within a broad spectrum of post-secondary learning activities and programs. The term is used mainly in the United States and parts of Canada. Recognized forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, workforce training, formal personal enrichment courses (both on-campus and online) self-directed learning (such as through Internet interest groups, clubs or personal research activities) and experiential learning as applied to problem solving.

General

General continuing education is similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age. However, it is not normally considered to include basic instruction such as literacy, English language skills, or programs such as vocational training or GED preparation. Instead, as the term suggests, it is assumed that the student already has a college education and is simply continuing it.

Frequently, in the United States, continuing education involves enrollment in college/university credit-granting courses, often by students enrolled part-time, and often offered through a division or school of continuing education of a college/university known sometimes as the university extension or extension school. Also frequently in the US, it can mean enrollment in non-credit-granting courses, often taken for personal, non-vocational enrichment (although many non-credit courses can also have a vocational function). Also, in the US, many such non-credit courses are offered by community colleges.

The University of Wisconsin-Madison, in 1907, was the first academic institution in the US to offer what today would be considered an identifiable continuing education program. The New School for Social Research, founded in 1919, was initially devoted to adult education. In 1969, Empire State College, a unit of the State University of New York, was the first institution in the US to exclusively focus on providing higher education to adult learners. In 1976 the University of Florida created its own Division of Continuing Education and most courses were offered on evenings or weekends to accommodate the schedules of working students.

In the spring of 2009, Eduventures, a higher education consulting firm, released the results of a study that illustrated that the recession had made a significant impact on the views of prospective continuing education students. A survey of 1,500 adults who planned to enroll in a course or program within the next two years determined that while nearly half of respondents believed that the value of education had risen due to the recession, over two-thirds said the state of the economy had affected their plans to pursue continuing education.

For professionals

Within the domain of Continuing Education, professional continuing education is a specific learning activity generally characterized by the issuance of a certificate or continuing education units (CEU) for the purpose of documenting attendance at a designated seminar or course of instruction. Licensing bodies in a number of fields (such as teaching) impose continuing education requirements on members who hold licenses to practice within a particular profession. These requirements are intended to encourage professionals to expand their foundations of knowledge and stay up-to-date on new developments. Depending on the field, these requirements may be satisfied through college or university coursework, extension courses or conferences and seminars attendance. Although individual professions may have different standards, the most widely accepted standard, developed by the International Association for Continuing Education & Training, is that ten contact hours equals one Continuing Education Unit.

Method and Format

The method of delivery of continuing education can include traditional types of classroom lectures and laboratories. However, many continuing education programs make heavy use of distance learning, which not only includes independent study, but can also include videotaped/CD-ROM material, broadcast programming or Online Education which has more recently dominated the distance learning community. These courses offer adult learners the option of having in-classroom and online learning. Online courses have brought the possibility of obtaining an affordable college education to many of those of to whom it was previously out of reach.

In addition to independent study, the use of conference-type group study, which can include study networks (which can, in many instances, meet together online) as well as different types of

seminars/workshops, can be used to facilitate learning. A combination of traditional, distance, and conference-type study, or two of these three methods, may be used for a particular continuing education course or program.

Wisconsin Model of Community Education

A philosophical base for developing Community Education programs is provided through the five components of the Wisconsin Model of Community Education. The model provides a process framework for local school districts to implement or strengthen community education. A set of Community Education Principles was developed by Larry Horyna and Larry Decker for the National Coalition for Community Education in 1991. These include:

Self-determination: Local people are in the best position to identify community needs and wants. Parents, as children's first and most important teachers, have both a right and a responsibility to be involved in their children's education.

Self-help: People are best served when their capacity to help themselves is encouraged and enhanced. When people assume ever-increasing responsibility for their own well being, they acquire independence rather than dependence.

Leadership Development: The identification, development, and use of the leadership capacities of local citizens are prerequisites for ongoing self-help and community improvement efforts.

Localization: Services, programs, events, and other community involvement opportunities that are brought closest to where people live have the greatest potential for a high level of public participation. Whenever possible, these activities should be decentralized to locations of easy public access.

Integrated Delivery of Services: Organizations and agencies that operate for the public good can use their limited resources, meet their own goals, and better serve the public by establishing close working relationships with other organizations and agencies with related purposes.

Maximum Use of Resources: The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.

Inclusiveness: The segregation or isolation of people by age, income, sex, race, ethnicity, religion, or other factors inhibits the full development of the community. Community programs,

activities, and services, should involve the broadest possible cross section of community residents.

Responsiveness: Public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents.

Lifelong Learning: Learning begins at our birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings.

Lifelong Learning

'Lifelong learning' (Colloquialism) is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, rather than competitiveness and employability.

The concept Lifelong Learning was introduced in Denmark as early as in 1971 (see Bologna Process).

Evolved from the term "life-long learners" created by Leslie Watkins and used by Professor Clint Taylor (CSULA) and Superintendent for the Temple City Unified School District's mission statement in 1993, the term recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations. Allen Tough (1979), Canadian educator and researcher, asserts that almost 70% of learning projects are self-planned.

During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace). Instead, learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us. It can take the form of formal learning or informal learning, or self-directed learning.

Learning Economy

Lifelong learning is being recognized by traditional colleges and universities as valid in addition to degree attainment. Some learning is accomplished in segments or interest categories and can still be valuable to the individual and community. The economic impact of educational institutions at all levels will continue to be significant

into the future as formal courses of study continue and interest-based subjects are pursued. The institutions produce educated citizens who buy goods and services in the community and the education facilities and personnel generate economic activity during the operations and institutional activities. Similar to health facilities, educational institutions are among the top employers in many cities and towns of the world. Whether brick-and-mortar institutions or on-line schools, there is a great economic impact worldwide from learning, including lifelong learning, for all age groups. The lifelong learners, including persons with academic or professional credentials, tend to find higher-paying occupations, leaving monetary, cultural, and entrepreneurial impressions on communities, according to educator Cassandra B. Whyte.

Lifelong Learning Contexts

Although the term is widely used in a variety of contexts its meaning is often unclear. A learning approach that can be used to define lifelong learning is heutagogy.

There are several established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

- Home schooling involves learning to learn or the development of informal learning patterns.
- Waldorf education which teaches children to love learning for its own sake.
- Adult education or the acquisition of formal qualifications or work and leisure skills later in life.
- Continuing education which often describes extension or not-for-credit courses offered by higher education institutions.
- Knowledge work which includes professional development and on-the-job training.
- Personal learning environments or self-directed learning using a range of sources and tools including online applications.
- E-learning is available at most colleges and universities or to individuals learning independently. There are even online courses being offered for free by many institutions.

One new (2008 and beyond) expression of lifelong learning is the Massive Open Online Course (a MOOC), in which a teacher or team offers a syllabus and some direction for the participation of hundreds, sometimes thousands, of learners. Most MOOCs do not offer typical "credit" for courses taken, which is why they are interesting and useful examples of lifelong learning.

Lifelong Learning and Emerging Technologies

Lifelong learning is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective". It is often considered learning that occurs after the formal education years of childhood (where learning is instructor driven - pedagogical) and into adulthood (where the learning is individually driven - andragogical). It is sought out naturally through life experiences as the learner seeks to gain knowledge for professional or personal reasons. The concept of lifelong learning has become of vital importance with the emergence of new technologies that change how we receive and gather information, collaborate with others, and communicate.

Assistive Technology

As technology rapidly changes individuals must adapt and learn to meet everyday demands. However, through the life course an individual's functional capacities may also change. Assistive Technology are also important considerations under the umbrella of emerging technology and lifelong learning. Access to informal and formal learning opportunities for individuals with disabilities may be dependent upon low and high tech assistive technology.

Workplace Learning

The professions in particular are recognizing the importance of developing practitioners to be lifelong learners. Nowadays, formal training is only a beginning; knowledge is accumulating at such a fast rate that one must continue to learn to be effective (Williams, 2001). Indeed, most professions mandate that their members continue learning in order to maintain their license to practice. (Merriam, Caffarella, & Baumgartner, 2007). Having said this, what are the characteristics or skills that a lifelong learner will need to develop. Reflective learning and critical thinking can help a learner to become more self-reliant through learning how to learn, thus making them better able to direct, manage, and control their own learning process (Candy, 1990). Sipe (1995) studied experimentally "open" teachers and found that they valued self-directed learning, collaboration, reflection, and challenge; risk taking in their learning was seen as an opportunity, not a threat. Dunlap and Grabinger (2003) make the case that in order to prepare students in higher education to be lifelong learners, we must develop their capacity for self-direction, metacognition awareness, and a disposition toward learning (Merriam, Caffarella, & Baumgartner, 2007).

Metacognition

Literally 'thinking about the process of knowing or simply thinking about thinking,' metacognition refers to "higher order thinking which involves active control over the cognitive processes engaged in learning." More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of (a) one's thinking and learning and (b) oneself as a thinker and learner.

Metacognition Involves

Knowledge: awareness of your own thought processes and learning styles, and knowledge of the strategies that might be used for different learning tasks.

Control or self-regulation: keeping track of your thinking processes, regulating and evaluating them.

While the study of metacognition originally gave educational psychologists insights into what differentiated successful students from their less successful peers, it is increasingly being used to inform teaching that aims to make students more aware of their learning processes, and show them how to regulate those processes for more effective learning throughout their lives.

Educators can employ Cognitive Strategy Instruction (CSI) as a means to help learners develop their metacognition. Again, learners who are better equipped to create learning strategies for themselves will have more success in achieving their cognitive goals.

As lifelong learning is "lifelong, life wide, voluntary, and self-motivated" learning to learn, that is, learning how to recognize learning strategies, and monitor and evaluate learning, is a pre-condition for lifelong learning. Metacognition is an essential first step in developing lifelong learning.

In Practice

In India and elsewhere, the "University of the Third Age" (U3A) provides an example of the almost spontaneous emergence of autonomous learning groups accessing the expertise of their own members in the pursuit of knowledge and shared experience. No prior qualifications and no subsequent certificates feature in this approach to learning for its own sake and, as participants testify, engagement in this type of learning in later life can indeed 'prolong active life'.

DISTANCE EDUCATION

Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity?
By Mahatma Gandhi

After food, it is education that has posed as the second greatest challenge for human community. It is a sector where the governments of the world countries have pumped-in more funds but unfortunately education hasn't reached the grass root level of the human community, even now. The consequences has been disastrous. On one hand we have some of the most outstanding men in the fields such as literature, software technology, engineering, management, medical, biotechnology... on the other we also have substantial inhabit; some of the most illiterates in the globe today. What a striking contrast! But there is no point in shying away from the stark reality.

How can the problem of illiteracy be overcome? There are many who wish to join in the mainstream of Distance Education. The fire to study and educate oneself is no doubt a healthy indication but that often got drained due to the lack of proper facilities. It was a stumbling block that was removed with the emergence of distance education.

Distance education has really opened a new window of opportunities for those who desire for further studies. In a way it has helped numerous professionals, dropouts (school & college), housewives, etc to accomplish their unfinished dreams. It has immense relevance, particularly in a country like India, where pursuing education is a pricey affair. The whole purpose of providing Distance education is to provide cost-effective, quality education to large sections of our population including those living in remote and far flung areas.

Even we at National Network of Education (NNE) are already in the mainstream of disseminating the education information to all users free of cost. We receive scores of career queries everyday, which again is a shining testimony of the great curiosity among the discerning users to know about the various options that education has to offer.

Distance education is becoming increasingly popular as economic forces encourage, and new technologies facilitate, its spread. What advantages does it offer, and what should course providers consider before embarking on new ventures ?

Meaning of Distance Education

Distance education is oftentimes referred to as "Distance Learning" as well, and is simply defined as "a field of education focusing on the andragogy and pedagogy, instructional systems, and technology which endeavor to deliver an education to students who are not physically in a classroom or campus setting." In its simplest terms, it means earning a degree online.

Distance education is a concept that covers the learning-teaching activities in the cog-nitive and/or psycho-motor and affective domains of an indi-vidual learner and a supporting organi-zation. It is character-ized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments. (Holmberg, 1989 p. 168)

Typically, distance education is defined by Moore and Kearsley(1996) as "the planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organization and administrative agreements".

Distance learning is an education environment in which the student is separated from the teacher, and it's a kind of learning that's becoming more common with each passing day.

Distance learning courses are courses taught to students who are separated, in part or in all of the course, by time and/or space from the instructor and the campus from which the course originates. Modes of delivery for these classes include: web-based/ Internet, videotape, -correspondence, video-conferencing, telecourses, CD-ROM, intensives, or combinations of these.

Distance Education is instructional delivery that does not constrain the student to be physically present in the same location as the instructor. Historically, Distance Education meant correspondence study. Today, audio, video, and computer technologies are more common delivery modes.

The term Distance Learning is often interchanged with Distance Education. However, this is inaccurate since institutions/instructors control educational delivery while the student is responsible for learning. In other words, Distance Learning is the result of Distance Education. Another term that has experienced some recent

popularity is Distributed Education. This term may represent the trend to utilize a mix of delivery modes for optimal instruction and learning.

Objectives of Distance Education

Teachers in a traditional school classroom support the realization of its kind in that they can observe the behavior of their students. Eye contact is an essential element for imparting knowledge. A quick glance lets them know who is paying attention and taking notes, who is preparing to ask a question or comment. It also allows them to detect a student who is bored and tired, as it is equally clear. Good teachers are attentive to the manifestations of their students' behavior and modify the alternate class activities according to the circumstances they detect.

In contrast, the distance teacher has little or no eye contact with students. In addition to the few contacts that are distorted or are somehow affected by the barriers imposed by technology. It is more difficult to maintain a stimulating teacher-student discussion when you are not seeing the faces or when to expect the arrival of the sound between the two remote sites.

However, many teachers who use it have the idea that the opportunities offered by distance education outweigh the obstacles to the use of technology. In fact, many instructors agree that the distance that requires preparation courses to help improve their performance as teachers. The objectives of distance education are as follows:

- (i) To reach a wider audience of students.
- (ii) Meet the needs of students who cannot attend regular classes at universities due to limited work, time or space.
- (iii) Engage in class participation of experts from other areas that are located anywhere and that would not otherwise be accessible to students.
- (iv) Gather students of different cultural, economic, social and with varied work experiences and knowledge.
- (v) Make education and training accessible to students in remote areas.
- (vi) Allowing can continue their studies without having to stop working and getting paid.
- (vii) Ensure that students can get expert advice from highly skilled teachers.

From a strictly educational standpoint, not managerial or administrative, that is, from the perspective of the creation, production, dissemination and critical evaluation of knowledge, technology can be applied in four basic ways which are :

- (a) How to help education?
- (b) How direct support learning?
- (c) "As an analytical tool for thinking systemically education?"
- (d) How research helps to intellectual, scientific or artistic creation?

We do not doubt the enormous positive impact which the use of various telecommunications technologies in educational processes. Benefits are reported in economy of time in more individualized to the specific needs of each user, to facilitate content learning through greater connection audiovisual sensory and sequential themes, subjects studied, to shorten geographical distances, to communicate quickly to multiple people simultaneously, in rapid dissemination of findings, research and knowledge on student interaction with the learning experience and I can go on citing many advantages for the educational process appropriate use of technologies. It is a way of encouraging active student participation in learning.

Advantages of Distance Education

Distance Education is largely gaining popularity simply because it allows people, who cannot enroll for a class in a college or university, to take up a course. Working people highly benefit from such courses, as they can brush up on new skills to enhance their career further, without compromising on their full-time job. Whether you want to look for a big change after getting tired of working at the same old traditional job or you are passionate about studying but cannot do so due to several household responsibilities at your shoulders, Distance Education is at your help. Though there are several other benefits of Distance Education courses, some factors can negatively affect the success rate of such courses. Thus, it is best to first analyze the programs that interest you the most considering that they fit into your life, job, and career needs, before you opt for undertaking them through Distance Education.

Encompassing technologies and supporting the pursuit of lifelong learning for all age-groups, Distance Education has become a growing trend for a large number of students who seek higher education. It gives you the opportunity to further your education in

any phase of your life but like any other methods of teaching, Distance Education too has some advantages and disadvantages.

- (i) **Flexibility:** One of the primary advantages of distance education is the high flexibility that it provides to students. People, who find it difficult to attend a traditional institution, such as stay-at-home moms, people working full-time or members of the military, are highly benefited through Distance Education. There are several educational programs that allow such people to continue their work along with their education, easily-fitting in both into their schedule.
- (ii) **Cost:** Most of the courses turn out to be cheaper through Distance Education as opposed to attending a traditional college. You can study in the comfort of your room without paying unnecessary costs for classrooms, boards and transportation. Apparently, the cost of studying a course at a university is three to four times more than the tuition fee for Distance Education programs.
- (iii) **Convenience:** You do not have to rely on any college's or university's schedule or pattern to take up a course of your choice. All you need to do is enroll yourself into the course whenever you need it. In other words, distance education is as simple as connecting internet to a computer system.
- (iv) **No Travel Expenses:** You do not have to pay any traveling expenses to attend classes at the college or university. Your college is right there at home. Even for books, you can either issue them from any public library or best, you can download your course from the internet. This, furthermore, saves your travel time and helps you utilize time in a better manner.
- (v) **Pursue the education of your choice:** The most important benefit of Distance Education is that one can pursue his choice of education during any time of his/her life. There is no restriction regarding city, country or college. One can live and study from anywhere while opting for Distance Education programs. What needed is the most is accessibility to a computer and a good speed internet connection.
- (vi) **Money saving as no commuting:** Since in Distance Education program, one does not need to regularly attend classes at college campus, it thus saves time in commuting. It further saves money one spends in travelling.

- (vii) **Take classes at your convenience :** In Distance Education, one does not have to attend lecture at any specific time and place, so students can complete their classes at their own time and convenience. Reviewing the assignments and homework can also be done from home during off-hours.
- (viii) **Gain extra knowledge :** Another big advantage is that extra knowledge of computer and Internet skills that one gains in the process of Distance Education experience can also be transferred to other facets of life.
- (ix) **Accessibility :** There are people who while taking traditional classes encounter physical accessibility problem due to limited mobility issues. With online classes in Distance Education programs, one need not to worry about gaining access to a classroom or sitting on uncomfortable seats. Instead what can be done is use own comfortable furniture in the home. Thus an ambition to further education can be fulfilled while enjoying free movement at home. And for slow and quick learners, it gives option of self-paced learning. This in way reduces stress and increases learners' overall satisfaction.
- (x) **Sharing Resources :** Distance education enables the institutional resources of a school or institution will be used to teach students from other schools or institutions
- (xi) **Greater access to students :** Through distance education, students have access to instruction in more than one location, instead of only the local instruction. This makes learning more accessible for many students.
- (xii) **Improving the quality of education :** Distance education should be considered as a future goal of the organizations and institutions, as well as how to take advantage of any special characteristics of a remote location.

Disadvantages of Distance Education

Considering the above mention advantages of Distance Education, it becomes a little doubtful if this mode of learning has any disadvantage or not. But frankly speaking, there are a few drawbacks also.

- (i) **No Face-To-Face Interaction:** If you are one of the students who prefer interacting with teachers and seeking their attention, then Distance Education is probably not your take. This is one of the major disadvantages of Distance

Education, as you cannot interact with teachers as well as with other fellow students. While interactions enhance critical thinking and problem-solving skills, distance education largely lacks this advantage. Though many Distance Education sites have developed online forums or chat rooms, this is only a partial substitute, which cannot be compared with college classrooms.

- (ii) **Lack of Motivation:** If you come across students who have studied through Distance Education, you will find they often complain of staying motivated, without attending a class every day. Since most Distance Education courses are self-paced, it becomes tremendously difficult to stay motivated, allowing one to easily lose inspiration and procrastination to study further. Hence, dropout rates for Distance Education are exceptionally high.
- (iii) **Less Support:** Students are required to find their own resources for completing their assignments and projects. This serves as another significant disadvantage of distance education as very little support is provided by such a medium in terms of providing study material and extra information. One has to surf through the internet or look out for the requisite information in books. While this can be really empowering for one student, another student may find this task very daunting.
- (iv) **No Campus Atmosphere:** Nothing can be compared to the beauty of the college campus and the college spirit. All these experiences of a traditional college are excluded from distance education courses.
- (v) **Complex technology and its availability:** It is true that distance education provides opportunities to learn new things and technologies but they are quite complex also. And it comes as challenge for many people who are afraid of technology. A computer with uninterrupted internet facility is a must for Distance Education. Further, it requires careful planning and huge costs to arrange for equipment and facilities like live video communications which is very important in this form of education.
- (vi) **Hidden costs:** Then some hidden costs cannot be avoided. For example, if a student resides or works in a remote area where regular supply of things is impossible then the study

material needs to be mailed in advance. This no doubt incurs extra shipping charges and other handling costs.

Hence comes another point which may bring discomfort to many. In Distance Education, student and instructor sometimes require to plan much in advance to get the desired result.

- (vii) **No immediate feedback:** Distance Education is unlike a traditional classroom. So one does not get immediate feedback, rather students have to wait until their instructor review the work and send them comments.
- (viii) **Doubt in getting acknowledgement by the employers:** Some employers do not acknowledge the Distance Education courses. So before one joins a course, he/she must ensure the supposed employer's perspective about that online course.
- (ix) **Limited courses available online:** There are many necessary courses which are not offered online. Therefore, if pursuing a specific certificate or degree program, one must ensure in advance if the course is available online. For example, subject like nursing cannot be done online as it requires classroom attendance.
- (x) **No interaction with other students:** While pursuing Distance Education, one has to study alone and thus becomes socially isolated as there is no interaction with other classmates. It also does not give any chance to work on oral communication skills or have interaction with professors. However, with change and advancement in technologies like chats, e-mails, conferencing and bulletin boards, this problem is lessening gradually.

Key Elements of Distance Education

At first we define education as a process and as such has elements that play roles in the process. We discuss the key elements of distance education process and the changes they have experienced their roles for the effects of technology.

- (i) **Students:** Regardless of the context in which to develop education, the role of students is learning. This is a daunting task that usually in most cases requires motivation, planning and the ability to analyze and apply knowledge they learn. When distance education is to have a special burden that are separated from their companions, and they have near them

who share their interests and knowledge. Furthermore, with the new technologies are now able to interact with peers who may live in very different to his, and enrich their learning experiences with others, and the experience of their teachers.

- (ii) **Educators:** The effectiveness of any distance education process rests firmly on the shoulders of educators and teachers. In a traditional classroom, the teacher's responsibilities also include determining the specific content of the course, understand and address the particular needs of students. In distance education teachers must also:
 - (a) Develop an understanding and knowledge of the characteristics and needs of distance learners with little or no personal contact.
 - (b) Adapt teaching styles taking into consideration the needs and expectations of a wide and diverse audience.
 - (c) Knowing how to operate educational technology while keeping their attention on their roles as educators.
 - (d) Operate effectively as a facilitator and as a content provider.
- (iii) **Consultants:** It's a new character in distance education that is used in remote sites to support the teacher or principal instructor, providing advice and support to students and being a bridge between students and lead teacher. Carry out functions such as installation of equipment and software meet the jobs and tasks, and use tests are the eyes and ears of the teacher in distant sites.
- (iv) **Support Staff:** They are responsible for the numerous technical details and communication required in a distance education process function effectively. Usually responsible for the registration of students, duplication and distribution of materials, shipment of textbooks, control and distribution of correspondence between students and teachers, scheduling courses, checking grades, following the development of courses. On the technical side of educational technology, are responsible for the installation and operation of communication networks, installation or development of software required for the process of distance education, technical assistance with questions from students or correcting faults and communication problems, or performance.

(v) **Administrators:** Administrators are directly related to the planning and implementation of distance education programs. Once in operation the programs achieve coordination among support personnel, technical, academic to ensure there are material resources, technological and human resources to achieve the objectives of the institution. Maintain the academic focus of distance education programs.

Media of Distance Education

Currently using a variety of electronic means to send or receive support materials for distance education. Each institution determines the most appropriate media, in which it has at its disposal and its students well, and with them makes the combinations that best suit their capabilities. The media can be classified into four broad categories:

- (i) **Voice:** The educational tools related to the voice can be divided into passive and interactive. Among the former are the telephone, audio conferencing, voice mail and shortwave radio. The technological tools are passive voice audio recorders. Interactive technologies allow simultaneous communication in both directions, send and receive, while in the passive the student only receives the message and cannot answer it at that time.
- (ii) **Video:** Inside find the video images, such as computer presentations (slide shows, Power Point, etc.) Filmed moving images (movies, videos, digitized film, etc.). And moving images transmitted in time real. These can be in one direction, such as those sent via satellite or commercial television or may be through computers in desktop video conferencing or interactive video conferencing.
- (iii) **Data:** Applies to the information sent and received through computers. In this category are four broad categories :
 - (a) Computer Aided Education (Computer-assisted instruction (CAI))
 - (b) Administered by Computer Education (Computer-managed instruction (CMI))
 - (c) Education for Computer Multimedia through. (Computer-Based Multimedia (CBM))
 - (d) Education through Computers. (Computer-mediated education (CME))

(iv) **Materials:** This was the basic form of distance education programs, from the current systems evolved. It includes textbooks, study guides, workbooks, curricula, case studies, etc.. Currently one of the forms printed have been displaced by data sent via computer and made available to students via the Internet, where it is common to find programs of classes, lectures, study guides and some materials more. The student can now consult the Internet, forward them to your computer or print if desired.

Factors to Improve the Effectiveness of Distance Teaching-Learning

Good educational practice is essentially the same distance to the traditional good educational practice and the factors that influence education are generally universal in different environments. Since the technology using distance education requires more planning and preparation, teachers who teach distance should consider the following factors to improve its effectiveness:

- (i) It requires extensive planning and evaluation of equipment and training courses. The distance students appreciate teachers who are well prepared course and being organized.
- (ii) Students perform better when the program and class materials are well presented. The use of images and graphics and interactivity contributes to the understanding by students of the course. However, the use of visual aids should be considered in terms of the environment in which they taught the class and possible characteristics of students.
- (iii) Teachers need to be trained in the use of equipment and techniques suitable for distance education. Students learn best when the teacher dominates the hardware and software used for distance education.

Many distance students need advice and support to perform most of the learning experience. The support they can get from the combination of interaction with the teacher or other students through discussion forums and tools that will provide the teacher.
- (iv) Students appreciate timely feedback on course content, examinations or assessments and projects or works to be performed.

- (v) Students will gain great benefits from learning to participate in small learning groups. These groups provide support and encouragement as well as feedback on course work and tasks. The groups also provide them with the assurance that if they need help, where will get it.
- (vi) Students generally stay more motivated if they are in contact with the teacher or counselor. The formal contact within the course design can be used as a motivational tool.
- (vii) The use of local facilitators who are responsible for developing a friendly environment for working with students and those familiar with the team and the course content, increase student satisfaction with the course.
For teachers, participating in distance education programs requires the improvement of skills they already have, rather than the development of new skills, so they must put attention to the following aspects.
- (viii) Evaluate the content really can be included and addressed effectively in any course. Given the logistics that distance education requires, submit the same content at a distance usually requires more time to present it in a classroom.
- (ix) Note that students who participate in your course will probably have different learning styles. Some team will facilitate learning, while others will be excellent independent work.
- (x) Diversify and schedule the course activities and avoid long readings. Interleave content presentations with discussions and exercises for students. Keep in mind the medium or combination of them, which will run the course and discover all the advantages we offer.
- (xi) Humanize the course keeping the focus on student learning and not the medium of transmission or technology.
- (xii) Consider using some components of printed material to supplement non-print materials.
- (xiii) Use examples and case studies of local students as possible and support their students to understand and apply its knowledge environment of the course. Remember that the circumstances and environments in which students will be located are varied.

- (xiv) Impulse their students to share experiences with peers and with the group. You can learn much more by sharing the experiences of all, in orderly fashion. Ask them to explain how things in their environment and how they apply the knowledge they are acquiring.
- (xv) Be concise. Use short statements and comprehensive. Ask things directly. Always remember that the distances make communication slower and that students need more time to respond.
- (xvi) Develop strategies to strengthen students for review, repetition and remediation. For this, the phone counseling, email or audio conference can be very useful.
- (xvii) Stay relaxed. Students need to familiarize participants with the new form of distance education in which they are participating. After the initial period the rate of progress in improving learning.

If the teacher uses appropriate strategies for interaction and feedback can identify and meet the individual needs of their students, while establishing adequate mechanisms to enable it to constantly improve the course. To improve interaction and feedback, keep the following:

- (i) Use questions that students can study before classes to promote critical thinking and well-informed participation of students. Use the time on his side and avoid the improvisations of the students. Let them investigate and substantiate their shares.
- (ii) Since the beginning of the courses ask students to make contact with you and each other through e-mail to feel accustomed to the process. Maintain electronic communication forums can be a very effective tool.
- (iii) Establish and respect for their office hours at that distance learners can locate him by telephone, audio conferencing or desktop videoconferencing. Use the evening or night if the majority of students work during the day.
- (iv) Keep a variety of forms of interaction and feedback. The easier it is for different types of students select one in which they feel most comfortable. Consider also the personal visits whenever possible.
- (v) Communicate with all sites or all students, if possible every week, especially early in the course.

Determine students not participating in the first session and establish communication with them.

- (vi) Keep forms of communication available to discuss matters related to the content, relevance, the course syllabus, shipping materials, work in teams and form of instruction.
- (vii) Have students keep a journal about their experiences and thoughts on the process and ideas about course content. Ask them to send their units frequently.
- (viii) Use local facilitators to stimulate interaction when their students are hesitant to ask questions or participate.
- (ix) Ensure that all students have equal opportunities to participate. Diplomatically but firmly discourage students' attempts to monopolize or sites wishing to participate in class time.
- (x) Make detailed comments on the work or opinions received, refer them to additional sources of information where they can enrich their learning. Answer promptly by the most effective and expeditious disposal.

Distance Education in Indian Scenario

No wonder, Indian universities top the charts on the number of Distance Education courses at both undergraduate and post graduate levels. Most universities in India now have Distance Education programs offering a wide variety of courses. The Indian government while realizing the need for distance education opened the prestigious Indira Gandhi National Open University (IGNOU) in 1985, which offers students degrees widely accepted in the job market as any other recognized Distance Education course.

Since distance is no longer an impediment to pursue a course and complete them as most universities have study and examination centers in many cities, the interest in Distance Education is growing very rapidly in India and is expected to double up in the next decade. This Directory on Distance Education will serve the purpose of making it easy for students to choose courses in Distance Education along with full details on Universities offering them.

For instance a mere fifteen years since its inception IGNOU has carved a niche for itself among the premier educational institutions in the country. The University has been a pioneer in Distance Education and the recipient of the Centre of Excellence in Distance Education award conferred by the Commonwealth of Learning in 1993.

IGNOU, New Delhi is a premier open university in India that has more 7,50,000 students with extremely varied profiles, spread throughout the length and breadth of the country. The University has an efficient and effective networking of 46 Regional Centers (5 of which are Army Command Centers, 8 are IAF Command Centers and 4 Navy Command Centers) and over 630 Study Centers, all over India. As an Open University, IGNOU has come a long way since 1985, having crossed national boundaries providing higher education as well as assisting other developing countries in this regard.

Similarly most universities of India also impart distance education to meet the growing demand. Our team in NNE has made endeavors for the benefit of our users in providing all possible information regarding distance education. In the due process we have tried our best to incorporate all the courses of all the major universities and institutions offering distance education. The task has never been easy but we have left no stone unturned in giving a total package for our users.

OPEN EDUCATION

Open education is a collective term to describe institutional practices and programmatic initiatives that broaden access to the learning and training traditionally offered through formal education systems. The qualifier "open" of open education refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning. One aspect of openness in or "opening up" education is the development and adoption of open educational resources.

Open Education and Flexible Learning

Open education is motivated by a belief that learners desire to exercise agency in their studies. Specifically, people engaged in the learning process want to conduct inquiries about potential topics of study, to have a hands-on educational experience instead of a strictly textbook-focused education, to take responsibility for their educational decisions, to experience the emotional and physical side of education, to understand how education and community are related; and, to have personal choice in the focus of their classroom studies.

These learners do a great deal for one another in promoting learning. Learning in a group environment or contributing to a group is beneficial to the learner. Collaborative group work has substantial benefits, such as increased participation by all of the group members, better understanding and retention of material, mastery of skills essential to success, and increased enthusiasm that can spur the participant on to independent learning. The philosophy of an open education centers on student learning and sees the teacher become the learning assistant. Teachers are to observe, guide, and provide materials for the learners. The teachers should facilitate not dominate the learning process. Open education is optimistic in the belief that the freedom of choice and student direction will promote a better quality of learning.

The basis for the learning philosophies of open education can be traced back to the work of educational reformer John Dewey and developmental psychologist Jean Piaget.

Technology Utilized

Available technologies for Open Education are important in the overall efficiency of the program. After available technologies have been found, there needs to be appropriate applications on the technologies for the specific online education program.

Since Open Education is usually a different time and different place for most individuals across the world, certain technologies need to be utilized to enhance the program. Technologies that can be used are primarily online and serve a variety of purposes. Web Pages and other computer based trainings may be used to provide lecture notes, assessments, and other course materials. Videos are provided and feature speakers, class events, topic discussions, and faculty interviews. YouTube and iTunesU are often used for this purpose. Students may interact through computer conferencing with Skype or Google+, e-mail, online study groups, or annotations on social bookmarking sites. Other course content may be provided through tapes, print, and CD's.

Drawbacks

There are a number of concerns regarding the implementation of open education systems, specifically for use in developing countries. These include: a potential lack of administrative oversight and quality assurance systems for educators/materials in some programs; infrastructure limitations in developing countries; a lack of equal access to technologies required for students' full participation in online education initiatives; and questions regarding the use of copyrighted materials.

Open and Distance Learning

At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 1.4 million students are enrolled at the secondary and higher secondary level through open and distance learning. [citation needed] In 2012 Various state governments also introduced "STATE OPEN SCHOOL" to provide distance education.

At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of about 1.5 million, serviced through 53 regional centres and 1,400 study centres with 25,000 counsellors. The Distance Education Council (DEC), an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities. While distance education institutions have expanded at a very rapid rate, but most of these institutions need an up gradation in their standards and performance. There is a large proliferation of courses covered by distance mode without adequate infrastructure, both human and physical. There is a strong need to correct these imbalances.

Arjun Singh Centre for Distance and Open Learning, Jamia Millia Islamia University was established with the assistance of Distance Education Council in September 2002. Major objectives of the Centre is to provide opportunities for higher education to those who are not able to draw benefits from formal system of education. The Open Learning System allows a learner to determine his pace of learning and provides education at the doorstep of the learner. The mode of transaction is through self-learning print material, supplemented by audio and video programmes. It has further scope of students accessing material through internet and various other media.

The National Institute of Open Schooling (NIOS)

The National Institute of Open Schooling (NIOS) formerly National Open School, is the Board of Education under the Union Government of India. It was established by the Ministry of Human Resource Development of Government of India in 1989 to provide education to remote areas under the motive to increase literacy and aimed forward for flexible learning. The NIOS is a national board that administers examinations for Secondary and Senior Secondary examinations of open schools similar to the CBSE and the CISCE to increase literacy and provide education to rural areas. It also offers vocational courses after the high school. Despite being established for distance education, NIOS provides formal/regular Secondary and Sr. Secondary program equivalent to CBSE.

It had a cumulative enrollment of about 1.5 million students from 2004-2009 at Secondary and Senior Secondary levels and enrolls about 350,000 students annually which makes it the largest open schooling system in the world.

The School of Open Learning

The School of Open Learning (a part of the Campus of Open Learning) formerly known as The School of Correspondence Courses and Continuing Education, established under the University of Delhi in 1962, is a pioneer institution in the field of distance education in India.

The country witnessed the beginning of an alternate mode of education when the school started with a modest admission of 900 students in 1962. The school enrolled more than two lakhs students in the Academic Session 2006-2007. On many occasions our students have been toppers in various disciplines. The admission process for various courses in the school is governed by the norms established by the University of Delhi. The examination is also

conducted by the University of Delhi. The University of Delhi confers the degree to the students of the school as it does in the case of its other constituent colleges. There is no differentiation in the course curriculum followed by the school of Open Learning and other constituent colleges and Departments of the University of Delhi. In an effort to cater to the needs of a growing number of students the school established the South Study Centre at Moti Bagh from the academic session 1990-91. In an effort to reach out to a larger number of students the school is in the process of opening up Study Centre in the Eastern and the Western part of the National Capital Region of Delhi.

The school offers undergraduate/postgraduate degree courses in the subjects of Arts/Humanities and Commerce. The medium of instruction is primarily through well-prepared printed course material which is distributed by mail to all the enrolled students. This is also supplemented through Personal Contact Program conducted for the benefit of students at various study centers run by the school. An experienced faculty is always available at the main campus for academic interaction with students.

The school offers learning through the distance education mode, which is a viable alternative for students who need a flexible medium of instruction to attain higher education and vocational skills.

In addition, the school maintains a well-stocked library to facilitate wide exposure to contemporary developments in streams of courses offered. The school also has a South Study Centre at South Moti Bagh, New Delhi.

The Indira Gandhi National Open University

The Indira Gandhi National Open University known as IGNOU, is a distance learning national university located in IGNOU road, Maidan Garhi, New Delhi, India. Named after former Prime Minister of India Indira Gandhi, the university was established in 1985 with a budget of Rs.20 billion (20 billion Indian rupees), when the Parliament of India passed the Indira Gandhi National Open University Act, 1985 (IGNOU Act 1985). IGNOU is run by the central government of India.

IGNOU, the largest university in the world with over 4 million students, was founded to impart education by means of distance and open education, provide higher education opportunities particularly to the disadvantaged segments of society, encourage, coordinate and set standards for distance and open education in India and strengthen the human resources of India through

education. Apart from teaching and research, extension and training form the mainstay of its academic activities. It also acts as a national resource centre, and serves to promote and maintain standards of distance education in India. IGNOU hosts the Secretariats of the SAARC Consortium on Open and Distance Learning (SACODiL) and the Global Mega Universities Network (GMUNET) initially supported by UNESCO.

IGNOU has started a decentralisation process by setting up five zones, viz, north, south, east, west and north east. The first of the regional headquarters, catering to four southern states, Pondicherry, Andaman and Nicobar and Lakshadweep, is being set up in the outskirts of Thiruvananthapuram in Kerala.[citation needed]. The Ministry of HRD has entrusted the responsibility of developing Draft Policy on Open and Distance Learning and Online Courses to IGNOU.

The West Bengal Council of Rabindra Open Schooling

The West Bengal Council of Rabindra Open Schooling is the board of education for distance education, which is administered by the government of West Bengal. As formal education could not reach out to all sections of society covering all categories of people, Open Learning System makes it possible to include different sections of men and women of different age group. To meet the need for Open Learning System State Open School came up as a wing of the School Education Department in 1997. Renamed as Rabindra Mukta Vidyalaya (RMV) in 1998, it grew into a Statutory Organization with effect from 1st August, 2001 on the basis of Rabindra Mukta Vidyalaya Act, 2001, passed by the West Bengal State Legislature. The Act has been amended first in 2002 and next in February 2006. The amended Act has come into effect from the 1st January, 2007. According to the amendment of February, 2006 the Rabindra Mukta Vidyalaya has been renamed as the West Bengal Council of Rabindra Open Schooling (WBCROS). The West Bengal Council of Rabindra Open Schooling imparts open learning through self-study materials and personal contact programmes. More flexible and less rigid rules and procedures have been formulated taking into account the special need and circumstances of the target group of learners for whom the W.B.C.R.O.S is conducting study, examination and certification at the Secondary (class X) and Higher Secondary (class XII) levels. From the point of view of its constitution and responsibilities, this Council is analogous to other State Boards, Councils like the West Bengal Board of Secondary Education, West Bengal Board of Madrasah Education or the West Bengal Council

of Higher Secondary Education. The West Bengal Council of Rabindra Open Schooling is recognised by the Government of West Bengal as well as the Government of India, the National Institute of Open Schooling (NIOS), other Boards etc and it is a member of the Council of Boards of School Education in India (COBSE).

The West Bengal Council of Rabindra Open Schooling is aimed at providing Secondary (Madhyamik) and Higher Secondary levels of education to the millions of disadvantaged learners, school drop-outs, unemployed and self-employed young men and women, whole time or part time workers in different establishments, peasants and elderly men and women, unsuccessful learners of formal system, physically and mentally challenged, slow learners and other weaker sections of the people. The Prisoners in some of the major Correctional Homes of West Bengal can also be enrolled as learners of WBCROS. The study Centres of W.B.C.R.O.S are located mostly in Government aided Secondary, Higher Secondary Schools, and Madrasahs spread over all the districts of West Bengal. The learners are enrolled in the Study Centres, spread all over the State. Minimum age of admission in the Madhyamik Course is 14 years. There is no upper age limit. A learner can take admission to Higher Secondary level if he or she has passed out Secondary Examination from W.B.C.R.O.S, W.B.B.S.E or any other recognised Board or Council. Enrollments or admissions are made twice for the Secondary level and once for the Higher Secondary level in a year. The learners are provided with study materials by this Council, prepared specially for self and open-distance learning mode of study. Once enrolled, a learner gets five years time for sitting in the examinations. Thus he/she gets nine chances to appear in the Madhyamik Examination and five chances to appear in the Higher Secondary Examination. A learner can take admission even with one subject only. Of course he/she can take admission with all the subjects. There is provision for transfer of credit for students coming out unsuccessful from other Boards/Councils with partial success in some of the subjects. Also there is provision for accumulation of credit, so that a learner may sit in the examination of this Council several times with limited number of subjects finally to clear all the subjects thereby becoming successful in the concerned level of study through credit accumulation. The West Bengal Council of Rabindra Open Schooling conducts three examinations in a year- two for Madhyamik and one for Higher Secondary. Madhyamik Examinations are held twice a year- once in June and the other in December. Higher Secondary Examination is scheduled to be held once in a year. It is to be mentioned here that the WBCROS has many aspects common in

its aims and objectives, procedures, methodology, ways and means with those of the national counterpart, National Institute of Open Schooling (NIOS).

The WBCROS has its own curricula for different courses of study like the Madhyamik and Higher Secondary and has own syllabi for the different subjects offered. These are very similar to the syllabi offered by the formal system of education in West Bengal. Based on these, books (study materials) have been developed by this Council with assistance from subject expert committees, especially for study in the self learning mode. The required numbers of various volumes of these books are printed and prepared which are then distributed by this Council amongst the enrolled learners through the Study Centres. The book distribution exercise has to be undertaken by the WBCROS thrice every year, twice after enrolment of learners for the Secondary level in June and December and once after enrolment of learners for the Higher Secondary level. Personal Contact Programme's are arranged free of cost at the study Centres for the learners. Attendance at the Personal Contact Programme's is not compulsory for the learners. But for laboratory based subjects for the Higher Secondary course attendance at the practical classes is compulsory.

Since its inception The West Bengal Council of Rabindra Open Schooling (erstwhile State Open School) has been discharging its mission to promote the cause of education among older section of people of the society and school drop-outs. It is also inspiring to know that female members even from weaker sections are coming out of all social barriers to take the unique opportunities offered by the West Bengal Council of Rabindra Open Schooling and are getting themselves educated. The enrolment figures of students as well as the figures for examinees show that the female candidates from all categories of the population participate in larger numbers.

GOVERNMENT INITIATIVES TOWARDS EDUCATIONAL POLICIES

Govt. initiatives vide Unit-II (all policy implementation)

EXERCISE

Short-type Question:

1. Write the Characteristics of Educational Planning.
2. Discuss the Nature and Importance of Educational Planning.
3. Discuss the Objectives of Educational Planning in India.

4. Briefly Discuss the Types of Planning According to Level.
5. Discuss the Types of Planning on the Basis of Nature and Importance of Work.
6. Mention the Disadvantages of Educational Planning in our Country.
7. Mention the Characteristics and Needs of Institutional Planning.
8. Discuss the Importance of Institutional Planning in various Development of School.
9. Discuss the different steps for Institutional Planning.
10. Mention the advantages of Institutional Planning.
11. State the administrative importance of Institutional Planning.
12. Mention the role of Teachers and Students in School Planning.
13. What do you mean by Laissez Faire Leadership? Write the advantages and disadvantages of its.
14. Write about effective and in-effective style of Leadership.
15. Mention the responsibilities of state Government in Education.
16. State the Structure of Board of Secondary Education.
17. Discuss about structure of Higher Secondary Council.
18. Mention the function of Board of Secondary Education.
19. Mention the fourteen principles of Deming to qualitative progress of work.
20. Explain about Institutional Resources.
21. Mention the fundamental elements of General Education.
22. Write about nature, scope and objectives of Supervision.
23. Write the Importance of Supervision.
24. Discuss the Characteristics of Modern Supervision.
25. Mention the qualities and functions of an ideal supervisor.
26. Briefly discuss about guiding principles of Supervision.

Essay-type Question:

1. Mention the Characteristics and Classification of Functional Educational Planning.
2. Explain some Important Method of Educational Planning.
3. Write the Important Suggestions for Improvement of Educational Planning.
4. What are the Causes of Wastage and Stagnation? Mention the Role of Institutional Planning to stop the wastage and stagnation.
5. Write the role of Human Resource in making Successful to Institutional Planning.
6. Discuss the qualities or characteristics of Leadership.
7. Discuss the Importance and Need of Leadership.
8. How many types of Leadership? Discuss about any one of them.
9. Discuss Grid concept of Leadership style.