

**DIPLOMA IN ELEMENTARY EDUCATION
(D.El.Ed.)**

Course-501

***Elementary Education in India:
A Socio-Cultural Perspective***

Block -1

Elementary Education in India: A Retrospect



NATIONAL INSTITUTE OF OPEN SCHOOLING

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Credit Points (4=3+1)

Block	Unit	Name of Unit	Theory Study Hours		Practical Study
			Content	Activity	
Block-1: Elementary Education in India: A Retrospect	U1	Indian Education System-I	4	2	Comparison of guru of the yore and the professional teacher of today
	U2	Indian Education System-II	5	3	Evaluation of any text book is the right of NCF 2005
	U3	Education as a Fundamental Right	4	2	Analysis of the RTE Act 2009 in the light of roles and responsibilities of the teacher
	U4	Organizational Structure for UEE	4	2	Organizational structure of Elementary education in Jharkhand
Block-2: Elementary Education in India in the Cotemporary Context-I	U5	Strategies for UEE-I	5	3	
	U6	Strategies for UEE-II: The Sarva Shiksha Abhiyan(SSA)	5	3	Mid-day meal experience in respective school
	U7	Planning and Management of UEE	6	3	
Block-3: Elementary Education in India in the Cotemporary Context-II	U8	Preparing Teachers for Elementary Education	6	3	Consideration of your quality as a reflective teacher
	U9	Preparing Teachers for Education of Disadvantaged	5	3	Consideration of issues on access and retention for SC/ST/Minority children in your locality Your action plan to protect child right in your school
	U10	International Scenario in Elementary Education	5	2	
		Tutoring	15		
		Total	64	26	30
Grand Total			64+26+30=120 hrs.		

Block 1

Elementary Education in India: A Retrospect

Block Units

Unit 1 Indian Education System –I

Unit 2 Indian Education System –II

Unit 3 Education as a Fundamental Right

Unit 4 Organization Structure for UEE

BLOCK INTRODUCTION

You as a learner will study in Block I Elementary Education in India: A Retrospective. This Block consists of four (4) units. Every unit has sections and sub-sections

In the **Unit-1** you will learn about the educational practices in ancient India. The changing role and responsibilities of the Guru, the teacher. There you will be able to review and evaluate the major recommendations of different commissions and committees during the British Raj the major developments in India educational before 1947. This unit will give you a brief historical perspective of Indian Education system from ancient times to pre-independence period. History tells us that Indian Culture is the oldest one in the world.

Indian education system is embedded in the rich cultural heritage.

Unit-2, you will be able to read the recommendations of the committees and commissions especially the Elementary education of the Indian education system in the modern period (1948 to 2005). After independence, the first priority of the free nation was to design the education system and to provide free and compulsory education to all the children at the age of 14 years. Many commissions and committees have been framed to implement the education facilities and establish an effective education system in the country.

In the **unit-3**, you will be able to learn the concept and need of UEE under the Article 45 of Constitution of India, 86th Constitutional Amendment, RTE Act 2009 and Rights of the Child according to the education as a Fundamental right.

You will also study the provisions of RTE Act, 2009 and as a teacher our role of achieving the goals of universalisation of Elementary Education. (Article 45, 86th Constitutional Amendment, RTE 2009)

Unit-4, will assist you to define the organization structure for UEE such as the role of NCERT, SCERT, SIEMT, DIETs, BRCs, CRCs at national, state and district level

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UNIT 1 INDIAN EDUCATION SYSTEM -1

STRUCTURE

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- 1.1 Learning Objectives
- 1.2 Ancient Indian Education- A brief overview
 - 1.2.1 Concept of 'Guru' of the yore.
 - 1.2.2 Role and responsibilities of Guru
 - 1.2.3 Professional teacher of today
 - 1.2.4 Characteristics, roles and responsibilities of teacher
- 1.3 Genesis of the Indian Education Today: Pre-independence period
 - 1.3.1 Macaulay's Minute
 - 1.3.2 Wood's Dispatch
 - 1.3.3 Hunter Commission
 - 1.3.4 Universities Commission
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 - 1.3.6 The Hartog Committee
 - 1.3.7 The Sapru Committee
 - 1.3.8 The Abbot-Wood Report
 - 1.3.9 Zakir Hussain Committee's Report
 - 1.3.10 Sergeant Report
- 1.4 Let Us Sum Up
- 1.5 Suggested Readings & References
- 1.6 Unit-End Exercises

1.0 INTRODUCTION

You will realize that Universalisation of Elementary Education (UEE) has become a global concern today. The UEE has been set as one of the important Millennium Development Goals (MDGs) and is considered second to livelihood, to be achieved within 15 years (this period is getting over soon) by more than two hundred countries in the world. India was also a party to this decision. You will



see that our consistent efforts to eradicate illiteracy and to achieve UEE for last half a century, have started bearing fruits now. We have a huge system of education established for a large population with improved enrollment, retention and teacher-pupil ratio, higher literacy rate, better infrastructural facilities and their growth, etc. However, despite the national initiatives like literacy movement, NAEP, DPEP, SSA, RTE, etc., millions of our children are still out of schools, thousands of teachers are required to be recruited and about 10 lakh untrained teachers remain to be trained before 2015. Hence the teacher education programme like Diploma in Elementary Education (D.El.Ed) of National Institute of Open Schooling becomes very important.

We are at the beginning of the first course of this Programme. This is the first unit of this course. This unit will give you a brief historical perspective of Indian education, right from ancient times to pre-independence period.

You know from the history that Indian culture is one of the oldest cultures in the world. The cultural spirit of any civilization and the ideals of the nation are reflected through their educational institutions and the practices they follow. Actually, as you know, in the civilized society, institution of school and the process of education are started for the purpose of creation, development and sustenance of the society and the culture of that community. It happened in our country also. Indian education system is embedded in its rich cultural heritage. Despite many deficiencies, it always remained a powerful tool of social reconstruction and development.

You will find it interesting to review briefly, educational practices in ancient India and see how the teacher and educational institutions in those historical periods, tried to make education, part of day to day life of masses, when there was no facility of printing, nor any information and communication technology (ICT), was available. You can trace back the roots of Indian education in the past and examine their relevance today, in the global perspective of 21st century.

In this unit, we will review briefly the educational practices in ancient India. We will also see the changing role and responsibilities of the Guru, the teacher. We will further review and evaluate the major recommendations of different commissions and committees during the British Raj for their bearing on the developments in Indian education. We will see how education, especially elementary education, developed in this country till we became a free, independent nation, in 1947.

1.1 LEARNING OBJECTIVES

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

- discuss the educational practices in ancient India,
- evaluate the role and status of Guru in ancient Indian culture;



- identify the trends, issues and challenges faced by education in historic periods;
- analyze the historical events leading to the present status of elementary education;
- discuss the impact of the recommendations of various Commissions and Committees on elementary education

1.2 ANCIENT INDIAN EDUCATION - A BRIEF OVERVIEW

You will not find many books available, describing educational theories and practices of the ancient Indians till 17th century, even though they were there in practice for a long time. Some skeletal descriptions of main features of secondary and higher education are found in ancient scriptures in the form of Sutras and Smritis, but you will not find separate description of primary education. Perhaps, in ancient times, education was considered a process of self-improvement, continued from birth till death. At primary stage, it was an education of living life, learning to perform routine activities of day to day life, and hence, it might not have been thought as a separate stage of formal education. It was a preparatory to life.

You can find from the ancient literature in our country that knowledge was considered the “Third eye,” giving insights in to all affairs of life *(1). Our ancestors held that the “correct insights developed by education, increase the intelligence”, which was considered as “power and efficiency” *(2), leading to all round progress, prosperity and freedom from miseries of life *(3). Education was considered as a root of all human happiness. It was believed to increase your efficiency, enabling you to acquire fame, respect and wealth. It was held that the wealth not only makes us happy, it also enables us to discharge effectively our religious, familial and social duties. This ultimately leads to our salvation – मुक्ति >I *(4). Bhartrihari in Nitishataka says “without education we are beasts” *(5). It was believed that education brings about great transformation in a number of ways in individual, as well as, in society.

- (1) ज्ञानं तृतीयं मनुजस्य नेत्रं ! सुभाषितरत्नसंदोह (Subhashitaratnasandoha, p.194)
Knowledge is the third eye of an individual
- (2) बुद्धिर्यस्य बलं तस्य ! (Budhiaryasya balam tasya!)
Education or knowledge is that which librates
- (3) सा विद्या या विमुक्तये ! (Sa vidya ya vimuktaye!)
Education brings humility



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- (4) विद्या ददाति विनयम् विनयाद्याति पात्रताम् !
पात्रत्वाद्धनमाप्नोति धनाद्धर्मं ततः सुखम् !!
(Vidya dadati vinayam, vinayadyati patratam!
(Patratwadhanamapnoti, dhanadharmam tatah sukham!!)
- (5) विद्याविहीनः पशुः (Vidyavihinah pashuh! (Bhartruhari: Nitishataka, 16)
Without education , one is no better than animal

Education used to start with उपनयन संस्कार (*Upanayan Sanskar*)- both boys and girls were entitled for education. There are numerous examples of renowned scholarly women like Gargi , Atreyi , Kaushalya , Tara , Draupadi, etc. Lower level education was for every day mundane life activity and social interaction, with immediate objective of preparing individuals for family vocations to fulfill their immediate needs. Higher education was for scholarship study of Grammar, History, Mythology, Mathematics, Vedas, Logic, Polity, Sciences of War and Worship/Fine Arts, etc.

Education was training of practical activities, through practice, for improved life. Performing duties as a son, a husband, and a father, efficiently, in four stages of life- ब्रह्मचर्याश्रम (Brahmascharyashram) (learner observing celibacy), गृहस्थाश्रम (Grihasthashram) (married life), वानप्रस्थाश्रम (Vanaprasthashram) (retired life) and संन्यासाश्रम (Sanyasashram) (renunciation) was taught. A student was made to understand that he is a custodian and torch bearer of the culture of his race. He was taught and ordered during the convocation address about his social responsibilities, duties and their practice in life as a worthy and self-supporting productive member of the society (1.Altekar, 1951, pp 301-3).

Therefore spirituality, character building, personality development, civic sense, promoting efficiency, preservation and propagation of culture were the set goals and aims of education. For achieving these objectives, different religious rituals and व्रत (Vratas), prayers, celebration of festivals, practicing moral behavior, purity of mind, thoughts and habits, controlling instincts, rules regarding etiquettes and manners towards seniors, equals and juniors/inferiors, teaching-learning practices etc were prescribed. The students were free to select subjects of their choice for study. Simplicity and self-discipline were part of student life. ‘Development of self-confidence’ and ‘learning of self restraint’ were important aspects of ancient Indian education. Discretion and judgment and other personality aspects were well developed in students studying the subjects like Logic, Philosophy, Law, Literature, etc. A student was trained to understand both the sides of the issue, and then defend the position he/she has taken in the scholarly debates. It imbibed democratic values and made an individual reasonable and considerate about others’ view point.

Education became mechanical training of memory, only for the students who



studied Vedas. They were required to preserve and transmit, for generations, the entire literary, cultural and professional heritage in its absolute purity and accurate form over the years, only by rote memory, as there were no means available for preservation of knowledge, like paper, printing, etc.

In a nut shell, you will find, in those days, education was considered a ‘lifelong continuous process’ of self-improvement, a source for harmonious progressive development of physical, mental, intellectual, and spiritual capabilities of the students to live as a useful citizen and make progress in the present, as well as, in future life.

Check Your Progress -1

a. *What was the ultimate goal of education in ancient India?*

.....
.....
.....

b. *How was knowledge preserved in the absence of art of printing?*

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1.2.1 Concept of ‘Guru’ of the Yore

In ancient India, there was a Gurukul System. The student was required to stay with the Guru for the specified period of study. Guru’s ashram was a kind of boarding school. Every one, irrespective of richness or higher status, lived together, was treated same even princes stayed with poor in the Gurukul, like Krishna and Sudama. Education in Gurukul was free. But to support the Gurukul, everyone had to beg alms- माधुकरि (Madhukari), which taught them humility indebtedness to society for supporting them as student. Also, it helped in minimizing caste hierarchy, and treating all the students equal.

Guru was the head of Gurukul, a father figure, parent and guardian of the inmates. He taught students without charging any fees. For Guru, charging fees was a taboo. He considered विद्यादान (Vidyadan) as the best दान (Dan), and condemned the very idea of selling knowledge. The Gurukuls were supported by the donations from kings, philanthropists, and rich of the society, and the Gurudakshina (offerings of the students as parting gift to Gurukul at the end of the study). It was enough to support ashram and inmates as they practiced austerity and no accumulation of wealth was permitted.



Only a real scholar, proven master, spiritually enlightened person, was recognized, appointed, and respected as Guru. As you know, India has a very old गुरुशिष्य (Guru Shishya) tradition. For his selfless service, teacher, the Guru, was held in a very high esteem by the society and was respected by even kings. He was revered more than parents and enjoyed a unique status, even higher than that of gods:

गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः
गुरु साक्षात् परब्रह्म तस्मै श्री गुरुवे नमः

Gurur Brahma Gurur Vishnu Gururdevo Maheshwara! :
Guru Sakshat Parambrahma Tasmai Shree Guruve Namah!!

The Guru was an epitome of good qualities of head, heart and hand, spirituality, knowledge, scholarship. A true teacher was supposed to be a student till the end of his life*. It is like our concept of L3 teacher- a lifelong learner. He was “Guide by the side”, not the “Sage on the stage.”

Gurus were an institution by themselves- famous for their scholarship and sacrifices. The students all over the world used to get attracted to reputed Gurus in India. When the number of students was large, the Gurus involved senior or brilliant students in the management of teaching learning process. This provided the much needed assistance to Guru in his work, and also provided teacher training, opportunity for learning art of teaching to prospective teachers, under the direct supervision of guru.

Sneha system is a contribution of ancient Indian education system to induct pupils, either son of the teacher or older senior able student as teachers. Later, during Manu’s period, when चतुर्वर्ण्य (*Chaturvarnya*) became social order, anyone, born Brahmin, became Guru whether scholarly or not. Father will teach and train son as a teacher. Teaching became a family profession of Brahmins only.

1.2.2 Role and Responsibilities of Guru

In those days, Guru had to perform variety of roles for the students like parent, teacher, scholar, missionary, a friend-philosopher and a guide. He was to pay personal attention to the needs of the students. It was a responsibility of Guru to see that the student develops, makes progress to the satisfaction of Guru as well as to his own satisfaction. There used to be very intimate relationship between teacher and the taught-like father and son.

Teaching method was oral interaction- a dialogue between teacher and the taught. Lectures, discourses, debates and discussions, recitation and recapitulation were part of routine daily student life. Assessment was continuous comprehensive assessment internally conducted by Guru. There were no terminal examinations,



no degree-certificates, but announcing by the Guru in the convocation that the student has graduated after completion of the stipulated studies. Guru would present the qualified student to a gathering of learned people who may ask questions, or the student would be asked to contest in debate and prove himself. Then the student would be known for his mastery over the subject and accepted as a scholarly person.

Autonomy of the learner was respected. Student was free to choose the Guru and the subject of study. At the same time, it was a prerogative of the Guru, the teacher, whether to accept the student (Shishya) or not.

You will find that the educational institutions were formally got established in the form of centers for higher learning during Buddhist period in monasteries and temples. These places developed into big establishments during King Asoka's times as counterpart of Hindu Gurukuls. They became residential universities; clusters of teachers / gurus and students living and working together in pursuit of knowledge. They engaged themselves in creation, conservation and dissemination of knowledge-three functions of modern university – teaching, research and extension. Admissions were through the entrance test, very hard one at well known places of higher education like, Takshashila, Nalanda, Vikramshila, Vallabhi, Nadia, Kanchi, Banaras, etc. These centers attracted students from all over India and even abroad.

Gurukula continued imparting instruction in individual capacity not as an institution. Like pathshalas, during the medieval period, maqtabas for lower education and madarashas for higher education, were established in the mosques for imparting religious Islamic education - part of holy Koran - to Muslim children by the Mullahs and Moulawis. This arrangement continued till the East India Company entered India and established itself as a controlling authority in many regions.

1.2.3 Professional Teacher of Today

Even though there are several aspects of ancient Indian education that could be adopted in modern education, if you want to be a professional teacher today, you will be required to learn and master different skills and imbibe different qualities, and try to portray them in your interaction with others. Following are some of the characteristics that a teacher today needs to acquire and develop:

- Open and positive - think positively- encourage others also to be positive
- Communicative - share ideas with others encouraging effective communication
- Listener - to students in an empathetic manner
- Dependable – honest, open and authentic in working with others.



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- Personable – establish and maintain positive mutual working relationships while building trust and appreciation through personal interaction and involvement.
- Organized – systematic, working in a planned manner
- Self-confident and poised, encourage students to develop a positive self-concept.
- Motivated - enthusiastic with standards and expectations
- Constructive - in thoughts actions.
- Compassionate - caring, empathetic and able to respond to people at a feeling level. Open with personal thoughts and feelings, encouraging others to do so.
- Individually perceptive - sees each student as a unique and valuable individual
- Value based - focuses upon the worth and dignity of human beings.
- Sensitive to community values.
- Knowledgeable - is in a constant quest for knowledge
- Creative - versatile, innovative, and open to new ideas
- Patient – strives to be highly fair and objective
- Committed — to students and the profession

A professional teacher needs to be confident without being arrogant. Interaction with the group needs professional standards of behaviour: polite, firm and fair. Proper preparation is another crucial requirement of professionalism. When you enter the classroom, you should have all the required materials and the lesson plan ready.

1.2.4 The Changing Nature of the Society Today and Corresponding Roles and Responsibility of the Teacher

- **Changing Nature of To-days Society:** You may realize the tremendous metamorphosis taking place in the global society due to ICT interventions, today. ICT influences all walks of our life. The whole new social order is emerging in last couple of decades. There is no precedence to these changes. The technological developments and advances in the emerging society of to-day are so fast that taking place it is not possible to imagine the life after hundred years. But one can visualize the life in next ten-twenty years. What form of tomorrow's society are we visualizing? What are the changes occurring in the purposes and conceptual framework of education due to this social transformation? How the delivery modes are changing? Is the education today relevant for tomorrow, or we are producing the misfits?



This transformed society requires an immediate Plan of Action (POA) for Education to cope up with the new social structure and its unprecedented needs.

- **Connected and knowledge-based society:** The impact of ICT is simply astounding - changing the face of world so fast-particularly in last two decades. The all pervading applications of ICT tools and techniques have revolutionized the entire life, including education. What one can do with the marvels like mobile phone, television, computers, etc, is simply unbelievable. On the one hand, these applications are increasing in number and extended to newer areas, every day; On the other hand, they are becoming cheaper and affordable to and in routine use of under privileged section of society. In the vast population of in India, today, crores of people are connected on mobile phones, telephones, internet, and social networks on computers and this number is increasing exponentially.

Statistics retrieved on 07-10-2011 from the web site of TRAI shows that India has over 100 million internet users (of whom 40 million use the Internet via mobile phones) as of December 2010. Also, India had 851.70 million mobile phone subscribers and 885.99 million telephone connections at the end of June 2011. Mobile telephones grow at the rate of 11.41 million subscribers a month,

When everything is getting costlier in the global economy, the only commodity becoming cheaper day by day, is ICT, whereas, its access, utility, quality, affordability, and outreach are improving every second. Still, the penetration of computer with internet connection as a partner and principal contributor in the process of learning is very slow. When the whole world is getting connected we are still teaching them in disconnected way; in compartments of content, isolated disciplines, not holistically, not integrated with life.

- **ICT Applications in educational process:** Today's educational processes are also influenced by the ICT applications. We can see that ICT can be useful in curriculum development and delivery modes, learning processes, assessment and evaluation like online exams (large number), on-demand exams (individual), curriculum transaction and new learning processes like collaborative working, learning and developing, self-study, open education resources, L3 groups, online learning, etc.

Teachers today, have to address to the issues related to this new learning process and newer learning environment. They have to find out as how to facilitate learning and accelerate the process of change. Today's students would live active life for another half a century in this connected society. They will need new competencies, potentials, skills to be efficient and productive citizens of this global society. Education, as an instrument of



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social change has to cater to the needs of this emerging society. Education in this knowledge-based society is not the content-based teacher-centric literacy of 3 Rs (reading / writing / arithmetic) but the learner-centric, work-based computer literacy and proficiency for facilitation of learning; not only the values of our culture but also the global values

Delivery of the curricular activities is confined not only to the conventional class with teacher-taught face to face interaction but also through self-learning, and distributed class interacting through social networks, like chat, face book, twitter, discussion groups, L3 groups, etc. (www.addthis.com/bookmark)

It's not teaching and learning in conventional sense, but many new and innovative modes of intervention have come up like self-learning and group cooperative collaborative working, learning facilitated by mentors and supported by technology while working together.

- **Autonomy of the learner:** Instructional processes are changing to respect the learner autonomy. The learner is supreme and has got all the choices available to select his/her learning strategy. New learning processes like self study, cooperative and collaborative learning, e-learning and blended learning, group learning-working-developing together, L3 groups of teachers/learners, social networking like blogs / face book / twitter / web pages etc are being used with ever increasing frequency, for sharing of ideas, experiences, discussions and learning. Development and use of OERs, techniques and technologies for curriculum development and delivery, new pedagogies like constructivist pedagogy, are proving more effective than the conventional pedagogy in creation and sharing of knowledge.
- **Role of teacher in emerging society:** Challenges of technology have created new roles for the teacher. Lorillard's Conversation Model describes the four types of roles viz. discursive, adaptive, interactive and reflective roles of the teacher.

In the new world, there are numerous roles the teacher is expected to perform. The typical roles may include:

- Developer and nurturer of e-culture,
- Networker and change agent,
- Learning practitioner and facilitator.
- Learning resource developer
- Techno-pedagogue
- Evaluator
- Action researcher



- Behaviour scientist
- Curriculum designer and transact or
- Instructional system designer

But does our education systems prepare such teachers? There are many similarities between Guru of the yore and the professional teacher of 21st century. But the conditions are altogether different. Therefore, before comparing them, it is required to see the conditions and circumstances which education had to pass through and how the modern education emerged and the role perceptions of the teacher changed, particularly at elementary schooling. RTE also has prescribed roles and responsibilities of the teacher. They are described in the next unit.

1.3 GENESIS OF THE INDIAN EDUCATION TODAY: PRE-INDEPENDENCE PERIOD

By the end of Vedic period and during medieval period, the missionaries and various religious groups had brought some basic education to the Indian masses, through churches in English, in native Temple Schools through Sanskrit and in Madarasas using Persian and Arabic, catering to educational needs of the few children with the support of the contemporary rulers and charity of the rich till East India Company was established and British Parliament was involved. However, the origin of the present education system in this country can be found at the beginning of the nineteenth century.

It was through the Charter Act that a state system of education was officially introduced in Indian history. Charter of the East India Company had to be renewed by British Parliament after every twenty years. When the Charter came in for renewal in 1813, British parliament directed the East India Company to set apart a sum of Rs one lakh every year “for the revival and promotion of literature, and the encouragement of the learned natives of India, and for the introduction and promotion of knowledge of the sciences among the inhabitants of the British territories.” Thus it was the first time that officially financial arrangement was made by the Queen, and East India Company was made responsible for education of the natives.

1.3.1 Macaulay’s Minutes

Lord Macaulay (Thomas Babington Macaulay) arrived in India (Madras) on 10th June 1834 as a member of the Supreme Council of India. William Bentinck was the then Governor General. He returned to England early 1838, and resumed his writing career there. Macaulay was in India, thus, only for nearly four years, but he was destined to impact the lives of millions of Indians forever.



Supremacy of English: Participating in the debate, Lord Macaulay, the Chairman of the General Committee of Public Instruction, prepared and circulated a memorandum on the issue in January 1835. He took a decisive stand against the native culture and learning, native knowledge and languages like Sanskrit, Arabic and Persian and asserted on the education of Western Science through English language. His views have gone as (in)famous Macaulay’s Minute (2) in the history of Indian education and we can see how influential he was; it took 100 years for us even to think of indigineous education system that is Basic Education proposed by Mahatma Gandhi in 1937 in Wardha conference. Even today, after almost two hundred years after Macaulay, the present system is still infected by the Macaulay’s ghosts in different forms, like influence of English medium schools on the choice of parents for education of their children in India.

Macaulay rejected both the native languages- Arabic and Sanskrit, as against English, because he considered that English was better than both of them. He arrogated that, “a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is indeed fully admitted.....” (3). He further observed that “In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives at the seats of Government.” (4). for him, “what we spend on the Arabic and Sanskrit Colleges is not merely a dead loss to the cause of truth. It is bounty-money paid to rise up champions of error” (5).

He further maintained, “It is impossible for us, with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population”(7).

Macaulay’s Minute and policy of the ‘Downward Filtration Theory’ was accepted by Lord Bentinck, the Governor General, on behalf of the British rule and he passed the orders to accept English language as a medium of instruction for the Indian education system. Since then, Macaulay’s Minute formed the basis of the education in India for couple of centuries. Indian education remained under the influence of those views of Macaulay and we continued English as medium of instruction, even after independence.



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Check Your Progress -2

a. Describe briefly, the “downward filtration theory”

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b. Why did Macaulay propose to spend the Govt. funds for the improvement of English, rather than Oriental literature?

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1.3.2 Wood’s Dispatch

Comprehensive education system and organizational structure : You have seen as to how Macaulay’s Minute influenced educational policy of Lord William Bentinck, which was in force for next 40 years. In 1853, when renewal of the Company charter again came for the consideration, the British Parliament examined the progress of education in India. The observations and suggested reforms were issued as a Charter of Education, known as Wood’s Dispatch of 1854 (8). Wood’s Dispatch is considered to be the “Magna Carta of Education” in India.

The Dispatch is a comprehensive important educational document and holds a unique place in the history of Indian education. It placed the responsibility of education of the Indian people fully on the company and made it quite clear that it must never be neglected. The Dispatch gave new direction to education in India and which has its impact on today’s education in the country.

The aim of education was stated as diffusion of European Arts, Science, Philosophy and Literature through English. Promotion of Indian languages was also to be encouraged. “Creation of a class of public servants”, was the important objective. For this purpose, expansion of mass education was given priority.

The Wood’s Dispatch, for the first time, recommended the creation of a Department of Public Instruction in each of the five provinces of Bengal, Bombay, Madras, Punjab and the North Western province. For higher education, a scheme to establish universities was formulated along with total organizational set up. They were to conduct examinations and offer degrees in various subjects and languages. This led to the establishment of the first three universities in 1857, at Calcutta, Bombay and Madras.



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The Dispatch made important recommendations on most of the aspects of education like establishing network of graded schools all over the country such as elementary schools, high schools, intermediate, colleges and university, etc., grant in aid system for financial support to schools, provision for women education, training and professional development of teachers, establishment of medical, engineering law and other institutes of professional education to develop vocational efficiency of people.

The importance of wood's dispatch was in a number of valuable and fundamental recommendations for future educational development in India. It gave new direction to issues like gradation of education, medium of instruction and proposed new schemes for future educational development in India with far reaching consequences.

The main provisions of the document were of great historical importance. It provided a boost to secondary education and to some extent to primary education also. It was however observed that some of the most important recommendations of the Dispatch were not carried out for a long time and some were given effect in a distorted form. During the first thirty years after the Dispatch, government institutions gradually increased, but except the Christian Missionaries, other private efforts were not encouraged.

Plans to spread mass education were not realized nor were vernacular high schools established. It did not sincerely promote universal literacy. The Dispatch could not visualize the progress of Indian aspirations even after a century. As you know soon after 1857 revolt, the East India Company was dissolved and the government came directly under the British Crown. As a consequence, efforts were made to consolidate the empire and education was somewhat neglected.

Check Your Progress - 3

a. *Mention two main recommendations of Wood's Dispatch.*

.....

.....

.....

b. *Which aspect of the present system of education was influenced most by Wood's Dispatch?*

.....

.....

.....



1.3.3 Hunter Commission

Vocationalization of Education: Hunter Commission was appointed in 1882 to examine the implementation of the Dispatch of 1854, which tried to streamline school education into two streams of high school: one leading to the university education and the other to the commercial, vocational and technical education (9). This was the first attempt to diversify school curriculum and introduce vocational education. However, despite the specific recommendations and emphasis of the Hunter Commission on commercial, vocational or non-literary education, neither the public nor the Govt. appreciated the value of this practical suggestion and the recommendations were totally ignored. Not much was done in this regard in last hundred fifty years, not even in free India.

1.3.4 Universities Commission

Schools under the control of University: A new Commission was appointed in 1902 to examine the condition and prospects of the universities established in British Raj. The Commission recommended the reorganization of university administration; strict and systematic supervision of the colleges by the university; and stricter conditions of affiliation and major changes in curricula and examinations. More relevant and important for school education is, as a result of the recommendations of this Commission, secondary schools were brought under the control of the Universities. Under the Indian Universities Act of 1904, schools had to be recognized by the Universities and rules and regulations were framed for this purpose (10).

1.3.5 Sadler Commission

Intermediate colleges: The next important development was realization of the need of improvement of secondary education for the improvement of University education, as observed by the Sadler Commission in 1917. This concern also stemmed from of the need for bifurcation of college courses. Sadler Commission suggested bifurcation of higher education at the intermediate examination rather than at the matriculation examination, and suggested creation of Intermediate colleges which would provide instruction in Arts, Science, Medicine, Engineering, Teaching, etc; to be run as independent institution or to be attached to selected high schools. It also recommended that a Board of Secondary and Intermediate Education, be established and entrusted with the administration and control of Secondary Education. Perhaps the seed of the concept of +2 stage or Junior Colleges today, are laid by the Sadler Commission.

The Sadler Commission Report was a comprehensive one and many of the universities in India implemented its suggestions. It was also for the first time that a Commission had recommended the attachment of intermediate classes to the high schools and the setting up of a Board of Education to control high school and intermediate education. (12)



1.3.6 The Hartog Committee

In 1929, the Hartog Committee, appointed to review the position of education in the country, maintained that the Matriculation of the University still dominated the whole of the secondary course. To remove this defect, the Committee recommended that a large number of students intending to follow certain vocation should stop at the middle school stage and there should be “more diversified curricula in the schools”. The Committee also recommended diversion of more boys to industrial and commercial careers at the end of the middle stage, where they should be prepared for specialized education in technical and industrial schools. The Committee also reviewed the problems relating to the training of teachers and the service conditions of the secondary teachers”.

1.3.7 The Sapru Committee

Diversified Vocational Courses: The Sapru Committee appointed in 1934 by the U.P. Government to enquire into the causes of unemployment in U.P. Came to the conclusion that the system of education prepared pupils only for examinations and degrees and not for any vocation in life. This Committee also felt the need of diversified courses at secondary stage. It suggested that, (i) diversified courses at the secondary stage should be introduced, one of these leading to the University degree, (ii) the intermediate stage be abolished and the secondary stage be extended by one year, (iii) the vocational training and education should begin after the lower secondary stage, and (iv) the degree course at the University should extend over a period of three years, (13)

1.3.8 The Abbot-Wood Report

Polytechnic: In pursuance of the Resolution of 1935 of the Central Advisory Board of Education, two expert advisers, Messrs. Abbot and Wood were invited in 1936 to advise the Government particularly on problems of vocational education. The Abbot-Wood Report, submitted in 1937, suggested a complete hierarchy of vocational institutions parallel with the hierarchy of institutions imparting general education. As a result of their recommendations, a new type of technical institution called the Polytechnic came into existence. The provinces also started technical, commercial or agricultural high -schools conducting non-literary courses (14).

1.3.9 Zakir Hussain Committee’s Report

Wardha Scheme 1937 –Basic Education: In 1937, when the provincial governments were formed in seven provinces with the native representation, they concentrated their attention on educational reforms. In October 1937, an all-India National Educational Conference was held at Wardha and the conference resolved to accept the proposal made by Mahatma Gandhi that free and



compulsory education be provided for seven years through mother tongue on a nation-wide scale and the process of education throughout this period should centre around some form of manual and productive work. All other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child. The conference expected that this system of education will be self sufficient and gradually, will be able to cover the remuneration of teachers.

Accordingly, a committee under the chairmanship of Dr. Zakir Hussain was appointed. The Committee prepared and submitted the first comprehensive national education scheme in its report on December 2, 1937, which was popularly known as the **Wardha Scheme** or **Basic Education** (15). The main features of the scheme are as follows:

- (i) The entire education is to be imparted through some industry or vocation with a basic craft as the center of instruction. The idea is not to teach some handicraft along with liberal education, but education integrated with a handicraft is to be imparted through samavaaya (Samavay) integration method. It's a work-centric education.
- (ii) Education is to be self-supporting to the extent of covering teachers' salaries and aims at making pupils self-supporting after the completion of their course;
- (iii) Every individual should learn to earn his living through manual work in life. Hence, education through manual labour is insisted. It is also considered non-violent, since an individual does not snatch away the living of others.
- (iv) Learning is closely coordinated with home, community and the child's life activities, as well as, village crafts and occupations.

This philosophy had a strong impact on formulation of the educational policies, particularly at the elementary stage and for free primary education to find place in the constitution of free India.

1.3.10 The Sargent Report

Universalization of Elementary Education: Central Advisory Board of Education prepared a comprehensive report on educational development after the world war, known as the Sargent Report in 1944 (16). It visualized a system of education with pre-primary education for children between 3 to 6 years of age; universal, compulsory and free primary basic education for all children between the ages 6—11 (junior basic) and 11—14 (senior basic) as suggested in Wardha Scheme; the Senior Basic or the Middle School to be the final stage in the school career of majority of the students. The report also recommended that at the Middle School stage, provision should be made for a variety of courses. These courses should be designed to prepare the pupils for entry into industrial and commercial occupations, as well as, into the universities. It was recommended



that the High School course should cover 6 years. The normal age of admission should be 11 years. The high schools should be of two main types (a) academic, and (b) technical. Degree course should be for three years for selected students. The objective of both should be to provide a good all-round education combined with some preparation in the later stages for the careers which pupils will pursue on leaving schools. The mother tongue is to be used as the medium of instruction in all high schools.

Liquidation of adult illiteracy in about 20 years, full provision for the proper training of teachers, provision for the physically and mentally handicapped children, the organization of compulsory physical education, provision for social and recreational activities and creation of department of Education in the centre and in the states were also the recommendations of Sargent Report.

The **Sargent Report** was the first comprehensive scheme covering all stages and aspects of education - pre-primary, primary, high school and university education, as well as, technical, vocational and professional education. It provided for equal opportunities to all the students. Due importance was given to the teaching profession. Improvement of the salary scales and the service conditions of the teachers were also suggested. The report gave importance to productive education. It appreciated the employment problem in the country and thought that education could provide solution to it. These recommendations provided the sound footing for the education in free India.

1.4 LET US SUM UP

This is the first unit of the course: Elementary Education in India: a Socio-Cultural perspective, which seeks to delineate the Indian education system starting from ancient India to pre-independence period. The unit gives a brief overview of the educational practices followed in India during the Vedic period. Much importance was given to education in those days and knowledge was considered as a power on a third eye. The ultimate goal of education was, no doubt, liberation of the self from the bondages of Vasanas and Trishnas- the irrational desires and appetites. Apart from increasing efficiency of the individual in dealing with the mundane affairs, knowledge was obtained for Scholarship, for understanding spirituality, character building personality development, creation, preservation and propagation of culture were the other goals and aims of education in ancient India.

Education was imparted in Gurukulas, which were mostly located slightly away from the habitations. The Guru used to treat all students equal irrespective of their status in the society. The Guru was held in high esteem in the society. The Guru was considered as the custodian of the education of each student. Teaching was mostly oral a dialogue between the teacher and taught. Lectures, discussions, debate recitation were part of the life of students. The Gurukul system



continued need during medieval period. In addition, Maqtabas and Madarsas were established for Muslim students in the Mosques. Islamic education was imparted by Mullahs and Maulawis.

During the Medieval period the missionaries and various religious groups brought basic education through churches in English in native temple schools though Sanskrit, and in Madarsas using Persian language until East India Company was established and British Parliament was involved. However the origin of present system of education in India can be traced to the Macaulays Minutes of 1835. Macaulay rejected the native languages as against English. Through Macaulay remained in India only for a period of about 4 years but he was destined to impact the lives of millions of Indians forever.

The unit further discusses the Woods Dispatch (1853) which gave Indian education a system and an organised structure. The Woods Dispatch is a comprehensive important educational document which holds a unique place in the history of Indian education.

Further in the unit, the recommendation of Hunter Commission (1854) are indicated highlighting its most important contribution to Indian education the vocationalisation of education. Then there is a brief mention of universities commission of 1902. The secondary schools were brought under the control of university. In this unit the recommendation of the Hartog Committee the Sapru Committee and the Abbot-Wood report, the Zakir Hussain Committee report (Wardha Scheme of 1937) and the Sargent report (Dealing with Universalization of Elementary Education) have been discussed. It is interesting to mention that the Sargent report was the comprehensive scheme conveying all stages and aspects of education. This recommendation provided a sound footing for education in free India.

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1.6 UNIT-END EXERCISES

1. Which of the quality of the ancient Guru you would like to practice/ emulate as a professional teacher? Why? Give three convincing reasons. What would you do to adopt in your professional life as a teacher?
2. Survey your locality to assess the need of a new elementary school. Find out what kind of a school is preferred by majority of the parents. Find out the possible reasons of their choices and suggest the measures to establish such a school



UNIT 2 INDIAN EDUCATION SYSTEM – II

STRUCTURE

- 2.0 *Introduction*
- 2.1 *Learning Objectives*
- 2.2 *Recommendations of Education Commissions / Committees in post independent India*
 - 2.2.1 *Radhakrishnan Commission (1948-49)*
 - 2.2.2 *Mudaliyar Commission (1952)*
 - 2.2.3 *National Committee on Women's Education, 1958: Durgabai Deshmukh Committee*
 - 2.2.4 *Kothari Commission (1964-66)*
 - 2.2.5 *Yashpal Committee (1992)*
- 2.3 *National Policies on Education (NPEs)*
 - 2.3.1 *NPE-1968*
 - 2.3.2 *NPE-1986*
 - 2.3.3 *Concerns of Elementary Education*
- 2.4 *Structure of Elementary Education of Eight Years.*
- 2.5 *School Curriculum Framework*
 - 2.5.1 *National Curriculum Framework (NCF), 2005*
 - 2.5.2 *Implications for Elementary School Curriculum*
- 2.6 *Let Us Sum Up*
- 2.7 *Suggested Readings & References*
- 2.8 *Unit-End Exercises*

2.0 INTRODUCTION

In the first Unit we have studied the concept and practices of education in ancient India, as well as, the concept, characteristics and responsibilities of Guru, the teacher. We have also seen the evolution of education in pre-independent India. After independence, the first priority of the free nation was to design education system suitable for the needs of the free country. The constitution of India came into force w. e. f. 26th January, 1950. The constitutional provisions in like Article



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45, provided “It shall be the responsibility of the State (Govt.) to provide free and compulsory education to all the children till they attain 14 years of age within 10 years of coming into force of the constitution.”

In this unit you will come across various commissions and committees, appointed by the Government of India to consider different aspects of education and make recommendations for improving educational facilities and to establish effective education system in the country. The main of them are as shown in Figure 2.1, given below.

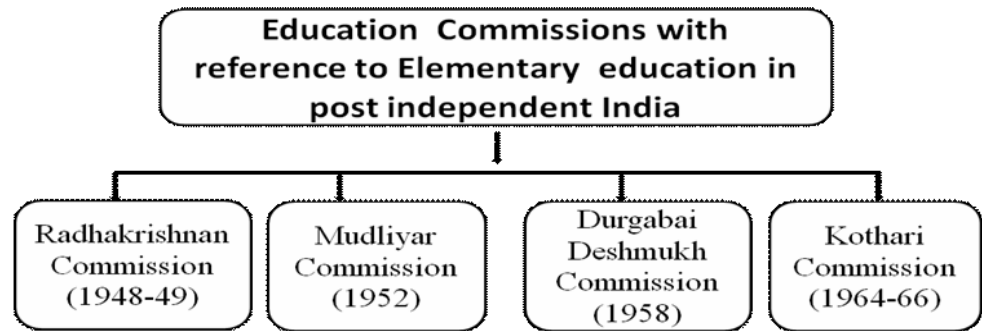


Figure 2.1 Major Education Commissions with reference to Elementary Education in post-independent India

You will find that the recommendations of these commissions and committees have direct bearing on the policies, structure and development of Indian education system in the modern period. This evolution of Indian education, particularly elementary education is reviewed in this unit.

From time to time, Government of India reviewed the position of Education, particularly elementary education (viz. in 1968, 1986 and in 1992-the latest is NCF 2005) and formulated policies regarding education. These policies had salutary effect on the process of propagating elementary education. We will review these policies also, in this unit.

2.1 LEARNING OBJECTIVES

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

- analyze the historical significance of the various Education Commissions;
- explain the unique nature of the recommendations of Kothari Commission;
- examine the programs recommended by different Commissions for their efficacy;
- state and explain the salient features of the present educational policy,



- examine the various goals of education set by different policies for their relevance;
- explain the contribution of national education policies and their impact on UEE,
- evaluate the National Curriculum Framework (NCF) of 2005;
- explain the implications of NCF 2005 and make suggestions for plan of action, and
- critically examine the structure of elementary education of eight years (5 years primary and 3 years of upper primary).

2.2 RECOMMENDATIONS OF EDUCATION COMMISSIONS / COMMITTEES IN POST INDEPENDENT INDIA

There are a number of commissions and committees which addressed themselves to the development of education at different stages, in this country. Some of them which had a bearing on elementary education are the following:

1. Radhakrishnan Commission (1948-49)
2. Mudaliyar Commission (1952)
3. National Committee on Women's Education (1958)
4. Kothari Commission (1964-66)
5. Yashpal Committee (1992)

2.2.1 Radhakrishnan Commission (1948-1949)

University Education Commission was appointed by Government of India in 1948 under the Chairmanship of Dr. S. Radhakrishnan, to look into the problems of university education. This was done, considering the need of young leadership in different fields for the national development, and it was expected that this leadership will come from the educated youngsters.

The Radhakrishnan Commission made significant recommendations regarding the necessary and desirable changes in the aims and objectives of university education and research; in the constitution, control, functions and jurisdiction of universities; their relations with Central and State Govts ; Finance; maintenance of standards of admissions, teaching, examinations, courses of study, duration of courses, unfair discriminations; the medium of instruction, the provision for advanced study in Indian culture, history, literatures, languages, philosophy , fine arts etc. To coordinate higher education in the country, the establishment of



the University Grants Commission was recommended by the Commission which was established immediately, thereafter. These recommendations were accepted, implemented which gave direction to higher education in the country.

Though they did not have direct bearing on the elementary education, these recommendations did have impact on the philosophy and the decision making process regarding elementary education as foundation stage for the preparation for secondary and higher education.

2.2.2 Mudaliar Commission (1952-53)

The Secondary Education Commission was appointed by the Government of India in 1952 under the chairmanship of Dr. A. Lakshmanaswami Mudaliar, to examine the prevailing system of secondary education in the country and to suggest measures for its reorganization and improvement with reference to the aims, organization and content of secondary education, its relationship to primary and higher education and the interrelation of secondary schools of different types, etc.

Mudaliar Commission analyzed the problems of teachers and teacher training programs also, and recommended that there should be two types of institutions for teacher-training:

- (i) Primary Teacher Training Institutions under the control of a separate board - to train those who have passed the School Leaving Certificate or Higher Secondary School Leaving Certificate for the period of two years; and
- (ii) Secondary Teacher Training Institutions to be recognized by and affiliated to universities to train the graduates for the period of one academic year - planned to be extended to two academic years.

Teacher-trainees were expected to receive training in one or more of various extra-curricular activities. Training colleges were expected to, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training through workshops and professional conferences.

It was also expected that the training college will conduct research work in various important aspects of pedagogy and for this purpose will have an experimental school. The commission strongly recommended free training with residential facilities.

These recommendations had far reaching facilitating effects on the teachers training, especially for the teachers in service, coming for training.



2.2.3 National Committee on Women's Education, 1958 (Durgabai Deshmukh Committee)

The problems of education of girls and women, almost half of the population in the country, became a priority after independence. But as you know, traditionally, low priority is given to girl education in Indian society. The Educational Panel of the Planning Commission, in July 1957, recommended 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 suggested that a special committee should be appointed to examine the whole question of women's education.

Accordingly, the National Committee on Women's Education was set up by the Government in May 1958, with Shrimati Durgabai Deshmukh as its Chairperson. 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 up to 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 that adequate provision be made for mothers, crèches, training of women teachers and employment facilities be made for adult women.

Accordingly, many provisions in the policies and practices were made to encourage the education of girl child and the women teachers, particularly at the elementary stage.

2.2.4 Kothari Commission (1964-66)

Despite the recommendations of numerous committees and commissions, and the continuous efforts being made to bring about the changes in education, Govt. of India was not very happy with the progress of education in the country. It was felt necessary to have a comprehensive policy of education covering all the sectors of education. Hence, the Education Commission was set up by the Government of India in 1964 under the chairmanship of Dr. D.S. Kothari, to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects.

The Commission set twelve Task Forces for different educational sectors like School Education; Higher Education; Technical Education; Agricultural Education etc. and seven Working Groups to study, in detail, many of specific problems and to report. The Reports of the Task Forces and the Working Groups enabled the Commission to examine some of the important issues in depth and in detail.



The Commission perceived education as the major tool of social reconstruction and making people aware about their partnership with government in nation building and development. The Commission wanted people to participate in national development. This is the base of the report of Kothari Commission.

Following are some of the major goals for education as visualized by the Commission and the recommendations to achieve them:

- 1) Education for increasing productivity:
 - a) Make science a basic component of education and culture.
 - b) Introducing S.U.P.W. as an integral part of general education.
 - c) Vocationalising education to meet the needs of the industry of agriculture.
 - d) Improving scientific and technological research and education in universities
- 2) Education for accelerating process of modernization:
 - a) Adopting new methods of teaching
 - b) Development of attitudes, values and essential skills like Self study.
 - c) Educating people of all strata of society.
 - d) Emphasizing teaching of vocational subjects and science.
 - e) Establishing universities of excellence in the country.
- 3) Educating for promoting social and national integration:
 - a) Introducing common school system of public education.
 - b) Developing all modern Indian languages.
 - c) Taking steps to enrich Hindi as quickly as possible.
 - d) Encouraging and enabling students to participate in community living.
- 4) Education for inculcation of national values:
 - a) Introducing moral, social and spiritual values.
 - b) Providing syllabus giving information about religions of the world.
 - c) Encouraging students to meet in groups for silent meditation.
 - d) Presenting before students high ideas of social justice and social service.

Kothari Commission Report is a learned critique of Indian education, and even today, after half a century of years, is still regarded as the most in-depth study of primary and secondary education in Indian history.



The commission advocated a common school system (CSS), providing free education to all, without discrimination on the basis of caste, creed or status. The Kothari Commission also suggested some essential measures to implement CSS effectively, such as:

- increased national outlay for elementary education to build required infrastructure to provide quality education, thereby transforming government, local and aided schools into genuine neighborhood schools,
- free instruction for all in the mother tongue at the primary level, in regional languages at the secondary level, and discontinuance of state aid to schools imparting education other than in the medium of mother tongue/ regional language,
- phased implementation of the common school system within a ten year time frame, and essential minimum legislation, particularly to dispense with early selection processes, tuition fees, capitation fees etc. quality teacher education through
 - content course for clarification of basic concepts
 - integrated course of general / professional education
 - refreshing professional studies and conducting research
 - effective methods of teaching and evaluation
 - practice teaching as a part of internship programme, and
 - Revising the teacher education suitable for all stages of education.

For last more than 50 years, this country is trying its best to design such a system of education with some success. But the process is very slow.

2.2.5 Yashpal Committee (1992)

Much later, in 1992, National Advisory Committee was set up by the Government of India under the chairmanship of Prof. Yashpal to suggest ways and means to reduce academic burden on school children. After studying the problem of curriculum load in detail, Yashpal Committee came to the conclusion that the problem of the load on school children does not arise only from faulty curriculum design, or poorly equipped teachers, or school administrators or text books but from our valuing qualifications more than real competence for doing useful things. It is connected with the notions of ‘knowledge explosion’ and the ‘catching up’ syndrome.

The Committee felt that the process of curriculum-framing and preparation of textbooks has to be decentralized to increase involvement of teachers, educators



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and experts in these tasks with greater autonomy. Scientists and experts in various disciplines can be associated with the preparation of textbooks as consultants, and not as writers of the books.

The committee discouraged the competitions, rewarding individual achievement- since they deprive children of joyful learning- and encouraged collaboration, group activities and group achievements to give a boost to cooperative learning in schools. The Committee did not want any tests and interviews for admission to early childhood education institutions.

The Committee strongly felt that the young children should not be compelled to carry very heavy bags of books everyday to schools. Textbooks should be treated as school property and thus, there should be no need for children to purchase the books individually and carry them daily to homes. The committee was of the opinion that in the primary classes, children should not be burdened with homework excepting for extension of explorations in the home environment. In the upper primary and secondary classes, homework, where necessary, should be non-textual, and textbooks, when needed for work at home, should be made available on a rotation basis.

The concept based curriculum and text books for all subjects in primary classes is suggested by the committee. The committee has made observations regarding the syllabi and textbooks for all the subjects in primary classes. The committee observed that Language textbooks should adequately reflect the spoken idiom and give adequate representation to children's life experiences, imaginary stories and poems, and stories reflecting the lives of ordinary people in different parts of the country. Science should provide for experimentation and analytical reflection on real-life situations. Besides imparting knowledge of history and geography, the Social Sciences curriculum should convey the philosophy and methodology of the functions of our socio-political and economic systems to enable the students to analyze understand and reflect on the problems and the priorities of socio-economic development. The History syllabus for classes VI-VIII should focus on the freedom struggle and post-independence developments. The contents of Civics be replaced by contemporary studies. The study of Geography be related to contemporary reality.

The Yashpal Committee wanted stringent norms for granting recognition to private schools for improving the quality of learning. The committee appreciated the idea of setting up education committees at village, block and district level to undertake planning and supervision of schools under their jurisdiction.

Yashpal Committee suggested the following quality criteria for Primary Education-

- 1) Rank attained in school grading,
- 2) Participation of the society,



- 3) Percentage of attendance
- 4) Quality standard of education could be determined on the basis of the criteria which include:

Preparation of Teachers, Method of teaching, Usage of Educational material, Action and participation of the students, Achievement of students in school tests, Class Management, Proceeding of Teaching, Arts, Work experience and Physical Education, Study of environment, Surrounding, Activities to give students various experiences and opportunities etc.

The Yashpal Committee desired a rigorous, thorough and intensive teacher preparation programme, resulting in satisfactory quality of learning in schools and enabling the trainee teachers to acquire the ability for self learning and independent thinking. The duration of the programme recommended was one year after graduation or three-four years after higher secondary. The content of the programme should be restructured to ensure its relevance to the changing needs of school education and to make it more practicum-centered. The continuing education of teachers must be institutionalized through a systematically designed and imaginatively conducted in service program.

These recommendations had far reaching impact on the decisions regarding educational policies. Several new practices were introduced. These recommendations were particularly significant for the elementary education.

2.3 NATIONAL POLICIES ON EDUCATION (NPE)

You will see that after independence, problem of educational reconstruction was reviewed by several commissions and committees, to promote education amongst Indian populace. Based on the reports and recommendations of these commissions and committees, the National Policies of Education (NPE) were formulated from time to time, and implemented. These policies considered education at all levels, particularly at elementary level, in both rural and urban India, as it was a major concern of the country.

2.3.1 National Policy of Education (NPE) 1968

The first NEP was based on the recommendations of the Education Commission (1964–1966). It was promulgated in 1968 and required a “radical restructuring” and equalizing educational opportunities in order to achieve national integration and greater cultural and economic development. The policy set the path of educational development and aimed at fulfilling the cherished goal of compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualifications of the teachers. The basic tenets of the policy included:



1. Free and Compulsory Education

Making serious efforts to provide free and compulsory education for all children up to the age of 14, and to reduce the prevailing wastage and stagnation in schools, as well as, to ensure that every child who is enrolled in school successfully completes the prescribed course.

2. Status, Emoluments and Education of Teachers

According teachers an honored place in society and protecting their academic freedom, ensuring adequate and satisfactory emoluments and satisfactory service conditions, and emphasizing teacher education, particularly in-service teacher education.

3. Development of languages

Development of regional languages, to implement effectively, the three-language formula at the secondary stage.

4. Equalization of Educational Opportunity

Equalizing educational opportunity, to promote social cohesion and national integration by correcting regional imbalances, by admitting students on the basis of merit in all schools like public schools, and by protecting interests of socially deprived sections.

5. Spread of Literacy and Adult Education

Liquidating mass illiteracy and providing continuing education for functional literacy among employees in commercial and industrial establishments. Such linkage is necessary to make technical and vocational education at the secondary stage, effectively terminal.

6. Production of Books

Producing high quality books for children – low cost textbooks for schools and universities.

7. Games and Sports

Developing games and sports at large scale, with the object of improving the physical fitness and sportsmanship of the students

8. Part-time Education and Correspondence Courses

Developing part time education and correspondence courses, of the same status as full-time courses, on a large scale for the university and school students, teachers and workers.

Education in the country was dictated by this policy for almost two decades,



making slow but steady progress and beginning of many innovative programs and practices. It was reviewed in the context of national integration.

2.3.2 National Policy of Education (NPE)--1986

This policy is characterized by emphasis on national integration and ten core elements of curriculum. National System of Education is visualized here, as based on a national curricular framework, which contains a common core, along with other components that are flexible. The common core include the history of India's freedom movement, the constitutional obligations and other content, essential to nurture national identity. These elements cut across subject areas and are designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, and observance of small family norms and inculcation of scientific temper.

All educational programmes were proposed to be carried out, in strict conformity with secular values. To promote equality, it was necessary to provide for equal opportunity for all, not only in access, but also in the conditions of success. Besides, awareness of the inherent equality of all was expected to be created through the core curriculum. The purpose was to remove prejudices and complexes transmitted through the social environment and the accident of birth.

The salient features of this policy include:

1. Common educational structure
2. National curricular framework with ten common core elements
3. Equal educational opportunities for all
4. Promotion of adult education.
5. Use of scientific and technological developments in education
6. Operation Black Board for UEE.
7. Minimum levels of learning
8. Pace setting Navodaya Vidyalayas.
9. Vocationalisation of education.
10. Raising the status of the teacher.
11. Creating awareness about social, economic, cultural and environmental issues
12. Accountability in education.

These policies provided a strong base for UEE and many of the programs initiated which were of the national importance. This policy was further modified soon, in 1992, to reset the higher goals to achieve.



2.3.3 Concerns of Elementary Education

The various concerns regarding educational issues, particularly concerns about elementary education gleaned out from the recommendations of the commissions and the national policies include:

- Low enrollment- Overall enrollment in primary schools was found very low. Most of the ‘out of the school children don’t go to school because of distance and lack of physical facilities etc.
- High dropout rate - The children leave school for variety of reasons, mostly, to work and earn money. A large percent of the dropouts are girls, forced by their parents to leave school and tend the family at home.
- Children living in rural areas continue to be deprived of a quality education due to their under qualified, untrained teachers. In recent years the number of qualified teachers has increased because of efforts by the government and private groups to improve the professional training of rural teachers.
- Obtaining more teachers for rural schools is difficult because of state guidelines that approve of high student-teacher ratios.
- Poor quality of instruction resulting in unsatisfactory quality of ‘successful’ students. Lack of instructional facilities and practices that build a stronger school program
- Strengthening of leadership and supervision in pre-primary and elementary schools by professional training and re-training of large number of personnel e.g. Teachers, Head Masters and Supervisors etc.
- Substituting current examination system by alternatives like CCE
- Inequality - Gender disparity, Urban-Rural disparity, regional disparity
- Building positive mindset of teachers towards ICT

2.4 STRUCTURE OF ELEMENTARY EDUCATION OF 8 YEARS

The Educational Structure

It was thought advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective is to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

National System of Education envisages a common educational structure in the pattern of 10+2+3 as suggested by Kothari Commission. This uniform structure of school education has been adopted all over the country. However, within the states, there remained variations in the number of classes constituting the Primary,



Upper Primary, High and Higher Secondary school stages, age for admission to class I, medium of instruction, public examinations, teaching of Hindi and English, number of working days in a year, academic session, vacation periods, fee structure, compulsory education etc. The primary and upper primary or middle stages together constitute the elementary stage. The further break-up of the first 10 years was, elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Following table shows the division of schooling in most of the states:

Table 2.1
Structure of School Education System in India

Stages of Schooling	<i>Pre-Primary</i>	<i>Lower Primary</i>	<i>Upper Primary</i>	<i>Secondary</i>	<i>Higher Secondary</i>
Grades	Nursery, LKG/KG	1 to 5	6 to 8	9 and 10	11 and 12
Length of program	3 years	5 years	3 years	2 years	2 years
Age level	Entry at 3 to 6 years	6 to 11 years	11 to 14 years	14 to 16 years	16 to 18 years

Pre-Primary: In the broad structure of Indian education, Pre-primary education forms the basis of learning. It is divided into Nursery, Lower Kindergarten (LKG) and Upper Kindergarten (UKG). At this stage student is acquainted with formal school life and reading and writing skills. It consists of children of 3-5 years of age.

Lower Primary: A child enters class one of primary school after finishing Upper Kindergarten or directly. In the lower primary level, students get an idea of the different subjects. The primary school curriculum emphasizes general education and covers basic subjects such as reading, writing and arithmetic, supplemented by History, Civics and Geography as well as Environmental Science. The children of the age group of 6-11 years study at this stage in the classes I- V in most of the states. However in some of the states this stage consists of classes of I-IV. The language of instruction at the lower primary level is generally the mother tongue, either Hindi or a regional language.

Upper Primary: It consists of children studying in classes from sixth to eighth. From upper primary, other languages such as English and/or Hindi (if Hindi is not the mother tongue) are introduced. English is introduced in Standard V, onwards.



2.5 SCHOOL CURRICULUM FRAMEWORK

Any National Education System is based on the common curriculum framework designed keeping in view the national needs and requirements. In India also, keeping different policies in mind, national curriculum framework was designed from time to time and implemented all over the country. Such frame work was then reviewed for its achievement in terms of national goals. We will review the latest National Curriculum Framework being implemented, currently.

2.5.1 The National Curriculum Framework (NCF 2005)

NPE 1986,92 proposed a national framework for curriculum as a means of evolving a national system of education “The NPE – Programme of Action(PoA) envisaged a child-centered approach to promote universal enrolment and universal retention of children up to 14 years of age and substantial improvement in the quality of education in the school” (PoA, P. 77). National Curriculum Framework was envisioned as a means of modernizing the system of education .National Curriculum Framework 2005 reviews and refers to the recommendations of the Mudaliar Commission and Kothari Commission and reviews development of Curriculum Framework of 1975, 1988 and 2000. It heavily draws from the report entitled Learning without Burden (1993) and National Policy on Education 1986, examining the problems of curriculum overload.

After considering all these policies and the recommendations of Yashpal Committee, a new revised restructured national curriculum framework was prepared in 2005 and is being implemented at present in the entire country. The NCF 2005 examines the curriculum load on children in depth and provides a framework within which teachers are free to choose and provide the learning experiences that they think are useful for better learning. It envisages that in order to realize educational objectives, the curriculum functions as a structure that helps in providing required experiences. Media and educational technologies can provide effective modes for curriculum transaction. The children also must understand how to learn and construct their own knowledge so that learning becomes wholesome, creative and enjoyable.

The salient features of the revised NCF are as follows:

Guiding Principles

The NCF attempted to implement many of the good ideas that have been articulated in the past by various commissions to make it an inclusive and meaningful experience for children. The NCF is based on four guiding principles for curriculum development: (a) connecting knowledge to life outside the school, (b) ensuring that learning shifts away from rote methods, (c) enriching the



curriculum so that it goes beyond textbooks, and (d) making examinations more flexible.

The NCF 2005 is critical of the perception about the child as a passive receiver of knowledge and emphasizes that the child can be made an active participant in the construction of knowledge by encouraging children to ask questions, relate what they are learning in school to things happening outside, encouraging them to answer from their own experiences and in their own words rather than by memorizing.

It points out that interaction with peers, teachers and older and younger people, can open up many rich learning possibilities. Learning tasks and experiences, therefore, need to be designed to ensure that children seek out knowledge from sites other than the textbooks—from their own experiences, from experiences at home, community, from the library. The approach to planning lessons must therefore move away from the ‘Herbartian’ lesson plan to ‘Constructivist pedagogy’, planning activities that challenge children to think and try out what they are learning.

It recommends significant changes in learning Languages, Math, Natural Science and Social Sciences, making education more relevant to the present day and future needs of children. In Language, it emphasizes on implementing the three-language formula with emphasis on mother tongue as the medium of instruction.

It focuses on language as an integral part of every subject, since reading, writing, listening and speech contribute to a child’s progress in all curricular areas, and therefore constitute the basic of learning.

English, Mathematics and Science are found to be the three core subjects in which a large number of students, nearly 50% fail. This is perhaps the biggest limitation of the elementary education system. The National Curriculum Framework (NCF) addresses this issue. The Focus Group on “Teaching of Science” emphasized on experiment based learning in school science curriculum. Improving school libraries, laboratories and workshops is required to promote culture of experiment based learning while reducing the importance of external examinations. A need was also felt to have computer–interfaced experiments and projects utilizing database from public domain.

Mathematics learning should help in enhancing the child’s ability to think and reason, visualize and handle abstractions and formulate and solve problems. The teaching of Science should be recast to enable children to examine and analyze every day experiences. Environment Education should become part of every subject. It also recommends a paradigm shift to study Social Sciences from the perspective of marginalized groups. It recommends gender justice and sensitivity to tribal and dalit issues and minority sensibilities.

The document draws attention to Work and Education. Work should be recognized



as a creation of new forms of knowledge and value addition, necessary for democratic order. Work education must link up with heritage crafts, especially in craft zones which need to be mapped, so that this important source of cultural and economic wealth can be properly harnessed through linkage with education.

It also discusses curriculum sites and learning resources, including texts and books, libraries, education technology, tools and laboratories, etc. It emphasizes on the need for plurality of material, as also the need for teacher autonomy and professional independence. It also covers issues of academic planning and leadership at school level to improve and monitor quality.

The review of the National Curriculum Framework, 2000 was initiated specifically to address the problem of curriculum load on children. Yashpal Committee had analyzed this problem, tracing its roots to the system's tendency to treat information as knowledge. In its report, "Learning without Burden", the committee pointed out that learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention of using textbooks as the basis for examination. The impulse to teach everything arises from lack of faith in children's own creative instinct and their capacity to construct knowledge out of their experience.

"Learning without Burden" recommended a major change in the design of syllabi and textbooks. To make teaching a means of harnessing the child's creative nature, the report recommended a fundamental change in the matter of organizing the school curriculum, and also in the system of examination.

Critical Pedagogy

The children are critical observers of their own conditions and needs, and should be participants in discussions and problem solving related to their education and future opportunities. Hence, children need to be aware that their experiences and perceptions are important and should be encouraged to develop the mental skills needed to think and reason independently and have the courage to dissent. Participatory learning and teaching, emotion and experience, need to have a definite and valued place in the classroom. True participation starts from the experiences of both students and teachers.

Critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. This is important in view of the multiple contexts in which our schools function. A critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives. Critical pedagogy facilitates collective decision making through open discussion and by encouraging and recognizing multiple views, and in designing a curriculum sensitive to these circumstances.



2.5.2 IMPLICATIONS FOR ELEMENTARY SCHOOL CURRICULUM

As a result of these developments on the educational scenario and the latest decision of implementing the RTE Act in all the states, the immediate action is taken up at all the levels all over the country. The new curriculum is designed and implemented in most of the states following the NCF guide lines and NCERT has developed the new text books for all the subjects based on these reforms and philosophy and practice of education. Examinations are abolished and CCE is introduced at the elementary stage, participatory management is inducted making beneficiaries and community at large, partners to school complex in educating the young generations. Due emphasis on ICT involvement in teaching-learning process is also being given.

The total number of days for the curriculum transaction is decided to be 200 days. The school annual calendar could be decentralized to the district level and decided in consultation with the Zilla panchayats. Total homework time prescribed in there is (i) No homework up to Class II and two hours a week from Class III of primary schools, (ii) One hour a day (about five to six hours a week) Middle school, and (iii) Two hours a day (about 10 to 12 hours a week) in Secondary and Higher Secondary.

All these changes necessitate the teachers' training in new pedagogical practices to enable them to achieve new goals and objectives. The NCF has envisaged the new roles and responsibilities for the teachers and made numerous suggestions for their training. Teacher education programmes need to be reformulated and strengthened so that the teacher can be an encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Teacher autonomy and professional independence of teachers is essential for ensuring a learning environment that caters to diverse needs of learners.

Such teacher education programmes place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration of theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.

In this context, centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalization of teachers, assume significance. The NCF 2005 perceives in-service teacher education as a catalyst for change in school practices.



2.6 LET US SUM UP

After having a critical review and discussion on the recommendations of the various Education Commissions and Committees in post independence era, we have learnt from this unit the genesis of the present education system and how it developed. We have seen how the recommendations of Radhakrishnan Commission and Kothari commission influenced the development of education in general and Yashpal Committee specifically elementary education in this country. We have seen how they are reflected in subsequent national policies on education revised from time to time.

Educational policies and progress have been reviewed in the light of the goals of national development and priorities set from time to time. In its resolution on the NPE 1968, an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed. NPE-1986 was formulated which was further updated in 1992. The NPE 1986 provided for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) was prepared in 1992, assigning specific responsibilities for organizing, implementing and financing its proposals. After considering all these policy decisions from time to time and the recommendations of Yashpal Committee the entire school structure was modified and a new National Curriculum framework has been developed in 2005, and is being implemented at present in the entire country.

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2.8 UNIT-END EXERCISES

1. Why was the fresh need for a new National Educational Policy felt in the year 1985 when already there was NPE (1968)?
2. Why was the Kothari Commission appointed? Mention any four major terms of Recommendations of the Kothari Commission.
3. Explain some of the specific recommendations regarding improvement of the Teacher Education.
4. What are the major concerns of Elementary Education in India?
5. State and explain the salient features of the present educational policy.
6. Evaluate the National Curriculum Framework of 2005 for its relevance. Make suggestions for improving the plan of action for its implementation.
7. Critically examine the structure of elementary education of 8 years. Suggest ways to bring uniformity in the structure, nationwide.



UNIT 3 EDUCATION AS A FUNDAMENTAL RIGHT

STRUCTURE

- 3.0 *Introduction*
- 3.1 *Learning Objectives*
- 3.2 *Concept and Need of Universalization of Elementary Education*
 - 3.2.1 *Article 45 of the constitution of India*
 - 3.2.2 *Reasons for non-achievement of goals of UEE*
 - 3.2.3 *86th Constitutional Amendment*
 - 3.2.4 *Right to education Act (RTE), 2009*
 - 3.2.5 *Rights of the Child*
- 3.3 *Roles and Responsibilities of Teacher*
- 3.4 *School Governance and Management*
- 3.5 *Curriculum and Evaluation Imperatives*
- 3.6 *Rules of the RTE Act, 2009*
 - 3.6.1 *Preliminary*
 - 3.6.2 *Right of Children to Free and Compulsory Education*
 - 3.6.3 *Duties of the State Government*
 - 3.6.4 *Maintenance of Records*
 - 3.6.5 *Responsibilities of Schools and Teachers*
 - 3.6.6 *School Management Committee*
 - 3.6.7 *Teachers*
 - 3.6.8 *Curriculum and Completion of Elementary Education*
 - 3.6.9 *Protection of Rights of Children.*
- 3.7 *Let Us Sum Up*
- 3.8 *Suggested Readings & References*
- 3.9 *Unit-End Exercises*



3.0 INTRODUCTION

You are aware of the fact that education is a key to progress of any country. The main aim of education is to bring about all round development of a child's personality. According to the census of 2011 the literacy rate in India was 74.04. In some of the states like Kerala the literacy rate was as high as 93.9 while in the state like Bihar it was as low as 63.8 (Percent).

In **unit-1** and **unit-2** you have studied the recommendations of the various commissions and committees regarding education. You have also studied the evolution of elementary education curriculum and major implications of NCF 2005. In this unit we are going to study, how education has emerged as a fundamental right of children. We shall discuss the provisions of RTE Act 2009

The United Nations issued two important documents as far as rights are concerned. In 1948 it issued a document titled 'Declaration of Human Rights' and in 1959 it issued a document titled 'Declaration of the Rights of the Child.' Though we are living in the 21st century we know that thousands and thousands of people are still forced to live in poverty and without any access to modern life. After independence there was a big expansion in the network of education, but in spite of this, several lakhs of children were not enrolled in schools, the rates of dropouts, wastage and stagnation were also very high. In the light of these facts the Indian Parliament has passed the Right to Education Act in August, 2009.

In this unit we will study the provisions of this Act and also our role as teachers for achieving the goals of Universalization of Elementary Education

3.1 LEARNING OBJECTIVES

After studying this unit you should be able to:

- explain the meaning of universalization of elementary education (UEE)
- discuss the reasons for non-achievement of goals of universalization of elementary education as mentioned in Article 45 of the Constitution of India
- state the provisions made in the 86th Constitutional Amendment (2002)
- describe the rights of the child as given in the United Nation's Declaration on Rights of the Child
- discuss the Provisions and Rules of the Right to Education Act, 2009
- explain the roles and responsibilities of the teacher in implementing the provisions of the Right to Education Act, 2009
- explain the evaluation procedures suitable for achieving the goals of RTE
- explain the role of the stakeholders in implementing the provisions of the RTE Act.



3.2 CONCEPT AND NEED OF UNIVERSALIZATION OF ELEMENTARY EDUCATION

As you know, elementary education caters to the needs of children in the age group of 6-14 years. In general, it includes education from Std. I needs of to Std. VIIIth. (Std. I to V-Lower Primary, Std. V to VIII upper primary). Universalization of elementary education means making elementary education available to each and every child in the country irrespective of his/her caste, creed, religion, ethnic group, gender and socio-economic status.

Education is at the base of all types of human development and progress. Education is said to be the sharpest weapon and strongest shield against all human problems. Human life becomes meaningless in the absence of education. It is through education, that we acquire knowledge and skills which enable us to lead a fruitful life. India is a democratic country and justice, equality and liberty are the guiding principles of our Constitution. You will agree with the opinion that to deprive someone of the right of obtaining education is a gross injustice, and hence, universalization of at least primary education is of prime importance in a democratic and secular country like ours.

3.2.1 Article 45 of the Constitution of India

The constitution of India takes care of every aspect of human development. Article 45 of the Constitution provides for free and compulsory education to children in the age group of 6-14 years. You are aware of the fact that provision for universalization of elementary education was part of all five years plans. Government, non-government agencies, voluntary organizations and private organizations are engaged in this task but still the goal to provide education for all be achieved still remains.

3.2.2 Reasons for Non-Achievement of Goals of UEF

Some of the reasons for non-achievement of goals of UEE are as follows-

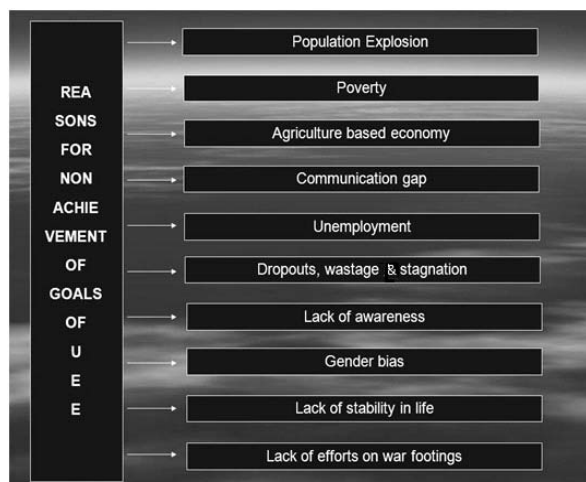


Figure 1- Reasons for non-achievement of goals of UEE



Population-explosion: In spite of quantitative expansion and network of schools education could not reach the doorsteps of each and every child in the country. The rate of development lagged behind the rate of growth of population. As you know, fast growth of population has created many problems in all walks of our life.

Poverty: For thousands of parents sending the children in school is a luxury which they cannot afford. Their children had to work hard for earning livelihood. Hence, they don't get their children enrolled in schools. We often see many young children engaged in different types of work.

Agriculture based economy: Due to poverty and in absence of modern technology the parents prefer to engage their children to work in the fields instead of sending them to schools. You might have seen children working in the fields with their parents or even working as laborers.

Communication gap: In remote, hilly and tribal areas there exists a big communication gap between the Govt. agencies and people. The children living in these areas don't have easy access to education. Local agencies and NGOs are also not in a position to cater for education in such problematic areas and hence the children have to suffer.

Unemployment: Many parents think that as educated youth are unemployed, there is no point in sending the children to schools. However, you know that this view is not correct and as a teacher you will have to work hard to change this type of negative attitude.

Lack of motivation: Though the government gives incentives to the school going children such as free education, scholarships and other facilities, still proper motivation is lacking among parents to send their children to the school. As a result of lack of motivation, enrolment of children in schools does not increase.

Dropouts, wastage and stagnation: We often experience that even if the children are enrolled in the schools they dropout due to various reasons. The wastage and stagnation are big hurdles in completion of education of children upto the elementary level.

Lack of awareness and ignorance: Ignorance about the value of education is curse. In our society, many of the parents don't realize the importance of education in human life and it is only out of ignorance they don't get their children enrolled in the schools.

Gender bias: In many States the rate of women literacy is lower than that of male literacy. In many societies gender bias is predominant. We often observe that education is imparted to male child while education of female child is neglected. Instead she has to shoulder the responsibility of helping her mother in routine work and also to look after the younger brother or sister.



Notes

Lack of Stability in life: Some tribes and nomads are still homeless and they have to wander from place to place in search of livelihood. Some laborers' also lack stability in life. Many children are orphans. We can imagine that in all such cases taking education becomes a distant dream.

 **ACTIVITY -1**

1. Add at least three more reasons for non-achievement of the goals of Universalization of Elementary Education.

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.....

2. Did you observe any difference in life style of literates and illiterates?

What type of differences have you observed between literates and illiterates people on the following counts - (Record your observations)

- Attitude towards life.
- Social Maturity
- Knowledge level
- Economic status
- Educational status of children
- Size of family
- Living standard

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3.2.3 86th CONSTITUTIONAL AMENDMENT

In the year 2002, 86th amendment in the Constitution was made by the Indian Parliament.

THE CONSTITUTION (EIGHTY-SIXTH AMENDMENT) ACT, 2002

1. **Short title and commencement-** (1) This Act may be called the Constitution



(Eighty-sixth Amendment) Act, 2002.(2) It shall come into force on such date as the Central

Government may, by notification in the Official Gazette, appoint.

- 2. **Insertion of new article 21A**- After article 21 of the Constitution, the following article shall be inserted, namely:-Right to education.-”21A. The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”
- 3. **Substitution of new article for article 45**- For article 45 of the Constitution, the following article shall be substituted, namely:- .Provision for early childhood care and education to children below the age of six years.”45. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.”

The 86th amendment to the Constitution approved in 2002 providing free and compulsory education to all children aged six to 14 years has been notified.

Along with this, the Right of Children to Free and Compulsory Education Act which was passed by Parliament was also notified to enable the implementation of the 86th amendment.

In 2002, through the 86th Amendment Act, Article 21(A) was incorporated. It made the right to primary education part of the right to freedom, stating that the State would provide free and compulsory education to children from six to fourteen years of age.

Article 21 of the Constitution is related with protection of life and personal liberty. Article 21 A was added after Article 21.You will appreciate that Article 21 A makes the right of education of children of the age group of 6-14 years, a **fundamental right**.

Article 51 A of the constitution includes 10 fundamental duties of citizens. By virtue of this amendment 11th fundamental duty is added which read as follows, ‘to provide opportunities for education to his/her child or ward as the case may be, between the ages of 6 to 14 years. So to give education to the children / wards has now become a fundamental duty of every citizen.



ACTIVITY-2

- 1. What impact do you think the 86th amendment in the Constitution of India could bring in School system?

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3.2.4 Right to Education Act (RTE)-2009

On 26th of August 2009 the Indian Parliament passed a historic Act regarding education, known as ‘ Right to Education Act’ 2009. In view of the non-achievement of goals of UEE, this was the most awaited step on the part of Govt. of India. But you will be surprised to know that Act to provide free and compulsory education to the children in the age group of 6-14 yrs was already framed and implemented by Chhatrapati Shahu Maharaj in Kolhapur State (Maharashtra) way back in 1902. In 1918 Vitthalbhai Patel made primary education compulsory in all Municipal Councils of Bombay State by passing an Act to that effect. Mahatma Gandhi’s Basic System of Education or Wardha Scheme of Education, (1937) also advocated for compulsory and free education for children. You will definitely appreciate the argument of Mahatma Gandhi that, every person has right over free air and water, similarly free education should be available to each and every child and it is the duty of society and Government to look after the welfare of the child.

Our country is a party to the UN Declaration on the Rights of the Child 1959. Accordingly it adopted a National Policy on Children in 1974. UNICEF Report (2005) titled “Childhood under Threat” states that 72 million children in India between five and fourteen years do not have easy access to basic education. In order to ensure rights of the child and in response to India’s commitment to UN declaration to this effect, the Govt. of India set up a National Commission for Protection of Child Rights. Each and every child has a right to survival, development and participation. As a responsible citizen and moreover, as a teachers, it is our prime duty to protect the rights of the child.

You will now study in detail the following provisions of RTE Act

- Rights of the child.
- Roles and responsibilities of the teacher
- School governance and management
- Curriculum and evaluation imperatives.

3.2.5 Rights of the Child

As per declaration of the United Nations on rights of the child some of the important rights are as follows.



Notes



Figure 2: Rights of the child

- Every child of the age of 6 to 14 years shall have a right to free and compulsory education in a neighborhood school till the completion of elementary education.
- No child shall be liable to pay any kind of fee or charges for completing the elementary education. We should take every care to see that no child is denied admission in want of money.
- By some reasons or the other, if a child above 6 years could not complete his or her elementary education then he/she will be availed opportunity to get admission in the class in accordance with the age of the child.
- If the school where the child is admitted does not have facility for completing elementary education then the child shall have right to seek transfer to another school where such facilities are available, we should extend every help to the child who needs to get transferred.
- If for any reason a child is required to move from one school to another within a state or outside, such child shall have right to seek transfer at his/her will. As a teacher, we can help the child at this juncture.
- The headmaster or in-charge of the concerned school is expected to issue the transfer certificate to the child. Delay in issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.
- No child shall be denied admission in a school for lack of age proof. If possible we can help the child to get his/her age proof, this may help the child in future also.



Notes

- No child shall be denied admission even after the last date of admission & as a teacher it will be our responsibility to complete the studies of the child as per requirement.
- No child admitted in the school shall be held back in any class or expelled from school till the completion of elementary education.
- We should never subject any child to physical punishment or mental harassment.

✂ ACTIVITY- 3

- Study these rights of the child carefully and on the basis of your observations state how far these are followed in your area/school/class room.
.....
.....
.....
- Mention the reasons for violation of child right
.....
.....
.....
- Make a list of the child rights which are being violated in your area
.....
.....
.....
- Visit the places (hotels, shops, farms, market places etc.) where child rights are being violated, interact with the children engaged in work at such places and record your observations.
.....
.....
.....
- Organize programmes for creating awareness regarding child rights among the people.
.....



Notes

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.....
• Prepare a script of Street play (Pathnatya) on the theme ‘rights of the child’ and play the same by involving your students.
.....
.....
.....

3.3 ROLES AND RESPONSIBILITIES OF THE TEACHERS

As you know role of teacher is very important in smooth running of a school. As is the teacher so will be the school, is an experienced fact. The role of a teacher under RTE Act is as follows:

- You will have to maintain regularity and punctuality in attending the school.
- You have to complete entire curriculum within specified time.
- It will be our duty to assess the learning ability of each child and provide learning opportunities to the child accordingly.
- You should hold regular meetings with the parents/guardians of the child and apprise them about the overall performance and progress of the child.
- As a teacher it is your responsibility to extend all types of help to make the child free of fear, trauma and anxiety, you should implement carefully the procedure of comprehensive and continuous evaluation (CCE). You we have to make all efforts to build up child’s knowledge, potentiality and talent and work for development of his/her physical and mental abilities. In short, you are expected to bring about the all round development of the child.
- If you are committing default in performance of duties then you will be liable to disciplinary action.
- Performing only the prescribed duties by you may not help to achieve the goals of RTE. You should rather emerge as great supporters of RTE and work as an active agent for the effective implementation of the provisions of RTE Act 2009. You should render our best services to the nation to achieve the goal of cent percent literacy.



Notes

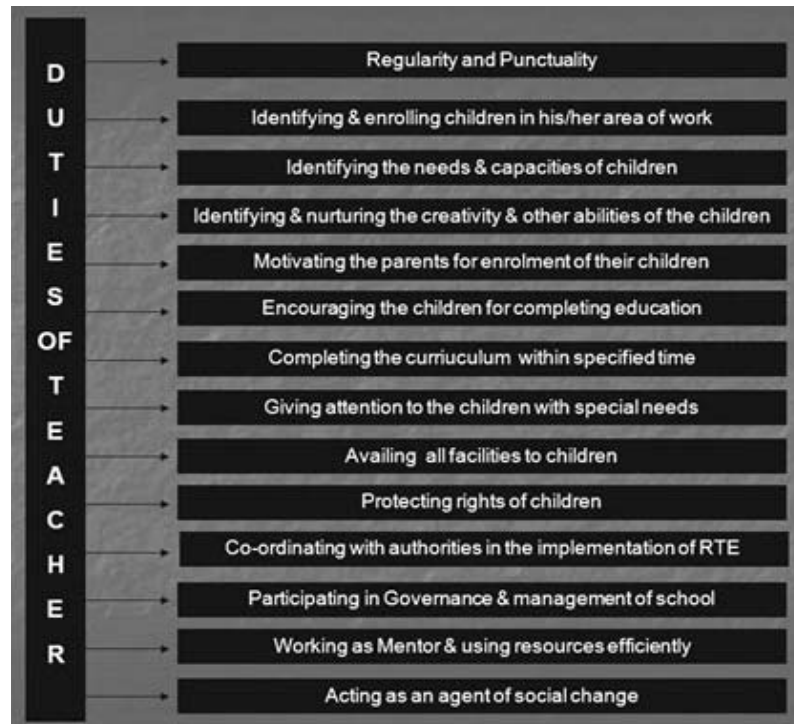


Figure 3: Duties of Teacher



ACTIVITY-4

1. You have studied the duties prescribed for teacher by RTE Act 2009. In your opinion which duties a teacher should adopt in order to achieve the goals of RTE?

3.4 SCHOOL GOVERNANCE AND MANAGEMENT

You should never forget the importance of governance and management of the school. Unless your school is managed in a proper way you will not be able to achieve the goals of RTE. There are many provisions in RTE regarding proper arrangement and governance of the school. It is clearly mentioned in the Act that no school shall be established or recognized unless and until it fulfills all the norms and standards for imparting education effectively. It means the school must have necessary infrastructural and educational facilities.

Mother is said to be the first teacher of a child, you will appreciate the provision that the management committee of school will consist of at least 50% women and most of the office bearers and members of this committee will be from parents' category. The Management committee is expected to perform the following functions-

- Monitor the working of school.

- Prepare and recommend the school development plan.
- Monitor the grants received from various sources.
- Work for the mission of achieving the goals of RTE.

You are expected to assist in the governance of the school. It is joint responsibility of teachers and management of the school to ensure that all eligible children get enrolled in the school and continue to attend the school till they complete elementary education. To prevent irregularity and dropout is a challenge but you can overcome the same by motivating children and parents as well.

3.5 CURRICULUM AND EVALUATION IMPERATIVES

The curriculum of this stage is expected to develop minimum basic skills and attitudes in the children. It will be child-centered and related to day-to-day life of the child. It should be flexible enough to accommodate the needs and requirements of children of different abilities and belonging to varied Socio Economic Status. It is expected to be inclusive and flexible enough, to cater to the requirements of children with special needs. Curriculum will be constructed in conformity with the values enshrined in the RTE Act. It should be helpful in building up child's knowledge, potentiality and talent. You will agree with the view that the curriculum should promote learning through activities and there should be ample scope for games and sports and organization of the co-curricular activities.

There shall be no external examination till the completion of elementary education of the child, all children are to be promoted to higher class but this does not mean that you should neglect the evaluation part. A scheme of comprehensive and continuous evaluation (CCE) is to be implemented. You will have to be very careful regarding quality of education. Though there is no pass and fail system, in any case the standard of education should be maintained. As you know, the main aim of education is to bring about all round development of the child. It is our responsibility to build up the child's knowledge, potentiality and talent. We should take every care to inculcate favourable attitudes and positive values of life in the children. We should also promote various skills, learning through activities and spirit of discovery. We should try our level best to develop physical and mental abilities of children to the fullest extent.

ACTIVITY -5

- i. Visit the elementary school in your area, interact with the people working there and record your observations regarding the functioning of the personnel.



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- ii. How far the efforts are being made to achieve the goals of elementary education.
- iii. Are you satisfied with the present system of evaluation of progress of the students? Give your observations
- iv. Do you think that the scheme of comprehensive and continuous evaluation will help you evaluate the progress of children? Give your comments.

3.6 RULES OF THE RTE ACT

We have studied the provisions of RTE Act 2009. For actual implementation of the RTE Act some rules are framed which are called the Right of Children to Free and Compulsory Education Rules, 2009. These rules may vary up to some extent from state to state. Here, we shall try to study some of the important rules for free and compulsory education of child. The rules to RTE Act are divided into 8 parts.

The Model Rules, 2009 on the Right to Education Act have been formulated to help operationalize the Act. These rules provide a broad framework which the different states could use while devising their own State Rules on RTE. The States must ensure that their RTE Rules include all aspects of grievance redressal including the method of lodging complaints, specific authorities from the State machinery to be approached for complaints, timeline for grievance redressal etc.

The RTE Model Rules document in its current form lays down details on:

- Provisions and methods special training of children in order to bring them up to the learning level of their peers
- The limits of neighbourhood schools
- Duties of the state govt. and local authorities in up-gradation of schools, provision of transport facilities, or residential facilities and all forms of learning support to children with disabilities to ensure completion of elementary education.
- Method and details of records to be maintained of children within the jurisdiction of a local authority.
- Responsibilities of schools and teachers with regard to enrolments and classroom transactions with children from weaker sections and disadvantaged groups.
- Documents as age proof required for every child
- Application and procedure to be followed by all schools '*other than a school established, owned or controlled by the State Government or Local Authority*' in order to gain recognition as mandated by the Act.

- Conditions and procedures under which this recognition could be withdrawn.
- Composition and function of the school management committee.
- Details on the school development plan to be designed and monitored by the SMC.
- Teacher qualifications norms.

3.6.1 PRELIMINARY

This preliminary section is dedicated to define key words of the rules to RTE.

- (a) “Act” means the Right of Children to Free and Compulsory Education Act, 2009.
- (b) “Anganwadi” means an Anganwadi Centre established under the Integrated Child Development Scheme of the Ministry of Women and Child Development of the Government of India
- (c) “appointed date” means the date on which the Act comes into force, as notified in the Official Gazette
- (d) “Chapter”, “section” and Schedule” means respectively Chapter, section of, and Schedule to, the Act.
- (e) “Child” means any child of the age of 6 to 14 years
- (f) “Pupil Cumulative Record” means record of the progress of the child based on comprehensive and continuous evaluation
- (g) “school mapping” means planning school location to overcome social barriers and geographical distance

3.6.2 Right of Children to Free and Compulsory Education

- **Special training:** Special training for those students whose admission is delayed is to be given by the specially appointed teachers. The purpose of this training is to enable children to successfully integrate themselves with the rest of the class, academically & emotionally. Duration of the training shall be of three months. As a teacher, it is our duty to help the children who are lagging behind.
- **Special Training for the purposes of first proviso to section 4**

The School Management Committee/ local authority shall identify children requiring special training and organise such training in the following manner, namely:

The special training shall be based on specially designed, age appropriate learning material, approved by the academic authority specified in section 29(1). It shall





be provided in classes held on the premises of the school, or through classes organised in safe residential facilities. It shall be provided by teachers working in the school, or by teachers specially appointed for the purpose. The duration shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years. The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

3.6.3 DUTIES OF STATE GOVERNMENT

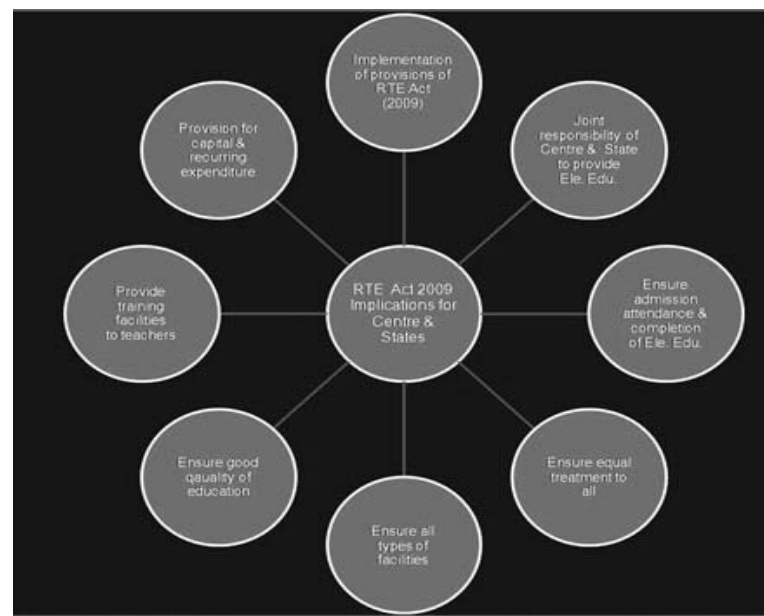


Figure 4-duties of state government

- **Local authority:** The schools are to be established by the State Government within a walking distance of 1 KM from his/her residence for the children of classes I-V & within a walking distance of 3 Kms for the students of Classes VI to VIII. If in a particular area the schools already exist then classes as per requirements shall be added to those schools. You know that many states in our country could not evolve the network of elementary schools, as per requirements. Transportation or residential facilities are to be provided by the concerned state governments as per need. We should appreciate the efforts put in by some state governments in this regard. Some states are issuing free travel passes to girl's student while some are providing bicycles to the girls, for enabling them to attend the school. For establishing neighborhood schools the state government/local authority is going to undertake the school mapping and all types of children including children with special needs shall be identified by the authorities.



3.6.4 Maintenance of Records

The Local Authority shall maintain a record of all children, in its jurisdiction, through a household survey, from their birth till they attain the age of 14 years & the record should be updated each year. Here, as a teacher our role is of vital importance. It is our duty to bring to the notice of the local authority any deviation from the rights of the child, in particular physical and mental harassment of children, denial of admission etc. We should be very watchful regarding this issue. We are required to identify the needs, prepare a plan and monitor the implementation of the provisions of RTE Act.

The local authority is expected to monitor the implementation of the mid-day meals in the school. As you know this scheme is already in existence in many states and we often read the news of some mal practices in the scheme. It is our duty to check the mal practices if any, at our level. The management committee shall prepare a school development plan which shall be for three years. It shall include infrastructural requirements, requirements regarding human resource i.e. headmaster & teachers and additional financial requirements as per need. We can assist the management committee for preparing this plan.

3.5.4 Responsibilities of Schools and Teachers

Every school controlled or recognized by the State Government shall help to implement the provisions of RTE. We should never forget that the school is not run for profit to any individual, group or association of individuals or any other persons. The role of District Education Officer is very important because he is expected to act as custodian to implement the provisions of RTE Act in an effective way. The schools shall work under instructions of DEO. As a teacher will have to play a pivotal role in the Universalization of Elementary Education (UEE) because we are supposed to be main human resource in implementation of the RTE, Act.

Our school may face the action of de-recognition if we fail to comply with the responsibilities entrusted with ourselves and the school. We are required to identify and enlist all eligible children within our area of work, identify the neighborhood school and make the same available to the child.

3.6.6 School Management Committee

As you know, management is an important aspect of education. We need to manage our schools in a better way if we wish to give elementary education to all the children. As per provision of the RTE Act, the School Management Committee shall be constituted mainly out of parents of children and their strength shall be 75%. Some of the important functions of the committee will be as follows-

- Monitor that the teachers are not burdened with non-academic duties (except with those of census and elections)



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- In addition to normal duties the teachers are required to maintain a file containing the cumulative record of every child which will form the basis for awarding the completion certificate to the concerned child for that particular year. We are expected to participate in training programmes, curriculum formulation, training modules, and text book development.
- There shall be a grievance redressal mechanism for teachers. The State Government shall constitute School Tribunals at the State, District and Block levels.
- The State or local authority shall maintain the pupil teacher ratio.



ACTIVITY -6

- In your opinion, how a teacher can participate actively in the governance and management of school.
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.....
.....
- You have studied the functions of School Management Committee. What other functions would you like to suggest?
.....
.....
.....

3.6.7 Teachers

The academic authority of the concerned State lays down the qualifications of teachers. The minimum qualifications laid down by this authority are applicable to all schools. In a state where there is a shortage of trained teachers, the qualifications may be relaxed for appointment but the teacher should at least possess the minimum academic qualifications as may be prescribed (i.e. H.S.S.C.)



ACTIVITY -7

- Do you agree with the idea of relaxing teachers' qualifications in any situation? Give reasons and justify your answer.
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3.6.8 Curriculum and Completion of Elementary Education

The State Government shall notify the State Council of Educational Research and Training (or its equivalent), as the academic authority, which shall formulate syllabus and textbooks and other learning material. It shall also develop in-service teacher training programme, design and prepare guidelines for implementing curriculum and practicing continuous comprehensive evaluation (CCE).

The certificate of completion of elementary education shall be issued at the school/block/district level within one month of the completion of elementary education.

The certificate of successful completion of elementary education shall certify that the child has completed all the courses of study prescribed. It will also reflect the pupils' cumulative record and also specify achievements of the child in the areas of activities beyond the prescribed course of study and may include music, dance, literature and sports etc.

As a teacher you have to be careful in maintaining all types of records, especially cumulative records of every child which will help you to assess the overall development of the child.



ACTIVITY -8

i. Justify the curriculum for the need of general as well as children with special needs in the light of education as a fundamental right?

.....
.....
.....

ii. What were the limitations you could feel with the present system of school governance?

.....
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.....

iii. Justify the need of the scheme of comprehensive and continuous evaluation to evaluate the progress of children?

.....
.....
.....



3.6.9 Protection of Rights of Children

Many States in country have constituted State Commissions for Protection of the Child Rights. In respect of a State which does not have a State Commission for Protection of Child Rights, the State Government may take immediate steps to setup such commission. Till such time, an interim authority known as Right to Education Protection Authority (REPA) shall be setup. It has been found that in spite of establishment of commissions or authorities, the objectives are not achieved completely due to absence of cooperation and commitment at all levels. So, as a teacher it is our prime duty to work sincerely and cooperate for achieving the cherished goals of the RTE Act 2009.

Types of rights

Children's rights are defined in numerous ways, including a wide spectrum of civil, cultural, economic, social and political rights. Rights tend to be of two general types: those advocating for children as autonomous persons under the law and those placing a claim on society for protection from harms perpetrated on children because of their dependency. These have been labeled as the **right of empowerment** and as the **right to protection**. One Canadian organization categorizes children's rights into three categories:

- **Provision:** Children have the right to an adequate standard of living, health care, education and services, and to play and recreation. These include a balanced diet, a warm bed to sleep in, and access to schooling.
- **Protection:** Children have the right to protection from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; constructive child rearing behavior, and acknowledgment of the evolving capacities of children.
- **Participation:** Children have the right to participate in communities and have programs and services for themselves. This includes children's involvement in libraries and community programs, youth voice activities, and involving children as decision-makers.

In a similar fashion, the Child Rights Information Network, or CRIN for short, categorizes rights into two groups:

- **Economic, social and cultural rights**, related to the conditions necessary to meet basic human needs such as food, shelter, education, health care, and gainful employment. Included are rights to education, adequate housing, food, water, the highest attainable standard of health, the right to work and rights at work, as well as the cultural rights of minorities and indigenous people.
- **Environmental, cultural and developmental rights**, which are sometimes called "third generation rights," and including the right to live in safe and

healthy environments and that groups of people have the right to cultural, political, and economic development.

Scholarly study generally focuses children's rights by identifying individual rights. The following rights "allow children to grow up healthy and free":^[21]

- Freedom of speech
- Freedom of thought
- Freedom from fear
- Freedom of choice and the right to make decisions
- Ownership over one's body
- Education is in the concurrent list. As you know, to impart education is the joint responsibility of the Central as well as State Governments. The Central Government and the State Government shall have concurrent responsibility for providing funds for carrying out the provisions of RTE Act.
- The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of RTE Act.
- The Central Government shall provide to the State Government, as grants-in-aid of revenues such percentage of expenditure as it may determine, from time to time, in consultation with the State Government.
- The State Government, from the funds received from the Central Government and its own resources, will be responsible to provide funds for the implementation of the provisions of RTE.
- It shall be the joint responsibility of the Central Government & the concerned State Government to provide free elementary education to every child of the age of 6 to 14 years. Here, we should not forget that it is not easy to meet the huge expenditure to be incurred for providing education to all. It is going to be the biggest challenge to spare thousands of crores of rupees for this task.

The concerned State Government will have to:

- Ensure compulsory admission attendance and completion of elementary education by every child in the age group specified above, as discussed earlier our role as a teacher, is of vital importance in this regard.
- Ensure availability of neighborhood school.
- Ensure that no discrimination is made on any ground among children regarding persuasion of elementary education. Here also we are expected to work for checking discrimination.



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- Ensure the availability of all types of infrastructural and educational facilities to each and every child for completion of elementary education. Many a times in want of financial support we could not provide good infrastructural facilities, here again it is our duty to avail finances from various resources.
- Ensure that quality elementary education is accessible to every child. Our role as teachers is important in maintaining the quality of elementary education.
- Provide training facilities to the teacher working in the area of elementary education. It is infact a good opportunity for us to acquire the necessary qualifications (training) which may also help us for teaching in a better way. It may also give stability as a teacher.

3.7 LET US SUM UP

In this unit we have discussed the concept and need of universalization of elementary education which means making available elementary education to every child. In Article 45 of the Constitution of India, provision is made for free and compulsory education for the children in the age group of 6-14 years. This and other constitutional provisions are also reviewed. In the year 2002 the Parliament of India made 86th Constitutional Amendment. Article 21 A was inserted which makes the right of education a fundamental right of the children, in the age group of 6 to 14 years. You have also studied reasons for non-achievement of goals of UEE.

In 1959 the United Nations declared the rights of the child, right to survival, right to name and nationality, right to nutrition, right to expression, right to health and care, right to protection from neglect and exploitation, right to education, right to information, right to protection from abuse and right to recreation are some of the important rights of the child. In 2009, the Parliament passed a historic Act regarding education known as Right to Education Act 2009. We have also studied in detail the provisions of RTE 2009, as well as, the rules framed under this Act.

Considering the fact that education is a concurrent issue, in the last part of this unit, implications of this Act for the Central Govt. and State Govt. are also discussed.

3.8 SUGGESTED READINGS & REFERENCES

- en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan
- unesdoc.unesco.org/images

- Aggarwal, J C: Development Of Education System In India
- www.tn.gov.in/schooleducation/contacts.htm



Notes

3.9 UNIT-END EXERCISES

1. Explain the reasons for not achieving the goals of UEE.
2. Describe the five rights of the RTE Act 2009. Give some suggestions at your own for the benefit of the teachers and students.



UNIT 4 ORGANIZATION STRUCTURE FOR UEE

STRUCTURE

- 4.0 *Introduction*
- 4.1 *Learning Objectives*
- 4.2 *Organisational Structure of Elementary Education at National Level- NCERT*
 - 4.2.1 *Role of NCERT*
 - 4.2.2 *Functions of NCERT*
- 4.3 *Organisational Structure of Elementary Education at State Level*
 - 4.3.1 *SCERT*
 - 4.3.2 *SIEMAT*
- 4.4 *Organisational Structure of Elementary Education at District Level - DIETs*
 - 4.4.1 *Role of DIET*
 - 4.4.2 *Functions of DIET*
- 4.5 *Organisational Structure of Elementary Education at Block Level - BRCs*
 - 4.5.1 *Role and Functions of BRCs*
- 4.6 *Organisational Structure of Elementary Education at Cluster Level - CRCs*
 - 4.6.1 *Role of CRCs*
 - 4.6.2 *Functions of CRCs*
- 4.7 *Let Us Sum Up*
- 4.8 *Glossary/Abbreviations*
- 4.9 *Suggested Readings and References*
- 4.10 *Unit-End Exercises*

4.0 INTRODUCTION

Under Article 51A of the Indian Constitution one of the fundamental duties of every citizen of India is “to strive towards excellence in all spheres of individual



and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.” Based on that, efforts are being made to improve the quality of elementary education in the country. Many institutions in the country are helping to remove the difficulties coming in the way of this work. Some of the institutions are administrative and some of them are self serving institutions.

To achieve excellence in various dimensions of elementary education the MHRD, Government of India has decentralized the responsibility for qualitative improvement of elementary education in the country. At the National Level the NCERT, at the state level the SCERT and at the district level the DIET, BRCs CRCs are the main administrative institutions that provide academic and resource support to elementary schools.

In this unit, we shall study the roles and functions of these institutions established at different levels, which facilitate of elementary education

The work of these institutions is based on the total co-operation of teachers. The teachers take the benefits of these institutions in two ways:

- i. Different projects are run by these institutions to develop teachers’ skills and knowledge through various training classes.
- ii. These institutions certify different innovations in education. Teachers come in contact with new knowledge, so they can improve our knowledge and skill so that they can improve the standard of education.

Before we proceed further, let us have a look at figure 4.1 which gives a picture of different concepts involved in this unit and their relationships.

Concept Map of the Unit

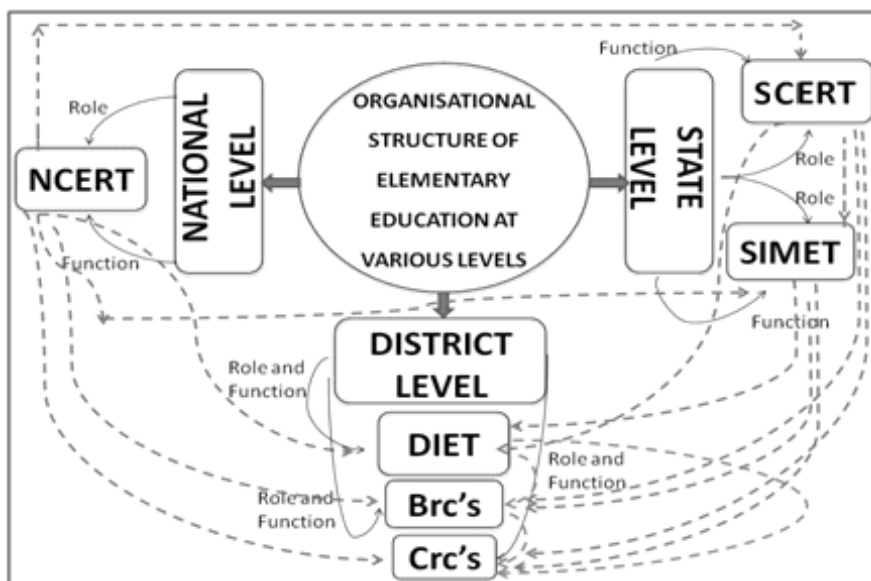


Figure 4.1



Let us study in this unit the role and functions of these institutions in greater detail.

4.1 LEARNING OBJECTIVES

After going through this Unit, you should be able to:

- explain the organizational structure of elementary education at various levels: national, state and district;
- examine the role and functions of national level institutions, like NCERT;
- describe the role and functions of state level institutions like SCERT and SIEMT;
- discuss the role and functions of the district level institutions like DIET, BRCs and CRCs to improve the quality of elementary education; and
- suggest ways and means to improve the quality of elementary education in the country.

4.2 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT NATIONAL LEVEL : NCERT

From 1954 onwards a number of institutions: NCERT were started in India, such as the Central Bureau of Text-book Research (1954), Institute of Educational and Vocational Guidance (1954), National Institute of Basic Education (1956), National Foundation Education Centre (1956), All India Council for Secondary Education later converted into the Directorate of Extension Programmes for Secondary Education (1959), and the National Institute of Audio-visual Education (1959). These institutions were engaged for different functions.

In 1961, the various institutions were brought under a national institution which enjoyed greater resources of personnel and expertise and larger autonomy of operation: as **National Council of Educational Research and Training** (NCERT) which was established on September 1, 1961 at Delhi. The main focus of NCERT is to improve the quality of school education. It was established with an objective of providing assistance to the government at the centre and State levels on the academic matters. The Ministry of Human Resources Development (MHRD) seeks its expertise in formulating and implementing policies and programmes in the field of school education. The NCERT has a general body, represented by all the State Ministers of Education and eminent educationists and teachers.



NCERT has following four aims:

- To improve the quality of school education
- To organize the training Programmes.
- To spread the education.
- To solve educational problems faced by school education in the country

Various bodies of it help in carrying out its functions. These bodies are:

- National Institute of Education(NIE), New Delhi,
- Central Institute of Educational Technology(CIET), New Delhi,
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal,
- Regional Institutes of Education (RIE) located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong

The main governing body of the NCERT is the Executive Committee. The Union Minister of Human Resource Development is the president (ex-officio) of the general body of NCERT. It is represented by

- The Education Ministers of all States and Union Territories
- The Chairperson of the University Grant Commission (UGC), the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education), four Vice-Chancellors of Universities (one from each region), and the Chairman of the Central Board of Secondary Education. The Commissioner of the Kendriya Vidyalaya Sangathan, the Director, Central Health Education Bureau, the Director of Training, Directorate General of Training and Employment, Ministry of Labour, one representative of the Education Division, Planning Commission, all the members of the Executive Committee of the Council and such other persons, not exceeding six, nominated by the Government of India (not less than four of them shall be school teachers).
- The Secretary, NCERT as the Convener
- There are three committees to help the main controlling committee. These committees run the economic and different projects. The chairman of this committee is known as Director who is the Executive Officer.

4.2.1 Role of NCERT

In 1961, the Government of India established the National Council of Educational Research and Training (NCERT) as an autonomous organization to assist and advise the governments at the Centre and in States in the implementation of their



policies for education, especially to bring about qualitative changes in school education and teacher preparation. Over the years, the Council has evolved into a unique organization, with its increasing

range of activities that has influenced school education in India. The NCERT performs the important functions of conducting and supporting educational research and offering training in educational research methodology. Different Departments of the National Institute of Education (NIE), Regional Institutes of Education (RIEs), Central Institute of Educational Technology (CIET) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake research programmes on different aspects of school education and teacher education. NCERT also supports research programmes of other institutions/organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a pool of competent research workers.

The Programme Advisory Committee is the principal advisory body of the NCERT. It considers all proposals relating to research, training and extension projects referred to the board for their advice. (The institution prepares the project to develop educational policies.) It also initiates, guides and supervises research and training projects and examines, and coordinates schemes relating to them. The Board functions through three standing sub-committees:-

- i) dealing with research schemes, submitted to the council by other institution
- ii) dealing with planning and coordinating educational studies and research with NIE
- iii) dealing with extension and field service.

NCERT has established NIE and RIEs to carry out its aims and objectives and serve as a principal institutional agency for developing research, advance training and extension services.

1. Implementation of National Curriculum Framework
2. Universalisation of Elementary Education (UEE)
3. Vocational education
4. Education of groups with special needs
5. Early childhood education
6. Evaluation and examination reform
7. Information technology (IT) education
8. Value education



9. Educational technology,
10. Development of exemplary textbooks/workbooks/teacher's guide/supplementary reading materials
11. Production of teaching-learning materials
12. Education of the girl child
13. Identification and nurturing of talent
14. Guidance and counselling
15. Improvement in teacher education
16. International relations

4.2.2 Functions of NCERT

The NCERT performs the important functions as follows:

- a) **Research:** The NCERT organizes educational research independently and in collaboration with other institutions, it organizes courses for educational research workers and offers Research fellowships to encourage studies in school education.
- b) **Training:** It organizes pre-service and in-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, and also in such areas as vocational education, educational technology, guidance and counseling and special education.
- c) **Development:** It develops and updates curricula and instructional materials /syllabi for various levels of school education and makes them relevant to the emerging needs of society. It develops educational technology including educational aids and evaluation procedures and techniques. Developmental activities are also undertaken in the domains of educational technology, population education, and education of the disabled and other special groups.
- d) **Pre-service and in-service training:** It organizes pre-service programme for eligible candidates and in-service teacher education programmes to teachers' teacher educators and other functionaries associated with teacher education and other education sectors.
- e) **Orientations:** It organizes orientation to those concerned with school education and teacher education regarding new educational thoughts, ideologies and information in all subjects.
- f) **Studies, Investigation and Surveys:** It undertakes and organizes research studies, investigations and surveys relating to various aspects of school education



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- g) **Dissemination:** It disseminates information as well as research findings about improvised educational techniques and methods.
- h) **Advice:** It advises the Centre and the States Governments on school education and teacher education.
- i) **Policy implementation:** It deals with the implementation of the policies and programmes of the Government of India.
- j) **Different fields:** It deals with problems in different fields like curriculum, textbooks, publications, examinations, etc. and undertakes research in these fields with a view to improving the quality of education at all school level.

The Functions performed by the NCERT are shown in figure given below:

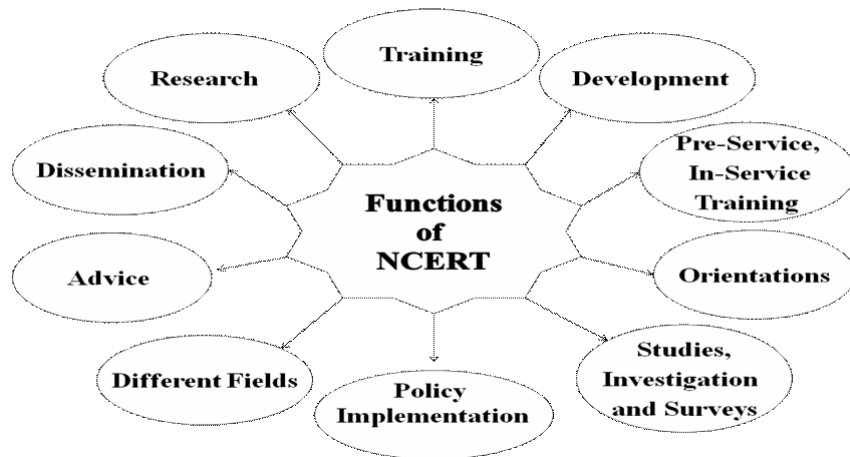


Figure 4.3: Functions of NCERT

- k) **International role:** The NCERT organizes coordinates with international agencies working in school education. International agencies such as UNESCO, UNICEF, World Bank, etc. are working with NCERT on various projects.

The council runs primary education, pre-primary education, teacher training and educational technology programme.



ACTIVITY-1

1. Write in about 100 words the role of the NCERT in improving the quality of Elementary Education.

.....

.....

.....



4.3 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT STATE LEVEL

At the state level there are two main institutions working for education. There are SCERT and SIEMT

4.3.1 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Education in India falls in the concurrent list and is under the control of both the Union and the States Government, with responsibilities assignment to both the governments.

In order to integrate and to coordinate academic activities and professional activities at the school level as well as for administrative convenience, the State Council Educational Research and Training (SCERT), was set up in States as a state level counterpart of the NCERT. It is entrusted with the responsibility in the area of planning, management, research, training and evaluation of all academic programmes from pre-school to higher secondary levels. The SCERT councils are situated in around 36 locations, including Sikkim, Tripura, Kerala, Goa, Jammu & Kashmir, etc.

Organizational structure of SCERT: SCERT has various departments, working for specific purposes:

- Department of In-Service Education
- Department of Elementary Teacher Education
- Department of Universal Elementary Education
- Department of Educational Research, Policy Perspective and Innovations
- Department of Information Technology in Education
- Examination and Admission Cell

It has other Departments, such as

- Academic Cell
- Administration Cell
- Accounts Department
- Publication Department

**Role of SCERT**

- The SCERT is the academic wing of the state education department for elementary education, secondary education and teacher education
- It acts as an agent of change in school education, non-formal education and teacher education.
- It controls and supervises the working of the secondary training schools, DIETs, training colleges, colleges of teacher education and Institutes of advanced studies in education in the state.
- It submits proposals to State Government for appointment and transfer of teachers, teacher educators and heads of teacher training institutes.
- The SCERT arranges monitors and provides funds for in-service training for primary and secondary school teachers.
- It studies the curriculum at primary level, revises it and produces learning materials on different subjects at the primary level keeping the Minimum Levels of Learning (MLL) in view
- It orients teachers about MLL and develops strategies to help children in achieving MLL in different subjects.
- It also develops package for preschool children.
- It provides extension service to teacher training institutions, and co ordinates the work of all extension service centers
- It implements schemes and projects sponsored by MHRD, NCERT and funded by international agencies such as UNESCO, UNICEF, World Bank, etc.
- It conducts research studies on various aspects of school education. It also provides financial assistance to schools for research projects.

i. Functions of SCERT: The SCERT performs various functions, such as:**a) Curriculum revision and review of textbooks**

Curriculum revision and review of textbooks for primary and upper primary classes is the most important function of the SCERT.

b) Conduct the workshops: It conducts workshops on research methodologies focusing on different areas of competencies.**c) Pre-service and in-service training:** It conducts teacher training programme and other training programmes for development of skills in teachers



- d) **Total quality management:** It focuses on the total quality management (TQM) concept; it tries to remove the root causes of the quality problems, rather than treating its symptoms.
- e) **Guidance:** It provides guidance to schools/teachers on various innovative practices, such as for continuous and comprehensive evaluation, standard learning patterns, pedagogy, portraying effective learning methods, etc.
- f) **Orientations:** It organizes orientation programmes for empowerment of teachers in various areas, such as the proficiency enhancements, research aptitude, leadership behaviour, etc.

To sum up we can say that the SCERT is an apex body to provide academic support and ensure quality of primary and secondary education in the State.

4.3.2 The State Institute of Educational Management and Training (SIEMAT)

SIEMAT is a state level autonomous institution, established in various states as one wing of SCERT as a State component programme SSA. The prime objective of the institute is to impart training and conduct researches in the areas of educational planning and management.

Now-a-days there is a demand to prepare professionals for implementing district education plans effectively and efficiently. This has necessitated professional expertise in planning, implementation and management of educational programmes at all levels, state, district, sub-district and grass-root levels. Therefore a SIEMAT is an important organizational arrangement to help professionalizing educational planning, administration and management activities at the state, district and sub district levels.

SIEMATs are established as support institutions in the field of educational management.

The institute is headed by a Director. It has a general body chaired by the Minister of Education, of that respective State and an Executive Committee chaired by the Principal Secretary of Education, of respective State.

Various departments have been set up within the institute, for example.

SIEMAT comprises various departments such as policy and planning, management, educational finance, research, evaluation and educational innovation, and management information systems.

- i) **Role of SIEMAT:** The main role of SIEMAT is to develop managerial skills in administrative officers and functionaries involved in management of school education.



SIEMAT performs the following main role:

- a) Acquisition of knowledge
 - Generation of knowledge through research,
 - Research findings from other sources,
 - Compilation of case studies based on the national and international experiences.
- b) Dissemination of knowledge through
 - Use of media,
 - Publications,
 - Sensitization sessions,
 - Seminars and discussions.
- c) Capacity to absorb knowledge and use it for developmental purposes e.g.
 - Orientation of functionaries, trainers, community leaders,
 - Render professional and technical advice,
 - District and micro level planning,
 - Improving school effectiveness - institutional planning,
 - Extension work.
- d) Provide technical support to educational institutions

Functions of SIEMAT

To perform the tasks assigned the institute engages itself with planning and management elementary education and seeks active collaboration and support of State functionaries, NGOs, research institutions and other agencies like SRCs, SCERT, DIETs, block and cluster resource centers (BRCs and CRCs). The main functions of the SIEMAT are as follows:

- a) Supports to policy planning at the State level.
- b) Conducts research studies on various aspects.
- c) Provides professional guidance to state and sub-state level institutions.
- d) Develops competency of educational managers, their supporting functionaries and community leaders of State, region and district levels.
- e) Develops and manage system of evaluation of educational institutions, educational programmes as well as prevalent systems of education.
- f) Supports in project planning, implementation, monitoring and evaluation.
- g) Provides support, guidance and training to bring positive behavioural change in educational functionaries.



- h) Document and disseminate block, district, state, national and international level information in the area of educational planning and management.
- i) Establishes a network within and outside the state for educational planning, management development, monitoring, training and research.
- j) Provides a sharing platform for those involved in educational planning and management.
- k) Offers consultancy services to other States, Government of India and other educational institutions.
- l) Supports to NGO projects for furthering the cause of educational planning and management.



ACTIVITY -2

- 1. Critically analyze the functions of SCERT with reference to educational research, training and development.
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.....
- 2. 'SIEMT play an important role in current educational system. Justify the statement.
.....
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.....

4.4 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT DISTRICT LEVEL-District Institutions of Education and Training (DIETs)

This is based on 1986 Policy on Education. An overview of that can be discussed here.

DIET is an agency at the district level for planning, implementing and monitoring Pedagogical activities in the district.



Structure of DIET

DIET provides residential facility to both pre-service and in-service trainees. Each DIET consists of the following seven academic branches.

- Pre-Service Teacher Education Branch (PSTE)
- Work Experience Branch (WE)
- District Resource Unit (DRU)
- In-service Programmes, Field Interaction and Innovation Co-ordination Branch (IFIC)
- Curriculum, Material Development and Evaluation Branch (CMDE)
- Educational Technology Branch (ET)
- Planning and Management Branch (P & M)

These branches /units have been shown diagrammatically as follows:

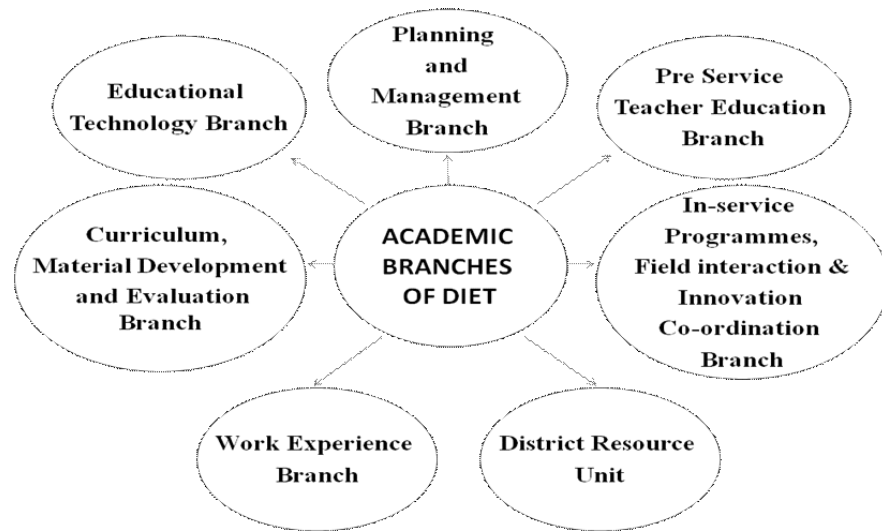


Figure 4.4 Academic branches of DIET

4.4.1 Role of DIET

The roles of DIET are as follows:

- to identify problem areas through direct interaction with different stakeholders of the district and sub-district levels,
- to design and conduct minor research studies on various aspects of elementary education

- to monitor the action research activity in the district,
- to train teacher, research workers in conducting action research and to provide resource support to them,
- to share research findings, to incorporate those in district plans for further improvement in respective interventions.

4.4.2 Functions of DIETS

Every DIET has to perform following functions:

a) **Training and orientation of following target groups:**

- Elementary school teachers (both pre-service and in-service),
- Training orientation head masters, heads of school and officers of education department at the block level.
- Instructors and supervisors of non-formal and adult education (induction level and continuing education)
- Orientation of members of district board of education and village education committees (VECs), community leaders, youth and other volunteers who wish to work as educational activities.

b) **Academic resource support to elementary and adult education systems in the district through**

- Extension activities and interaction with the field,
- Provision of services of a resource and learning centre for teachers and instructors,
- Development of locally relevant materials, teaching aids, evaluation tools etc., and
- Serving as an evaluation centre for elementary schools and programmes of NFE/AE.

c) **Action research and experimentation:** To deal with specific problems of the district in achieving the objectives of elementary and adult education.

In order to activate the DIET to discharge these functions, additional physical facilities (such as building, etc.) instructional materials, aids and equipment, additional, competent and qualified teacher educators, autonomy, training to the personnel and financial grants are provided to DIET's. in addition to these , new branches have been created in the DIET such as the following:



Notes



- d) Pre-service Teacher Education Branch,
- e) Curriculum, Material Development and Evaluation Branch,
- f) Work Experience Branch,
- g) District Resource Unit (**DRU**) for adult and non formal education branch, and other branches such as planning and management, educational technology and in-service programmes, field interaction and innovation, coordination branches.

4.5 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT BLOCK LEVEL - Block Resource Centers (BRCs)

DIETs have been entrusted with the responsibility of improving the quality of education and speeding up the educational activities at the district level. The Block Resource Centre at block level has been set up with the aim of providing academic support and educational guidance to teachers and schools and to implement quality improvement interventions at the school level.

BRCs comprise a group of 100 villages. The activities of a BRC is coordinated by Block Education Officer with technical support of other personnel like data entry operators, Junior engineers, block coordinators, resource teachers and other personnel.

4.5.1 Role and Functions of BRCS

BRC must be involved in planning, implementing and monitoring SSA activities; It gives training to teachers, Develops material, Community mobilization, action research works and organization of different activities/competitions among teachers and students. Any information on primary education is completed by BRC and subsequently made available to district and State level officials

BRC seeks to be a resource centre for giving all kinds of onsite academic support to the elementary school teachers. Following are the functions of BRCs.

- (a) To provide adequate accommodation and equipment to primary school.
- (b) To carry out current repairs of school buildings and if authorized also to carry out special repairs and to construct new buildings,
- (c) To exercise such supervision over the school as may be prescribed.
- (d) To be responsible for the enforcement of compulsory attendance within its area,
- (e) To arrange wherever possible, midday meal to children



- (f) To provide uniform to children and
- (g) To celebrate school functions and to organize excursions and other social and cultural programmes in the school
- (h) To monitor the progress and quality of construction of educational works undertaken in the block.
- (i) To organize awareness campaigns and block-level functions.
- (j) To secure the co-ordination and co-operation of other agencies like, NGOs, SHG (self help groups), Government Departments, etc.
- (k) Conducting periodical review meetings with other officials of the block to remove any bottle neck in the execution of the various programme inputs.
- (l) Supervising the training programmes at the blocks and assessing the impact of the training.

4.6 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT CLUSTER LEVEL - CLUSTER RESOURCE CENTERS (CRCs)

Cluster is a group of eight to ten schools, in which different institutions can reinforce each other by exchanging resources, personnel, materials, teaching aids, etc. and using them on a sharing basis. Through CRCs teachers come together to change ideas and experiences with other teachers and the work on their own professional development.

CRC is required to do the same activity at the cluster level as BRC at the block level. The CRCs will be accountable to the Head Masters of the said school who have been declared as Panchayat Education Officers for rural areas and Cluster Education officers for urban areas.

4.6.1 Role of CRCS

1. To prepare rules and procedures for school's functioning,
2. To manage and distribute school's finances,
3. To make arrangements for implementing new curriculum/ syllabus.
4. To arrange workshops for teachers

4.6.2 Functions of CRCs

CRCs have been functioning as centers of teacher empowerment, where the teachers meet to share their experiences and innovative practices being used by them in their school. The functions of CRCs as follows:



- Inspection and Supervision of schools in the complex,
- Initiating transfer of teachers within the complex,
- Disbursement of salaries,
- Distribution of furniture
- Equipment and stationery,
- Provision of leave substitutes in the complex.
- Sanction for casual leave to heads of schools in the complex
- Collection of information for on word transmission to BRCs, district and State functionaries.
- Develop curricular materials
- Academic functions
- Arrange regular meetings for teachers
- Arrange curricular and extracurricular programmes,
- Provide better access to teaching and learning resources
- Planning for in-service training programmes for.....
- Supervision of schools

CRCs break the isolation of rural teachers and pupils. It improves school governance and accountability.

4.7 LET US SUM UP

In order to achieve excellence in different dimensions of school education in general and elementary education in particular the MHRD, Govt. of India decentralized the responsibility for qualitative improvement of elementary education in the country. At the National Level an apex body of Education, NCERT was established in 1961. The specific functions of the NCERT were to improve the quality of school education and to advise the MHRD on academic matters. The different roles and functions of NCERT have been delineated in this unit.

At the state level two main types of institutions are working to achieve the objectives of UEE. These are SCERT and SIEMT. SCERT (State Council of Educational Research and Training) performs the same functions at the state level as the NCERT performs at the National level. It, like NCERT, has different departments. It is the academic wing of the state education department. The other state level institution is SIEMAT (State Institute of educational Management and Training). Its main role is to develop managerial skills in personnel dealing with educational administration. In addition it supports policy planning at the state level and provides professional skills to different functionaries.



Further decentralization of organisational structure of education was done on the recommendation of NPE-1986. Educational institutes at district level in the form of DIETs were created. The DIETs are supposed to conduct pre-service and in-service teacher education programmes. In addition, the DIETs are also expected to conduct minor researches on elementary education, prepare curriculum and material development. It has a District Resource Unit (DRU).

Further decentralization involves Block resource centres and Cluster resource centres which provide academic support and educational guidance to elementary education to teachers and schools. The CRCs are functioning as centres of teachers' empowerment where teachers meet to share their experiences and innovative practices being used by them in their respective schools.

4.8 GLOSSARY / ABBREVIATIONS

- NCERT - National Council Of Educational Research And Training
- MHRD - Ministry of Human Resource Development
- SCERT- State Council of Educational Research and Training
- MLL - Minimum Levels of Learning
- DPEP - District Primary Education Programme
- SOPT- Special Orientation for Primary School Teachers
- TQM - Total Quality Management
- SIEMAT- State Institute of Educational Management and Training
- NGO- Non Government Organization
- DIET- District Institute of Education and Training
- BRCs - Block Resource Centers
- CRCs - Cluster Resource Centers

4.9 SUGGESTED READINGS & REFERENCES

- Deshmukh Ashima & Dr. Nair Anju (2010): Educational Management, Himalaya Publishing House, pp 479-492
- Deshmukh V.S. & Patil W.R. (2009), Primary Education: Current Situation, Problems and Solutions. Nirali Prakashan.
- Pandya, S.R. Educational Management
- <http://www.dtert.tn.nic.in/Functions%20of%20DIET.html>



Notes

4.10 UNIT- END EXERCISES

1. There are nine functions of NCERT hidden in the box. Find out those functions.

d	i	s	s	e	m	i	n	a	t	e
c	f	g	r	e	s	e	a	r	c	h
d	t	u	s	e	s	a	r	c	g	h
o	r	i	e	n	t	a	t	i	o	n
d	a	d	d	g	r	e	s	e	r	c
s	i	a	r	d	e	v	o	p	l	g
u	n	n	w	o	r	k	s	h	o	p
r	i	c	q	w	e	t	r	t	i	g
v	n	e	d	e	v	e	l	o	q	e
o	g	s	u	r	v	e	y	s	r	e
i	m	p	l	e	m	e	n	t	s	o
d	e	v	e	l	o	p	m	e	n	t

2. Visit any DIET and study the functioning of the DIET with regard to the following and write a brief report.
- Physical facilities provided by them
 - In-service teacher education keeping in view the variety and comprehensiveness of the programmes implemented in the last academic year.
 - Training activities done in the last two years and their long term impact
 - List their functions in detail.