

UNIT-1

THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

The Influence of Society to Education Process

a) Socio- cultural influence

Sociocultural factors have direct correlations with the education of any society. Education's social structure, social norms, and value system evolved over time. The purpose of education is to transmit the existing cultural content from one generation to the subsequent generation. In an informal setting, socialisation is the process by which the community conducts business or educates its members about the societal norms and values. Education traditionally provided by religious institutions such as Christian missionaries, Islamic Adarsa, Buddhist monasteries, and other religious organisations has a proselytising component and inculcates their religious ideals. Each community transmits its own norms and values; these are not limited to established religions. In this process of education and socialisation, we also transmit the prejudices and differences of our society, such as hierarchy, stratification, and innate inequality. Also transmitted to the younger generations are the dominance of elite culture, gender inequality, and other socio-cultural characteristics. The French sociologist Pierre Bourdieu believed that education perpetuates the culture of the dominant class, a phenomenon he termed "cultural reproduction."

b)Economic aspects:

There are direct correlations between a society's sociocultural factors and its educational system. In its social structure, social norms, and value system, the process of education has evolved. The school is one of the human society's cultural transmission mechanisms. In an informal setting, socialisation is the process by which community members are educated about the norms and values of society. Traditionally, education provided by religious institutions such as Christian missionaries, Islamic Adarsa, Buddhist monasteries and other religious organizations, These institutions have a proselytising component and they inculcate their religious ideals. These are not limited to established religions; rather, each community transmits its own standards and values. In the process

of education and socialisation, we also transmit the prejudices and differences of our society, such as hierarchy, stratification, and inherent inequality. Additionally, the dominance of elite culture, gender inequality, and other socio-cultural characteristics are transmitted to the younger generations. Pierre Bourdieu, a French sociologist, believed that education perpetuates the culture of the dominant class; he referred to this phenomenon as "cultural reproduction."

c) Political influence ;

Sociocultural factors have direct correlations with any society's educational system. Education's social structure, social norms, and value system evolved alongside its educational process. School is one of the human society's cultural transmission mechanisms. In an informal setting, socialisation is the process by which the community conducts business or educates its members about societal norms and values. Traditionally, education provided by religious institutions such as Christian missionaries, Islamic Madarsa, Buddhist monasteries and other religious organisations inculcates their religious ideals. Each community transmits its own norms and values, and this is not limited to established religions. In this process of education and socialisation, we also transmit the prejudices and differences of our society, including hierarchy, stratification, and inherent inequality. Furthermore, the dominance of elite culture, gender inequality, and other socio-cultural characteristics are transmitted to the younger generations. French sociologist Pierre Bourdieu believed that education perpetuates the dominant class's culture, a phenomenon he termed "cultural reproduction."

CURRICULUM

In its narrow sense, curriculum refers to the strategy for achieving educational goals and objectives. It is limited to classroom activities focusing on the study of a few subjects within a major academic field. It is merely a means to the end of teaching a subject.

- It emphasises teaching subjects;
- It works to produce certificates and degrees;
- It develops only mental ability; and
- It is more under the control of teachers and administrators.

Curriculum, in its broader sense, refers not only to the study of academic subjects traditionally taught in schools, but also to the sum total of all experiences a student gains through the numerous activities in a school.

- It includes the total experiences provided by a variety of activities;
- Includes both curricular and extracurricular activities;
- Helps to develop the child's personality;
- Is more creative and forward-thinking; and
- Is child-centered.

Definition

“Curriculum includes all the learning experiences offered to all the learners under the direction of the school”-C. Ronald.

“The school curriculum becomes what it is in any school at any given moment because of social setting, the ideals and commitment of individuals and the skill, understanding and strategy of those concerned with change”- Kimbal Wiles

Types of Curriculum

Curriculum can be classified based on its focus.

Traditional or Subject-Based Education

It has been popular for quite some time, which is conceived in terms of topics. It is merely a list of the subjects to be studied, with indications of their scope and duration. The emphasis is on the child's intellectual achievement rather than the personal and social benefits of education.

The Activity Program

The topic is interpreted in terms of activities, and knowledge is acquired as an outgrowth of these activities. All necessary knowledge, skills, and attitudes are conveyed through the use of physical activity.

The Experience Program

The experience curriculum is a curriculum that provides rich and varied experiences of knowledge, skills, attitudes, and appreciation. In reality, experience is the result of the activity process. An educational and meaningful activity must culminate in a profitable outcome.

Curriculum Without Distinctions

The objective of this curriculum is not the specialised study of various subjects. At the elementary and junior secondary school levels, a curriculum that emphasises the formation of valuable habits, skills, and virtues should be implemented. It contains a certain amount of common knowledge and experience that is deemed essential for all children, regardless of their gender or intelligence.

Basic Education Curriculum

In an effort to promote the holistic development of the child, the curriculum of basic education has been organised around three interdependent pillars: physical environment, social environment, and craft.

SYLLABUS

A syllabus is a statement of the subject matter, topics, or areas that will be covered in a course that will be evaluated and assessed. According to the Oxford Dictionary, a syllabus is a list of subjects, etc. that comprise a course of study. The syllabus is defined by Jack C. Richards, John Platt, and Heidi Platt (1992:368) as "a description of the contents of a course of instruction and the order in which they are to be taught." Another definition of syllabus is that it is a summary of the course and typically includes specific course information. The Collins Essential English Dictionary defines syllabus as an outline or summary of a text's or course's key points. Brumfit identifies similarities among curricula in (1984a): A syllabus is the outline of assignments for a specific group or class. It specifies the deadline by which this work must be completed. It specifies the sequence in which the content must be taught. The syllabus is the sub-component of the curriculum that specifies the units to be taught. The curriculum is the typical outline of what is to be accomplished through instruction. Typically, a syllabus specifies what a teacher must teach. A great deal of classroom work, however, must be devoted to learning rather than instruction. The difference between the learner's speed of learning and the teacher's speed of teaching is one of the teacher's greatest challenges.

Features of syllabus

A syllabus is a document and an educational institution's public statement. It has its own characteristics, qualities, and organising principles in order to determine the contents of a course and the order in which they are to be taught. A good syllabus possesses the following characteristics and attributes:

1. Efficiency
2. Explicitness

Types of syllabus

The structural syllabus:

This is also referred to as a grammatical or linguistic syllabus because it is based on a selection of grammatical items and structures (such as tenses, adverbial forms, singular and plural, grammatical rules, sentence patterns, etc.) that exist in a given language.

National Syllabus:

This curriculum in which the language content is organised according to function with the language items required for each function, such as describing, inviting, etc. This curriculum aims to provide students with opportunities to use English as a communication tool.

The situational syllabus:

This curriculum is based on various situations in which the language is used (e.g., at home, at the airport, etc.).

The lexical syllabus:

This type of curriculum includes a lexical component. This will likely be organised by course topics, followed by a list of the most important terms associated with these topics.

The main features of text-book evaluation

There are two types of evaluation namely

- 1.internal evaluation and
- 2.external evaluation

Online and offline evaluations of student performance are possible. During this procedure, the instructor or evaluator can focus on a single student at a time. They may also assess the entire learning community at once or assess the students as a group.

Alternative assessment

Alternative assessment is a method of evaluating a student's ability based on how they apply newly-acquired knowledge to the completion of tasks. It is an instructor-led assessment method that is specifically tailored to each student's needs and abilities. Instead of requiring students to take standardised tests and quizzes, the instructor assigns them complex tasks that require them to apply their knowledge. Alternative assessment methods aid in gaining a comprehensive understanding of a student's level of subject mastery.

Advantages of Alternative assessment

- 1.Alternative assessment methods objectively align with expected learning outcomes.
2. It pays attention to the quality of work from the students.

Disadvantages of Alternative assessment

- 1.It can be time-consuming.
- 2.It is very subjective.

Authentic Assessment

This is a method of assessment that places students in complex, real-world scenarios and requires them to apply their knowledge to solve them. Students gain a clearer understanding of the course content and subject matter as they apply their knowledge. Unlike traditional assessment methods, which focus solely on students' performance, authentic assessment focuses on the application of knowledge to real-world problems. Students find authentic assessments more engaging because they are based on real-world scenarios.

Summative assessment

The most frequent form of classroom assessment is summative evaluation. This evaluation method involves using a standard or rubric to grade the performance of students at the conclusion of a training course or programme. In summative assessment, the instructor compares what the student knows to what was taught and uses the result to determine whether the student advances to the next course level. Summative evaluation compares student performance to anticipated learning outcomes.

Advantages of summative assessment

- 1.It is a standardized method of assessment.
- 2.Summative assessment plays an important role in moving students from one level to another.

Disadvantages of summative assessment

- 1.It can discourage students; especially when the results do not turn out to be what they want.

Formative Assessment

Formative assessment is an ongoing method of evaluating student knowledge throughout the learning process. It enables the instructor to closely monitor the progress of learners as they transition between learning phases. Formative evaluation does not compare the performance of students to a standard or rubric.

Advantage of Formative assesment

- 1.Formative evaluation enables instructors to be data-driven.
- 2.It assists instructors in adapting their teaching strategies to the needs of the students.

Disadvantages of Formative Assessment

Formative assessment can be time-consuming because the instructor must implement a variety of methods to monitor students' learning progress.

High stakes assessments

High-stakes evaluations are those that measure the performance of students based on a set of standardised criteria. High-stakes evaluations are those that measure the performance of students based on a set of standardised criteria. Students are motivated to perform their best on a high-stakes exam because of the varied repercussions associated with failing. The summative assessment is a prime example of a high-stakes evaluation.

Advantages of High Stakes Assessments

- 1.It creates a standard performance-evaluation and rating system.
- 2.It motivates students to put in their bests.

Disadvantages of High Stakes Assessments

It places a great deal of stress on students, which hinders their performance.
The outcomes may not accurately reflect the student's knowledge.

Advantages of Educational assessment

Educational assessment permits teachers to monitor students' performance and growth prior to, during, and after instruction. In the case of formative assessment, the instructor receives immediate and helpful information regarding the students' level of comprehension, allowing them to provide the necessary assistance. 3.Educational assessment permits the creation of individualised evaluation criteria that are tailored to the needs and experiences of diverse students.

CRITICAL ANALYSIS OF EDUCATION AS A DISCIPLINE

In their memos, letters, and brochures, all educational, professional, political, non-political, and religious associations, organisations, and groups acknowledge the significance of education's goals and objectives. It is said that education without well-defined goals is analogous to a ship without a rudder. Education is an activity with a purpose. As with all activities with a purpose, it has well-defined goals and objectives.

Aims of Indian Education in democratic, secular, egalitarian and humane society

Democracy

The term "democracy" is derived from the Greek words "Demos" and "Cratic," which mean "power" and "public" respectively. Democracy is the form of government

in which the governing power of the state is legally vested not in any one person or group, but in the entire community.

Aims of education in democratic society

1. Development of Democratic Citizenship.

Educating every citizen for democratic citizenship is a challenging responsibility. This training emphasises the development of multifaceted qualities..

(a) Capacity for clear thinking.

A democratic citizen must have the intelligence and intellectual honesty to distinguish between truth, falsity, and propaganda. Young scholars should be taught to reject fanaticism and prejudice through their education.

Highlights

In contemporary, democratic India, educational goals must be framed within the context of our national education system. The Secondary Education Commission issued India's first-ever educational objectives statement.

I The evolution of democratic citizenship.

(ii) Enhancing occupational productivity.

(iii) The development of personality.

The objectives stated by the I.E.C.

I Productivity enhancement.

(ii) Integration of society and nation.

Increasing the speed of modernization.

Developing social, moral and spiritual values.

Work experience provides a convincing argument.

(ii) Proper emphasis is placed on science education.

2. Improvement of Vocational Efficiency.

The purpose of education must be to enhance the productive or occupational efficiency of young students. To achieve this objective, there must be a much greater emphasis on craftsmanship and productive labour. Diversification of courses should be introduced at the secondary level so that a large number of students can enrol in agricultural, technical, commercial, and other practical courses that will hone their diverse abilities. This will also enable them to pursue vocational endeavours upon completion of secondary school.

Personality Development is the third topic.

Students' literary, artistic, and cultural interests should be fostered through education. These are essential for self-expression and the complete growth of the human personality. To achieve this, subjects such as art, craft, music, and dance should be included in the curriculum.

Leadership education.

It is necessary to instil leadership qualities in our youth in order for democracy to function effectively. Youth should be educated to become leaders in the social, political, industrial, and cultural spheres.

Education Commission of Kothari and Educational Ob

The Kothari Education Commission noted in its 1966 report that education must become a potent instrument of social, economic, and cultural transformation. In this regard, the Commission suggested the following educational goals:

1. enhancing efficiency.

Integration on a social and national level.

Accelerating the modernization process.

4. Developing social, moral and spiritual values.

(1) Education for Productivity Enhancement.

The Commission suggested that education and productivity must be linked to increase national income. To establish a link between education and productivity, the Commission has proposed the following programme: Science education "must become an integral part of school education, and eventually should be incorporated into all humanities and social science courses at the university level." This will foster an understanding of fundamental principles, a problem-solving mindset, the ability to apply these principles to real-world issues, and a spirit of inquiry and experimentation.

(ii) Work Experience.

According to the Commission, work experience entails participation in productive work in school, the home, a workshop, a farm, a factory, or any other productive setting. This work-experience must be introduced as an integral part of all education, general and vocational, as part of the programme relating education to life productivity.

(2) Social and national integration education.

According to the Commission, a national education system should prioritise social and national integration. The Commission has proposed the following measures to bolster the nation through education:

The Common School System, or a. According to the Commission, "if our educational system is to become a potent instrument of national development in general and social and national integration in particular, we must strive for a common public school system."

Social and National Service obligations. According to the Commission, the current educational system widens the chasm between the educated and uneducated classes, between the intelligentsia and the masses. In order to eradicate this evil, the Commission suggests that "some form of social and national service should be mandatory for all students and should be an integral part of education at all stages."

(3) Education to Promote Modernization.

As a result of knowledge exploration, scientific and technical knowledge have advanced significantly in the 21st century. While the rest of the world advances in every area of human endeavour, India cannot lag behind. In order for India to keep up with modernization, the Commission has proposed the following:

- Education should arouse inquisitiveness, cultivate appropriate interests and attitudes, and cultivate such essential skills as independent study and the ability to think and judge independently.
- Education should produce a sufficient and competent intelligentsia to meet contemporary needs.

Education for Social, Moral, and Spiritual Values, number four.

- The national education system should prioritise the development of fundamental social, moral, and spiritual values.
- Objectives of Indian education in terms of secularism
- Secularism in education means that there should be no religious influence in public education.
- Regardless of their religion, children should receive an education that strengthens their moral character and conduct.

Aims of Nonreligious Education-

- It allows us to comprehend the perspective of those who are different from us.

- It teaches young people to be better citizens and cultivates the democratic values of equality, liberty, fraternity, and cooperation.
- It also enables young people to develop a spirit of love, tolerance, cooperation, equality, and compassion for their fellow citizens, and it aids us in better understanding their problems.

Education in a society based on equality.

The term EGALITARIAN is derived from the French word "égal," which means "equal" or "level," and entered the English language in the 1880s; however, the term "egalitarian" dates back to the late 18th century. A proponent of egalitarianism believes that individuals should receive the same, be treated the same, or be treated in some way as equals. People should be treated as equals, should treat one another as equals, should relate as equals, and should enjoy social status equality. Opportunity equality could be realised in a society where inherited wealth fundamentally determines each individual's competitive prospects. Employment and other positions would be open to all applicants in this society.

Educational Objectives in an Egalitarian Society

- To eliminate inequality in our society by educating individuals on their rights and responsibilities.
- To enhance an individual's capacity to live a life with dignity.
- To achieve justice for the disadvantaged members of the community.
- To provide equally valuable educations that provide students with a variety of future options.
- Bring about social equality.
- To cultivate the importance of democratic citizenship.

Humane community

In human societies, humans dominate. The development of human character in a human society is a gradual, unhurried process that parallels the unfolding of nature. Humanistic educators insist that schools must provide students with a non-threatening learning environment in order for them to feel safe. Once students experience a sense of safety, learning becomes simpler and more meaningful.

Aim of Education in a Humane Society

- The goal of education should be to foster students' desire to learn and teach them how to learn.
- Students should be self-motivated in their studies and desire to learn on their own.
- The focus on the social and emotional well-being of the child, as well as the cognitive.
- Development of a healthy self-concept, awareness of the psychological needs, helping students to strive to be all that they can.
- Through education learners can attain social, affective and intellectual developments.

Content knowledge.

This term refers to the knowledge, subject matter, content, concepts, information, curriculum, ideas, and principles you teach students each day. Content knowledge examples span across multiple disciplines and levels of education, from specific vocabulary used in instruction to mathematical formulas.

What is Pedagogy

Pedagogy is "how you go about teaching something" or your overall instructional approach. Just a few examples include:

- Drill-and-practice
- Problem-based learning
- Game-based learning
- Inquiry-based learning
- Constructivist practices

Pedagogy focuses on helping students acquire the skills to develop ideas (content), in a constructive way. Therefore, pedagogy is also seen as the relationship between learning techniques and classroom culture. The processes, tools, and concepts that help deliver knowledge to students and equip them to use that knowledge themselves are crucial for positive results in education. Similarly, pedagogical teaching is the effective application of these approaches in the classroom. Pedagogy is "the art of teaching students."

A Deeper Look at the Connections and Differences Between Pedagogy and Content Knowledge

In general, content knowledge is viewed as the **WHAT** to pedagogies of **HOW** students will learn. Therefore, content knowledge represents **KNOWLEDGE**. Pedagogy, on the other hand, is the method by which students acquire the **SKILLS** they use to demonstrate content mastery. Content cannot take precedence over everything else. In actuality, the proverbial "cart" is more important than the proverbial "horse" if a teacher

ends up with advanced levels of knowledge and simplistic instructional methods (pedagogy). If you take the time to create cooperative learning environments that encourage complex learning processes such as analysis, evaluation, and creation, pedagogy can improve the quality of your teaching and the way (and depth) in which students learn. Students will be assisted in acquiring a deeper understanding of the topic while you assist them in applying that understanding to their own experiences outside the classroom. What we instruct (content) and how we instruct (pedagogy) are intricately interdependent. Both are essential for maintaining a teacher's influence over their students.

School knowledge and out of school knowledge

Knowledge can be acquired both in School and out of school settings. Here are some facets of knowledge that can be gained in each setting:

In-school knowledge:

1. Formal education entails the acquisition of knowledge in formal settings such as classrooms, lectures, and tutorials. It is typically organised and adheres to a curriculum.
2. Schools also provide students with opportunities to develop a variety of skills, including critical thinking, problem-solving, communication, and teamwork.
3. Schools provide a venue for students to interact with their peers, form relationships, and develop social skills.

Out-of-school knowledge:

- Life experiences, such as travelling, volunteering, and working, can provide knowledge and insights that cannot be taught in a classroom.
- Informal learning refers to the acquisition of knowledge through self-directed study, reading, and exploration. Typically, it is unstructured and not part of a formal curriculum.
- The pursuit of hobbies and interests can result in the acquisition of specialised knowledge and skills. A person who enjoys gardening, for instance, may become knowledgeable about plants and soil types.
- It is important to note that both personal and professional development require knowledge.

Experimental knowledge and empirical knowledge

Experimental knowledge

Experiential knowledge is knowledge gained through experience, as opposed to a priori (before experience) knowledge: it can also be contrasted both with propositional (textbook) knowledge, and with practical knowledge.

Empirical knowledge

Empirical knowledge (a posteriori) empirical evidence, also known as sense experience, is the knowledge or source of knowledge acquired through the senses, especially through observation and experimentation. Empirical evidence for a proposition is evidence, i.e., what supports or contradicts this proposition, that is based on or accessible through sense experience or experimental procedure. Empirical evidence is central to the sciences and plays a role in numerous other disciplines, such as epistemology. The primary distinction between experimental and theoretical knowledge is that experimental knowledge is referred to as "experiential" when the production evokes a more sensory experience as opposed to merely observing it. Typically, empirical is used to describe data or evidence - things that are more tangible because they have been discovered and recorded.

Knowledge on action and reflection on outcome of action

Reflection on action is the capacity to consider what you have done and to evaluate your actions and their outcomes. It is a form of explicit knowledge, also known as knowledge-through-action, that enables you to learn from your experience and make plans for future improvement. Keeping a journal, gathering feedback from students and colleagues, and recording a class are examples of reflective teaching. These techniques can help a teacher reflect on how the class went, what worked and what did not, and what could be done to improve student outcomes.

Theoretical knowledge and practical knowledge

Theoretical Knowledge

The theoretical knowledge of a person reflects his or her knowledge, abilities, or skills. The study of any fact, occurrence, circumstance, setting, person, or object is known as theoretical knowledge. This information may be obtained from books, mass media, periodicals, journals, dictionaries, encyclopaedias, etc. Others' experiences inform the development of theory. It frequently leads to a deeper comprehension of a concept. It is beneficial to comprehend why one technique succeeds while another fails.

- Theoretical knowledge is the understanding of a concept in its entirety and the reasoning behind it.

- It is all about why something exists and proving that something is true. Theoretical knowledge includes the elements of what, why, when, and how, as well as direct responses to each of these. It offers a comprehensive explanation of the content. For example, air is required for combustion. Aspects of Theoretical Understanding
- It is based on theories;
- It is acquired through study and research;
- It encompasses all components of an event;
- It involves various facets of a concept; and • Its scope is expansive.

It is possible to acquire theoretical knowledge through study, research, observation, and experience.

Practical Knowledge

Practical knowledge refers to knowledge that is applied to accomplish a task or that which instructs how to execute a particular skill. It is more immediately applicable to our lives. The application of knowledge to a specific act constitutes practical knowledge. There are numerous activities that can only be learned through practise and experience. Through the act of doing and personal experience, practical knowledge can often lead to a deeper comprehension of a concept. These are the Dimensions of Knowledge.

- theoretical knowledge,
- observational knowledge,
- suggestions,
- practice or repetition, and
- experience.

As an illustration, learning to play the piano. Beginning pianists must possess a theoretical understanding of the instrument's fundamentals. Then, we can learn to play the piano by observing others, receiving recommendations, and gaining knowledge through practise and experience. We will gain practical knowledge of piano playing with the aid of these dimensions. Practical knowledge is invaluable in the field of education. The primary purpose of education is to impart theoretical knowledge, develop students' skills, and enable them to apply these in daily life. In a nutshell, practical knowledge combines theoretical, factual, and experiential knowledge. Practical knowledge is more important than theoretical knowledge in daily life.

- Interactive education has a more profound effect The interactivity of practical knowledge surpasses that of theoretical knowledge. Important characteristics of practical education include interactive sessions, experiments, and exercises.
- inspires teamwork While imparting practical knowledge to students, the majority of activities should consist of team projects or activities that require students to work in groups or teams. It enhances their ability to collaborate with peers and makes the learning process more engaging.
- It is simple When learning through practical activities, as opposed to only theoretical explanation, the process of learning becomes relatively simple.
- requires application and addresses real-world situations The acquisition of theoretical and factual knowledge is useless unless it is applied to real-world situations through experiments.
- We retain practical knowledge longer than theoretical information. Important are both theoretical and practical knowledge.

Contextual knowledge and universal knowledge

Contextual knowledge

What is context?

Circumstances forming the background of an event, idea or statement in such a way as it enable students to understand the information is known as context. Context gives meaning and relevance to an event/happening, which maybe physical, cultural, historical, social or political. Context not only provides clarity to situation, but also what is involved in the context like objects, people, etc. Contextual Knowledge in context, information or skills that have particular meaning because of the conditions that form part of their descriptions. Knowledge acquired during an incident that provides information about the development of the event is contextual knowledge. Contextual knowledge is knowledge on specific and general events, situations, or general content of an event/text. Characteristics of Contextual Knowledge

- It is related to the context of information;
- The context gives meaning to a situation or event;
- Connectedness within and outside society, it is a linkage between individual and groups and organisations;
- Relationship between factors leads to knowledge;
- Relates classroom subjects to everyday life;

- Knowledge may extend beyond the boundaries of conventional classrooms; and
- High order thinking and problem-solving skills are encouraged.

Factors favourable to acquire contextual knowledge are-

- Culture of the student; and
- Socio-economic level of the community.

Contextual Knowledge is Related to School Knowledge

Teaching and learning are dependent upon context. It is equally as important as content in the classroom. Who, what, and where are essential for providing students with context-specific knowledge? Contextual factors such as the socioeconomic status of the community and the cultural background of the students play a crucial role in the classroom. In order to provide students with contextual knowledge, the teacher should be aware of these factors.

Universal Knowledge

Universal knowledge refers to information that is accepted and shared by all of the world's population. Meta-science is a novel concept that refers to universal knowledge. It provides all questions with developmental responses. It includes surrounding factors and the effect of time. It refers to cumulative and complex bodies of knowledge, expertise, and practises based on science that have been accepted and developed by humans through extensive research, inventions, experiences, and interactions with the natural world. This universal knowledge flows from nowhere, but it emerges in its purest, most uncontaminated form from within the being. For instance, clouds bring precipitation and fuel combustion provides energy.

Characteristics of Universal Knowledge

- It is related to knowledge and thought;
- it influences human behaviour;
- it grows with time;
- it is a collection of facts and phenomena;
- and it helps to explain the uniqueness of existence.

UNIT 3

SOCIO-CULTURAL CONTEXT OF EDUCATION

SOCIAL PURPOSIVENESS OF EDUCATION

Aspects of Education:

Currently, we can identify a number of sociological aspects of education. Initially, education is a creative process. When a man responds to stimuli, he acts imaginatively. In other words, education is a creative act performed by the student. Second, there are two forms of education, including informal and formal education. The first serves continuously throughout life as a mechanism for learning and reinforcing prior learning. Thirdly, formal education is a socially devised technique, a highly developed procedure for creating situations in which the student can learn. A brief period of an individual's life is devoted to formal education. The fourth point is that education is both the living of life (in the network of social relationships, in the classroom and outside) and preparation for life. Preparation for life includes (a) the ability to earn a living, (b) the ability to enrich one's life by appreciating one's cultural heritage and resources, and (c) the ability to function effectively and constructively as a member of society and a citizen of the State. Fifth, education entails (a) mastery of the tools of learning, such as reading, writing, and arithmetic, and (b) mastery of our relationships with our inner selves, our neighbours, and the universe.

Education can be understood in both a "narrow" and a "broader" sense. Education in its narrowest sense is a planned, structured, and formalised process. It is delivered at a specific location (school, college, university) and at a specific time. It has a formal curriculum. Education is restricted to the classroom in the strict sense. Education, in its broadest sense, is unrelated to schooling and teaching. Even if a person has never spent a day in school, he acquires some form of education, as his acquired characteristics are the result of educational experiences and activities. The purpose of education in its broadest sense is to teach individuals all of the characteristics that will allow them to live in society. Education is a "process" that is ongoing. The human education process begins at birth and concludes at death. His entire life is spent learning. It cannot be stopped. Education is considerably more than schooling. Throughout his

life, the child continues to reconstruct his experiences. Instruction concludes in the classroom, whereas education lasts a lifetime.

Social Functions of Education:

The role of education as a social institution in our society is crucial. Within and beyond the school system, the function of education is multifaceted. It prepares the individual for a variety of social roles and fosters the growth of their personality. Moreover, it is an integral component of the social control mechanisms. Education is essential in every society, from the most primitive to the most advanced..

1. Socialization:

Socialization is the most important function of education. The people have no knowledge of their society's culture. They must also understand the functioning of their society. Therefore, children must be exposed to the culture they will encounter as they mature.

Therefore, society provides a conscious teaching programme to instil individuals with the values, norms, and social skills necessary for their adult roles in society. Educational institutions, such as schools and colleges, are established by society to serve specific purposes in achieving this objective. In addition to teaching children how to write, spell, and perform basic arithmetic, the school also exposes them to social norms and values that are unavailable to them in their families and other social groups.

Through school and college, students acquire academic knowledge that they will need in the future, as well as practical or technical skills that will prepare them for employment. In addition, schools and colleges instil in them social values and norms.

Although people learn a great deal from their parents, clubs, and social groups, they learn more about their society's culture through the educational system. Young people are exposed to social norms and values beyond those available for learning in the family and other social groups in educational institutions. History books are typically written from an ethnocentric perspective and instil nationalistic attitudes.

According to Dewey, education enables the child to develop social reasoning, cultivate social virtues, and become socially effective. When he discusses social efficiency, he refers to economic and cultural efficiency and calls it "individual socialisation." Thus, education may be only a part of the socialisation process, but it is a crucial part.

2. Development of Personality:

Education plays a crucial role in the formation of a person's character. According to Durkheim, the purpose of education is to "awaken and develop in the child those physical, intellectual, and moral states which are required of him by his society as a whole and by the milieu for which he is uniquely adapted." Education contributes to the development of a person's physical, mental, and emotional makeup, as well as his temperament and character.

The core of a child's personality, the self, develops through interaction with others. Consequently, the educational process shapes an individual's habits, traits, attitudes, and values. A student's personality is also indirectly developed when he is encouraged to form his own attitudes and values through the study of notable historical and literary figures. Additionally, a student is influenced by the perspectives and attitudes of peers and teachers.

3. Social Control:

Education plays a crucial role in regulating individual behaviour through the transmission of a way of life and the transmission of ideas and values to future generations. Early socialisation of the child, according to Bottomore, is one way in which education contributes to the rules of social conduct. In order to transmit their social heritage and maintain their social order, all societies develop educational systems to educate their youth. To maintain society, the youth must be consciously prepared for their adult roles. Through the process of education, society regulates its members' behaviour and enforces adherence to its standards.

According to Bottomore, "education in a broad sense," from infancy to adulthood, is a vital means of social control. In contemporary societies, formal education imparts ideas and values that contribute to the regulation of behaviour. The new generations are instructed to adhere to social norms, whose violation may result in repercussions.

4. Social Integration:

Education integrates individuals into the larger society by instilling values. The curriculum of the school, its "extra-curricular" activities, and the informal relationship between students and teachers convey certain values and social skills, including cooperation or team spirit, obedience, and fair play.

5. Determination of Status:

Education's primary function is the determination of an individual's status. From the lower working class to the upper class, the amount of education is a good indicator of socioeconomic status, and education leads to economic opportunity. Young people attain higher-status jobs than their parents through education. With higher incomes, they associate with people of higher social standing. Thus, education is the conduit to a higher socioeconomic standing.

6. Provides Route for Social Mobility:

Educational credentials increasingly serve as the basis for determining social status and social mobility. There has been a consistent shift from one status to another as a result of educational attainment. An industrial society, such as the United States or the United Kingdom, places increasing emphasis on the attainment of both the skills acquired in elementary, secondary, and higher education as well as the educational credentials that demonstrate that a person has acquired the skills necessary for a particular job. The educational system is expected to provide economic mobility and opportunity by selecting and preparing able and hardworking youth for higher-status positions in society. The educational system assigns those with greater skills and training to higher positions and those with fewer skills and training to lower positions. Thus, education tends to generate vertical social mobility by increasing their earning potential and preparing them

for occupations with a higher status than their parents'. Whether in industrial societies or developing societies like India, the educational system tends to create and maintain a vast divide between elites and masses, as well as between education for intellectual and manual occupations. Such differentiation within the educational system is closely related to the social stratification and mobility system.

7. Social Development:

Education imparts skills and values that are directly related to how the economy and occupational structure function. Education equips individuals with the skills required by the economy. In a modern planned economy, the output of skilled individuals must be consciously aligned with the society's economic and social priorities. This illustrates the significance of education to social development. Literacy, for instance, stimulates economic and social development, which is why all developing nations have implemented extensive literacy programmes.

UNDERSTANDING INDIAN SOCIETY

a) Indian society and ways of living

Almost every aspect of social life in India is astoundingly diverse. Ethnic, linguistic, regional, economic, religious, class, and caste diversity permeates Indian society, which is also permeated by vast urban-rural and gender distinctions. In terms of kinship and marriage systems, the differences between north India and south India are especially pronounced. Indian society is perhaps unparalleled in its degree of complexity; it resembles a region as diverse as Europe more than any other nation-state. Rapidly occurring changes affecting diverse regions and socioeconomic groups in disparate ways contribute to the diversity of contemporary Indian culture. In spite of the complexities of Indian culture, widespread cultural themes contribute to social harmony and order.

b) Themes in Indian Society

The Indian society is hierarchical. Whether in northern or southern India, among Hindus or Muslims, in a city or in a village, virtually all things, people, and social groups are ranked based on a variety of essential qualities. In spite of the fact that India is a

political democracy, notions of complete equality are rarely apparent in everyday life. Caste groups, individuals, and family and kinship groups all exhibit observable societal hierarchy. Castes are most commonly associated with Hinduism, but there are also caste-like groups among Muslims, Indians, Christians, and other religions. In the majority of villages and towns, everyone is aware of the relative status of each caste, and their behaviour is constantly influenced by this knowledge. Individuals are also ranked according to their wealth and power. For instance, some powerful people, or "big men," sit confidently on chairs, while "little men" come before them to make requests, either standing or squatting and not daring to sit next to a man of high status as an equal. Within families and kinship, hierarchy plays an integral role. Additionally, there are groupings in which men outrank women of comparable age and senior relatives outrank junior relatives. In northern India, for instance, a daughter-in-law shows deference to her husband, all senior in-laws, and all daughters of the household. Even siblings recognise age differences, with younger siblings addressing older siblings with respectful terms as opposed to their names.

Purity and Pollution

Numerous status differences in Indian society are expressed in terms of ritual purity and pollution, which are multifaceted concepts that vary considerably across castes, religions, and regions. In general, high status is associated with purity, while low status is associated with pollution. A member of a high-ranking Brahmin, or priestly, caste is born with more inherent purity than a member of a low-ranking sweeper, or garbage collector, caste. Other types of purity are more ephemeral. For instance, a Brahmin who has recently bathed is more ritually pure than one who has not bathed for a day.

Purity is associated with ritual cleanliness

Daily bathing in flowing water, wearing freshly laundered clothing, consuming only the foods appropriate for one's caste, and avoiding physical contact with people of significantly lower status or with impure substances, such as another adult's bodily wastes. Involvement with products of death or violence is typically ritually defiling.

Social Interdependence

Social interdependence is one of the most important themes in Indian culture. People are born into groups, families, clans, subcastes, castes, and religious communities, to which they feel a profound sense of belonging. People are profoundly interdependent, and for many, the greatest fear is the possibility of being abandoned, without social support. Psychologically, the emotional interdependence between family members is typically intense. Similarly, economic activities are deeply embedded within a social nexus. Through a variety of kinship ties, each individual is connected to distant relatives in villages and cities. A person can find a relative who can provide moral and practical support virtually anywhere. In every endeavour, social ties can be advantageous and their absence can result in failure. Rarely do individuals perform even the simplest tasks on their own. When a small child vomits, his mother places the food directly into his mouth. When a girl carries pots of water home from a well on her head, someone assists her in emptying them. A student hopes that an influential relative or friend will help him gain admission to college. A young person expects his or her parents to arrange his or her wedding. Lastly, a person facing death anticipates that family members will conduct the appropriate funeral rites, ensuring his own smooth transition to the next stage of existence and reaffirming social ties among mourners. This notion of interdependence extends to theological matters. A child learns from birth that his "fate" has been "written" by divine forces and that his life is shaped by powerful deities with whom he must maintain an ongoing relationship.

Family and Kinship

Family Ideals

The fundamental tenets of Indian cultural life are acquired within the confines of a family. The ideal joint family is comprised of multiple generations living, working, eating, and worshipping together. Men related through the male line, along with their wives, children, and unmarried daughters, comprise such families. A wife typically resides with her husband's relatives, but she maintains strong ties to her birth family. Even in rapidly modernising India, the traditional joint household remains the primary social force for the majority of Indians, both in concept and in practise.

Large families tend to be adaptable and well-suited to contemporary Indian life, particularly for the over two-thirds of Indians engaged in agriculture. As in the majority of societies dominated by agriculture, cooperation between relatives contributes to mutual economic security. The joint family is also prevalent in urban areas, where familial ties are frequently required for employment or financial assistance. Numerous illustrious families, such as the Tatas, Birlas, and Sarabhais, maintain joint family arrangements while collaborating to control major financial empires. The ancient ideal of the nuclear family still holds sway, but contemporary living arrangements are extremely diverse. Numerous Indians live in nuclear families consisting of a couple and their unmarried children, but they have extensive networks of mutually beneficial kinship ties. Frequently, clusters of relatives live as neighbours and readily fulfil their kinship responsibilities. As they grow, joint families typically divide into smaller units, which eventually form new joint families, continuing the cycle indefinitely. Currently, some family members may relocate in order to take advantage of employment opportunities, typically sending money back to the larger family.

Family Authority and Harmony

In the Indian household, the lines of hierarchy and authority are clearly delineated, and codes of conduct contribute to the preservation of family harmony. All family members are socialised to accept the authority of those in a position of authority over them. The eldest male acts as the head of the family, and his wife oversees her daughters-in-law, the youngest of whom has the least authority. Those in authority reciprocally assume responsibility for meeting the needs of other family members. Family unity is emphasised, especially in contrast to those outside the kinship circle, and family loyalty is a deeply held value. To promote a broader sense of family harmony, ties between spouses and between parents and their own children are downplayed within the home. For instance, public displays of affection between husbands and wives are viewed as highly inappropriate.

Males have traditionally controlled key family resources such as land and businesses, particularly in high-status groups. In accordance with traditional Hindu law, women could not inherit property and were therefore dependent on male relatives who

owned land and buildings. Women can and do inherit real estate under Muslim customary law, but their shares have historically been smaller than those of men. Modern legislation permits all women in India to inherit property. For those families who could afford it, women have traditionally controlled a portion of their family's wealth in the form of precious jewellery.

Veiling and the Seclusion of Women

Purdah (from the Hindi word *parda*, "curtain"), the veiling and seclusion of women, is a significant aspect of Indian family life. In a large portion of northern and central India, especially in rural areas, Hindu and Muslim women adhere to intricate rules regarding body covering and public appearance, particularly in front of married relatives and men. Purdah practises are associated with patterns of authority and harmony within the household. Hindu and Muslim purdah observances differ in significant ways, but female modesty and decorum, as well as the concepts of family honour and prestige, are essential to the various forms of purdah. In general, women from conservative, high-status families are subject to stricter Purdah restrictions. Purdah necessitates restrictions and restraints for women in nearly every aspect of life, limiting their access to power and control over vital resources in a male-dominated society. Sequestered women must conceal their bodies and even their faces with modest clothing and veils before certain categories of people, abstain from extramarital relations, and move about in public only when accompanied by a man. As they work in the fields and in gangs, poor and low-status women frequently observe a modified veiling custom.

In the presence of older male in-laws, both at home and in the community, Hindu women from conservative families veil their faces and remain silent. Even a young daughter-in-law hides from her mother-in-law. These practises emphasise respecting relationships, limiting unapproved encounters, and bolstering family lines of authority.

For Muslims, veiling is emphasised outside the home, where a woman may wear an all-encompassing black burka. This purdah protects women and the sexual inviolability of the family from strangers. Except for certain minority groups, purdah is rarely observed in southern India. Today, purdah practises are dwindling in northern and central

India, and they are rapidly disappearing among urbanites and even rural elites. Chastity and female modesty are still highly valued, but as education and employment opportunities for women increase, the veil has all but vanished from progressive circles.

Life Passages

The birth of a child is celebrated with rites of welcome and blessing, which are typically more elaborate for a boy than for a girl. In spite of the fact that India is home to numerous eminent women and was formerly led by a powerful woman prime minister, Indira Gandhi, and that goddesses are widely venerated in Hindu rituals, statistics indicate that girls in India are disadvantaged. The 2001 Census counted only females per 1000 males, reflecting sex-selective abortion, poorer medical care and nutrition, and sporadic female-targeted infanticide. [iii] Parents favour boys because their value in agricultural activities tends to be greater, and after marriage, a boy continues to live with his parents and supports them as they age. In contrast, a girl is a drain on family resources, especially when she brings a large dowry to her husband's house. In recent decades, certain groups' dowry expectations have become exorbitant.

In India, marriage is a rite of passage for nearly everyone, representing a major turning point in one's life. For the vast majority of Hindus in northern and central India, caste-based marriages are arranged between unrelated young people who may have never met. Families in certain south Indian communities and among many Muslims prefer to marry cousins whenever possible in order to strengthen existing kinship ties. Finding the ideal partner for a child is a challenging endeavour for every parent. People use their existing social networks and, to a greater extent, matrimonial newspaper advertisements. The advertisements typically disclose religion, caste, educational qualifications, physical features, and earning capacity, and may hint at dowry size (even though giving or accepting dowries is actually illegal).

In college or professional settings, brides and grooms occasionally meet among the highly educated. The stigma associated with so-called love marriages is diminishing in recent years. Brides and grooms frequently meet via South Asian matrimonial websites among

Indians residing in North America. Many self-arranged marriages unite couples of different castes but similar socioeconomic standing.

Typically, a bride resides with her husband in his parental home, where she is expected to accept the authority of his senior relatives, perform household duties, and bear children, particularly sons, to further his family lineage. Ideally, she respects her husband, proudly wears the cosmetic adornments of a married woman, and cheerfully fulfils her new role. If she is fortunate, her husband will treat her with respect, value her contributions to the family, and permit her to maintain contact with her birth family. This is a difficult transition for many younger wives. Despite the fact that women's employment is still stigmatised in many circles, a growing number of women are employed in a variety of fields.

Every family is reorganised following a death. The death of a woman's husband is accompanied by the dreaded condition of widowhood. Widows of low status have always been permitted to remarry, whereas widows of high status have been expected to remain celibate until death.

Status and Rank Varna, Caste, and Other Categories There is social inequality all over the world, but perhaps nowhere has inequality been so elaborately constructed as in the institution of caste in India. Caste has existed for many centuries, but in modern times it has been severely criticised and is undergoing significant transformation.

Castes are ranked, named, endogamous (in-marrying) groups in which membership is attained through birth. In India, there are thousands of castes and subcastes involving hundreds of millions of people. These large kinship-based groups are crucial to the social structure of South Asia. Caste membership provides a sense of belonging to a recognised group whose members can be relied upon in a variety of situations.

The origin of the word caste is the Portuguese *casta*, which means species, race, or kind. Among Indian terms sometimes translated as caste are *varna*, *jati*, *jat*, *biradri*, and *samaj*. *Varna*, or colour, refers to four large groups that include numerous castes. The remaining terms refer to castes and subcastes, the latter of which is a common name for subcastes.

Priests, potters, barbers, carpenters, leatherworkers, butchers, and launderers are examples of traditional occupations associated with numerous castes. The members of higher-ranking castes are typically more prosperous than the members of lower-ranking castes, who frequently face poverty and social disadvantage. Historically, so-called "Untouchables" were relegated to polluting labour. Since 1935, "Untouchables" have been called "Scheduled Castes," and Mahatma Gandhi referred to them as Harijans, or "Children of God." Today, the politically correct term for these approximately 16 percent of the population groups is Dalit, which means "oppressed." Other groups, typically referred to as tribes (often referred to as "Scheduled Tribes"), are incorporated into the caste system to varying degrees.

In previous decades, Dalits in certain regions were required to show extreme deference to high-status individuals and were denied access to the majority of temples and wells. Pre-independence reform movements led by Mahatma Gandhi and Bhimrao Ramji (B.R.) Ambedkar, a Dalit leader, repudiated this type of degrading discrimination. Dr. Ambedkar almost single-handedly drafted India's constitution, which prohibits caste-based discrimination, following India's independence in 1947. Nevertheless, Dalits as a group continue to face significant disadvantages, particularly in rural areas.

Consistent standards are maintained within castes. Typically, a caste council enforces rules regarding marriage, diet, attire, occupation, and other behaviours (panchayat). Infractions can result in fines and temporary or permanent exclusion from the community. Individuals and caste groups can hope to climb the caste hierarchy gradually through economic success and the adoption of high-caste behaviours. However, it is nearly impossible for an individual to increase his or her status by falsely claiming to belong to a higher caste; deceptions of this nature are easily detected.

In rural areas, landlessness, unemployment, and discriminatory practises continue to affect a significant number of people. In the expanding cities, however, caste affiliations are frequently unknown to casual acquaintances, and traditional restrictions on inter-caste interactions are rapidly disappearing. In some affluent circles, inter-caste marriages

between partners of similar social class are now acceptable. Rapidly diminishing are the correlations between caste and occupation.

Caste customs have undergone significant transformations in recent years. It is now socially and legally unacceptable to openly promote the superiority or inferiority of any caste, and lower caste groups are flexing their political muscles. Even as traditional hierarchies weaken, caste identities are strengthened, particularly among disadvantaged groups with the right to special educational benefits and substantial quotas reserved for them in electoral offices and government positions. Following the revered B.R. Ambedkar's example, thousands of Dalits have converted to Buddhism to protest Hinduism's rigid caste system.

CLASSES

The majority of Indians live in villages where caste and social class affiliations overlap. The vast majority of large landowners and small-scale farmers belong to the highest castes, while landless labourers belong to the lowest castes. In rural areas, these groups tend to form a three-tiered class system, and members of these groups are banding together across caste lines to increase their economic and political influence. For instance, since the late 1960s, some of the middle-ranking cultivating castes of northern India have cooperated politically to advance their common economic interests, prompted by competition with higher-caste landed elites. In urban areas, caste affiliations and class distinctions are less pronounced because vested interests strongly transcend caste boundaries.

Defining classes in India as a whole is difficult and fraught with ambiguous standards. According to various estimates, the upper classes consist of approximately one percent of the population, or approximately ten million individuals, including wealthy property owners, industrialists, former royalty, chief executives, and prosperous business owners. Countless millions of people comprise the upper middle class. On the opposite end of the spectrum is roughly half of India's population, which includes a variety of low-level workers as well as hundreds of millions of extremely poor people who endure grossly inadequate housing, education, and other economic hardships. The most significant

development in India, however, is the rapid growth of a prosperous middle class, which increasingly dictates the country's political and economic direction. This new vanguard, comprising perhaps 300 million more people than the entire population of the United States and spanning urban and rural areas as well as all religious communities, is mobile, driven, consumer-oriented, and, to some extent, forward-thinking. This group consists of prosperous farmers, white-collar workers, business and professional people, military personnel, and a multitude of others who all enjoy decent housing, adequate incomes, and healthy children. Many possess automobiles and computers, while the majority possess televisions and telephones. Numerous individuals have close relationships with prosperous relatives living abroad.

VILLAGE STRUCTURE AND UNITY

About three-quarters of India's population resides in approximately 500,000 villages, where India's most basic commercial agriculture is practised. Some villages have as many as 5,000 residents, but the majority have fewer than 1,000. Villages in India are frequently quite complex and not socially or economically isolated. In the majority of villages, economic, caste, kinship, occupational, and even religious groups are interconnected vertically. Typical residents include priests, cultivators, merchants, artisans, and labourers. Multiple vital horizontal connections connect each village to numerous others and to nearby urban centres. In daily life and at colourful festivals and rituals, members of diverse groups provide each other with essential goods and services. Historically, villages frequently recognised a headman and a panchayat, a council of influential local men. Disputes were typically resolved within the village, with police and courts being called upon infrequently. Today, the government supports an elective panchayat and headman system, which is distinct from the traditional system, and, in many instances, mandates the inclusion of female or very low-caste members. According to a schedule that rotates every few years, a certain percentage of village council chairs must be women or Dalits. State and federal regulations increasingly intrude on village life, eroding traditional authority structures. In addition, dissent and competitiveness appear to have increased in many rural regions of India as a result of the growing involvement of villagers with the outside world through travel, work, education, and

television, as well as the growing pressure on land and resources as village populations expand.

URBAN LIFE

The rate of urbanisation has a significant impact on the transformation of Indian society. Slightly more than a quarter of the population resides in urban areas. Mumbai (Bombay) is the sixth largest urban area in the world, with a population of 18 million, while Kolkata (Calcutta) ranks fourteenth with a population of 13 million. In recent years, India's largest cities have grown at twice the rate of the country's small towns and villages, with a significant portion of this growth attributable to rural-urban migration. The most populous cities are congested, noisy, polluted, and lacking in clean water, electricity, sanitation, and adequate housing. The roads are overrun with pedestrians, livestock, garbage, and diesel-emitting vehicles, and slums coexist frequently with luxury apartment buildings.

Traditional caste hierarchies are weak in urban areas, but caste ties remain significant, as scarce jobs are frequently obtained through caste kin. Poor urban workers who support themselves through a variety of tasks as entrepreneurs, petty traders, and manual labourers are characterised by ingenuity and tenacity. In cities, where educational and employment opportunities benefit them, the ranks of the expanding middle class are becoming more apparent. For them, as for everyone else in the city, ties are strengthened through neighbourhood solidarity, voluntary associations, and celebrations of festivals. Cities are the economic, educational, scientific, political, and governmental centres upon which the nation's functioning depends. India has the world's largest film industry, centred in Mumbai and Chennai, and a proliferation of popular television stations. These vivid depictions of urban lifestyles influence the aspirations of millions of small-town residents and rural villagers across the nation.

Urban visionaries, such as those who are shaping the expanding women's movement, also support social revolutions. The movement, which is largely led by educated urban women, seeks gender justice on a variety of issues, with a particular focus on the escalating problem of thousands of annual dowry-related murders of young wives.

Organizations such as the Self- Employed Women's Association (SEWA) of Ahmedabad, directed by Ela Bhatt, are addressing the overwhelming economic needs of poor female workers.

FUTURE TRENDS

In the past decade, India's population grew by more than 18 million, the equivalent of Australia, per year, bringing its total to over one billion. In ten years, the most populous state, Uttar Pradesh, grew by more than 25 percent to 166 million, which is equivalent to 60 percent of the United States' population. India supports a population that is more than three and a half times that of the United States on an area that is roughly one-third as large. It is estimated that by 2050, India's population will reach 1.5 billion, surpassing China as the world's most populous nation. Family planning is gaining popularity, so the rate of population growth is gradually decreasing. In the vociferous democracy of India, various groups are increasingly demanding their fair share of limited resources and benefits. While new agricultural crops and techniques are increasing agricultural productivity, forests, rangelands, and groundwater levels are declining. Political, social, ecological, and economic issues are becoming increasingly contentious as competition increases. Regarding class, gender, and access to desirable resources, justice remains an elusive objective.

India is just one of many nations confronting these critical issues and seeking solutions. Over many centuries, the people of India have demonstrated the ability to create manageable order from complexity by bringing together disparate groups in structured efforts to benefit society as a whole, fostering harmony among people with divergent interests, recognising that close relatives and friends can rely on each other, assigning different tasks to those with different skills, and striving to do what is morally right in the eyes of the divine and the community. These are some of the great strengths on which Indian society can rely as it prepares to face future challenges.

MULTICULTURAL & MULTILINGUAL CLASSROOM

- In recent years, the number of English Language Learners has increased at an unprecedented rate, with one out of every six school-aged children speaking a language other than English at home (Diaz-Rico & Weed, 2006). Our classrooms are evolving; racial, cultural, and linguistic diversity is growing, as is the significance of fostering tolerance, self-esteem, and bilingualism.
- Early childhood determines whether a child will be accepting or fearful of people who are different. Childhood environment often determines whether children learn to appreciate or become ashamed of their culture and heritage, as well as whether they become bilingual or lose their native language. Preschool will likely be the first group setting outside of the home for the majority of children, and it is the responsibility of early childhood educators to lay the groundwork by fostering an inclusive and respectful classroom.
- Linguistic identity is integral to cultural identity. If the native language is lost, so are the ties to family and friends. As educators, we have the ability to determine whether students in our schools feel included or excluded. By incorporating students' native languages into the classroom, we validate their culture and history.

WORK DIRECTLY WITH FAMILIES

- Working closely with the children's families, some of whom may not speak English, is one of the most vital means of achieving this goal.
- Regardless of socioeconomic status, ethnic/racial background, or parents' educational level, family involvement is associated with higher student achievement, better attitudes toward learning, lower dropout rates, and greater community support for education.
- Family and community involvement that is specifically linked to student learning has a greater impact on achievement than more general forms of engagement. When teachers develop an understanding of each student's cultural, racial, personal, family, and community background and experiences, and incorporate them into

the learning experiences they provide, learning and cognitive development are enhanced.

- Even in the face of poverty, student achievement is bolstered by a relationship of trust between home and school.
- Prior school experiences of family members influence their willingness to trust teachers and participate in their children's education.
- Children's perceptions of their abilities are impacted by their parents' beliefs and attitudes regarding education.

APPROPRIATE APPROACHES TEACHING OF DIVERSITY

a) Dimensions of Diversity

Primary dimensions	Secondary dimensions	Tertiary dimensions
<ul style="list-style-type: none"> ❖ Race ❖ Ethnicity ❖ Gender ❖ Age 	<ul style="list-style-type: none"> ❖ Religion ❖ Culture ❖ Sexual orientation ❖ Thinking style ❖ Geographic origin ❖ Family status ❖ Lifestyle ❖ Economic status ❖ Political orientation ❖ Work experienced ❖ Education ❖ Language ❖ Nationality 	<ul style="list-style-type: none"> ❖ Beliefs ❖ Assumptions ❖ Perceptions ❖ Attitudes ❖ Feelings ❖ Values ❖ Group norms

b) Understanding and addressing the needs of students in the classroom

Student Diversity:

- Height, size, and eye colour.
- Goals, interest, culture, home background, age, academic ability levels, mental health issues, behavior problems, eating disorders, inappropriate or unhealthy sexual practices, drugs, addiction problems, and life circumstances.

Identifying Individual Differences:

- ❖ Classroom observations
- ❖ Work samples School records
- ❖ Standardized testing
- ❖ Reports from other teachers

c) For students with special needs:

- ❖ Discussions with special teachers
- ❖ Review of official records
- ❖ Review special behavior plans
- ❖ Review special requirements regarding classroom management

d) Shaping Attitudes about Students with Special needs

- Do not emphasise the special requirements. Instead, concentrate on issues that impact quality of life.

- Do not portray successful special needs students as superhuman. This practise may impose false expectations on all special needs students.
- Do not sensationalise a special need by using phrases such as "affected by" or "disabled by." A more accurate designation would be "a person with multiple sclerosis."
- Use "people with intellectual disabilities" or "person with developmental disabilities" instead of labels such as "the retarded."
- Prioritize students over their special needs.
- Focus on abilities, not impairments.
- Avoid euphemisms when describing unique requirements.
- Do not associate disease with special needs.
- Display individuals with special needs as active members of society.

e) Activity Students with Special Needs:

- Consider potential differences among students that teachers may encounter in the classroom. Examples include cultural, socioeconomic, special requirements, learning styles, ability, size, interests, experiences, and age.
- Divide students into groups based on the brainstormed list of differences, and provide books, articles, and other resources. Instruct student groups to conduct research on various student groups and generate at least six strategies for addressing student differences effectively.
- Consider engaging in activities that transcend the distinctions between at least two groups.
- Make copies of research lists and resources for each student in the class.
- List five classroom benefits of identifying student differences and implementing specific behaviour and learning enhancement strategies.
- Create a resource packet for the classroom notebook's management.

PROCESS OF SOCIALIZATION AND ACCULTURATION OF THE CHILD- CRITICAL APPRAISAL

1. Parent/Family Influence

When analysing the influence of the family on children's social development, it is essential to consider parenting styles. The first social patterns, positive or negative, that a child employs in interactions with peers are the result of the social relationships that the child acquired in the family, and they are directly influenced by the educational approaches of the parents. The family styles of upbringing, as described by Berk (2008), are a combination of parental behaviours in different stages of life that create a permanent educational climate in the family. He highlights four forms of parent education:

Authoritarian

Children are unable to develop a high level of pro-social behaviour; instead, their behaviour is characterised by aggression, quarrelsomeness, bad temper, and self-destructive ESS due to their parents' desire for control and lack of affection, attachment, and warmth.

Authoritative

The parents have a caring, sensitive relationship with their children's needs and set clear boundaries for them. Consequently, the children develop a positive self-image and frequently achieve academic excellence.

Indifferent

The parents are emotionally distant and emotionally detached from their children, indifferent to their behaviour, and uninterested in their success. The result is neglect and lack of supervision of the children.

Indulgent

The parents have a warm and caring relationship with their children, but their children are frequently impulsive, irritable, lacking in self-control, and spoiled. Depression and antisocial behaviour are frequently the result of the outcome. It is important to note that research has confirmed that parental educational style influences the level of pro-social behaviour development and the sociometric status of the individual. The children whose parents demonstrate their authority through threats and punishments have more

difficulty forming friendships and being accepted by their peers, whereas children whose parents demonstrate their authority through positive reinforcement are more likely to have positive peer relationships. The authoritative educational style is the most desirable in a social context because it offers the greatest opportunities for the development of children's self-confidence and limited independence.

2. Peer group Influence

Peer groups are defined as social groups comprised of individuals with similar age, education, or social status, as well as individuals who share the same or a similar status, and who are typically around the same age. Many scientists conclude, based on peer group research, that the peer influence on social development is significant. Peer group research indicates that peer games play a crucial role in socialisation, but that poor peer relationships in childhood lead to later socially unacceptable behaviour. He develops a model of peer relationships based on two fundamental dimensions of social functioning of individuals that are, in a sense, a reflection of children's social competences: popularity and friendship. Popularity represents an environment's perception of a person as having a high level of acceptance, whereas friendship is a two-way relationship between two people characterised by warmth and trust. With friendship, a person satisfies their need for belonging through acceptance or desirability in the group, as well as their need for closeness through friendly relationships. In the literature, there are several classifications of children's acceptance/rejection based on their stage of preferences, and Coie differs from them: popular, rejected, neglected, controversial, and average child. Children who are rejected, isolated, and neglected are categorised as unpopular children. Unpopular children are frequently more hyperactive, aggressive, egoistic, and self-centered, overestimate their abilities, neglect the needs of others, and are lonely and shy. Furthermore, rejection is frequently a significant predictor of school satisfaction, social self-respect, academic achievement, and perception of social support. The pedagogy rejects the aforementioned connotations and labelling of children. It them more as SOS signals from children who are in need of assistance, care, and concern, as well as affection and an opportunity for educational action. The category of the popular child and the "star" child belong to the category of the popular children who possess friendliness, communicativeness, a sense of humour, high self-respect, and a cheerful disposition.

Affirm that popular children are more likely to have close friends than less popular children because they have more opportunities to form friendships. In addition, they assert that there is at least a partial relationship between peer acceptance and friendship, despite the fact that a lack of peer acceptance does not necessarily lead to poor friendships. All the evidence presented supports the significance of peer groups, particularly in middle childhood, when the first friendships are formed. During this time, children are receptive to cooperation and agreement, friendship is viewed as a relationship based on tolerance, trust, and cooperation, and closeness between friends becomes an important aspect of their relationships.

3. School Influence

A sense that the school should be a community of growing up in which students feel successful and fulfilled reflects the significance of today's schools. The school should be a place where they can demonstrate their knowledge, skills, and abilities, resolve conflicts nonviolently, learn in an engaging and creative manner, develop cooperation and more successful relationships with others, become more tolerant, and apply their acquired knowledge and experiences in everyday life. As a result of the school's influence on the social development of its students, it is necessary to identify interventions within the school, such as the practise of empathy and compassion exercises, which enable all students to feel welcomed, accepted, and respected. In addition to encouraging the development of realistic expectations for each student, it is essential to have conversations about the role of failure in the learning process and the importance of learning how to learn. It is essential to develop responsibility and appropriate relationships with oneself and others, to teach students how to solve problems and make decisions, to replace negative, static school scenarios with dynamic and active ones, to encourage active learning and self-evaluation, and to employ educational practises that promote self-discipline. Emphasize the significance of a class in which the instructor does not merely lecture the class material and does not do so in the traditional frontal manner, but instead allows for inter-student communication. The school that is required today is one that fosters the all-around development of its students, respects diversity, and promotes the individualization and socialisation of its classes. The student must play an active role in acquiring knowledge and developing creativity in school, and the teacher must encourage

social sensitivity and parental involvement. We require the school to be a modern institution that, in addition to imparting knowledge, focuses on the development of the student's personality and individuality as a mature, equal member of the social community. However, today's school is viewed as an institution closed to innovation and creativity, devoid of a sense of community, where a student's talent is not exploited, and where empathy, expression and understanding of one's own emotions, self-control, independence, adaptability, popularity, the ability to solve problems with others, persistence, and friendliness are not emphasised in education and upbringing. Such an institution cannot attract the youth of today and actively meet their needs and expectations. In addition, in recent years there has been a growing emphasis on school-parent partnerships as a significant factor in the social development of children, and the construction of a model of educational partnership with parents has received increased attention. The model implies that there is a need for a change in the roles of parents and teachers that will promote, facilitate, and direct the critical and self-directed learning process and the social development of students. As parents and teachers could potentially assume this role, a specific pedagogy of upgrading is required to improve their theoretical and practical knowledge. There is still a traditional conception of child rearing and education that separates the development of a sense of self-worth, resistance, and safety from the acquisition of fundamental school skills. However, the modern pedagogical paradigm is based on the premise that children's self-respect, competence, and resistance will increase when they truly experience accomplishments at school and at home, when they truly begin to enjoy learning and learn from their successes.

4. Community influences

Children's social influences Development examines the rich, but often overlooked, aspects of every community that provide learning opportunities for children. As with the family influences examined in the previous chapter, the influence of community will vary depending on the location, cultural characteristics, and physical composition of the region, the social networks established by its inhabitants, and the ways in which media and technology are integrated into the lives of children. While there are significant differences between communities, there are also many similarities that suggest comparable educational experiences and opportunities.

As the gap between the rich and poor in our world widens, however, new approaches are required to overcome the social, economic, and environmental obstacles that impede the education of some children. Most researchers agree that children who grow up in affluent communities or with strong parental support have a greater chance of academic success than those who grow up in impoverished communities. Under depressed and impoverished conditions, the school is the social setting that is typically strained to ensure that all students succeed.

Others, however, appear oblivious to how their organisational structure affects children's learning and make no effort to remove barriers. Community social agencies, entertainment venues, and business organisations are obligated to collaborate with schools to find new solutions. It is essential for community agencies to interact with families and schools, and there is evidence that this effort is effective. Define the characteristics of a neighbourhood, the role that neighbourhoods play within larger communities, and the potential for learning in neighbourhood and community settings.

Community Involvement for Inclusion

Over the past few decades, advancements and innovations in the field of disability and disability supports have led to changes in how disability is conceptualised and understood. These modifications, which embrace a person-environment fit model of disability, have clear implications for disability services and research. Within such conceptualizations, the interaction between people with disabilities and the environments in which they live, learn, work, and play must receive more consideration. As a result, the rights of people with disabilities to be fully included in their communities and the significance of self-determination, participation, and quality of life have received increased attention. This emphasis also highlights the crucial roles played by family members, educators, peers, health service providers, and volunteers in promoting community inclusion.

In 2006, the United Nations Convention on the Rights of Persons with Disabilities declared that countries must facilitate the right of people with disabilities to full inclusion

and participation in global communities. Clearly, the community plays an essential role in the overall preparation and quality of life for students with disabilities and their families. Involvement of children with disabilities in children's programmes, parent's organisation, opinion and public policies, support by the extended family, utilisation of professional services, providing financial support to parents, etc. can increase the participation / involvement of the community. Volunteer organisations such as Rotary Club, Lions Club, Red Cross, well-wishers from the private sector, etc., can provide assistance for the education and rehabilitation of children with disabilities, especially for the promotion and implementation of inclusive education.

Role of Community

- The establishment of a resource room in the surrounding schools.
- Sponsoring the education of exceptional children.
- Providing scholarships to deserving disabled students.
- Organizing programmes to raise awareness about disability and inclusion.
- Serving as volunteers in schools.

5. Stakeholder's influences

In education, a stakeholder is typically anyone invested in the welfare and success of a school and its students, such as administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state legislators. In addition to organisations that represent specific groups, such as teachers unions, parent-teacher organisations, and associations representing superintendents, principals, school boards, or teachers in particular academic disciplines, stakeholders may also be collective entities such as local businesses, organisations, advocacy groups, committees, media outlets, and cultural institutions. In other words, stakeholders have a personal, professional, or financial interest in the school and its students.

To make inclusive education a reality, however, a number of system components must fall into place. It is true that the Indian government has allocated substantial funds

to achieve "Education for all" through SSA. But to make it happen. The stakeholders must be adequately prepared and involved. The stakeholders include regular teachers, special/resource teachers, school administrators, parents of children with and without special needs, children with and without special needs. In short, all sectors of society that have a direct or indirect stake in the education of children. The success of inclusion is contingent upon the concerted and collaborative efforts of all parties involved.

With the implementation of inclusive education as a major step, a new role for special educators is emerging. The Rehabilitation Council of India (RCI)-approved educational programmes for special educators prepare special educators to become special teachers in order to meet the needs of children with special needs in special schools. SSA has made it possible for them to become resource teachers in inclusive education settings, where they are expected to periodically visit regular schools and serve as partners with regular educators in meeting the needs of children with special needs. We cannot say with certainty that they possess the necessary skills for this task. Changing roles necessitate a modification of teacher preparation. RCI's Continuous Education (CRE) programmes may be able to provide them with a short-term in-service programme that will prepare them for this purpose.

Even though the responsibility for educating all students in inclusive schools rests with the regular teacher, resource teachers are expected to facilitate inclusive education by providing support to the students and teachers in regular schools. In some instances, it is observed that regular teachers believe resource teachers are solely responsible for children with special needs. Moreover, it has been observed that resource teachers frequently do not communicate effectively or adequately with regular teachers regarding the education of children who require assistance. This leads to a lack of coordination among the teachers, which ultimately defeats the purpose of inclusion. Frequently, regular educators are unprepared for inclusion. As a result of their lack of knowledge and skills, they are resistant to change. It is crucial that all parties involved are adequately prepared for a seamless integration.

Children with disabilities and their peers without special needs must be prepared for inclusion so that neither finds the experience overwhelming. Children with special needs who are accustomed to a small class size of eight to ten students may be shocked when

placed in a class of forty students. And children who have never encountered a child with a disability may respond with a range of emotional and behavioural responses, from pity and sympathy to bullying and making fun of their peers with special needs.

Unprepared parents may also experience apprehensions. The parents of a child with a disability may prefer the special class to the large regular class, in which their child may not receive adequate attention. There have been instances in which parents of a child without special needs feared that their child might "behave" in an unusual manner if exposed to children with special needs. These are just a few of the many inclusion-related issues that must be addressed in order to realise inclusion in its true sense.

The school administrators are another crucial element for the success of inclusion. Accessibility to classrooms by providing ramps for wheelchair users, having well-lit and ventilated classrooms so that children who cannot hear can see the teacher clearly when she speaks and so that children with low vision can see better, and having curtains in classrooms so that a child with attention deficit does not become distracted and look out the window while the teacher is speaking.

The school administrator is responsible for teaching all of these subjects to ensure an accessible and barrier-free environment. Moreover, the administrator's disposition will influence the other stakeholders. Therefore, ensuring that administrators have a positive attitude toward inclusion is a crucial step toward achieving successful inclusion. In short, the Indian government has taken a significant step toward inclusive education. To make inclusive education a success, all stakeholders must do their utmost to achieve it in its truest form. Ultimately, the child has the right to the best education. Let's make it happen by maximising the potential of every child, the future leaders of our country.

EQUALITY OF EDUCATIONAL OPPORTUNITY- Critical Analysis in Schooling, Teaching -Learning a Curriculum for Social inequality

1. Critical Analysis in Schooling:

It is the perpetuation of inequalities through education that poses the greatest obstacle to educational opportunity equality. Inequalities are maintained by a system of education dominated by elite control. Schools practise segregation in an elite-controlled system. This segregation may be based on caste, colour, or class, etc. There is more talk than actual belief in the concept of educational opportunity equality. Educational opportunities are completely unequal in all industrialised nations today. The educational opportunities of a child are influenced by his family, social class, and community.

A child's educational career is profoundly influenced by the size of the family and the attitude of the parents. The educated parents give their children's education their full attention. Children's educational ambitions are determined by familial factors. A large portion of the population and a relatively wealthy minority also contribute to educational opportunity disparities. The poor are unable to pay school fees, and their children have no opportunities to continue their education. Children from families unable to provide economic support and other luxuries endure great hardship. The greatest number of dropouts occur from this group.

The relationship between education and social status is close. Social class includes income, occupation, and way of life. These factors influence the child's development. Children's education is significantly influenced by their surrounding community. The majority of low-income families reside in deteriorating, ageing homes in the urban core. In a given neighbourhood, families with comparable incomes and occupations reside. This type of inequality is widespread in the Western world. Residential segregation is a factor in the development of class structures. The neighbourhood has an effect on both the school and the peer group.

Children's education is significantly affected by the teacher's disposition. The very real, measurable differences between middle class and lower class children on standardised tests, as well as the differences between white and black children, cannot be explained by differences in innate ability, but rather by differences in cultural exposure and bearing opportunities.

Children in rural areas with inadequately equipped schools must compete with children in urban areas with better-equipped and more informative schools for admission to schools with a higher bearing on professional colleges. In the Indian context, gender-based disparities in education are also glaring. Girls' education at all levels of education does not receive the same support as boys' education. Social conventions and taboos hinder the education of girls. Their education is neglected and they are given a subordinate position in the family.

Inequality in education is a result of both the educational system and societal conditions. It is a complex issue that continues in both developed and developing societies. It manifests itself in the form of public schools in numerous societies. Some societies, including our own, operate public schools that provide an education that is vastly superior to that provided by State-run and rolled educational institutions. The education in the former institutions is significantly more expensive than in the latter, and admission is obviously restricted to a small number of wealthy individuals. In its own way, this contributes to educational disparity.

It is paradoxical that education, which should serve as a catalyst for change, frequently reflects the structural inequalities that exist within the social system. It is extremely strange that education aimed at social transformation reflects the structural inequalities within our social system. Education should eradicate social and economic inequality. Educational institutions are, in a sense, closed systems because the unfortunate masses do not have access to the elite's excellent educational opportunities. Clearly, this system fosters inequality of opportunity.

In many cities, there is a distinct status hierarchy in primary education, and the selection of a primary school determines career prospects to a large extent. Since they provide the best education, missionary-sponsored English-medium schools are given top priority. Next in the hierarchy are non-English medium schools operated by religious organisations and philanthropic trusts. Government-run schools occupy the lowest level of the hierarchy. Obviously, the selection of English-medium schools is a prerequisite for lucrative and prestigious careers for a subset of the population. Numerous state

governments provide free elementary education. In such schools, however, the dropout rate is high because of the regional language medium.

Currently, we have both a stratified society and a stratified pattern of education, and they are in competition with one another. In order to build a strong and unified democratic system in India, the dual system of education must be abolished through legislation, and a common schooling pattern must be developed. Educational privileges must be extended to the impoverished, and Scheduled Castes should be given priority. Despite being at a disadvantage compared to men, women achieve a rapid expansion of their education. For depressed groups, education has proven to be a source of social mobility to some extent. Education is a double-edged sword that can both eliminate the effects of socioeconomic inequalities and introduce a new form of inequality. The weaker segments of society can be influenced by education's effect on social change. The elimination of educational disparities will be greatly aided by the government's and non-profit organisations' persistent and well-planned efforts.

2. Public-Private

Privatization of school education has risen to prominence in recent years and is frequently viewed (or romanticised) as a silent revolution occurring in India. The scope and magnitude of the private sector's contributions to school education have been remarkable. Private schools have existed since the nation's inception, albeit on a small scale. During the 1990s, they began to gain momentum. Many view it as a solution to the numerous deficiencies of public schools. Numerous sources addressing the issue of privatisation of education painted a bleak picture of publicly funded schools. The PROBE team's (1999) report demonstrates, for instance, that parents' demand for education is on the rise due to the deteriorating quality of the public school system. Multiple causes were cited, including teachers' lack of accountability, poor physical facilities, a teacher shortage, a high teacher-to-student ratio, and soon.

Scholars and policymakers have responded inconsistently to the privatisation of education. Earlier studies that compared public and private schools highlighted various problems in public schools, such as a decline in school quality, a massive parental demand

for schooling, a lack of teacher accountability, and inadequate infrastructure facilities, among others. As a result, private schools have emerged as a solution to the problems in public schools, with certain promises such as superior teaching quality, innovative curriculum, better infrastructure facilities, good student performance, highly qualified teachers, etc. Thus, the expansion of private schools has been lauded by many who see it as a catalyst for the realisation of the long-held goal of Education for All (EFA). Nonetheless, the issue of privatisation of education has been criticised by those whose research demonstrates that access to private schools is a social privilege, catering to the urban upper classes and specifically to boys. Furthermore, increasing privatisation has been criticised for eroding the government's role in providing quality education. In spite of this, it is an undeniable fact that private schools have gained prominence in recent years and are now almost ubiquitous. At this time, it is necessary to highlight a number of essential aspects.

3. The main difference between Government School and Private School

Government School and Private School are distinguished by their funding and administration. As their names imply, government schools are administered and funded by the local, state, or national government, whereas private schools are entirely or partially funded by student tuition and administered by a private organisation. Private Schools are to a certain extent unaffected by government interference. In addition to these two major distinctions, other significant differences can be observed between public and private schools.

Government schools

Government schools are elementary or secondary schools funded and administered by the local, state, or national government and required for or offered to all children free of charge. Since they are government-supported, they are wholly or partially financed by taxation. Since government schools are administered by the government, the curriculum is determined at the state or national level; therefore, all government schools follow the same curriculum.

The government also administers admissions and examinations. Admission to public schools is determined by the student's residence. The schools are required to accept students from their respective geographic region.

Despite differences in technology and other facilities between schools, public schools typically have fewer facilities than private schools. Government schools have more students than private schools, and the number of students in a class may be astronomically high due to inadequate facilities. To work in a government school, teachers must meet all state-mandated qualifications and be subject-matter experts.

Private School

A private school is neither government-funded nor administered. They are administered by a private organisation and partially or entirely funded by student tuition. Private schools typically charge a higher tuition than public schools. Moreover, private schools typically have superior infrastructure facilities and cutting-edge technology compared to public schools. The curriculum of private schools is determined by the government. However, the delivery method is determined by the school board. Additionally, school administrators determine fees and admission. The school has the authority to determine whether or not a student meets admission requirements. The school also determined the hiring standards for teachers. In this situation, a private school teacher may not have the same qualifications as a public-school teacher.

A classroom's class size is smaller than that of a public school. This is primarily attributable to the accessibility of resources and facilities. There is a tendency to assume that inequalities in educational attainment are due to differences in poverty levels between social groups, despite the fact that these inequalities are widely recognised. Since dalits and advises, and to a lesser extent Muslims and OBCs, are poorer than forward castes and other minority groups, it is assumed that the need for children to work to support the family income instead of attending school, as well as the inability to bear ancillary school costs such as for or the purchase of books, may contribute to low school attendance. Consequently, the focus of policy initiatives, such as the RTE Act, has been on increasing school attendance. It is necessary to ensure attendance, but it is also

essential to recognise disparities in learning outcomes. Even when disadvantaged children attend school, their skill development lags behind that of their peers.

4. Regular and Distance Modes of Education: differences

The current educational system can be divided into two broad categories. The conventional / formal system of education is the most common. The non-formal system of education is the second. Conventional/formal system of education includes regular schools, colleges, and universities, whereas non-formal system of education includes open universities and correspondence course directors. Professor Kulandai Swamy explains the distinctions between the two as follows: "The conventional system serves the needs of students from a specific age group in the primary, secondary, and tertiary education systems, provided they can become full-time students and satisfy certain on-campus preparation requirements. The conventional system does not provide opportunities for those in and outside of these age groups who are unable to meet the on-campus requirements, those who need education and training to gain job competence, and those who need to upgrade, update, and broaden their skills ".

Prof. Kulandai Swamy stated further, "In this context, distance education first appeared on the horizon. Distance learning is neither a supplement nor a substitute for the conventional system. It is not even a substitute. It is a new mode that satisfies new demands and caters to new target audiences. It has a tremendous capacity to overcome all economic, social, cultural, and geographical barriers and reach its clients ". Regular Education and Distance Education are the two correct methods of education throughout the world. As these terms imply, in regular Education, students are required to attend all regular classes and obtain a collection mark of attendance at their school or institution, whereas in distance Education, students are not required to attend regular classes.

Today, the distinction between Regular Education and Distance Education is a crucial topic for working professionals. In distance education, the majority of universities and institutions hold classes on weekends, either Saturday and Sunday or Sunday and Saturday. In regular Education, internal exams are required, whereas in distance Education, they are not required for most courses. There are still courses, such as

engineering and health science, that are unavailable through distance education at the majority of colleges and universities. These courses are not available through distance education at the majority of universities and colleges. The following table illustrates the distinctions between the traditional education system and the distance education system.

Conventional Education System	Distance Education System
Learning is a full time and major activity.	Learning is a part time secondary activity.
The learner remains in one role and continues the membership of a learning institution.	The learner returns to a role he had some time ago.
The learner belongs to an institution.	The learner is a member of many institutions.
The learner is usually young	The learner is an adult.
The learner is in easy contact with fellow learners.	Contact with fellow learners may not be easy.
The learner has easy access to the institutional resources.	The learner's contact with the institution is infrequent and often takes place across a distance.

5. Teaching Learning and Curriculum for Social Inequality

Inclusive Education aims to include children with locomotor disabilities in regular classrooms. The regular educator who manages the non-disabled students can also manage these disabled students. The peer group is very supportive of children with disabilities. The following accommodations must be planned and established for disabled children.

Classroom Management:

The vast majority of children with locomotor disability do not need special education. They can participate in and benefit from the general education offered in conventional schools. However, barriers must be removed from the school. The classrooms should be located on the ground floor so that students can exit the school bus with the least amount of difficulty and reach their classrooms. If this is not possible, the school should have ample elevator service and/or inclined ramps, particularly for children who rely on wheel chairs for mobility; the built environment must include level access, ramps, lifts/elevators, handrails and grip bars, larger toilets, cubicles, adequate wide paths, doors, entrances, etc. As physically comfortable as possible, desks and chairs should be designed for each individual student. The composition of floors should be designed to mitigate the consequences of a possible fall. The restrooms must be located either immediately adjacent to the classroom or in close proximity. In addition, lunchroom accessibility should be facilitated. In addition to a special educator, one or more attendants should be provided to assist students with additional toileting needs.

Special Facilities/Equipment:

In addition to specially designed classrooms, there should be specially designed instructional equipment. For children who have difficulty manipulating standard-sized crayons or pencils, it may be easier to use larger alternatives. A child with a disability who cannot write with a pencil or pen may also be provided with an electronic typewriter. The optimal arrangement would be a separate, closer-to-classroom room furnished with cots where the disabled child can get the rest he typically requires.

Providing Equal Opportunity:

Unquestionably, people with locomotor disability have excelled in all areas of education, just like their able-bodied peers. Numerous disabled individuals have attained positions of prominence in administration, health care, law, business administration, personnel management, and even engineering. Therefore, if they are given the appropriate opportunities and a supportive environment, they will make significant contributions to society. If we do not do this, many potentially useful members of society

will be eliminated through neglect, and those who will never be able to become self-sufficient due to severe disabilities will be denied the right to a satisfying life.

Children are not born with identical mental and physical capacities. In addition, children may develop genetically caused disabilities or acquire disabilities after birth as a result of accidents or diseases. If these children are not provided with facilities and opportunities commensurate with their disabilities, particularly in the field of education, then the concept of equal opportunity would not apply to them. Therefore, children with locomotor disabilities should be afforded equal opportunities and educational experiences in order for them to become contributing members of society.

Alternative Learning

It is a fact that a significant number of individuals in the normal category are unable to receive an education in regular schools for one reason or another. This applies equally, if not to a greater extent, to disabled children. Consequently, just as alternative methods of educating typically developing children have been devised, it is necessary to provide disabled children with the same opportunities. For instance, the system of non-formal education that was launched on a massive scale to address the problem of illiteracy among the population should be extended to the disabled as well. For this purpose, retired teachers, ex-servicemen, postmasters, revenue officers, older students, and unemployed youth could be provided with y orientation courses and used for the massive campaigning required for the education of the disabled. The National Open School System and Open Universities, which have been established for the purposes of higher education, can be utilised to educate the disabled. As satellite and communication systems have spread across the country in the modern technological era, it would be simple to organise a tele school to educate disabled children.

Engaging Gifted Children

- It is estimated that between 5 and 15 percent of school-aged students are gifted or exceptionally talented. Students' academic, creative, musical, artistic, and/or

leadership skills can improve as a result of these developments. The subsequent are suggested:

- The curriculum is condensed, and enrichment activities are provided. Provide stimulating environments and curriculum that addresses the cognitive, physical, emotional, and social needs of gifted children. Allow students to quickly progress from required curriculum content to more advanced topics. Permit academic rigour.
- Implemental multi-level and multi-dimensional curriculum. Differentiate the curriculum to accommodate differences in learning rate, depth, and pace. All students in the class will be able to learn about a specific topic by creating projects at their own skill level. For instance, if students are learning about the state of Delaware, different types of tasks can be assigned to students of varying ability levels. At the conclusion of class, each student may present his or her knowledge to the entire class.
- Be adaptable in your curriculum. Utilize real-world experiences that can be translated into academic problem-solving for all students. A pending snowstorm, for instance, can be used to instruct students. Students of varying skill levels can be assigned tasks such as determining what snow is made of, estimating the amount of snowfall, and calculating how many snow ploughs will be required if 8 inches of snow falls.
- Curriculum should be student-centered. Engage gifted students in the curriculum decision-making process, allowing them to learn how to assume responsibility for their own education. Derive the curriculum from the interests and educational needs of the students.
- Permit students to pursue independent projects according to their individual interests. On the basis of an individual's skill level, independent projects can be assigned. Encourage originality and creativity in gifted students. Permit them to explore creative connections between unrelated topics.

- Allow gifted children to assume responsibility for their own learning by accelerating the curriculum. Instruct them to prioritise problems involving skills they lack. To help children understand the importance of acquiring knowledge in their lives, emphasise learning for its own sake rather than results or accomplishments. Teach research skills for gaining access to information, higher-level thinking skills for analysing it, creative thinking and problem-solving skills for flexibility in approach and generation of information, and communication skills for sharing it.
- Try to maximise your students' potential by requiring them to perform at their highest level. Encourage them to assist in the development of projects that will allow them to achieve success step by step as quickly as possible.
- Engage in interactive instruction. Have students collaborate, teach one another, and actively participate in their own education and the education of their classmates. This does not advocate for gifted students to act as peer tutors in the classroom; the gifted student should also be challenged. Collaboration should be emphasised in the classroom. To meet the exceptional needs of gifted students, group them as a table in the Regular classroom and use advanced materials, as well as other suggested resources and modifications.
- Explore multiple perspectives on contemporary topics and provide opportunities to analyse and evaluate content. Permit open forums and debates on controversial issues in the classroom. As a teacher of gifted students, you should take a proactive stance. Advocate for talented students. Ensure the ability to meet the needs of gifted students by utilising specialised training. Share your personal interests with your classmates in order to enrich and expand their world.
- Consider team teaching, collaboration, and teacher consultations. Utilize the knowledge, abilities, and assistance of other educators and professionals in the schools.
- Provide gifted students with opportunities to interact with other gifted students across grade levels and schools. Competitions or cooperative endeavours.

- Encourage gifted students to engage in extracurricular activities requiring academic abilities. Teams in math and debate are examples. Given that gifted children are frequently natural leaders, it is essential to encourage them to use their talents and skills in constructive rather than disruptive ways. Encourage the gifted student, for instance, to run for student council office or another extracurricular activity in which he or she is involved.
- Involve students in academic contests. By nature, gifted students tend to be competitive. Therefore, regional and national competitions, such as spelling bees, science fairs, and essay contests, will present enjoyable challenges.
- Permit gifted students to create and distribute a class newspaper. This entails assisting students in understanding their unique abilities and the training required to reach their full potential.
- Set individual goals. Assist students in developing their own goals and establishing goals that are specific, measurable, aggressive, realistic, and time-bound. Ensure that your expectations are neither too high nor too low.
- Consider parental input regarding the education of gifted students.
- Always keep in mind that gifted children are similar to the average student in many ways. Do not place gifted children under unrealistic expectations and pressures.
- As necessary, address the counselling needs of each student to promote emotional development. Some gifted students struggle with rage, boredom, bullying, delinquency, isolation, depression, peer relations, perfectionism, school dropout, stress, frustration, and underachievement. Approximately 20 to 25 percent of gifted students have emotional issues.

- Keep in mind that gifted children might not excel in every area. In some areas, they may be ahead of other students while falling behind in others. Gain an understanding of the strengths and weaknesses of your students.
- Do not assign additional work to gifted students who complete their assignments early. They find this unfair and frustrating. Simply providing more of the same hinders future learning. Instead, allow these children to work on independent projects or other unfinished assignments when they complete a task early.
- If a child is enrolled in a resource room, consult with the specialist for suggestions on how to enrich daily classroom activities. Avoid penalising the child for attending special classes. Have another student in the same classroom take notes and complete assignments on his or her behalf.
- Give both gifted and average children ample opportunities to engage in social activities. Some gifted children may require assistance in acquiring social skills.
- Find the joy and individuality in each child. Children may demonstrate their gifts on non-typical levels, as opposed to general intellectual aptitude or particular academic skills. Remember that each child will have unique needs.
- Organize resources so that you are free to work with individual students and the students have greater control over the learning environment. Beneficial are supplementary books and learning tools, community resources, and the use of community mentors with specialised skills.
- Establish and maintain a welcoming classroom environment. Teach your classroom community to respect and embrace diversity. Provide an environment in which the child can demonstrate his or her learning and performance potential or aptitude. Teachers should strive to create a non-competitive, individualised, and open learning environment that allows all students to progress at their own pace.

- Remember that implementing some of these strategies will benefit the entire class, not just the gifted students.

EDUCATION OF SOCIO ECONOMICALLY DEPRIVED GROUPS BASED ON GENDER

1. Educational Opportunities for SC/ST and OBC

The University Grants Commission (UGC) has always prioritised increasing the participation of Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, Other Backward Classes (OBCs), Persons with Disabilities (as defined by the PWD Act of 1995), and Women in higher education. Indira Gandhi Post Graduate Scholarships for Single Girl Child, Residential Coaching Academies for Minorities, Rajiv Gandhi National Fellowships for SCs & STs and Maulana Azad National Fellowships for Minorities, Post-Doctoral Fellowships for SCs, STs, and Women, etc., are some of the UGC's most prominent programmes for fostering social equity for various beneficiary categories. In order to increase the participation of SCs, STs, Minorities, OBCs, Persons with Disabilities, and Women in higher education, the UGC is not only committed to strengthening its current programmes, but also to innovating new, meaningful programmes with vigour.

2. Recommendations for Scheduled Castes and Scheduled Tribes

- Educational incentives such as free uniforms and footwear may be provided to SC children, particularly girls, to offset the economic cost of education, and SC, ST children may receive monetary incentives to offset other hidden costs of education.
- At the district level, funds may be designated for remedial instruction of SC/ST and other disadvantaged children.
- Urban children who are not in school should also receive improved SSA facilities. All schools in tribal areas should utilise primers written in tribal languages.

- In areas predominantly inhabited by SC and ST, more Adult Literacy Centres may be opened. Every school serving SC/ST students in a rural setting must adopt an inclusive education philosophy.
- Every school serving SC/ST students in a rural setting must adopt an inclusive education philosophy.
- Institutions of higher education may have their own autonomy, but they must also provide legal protection in regards to reservation, etc.
- Government should regulate the fee structure and pay the fees, etc., for disadvantaged groups, including Higher Education fees.
- The government should revoke the accreditation of universities and other institutions that fail to implement the reservation policy.
- The teaching and other positions in universities and other institutions must be filled in strict accordance with the reservation policy.
- Reserved category candidates should receive specialised preparation for passing the SET or NET examination.
- UGC should establish stringent rules and regulations for filling reserved category positions. Universities and affiliated colleges in default should not receive financial aid or grants.
- The UGC should establish norms and guidelines for assigning students to Ph.D. programmes. These Ph.D. students' professors should be sensitive to their backgrounds. It should be required of all universities. To ensure its compliance, a monitoring system should be developed. Infringers should be severely punished.

- The cost of technical education is typically expensive. In light of this, all disadvantaged groups should receive free ships, scholarships, fee subsidies, and loan options, especially for women.
- Transfer coaching programmes for SCS/STS and minorities from other Ministries to MHRD.
- The quota for reserved category Ph.D. candidates in technology should be increased. They should be provided with the necessary technical equipment, housing, and financial support, as well as a reputable guide.

Recommendations for OBCs, Minorities and Other Disadvantaged Groups

- Children living on the streets, children of incarcerated parents, and sex workers should receive special attention from the SSA.
- At the district level, funds may be designated for remedial instruction of SC/ST and other disadvantaged children.
- More minority concentration districts should be identified so that more children from minority groups have access to SSA-funded facilities.
- Madaras should be brought under the SSA and given access to its benefits.
- The dropout rates of disadvantaged groups are observed to increase as the level of education rises. Reduce the dropout rate among disadvantaged students should be the focus of the eleventh five-year plan.
- Every rural school that serves OBC and other Disadvantaged Groups should adopt inclusive education as its guiding principle.
- As more private institutions enter the field of higher education, the fees charged to disadvantaged groups are observed to be excessively high. In light of this, this group

should receive more free ships, scholarships, free textbooks, free hostels, and subsidised facilities in institutions/hostels.

- Financial institutions, such as banks, should provide subsidised loan options for tuition and room and board expenses.
- In all institutions of higher education, coaching classes for disadvantaged groups should be incorporated into the system for addressing their educational needs.
- Institutions of higher education may have their own autonomy, but they must also provide legal protection in regards to reservations, etc.
- Government should regulate the fee structure and pay the fees, etc., for underprivileged groups.
- The government should revoke the accreditation of universities and other institutions that fail to implement the reservation policy.
- The teaching and other positions in universities and other institutions should be filled in strict accordance with the reservation policy.
- The UGC should establish norms and guidelines for assigning students to Ph.D. programmes. These Ph.D. students' professors should be sensitive to their backgrounds. It should be required of all universities. To ensure its compliance, a monitoring system should be developed. Infringers must be severely punished.
- The cost of technical education is typically expensive. In light of this, all disadvantaged groups should receive free ships, scholarships, fee subsidies, and loan options, especially for women.
- In areas predominantly inhabited by SC, ST, and OBCs, more Adult Literacy Centers may be opened.

- Adult illiterates, especially female illiterates, may be offered monetary incentives.
- Other Ministries' coaching programmes for SCs/STs and minorities should be transferred to the MHRD.

The equalisation of educational opportunities is fundamentally linked to the concept of social equality. If all individuals are treated equally in a social system, they have equal opportunities for advancement. Due to the fact that education is one of the most important means of upward mobility, it is through education that one can aspire to attain higher status, position, and remuneration. However, he must have the same opportunities as other members of society to obtain an education. In this light, the quality of educational opportunity has been conceptualised. If educational opportunities are unequally distributed, social inequalities will continue to be perpetuated.

- Due to a variety of factors, it is necessary to emphasise opportunity equality in education. Several of these causes are listed below:
- In a democracy, the success of democratic institutions is contingent upon the education of all citizens.
- Equality of educational opportunities will ensure a nation's rapid development.
- A closer connection will develop between a society's manpower requirements and the availability of qualified personnel.
- A large number of people with specialised skills for specialised jobs will be available, to the benefit of society.
- A society with a strong commitment to "Equality of status and opportunity for all and the protection of the dignity of the individual and the unity and integrity of the nations" must pay close attention to the widespread dissemination of knowledge in order to lay the foundation for social progress. The purpose of education is to eliminate social and economic inequality.

- The relationship between education and inequality is a result of the educational system's historical characteristics. There are two components to this
 - The available options that shape individual decisions and
 - The social and economic processes that shape individual decision-making
- While the aforementioned factors indicate that the educational system is a product of the social structure, it is important to note that this is not a one-way process, as the educational system and the values it represents influence individual decisions.

EDUCATION OF SOCIO ECONOMICALLY DEPRIVED GROUPS BASED ON LOCAL (Rural/Urban)

1. Rural- Urban Schools

Education is the most important factor in the development of a society. The school must play a crucial role in ensuring the development's success. Regarding students, they must have strong skills and a proactive, appropriately futuristic mindset. In addition to having high academic achievement, students must also participate in extracurricular activities. The learning environments also play a significant role in the learning process, and the environment in which students live can affect their academic performance. Geographic location, resources, the availability of technology, as well as the calibre of teachers, account for the differences in academic performance. These studies intend to investigate the differences between rural and urban student performance. The purpose of this analysis is to determine whether the learning environment or living space is one of the contributing factors to their poor performance. Whether a student has a low or high performance, his or her academic accomplishments are their performance. Urban area refers to the region surrounding cities, which is densely populated compared to rural area, which comprises sparsely populated farmland or rural regions.

The learning environments play important roles in the learning of not only social studies but also other subjects in the school curriculum. The general public believes that

the majority of rural school students receive an inferior education compared to their urban counterparts. The background of a student also affects his or her performance, as evidenced by the fact that many students from rural areas have low academic achievement when compared to their urban counterparts. There are numerous factors that contribute to the performance gap between rural and urban students. Compared to students in rural schools, urban students receive an abundance of additional resources.

The excellent performance of urban students is a result of the high quality of their education, the availability of information from various sources such as mass media and electronic media, and the support of their educated families and peer groups. In comparison to rural students, they have many educational advantages and facilities. Students in rural areas are less exposed to the outside world and have limited knowledge of current events.

Education is proving to be an effective tool for increasing students' self-confidence, self-respect, and self-efficacy. Students who reside in underdeveloped villages must strive to obtain the best education possible and not allow their living conditions to hinder their success. We can also see that rural students are much less likely to earn a college degree than their urban counterparts. The disparity is greatest in rural areas, where only 8 percent of adults over 25 have a bachelor's degree, compared to 16 percent of urban residents (U. S. Bureau of the Census, 1999). Therefore, we can conclude that there is a performance gap between rural and urban students due to a number of factors.

2. Factors of Low Performance among Students in Rural Areas

There are many factors that contribute to the differences of performance between students in rural and urban areas.

Family Factor

In rural areas, family is one of the determinants of a child's performance. In this study, students in rural areas perform less well than students in urban areas due to the educational background of their parents. The majority of rural parents are less educated

than their urban counterparts. Learners' academic performance is most heavily influenced by their familial background. When their parents' educational expectations were low, students in rural areas felt no pressure to achieve academic success. Parental encouragement has a positive effect on their child's academic performance, but the majority of parents in rural areas do not care about their child's academic performance. Some experts believe that parental expectations have the greatest impact on a young person's decision to pursue an education.

Low Socio-economic Factor

The background of the students relates to the low socioeconomic status of their families, which is also one of the factors that affect their educational performance. The majority of rural students come from low-income households. Their parents are unable to provide them with sufficient educational materials at home. Compared to students in urban areas, the majority of rural students come from affluent households, and their parents can afford to send them to tuition classes to improve their academic performance. Additionally, urban students can purchase additional books for reference, whereas rural students lack exposure to educational resources, which hinders their performance in comparison to those who do. Students who have access to more resources have an advantage over those from poor families because they are able to learn more about current events, which can help them improve their academic performance.

Lack of Facilities and Resources

Education promotes human capital as an asset whose rate of return is proportional to the quality of education provided. In most schools, especially those in rural areas, a lack of resources and poor facilities contribute to the poor performance. Some rural schools are in disrepair compared to their urban counterparts. The problem of unequal resource distribution between rural and urban areas and provinces persists. Several schools in rural areas lack laboratories, which forces students to learn science through memorization. To enhance the effectiveness of the teaching and learning process, facilities are essential. Students who live in rural areas will have less exposure to technology because the facilities provided to them are insufficient. This will reduce the effectiveness

of their learning process, and they will have less knowledge of current issues and how to use technology. Urban students have numerous advantages in their learning process, which will be facilitated by the advent of technology. With the provided facilities, they will gain a deeper comprehension of their lessons.

Less Qualified Teachers

Teacher plays a crucial role in producing excellent performance. The majority of teachers did not want to be assigned to rural areas because they believe it will be difficult. Therefore, the majority of teachers assigned to rural areas are inexperienced teachers with less training. There is a direct correlation between the calibre of teaching staff and the calibre of the educational process. The majority of them have not yet mastered the teaching technique because they are new to the teaching field. When compared to students in urban areas, rural students typically have teachers with strong English communication skills. The majority of teachers vie for positions in urban schools. Therefore, rural schools will have insufficient teachers, which will disrupt their students' educational progress and prevent them from operating effectively.

3. Ways to Address the Achievement Gap Differences between Rural and Urban Students

In order to overcome the differences performance between students in rural and urban areas, several ways should be taken.

The Role of Government

Government must play a role in improving rural students' educational outcomes. The government should provide rural schools with the same level of infrastructure as urban schools. In addition, the government must provide financial assistance to students living in rural areas, the majority of whom come from low-income families and cannot afford a better education and services. The facilities provided must be equitable, and rural schools should receive the same treatment as urban schools. Additionally, the best teachers should be assigned to rural schools because they can assist students in improving

their performance. Good educators will produce excellent students. The government should ensure that teachers are adequately qualified to teach the subject assigned to them and are able to perform their duties effectively. The Education Department should also visit all schools to determine and confirm their needs in order to ensure that resources are allocated in accordance with their status and requirements.

Role of Parents

While teachers fulfil their responsibilities at school, parents should do the same at home. Although parents in rural areas lack formal education, they can assist their children's academic performance by providing moral support and learning motivation. Even if they are unable to provide learning resources, they can encourage their child to study diligently in order to improve the family's circumstances. Parents should recognise the significance of education to their child's development and future. Parents can always inquire about their child's academic progress and assist them with their homework. Additionally, they must always be concerned with their child's performance and progress.

The Role of Teachers

The teacher is a crucial component of school learning. Teachers are also one of the resources that can help rural students overcome their low performance. Teachers can encourage students to study hard and assist them in completing the majority of their work at school during study time, when students can ask questions about the lesson. No one can assist them if they are working at home, as their parents may not be able to assist them due to the majority of parents in rural areas having less education. Teachers should encourage their students to participate in a variety of activities because it will help them develop self-confidence and self-esteem. In addition, teachers can create a caring and supportive learning environment in which students will feel more comfortable. Students' performance can be improved if they have a good relationship with their teachers; when teachers are close with their students, students will feel comfortable and not be afraid to ask questions they do not understand.

The Role as a Student

Students should recognise the significance of education to their futures. If they desire a better life in the future, they must work diligently to achieve a high grade. The majority of students in rural areas do not care about their education and drop out of school. This is due to their lack of motivation and their parents' lack of interest in their academic performance. Therefore, in order to close the performance gap between rural and urban students, rural students must recognise the importance of education in transforming their lives. When they believe that education is essential, they will study diligently in order to achieve success.

The differences in academic achievement between rural and urban students. Both rural and urban schools have distinctive strengths and weaknesses. When it comes to resources and learning environments, rural and urban schools are comparable. However, there are numerous factors that influence student achievement, and these factors are directly related to whether a school is rural or urban. Several factors that contribute to the disparity in performance between students in these two areas were identified, as well as recommendations for addressing this issue. Although some recommendations have been highlighted, it may be difficult for them to find solutions. To improve the performance of rural students, it is recommended that they have a thorough understanding of their environment and maintain inner resources such as self-efficacy and self-esteem. We can conclude from this study that the performance of students in rural and urban schools differs. Students living in urban areas will have access to excel opportunities for high performance because of their location. Rural students have less access to resources and consequently have fewer opportunities than their urban counterparts. In addition, urban parents are more professional and understand the value of education. Less frequently did parents of rural students expect their children to continue their education.

INCOME DIFFERENTIAL

The World Bank has divided the world into four income groups based on differences in income: low, lower-middle, upper-middle, and high. Such a classification is based solely

on income figures, and countries whose incomes fluctuate over time can rise in the rankings. However, there are numerous flaws in this classification. In some countries, for instance, payment for labour may not be made in monetary terms, and income from informal economic activities may not be recorded statistically. Income is an ex post variable that represents the final outcome of an economic activity. On the contrary, the ex-ante situation could include the various ways in which countries generate income.

Another common usage is to refer to industrialised nations as "developed," while non-industrialized nations are referred to as "developing" or "less developed." This distinction is based on the industrial or "value-added" content of a country's output, as industrial outputs have a greater "value-added" than agricultural output. Therefore, the majority of industrialised nations are considered developed, whereas nations that rely heavily on agriculture and raw materials are considered less developed. There are exceptions to this classification, however." Many countries dependent on raw materials, such as oil, have achieved a high level of income as a result of the rising price of raw materials. Some stagnant industrialised nations, on the other hand, have been marginalised and have become peripheral.

The theoretical foundation of the distinction between "developed" and "less developed" is the concept of "stages of growth," which describes how a low-income country catches up to industrialised nations through economic growth and improvement. The concept of "growth stages" has been utilised extensively. For instance, Rostow's (1960) five stages of growth include the Traditional Society, Preconditions for Take-off, Take-off, Drive to Maturity, and Age of High Mass Consumption. The Take-off stage is regarded as the point at which a country transitions from underdeveloped to developed. The five stages of development correspond to the dominance of one of the three economic sectors: agriculture, industry, or services. Agriculture, followed by services, would likely dominate the Traditional Society, while industries would be minimal. This refers to the traditional services that surrounded domestic labour and fundamental personal services. Similarly, the majority of industries were agricultural, familial, and primitive.

With the Preconditions for Take-off, the second stage would see an increase in agricultural surplus, the development of additional industries as a result of agricultural surplus, and

the emergence of new markets. The development of the food preservation industry is one example. Consequently, agriculture would continue to be the most important sector, while industry had become the second most important sector and services, which remained primitive, had become the least important sector. Nevertheless, during the third stage, Take-off, industries would dominate, followed by agriculture and services. The modernization of industries and the emergence of new technologies. Large corporations would gradually replace family-owned businesses, product specialisation would emerge, and mass production would reduce production costs. Nonetheless, as economic modernization occurred, industries would have surpassed agriculture. As industries advanced, modern services such as banking and travel would increase. In the fourth stage of the Drive to Maturity, therefore, the large industry sector requires contemporary services. Services surpass agriculture as the second most important economic sector, while agriculture becomes the least significant economic sector.

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DIFFERENT TYPES OF DISABILITIES

You may come across many disabilities in your work life. Some examples of common disabilities you may find are:

- ❖ Vision Impairment
- ❖ Deaf or hard of hearing
- ❖ Mental health conditions
- ❖ Intellectual disability
- ❖ Acquired brain injury
- ❖ Autism spectrum disorder
- ❖ Physical disability.

If your staff member's disability is not clear to you, ask how it effects their work and if they need adjustments so they can work to the best of their ability.

DO NOT ask the person how they got the disability

1. Vision impairment

- Vision impairment refers to blind or partially sighted individuals.
- When conversing with a blind or visually impaired person:
- Always identify yourself and everyone else
- Ask if the individual needs assistance and listen for specific instructions, but be prepared to have your offer declined.

- Allow the person you are guiding to take your arm, rather than taking theirs.

Describe any environmental alterations, such as steps, obstacles, etc.

Please remember that the dog is working and should not be petted, fed, or distracted if the person has a guide dog.

Tips

- Ensure that front-desk personnel are briefed and prepared to greet and assist individuals with vision impairment.
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- Provide more time and flexibility for training and onboarding.
-
- Be aware that glare and inadequate lighting can aggravate vision impairment.

2. People who are deaf or hard of hearing

Hearing impairments can range in severity from mild to severe. Individuals with hearing loss may employ a variety of strategies and devices, including speech, lip-reading, note-taking, hearing aids, and sign language interpreters.

When communicating with a deaf or hard-of-hearing person:

- Look at them directly and address them directly, not just their companions or interpreters.
- Unless otherwise instructed by the person with a hearing impairment, speak clearly and in a normal tone of voice.
- If you do not understand what someone is saying, request a repetition or rephrasing, or offer them a pen and paper.

Tips

- Ensure that front-desk personnel are briefed on how to greet and assist deaf and hard-of-hearing individuals.
- Provide more time and flexibility for training and onboarding.
- Consider workplace placement Permitting the employee to see individuals entering the room and situating the workstation in a location with minimal background noise.

3. People with mental health conditions

Mental illness refers to a group of conditions that affect the mind or the brain. These illnesses, which include bipolar disorder, depression, schizophrenia, anxiety, and personality disorders, affect a person's thoughts, emotions, and behaviours. A person with a mental health condition may have trouble concentrating, which is sometimes caused by medication. Attempt to avoid stressful situations whenever possible, so as not to exacerbate their condition.

Tips

- Provide clear and thorough and instructions, in writing if required.
- Ask the person how they would like to receive information.
- Allow more time and greater flexibility for training and induction.
- Further information: Mental health in the workplace

4. People with intellectual disability

- A person with an intellectual disability may have difficulty with communication, self-care, social skills, safety, and self-direction, among other skills necessary for living and working in the community.
- The most essential consideration is to treat every person as an individual:

- Treat a person with an intellectual disability as you would like to be treated yourself.
- Consider the additional time a person with an intellectual disability may need to do or say something.
- Be patient and give someone your undivided attention, especially if they speak slowly or with difficulty.

Tips

- Provide more time and flexibility for training and onboarding.
- As stress can affect a person's concentration and performance, it is important to minimise the pressure of any given situation.
- Keep instructions simple and in bite-sized chunks; use demonstrations and gradually increase their complexity.
- Consider that a person with an intellectual disability may be less sensitive to social cues and have less developed social skills.
- Give verbal and written instructions, or use examples to illustrate concepts and frequently summarise ideas.

5. People with acquired brain injury (ABI)

A brain injury that occurs after birth is referred to as an acquired brain injury (ABI). The injury may be caused by an infection, a disease, a lack of oxygen, or a head injury. Approximately 160,000 Australians suffer from some form of acquired brain injury, with more men than women affected.

- The long-term effects vary for each individual and can range from mild to severe. It is typical for individuals with ABI to experience:

- Enhanced fatigue (mental and physical)
- Some individuals are decelerating in their processing of information, planning, and problem-solving.
- Alterations in their behaviour and personality, physical and sensory capacities, or cognitive and scholastic capacities.
- Possibly also struggles with memory, concentration, and communication.
- A person with an Acquired Brain Injury has neither an intellectual disability nor a mental disorder.

Tips

- ❖ Provide more time and flexibility for training and onboarding.
- ❖ Provide explanations and instructions that are explicit and exhaustive.
- ❖ Reduce anxiety to improve concentration and performance.
- ❖ Give verbal and written instructions, or use examples to illustrate and summarise concepts.

6. People with Autism Spectrum Disorder

Autism is a catch-all term that encompasses autistic disorder, Asperger's syndrome, and atypical autism. Autism affects how the brain receives and stores information. Autism is characterised by difficulties in verbal and nonverbal communication, social interactions, and other areas of functioning. Typically, impairments affect three major areas of functioning:

- Social interplay
- Transmission and
- The behaviours (restricted interests and repetitive behaviours).

- Many individuals with an autism spectrum disorder also have sensory sensitivities, such as hyper or hyposensitivity to sight, touch, taste, smell, temperature, sound, or pain.

7. Some characteristics of Asperger's syndrome

- Individuals with Asperger's syndrome are typically of average or above-average intelligence and are capable of displaying a diverse array of behaviours and social skills. Individuals with Asperger's syndrome may exhibit some of the following traits:
 - Having trouble forming friendships
 - Ability to speak well, either too much or too little, but communication difficulties
 - Inability to comprehend that communication requires both speaking and listening
 - A literal interpretation of what has been stated. For instance, when asked to "get lost," a person with Asperger's syndrome will be confused and may try to "get lost" literally.
 - Inability to comprehend social norms, the emotions of others, and to "read" body language. For instance, a person with Asperger's syndrome may be unaware that someone's frown indicates anger.
 - Sensitivity to feedback
 - A limited scope of interests. For instance, a person with Asperger's syndrome may become an expert on automobiles, trains, or computers.
 - Eccentricity.

Tips

- ❖ Establish routines and predictable environments.
- ❖ Inform people with autism what is about to happen before it occurs.

8. People with physical disability

Physical disability is characterised by the impairment of some aspect of a person's physical functioning, typically mobility, dexterity, or stamina. Typically, people with physical disabilities are experts on their own needs and will comprehend the impact of their disability. There are numerous types of disability and a vast array of situations that people face. The impairment may be either permanent or temporary. It may be inherited or acquired later in life. People with the same disability are just as likely as the general population to have varying abilities.

Tips

- ❖ Always ask before offering assistance.
- ❖ Be at the same level when talking with the person.
- ❖ Never assume that a person with physical disability also has intellectual disability.
- ❖ Ask permission before touching a person's wheelchair or mobility aid.

POLICY OF INCLUSION AND MULTI FOUNDATION APPROACHES TO LEARNING DISABILITY

a) Curriculum Adaptation for Children with Learning Disabilities

Since it received its name in the mid-1960s, the field of learning disabilities has expanded. The field is expanding in terms of workforce development, educational programme establishment, and research. Even after the emergence of specialisation in special education, the education of children with learning disabilities has continued to occur in general classrooms. This field is evolving from the traditional approach of special/segregated classrooms to the contemporary approach of "inclusive education." Below are the various educational programmes for children with learning disabilities.

Self-contained Classrooms

When special education services were first introduced, the primary setting for providing assistance was self-contained classrooms modelled after classes for educable children with mental retardation. In this setting, children with learning disabilities spend

their entire school day in small, isolated classrooms. It was assumed that children in self-contained classrooms would benefit from specially trained teachers and individualised instruction. Apparently, these assumptions were unfounded (Bryan, 1986). Hammill and Bartel (1975) assert that even though there are fewer students in self-contained classrooms, the teachers are inadequately trained and students do not receive individualised instruction. In addition, their academic achievement is comparable to that of children who remain in a traditional classroom setting. Moreover, the rapid expansion of the disability field, along with the accompanying rise in the number of children identified as requiring special services, renders self-contained classrooms financially untenable.

Although some students may require a fully-segregated classroom placement for the duration of their schooling, the majority of students can be integrated for part or the entire school day (Valett, 1969; &Mani, 2000). Resource-room programmes have supplanted the use of self-contained classrooms as service settings.

b) Integrated Education Programs

In general, the special teacher is available in regular school either full-time or part-time for handling children with learning disabilities. It includes several models for service delivery as mentioned below:

Resource Model: In this programme, children receive special instruction from a learning disability specialist referred to as the resource teacher for brief periods each day in the resource room and for the majority of the day in the regular classroom. The resource teacher focuses on the skills peculiar to students with learning disabilities, while the regular classroom teacher handles curriculum matters. Thus, teachers are able to serve more students. In addition, scheduling flexibility is increased, allowing teachers to group students in a manner that maximises their contribution. Additionally, service initiation and termination are less complicated. Bryan (1986) argues that the resource-room approach to remediation should be more cost-effective than individual classrooms.

The resource model integrates children with learning disabilities into general education classrooms through the collaborative efforts of regular classroom teachers and resource teachers. It promotes acceptance among non-disabled peers of the same chronological age, social amicability, and information sharing.

Itinerant Model :

In the itinerant model, children with learning disabilities are enrolled in regular classrooms at general schools. The children are assigned to schools that are geographically closer to their homes. Itinerant teachers travel from school to school bringing teaching aids, materials, and equipment, scheduling tutoring sessions, and consulting with regular teachers and institution administrators. The itinerant teacher visits each child twice or three times per week to cater to their needs. It is cost-effective because the itinerant programme enrolls more children in the community, thereby reducing considerable expenses..

Dual Teaching Model: In the dual teaching model, the regular classroom teacher is responsible for assisting students with LD in addition to his or her regular classroom duties. The regular educator who meets the special needs of the students is rewarded. These teachers receive the necessary training through short-term package programmes.

Consultant Model:

The teacher consultant model is growing in popularity as a method for assisting students with learning disabilities. The significance and necessity of consultation are widely acknowledged (Friend, 1984). The consultant assists the classroom teacher, other staff members, and parents in providing services to students with learning disabilities. The consultant's responsibilities include assessment, programme design, material creation and adaptation, method demonstration, and programme evaluation. However, the consultant does not directly instruct students with learning disabilities. The teacher focuses on the needs of the students, while the consultant focuses on training and inspiring the teacher. This method has been utilised successfully in a variety of school settings, both urban and rural, and at multiple grade levels. The model meets the needs of students with mild learning disabilities. These students have made substantial academic progress in programmes where consulting teachers have collaborated with classroom teachers over

time. Teachers who receive this type of assistance participate more directly in activities with students with learning disabilities, from the initial stages of assessment to curriculum development and evaluation. And by assisting teachers and coordinating the numerous efforts of parents and other professionals, the consultant can serve more children. There is a risk, however, that a lack of direct teaching experience with students with learning disabilities may give them an inaccurate understanding of student challenges.

c) Inclusive Education

All children with learning disabilities are enrolled in general education programmes without identification of their LD. However, they learn in class. These children should be identified in order to provide remediation, but not for labelling purposes. A classroom teacher who receives a brief orientation course on LD may be able to manage students with LD. These children do not require a separate or self-contained classroom in the school in order to receive remedial instruction. Each child with LD should have his or her specific learning disability identified for effective teaching-learning and academic success. The most common form of education for children with L.Qs between 50 and 70 has been special education classes, but this approach has been replaced by programmes that include as much integration as possible in regular classrooms. Special education classes at the primary level (ages 6 to 8) offer experiences in oral language and speech development, sensory-motor development, self-awareness, group membership, and social adjustment. Academic tasks are not emphasised with the exception of counting and letter/word recognition instruction. By the elementary level (ages 8 to 13), these children have begun to study tool-skill subjects such as reading, writing, spelling, and mathematics. Units in basic social studies and practical science are also taught, along with activities in which tool-skill subjects can be applied and practised. Special education for children with mild retardation would continue to be emphasised, whether in a mainstream or special classroom setting.

(i) Developing basic academic skills,

(ii) Special competence.

(iii) Personal adjustment.

(iv) Occupational adequacy.

Approaches to education for them stress the need for two basic skill that cut cross all curriculum areas.

1. Thinking critically or being able to weigh the facts of a given situation together with their implications and

2. Acting independently or making a decision based on these facts and following it through:

Children with mental retardation do not outgrow their mental retardation as they mature. No amount of education or medical care can transform a child with mental illness into a normal child. As described above, the majority of retarded children who belong to this category (moron, educable, or mildly retarded) are capable of profitable employment and social self-management to a certain degree with proper training and guidance. The initial step in treating mentally deficient patients is to:

Parent Education:

Educate parents to accept the limitations and permanence of their child's mental disorder. Their false belief that with special educational training and medical care, he can be made normal must be eradicated from their minds.

Home Training:

Since almost all mental defectives reside in their own homes during infancy, and the vast majority continue to do so into adulthood, the home is the most natural setting for initial training. Most of these children require a great deal of time and patience, and the mother's emotional disposition is crucial. There are mothers who reject and ignore their deformed children, and others who are so overprotective that they deny the healthy siblings in the family their fair share of her attention and affection. As the child matures, he should be entrusted with responsibilities and tasks that are within his cognitive

capabilities. Misdeeds and temper tantrums should be ignored, and every effort should be made to cultivate a pleasant disposition.

School Training:

As a 6-year-old moron has a mental age of three to four years, it is often advisable to delay their enrollment in school until they are around eight years old. More emphasis may be placed on developing motor-coordination, speech, and desirable social characteristics than on learning abstract and frequently incomprehensible school subjects. Slow-learning children with mild mental retardation have been mainstreamed or integrated into regular classes.

d) Vocational and Social Skills Training

Knowledge and application of relevant vocational and social skills are crucial success factors in both competitive work environments. It has been discovered that skill straining through modelling is an extremely effective method. In addition, group homes are a place where adolescents and adults with developmental disabilities learn valuable homemaking and self-management skills. There are a number of problem situations that can be modelled so that prospective workers can learn to recognise both problem behaviours and appropriate responses.

An important aspect of the lives of retarded people is a network of supportive individuals. One way to increase the amount of available support is to assist the individual in acquiring social skills. Due to the fact that moron children are highly suggestible, they are susceptible to personal sexual and financial exploitation. Their tendency to answer "yes" to all questions, regardless of context, contributes to this issue. One method for preventing exploitation is to teach children what is expected of them and how to say "no."

Main Streaming

It is the integration of children with mental retardation into regular classrooms. In other words, we may refer to the administrative practise of placing exceptional children in regular classroom settings with the support of special education services as the

placement of exceptional children in regular classroom settings. Its purpose is to assist in making the child's life as normal as possible. In the main stream:

- ❖ At least fifty percent of their school days are spent in a regular classroom.
- ❖ Normal classroom procedures are only modified when required.
- ❖ The educational needs of each child are evaluated based on classroom performance rather than on labels assigned arbitrarily.

Teaching Students with Mild Retardation

- ❖ Evaluate readiness.
- ❖ Clearly state and present objectives.
- ❖ On the basis of an analysis of the child's learning strengths and weaknesses, develop specific learning objectives.
- ❖ Present information in incremental, logical steps.
- ❖ Develop your practical skills.
- ❖ Do not skip steps.
- ❖ Be ready to present the same idea in various formats.
- ❖ Return to a simpler level if you observe that the student is struggling to follow.
- ❖ Take special care to motivate and maintain the student's focus.
- ❖ Be aware that students with mental retardation must overlearn, repeat, and practise more than typically developing children.
- ❖ Focus closely on social relationships.

Encouraging Mental Retarded Children for Language development

- ❖ Discuss topics of interest to children.
- ❖ Follow the lead of the children. Respond to their mimicry and remarks.
- ❖ Share in their enthusiasm.
- ❖ Do not pose excessive questions.
- ❖ Encourage children to ask questions.
- ❖ Use a soothing tone of voice.
- ❖ Do not be critical of or make fun of children's speech.
- ❖ Be light and amusing.

- ❖ Allow children sufficient time to respond.
- ❖ Respect children by avoiding interpretation when they are speaking.
- ❖ Encourage participation and consider their suggestions.
- ❖ Provide children with opportunities to use language.

Treatment and Educational Provisions for Severely Mentally Retarded Children (I.Q. 25-39)

In most cases, the severely mentally retarded can benefit from systematic training in dressing, feeding, and toileting. More nursery schools or daycare centres should be established to provide young children with habit training and language development programmes. Special cooperative approaches should also be developed in which families are trained to assist in the development of their retarded child; it is essential that these programmes assist in strengthening the parent-child relationship; and severely mentally retarded children of school age must have access to public education. Generally, emphasis should be placed on (1) language development, (2) self-help skills, (3) socialisation, and (4) preparation for sheltered living and employment. In school, students practise listening, following instructions, communicating with others, reading or recognising common signs and labels, counting, and telling time. Self-help activities should include instruction in dressing, grooming, eating, personal property care, toileting, and safety. In addition, they should engage in arts and crafts, motor and recreational activities, some vocational experiences, and home living practise.

Profoundly Mentally Retarded Individuals (I.Q. below 25)

The profoundly mentally retarded, who are at the lower end of the severe category and have multiple handicapping conditions, typically present unique medical and behavioural management challenges. The majority of the time, these children have special needs for ongoing supervision or custodial care. It is suggested that their educational objectives should emphasise skills that will maximise their happiness within the environment, as opposed to unrealistic expectations for their future roles in everyday society.

e) National Policy for Persons with Disabilities (2006)

In February 2006, the Indian government formulated the National Policy for Persons with Disabilities, which addresses the Physical, Educational, and Economic Rehabilitation of persons with disabilities. In addition, the policy emphasises rehabilitation for disabled women and children, barrier-free environments, social security, and research. The National Policy acknowledges that Persons with Disabilities are a valuable human resource for the nation and seeks to create an environment that provides these individuals with equal opportunities, protection of their rights, and full participation in society.

f) The focus of the policy is on the following

Prevention of Disabilities

Since disability is preventable in the majority of cases, the policy places a heavy emphasis on preventing disabilities. It calls for the intensification and expansion of programmes for the prevention of diseases that result in disability, as well as the raising of awareness about measures to be taken for the prevention of disabilities during pregnancy and thereafter.

Rehabilitation Measures

- ❖ There are three distinct groups of rehabilitative measures:
- ❖ Rehabilitation of the body, which includes early detection and intervention, counselling and medical interventions, and the provision of aids and appliances.
- ❖ It will also include the training of rehabilitation specialists.
- ❖ Rehabilitative education, including vocational training, and
- ❖ Economic rehabilitation for a life in society with dignity.

Women with disabilities

Women with disabilities must be safeguarded from exploitation and abuse. Women with disabilities will receive education, employment, and other rehabilitation services designed specifically with their unique needs in mind. The establishment of specialised educational and vocational training facilities. Programs will be implemented to rehabilitate abandoned disabled women and girls by encouraging their adoption into families, providing housing assistance, and teaching them employability skills. The government will support projects in which at least twenty-five percent of total beneficiaries are women with disabilities.

Children with Disabilities

- ❖ Children with special needs are the most vulnerable population and require special care. The Government will endeavour to:
- ❖ Ensure the right to care, protection, and security for disabled children;
- ❖ Ensure the right to development with dignity and equality by fostering a conducive environment in which children can exercise their rights, enjoy equal opportunities, and participate fully, in accordance with various laws.
- ❖ Ensure that children with disabilities have access to education, health care, and vocational training, as well as specialised rehabilitation services.
- ❖ Ensure the right to development, recognition of special needs and care, and protection of severely disabled children.

Barrier-free environment

A barrier-free environment enables people with disabilities to move freely and safely throughout the built environment and utilise its amenities. The objective of barrier-free design is to create an environment that supports the independent functioning of

individuals so that they can engage in daily activities without assistance. Therefore, public structures, locations, and transportation systems will be made as barrier-free as possible.

Issue of Disability Certificates

The Government of India has issued guidelines for the evaluation and certification of disabilities. By adopting simple, transparent, and client-friendly procedures, the government will ensure that people with disabilities are able to obtain disability certificates without any difficulty and in the shortest time possible.

Social Security

Disabled individuals and their families incur substantial additional costs for facilitating daily activities, medical care, transportation, assistive devices, etc. Therefore, it is necessary to provide them with various forms of social security. The federal government has been offering tax relief to disabled individuals and their guardians. State and territorial governments have been providing unemployment benefits and disability pensions. The State Governments will be urged to create a comprehensive social security policy for disabled individuals.

Promotion of Non-Governmental Organizations (NGOs)

The National Policy recognises the NGO sector as a vital institutional mechanism for providing affordable services to supplement government initiatives. The nonprofit sector is thriving and expanding. It has significantly contributed to the provision of services for people with disabilities. Some non-governmental organisations also engage in human resource development and research. In addition to actively involving them in policy formulation, planning, implementation, and monitoring, the government has sought their advice on a variety of issues pertaining to people with disabilities. The interaction between NGOs and various disability-related planning, policy formulation, and implementation issues will be strengthened. Networking, information exchange, and sharing of best practises will be encouraged and facilitated among NGOs. Steps will be taken to encourage and prioritise non-governmental organisations working in underserved

and inaccessible regions. Also, reputable NGOs should be encouraged to undertake projects in these areas.

Collection of regular information on Persons with Disabilities

There is a need for routine collection, compilation, and analysis of data pertaining to the socioeconomic conditions of individuals with disabilities. Since 1981, the National Sample Survey Organization has regularly collected information on the socioeconomic status of people with disabilities every ten years. Additionally, the Census has begun collecting information on people with disabilities for the 2001 Census. The National Sample Survey Organization must collect data on individuals with disabilities at least once every five years. The disparities between the definitions adopted by the two organisations will be resolved.

Research

For the purpose of enhancing the quality of life of people with disabilities, research will be supported on their socio-economic and cultural context, the causes of disabilities, early education methodologies, the development of user-friendly aids and appliances, and any other disability-related topic that will significantly alter their quality of life and the capacity of civil society to address their concerns. Wherever individuals with disabilities are subjected to research interventions, their consent or that of a family member or caregiver is required.

Sports, Recreation and Cultural life

The contribution of sports to therapy and community spirit cannot be disputed. Disabled individuals have the right to access sports, recreation, and cultural facilities. The government will provide them with opportunities to participate in various sports, recreational, and cultural activities.

QUESTIONS

Describe the following

Social responsibilities of education

Aspects of schooling

Discuss themes in Indian culture

Define diversity's dimensions

Write brief notes about the following:

Influence from peers

societal influences

Parental/family impact

Educative influence

Explain critical thinking in the classroom.

What is the distinction between public and private schools?

What are the differences between traditional and online education?

Describe the education of socioeconomically disadvantaged groups based on gender and their roles.

What distinguishes rural students from urban students?

What are the various types of educational disabilities?

What is the definition of income disparity?

Briefly discuss integrated education programmes

Explain national policy for disabled individuals (2006)

What does inclusive education mean?

Curriculum adaptation for students with learning disabilities entails what?

UNIT IV – SCHOOL CONTEXT

Multiple schools context- rural/urban, tribal, etc. – Role of personnel's in school management: Teacher and administrators – Nurturing learner friendly school environment – School as site of curricular engagement – Teacher's autonomy and professional independence – School education: Contemporary challenges – Educational transformation in national development: The rights of the child – Concepts of quality and excellence in education: Quality of life – Different stakeholders in school/teacher education: Media, ICT, NGOs, Civil society groups, Teacher organization, Family and local community – Monitoring and evaluation of schools – Reconceptualize of learning resources: Textbooks, supplementary books, workbooks, multimedia and ICT, school library and well-equipped laboratories, etc.

Multiple Schools Context

RURAL

School structures in a rural community

- ◆ Institutional structures are organisations with policies, programmes, finances, and administrative structure.
- ◆ In the past fifty years, a variety of them with various functions have emerged.
- ◆ They are governed by influential castes and economic categories.
- ◆ It is necessary to comprehend how they operate because they have a variety of effects on the local community.

They can be of three types:

Governmental organizations

- ◆ Several state government departments have an impact on the local community, including the Revenue, Forest, Irrigation, Health, General Administration, and Public Works departments.
- ◆ The government exercises direct control and makes all decisions concerning recruitment, working conditions, salary payment, work allowance, and

supervision.

- ◆ Organizations with autonomy, such as the State Electricity Board and the Police Department.

Non-Governmental organization

- ◆ There are a variety of formal and informal organisations in local communities.
- ◆ They could be social, political, or religious in nature.
- ◆ In the majority of villages, one or two Mahila Mandals and a committee oversee the local shrine.
- ◆ The fact that the government does not exercise direct control over NGOs is a defining characteristic of NGOs.

Statutory and Public Institutions

- ◆ Numerous statutory organisations, including Panchayat Raj Institutions and co-operative organisations in the areas of credit, agricultural processing and marketing, and agricultural inputs, have emerged.
- ◆ In numerous rural regions, milk co-ops have been established.
- ◆ Political undertones are reflected in the local interests of public bodies.
- ◆ Panchayat Raj Institution, which operates at the District, Block, and Village levels, is the most widespread co-operative organisation.
- ◆ Each state has enacted its own legislation for Panchayat Raj implementation.
- ◆ The National Bank for Agriculture and Rural Development was established in the field of Rural Banking under the NABARD Act of 1981, a central piece of legislation.

Problems in a Rural Community

- ❖ Increasing health issues, lack of confidence and conviction, psychological disorders, suicides, stress, insecurity, psychosomatic diseases, and loneliness, among other issues.
- ❖ Separation of joint families, mistrust and disharmony in relationships, generation gap, dowry deaths, neglect of older people, mistrust, conflict between older and younger generations, insecurity in relationships, divorce, dowry tortures, family feuds, and wasteful expenditures at family functions, etc.
- ❖ Increasing occurrences of terrorism, violence, communalism, racial and ethnic conflict, corruption, adulteration, sex-crime exploitation, wars between nations, proliferation of lethal weapons, naxalism, increasing communalism, spreading

casteism, genocide attempts, and fear of nuclear and genetic warfare.

- ❖ Global warming, climate imbalances, mineral and energy resource depletion, deforestation, soil degradation, etc. All of the issues are a direct result of a misunderstanding, our false conception of happiness and prosperity and their continuity.

Conceptualizing the Social Work Intervention Measures

- ❖ The process should be carried out using the steps listed below.
- ❖ Identify the issue to be addressed.
- ❖ Determine the target audience.
- ❖ Implementation of the objectives
- ❖ Determine the local institution structures.
- ❖ Choose a course of action
- ❖ Specify a few qualitative and quantitative indicators for evaluating the completed work.

URBAN

School structures in urban community

Urban communities will set a wide variety of organizations i\as compared to rural communities.

They can be of three types.

Governmental structures

- ◆ A number of government agencies carry out their crucial responsibilities in urban communities.
- ◆ Government departments include, among others, the Department of Revenue, the General Administration Department, the Town Planning authorities, the Rationing Department, and the Department of Industries.

Non-Governmental structures

- ◆ There are numerous non-governmental organisations in urban areas.
- ◆ In urban areas, educational institutions from the elementary level to the highest level would be found.
- ◆ Other common organisations include the Chambers of Commerce, Merchant's Association, religious bodies, social organisations, student organisations, women's groups, etc.
- ◆ In an urban setting, commercial institutions such as industries and banks play an

important role.

- ◆ Political parties and social work organisations are additional notable urban organisations.

Statutory and Public Structures

- ◆ Non-Governmental organisations are prevalent in urban areas.
- ◆ Urban areas would contain educational institutions from the elementary level to the highest level.
- ◆ Other common organisations include the Chambers of Commerce, Merchant's Association, religious bodies, social organisations, student organisations, and women's groups.
- ◆ In an urban setting, commercial institutions such as businesses and banks play a crucial role.
- ◆ Other notable organisations in urban communities include political parties and social service organisations.

Problems in an Urban Community

- ◆ As the number of people living in urban areas increases, there is a persistent housing shortage.
- ◆ As more people and immigrants migrate to cities and towns in search of a better standard of living, urban congestion and overcrowding are a constant factor that grows day by day.
- ◆ In metropolitan areas, especially among the educated, the lack of highly skilled jobs is most prevalent.
- ◆ Rapid industrialization is accompanied by a lack of developed land for housing. The rise of slums and squatters in metropolitan areas is a result of the influx of rural immigrants to cities and the escalation of land prices beyond the reach of the urban poor.
- ◆ Rapid population growth has led to inadequate sewage infrastructure in the majority of metropolitan areas.
- ◆ Eventually, communicable diseases such as typhoid, dysentery, plague, and diarrhoea can spread rapidly. The Covid 19 pandemic is a living example of the collapse of overpopulated cities and medical facilities under the weight of a pandemic.

- ◆ Population growth increases the demand for transportation, resulting in traffic congestion and pollution.
- ◆ These urban areas are significantly warmer than their surrounding rural areas due to human activities. Urban Heat Island is a significant issue caused by rapid urbanisation.
- ◆ Inadequate resources, overcrowding, higher poverty rates, unemployment, and a decline in social services and education all contribute to social problems like violence, drug abuse, and crime.

Conceptualizing the social work intervention measures

- ◆ Identify the issue to be addressed.
- ◆ Determine your target audience - the quantitative dimensions
- ◆ Implement the objectives, which may include both quantitative and qualitative goals.
- ◆ Determine neighbourhood institution structures for collaborative work

TRIBAL

- ◆ Government planners deem education indispensable for assisting indigenous populations to adapt to national integration.
- ◆ Education will also determine their lifelong prosperity, success, and safety.
- ◆ The consequence will be experienced by those tribes that continue to lack education or disregard it.
- ◆ Compared to the general population literacy rate of 29.34 percent, the literacy rate among tribal peoples in India is at most 6 percent.
- ◆ The federal and state governments have invested substantial funds in the education of tribal youth, but the results have been disappointing.
- ◆ The Indian government has launched a number of programmes to promote education and welfare among the tribes.
- ◆ In spite of this, the literacy rate has not increased. In the case of primitive tribes, it is extremely low, and it is even lower among women.
- ◆ Literacy is the most important factor in any section or region's socioeconomic development.

Constitutional Provision

President under Article 342 is empowered to declare communities as scheduled tribes. While Parliament by law can amend the list.

Census Report

According to Census 2011, tribes constitute 8.6% of our total population and out of which only 58.96% are literate.

Factors Affecting Tribal Education

- ◆ Attitude of other students
- ◆ Social factors
- ◆ Economic factors
- ◆ Lack of interest in formal education
- ◆ Suitable teachers
- ◆ Lack of facilities
- ◆ Nature of Habitat
- ◆ Number of teachers
- ◆ Family environment
- ◆ Communication
- ◆ Cooperation from stake holders

Challenges in Tribal Education

Education is one of the primary agents of transformation towards development.

Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life.

Medium of Instruction: Language has been the biggest constraints in tribal education. The entire curriculum and teachers' module are designed in official/regional language which is alien for tribal student.

Economic Condition: The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.

Teacher Absenteeism: In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.

Attitude of the Parents: As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.

Infrastructural Challenges: Most of the schools located in tribal areas have minimal

infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not maintained.

Government Intervention: Government introduced the following programmes for the improvement of the status of tribal population socially, economically and educationally:

Eklavya Model School: Residential School based on Navodaya Model to be opened in each tribal block by 2022.

Rajiv Gandhi National Fellowship Scheme (RGNF): RGNF was introduced in the year 2005-2006 with the objective to encourage the students belonging to ST community to pursue higher education

Pre and Post Metric Scholarship Schemes

Vocational Training Center in Tribal Areas: The aim of this scheme is to develop the skill of ST students depending on their qualification and present market trends.

Suggestions:

Some suggestions for improvement of tribal education are as follows:

- a. **Literacy campaign** - Proper awareness campaign should be organized to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal.
- b. **Attitude of the tribal parents** - The attitude of the tribal parents toward education should be improved through proper counseling and guidance.
- c. **Relevant study materials in local languages** - All study materials should be supplied in local languages of tribes.
- d. **Appointment of Local teachers and female teachers** - It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.
- e. **Stipends and various scholarships** - Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students perusing higher education, particularly in medical, engineering, and other vocational streams.
- f. **Residential schools** - More residential schools should be established in each states and districts and extended up to PG level in tribal areas.
- g. **Social security**- Social security of students, especially of adolescent girls is of great concern in residential schools.

h. Proper Monitoring - Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers

Role of Personnel's in School Management

TEACHER

Teachers play a crucial role in the education of students. They do not merely instruct students but also influence them positively. The roles of a teacher are not limited to the classroom, but can also be observed outside of the classroom.

The role of the educator goes beyond teaching. In addition to being educators, they serve as counsellors, mentors, role models, external parents, etc. for students. There are numerous significant means by which students can gain a deeper understanding of a lesson and thus improve their future prospects.

Once a child enters school, the role of a teacher shapes the beginning of his or her life. Teachers play a crucial role in our lives in terms of achieving success in a career, a job, or a business, and in creating successful individuals.

A good educator assists us in becoming good members of society and good citizens of the nation. Teachers recognise that students are the future of any nation. Tell us who the teachers are. And what is the significance of teachers in the life of a student?

A teacher helps students learn by imparting knowledge, and also refers to the individual who instructs them. Through a teacher in a classroom, a great nation is created, along with artists, singers, builders, doctors, scientists, and all other professionals. Teachers are both excellent role models and more fortunate than students.

Importance of Teacher

A child is like clay and teachers can shape the child in any form. Whatever a child learns is from their parents and after them, from their teachers as they take birth with no knowledge. Teachers provide them with education and knowledge. Teachers are equally important in a student's life. They become an encouraging factor, confident booster, and moral supporter for students.

From schools, and colleges, to universities, students need teachers everywhere to guide them to share their future. In spite of having the personality of a strict person, they are kind-hearted and love of their students. Due to all these reasons, the role of a teacher as an important factor in one's life can't be ignored. The duties of a teacher including are grading tests, assigning homework, and the best communication with parents.

Role of a Teacher

Teachers play an essential role in the life of their students during school days and even after school in the practical world. The role of the teacher is in the classroom giving instructions that help students in the future.

Sharing Knowledge

Sharing knowledge, giving education, and teaching about life is the primary responsibility of a teacher. In general, teachers mean to teach students the specific syllabus and impart knowledge about the specific curriculum. They must make sure that students understand what is being taught to them in the classroom or online teaching or an e-learning setup. All other roles of an educator are derived from this primary role of a teacher. This role gives birth to other roles. Teachers must fulfil this basic duty. Otherwise, they won't be able to fulfil other duties.

Making learning a fun activity

Every child is different. Some students like studying while some students do not. So, it becomes a responsibility of a teacher to teach students in such a way that they enjoy learning and focus on learning. They should adopt a fun method of teaching to teach students instead of a lecture method.

Drawing real-life connections

Students understand real-life examples easily and quickly. A good teacher while teaching should connect various subjects to real-life situations and try to make topics understandable to them. Teachers understand what their students need as they are the closest companions. Demonstrating even the difficult topics with the help of real-life examples makes it easier for teachers and students as well.

Encouraging students

If a teacher appreciates and boosts the confidence, it will be more effective for students. With encouragement, a teacher can make students cross any barrier. Students get encouragement with words of appreciation such as 'good job,' 'well done,' 'come on,' and 'keep it up. The right words at the right time can do wonders.

Students need certain things apart from teaching by their teachers. So, teachers should always be ready to encourage, motivate, and guide their learners.

Changing the scenario of life

'The future development of a nation truly lies in the hands of good teachers.' As they are the provider of education and prepare students to be a future of a nation. The role

of a teacher is very crucial as they have the responsibility to impart data and information to children to analyze the situation and condition of individuals and a nation.

Teachers can teach you to analyze what is important and what you should do in life to make it better tomorrow.

Tracking improvement and setting performance goals

Only a teacher knows how long their students have come. They keep reminding their students of their improvement and how far they will have to go. Teachers do many things to boost the confidence of children from keeping self-evaluation, setting short-term goals, and emphasizing improvement, to monitoring every minute progress of students.

An external parent

The teacher becomes an external parent to students as they spend a lot of time together in school. The teacher's role transcends following the work schedule and teaching specific curriculum. They keep working to bring their student's best out.

Teachers' role in students' life

The Teachers role in students' life is to build the foundation for our life and also contribute to a better society. In schools, students and teachers are effective communicators and also responsible for a child's better future and being a great human being. It is responsible for shaping the youth of tomorrow. Teachers are builders of better tomorrow and help them achieve something great in life.

Provide Right Guidance

Teachers provide the right guidance and knowledge to differentiate between right and wrong and help them achieve life goals. Teachers guide them to follow the best practices and evaluate the strengths and weaknesses of their students. They motivate the students to do better.

Change lives for the better

A Teacher helps them change for the better. They were always equally compassionate. Teachers are many aimless pupils too who are careless about life. Teachers not only share knowledge with students on a particular subject, but they also build the best career for students. Teachers also remember when students go on the correct path and also guide them.

Act as Role Models

The Great Teacher is always supportive of his students and appreciated their achievements in every field. They have a precious connection with the students and are the ultimate role models in students' life.

HEADMASTER

Major roles of headmaster are

1. Role in Planning:

Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and general public. Planning goes on throughout the year.

It consists of the following phases

(i) Planning before the opening of the school

The headmaster has to plan a number of things in the school. He will chalk out the policies and rules of admission. Dates of admission are to be publicized. He should convene the meetings of the staff and discuss with the teachers their activities and programmes for the whole year. Thus the school calendar may be prepared in advance. In case of need fresh staff will be recruited before the actual functioning of the school. The headmaster must also check that whole school plant is in proper shape and the equipment is adequate. He must also see that various registers needed for different purposes are there in the school.

(ii) Planning during the First Week

In the beginning, the headmaster has to set the school machinery into motion. Work allotment to the teachers is an important function of the headmaster. He should urge the teachers to balance class-sizes and classify students into suitable groups or sections. Preparation of time table general, teacher wise and class wise is another important thing to be done. Unless the time-table is prepared, school work cannot be started. General assembly of the students may be convened and instructions be given to the students. The prescribed text-books are to be announced.

(iii) Planning during the Year

As the classes start, the headmaster starts attending to each activity to be done. The headmaster has to prepare the budget of the year keeping in view the estimated expenditure in the session.

(iv) Planning at the End of the Year

The headmaster will ask the teachers to prepare reports of the activities done during the year. Various records have to be completed. Holding of valedictory and annual function has to be planned.

(v) Planning of the Next Year:

The headmaster should convene staff meetings and appraise year's work. In the light of this appraisal, next year's work has to be planned.

2. Role in School Organisation:

The headmaster is not to plan things theoretically, but to give them a practical shape.

The headmaster must organize

(i) Organizing instructional work

The head of a school must organize the instructional work. He will ask the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table etc.

(ii) Organizing Co-Curricular Activities

The headmaster must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, girl-guiding, red-cross, parent-teacher association, celebration of religious and social functions and festivals etc.

(iii) Organizing the School Plant

The headmaster is to organize the school plant so that it will be properly maintained, equipped and put to maximum use. Classroom library, laboratory is to be well furnished. Repairing may be done wherever needed.

(iv) Organizing School Office

The office work must also be properly organised. Routine work, registration, correspondence, maintenance of accounts etc. have to be organised so that office work will be done regularly and efficiently.

3. Teaching Role

The headmaster must share instructional work with the teachers. He should consider himself teacher first and last. His teaching should be exemplary. This way he keeps in touch with the work of the teachers and the achievements of students. The headmaster should understand the problems of the teachers and the pupils better when he himself teaches.

4. Role in Supervision

The head of a school should not simply sit in his office. He should supervise the work of the school here, there and everywhere. He should supervise instructional work. He may have a round of the class-rooms. However, it is not to be a fault finding business.

The headmaster should supervise the activities going on in the playground, hall, art room, library, workshop etc. He must supervise the proper use and keep up of school materials. In general, he should supervise the behaviour of students; provide facilities for them to maintain cleanliness of the campus etc.

5. Role in Guidance

The headmaster is not simply a fault finder. Wherever he finds defects, errors and inefficiency he should show the correct path to the students. He must guide the teachers in the methods of teaching and organisation of activities. Besides students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organised in the school. Besides, the headmaster has to guide parents and higher authorities etc.

6. Role in Maintaining Relations

The reputation of the headmaster and of the school mostly depends upon the relations that he maintains with the staff, students and their parents and the community.

(i) Relations with the Staff

The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.

(ii) Relations with the Pupils

“Great headmasters have been great friends of pupils.” The headmaster should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and try to remove the same. He must provide proper facilities for their learning.

(iii) Relations with the Parent

The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parent teacher organisation in the school. When the parents come to school they should be treated with courtesy and be given due respect.

(iv) Relation with the Community

The school is meant for the community and must be made a community centre. A number of community activities may be launched by the headmaster on behalf of the school. Community members may also be invited to the school on certain occasions.

7. Role in General Administration

As the head of the school, the headmaster is responsible for all that is being done in or by the school. He is to issue necessary orders and get their compliance. He must see that the teachers and the pupils attend their duties punctually and regularly. He must ensure that human and material resources of the school are adequate. Purchases should be made wherever needed in accordance with the prescribed official information and correspondence.

ADMINISTRATORS

School Administrators oversee administrative tasks in schools, colleges or other educational institutions. They ensure that the organization runs smoothly and they also manage facilities and staff.

The duties of school administrators may vary depending on the size and type of school they work in. For example, school administrators in small day care centers have different scope of responsibility than at a large college. School Administrators manage budgets, handle logistics and act as a point of reference for everyone in the school.

School Administrator responsibilities include

- ❖ Coordinating all administrative processes.
- ❖ Managing budgets, policies and events.
- ❖ Resolving conflicts or other issues as they occur.

Qualities of a School Administrator

School Administrators are capable planners, possess good judgment, and are skilled in handling relations with various people (staff, parents, students, regulatory bodies and the public). A great School Administrator also has an attention to detail and conflict management skills.

Job brief

School Administrator should

- ◆ manage all administrative tasks in school.
- ◆ be a planner, the problem-solver, the educator and the counselor.
- ◆ should have the skills to communicate with various people, handle budgets and logistics, and keep all educational programs running.

Responsibilities

- ❖ Manage budgets, logistics and events or meetings
- ❖ Handle scheduling, record-keeping and reporting
- ❖ Ensure the school complies with relevant laws and regulations
- ❖ Develop and run educational programs
- ❖ Hire, train and advise staff
- ❖ Counsel students when needed
- ❖ Resolve conflicts and other issues
- ❖ Communicate with parents, regulatory bodies and the public
- ❖ Have a hand in the creation of the school curriculum
- ❖ Implement actions that improve the school and the quality of education (e.g. building renovations, new guidelines for students, new subjects)
- ❖ Help shape and uphold the vision of the school

Requirements and skills

- ❖ Proven experience as a School Administrator
- ❖ Experience as an educator is a plus
- ❖ Knowledge of administrative processes of schools
- ❖ Ability to use computers (e.g. MS Office) and education management systems
- ❖ Excellent communication skills
- ❖ Outstanding organizational ability
- ❖ Attention to detail
- ❖ Problem-solving and conflict resolution skills
- ❖ Good judgment and decision-making aptitude
- ❖ Degree in Education or similar field; post-graduate degree is a plus

Nurturing Learner Friendly School Environment

Learning friendly

" A "child friendly" school is one in which children have the right to learn to their fullest potential within a safe and welcoming environment. A "learning-friendly" environment is "child-friendly" and "teacher-friendly." It stresses the importance of students and teachers learning together as a learning community. It places children at the Centre of learning and encourages their active participation in learning.

Concept of inclusive education

- ◆ Inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- ◆ It includes children with diverse abilities and from diverse backgrounds have to be met by creating a child-centered pedagogy capable of successfully educating all children.
- ◆ An inclusive class may have amongst others, children with disability or gifted children, street or working children, children from remote or nomadic populations' children belonging to ethnic, linguistic or cultural minorities or children from other disadvantaged or marginalized groups.
- ◆ Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement.
- ◆ Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.
- ◆ Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. Inclusive education is based on ethical, social, educational and economic principles.
- ◆ It is a means to realize the right to high quality education without discrimination and with respect and dignity.

Inclusive education is based on the principle that

- ❖ All children are equal and should be respected and valued.
- ❖ Every one belongs to the school.
- ❖ Everyone is welcomed to the school Inclusive education is a fundamental way towards the advancement of Education For All (EFA) and life-long learning.
- ❖ It is an approach to the entire education system to energize and accelerate EFA efforts in order to help achieve a proper synthesis between equity and quality.

The aim is to improve each child's participation and learning, rather than concentrating on the subject matter and examinations. There are no set paths or ready-made "quick fix" solutions to follow. The important thing is to have a positive attitude towards change and a firm commitment to creating an Inclusive, Learning-Friendly Environment.

Steps in Inclusive Learning Friendly Classroom ILFC

1 Planning for Teaching and Learning

Classroom Routines

Regular classroom activities help children to start work quickly and meaningfully. Children should be made aware of rules and routines.

Children's Responsibilities

ALL children should participate irrespective of their sex, learning ability, or cultural background in helping with classroom duties and tasks, Committees can be formed- Health, discipline, supervision committees.

Lesson Planning

Lesson should be activity based. Choose an activity or discussion at the end of the lesson that reinforces the learning objectives.

2 Maximizing available resources

It is important to utilize Available Resources properly and make learning environment exiting and interesting

Physical space room to move

The seating arrangement should be such so the children can find enough space for movement when working in small group.

Light, Heat, and Ventilation

Arranging the desks so that the children get proper light heat and ventilation, special care should be taken for visually handicap children.

Learning Corners

Science and mathematics corners can stimulate children's curiosity and improve learning. Children can collect and organize all of the things that interest them, and these resources can be available for use by ALL children. There can be small groups, teams, or committees that can establish and maintain the learning corners.

Display Areas

The work of ALL children should be appropriately displayed to show their unique abilities and improve their self-esteem, "hanging learning corners" can also be used.

Class Library

A class library can be created just by using a cardboard. When children create their own books and they take pride in seeing their story "in print." They also learn about how books are made, classified, and cared for.

3. Managing Group Work and Cooperative Learning

Approaches to Group Work

Direct teaching to the entire class. This approach works especially well for introducing topics.

Direct teaching to a group of one grade.

While you are teaching one group, the other groups do their own work.

Individual teaching: This helps a child who has fallen behind because of absence, who has learning difficulties, or who is new to the class.

Small group teaching is when you divide your whole class into small groups for learning.

Using Different Class Groupings

Grouping children in many different ways; for example, single grade groups, mixed grade groups, same sex groups, mixed sex groups, same ability groups, mixed ability groups, interest groups, social or friendship groups, pairs, threes, or fours. Children gain a great deal from being grouped in different ways and at different times. All children should be given the responsibility of leading groups.

Cooperative Learning

Cooperative learning occurs when children share responsibility and resources, as well as when they work toward common goals. Cooperative group work can help all learners by increasing their understanding and promoting enjoyment and positive attitudes towards work and about themselves.

Interpersonal Skills for Learning

Children should be encouraged to think of themselves as a learning team or a learning community in which the success of one child helps everyone to succeed. Effective communication involves listening, speaking, etc. Guidelines for participation, or “ground rules,” can help you to organize discussion sessions with your children. These guidelines provide the basis for open, respectful dialogue and allow all children to participate.

Managing Peer Learning

Peer tutoring, also known as peer teaching and child-to-child learning, occurs when more able or older children finish their own work and then they help younger or other learners. The child “tutor” takes pride in teaching, while he or she also learns from the experience.

Self-Directed Learning

Self-directed learning is important because children need to learn independently of the teacher. This allows both the student and teacher to make the best use of the time available.

Planning for Differentiation

Differentiation is simply attending to the learning needs of a particular child or small group of children, rather than the more typical pattern of teaching the entire class as though all the children were alike.

4. Managing Behaviors in the Inclusive Classroom

Children may misbehave if they are not noticed or cared for. They may need attention, particularly if they are not receiving adequate care or attention at home. Creating an interesting curriculum with materials that are meaningful to children, then they will be interested and become involved, where children are actively engaged and motivated.

- ❖ Problem-Solving Approach
- ❖ Emphasis on Positive Discipline
- ❖ Focus on developing positive relationships
- ❖ Manage the learning environment enthusiastically and professionally.
- ❖ Finding Alternatives to Corporal Punishment:
- ❖ Giving learners the opportunity to succeed.
- ❖ Allow learners to take responsibility.
- ❖ Giving attention seekers what they want
- ❖ Using professional assistance. Colleague, professionals, such as psychologists or counselors.

5. Managing the Active and Inclusive Classroom

Managing active learning involves many different elements.

- ❖ Planning- Create a weekly plan scheduling classroom activities.
- ❖ Preparing. Prepare for each classroom activity, check to make sure that ALL children can participate in the learning activities.
- ❖ Gathering resources. Collect or create the resources that are needed
- ❖ Connecting learners to activities.
- ❖ Connecting learners to each other.
- ❖ Guiding and observing.
- ❖ Focus on participation.

Active and Authentic Assessment

Assessment is a way of observing, collecting information, and then making decisions based on that information.

Observations are made at many times during the year, for instance, at the beginning, middle, and end of terms, or even more frequently.

Continuous assessment can be achieved through: observations; portfolios; checklists of skills, knowledge, and behaviors, tests and quizzes; and self-assessment and reflective journals.

Authentic Assessment Approaches

Authentic assessment means involving the child in evaluating his or her own achievements. **Portfolio Assessment**

A portfolio is a record of the child's process of learning, that is, what the child has learned and how he or she has learned it.

Portfolios enable children to participate in assessing their own work.

The portfolio keeps track of a child's progress.

It follows the child's success rather than his or her failure.

Feedback and Assessment

Before giving feedback, it is important that a safe, secure, and trusting relationship exists between the teacher and the child.

There is a shift from teachers telling pupils what they have done wrong, to pupils seeing for themselves what they need to do to improve, and then to discussing it with the teacher.

Assessing Skills and Attitudes

The final outcome for students should be related to what they could do before and what they can do now.

It should not be related to just a standardized test at the end of a year.

Children in the same year group may have at least three years difference in general ability between them, and in mathematics there may be as much as seven years difference.

Comparing children using one standardized test is unfair to many children.

If a child is having difficulties, continuous assessment using authentic methods may reveal these difficulties, thus allowing us to give remedial help to the child

Schools as Site of Curricular Engagement

Curricular sites of a school comprise of both physical and psychological spaces that are either made available in the school or a school creates.

The physical sites are expressed in terms of the infrastructure of the school its building, the layout of the school premises and resources that are available.

At the psychological level, the curricular sites can be looked at the teacher-student relations, students-student relationship, teacher–administrator relationship, teacher-teacher relationships.

In the implementation of a curriculum, both physical as well as psychological sites play a significant role.

The influence of a curriculum gets reflected from the curricular sites through which it is implemented.

The curricular sites develop students' knowledge and skills as well as cultivate values and attitudes to enable them to acquire broad and balanced learning experiences.

Well planned and proper utilization of curricular sites benefit the learners in achieving the goals set in the curriculum document.

The school as site of curriculum engagement sends a feedback on the effectiveness of the curriculum, which in turn, helps in the development of future goals.

Each school is unique in itself.

Each school has its own history of experiences of teaching, learning, students' characteristics, teachers' dynamics leadership styles, community engagement, school culture and context.

A school makes changes according to its own needs, resources and pace.

With reference to its curricular sites, a school takes decisions on its learning goals.

In implementing and developing a curriculum, a school should flexibly utilize its psychological and physical spaces to achieve a homogeneous amalgamation of resources.

Through strategic planning a school can devise is school-based curriculum in which every member participates in achieving the targets.

Teachers and learners have to adjust to the infrastructure available to them in the school.

The building of the school, its architecture, school playground, resources such as library and laboratories, neighborhood of the school are important components in this process.

The availability, access and condition of these curricular sites have important consequences on the learning and achievement of the students.

These sites determine the attitude, behavior and values of the learners.

Available Infrastructure

The infrastructure of the school, its design, its layout, building, size of classrooms, seating arrangements, class size are some of the crucial determinants in ensuring good quality education in any school.

Learners perform better in conducive and healthy environments.

Many research studies have established a positive relationship between learners' learning and the infrastructure of the school.

They assert that a stimulating and comfortable learning environment enhances the concentration of learners.

Appropriate design and facilities support the learning processes and proper space for independent as well as group work promotes motivation to work.

A productive and supportive learning environment enhances the zeal to know.

Spacious classrooms with proper ventilation and seating arrangements encourage learners to come to school.

The infrastructure of the school should be sensitive to the needs of all learners coming to school.

Physically differently abled students sometimes find hard to cope with school systems due to harsh environments of the schools.

Learners who cannot reach to all parts of a school building due to their physical confinements will not be able to participate in school activities.

Learners who have difficulties with their limbs need proper ramps to access all parts of the schools.

Failure to provide infrastructural support to access to the school building and classrooms leads to dropout of many learners who are already at the thresholds of availing education.

Resources (Library, Laboratory, School Playground Etc.)

The physical resources present in the school, support the implementation of the planned curriculum.

Though one may not see a direct relation between curriculum and the physical conditions of the school, but these influence in the fulfillment or non-fulfillment of the perceived goals.

There are evidences that support the role of various factors such as library, laboratories, playground and the school's neighbourhood in students' achievement.

The condition of science laboratories, classroom furniture, playground, library have direct relation with students' achievement.

Classrooms

Inadequate and unhygienic classroom conditions would discourage anyone to enter the classrooms.

Learners have to spend many hours in a classroom, therefore it is important for the school that their classrooms are cleaned every day and there is proper ventilation in the classrooms.

A space for each child to sit comfortably and work must be ensured.

Overcrowded classrooms especially in early grades are a major source of poor achievement.

Display learners' work on the walls to make them feel attached to the classroom.

Playground

Besides the classrooms, learners also need space to enjoy, to experiment and to learn on their own.

They need a good playground where they can play and enjoy the school premises.

Playgrounds are places where learners get the freedom to enjoy, vent out their energies and to be with their friends. I

It is important that learners feel attached to the natural surroundings and use them as part of their learning.

The teachers can use the playgrounds for playing games, teaching through games and also for learning science.

Learners, unknowingly, have started to recognise the names and benefits of trees in their lives.

Laboratories

Learners are inquisitive by nature and want to learn everything by experimentation and experience.

Laboratories are places where learners learn to experiment and do things on their own.

Educationalists have started to promote learning by doing and experimentation as pedagogy for almost every subject.

They urge schools to establish laboratories for science, language and mathematics.

A well-equipped laboratory where instruments are easily made available to the learners invites them to learn on their own.

Library

Along with equipment to experiment, learners also need books and other reference material to learn.

Learners use libraries for seeking life-long opportunities and to enhance their learning gaps.

It is through school libraries that learners get opportunities to access information and develop their competencies.

Libraries play a crucial role in encouraging learners developing as responsible citizens.

Learners need place to study on their own, to read more and to self -learn.

Libraries that provide access to good books, magazines and journals enhance learners' learning.

Now- a- days a lot of material is available online too.

Learners need guidance to skim through these to identify and locate good meaningful material. T

he librarian and teacher should be able to help learners browse through the internet and make judgement on the quality of the content.

Librarians can make lists of good websites and display it in the library.

Besides books, libraries can also have digital material such as educational CDs and videos.

These audio-visual aids definitely help in learning.

School Culture and Climate

The importance of school culture and its climate have a direct link with the performance of learners.

Learners are quite poised and would want their schools to have conducive and safe learning environment.

Schools that maintain an ordered, disciplined atmosphere without being rigid and oppressive leave a positive mark on the learners' learning.

Besides providing good infrastructural facilities, a school has to also ensure a psychologically conducive environment that would let learners participate without fear.

It is the ethical responsibility of every school to provide learners with safe surroundings that motivates them to come to school.

This is promoted by establishing a healthy relationship between students-teacher, teacher-administrators and teacher-parents.

School should ensure that their learners have a freedom to express their feelings with their teachers,

Teachers should be aware of abilities and difficulties of each child and provide feedback on their behavior.

Discussions on school climate often begins and end with learners' safety and classroom participation.

A truly positive environment is not characterized by ensuring physical safety and comfortableness of the child.

It should rather be determined by the values that are present in the school.

The vision, values, beliefs and assumptions of a school are what define its climate and environment.

A strong and positive culture serves several functions such as fostering the efforts and productiveness of each child's inner resources, valuing each child's potential and in maintaining collegial relationships among all.

Schools send their vision of organizational culture through their enactments.

They send signals of their organizational culture through the roles and responsibilities that they define for their students and teachers.

The culture of a school is an offshoot of its vision, values and beliefs.

The actions, rituals, ceremonies and gatherings of a school are closely aligned to its beliefs and values.

To illustrate, a school that values the work done by learners would hold exhibitions to showcase their students' projects.

On the other hand, there are schools, where administrators would talk of positive values and beliefs but fail to follow them in their actions.

School want its teachers to be resourceful and up-to-date with their content and pedagogic knowledge but would not hesitate to send their teachers for any professional development workshops.

Schools which practice what they believe in make sure that their ideology gets reflected in their working too.

Teacher's Autonomy and Professional Independence

Role of Teachers in Curriculum Engagement

Teachers are one of the crucial elements in the implementation of any curriculum.

They are also central to any improvement and revision processes of a curriculum.

Their knowledge, experience and understanding that they gain by working with learners helps curriculum and policy makers to know the ground realities of the school system.

Teachers' feedback and suggestions are essential for any curriculum formation and revision.

They act as facilitator in the making of a curriculum.

Teachers can participate by sharing their experiences of transacting the curriculum and by sharing their analysis that they have gained by being active researchers in the classrooms.

Role of teachers in Transacting Curriculum

Teachers form a crucial link between the aims envisioned in education policies and their actual implementation in schools.

Teachers are the active participants who create classroom realities in the light of their own beliefs, attitudes, knowledge and experiences.

Their perceptions decide the actual implementation of a curriculum.

Policy makers cannot assume the realities of transaction of a curriculum.

It is therefore important to acknowledge teacher's attitude, perceptions and experiences while thinking of any curriculum revision or teaching innovation.

Teachers understand their students' abilities and levels of engagements.

Their opinions about implementation of any programme must be respected and analysed before taking any decision.

Teachers teaching in multiple grades can collaborate and suggest materials that would be most suitable for teaching a specific content.

By collaborative thoughts they can suggest ways in which concepts need to be sequenced across grades to ensure smooth transition between the grades.

They may also participate in suggesting what should be expected from learners of a particular grade and how to prepare them for subsequent levels.

A teacher can gauge whether a certain activity is suitable for a particular grade.

When teachers participate in the process of creation of curriculum they perceive themselves as part of the process.

Teachers as Researchers in the Development of Curriculum

Teaching and research are perceived as separate activities.

Research is considered to be done in universities whereas teaching is related to the level of schooling only.

Dichotomy of roles in education has created gaps when it comes to knowing the ground realities of a school system.

They are made well conversant with their content and pedagogic practices but are seldom taught the traits of being a researcher.

Teachers do not indulge themselves in reflecting and researching about their practices. They take their job of teaching too seriously but forget to reflect on the practices related to learning, teaching and curriculum implementation.

Teachers who involve themselves as researches in the classrooms can identify gaps and can suggest alternative strategies.

A reflecting teacher is able to find any weaknesses in the curriculum and attempts to make it better.

Teachers can reflect on curriculum in multiple ways.

One of the ways to do is by keeping a journal while implementing the curriculum. This journal is used to keep record of students' responses, their learning's and the progress made by them. This daily journal serves as a dairy to take notes of any incidence that happens in the classroom.

Teacher should keep evidences of learners' work, their learning's and their difficulties.

The teacher who is also a researcher should time to time survey students' achievements by reviewing and analysing the assessment records.

Action research is a systematic inquiry done by a teacher to reflect on her own practices in order to enhance her teaching.

Doing action researches not only help the teachers in their professional growth but also add an element of motivation.

When a teacher starts to reflect on her own practices and on her place of work, she begins to take a more professional role.

She starts forming wise decisions, that are grounded in actual realities and which benefit the school in particular.

By exchanging their findings with their colleagues, teachers get varied multiple perspectives which help in making informed decisions.

Steps for conducting an action research:

- i) **Select a Problem:** This is the most crucial stage. It is a moment of reflection and identifying an aspect that is worth worrying about. One needs to be focused and determined to conduct a research in the area.
- ii) **Clarifying Theories:** No work is done in isolation. Read some theories that will help ground your work. The review of work done earlier gives directions for the current work.

- iii) **Collecting Data:** to accomplish the goals select suitable data that is also representative. As an action researcher a teacher needs to ensure the validity and reliability of the data collected. The data should be collected through multiple modes to drawing true and detailed analysis.
- iv) **Analysing Data:** Draw out the findings by triangulating the data collected through various sources. Analysis should be specific, targeted to answer the research questions.
- v) **Reporting Results for Taking Informed Action:** share your findings with your colleagues, with the administrator and with higher authorities. A good action research may provide meaningful insights for future decisions related to curriculum and others.

School Education: Contemporary Challenges

India is known for its educational excellence.

Indian Education has recently gained global recognition with its distinguished diversity character.

Different curriculum bodies govern the school education system in India.

They are:

1. The National Council of Educational Research and Training
2. The State government Boards
3. Central Board of Secondary Education
4. The Council of Indian School Certificate Examination
5. The National Institute of Open Schooling
6. Islamic Madrasah School Board
7. Autonomous schools like Woodstock School, Sri Aurobindo International Centre of Education, Auroville, Patha Bhavan and Ananda Marga Gurukula.
8. International schools, under the International Baccalaureate, or the Cambridge

There are 34 boards of secondary and senior secondary education in India (Studylib, 2017). More than 95% of the schools in India are affiliated to State Boards.

Private and Government schools

There are schools owned by Government as well as private parties (aided and self-financed). In 2006, 19% of Indian children were privately educated. This figure jumped to 38% in 2014 (MHRD., 2016). Private schooling has been growing continuously and found desirable by the people, irrespective of their socio-economic status.

International schools

In January 2015, the International Schools Consultancy listed India as having 410 international schools. More than 95% of the international schools offer a dual curriculum (international and a national curriculum like CBSE, ICSE or State board).

Higher education

India has about 152 central universities, 316 state universities and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, and 12,748 institutions offering Diploma Courses. The University Grants Commission coordinates, determines and maintains the standards of higher education at various levels. The bodies responsible for the different professional programmes are: All India Council for Technical Education, Indian Council for Agriculture Research, Distance Education Council, National Council for Teacher Education, Bar Council of India, Medical Council of India, Indian Nursing Council, Central Council of Homeopathy, Pharmacy Council of India, Central Council of Indian Medicine and Dentist Council of India.

Open and distance learning

At the school level, National Institute of Open Schooling provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning. In 2012, various state governments also introduced State Open School to provide distance education. At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of 15 lakh, serviced through 53 regional centres. The Distance Education Council an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities.

Vocational education

All India Council of Technical Education reported in 2013 that there were more than 4,599 vocational institutions that offer degrees, diploma and post-diploma in architecture, engineering, hotel management, infrastructure, pharmacy, technology, town services and others. Total annual intake capacity for technical diplomas and degrees exceeded 34 lakhs. In 2016, 10 public and 10 private educational institutions were made world-class. Rs 1,000crore budget was provided for higher education. Rs 1,700 crore was provided for 1500 multi-skill development centres. 62 new navodaya

vidyalaya were created to provide quality education. A digital literacy scheme was launched for covering six crore additional rural households. The National Skill Development Mission was initiated to impart training to 76 lakh youth (India Today, 2017). Entrepreneurship training was provided across schools and colleges along with massive online courses. Sarva Shiksha Abhiyan was introduced to increase focus on quality of education.

Issues and Challenges

An Analysis India has been a multi-cultural, multi-religious, and multi-linguistic society. Every State has a different and distinct identity. Dealing with various aspirations of such people in a democratic country is indeed a challenge to the Govt of India. The various issues are outlined here:

Lack of quality education

In the top 100 universities list by 'Times Higher Education World Reputation Rankings', none of the Indian universities could be found in the list. In the 2017 rankings by the HRD ministry, only 2,995 institutions (6%) participated from around 51,000-strong higher educational institutions in India. There is severe regional imbalance too. In the overall rankings, of the 100 best institutions, 67 are from just eight states. Among the best 100 universities, 40 are in three states. Among the best 100 colleges, 77 are from just five states.

Corruption in education

Corruption in Indian education system has been eroding the quality of education. It is one of the major contributors to domestic black money. Payment to Management at dark rooms and seeking admissions is increasing. 'Get full salary in the account, pay back part to Management by blank signed cheques' is also a practice in some private schools.

No proper value education

Value education is not offered in the schools and colleges. If offered, religion and hatred are spread in the name of value education. Many of the doctors, lawyers, CAs, politicians and Govt. servants who are supposed to be the saviours of the society, suffer from serious charges of corruption. Old-age homes are increasing. Suicides are increasing. The meaning of love is eventually changing. The education-led technology, inventions and innovations are being misused.

Poor Women's education

Women have a much lower literacy rate than men. Conservative cultural attitudes prevent girls from attending schools. Despite Govt's attempts to provide incentives viz. midday meals, free books and uniforms, girls' attendance is poor. Though the minimum age for marriage is eighteen, many girls get married much earlier. Therefore, at the secondary level, female drop-out rate is high.

Lack of Facilities

As per 2016 Annual Survey of Education Report, 3.5% schools in India had no toilet facility while only 68.7% schools had useable toilet facility. 75.5% of the schools surveyed had library in 2016, a decrease from 78.1% in 2014. Percentage of schools with separate girls' toilet has increased from 32.9% in 2010 to 61.9% in 2016. 74.1% schools had drinking water facility and 64.5% of the schools had playground.

Curriculum issues

There are many different curriculum systems that confuse the students who wish to achieve the same objective such as Engineering, Medical and Business Administration. At the higher education level, there is no uniformity in the syllabuses taught for the same programme. Syllabus revision is done quite often without considering the contemporary requirements of industries. There is lack of diversity in the subjects one can take in colleges. Flexibility to cross over streams is also lacking.

Public school workforce absenteeism

Teacher absenteeism in India is exorbitant. World Bank estimates show the cost in salaries paid to absent teachers is US \$2 billion every year. In a study by Kremer, etc, they found 25% of private sector teachers and 40% of public sector medical workers were absent during the survey. Absence rates among them ranged from 14.6% in Maharashtra to 41.9% in Jharkhand.

Solutions:

Give more significance to primary and secondary education

Primary education is the backbone of education system of a country. If the teachers at primary and secondary level are unskilled, not qualified and less-paid, all further studies will be in stake. Hence, more attention is required on primary education rather than higher education. Presently, higher education institutions compete to get quality students. The weaker and less reputed colleges end-up with poor students. This affects consecutively the employability of youth, and creates a class-divide.

Give importance to technology in education

India has to embrace computer and high speed internet technology. Our educational delivery mechanisms should take the wealth of human capital to the masses. The models of brick and mortar schools, colleges and universities will have to be integrated and interlinked with ICT. The Governments should invest more in technological infrastructure that will ease the knowledge accessibility.

Encourage innovation and creativity

The system should reward those who deserves highest academic honor. The crammers should not be rewarded. Our testing and marking systems need to be built to recognize original contributions, creativity, problem solving and innovation. Ranks should be awarded accordingly.

Personalize the education

Indian education system is built on the assumption that if a thing is good for one child, it is good for all. But, one massive education system cannot be suitable to all. Some people are visual learners, others are auditory learners. Some kids learn faster, some do slow. The syllabus should be designed in such a way that every learner's latent ability is identified and motivated. Hasty and fast learning should be discouraged.

Train the trainers continuously

A teacher is an entrepreneur and creator. The performance of a teacher should not be restricted to classroom. It needs to be opened up for the world to see with internet. There has to be leaders in teaching positions, not salaried people holding their mantle. Hence, regular training is a necessity.

Change the aptitude to teach

Teaching jobs are widely regarded as safe, well-paid and risk-free jobs. Most of the teachers do not want to change. As they become experienced, they get septic, and not even think of the nature and need of the students. Understanding the present generation is the necessity. Guidelines should be made in this direction.

Provide quality education with character

Education without character is abortion and will create divisions in the society. A country that lowers the quality of education and allows score competition in exams will collapse. The mystified doctors, less skilled engineers, cowardly judges, money minded accountants, greedy businessmen, inhuman preachers and ignorant teachers cannot serve for the economy's growth. They will soon and surely doom the society with their unethical practices which no one can resist.

Deal with corruption strictly

Corrupt politicians supported by corrupt followers and corrupt police force are increasing. Frauds, burglaries, rape and sexual harassment cases are rising. Govt. recruited bank managers work against the Govt's development policies. Printing of fake notes, introduction of plastic rice, egg, cabbage, etc are becoming uncontrollable. Adulteration is everywhere and in everything. Fruits become ripe with chemicals. Even the small kids' products are adulterated. The Govt. should deal with such unscrupulous people severely.

Nationalise education sector

Education in India has been regulated on a not-for profit basis. This encourages corrupt people, money launderers and politicians to use education institutions to hide their black money, and earn heavy income from education business through clever structuring. Govt. cannot regulate them. Hence, it is high time to nationalize private educational institutions in tune with federal structure and compensate the investors sufficiently. Education up to tenth should be made free of cost.

Educational Transformation In National Development

Roles of education in the process of national development

1. Increasing production

Education helps in increasing production by equipping men and women with the latest knowledge of science and technology. Education must be related to productivity to increase national income i.e. total output of final goods and services expressed in real terms.

Following are the ways by which education is related to productivity

- (i) Making science as a basic component to education and culture.
- (ii) Introducing socially useful productive work (S.U.P.W.) as an integral part of general education.
- (iii) Vocationalizing education, particularly at the secondary school level to meet the needs of industry, agriculture and trade.
- (iv) Improving scientific and technological education and research at the university stage with special emphasis on agriculture and allied science.

2. Development of Talents and Virtues

The key to the development of nation lies in cultivation of talents and practical virtues. The awakened mind, right knowledge, sophisticated skills and desirable attitudes are the indicators of national development. Education helps in unfolding the latent powers or

talents for the purpose of harnessing the process of national development and personal development.

Full-flowering of talents and virtues by a suitable programme of education surely contributes to the pace of progress of a nation. Thus, education is considered as a means to harnessing talents and virtues for achieving development of a nation in all its facets.

3. Development of Human Resources

Human resource development is essentially a key indicator of socio-economic development of a country and the quality of life of its people. It is the maximization of the realization of the potential of human beings as well as promotion of its optimum utilization for economic and social progress.

The NPE (1986) beautifully states, **“The human being is a positive asset and a valuable national resource which need to be cherished, nurtured and developed. The catalyst action of education in this context needs to be planned and implemented meticulously”**.

Development of sound human resource is sine-qua-non for the development of nation. Although, physical resource development is essential but development of physical resource is possible by the development of human resource. Thus, the need of the hour is to develop an army of skilled man-power to meet the challenges of time and the requirements of the nation.

The man power needs to be elevated by, means of development of skills, knowledge and training. Therefore, traditional knowledge is not required but the need of the hour is the introduction of scientific and technological knowledge. As such, a sound base of human resource is the foundation of economic growth and national development.

4. Development of Individual Personality

Education aims at all round development of individual personality in all its manifestations— physical, mental, social, emotional, moral, spiritual and aesthetic. Without development of individual, national development cannot be possible.

Development of individual includes certain qualities— development of self-confidence, generation of scientific temper, attainment of self-sufficiency, sense of devotion to duty, discipline and decency, sense of dedication, promotion of social and ethical values, fostering a positive attitude towards unity and integrity of nation, and cultivation of social efficiency.

Therefore, education helps the individuals in developing and fostering the aforesaid qualities required for the resurgence and development of a nation. Education should be expanded to cover all segments of population. Education transforms people socially, culturally and economically to establish a socialistic, democratic and secular social order.

5. Promotion of Social and National Integration:

Social cohesion is a stepping-stone to achieve national integration which in turn helps in the process of national development. Our education and other activities should be geared to strengthen unity and solidarity of the nation.

The following steps are recommended by Kothari Commission in order to reinforce national development:

- (i) Introduction of a common school system of public education.
- (ii) Organisation of social and national service programmes.
- (ii) Organisation of community life in the schools.
- (iv) Developing all modern Indian languages.
- (v) Encouraging participation of students in community living on the school campus.
- (vi) Taking necessary steps to enrich Hindi as quickly as possible.
- (vii) Regional languages should be gradually adopted as the medium of instruction in higher education.
- (viii) The teaching and study of English should continue to be promoted right from the beginning.

6. In Respect of Modernisation

Modernisation is said to be the royal road to national development.

Education plays an important role in national development by performing the following:

- (i) Awakening of curiosity, proper interest, attitudes and values; and building up proper skills as independent study and capacity to think and judge properly.
- (ii) Adopting novel methods of teaching.
- (iii) Changing the composition of the intelligentsia and educated people of all strata of society.
- (iv) Emphasizing vocational subjects, science based education and research.
- (v) Establishing major universities/institutions of excellence in the country.

7. Developing Democratic Values:

Fostering democratic values like co-operation, mutual understanding, freedom, equality, justice, mutual help, sharing of experiences, shouldering of responsibility, taking leadership etc. is essential for the progress and development of a nation.

Education helps in development of democratic values through the following:

- (i) Organizing student self-government in schools.
- (ii) Decentralizing educational management and administration.

8. Establishing a Socialistic Pattern of Society

Education helps in achieving national development by establishing a socialistic pattern of society through the following:

- (i) Equality of educational opportunities.
- (ii) Common school system of public education.
- (iii) Compulsory social and national service.
- (iv) Liberal provision of scholarships.

9. Developing Secular Outlook

Fostering secular outlook is essential for the development of a nation.

Education helps in fostering secular outlook in the following ways:

- (i) Provision of instruction in moral, spiritual and social values.
- (ii) Incorporating well-fitted information about each of the major religions of the world.
- (iii) Presentation of high ideals of social justice and social service before the students.
- (iv) Helping students in applying rationality to all religions.

10. Promotion of International Understanding

For the national development like national integration, internationalism is of crucial importance.

It can be promoted by education in the following ways:

- (i) Stressing the solid contribution given by various nations in the progress of humanity.
- (ii) Reinstating text books in proper perspectives by eliminating hostile material about other communities.
- (iii) Helping in fostering cosmopolitan outlook.
- (iv) Eliminating negative attitude in the minds of students towards other communities or races of the universe.

11. Synthesizing Cultural and Scientific Values

Education brings a synthesis between cultural and scientific values which is essential for development of a nation. Science should not be isolated from the main stream of our hoary tradition and moorings of the past. The blending of cultural values with that of scientific values paves the way for national development.

So, the need of the hour is the reflection of cultural and scientific values in the curriculum at every stages of education.

In this way, education plays a very pivotal role in bringing about national development. It is education which acts as a powerful instrument to bring about national development in its true sense. A nation cannot sit idle ignoring its role towards education. It should invest on education today and tomorrow for a better life of the nation and her people. NPE (1986) conceived education as a **“unique investment in the present and the future.”**

The Rights Of The Child

The meaning of the child and the rights of children *“Humanity has to do its best for the child.”* Declaration of Geneva.

Definition of the child

Etymologically, the term “child” comes from the Latin *infans* which means “ the one who does not speak “. For the Roman, this term designates the child from its birth, up to the age of 7 years.

This notion evolved a lot through centuries and cultures to finally designate human being from birth until adulthood. But this conception of the child was wide and the age of the majority varied from a culture to another.

The [Convention on the Rights of the Child](#) of 1989 defines more precisely the term “child”:

“a child is any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier”

The idea, through this definition and all the texts concerning child welfare, is that the child is a human being with rights and dignity.

What characterizes the child, is their youth and vulnerability. Indeed, the child is growing, a future adult, who has no means to protect themself.

So, the child has to be the object of a particular interest and a specific protection. In this perspective, texts proclaiming the protection of the child and their rights were adopted.

Definition of the rights of the child

The recognition of the rights of the children

Children's rights were recognised after the 1st World war, with the adoption of the [Declaration of Geneva](#), in 1924. The process of recognition of children's rights continued thanks to the UN, with the adoption of the [Declaration of the Rights of the Child](#) in 1959.

The recognition of the child's interest and their rights became a reality on 20 November 1989 with the adoption of the [International Convention on the Rights of the Child](#) which is the first international legally binding text recognizing all the fundamental rights of the child.

Children's rights: human rights

Children's rights are human rights. They protect the child as a human being. As human rights, children's rights are constituted by fundamental guarantees and essential human rights:

- ◆ Children's rights recognize fundamental guarantees to all human beings: the right to life, the non-discrimination principle, the right to dignity through the protection of physical and mental integrity
- ◆ Children's rights are *civil and political rights*, such as the right to identity, the right to a nationality, etc.
- ◆ Children's rights are *economic, social and cultural rights*, such as the right to education, the right to a decent standard of living, the right to health, etc.
- ◆ Children's rights include individual rights: the right to live with his or her parents, the right to education, the right to benefit from protection, etc.
- ◆ Children's rights include *collective rights*: rights of refugee and disabled children, of minority children or from autochthonous groups.

Children's rights: rights adapted to children

Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.

Children's rights take into account the necessity of development of the child

The children thus have the right to live and to develop suitably physically and intellectually.

Children's rights plan to satisfy the essential needs for good development of the child, such as the access to an appropriate alimentation, to necessary care, to education, etc.

Children's rights consider the vulnerable character of the child

They imply the necessity to protect them. It means to grant particular assistance to them and to provide protection adapted to their age and to their degree of maturity.

So, the children have to be helped and supported and must be protected against labour exploitation, kidnapping, and ill-treatment, etc.

Right to Survival

- Right to be born
- Right to minimum standards of food, shelter and clothing
- Right to live with dignity
- Right to health care, to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy

Right to Protection

- ◆ Right to be protected from all sorts of violence
- ◆ Right to be protected from neglect
- ◆ Right to be protected from physical and sexual abuse
- ◆ Right to be protected from dangerous drugs

Right to Participation

- ◆ Right to freedom of opinion
- ◆ Right to freedom of expression
- ◆ Right to freedom of association
- ◆ Right to information
- ◆ Right to participate in any decision making that involves him/her directly or indirectly

Right to Development

- ◆ Right to education
- ◆ Right to learn
- ◆ Right to relax and play
- ◆ Right to all forms of development – emotional, mental and physical

Child Rights and the world

People from across the world striving for social justice have often directed their efforts toward the most vulnerable in society—the children.

From Princess Diana's charitable work on behalf of children to the efforts of activists like Grace Abbott and the youngest Nobel laureate in history—Ms. Malala Yousafzai, these famous children's right activists have put commendable efforts in helping improve the lives of the youngest citizens.

2014 Nobel Peace Prize awardees—Ms. Malala Yousafzai and Mr. Kailash Satyarthi have reminded us all of the need to keep on advancing in providing opportunities that has an important effect on all children. The opportunities are meant to be meaningful enough to allow them to learn and gain the mindsets and skills that would empower them to be free, develop themselves, their communities and the world.

Mr. Kailash Satyarthi's struggle to liberate children from child labour had cost him many life threats, including bullet wounds by those who exploit young boys and girls for economic gain. Wearing flak jackets, and armed with strong determination, he and his team raided many illegal factories and mines to rescue the children who are sold into servitude. It has been 30 years now since he started his movement. A movement that has one clear purpose—no child shall be a slave.

On the other hand, when one thinks of Ms. Malala Yousafzai, the first thing that pops in one's mind is education. The second is—education for girls. In 2009, when she was just 11, she wrote to BBC about the norm of banning female education under the Taliban regime in the Swat Valley (her hometown). Her article gained tremendous momentum worldwide. She started her fight for the education of girls at that small age and began to speak publicly and to the press, which caused her and her family receive constant death threats.

"I strongly feel that this is a big honour to hundreds of millions of the children who have been deprived of their childhood and freedom and education." – Mr. Kailash Satyarthi.

"I speak not for myself but for those without voice... those who have fought for their rights... their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated." – Ms. Malala Yousafzai.

The Right to Education

The father of modern education—John Amos Comenius proposed – "all persons should be educated, so we could have peace in the world". Visionaries of the world understood that peace meant guaranteeing every person certain rights that are conditional for humanity—education being one of the most important.

The addition of the Right to Education (RTE) in the Universal Declaration of Human Rights in 1948 was the beginning of a remarkable expansion of educational opportunities around the world. The parliament of India enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) on August 2009. The same got enforced on April 1st 2010.

As per the act, education is a fundamental right of every child who is between 6 and 14 years old. The act also states that until the completion of elementary education, no child shall be held back, expelled or required to pass a board examination. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age.

As a charity for child rights, **Smile Foundation** has been providing education to marginalized children in poor rural and urban communities in 25 states of the country. Its flagship programme – [Mission Education](#) exemplifies the global struggle for universal education. The programme has succeeded in bringing more than 200,000 children to school since its start in the year 2002.

Underprivileged kids lag at all stages of education. When earning a livelihood and taking care of the members of the family becomes a primary matter of concern in one's life, education stands a little or, very often, no chance of pursuance. For the millions of underprivileged people in India, education is a high-priced luxury, and this negative outlook continues on with every new generation. Poverty damages childhood with significant effects on a child's physical and mental health, as well as educational achievement. It limits the expectations of the child's ability to perform well in school, constantly reminding him/her of the miniscule chance he/she has to overcome adversity and poverty.

Last year, 51% of the total beneficiaries in Mission Education centres across India were girls. Also, 87% of the total eligible students are successfully mainstreamed in private and government schools.

Concepts of Quality and Excellence in Education

Quality education

Learners who are healthy, well-nourished, and eager to participate and learn, with their families and communities supporting them in their learning;... Outcomes that include knowledge, skills, and attitudes, and are related to national goals for education and good participation in society.

Quality education is supported by three main pillars: availability to qualified teachers, the utilisation of quality learning resources and professional development, and the creation of safe and supportive learning environments.

Importance of quality education

Quality education lays the groundwork for societal fairness. One of the most basic public services is high-quality education. It not only informs but also empowers residents, allowing them to participate as much as possible in their communities' social and economic growth.

Education is a key to escaping poverty and enabling upward socioeconomic mobility. Education aids in the reduction of inequities and the attainment of gender equality, as well as the promotion of tolerance and a more peaceful society.

Three most important things necessary for quality education

Here are the three things that are required to provide high-quality education:

1. Study the content at your leisure at home, according to your learning needs.
2. Regroup in the classroom for hands-on workshops and conversations. Students are mentored by teachers.
3. With all of the insights from their class/group conversations, you may expand your knowledge at home.

To attain the goal of quality education

1. The process can start with ensuring the enrollment and attendance at the schools.
2. Significant progress is possible when countries prioritize the concept of 'learning for all'. This progress is just the beginning of a global movement, with every student in every country learning about the basic life skills and approaches for sustainable development from well trained teachers equipped with resources and well-designed curriculum.
3. To help resolve the dire crises of education in the developing countries, concrete and strict policies should be recommended by the policymakers. Every stakeholder (Government, teachers, parents, and even students) in the education sector needs to work towards the implementation of these policies.
4. Every stakeholder (Government, teachers, parents, and even students) in the education sector needs to work towards the implementation of these policies. Also, the performance of those policies needs to be assessed and monitored timely.
5. The educational framework for action needs to be introduced strictly and to review functions to catalyze and monitor progress.

6. There is an urgent need of educational reforms and persistence as well.
7. With a well-designed set of commitments and targets coupled with effective education programs can instill the importance of achieving the equitable, high quality education for all.

The Targets of Quality Education

Everyone can participate in their ways to provide quality education around the world. Here are some of the targets that the UN has set for 2030 in this section:

- ◆ By 2030, ensure that there is free primary and secondary education for girls and boys for effective learning outcomes
- ◆ By 2030, ensure that both girls and boys have access to quality early development and pre-primary education
- ◆ Ensure equal access to affordable and quality technical, vocational and tertiary education
- ◆ Increase the number of people, both youth and adults who have relevant skills for employment, jobs and entrepreneurship
- ◆ Eliminate all discrimination in education
- ◆ Ensure universal literacy and numeracy
- ◆ Ensure education for sustainable development and global citizenship
- ◆ Ensure the building and upgrading of inclusive and safe schools
- ◆ Expand higher education scholarships for developing countries
- ◆ Increase the supply of qualified teachers in developing countries

To promote Quality Education

- ◆ Find a charity that works for quality education, donate or get involved in other ways
- ◆ Donate the books that you have used to those who need it
- ◆ Promote and take free online courses
- ◆ Visit local schools, see what school supplies they need and start a drive to provide it to them
- ◆ Mentor young children and help them with their homework or projects

Dimensions of a Quality Education

- ◆ Equity
- ◆ Sustainability
- ◆ Contextualisation and Relevance

- ◆ Balanced Approach
- ◆ Child-friendly Teaching and Learning
- ◆ Learning Outcomes

Quality of a Good Teacher

A good teacher should have several qualities and some of them are:

- ◆ A good teacher should be a good communicator and must know not only how to communicate with the students but also with the other teachers and school authorities especially when it comes to sharing the problems of the students as well.
- ◆ A good teacher is a good listener and must know to listen to the students and know their needs
- ◆ Adaptability is a crucial value of a good teacher, especially in these times as schools are moving online
- ◆ Good teachers are empathetic and patient with their students and understand what they are feeling and need.

Teachers are not the only ones who are responsible for providing high-quality education. A public obligation must exist to ensure that all citizens have access to high-quality education.

3 pillars of education

Curriculum, instruction, and assessment are the three pillars of education.

Quality of Life

Quality of life (QOL) is a broad multidimensional concept that usually includes subjective evaluations of both positive and negative aspects of life.

“Quality of life” has meaning for nearly everyone and every academic discipline, individuals and groups can define it differently.

Health is one of the important domains of overall quality of life.

There are other domains as well—for instance, jobs, housing, schools, the neighborhood. Aspects of culture, values, and spirituality are also key domains of overall quality of life that add to the complexity of its measurement.

Researchers have developed useful techniques that have helped to conceptualize and measure these multiple domains and how they relate to each other.

Importance of Quality of life

Quality of life is important to everyone.

The World Health Organization (WHO) defined health very broadly as long as a half century ago, health in the United States has traditionally been measured narrowly and from a deficit perspective, often using measures of morbidity or mortality.

Health is seen by the public health community as a multidimensional construct that includes physical, mental, and social domains.

Medical and public health advances have led to cures and better treatments of existing diseases and delayed mortality, it was logical that those who measure health outcomes would begin to assess the population's health not only on the basis of saving lives, but also in terms of improving the quality of lives.

Health-related quality of life

The concept of Health-Related Quality Of Life (HRQOL) and its determinants have evolved since the 1980s to encompass those aspects of overall quality of life that can be clearly shown to affect health—either physical or mental.

- ◆ On the individual level, HRQOL includes physical and mental health perceptions (e.g., energy level, mood) and their correlates—including health risks and conditions, functional status, social support, and socioeconomic status.
- ◆ On the community level, HRQOL includes community-level resources, conditions, policies, and practices that influence a population's health perceptions and functional status.
- ◆ On the basis of a synthesis of the scientific literature and advice from its public health partners, CDC has defined HRQOL as “an individual's or group's perceived physical and mental health over time.”³

The construct of HRQOL enables health agencies to legitimately address broader areas of healthy public policy around a common theme in collaboration with a wider circle of health partners, including social service agencies, community planners, and business groups.⁷

HRQOL questions have become an important component of public health surveillance and are generally considered valid indicators of unmet needs and intervention outcomes. Self-assessed health status is also a more powerful predictor of mortality and morbidity than many objective measures of health. HRQOL measures make it possible to demonstrate scientifically the impact of health on quality of life, going well beyond the old paradigm that was limited to what can be seen under a microscope.

Different Stakeholder In School/ Teacher Education

Stakeholders are people with a personal interest in the system. It includes those who directly participate in it or who it can affect. Stakeholders are people with an investment or interest in the system. This includes those with direct involvement, such as teachers, parents and students, and indirect roles, such as government ministers, local MPs, businesses and the community. These people can be instrumental in the success or failure of a school or the educational system. Every stakeholder in education has a purpose. Individuals might not seem very impactful on their own. By working with other stakeholders and sharing ideas and plans, they often achieve common educational objectives. This team effort improves the chances of realising those goals and creating positive student outcomes. Stakeholders aim to ensure that students receive a quality education. Using instruction to prepare students for life after school helps them become productive members of society. This strengthens the community as a whole.

Types of stakeholders

Internal stakeholders

An internal stakeholder is someone who works or studies in an educational institution. This includes those who receive remuneration for their contribution. Internal stakeholders focus more on the organisation's success because their income or education depends on it. Internal stakeholders include

Students

Students are the reason for a school's existence, they're the primary stakeholders. Any changes to the system directly affect them. They rely on the system to provide them with good education and the skills to succeed in life as adults. In return, they attend classes, complete their homework and study for exams. Many educators believe that students deserve input regarding what they learn and how they're taught.

Parents

Parents are key stakeholders because they pay for their children's education. In return, they want their offspring to receive a great education that prepares them for leaving home and embarking on a career. Parents ensure they attend classes and comply with the school's policies. They complement their children's formal education by ensuring they complete their homework, study for exams and follow healthy diets and sensible sleep patterns. Parents expect the school to keep their children safe and reinforce the values taught at home.

Teachers

Teachers are directly responsible for student education. They have a degree of control over what they teach and how they instruct their classes. Teachers prepare lessons according to the curriculum and prepare students to progress to the next year. They also help children accept and adapt to a class of students with different abilities, diverse cultures and various background.

Teachers are instrumental in the success of a school because they create environments and plan lessons for improving student performance and maintaining school attendance levels. To do this, they engage with parents and other stakeholders to formulate the best way to deal with each child. The school's success is crucial for teachers and support staff because their jobs and income depend on it.

Support Staff

Support staff includes cleaners, kitchen staff, transport, security and office staff. These employees contribute to the daily running of the school. They ensure the premises are clean and hygienic, the meals students receive are nutritious, transportation to extracurricular or off-campus activities is safe and the building is secure at all times. Support staff also includes other professionals, such as social workers and psychologists. They help schools to support children with special needs and help them progress.

School Administrators

Administrators include school principals, assistant principals and other senior staff members. They're responsible for ensuring that the school runs efficiently and effectively. They collaborate with other stakeholders to help them make strategic decisions and implement improvement.

The School Board

School boards mostly consist of community members that the community elects to oversee the facilities in their local area and ensure that they provide a quality education that meets educational standards. They have a financial responsibility regarding using taxpayer money and other resources sensibly. Board members are responsible for ensuring that their schools help students succeed. They may request that administrators develop and implement programmes to meet educational goals.

External Stakeholders

External stakeholders are those who do not directly participate in the school system daily. They're not employees of the institution and don't realise any financial gain from it. They

have a personal interest in the institutions' success or failure, as it could impact them. External stakeholders include

Local businesses

The business community's stake in education revolves around ensuring that students leave school with the knowledge and skills to enter the workforce. They provide various resources to the schools in their area, including financial aid, books and other supplies. Many businesses offer internships and training opportunities to students and graduate

Government and local authorities

Government officials determine the protocols and objectives of the education system. Different ministers regulate educational strategies, including health and nutrition. Local authorities and officials want to ensure that the future workforce learns essential knowledge and skills. They want to ensure that students are ready to become productive members of their communities. Well-educated students are more employable and able to earn decent wages. This reduces the number of people relying on the benefits system and other government and council assistance packages.

Education Policymakers

Policymakers determine the laws and regulations governing schools and other educational institutions. They also allocate funds to enable schools to remain effective in preparing students for life after school. Policymakers often collaborate with other stakeholders to ensure that schools accommodate the requirements of students, their parents, local businesses and the community.

Voters

Voters elect the officials who set the regulations governing schools and educational institutions. They also select the board members in their local academy. Voters want to make sure that the portion of tax money that regulators spend the relevant portion of tax money sensibly and that schools provide students with a quality education

Taxpayers

Taxpayers are the people funding the education system. They want to make sure that the authorities spend that money effectively. Taxpayers' aim is for children to receive a good education, including the values and skills necessary for successfully entering the workforce

Community

Local communities are stakeholders because they're the ones who benefit from an educated community. Well-educated students are likely to become civic-minded, self-confident leaders. They may participate in community programmes and local campaigns.

Philanthropists

Philanthropists often donate money to schools and other educational institutions. They may offer scholarships on merit or bursaries on need. Their interest revolves around ensuring their money is well spent on improving students' lives

Unions

Unions represent teachers and education employees, negotiating salaries, benefits and working hours on their behalf. This includes making sure that institutions don't exploit members by overworking or underpaying them. Their collective bargaining strategies aim to ensure that their members' working conditions are acceptable and that their employers treat them fairly and inclusively.

Universities

Universities and other tertiary learning institutions are stakeholders in high school education. They want to ensure that students leave with the knowledge and skills to succeed in furthering their education. Suitably qualified high school graduates enable universities to maintain their academic benchmarks without spending money on remedial education for students not ready for more in-depth learning endeavours.

Significant Role of Stakeholders

Each interested party forms an integral part of a specific school or the entire educational system. So, basically, all of them are crucial for the professional development of education, as they can have a positive impact or, on the contrary, lead to failure.

Different stakeholders, whether it be faculty, community members, or family, can significantly improve children's education environment if they collaborate and share their ideas, goals, and plans.

Interaction of stakeholders in the Educational System

Stakeholder engagement in education is very common across the USA. It enables unhindered connection and mutually advantageous communication between education leaders and individuals interested in education, such as teachers, parents, students, etc. To be successful, stakeholder engagement needs to be conscious, comprehensive, and systematic throughout the process and include decision-making options.

The engagement may apply to the following topics: use of assents, school feedback, planning of innovations, strategy set-up, parents' engagement, and more.

Process of Engagement

Stakeholder engagement does not mean that they will make group decisions. Their role is to make sure that their ideas, suggestions, and interests are well-heard and taken into account throughout a more transparent decision-making process.

Basically, there are four steps performed throughout the engagement process:

1. **Planning:** An initial plan is necessary to determine which goals and plans will be affected and which participants will be there during the process. Moreover, it is important to gather thorough background information and prepare the list of necessary questions.
2. **Participation:** It is the most comprehensive engagement phase involving a discussion and gathering of all possible ideas and suggestions from each other. This step also includes prioritization of the obtained information.
3. **Analysis:** The third step is probably the most time-consuming. It requires consolidation of all the input data, the establishment of new goals and a description of the new course, and a relevant list of actions.
4. **Sharing:** This step includes a detailed proposal completion and presenting it to the relevant parties with the necessary argumentation and comments.

The Benefits of Stakeholder Engagement

Each time education leaders need to make decisions. They can choose one of the three options: inaction, relying on their own opinions, or reaching out to concerned parties.

The last option has several benefits to consider:

- ◆ Possibility to make significant decisions quickly and at a lower cost;
- ◆ Further support from interested parties participating in the decision making;
- ◆ Increasing awareness and obtaining more ideas;
- ◆ Better outcome;
- ◆ Improvement of trust and respect for the educational leader.

Engagement is probably the best option to make a major decision as it is time-consuming and risk-eliminating. Moreover, it comes with a bonus of further relationship improvement.

Media

Use of Educational Media is essential for teaching & learning process. Media can be utilized in almost every discipline to enhance learning in class and out of class. Media is helpful to all types of learners having different Learning Styles- visual, auditory and kinesthetic. It keeps the learner focused and actively engaged in teaching learning process in classroom.

Definition

A media is a learning and teaching or learning software. Media itself means a method of communication. Educational media refers to channels of communication that carry messages with an instructional purpose. They are usually utilised for the sole purpose of learning and teaching (Webcrawler, 2013).

Classification of Educational Media

There are different ways to classify media. Print media, non-print media, and electronic media.

(1) Print media:

These include: books, journals, magazines, newspapers, workbooks, and textbooks. These are easy to use, portable and inexpensive.

(2) Non-print media: These include: projected and non-projected media.

(3) Electronic media: These include audio media, visual media and audio-visual media, projected media and non-projected media.

(i) Audio media: These are the teaching-learning devices that appeal to the auditory sense. In other way these media can be heard alone, it carries sounds, for example audio tapes, record player, radio.

(ii) Visual media: These are the media that appeals to the sense of seeing (eyes) or the media which can be seen, example: television, computer, white board.

(iii) Audio-Visual: It refers to those instructional materials which provide learners with audio and visual experiences by appealing to the hearing and seeing senses at the same time, for example television, video tapes, and closed circuit television (CCTV).

(iv) Projected media: Projected media belong to a group of instructional resources which can only be accessed by means of projecting their content on the screen or wall using a projector machine specially designed for the purpose Gwarinda (2002). Projected media are usually a combination of software and hardware. These require light source for projection, for example, film projector slides, and so on.

(v) Non-projected media: These aids do not require any projection on screen. These do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models and so on.

Multimedia

Multimedia combines five basic types of media into the learning environment- text, video, sound, graphics and animation, thus providing a powerful new tool for education. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms (Vaughan, 1993). Multimedia is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope (Vaughan, 1993).

Relevance of Educational Media in Teaching & Learning Process

Teachers are the pillars of education system. Quality of teachers helps in maintaining high quality of teaching and learning process. This in turn affects the high outcomes. Leaders set an example for implementation of curriculum in the classroom and beyond. This implementation has a profound effect on the way technology is utilized and embedded in teaching & learning process.

There are various types of educational media and multimedia technology currently utilized in teaching and learning processes which are: computer system, microphone, mobile device, interactive white board, digital-video-on demand, online media stream, digital game, pod-cast and so on.

Educational media help from introduction of lesson to evaluation of lesson i.e. from start to end in a teaching learning process. It provides concrete experiences which serves as a basis of thinking, reasoning and problem solving. It increases the initial learning and permanency of learning. Computer plays a key role in the modern education system. Students find it easier to refer internet than searching information from fat books. The process of learning has gone beyond from textbooks to internet with a large amount of information.

Education has no longer limited to classrooms, it has reached far and wide. Location far away from each other has come closer due to computer and internet. Presentation of information has become easier; it has facilitated audio-visual

representation of information and makes the process of teaching and learning easier and interactive.

Computer system allows a teacher in the classroom to demonstrate a new lesson, animate, present new materials, illustrate how to use new programs and show new websites. In a classroom with noise, microphones can be used in teaching learning process.

Mobile devices such as clickers or smartphones can be utilised in enhancing feedback activities during and after instruction delivery by the teacher. An interactive whiteboard provides touch control of computer applications which enhance the experience in the classroom by displaying visuals that can be viewed on a wider screen by learners'. This assist in visual learning, and interactivity for learners' to draw, write or manipulate images on the interactive whiteboard. The digital video eliminates the need for in-classroom hardware players and allows teachers and learners to access video clips immediately without the internet access. Online media streams can enhance streamed video websites for classroom teaching and learning processes. The digital game motivates the learners in learning a particular concept at hand and its use is increasing every day. Podcast (Popular medium specifically for accessing and assimilating audio and video information) is relatively new invention. Video Conferencing -Integration of computer with telecommunication systems.

Blended Learning:

It is a combination of both face-to-face and online learning. There is a variation in which online learning takes place and the way it is embedded in the curriculum from school to school. This approach of combining online learning with classroom instruction is helpful in accommodating student's diverse learning styles and to enable them to work in/out side class, which is not possible in traditional classroom. This learning offers strength to improve educational productivity by increasing rate of learning, utilizing time outside the school, giving low cost instructional materials and better utilizing teacher time. This learning can helps in remote areas where student and teachers are far away distance.

Open Educational Resources:

OER are teaching, learning and research resources that reside in the public domain and are freely available to anyone over the web. These are important online resources for teaching and learning and range from podcasts to digital libraries etc. and are also accessible to disable students. Schools used these resources to support teaching learning

process. Electronic grade books, digital portfolios, learning games and real-time feedback on teacher and student performance, are a few ways of using technology in class.

Computer-Based Instruction (CBI):

The earliest forms of computer-based instruction were heavily influenced by the behavioral psychology of Skinner. These programs were one of the forms of programmed instruction. They presented information to the learners' in small bits, required the learners' to make overt responses to the information as stimulus, and provide feedback to the learners' along with differential branching to other segments of instruction or to drill-and-practice routines. Computers as tutors have positive effects on learning as measured by standardized achievement tests, and were more motivating for learners, accepted by more teachers than other technologies, and were widely supported by administrators, parents, politicians, and the public.

The most positive research news about learning from television can be found in the classroom where 40 years of research showed positive effects on learning from television programs that were explicitly produced and utilised for instructional purposes

There is strong evidence that television is utilized most effectively when it is intentionally designed for education and when teachers are involved in its selection, utilization, and integration into the curriculum. In the past, the biggest barrier to the integration of television programs into the classroom was the fixed-time limitation of instructional broadcasts, but the wide-spread availability of videocassette recorders (VCRs) has provided teachers with the ease-of-use and flexibility they require. Increasingly television is coming into schools via cable and satellite transmissions. Most often, programs received via satellite dish or cable are recorded by media specialists or technology coordinators and subsequently made available for teachers when and how they choose.

Effective Service Delivery in Teaching and Learning Processes

In order to have effective service delivery in teaching and learning the use of educational media and multimedia technology is important. Education media and multimedia technology service delivery has had a dramatic impact on teaching and learning, especially with the ready access to new technologies, educational institutions are well positioned to take advantage of these rapid changes.

There are number of educational media and multimedia which helps in effective service delivery:

- (1) Program Management Databases can help program staff to track learners' placements, community partner contact information and the academic calendar.
- (2) Community Partner Participation: A well-publicized web site can describe the service delivery programs to enhance co-operative learning within the community, and provide easy access to forms for registering a community project and highlight stories of positive community partner experiences.
- (3) Curricular Tools Online modules and case studies can enhance classroom and community-based learning.
- (4) Community Service Meaningful community service doesn't necessarily have to involve regular or on-going face-to-face contact between learner and community partner, and it can entail, meeting with community learners in a web design course with a service-learning component.
- (5) Reflection Electronic discussion groups can enable learners across different service learning sites to regularly communicate, share their experiences and respond to reflective questions posed by faculty and one another.
- (6) Program Evaluation Online surveys can enable learners and community partners to respond to questions about their experiences and the impact of the program. Databases can facilitate the tracking and storage of program evaluation information.

New trends

Implementation of educational media technology helps in supporting education related apps and social media. It enables easy learning by providing access to mobile devices, which helps students meet defined standards as well as challenges.

Live classroom

The live classroom facility enables a learner to take class in real time. This online virtual classroom is a significant shift from traditional blackboard classroom.

Multi-touch technology

This is a major transformation from black board, white board & smart board to mobile devices. This multi touch screens helps the learner to feed inputs which boost interaction of learner in classroom environment.

Digital daily

The learning process has transformed from textbooks to digital books.

Electronic digital papers are thin and extremely light-built.

They come with a light-weight, durable frame and are portable.

The cloud storage feature helps handwritten notes and documents to be saved, shared, synced and accessed securely, which raises productivity and restructures collaboration with others.

Social media

Digital awareness and social media understanding are much needed to assist students connect with others. Students can shoot queries in global communities with a large, knowledgeable audience to answer and guide them. This helps student's access necessary solutions, encourages them to learn & share ideas, participate in discussions using hash-tags and communicate through blogs. Degree certificate for online courses: Even though we invest plenty of time in online courses, the completion certificate is not weighed as equal to a classroom training certificate. Universities should provide a valid, official certificate for courses completed online. This change should be credited. Once this change is accepted, all the certificates and degrees will carry equal value.

ICT

Use of ICT in teacher Education

The classroom is now changing its look from the traditional one i. e. from one way to two way communications. Now teachers as well as students participate in classroom discussion. Now Education is based on child centric education. So the teacher should prepare to cope up with different technology for using them in the classroom for making teaching learning interested. For effective implementation of certain student centric methodologies such as project-based learning which puts the students in the role of active researches and technology becomes the appropriate tool. ICT has enabled better and swifter communication; presentation of ideas more effective and relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed then before. So for this reason ICT is very much necessary for Teacher Education.

Recent Trends in Teacher Education

Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. New trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated

Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Different Strategies for applying ICT in Teacher Education

- i) Providing adequate infrastructure and technical support.
- ii) Applying ICT in all subjects.
- iii) Applying new Pre-service teacher Education curriculum.
- iv) By using application software, using multimedia, Internet e-mail, communities, understanding system software.

Role of ICT in 21st Century's Teacher Education

ICT helps teachers

- ◆ in pre-service and in-service teachers training
- ◆ to interact with students.
- ◆ in preparation their teaching, provide feedback.
- ◆ to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc.
- ◆ in effective use of ICT software and hardware for teaching – learning process.
- ◆ in improve Teaching skill, helps in innovative Teaching.
- ◆ in effectiveness of classroom.
- ◆ in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees.
- ◆ in replacing the ancient technology.
- ◆ in preparation for teaching different methods and strategies.
- ◆ in word processing, Database, Spreadsheet etc.
- ◆ for their practice teaching.

Non-Governmental Organizations NGOs

Non-governmental organizations, or NGOs, were first called such in Article 71 in the Charter of the newly formed United Nations in 1945. While NGOs have no fixed or formal definition, they are generally defined as nonprofit entities independent of governmental influence.

As one can tell from the basic definition above, the difference between nonprofit organizations (NPOs) and NGOs is slim. However, the term "NGO" is not typically

applied to U.S.-based nonprofit organizations. Generally, the NGO label is given to organizations operating on an international level although some countries classify their own civil society groups as NGOs.

[NGO activities](#) include, but are not limited to, environmental, social, advocacy and human rights work. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting citizen participation.

Role of NGO

NGOs work at the grassroots level to help underprivileged children access quality education. They play an important role in supporting the most vulnerable children access their Right to Education through innovative ideas such as forming student groups and child-tracking system, holding awareness workshops with parents to ensure that they send children to school and form parent committees to ensure that schools are run properly.

Role of Non-Governmental Organizations (NGOs)

- ◆ NGOs try to reach out to the most vulnerable sections of the society.
- ◆ NGOs can provide financial assistance to children who have to dropout because of lack of money by giving them free education at their own expenses.
- ◆ NGOs can reach out to children who cannot go to school because of inaccessibility and teach them at their homes.
- ◆ NGOs also assist in the higher education of child and work towards imparting skill based education to them.
- ◆ NGOs play a vital role to bring awareness among peoples specially in the field of health, diseases, medicine.

Objectives of NGOs in India for Children Education

- ◆ Increasing the enrollment in schools.
- ◆ Developing learning skills in local schools & communities.
- ◆ Make education reach to such masses who are unable to attend formal schools due to reasons like poverty, proximity distance, health issues, etc.
- ◆ Replicate their education models and scale them up to serve large number of children to achieve a large-scale impact.
- ◆ Provide [inclusive education to children with special needs](#).
- ◆ [Vocational training to children](#) with permanent disabilities.

- ◆ Work as a catalyst to bring sustainable change in the lives of the children with a life-cycle approach of development.

Functions of NGO are:

- ◆ Human rights and child rights
- ◆ Poverty eradication
- ◆ Animal Rights
- ◆ Prevent Social Injustice
- ◆ Conservation of Environment
- ◆ Aged people care routine
- ◆ Empowerment of women
- ◆ Disease Control and others
- ◆ Health and Nutrition plans
- ◆ Conservation of Wildlife
- ◆ Hygiene and Sanitation conditions
- ◆ Humanitarian Relief
- ◆ Education plans and literacy
- ◆ Refugee Crisis

NGOs contribution to the cause of Education in India

NGOs have spearheaded the movement to provide quality education to the most marginalized and disadvantaged children in India.

- ◆ The most important aspect to promote the diffusion of education is educating parents and communities and all children who need education.
- ◆ To improve the penetration of quality education among the most disadvantaged children is to make learning a fun experience.
- ◆ NGOs collaborate intensively with local communities to form Children's Groups (CG) and School Management Committees (SMC) and work with them to ensure that they take responsibility for children's development.

Civil Society Groups

The term 'civil society' can be traced back to the works of classical Greek and Roman philosophers like Aristotle and Cicero. As a matter of fact, Aristotle is credited with the very first usage of the term. The term, which at that period of time was taken, as synonymous to political institution, has developed a completely opposite meaning in today's discourse and is referred to, as an autonomous body, distinct from the state.

A civil society ecosystem usually includes within its ability

- 1) NGOs, non-profit organizations, and community based organizations that have an organized structure or activity and are typically registered entities and groups.
- 2) Online groups like social media communities with activities that can be organized, but may not necessarily have physical, legal, or financial structures.
- 3) Social movements of collective action, which can be online or physical.
- 4) Religious leaders, faith communities, and faith-based organizations.
- 5) Labor unions and labor organizations representing workers.
- 6) Social entrepreneurs employing innovative approaches for positive social and environmental outcomes.
- 7) Grassroots associations and activities at the local level.
- 8) Cooperatives owned and democratically controlled by the members.

Characteristics of a civil society

- 1) It consists of non-state institutions.
- 2) It consists of a plethora of organizations and institutions outside family, state, and market.
- 3) It is an organized society.
- 4) It is voluntary.
- 5) It is autonomous body.
- 6) It is a nonprofit entity.
- 7) It enables citizen's interaction with the state, thus, facilitating citizen participation in the governance process.

According to Dr. Ramesh Sharan, CSOs in India can be classified under following types:

- 1) Voluntary groups influenced by Gandhian thought.
- 2) Professional rural development agencies
- 3) Civil and political rights groups
- 4) Missionary organizations
- 5) Students, workers, and women movements associated with political parties
- 6) Independent social movements of dalits, adivasis, women, and environmentalists.
- 7) Movements of minority groups (Muslim, Christian, Buddhist)
- 8) Religious movements including both spiritual and fundamentalist.

Role of Civil Society

1) Policy Advocacy

CSOs are engaged in policy dialogues with government in areas of poverty alleviation and empowerment of the disadvantaged sections. These organizations help the government in not only framing the policies in these areas but also help policy execution and policy monitoring and review. 'Save the Children India' is a NGO that works towards the restoration of the rights of children.

2) Protection Role

Association for Protection of Democratic Rights helps provide legal aid to those who have no access to courts of law. Usually such types of CSOs enable legal services and protect the citizens against the repressive attitudes.

3) Promotion of Transparency

The CSOs have enabled the enactment of RTI Act, 2005 and Lokpal and Lokayukta Act, 2013.

4) Mobilization of the Citizens and Resources

These organizations involve communities in development works by engaging them in planning and designing the same. This even helps the government to back track some of its policies that are not people friendly. They have used community resources to undertake initiatives like building community infrastructure, houses, toilets, and in providing basic services like water, electricity etc.

5) As an Active Partners in development

NGOs like 'Asha,' 'Pratham' are actively involved in providing education to the children in rural areas and slums in the country. NGO like 'Rural Health Care Foundation' is providing health care services to the people in rural and remote areas.

Issues faced by CSOs

1) Civil society organizations lack adequate financial resources

Most of the CSOs do not have adequate funds to carry out their work, as the people they serve lack the capacity to pay. They depend on receiving funds from the government/non-government bodies/international institutions. With a simultaneous cut in the international funding, the problem of financial inadequacy of CSO's is only increasing.

2) Inadequate professional and trained staff

There exists a huge shortage of professional and trained personnel in the voluntary sector. Most of the personnel are unqualified and unskilled. Inadequate salaries do act, as a deterrent in appointing of a skilled work force. Professionally qualified and trained

individuals have a preference and inclination to work in high profile cities and offices than a backward and underdeveloped region.

3) Accountability Issues

One of the issues plaguing CSOs is the accountability issue in their own operation and working. Accountability and transparency, especially, in financial matters are found lacking. There have been increasing incidences of misuse of funds by these organizations. In January 2017, the Hon. Supreme Court of India called for an audit of nearly 30 lakh NGOs. This move was taken in the background of the NGOs failing to give an account of expenditure made out of the moneys they had received.

4) Government-Civil Society Interface

The partnership of CSOs with the government has helped in successful implementation of many welfare and developmental programmes. CSOs have also successfully engaged with government in formulating various national level policies. But this interface between the CSOs and government seem to be clouded with an overbearing attitude of governmental officials, bureaucratization, and inertia that has led to a gap in the interface between the two.

Teacher Organisations

Basis of Formation of Teachers Organisation

1. Academically Oriented Teachers Organisations

Concerned with curriculum improvement

leadership development

research and publication of materials needed by specialists in the field

2. Special Education Organisation

play activities other than teaching academic classes.

Teachers depend on other specialty groups for the services and resources

3. Honourary Teacher Organization

These are honourary or recognition organisation.

Some times more than one for almost every area and specialty of the curriculum

4. Service and Honour Teacher Organisation

Appeal to those with a more altruistic aptitude

Objectives of Professional Teachers Organizations

- ❖ To obtain association of teachers and relatives of manual assistances and cooperation.

- ❖ To obtain for them all the rights to which they are entitled.
- ❖ To raise the standards of teaching profession by securing the conditions essential to the best professional service.
- ❖ To promote the welfare of the children of the national by providing better educational opportunity.
- ❖ To promote democratization of the schools as well enable them better to equip their pupils to take their place in the industrial, social and political life of the community

Major priorities of Professional Teacher Organization

- ❖ Make and enforce policy decisions related to initial licensure and advanced credentialing of all educational professional,
- ❖ Determine, adopt and enforce accreditation standards for initial graduate and in-service teacher education.
- ❖ Develop and adopt a code of ethics and rules of procedure in accordance with established concepts of due process.
- ❖ Enforce standards of teaching practice and ethical conduct.

Importance of Teacher Accountability in the Classroom

- ❖ Imparting education and ensuring that everyone gets the benefit of the program.
- ❖ Establishing equality in the classroom environment and making sure that no one is devoid of any opportunity.
- ❖ Following the guidelines and rules of the school and teaching as per all the requirements of the syllabus.
- ❖ A teacher should always follow an unbiased approach in the evaluations of student's papers and assignments.
- ❖ Sincerely and regularly attend classes.
- ❖ Have good knowledge of their area of said expertise.

Role of Teacher Organization towards Teacher Accountability

- ❖ New emphasis on learning
- ❖ New Commitment
- ❖ New Capital
- ❖ Performance Standards
- ❖ Programme Planning and Budgeting

- ❖ Guidance services for students

Family and Local Community

- ❖ Family involvement in a child's education is a major factor in determining success in all areas of the curriculum, including social studies.
- ❖ Family involvement refers to family's active participation in their child's education in both home and school.
- ❖ Home based activities include reviewing the child's schoolwork and monitoring the child's progress, helping with homework, discussing school events or course issues with the child providing enrichment activities pertinent to school success and talking by phone with the teacher.
- ❖ Home based activities related to children's learning at school are important,
- ❖ School based involvement is critical as well.
- ❖ School based activities may include driving on a field trip, staffing a concession booth at school games, coming to school for scheduled conferences or informal conversations volunteering at school and serving on a family-teacher advisory board.
- ❖ The strongest and most consistent predictors of family involvement are the specific school programs and teacher practices that encourage family involvement and guide parents in how to help their children at home.

Types of family involvement every school should consider

Students with parents who are involved in their education are more likely to earn higher grades, enroll in higher-level programs, pass their classes, attend school regularly, have better social skills, and graduate on to postsecondary education.

Education expert Joyce Epstein, a professor at the Johns Hopkins School of Education, has developed a framework that divides types of parent involvement into six categories.

Parenting

The first way parents can support their children's education is by providing a healthy home environment. As an educator, can help parents by offering parenting workshops, helping their families find needed support programs and government assistance programs, and encouraging them to model pro-education behavior, such as reading to and in front of their children.

Communicating

Keeping parents informed and making it easy for them to ask questions or express concerns is vital to parent involvement. Make sure to hold parent-teacher conferences, sending student work home with explanations of their grades, sending out regular e-mails or memos describing the work done in the classroom, and making available to take parent calls and parent-teacher meetings.

Volunteering

One of the most direct ways for parents to involve themselves in their children's education is to volunteer in the classroom and/or school. Invite parents to help out in the classroom and make sure they are aware of volunteer opportunities within the school, such as helping out with office work, aiding safety patrols, running concessions at games, etc.

Learning at Home

Parents and other family members can be great educational resources for students. To help parents provide at-home learning, keep them informed about homework assignments and projects. Provide resources designed to help them understand the subject matter you're teaching. Send home lists of voluntary reading and other activities that can help parents to ensure their children have ways to learn outside of the classroom.

Decision-Making

Good schools and districts run as a partnership between parents and educators. Encourage parents to join the PTA/PTO and participate in local advocacy and support groups focused on education. Make sure parents know about local school board elections.

Collaborating With the Community

Parents who are involved in the community are typically going to be involved in the school system, too. To help them connect, you can provide information on community activities at local museums and parks; develop community service projects that bring together parents, teachers, and administrators; and invite community leaders to speak in the classroom and at parent events.

Monitoring and Evaluation of Schools

Monitoring is the periodic assessment of programmed activities to determine whether they are proceeding as planned.

Evaluation involves the assessment of the programs towards the achievement of results, milestones, and impact of the outcomes based on the use of performance indicators.

Both activities require dedicated funds, trained personnel, monitoring and evaluation tools, effective data collection and storage facilities, and time for effective inspection visits in the field.

Monitoring definition

Monitoring is the continuous and systematic assessment of project implementation based on targets set and activities planned during the planning phases of the work and the use of inputs, infrastructure, and services by project beneficiaries.

It is about collecting information that will help answer questions about a project, usually about the way it is progressing towards its original goals, and how the objectives and approaches are taken may need to be modified.

It provides managers and other stakeholders with continuous feedback on implementation, identifies actual or potential successes and early indications of the progress, problems, or lack thereof as early as possible to facilitate timely adjustments and modification to project operation as and when necessary.

Monitoring tracks the actual performance against what was planned or expected by collecting and analyzing data on the indicators according to pre-determined standards.

It enables to determine whether the resources available are sufficient and are being well used, whether the capacity you have is sufficient and appropriate, and whether you are doing what you planned to do.

Monitoring information is collected in a planned, organized, and routine way at specific times, for example, daily, monthly, or quarterly.

Evaluation definition

Evaluation is a periodic in-depth time-bound analysis that attempts to assess systematically and objectively the relevance, performance, impact, success, or the lack thereof and sustainability of the on-going and completed projects about stated objectives.

It studies the outcome of a project to inform the design of future projects.

Evaluation relies on data generated through monitoring activities as well as information obtained from other sources such as studies, [research](#), in-depth interviews, [focus group discussions](#), etc.

In essence, evaluation is the comparison of actual project impacts against the agreed-upon strategic plans.

It is essentially undertaken to look at what you set out to do, at what you could accomplish, and how you accomplished it.

Formative and summative evaluation

The task of evaluation is two-fold: formative and summative.

Formative evaluation is undertaken to improve the strategy, design, and performance or way of functioning of an on-going program/project.

The **summative evaluation**, on the other hand, is undertaken to make an overall judgment about the effectiveness of a completed project that is no longer functioning, often to ensure accountability.

Evaluation can broadly be viewed as being participatory and conventional.

Conventional Evaluation

- ❖ It aims at making a judgment on the program for accountability purposes rather than empowering program stakeholders.
- ❖ It strives for the scientific objectivity of Monitoring and Evaluation findings, thereby distancing the [external evaluators](#) from stakeholders.
- ❖ It tends to emphasize the need for information on program funding agencies and policymakers rather than program implementers and people affected by the program.
- ❖ It focuses on the measurement of success according to predetermined indicators.

Participatory Evaluation

- ❖ It emphasizes varying degrees of participation from low to high of different types of stakeholders in initiating, defining the parameters for, and conducting Monitoring and Evaluation.
- ❖ It is a social process negotiation between people's different needs, expectations, and worldviews. It is a highly political process that addresses the issues of an entity, power, and social transformation.
- ❖ It is a flexible process, continuously evolving and adapting to the program-specific circumstances and needs.

Objectives of Monitoring and Evaluation

1. Relevance
2. Efficiency
3. Effectiveness
4. Impact

5. Sustainability
6. Causality
7. Alternative strategy

Types of Evaluation

1. Self-evaluation
2. Internal evaluation
3. Rapid participatory appraisal
4. External evaluation
5. Interactive evaluation

Reconceptualize of Learning Resources

Textbooks

American Text-book Publishing Institute - "A teacher text-book is one specially prepared for the use of pupil and teaching in a school or class, presenting course of study in a single subject of class-related subject."

Webster's Dictionary – A textbook in the study of a subject containing a presentation of the principles of a subject and a literary work relevant to the study of a subject

Bacon - :Textbook is a book designed for classroom use." -

Encyclopedia of Educational Research : In the modern sense, and, as commonly understood, the textbook is a learning instrument usually employed in schools and colleges to support a program of instruction. In ordinary usage, the textbook is printed, it is non-consumable, it is hardbound, it serves an avowed instructional purpose, and it is placed in the hands of the learner.

Textbook from teachers' view

1. For Guidance in Teaching : A text-book guides a teacher. It explains and clarifies how a topic should be taught and how much.

A text-book gives adequate suggestions, illustrations, examples and techniques, etc. and thus becomes helpful to a teacher in guiding his teaching.

2. In Selection of Teaching Material : A teacher uses blackboard and other teaching aids in keeping with the circumstances and period of his teaching, in the same way, text-book is needed to obtain the material in the initial stage, because he requires good examples, questions and methods. A good text-book contains a number of exercise questions, suitable examples and several methods of solving questions. All these help in teaching.

3. For Reference Material : Text-book are helpful in undertaking and running the class in a planned, methodical, systematic way, and give balanced assignment in social study.

Besides, it contains new knowledge with does away with the need to refer reference books

4. Exercise Work: Practice makes a man perfect. There is much role to practice in social study, and momentum cannot be caught up without practice. Different maps and their making require adequate practice, for which guidance is provided by text-books.

5. For Making Teaching Efforts Successful : Text-books are needed to make a teacher's effort in teaching in the classroom. A text-book carries a structure from 'simple to complex' and from 'known to' unknown', which ultimately leads him to success in teaching.

Textbook from Students' view

1. Helpful in self-study : To solve problems given in text-books, there are some solved questions as well as questions for practice. Clues for solution of difficult questions are also given, which help students study at home. Text-books helps students understand the text material by self-study.

2. Convenient use : Students can use text-books as may be convenient to them. If a student has absented himself from school due to any reason and has missed upon his school work, then text-books help him complete it. A text-book is like a teacher at home.

3. For Critical Approach to Content : In social study, students can revise themselves in order to test their own knowledge. Thus, text-books help students to critically revise themselves

4. Useful for Backward Students : Those exceptional student who have lagged behind in the course, for them text-books are of special importance. Text-books help them proceed on the path of learning at a satisfactory rate despite their slow learning rate. Since the class cannot wait for the backward students to make up, text-books help them overcome the problem, and text-books help them keep pace with the class.

5. As a Means of Imparting New Knowledge : If text-books are revised from time to time, then current and latest information, thoughts and inventions, etc. are included in them.

On the basis of above points, we can say that text-books are very important for both teacher and student in social study teaching

Importance of Textbook

Textbooks enjoy a very vital place in' our entire educational system. As has been said in the context of text-books:

- ◆ Books are keys to wisdom's treasure;
- ◆ Books are gates to lands of pleasure.
- ◆ Books are paths that upward lead;
- ◆ Books are friends, come, let us read

A text-book is important due to the following causes

1. A text-book acquaints a teacher with the entire syllabus, its structure and aims.
2. A text-book simplifies a teacher's work and makes it useful.
3. A text-book is necessary to make a teacher's effort in the classroom successful because books can help in good and remedial teaching.
4. A text-book saves on time needed for writing questions and other texts.
5. A text-book helps students to revise his lessons.
6. Difficulties associated with contents can be eliminated by text-books.
7. A teacher gets readymade exercise work from a text-book.
8. Students can solve questions themselves and match their answers with the answer sheets.
9. A text-book contains text material in a logical and psychological sequence, with helps a teacher in effective teaching
10. Text-books help to guide students.
11. Students can use them for revision, class work and home assignments.
12. Text-books help students to note down the summary, important points and views of scholars, etc. in their text-books.
13. "Practice is the mother of success."" The use of text-books provide adequate practice to students
14. The use of textbooks guide students' efforts in studies.
15. Textbooks have the quality of self-education, by which students cultivate the qualities of self-confidence and proper attitude.
16. Textbook plays an important role in bringing about continuity, orderliness, system and objectivity in teacher and student activities.

Supplementary Books

One of the fundamental requirements of all educational systems is the adequate provision of relevant and appropriate reading and other instructional and learning materials for use

by teachers and their pupils. Such provision entails the authorship and publication of the materials. But also essential to the process is their distribution into the hands of the users, either directly or indirectly, via storage, organization, control and dissemination by an information centre. Whereas course textbooks can be distributed through retail outlets and individual purchase, reference and general reading materials require some form of organization for shared use. Books are too expensive for any but those which are compulsory reading to be purchased. It is not feasible to expect an individual to buy a book for reference or for once-only reading.

Supplementary reading: definition and role

Textbooks are written to support a specific course and relate directly to the syllabus of that course. Reference and general books supplement course textbooks by offering alternative approaches, additional information and knowledge of subjects not directly covered by the school curriculum. The importance to the educational process of access to a wide variety of reading materials is widely recognized. Without it, what is taught in the classroom is not reinforced and the quality and permanence of the benefits of education are endangered. Such access:

- ❖ develops the ability to read and extends the vocabulary;
- ❖ develops a teaching force which is capable of moving beyond the confines of set books and textbooks;
- ❖ supplements and enriches work done by pupils in the classroom;
- ❖ encourages independent access to information and arouses the interest of pupils in matters outside the curriculum and
- ❖ provides training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning.

Reasons for using supplementary materials

- ❖ To add variety to lessons.
- ❖ To provide extra practice in grammar, vocabulary and pronunciation.
- ❖ To replace material in the course book that the teacher thinks is unsuitable.
- ❖ To add something that seems to be missing from the course books.
- ❖ To respond to learners' requests for materials with a particular focus / topic.
- ❖ To include fun activities.
- ❖ To include more authentic material in lessons.

Examples of supplementary materials and their uses

- ❖ Websites on the internet for practice activities in grammar, vocabulary and pronunciation practice.
- ❖ Websites on the internet for games, puzzles and quizzes to provide extra fun activities.
- ❖ CDs with songs for extra listening material.
- ❖ Newspapers and magazines and articles on the internet, for authentic reading texts.
- ❖ Books with skills activities like reading, listening, speaking or writing for extra skills material.
- ❖ Books with language practice activities or exercises for extra language practice material.
- ❖ DVDs of movies or TV programmes for authentic practice of listening and context setting.
- ❖ Resource books that come with student's books in course book packs for extra skills and language practice material.
- ❖ Graded readers for extensive reading material.
- ❖ Board games like scrabble, monopoly to provide practice in a fun way.
- ❖ Computer games for extra practice material.

Workbooks

The workbooks should guide the students in solving the simplest cognitive tasks. The essential aim of the workbooks is that if they are used properly, to create a natural period of thinking with the help of specific items, by using images to solve theoretical tasks ie initial abstract thinking. Because of this importance in the development of the opinion of the students from the particular to the abstract, the workbooks in our educational practice in recent years often find application in the educational process.

The choice of context and the preparation of the workbooks is guided by several principles: the global structure, the composition and the articulacy of the contexts presented in the workbook. These principles are taken into consideration for the students to fulfill their task which means to connect, to finish a drawing, to color, to circle etc. According the collected data and the results obtained in the research we came to the following conclusions:

- The students use the workbooks as sources of knowledge during the introductory part of the class.

- The students use the workbooks for practicing what they've learned at home.
- The workbooks are used for determining the acquired knowledge; students use them while studying out loud.
- The students use the workbooks as source of knowledge when they study longer.
- The use of the workbooks for determining the acquired knowledge and the ways of studying are in a very strong correlative relationship.
- The students use the workbooks for practicing mostly at the beginning of the class.

Illustrative-technical component of the workbooks

Given the fact that the workbooks are not used in every teaching areas and according the level of development of students in the lower grades, the subjects in the workbooks are presented in vivid and attractive colours. It is important the colours to be adequate to the natural colours of the subjects in order to attract the students' attention , to arouse their senses and perceptions and to assist in meeting the objectives.

The illustrations in the workbooks of the upper clases are not so colourful but simple-White drawings which present the most characteristical marks. It is so for the illustration to serve as mean of the thinking task.

Gradualness and continuity of the tasks in workbooks

This applies both to the procedure of tasks in the workbooks of every class and to the gradualness and continuity of the tasks in the class.

Principles of making tasks for the workbooks

Process of making tasks for the workbooks we need to take into consideration:

- The developmental structure of the basic and intellectual abilities
- The cumulative impact of the individual tasks

The previous observations and evaluation of the results show that the use of workbooks lead to: independence of work, individual advancement, expansion and deepening of knowledge, skills and habits and acquiring new ones, application of acquired knowledge in new situations of learning, developing creativity, creative thinking etc.

Theoretical-methodological approach

- ❖ The teaching process is one of the important components of upbringing - educational process, in which by the direct participation of the teacher and students is realized the goal of upbringing - educational process.
- ❖ The students' place for learning is a specific location (home, classroom, cabinet)

- ❖ The time for studying is a strictly determined time for class (introduction, main part, closing part)
- ❖ The duration of the studying answers the question about the time needed for acquiring knowledge, skills and habits.

Uses of workbooks

Workbooks are used

- ❖ as sources of knowledge.
- ❖ during the introductory part of the class.
- ❖ while studying in the classroom.
- ❖ for rehearsing by the students
- ❖ for practicing the acquired knowledge at home.
- ❖ while studying out loud.
- ❖ while studying for a long time and a short time.
- ❖ for practicing during the main part of the class.

Multimedia and ICT

Multimedia has developed an unavoidable fragment of any performance. It has originate a diversity of presentations right from entertaining to education. The development of internet has also enlarged the request for multimedia content. Multimedia is the media that uses numerous forms of information contented and information processing (e.g. text, audio, graphics, animation, and video interactivity) to inform or entertain the user. Multimedia also mentions to the use of electronic media to store and knowledge multimedia content. Multimedia is alike to traditional varied media in fine art, but with a broader opportunity. The term “rich media” is equal for interactive multimedia.

- ❖ Text
- ❖ Graphics
- ❖ Audio
- ❖ Video
- ❖ Animation
- ❖ Interactivity

Multimedia may be generally separated into linear and nonlinear groups. Direct active content developments without any navigation control for the watcher such as a cinema presentation. Non-linear content suggestions user interactivity to control progress as used with a computer game or used in self-paced computer created exercise. Non-linear content is also known as hypermedia content. Multimedia presentations can be live or noted. A recorded presentation may permit interactivity via a steering system. A live multimedia presentation may allow interactivity via interaction with the presenter or performer.

Elements of Multimedia

Text

Text is the foundation for word processing programs and is still the fundamental information used in many multimedia programs. In fact, many multimedia applications are based on the conversion of a book to a computerized form. This change gives the user instant access to the text and lets him or her display pop-up windows, which give meanings of certain words. Multimedia applications also enable the user to instantly display information related to a certain topic that is being viewed. Most powerfully, the computerized form of a book allows the user to look up information quickly. The Windows operating environment gives the user an almost infinite range of expressing text. As a multimedia programmer, we can choose what font to display text in, how big (or small) it should be, and what color it should be displayed in .By displaying text in more than one format the message a multimedia application is trying to portray can be made more understandable. One type of application, which many people use every day, is the Windows Help Engine. This application is a text-based information viewer that makes accessing information related to a certain topic easy. Audio Sound:

The combination of audio sound into a multimedia application can offer the user with information not likely finished any other technique of announcement .Some types of information can't be taken efficiently without using sound. It is closely impossible, for

instance, to provide a precise word-based explanation of the bear of a heart or the sound of the ocean. Audio sound can also strengthen the users considerate of information obtainable in another type of media. For example, a description might define what is being seen in an animation clip. This can enhance the understanding of what the application is all about and lead to better comprehension. Experts in learning have found that presenting information using more than one sense aids in later retaining of the information. Most importantly, it can also make the information more interesting to the user. Audio sound is available in several different formats. Today, maybe the greatest collective type of audio is red book audio. This is the normal prerequisite used to mention to customer audio compacted discs. It is an worldwide standard and is formally recognized as IEC 908. This description is called red book audio meanwhile of the color of the cover of the publication that defines its formats. Red book audio sound can also be used in multimedia applications, and it forms the basis of the highest quality sound available. Another audio sound format is the Windows wave file, which can be played only on PCs running the Windows operating environment. A wave file contains the actual digital data used to play back the sound as well as a header that provides supplementary information about the determination and playback rate. Wave files can store any sort of sound that can be verified by a microphone. The last type of audio sound that may be used is known as the Musical Instrument Digital Interface or MIDI for short. The MIDI format is actually a specification invented by musical instrument manufacturers. Rather than being a digitized form of the sound, the MIDI specification is actually a set of messages that describes what musical note is being played. The MIDI requirement cannot accumulation whatever but in the form of musical notes. MIDI music can be shaped with a sequencer.

Static Graphics images:

When you imagine graphics images you believably think of "still" images-that is, images such as those in a photograph or drawing. There is no occurrence in these kind of picture. Still graphics images are an important portion of multimedia because humans are modality adjusted. As the old Chinese saying goes, "A picture is worth a thousand words." Windows is also a sense modality environment. This kind displaying graphics images easier than it would be in a DOS-based environment. Static graphics images have a certain concept of formats and can be created in a number of various ways. Just as you can see

an limitless number of photographs or pictures, the types of static graphics images that you can include in a multimedia application are almost unlimited.

Animation

Animation mention to moving graphics images. The happening of somebody giving CPR makes it much easier to learn internal organ revitalization, rather than just screening a static picture. Just as a static graphics image is a all-powerful form of human action, such is the case with animation. Animation is particularly useful for enlarge concepts that affect movement. Such thought as playing a guitar or hitting a golf ball are hard to exemplify using a single photograph, or even a ordination of photographs ,and equal more difficult to explicate using text. Animation form it easier to portray these characteristic of your multimedia application.

Full-Motion Video

Full-motion video, such as the images depicted in a television, can add even more than to a multimedia application. Although full-motion video may sound similar an perfect way to add a powerful message to a multimedia application, it is nowhere near the quality you would anticipate after watching television. Full-motion video is still in its occurrence stages on PCs, and it is constricted in resolution and size. Even with precocious methods of data compression, full-motion video can suck up hard disk space faster than waterfalls when poured out of a bucket.

Uses and Applications of Multimedia

Multimedia in Education

Multimedia combining respective media in a one evidently it has more beginning of information. So it is extended used in the field of education and training. Even in conventional method we use audio visual for imparting education, where charts, models etc. were used. Nowadays the classroom demand is not limited to that accepted method instead it needs audio and visual media. The multimedia incorporate all of them in one system. For the use of multimedia as an education assistance the PC integrated a high quality display. This all has advance the improvement of a wide scope of computer based training. The software package named computer aided direction is accessible that supply a friendly interactive acting of learning.

Multimedia in Training:

There diverse systems and intelligent tutoring systems accessible to train the students in numerous areas opening from the mathematics of a original abrupt to a difficult surgical

process for a medical student. As there sufficient audio clips added these tutorials and an action can be seen from all orientation and repetition so evidently as far as practical skills is obsessed it gives a lot of far that. These packages are just like expert systems and are fully equipped with decision making utility-grade to impact training after judging the competence of a student in the several field. These tutorials incorporate enough number of videos sequences clarify.

Science and Technology

Multimedia had a broad application in the field of science and technology. Whether it is an industry or the case of sciences all are benefited by its use. The multimedia application and beneficial for researchers as well as over the world. The multimedia system is competent of transferring audio, and clips in addition to the regular text. It is even capable of sending message and formatted multimedia documents. At the same time the multimedia also helps in live which is a live interaction through audio messages and it is only possible with the multimedia. It reduces the time and cost can be arranged at any moment even in emergencies. It is adequate for communication and meetings. At the same time the multimedia is sufficiency useful services based on images.

Multimedia in Business

The business application of multimedia includes, product demos, instant messaging. One the excellent applications are voice and live conferencing. A multimedia can make a audience come live. It is widely used in programs. Such a program can be used by a mechanic and peoples. There are a number of easy to use authoring programs and tools that can even let workers to create their own program. There are a number of applications available that slow to run more smoothly and effectively.

Multimedia in Games

One of the most exciting applications of multimedia is games. Now days the live internet pay to play gaming with multiple players has become popular. Actually the first application of multimedia system was in the field of entertainment and that too in the video game industry. The integrated audio and video effects make various types of games more entertaining. Generally most of the video games need joystick play.

Creative industries

Creative industries use multimedia for a variety of purposes ranging from fine arts, to entertainment, to commercial art, to journalism, to media and software services provided for any of the industries listed below. An individual multimedia designer may cover the

spectrum throughout their career. Request for their skills range from technical, to analytical, to creative.

Language communication

With the spread and development of the English language around the world, it has become an important way of communicating between different people and cultures. Multimedia Technology creates a platform where language can be taught. The traditional form of teaching English as a Second Language (ESL) in classrooms have drastically changed with the prevalence of technology, making easier for students to obtain language learning skills. Multimedia motivates students to learn more languages through audio, visual and animation support. It also helps create English contexts since an important aspect of learning a language is developing their grammar, vocabulary and knowledge of pragmatics and genres. In addition, cultural connections in terms of forms, contexts, meanings and ideologies have to be constructed. By improving thought patterns, multimedia develops students' communicative competence by improving their capacity to understand the language. One of the studies, carried out by Izquierdo, Simard and Pulido, presented the correlation between "Multimedia Instruction (MI) and learners' second language (L2)" and its effects on learning behavior. Their findings based on Gardner's theory of the "socio-educational model of learner motivation and attitudes", the study shows that there is easier access to language learning materials as well as increased motivation with MI along with the use of Computer-Assisted Language Learning.

Medicine

In medicine, doctors can get trained by looking at a virtual surgery or they can simulate how the human body is affected by diseases spread by viruses and bacteria and then develop techniques to prevent it. Multimedia applications such as virtual surgeries also help doctors to get practical training.

Features of Multimedia

Photo gallery

Show your photos arranged in a nice-looking grid format.

Slideshows

Combine your pictures with music and animate them in a slideshow.

Audio Player

Add music, podcasts, or other audio files to your website.

Video player

Upload videos and display them in a professional player or embed videos directly from video sharing websites such as <http://www.youtube.com>.

Embedded documents

Embed already existing documents from script.com or other document sharing websites directly into your website for easy viewing.

Example: Invisible Alligators – Children's book by Hayes

Multimedia Tools and Applications

A Multimedia Application is an application which uses a multiple media foundations e.g. text, graphics, images, sound/audio, animation and/or video. Multimedia conference covers the certain tools functional in multimedia systems and key multimedia applications. It encompasses of Audio, video dispensation, Virtual reality and 3-D imaging, Virtual reality and 3-D imaging, Multimedia and Artificial Intelligence. Multimedia Applications is the conception of exciting and innovative multimedia systems that connect information modified to the user in a non-linear communicating format. Multimedia conference deliberates the basic and novel features of multimedia document handling, programming, security, human computer interfaces, and multimedia application facilities.

- Audio, video processing
- Education and training
- Multimedia analysis and Internet
- Artificial Intelligence
- Virtual reality and 3-D imaging
- Wireless, Mobile Computing
- Animation and Graphics
- Visual Communication

Delivering Methods of Multimedia Content

CD-ROM

A Compact Disc or CD is an optical disc used to store digital data, initially established for storing digital audio. The CD, accessible on the market since late 1982, remains the typical playback medium for marketable audio recordings to the current day, however it has lost ground in recent years to MP3 players. An audio CD consists of one or more stereo tracks stored using 16-bit PCM coding at a selection rate of 44.1 kHz. Standard

CDs have a diameter of 120 mm and can taking hold about 80 minutes of audio. There are also 80 mm discs, sometimes used for CD singles, which hold approximately 20 minutes of audio. The technology was later adapted for use as a data storage device, known as a CD-ROM, and to include record once and re-writable media (CD-R and CD-RW respectively). CD-ROMs and CD-Rs stay widely used practical application in the computer industry as of 2007. The CD and its extensions have been extremely successful: in 2004, the worldwide sales of CD audio, CD-ROM, and CD-R reached about 30 billion discs. By 2007, 200 billion CDs had been sold global. data, initially established for storing digital audio. The CD, accessible on the market since late 1982, remains the typical playback medium for marketable audio recordings to the current day, however it has lost ground in recent years to MP3 players. An audio CD consists of one or more stereo tracks stored using 16-bit PCM coding at a selection rate of 44.1 kHz. Standard CDs have a diameter of 120 mm and can taking hold about 80 minutes of audio. There are also 80 mm discs, sometimes used for CD singles, which hold approximately 20 minutes of audio. The technology was later adapted for use as a data storage device, known as a CD-ROM, and to include record once and re-writable media (CD-R and CD-RW respectively). CD-ROMs and CD-Rs stay widely used practical application in the computer industry as of 2007. The CD and its extensions have been extremely successful: in 2004, the worldwide sales of CD audio, CD-ROM, and CD-R reached about 30 billion discs. By 2007, 200 billion CDs had been sold global.

DVD

DVD (also known as “Digital Versatile Disc” or “Digital Video Disc”) is a best-selling optical disc storage media format. Its primary uses are video and data storage. Most DVDs are of the identical dimensions as compact discs (CDs) but store more than 6 times the data. Variant of the term DVD often depict the way data is stored on the discs: DVD-ROM has data which can only be read and not written, DVD-R can be written once and then functions as a DVD-ROM, and DVD-RAM or DVD-RW holds data that can be re-written multiple times. DVD-Video and DVD-Audio discs respectively mention to decently formatted and organized video and audio contented. Another types of DVD discs, consider those with video content, may be referred to as DVDData discs. The term “DVD” is commonly misused to refer to high density optical disc formats in general, such as Blu-ray and HD DVD. “DVD” was originally used as an initialism for the unofficial term “digital video disc”. It was reported in 1995, at the time of the specification

finalization, that the letters officially stood for “digital versatile disc” (due to nonvideo applications), however, the text of the press release announcing the specification finalization only refers to the technology as “DVD”, making no mention of what (if anything) the letters stood for. Usage in the present day varies, with “DVD”, “Digital Video Disc”, and “Digital Versatile Disc” all being common.

Flash Drives

A USB flash drive is a data storage device that includes flash memory with an integrated Universal Serial Bus (USB) interface. USB flash drives are typically removable and rewritable, and physically much smaller than a floppy disk. Most weigh less than 30 g. As of January 2012 drives of 1 terabytes (TB) are available. and storage capacities as large as 2 terabytes are planned, with steady improvements in size and price per capacity expected. Some allow up to 100,000 write/erase cycles (depending on the exact type of memory chip used) and 10 years shelf storage time. USB flash drives are often used for the same purposes for which floppy disks or CD-ROMs were used. They are smaller, faster, have thousands of times more capacity, and are more durable and reliable because they have no moving parts. Until approximately 2005, most desktop and laptop computers were supplied with floppy disk drives, but floppy disk drives have been abandoned in favor of USB ports. USB flash drives use the USB mass storage standard, supported natively by modern operating systems such as Linux, Mac OS X, Windows, and other Unix-like systems, as well as many BIOS boot ROMs. USB drives with USB 2.0 support can store more data and transfer faster than much larger optical disc drives like CDRW or DVD-RW drives and can be read by many other systems such as the Xbox 360, PlayStation 3, DVD players and in some upcoming mobile smart phones.

Internet

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email.

Advantages of Multimedia

Creativity

It brings more life to discussions.

Variety: It caters all types of learners.

Cost-effective: Multimedia mostly requires only a one-time purchase of devices and software, which can be used unlimited times thereafter.

Evaluation: It offers ideal learning assessment tools which are also entertaining for the students.

Realistic Approach: It provides approaches which make learning more realistic.

Wide Variety of Support: Multiple media formats are available for use, with different models being able to create multimedia.

Trendy: The current trend of culture leans toward technology, and a great number of resources are being made available for different media formats.

Disadvantages of Multimedia

Accessibility:

Multimedia definite quantity electricity to be operated, which may not be accessible in some rural areas or may not be systematically acquirable due to deficit and intermission.

Distracting: Multimedia may take away the focusing from the lesson due to its attention-grabbing formats.

Costly: Production of multimedia is more costly than others because it is made up of more than one medium.. Production of multimedia requires an electronic device, which may be relatively expensive. Multimedia requires electricity to run, which adds to the cost of its use.

Time Consuming: Creating multimedia requires more time.

Requires Mastery : Multimedia requires consistent and long practice to master, which may take a lot of time and energy from the user.

Limited Support/Compatibility: There is a wide variety of gadget models which arouses incompatibilities of media formats.

Fragile: The device used for multimedia must be used with attention; vulnerability to moisture or other elements could cause costly, reparable damage which would require another purchase of a device.

ICT

ICT stands for “Information and communication technology”. It refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This

includes the internet, wireless networks, cell phones and other communication mediums. It means we have more opportunities to use ICT in teacher training programmes now days and improve quality of teacher for teach effectively.

According to UNESCO "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters". Teacher is the main part of the educational field in our society. He more works for the improvement level of our society in the every field. Skilled teachers can make the creative students in form of the good social worker, politician, poet, philosopher etc. for the society. Teachers can play a friendly role with the learner. The rapid development in technology has made creatively changes in the way we live, as well as the demands of the society. Recognizing the impact of new technologies on the workplace and everyday life, today's teacher education institutions try to restructure their education programs and classroom facilities, in order to minimize the teaching and learning technology gap between today and the future.

ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation.

Operational definition of terms Information Communication Technologies (ICT) in this review article refers to the computer and internet connections used to handle and communicate information for learning purpose.

E learning: is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Web-based learning is a subset of e learning and refers to learning using an internet browser such as the model, blackboard or internet explorer (Tinio, 2002).

Blended Learning: refers to learning models that combines the face-to-face classroom practice with e-learning solutions. For example, a teacher may facilitate student learning in class contact and uses the model (modular object oriented dynamic learning environment) to facilitate out of class learning.

Constructivism: is a paradigm of learning that assumes learning as a process individuals "construct" meaning or new knowledge based on their prior knowledge and experience

(Johassen, 1991). Educators also call it the emerging pedagogy in contrast to the long existing behaviourism view of learning.

Learner- centred learning environment: is a learning environment that pays attention to knowledge, skills, attitudes, and beliefs that learners bring with them to the learning process where its impetus is derived from a paradigm of learning called constructivism. In the context of this article, it means students personal engagement to the learning task using the computer and or the internet connection.

To effectively harness the power of the new information and communication technologies (ICTs) to improve learning, the following essential conditions must be met:

- ◆ Students and teachers must have sufficient access to digital technologies and the Internet in their classrooms, schools, and teacher education institutions.
- ◆ High quality, meaningful, and culturally responsive digital content must be available for teachers and learners.
- ◆ Teachers must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards. Generation of teachers to effectively use the new learning tools in their teaching practices. For many teacher education programmes, this daunting task requires the acquisition of new resources, expertise and careful planning. In approaching this task it is helpful to understand:
 - ◆ the impact of technology on global society and the implications for education
 - ◆ The extensive knowledge that has been generated about how people learn and what this means for creating more effective and engaging student-centred learning environments
 - ◆ The stages of teacher development and the levels of adoption of ICTs by teachers
 - ◆ The critical importance of context, culture, leadership and vision, lifelong learning, and the change process in planning for the integration of technology into teacher education
 - ◆ The ICT competencies required of teachers related to content, pedagogy, technical issues, social issues, collaboration, and networking
 - ◆ The importance of developing standards to guide implementation of ICTs in teacher education
 - ◆ The essential conditions for successful integration of ICTs into teacher education

- ◆ Important strategies to consider in planning for the infusion of ICTs in teacher education and managing the change process.

The document provides a framework for ICTs in teacher education and describes the essential conditions that must be met for successful technology integration. It offers case studies illustrating the variety of approaches that may be used in integrating ICTs into teacher education and provides guidelines for the development of a high quality strategic technology plan. Lastly, it discusses the importance of planning and managing the change process and building a broad base of support among all stakeholders to achieve the goals of integrating ICTs into the teacher education programme

Information Communication Technologies in Education ICT helps to keep pace with the latest developments with the help of different technologies included in it.

www – www stands for world wide web which is one of the most important and widely accepted services (like IRC, E-mail etc.) of the Internet. Its popularity has increased dramatically, simply because it's very easy to use colourful and rich content.

According to Dennis P. Curtin (2002): - "Web is a series of interconnected documents stored on computer sites or websites".

E-learning– E-learning is also known as online learning. E-learning encompasses learning at all levels both formal and non-formal that uses an information network– the Internet, an intranet (LAN) or extranet (WAN). The components include e-portfolios, cyber infrastructures, digital libraries and online learning object repositories. All the above components create a digital identity of the user and connect all the stakeholders in the education. It also facilitates inter disciplinary research.

Group Discussion – Internet Relay Chat (IRC) is among the popular Internet service people mostly use for live chatting. Group of people with common interest can exchange views / opinions with each other instantly through Internet. Description of the internet technologies required to support education via ICTs (www, video conference, TeleConference, Mobile Conference, CD Database, WordProcessor, Intranet, Internet etc.)

E-Modules – Modules written are converted and stored into digital version into a computer using word processor accessible by the user through internet.

Teleconferencing

1. Audio – Conferencing – It involves the live (realtime) exchange of voice messages over a telephone network when low – band width text and still images such as graphs,

diagrams or picture can also be exchanged along with voice messages, then this type of conferencing is called audiographic. Non-moving visuals are added using a computer keyboard or by drawing / writing on graphics tablet or whiteboard.

2. Video – Conferencing – Video Conferencing allows the exchange not just of voice and graphics but also of moving images. Video-Conferencing technology does not use telephone lines but either a satellite link or television network (broadcast / cable).

3. Web – Based Conferencing – Web-based conferencing as the name implies, involves the transmission of text and graphic, audio and visual media via the internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.

4. Open and Distance Learning – All these services availed through ICT plays a great role in teacher education. It allows higher participation and greater interaction. It also improves the quality of education by facilitating learning by doing, directed instruction, self-learning, problem solving, information seeking and analysis and critical thinking as well as the ability to communicate, collaborate and learn.

School Library

A school library is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources.

School is the primary centre for good citizenship. It is the foundation for university education and specialized learning. Every child with an average intelligence and ability starts taking keen interest in knowing things with curiosity and right through the schooling period she is on the way to acquire knowledge and enrich his / her faculties. It is therefore, essential to familiarize with the library, which would provide him quality reading materials. School library is capable of undertaking this important responsibility. It serves to arouse curiosity for learning and supplements the instructional programme for a creative life. An excellent educational programme cannot be developed without the provision and support of a well-planned school library. The good books that a child reads, in addition to his textbooks, shape his character and determine his ideal for the future. In the past one found that the term school library applied to anything from a collection of assorted books dumped in a store to classroom corner or array of books securely locked up in a cupboard located in the headmaster's office.

Today, one can say that a school library ranges from a collection of books in a small or medium classroom located in the school premises. In a wider perspective, school library

can be defined as collection of not only books but also pamphlets, journals, newspapers, audio- visual materials and other forms of printed and non- printed materials which are systematically organized and kept for reading and consultation since formal education at all levels requires a continuous reading and consultation of information materials. Indeed the school library is supposed to be a multipurpose establishment and a driving force in the realization of school's aims and objectives. It can be regarded not only as : a reading material centre but also as a service and teaching agency.

Aims

- ❖ provide documents for pupils and teachers
- ❖ develop and promote reading
- ❖ encourage research and study from many information sources, provide recreational and leisure time reading
- ❖ re-emphasize the pedagogical principles of self-education for furthering individual interests and abilities, a give civic and social training in observance of democratic principles

School library should provide the following services:

- ❖ Display of materials and information
- ❖ organization of story hour, book talks, book debates ,essay competition and quiz
- ❖ library orientation to a freshman
- ❖ readers' advisory services
- ❖ circulation of materials
- ❖ reservation of materials
- ❖ assistance in the use of catalogue
- ❖ assistance in the search and location of materials
- ❖ assistance in the use of reference books etc
- ❖ provision of information on request
- ❖ maintenance of vertical files containing pamphlets, prospectuses, reports and press clipping a
- ❖ preparation of reading lists and
- ❖ inter-library loan

Display of materials and information can be done to attract the students and teachers.

We may adopt the following devices to achieve the same:

- ❖ organization of book exhibitions

- ❖ display of jackets of new books
- ❖ display of newspaper clippings
- ❖ display of lists of new books received ,and
- ❖ putting up of a wall magazine.

When a user (may be student or teacher) goes to the library, he/she might need assistance in the:

- ❖ use of catalogue;
- ❖ search and location of documents, and
- ❖ use of reference books.

Characteristics of School Library

- ❖ It has a qualified school librarian with formal education in school librarianship and classroom teaching that enables the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.
- ❖ It provides targeted high-quality diverse collections (print, multimedia, digital) that support the school's formal and informal curriculum, including individual projects and personal development.
- ❖ It has an explicit policy and plan for ongoing growth and development.

Functions of School Library

The American Association of School Librarians (AASL) (2013) states the following as the purposes of a school library: It includes

1. preparing students for informed living in an information-rich society
2. providing learning opportunities that enable students to become efficient, effective, and creative users of information
3. encouraging students to examine the authority of authors and the bias of sponsors; to assess the importance of currency of information to the topic at hand; to determine the scope and relevance of information to meet their needs; and to create and share new ideas, resources, products, and information.
4. using of technology and online resources, connects to the community and branches throughout the entire school. Whilst also providing the mechanism for students to access the resources they need consistently, whether in the library, in the classroom, or in the student's home.

5. providing each individual member of the learning community a venue for exploring questions that arise out of personalized learning, individual curiosity, and personal interest.
6. providing leadership and instruction to both students and staff on how to use information technologies constructively, ethically, and safely.
7. offering services required to accessing and evaluating information and collections of quality physical and virtual resources. In addition, encourage broad and deep exploration of ideas and responsible use of information technologies.
8. providing opportunities for learners to read for enjoyment. School librarians' skills in the selection and evaluation of resources are critical in providing students, staff, and families with open, non-restricted access to a high-quality collection of reading materials that reflect personal interests and academic needs in multiple formats.
9. taking a leadership role in organizing and promoting literacy projects and events that encourage students to become lifelong learners and readers.
10. starting point for the freedom to speak and hear what others have to say. Students have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

IFLA School Library Guidelines (2015) further stressed that the most critical condition for an effective school library programme is access to a qualified school library professional. A school library without a pedagogical programme (i.e., planned comprehensive offering of teaching and learning activities) will not be able to have the kind of impact on teaching and learning that the research demonstrates is possible with a qualified school library professional.

Moreover, a school library should be managed within a clearly structured policy framework that recognizes the library as a centre of reading, inquiry, and collaborative productions. The library policy should be devised bearing in mind the overarching policies and needs of the school and should reflect its ethos, mission, aims, and objectives, as well as its reality. Administrative support for the role of a school library through the library policy is essential to realize the full benefit of a school library programme.

A school library operates as a

- ❖ dedicated physical and digital space in a school that is open and accessible to all;

- ❖ information space providing equitable and open access to quality information sources across all media, including print, multimedia, and curated digital collections;
- ❖ safe space where individual curiosity, creativity, and an orientation toward learning are encouraged and supported and where students can explore diverse topics, even controversial topics, in privacy and safety;
- ❖ instructional space where students learn the capabilities and dispositions for engaging with information and for creating knowledge;
- ❖ technological space providing a diverse range of technology tools, software, and expertise for the creation, representation, and sharing of knowledge;
- ❖ literacy centre where the school community nurtures reading and literacy development in all its forms;
- ❖ centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically, and safely, and learns strategies to protect identity and personal information;
- ❖ information environment for all in the community through equitable access to resources, technology, and information skills development that are not always available in homes; and
- ❖ social space open for cultural, professional, and educational events (e.g., events, meetings, exhibits, resources) for the general community.

Role of a school library

Resource-based capabilities – abilities and dispositions related to seeking, accessing, and evaluating resources in a variety of formats, including people and cultural artefacts as sources. These capabilities also include using information technology tools to seek out, access, and evaluate these sources, and the development of digital and print-based literacies.

Thinking-based capabilities – abilities and dispositions that focus on substantive engagement with data and information through research and inquiry processes, the processes of higher order thinking, and critical analysis that lead to the creation of representations/products that demonstrate deep knowledge and deep understanding.

Knowledge-based capabilities – research and inquiry abilities and dispositions that focus on the creation, construction, and shared use of the products of knowledge that demonstrate deep knowledge and understanding.

Reading and literacy capabilities – abilities and dispositions related to the enjoyment of reading, reading for pleasure, reading for learning across multiple platforms, and the transformation, communication, and dissemination of text in its multiple forms and modes to enable the development of meaning and understanding.

Personal and interpersonal capabilities – the abilities and dispositions related to social and cultural participation in resource-based inquiry and learning about oneself and others as researchers, information users, knowledge creators, and responsible citizens.

Learning management capabilities – abilities and dispositions that enable students to prepare for, plan, and successfully undertake a curriculum-based inquiry unit.

School Library Collection

The term school library resources or materials can also be referred to as school library collection, since they are not limited to books stacked on the shelves, a School library collection is a rich blend of information resource materials either in prints or non- prints perfectly organized and made available and accessible for the purpose of meeting the educational, recreational, informational and developmental needs of school library users. There is arguably no school library without adequate library resources, available and accessible in different media and formats to meet the dynamic needs of very inquisitive school library users.

Popoola & Haliso, (2009) stated that information resources in libraries range from the following:

1. Prints Media (study books, story books, newspapers, magazines, reference materials, notes, posters, charts etc);
2. Educational Media- these are library resources that intended to support teaching and learning in the classroom. They come in different formats and stimulate learner's interest. They include educational toys, colorful books etc.
3. Audio-visual resources: these are school library materials that combine the feature of sounds and sights to convey information. They are usually intended to stimulate learners' interest and promote enjoyment for children in the school library resource centre. They include all kinds of audio-visuals such as DVD, CD, video recordings, nursery rhymes, fictional stories, fables recorded with sounds and sights.
4. Digital Resources: digital resources refer to
5. Real Objects
6. Human Resources

7. Library Equipment

8. Reference Materials

Importance of Learning Resources and Services in School Libraries

Providing learning resources is the primary and fundamental role of the school library. Education cannot be achieved without resources that will enhance learning activities; therefore, the library is established in the learning environment to provide information resources for learners. To meet the needs of the learning community the school library provides a range of services.

These services may be delivered within or from a school library facility. The provision of services using information and communication technology (ICT) also presents opportunities to extend the reach of the library to all areas of the school and to the home. A strong network information technology infrastructure provides access to collections, community resources, and curated digital collections, as well as the tools for undertaking research-based inquiry and the construction, presentation, and sharing of knowledge.

School library services include:

1. Professional development for the teaching faculty (e.g., reading and literacy, technology, inquiry, and research processes).
2. Vibrant literature/reading programme for academic achievement and personal enjoyment and enrichment.
3. Inquiry-based learning and information literacy development; and collaboration with other libraries (public, government, community resources)
4. Mobile library services to underserved communities and schools

School libraries provide significant value to the educational community. The value added extends beyond the materials in a school library collection to the services provided through a vibrant school library programme and a qualified school librarian (IFLA 2015).

The school library remains a very important infrastructure of any primary and secondary school; it is the bastion of information and knowledge that help to shape the programmes and curriculum of the school. School library enhances support for effective curriculum development which provides both resources and personnel to ensure that the learners can be effective in the use of ideas and information through text and multimedia programmes.

Today's school is excellent because the direct support of the school library is fundamental to the basic design and optimum implementation of educational programmes of excellence. The essence of the school library resource centre is basically to support and enrich the formal curriculum of the school, to act as a broadening influence by providing students with the means of studying theories and ideas put forward by others than their teachers or textbooks and to facilitate research. Libraries are as important for children as education itself. Library services imply both availability and accessibility of library facilities and services to the user and the willingness and ability of readers to use the facilities and services. Information is power and access to information is indispensable to individual advancement as well as corporate educational development.

It is believed that children need the library for effective learning for lifelong education, in congruence with the National Policy on education (1993), which states that, "the aim of basic education is to equip individual with such knowledge, skill, and attitude that will enable them to:

1. live meaningful and fulfilling lives
2. Contribute to the development of the society
3. derive maximum social economic and cultural benefits from the society and
4. Discharge their civil obligation.

Elaborating on the role of the school library in an environment of learning, Usoro and Usanga (2007) maintains that today's library is like a big playground waiting to be explored and the librarian is the best playmate: one who makes the playground more worthwhile. The foregoing lends credence to the opinion of Hebert (1997) that children's literacy develops and emerges as they explore and participate in a literacy-rich environment.

At the center of such an environment are books and other resources with contents that are familiar and appealing to children.

Recommendations

This study therefore recommends the following:

1. The school library authorities should improve in creating more awareness on library services and programmes that will promote learning activities for the pupils and student academic improvement.
2. The library management in collaboration with the school authorities should provide more fund to run the library effectively, by providing various facilities and equipments

such as (conducive environment, good chairs and tables, current and relevant information resources, digital resources, among others) that will motivate users into visiting the library

3. The school management authorities should provide a befitting and well equip building for the library as this will promote learning activities in the schools

4. The state library board as well as the school library association and the Nigeria Library Association should as a matter of urgency create a policy guideline for creating beautiful school library spaces. Such library spaces should be creatively organized to entertain a range of user-centre programmes aimed at enhancing literacy, numeracy, and lifelong learning development.

Well-equipped Laboratories

“A laboratory is always considered as a relevant and essential part so far as the teaching of Science and Computer is concerned.”

Every school has laboratories where students can perform researches, experiments or even learn new things with the help of internet facility.

This helps students to remember the studies in a better way by conducting their own experiments. It gives students first-hand experience and offers better opportunities for learning. A laboratory is not a contest whose object is to get the “right answer”, but the purpose is to learn how to gain knowledge, how to observe and to learn the meaning of what happens.

Types of laboratories

Even though it provides us a great experience is developing necessary skills for study and research. It also helps in developing interactions between teacher-student and peer-to-peer, which helps them in experimentation, research, and exploration.

Every school boasts of spacious and separate laboratories!

- ❖ Physics Lab
- ❖ Chemistry Lab
- ❖ Biology Lab
- ❖ Computer Lab

Equipment kept in laboratories

Keeping in mind the need and essentiality of gaining knowledge by experimenting and the importance of technology in today’s world, these laboratories have new equipments and computers for students to have better learning.

Computer labs

Due to an increased use of modern technology, computers play a major role in schools. So it must have better sources of information to reach out to students with High-speed internet connectivity in order to provide students with internet access

Science labs

For better experiments schools does offer a variety of equipments to understand the writing of science books in a better way.

- Burettes
- Tongs
- Tweezers
- Forceps
- Test tubes
- Conical flasks
- Microscopes
- Specimens
- Slides
- Chemicals

Necessity of laboratories in schools

School labs are a great place for students which help them enhance their learning by understanding the theoretical concepts of science which are taught in classrooms.

Well-designed laboratories not only make science experiments fun but also help students in achieving good academic results. So, all the private schools including the [boarding school in Siliguri](#) must have spacious and proper laboratories to provide better learning opportunities for students.

Following safety rules

Science experiments are vital for kids. They are useful in understanding the theories and concepts of science that cannot be studied alone only by science textbooks. But science labs are risky so some safety rules must be followed to avoid accidents and injuries.

- Kids should not be allowed to touch any chemicals or lab equipments.
- No experiments must be done in the absence of the teachers
- Students must read the label carefully before using any chemicals
- They must wear safety goggles, lab coat, and shoes in the lab

A computer lab is a very important and delicate environment that requires strict safety and maintenance. So to be ensured, some rules to be set while using a computer.

- The computer lab should be kept cool.
- No eating and drinking is allowed in the computer lab
- Students must have a chair or desk of their size to work with their feet on the ground
- No one is allowed to repair, install or troubleshoot computers or systems in the computer lab.

UNIT – V

INSTITUTIONS, SYSTEMS AND STRUCTURE OF EDUCATION

Teacher education: Functional relation adequacy and contemporary issues as reflects in NCF (2005) - Department of Public instruction, Ministry and other Government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy - Regulatory and advisory bodies in education: NCERT, NUEPA, UGC, NAAC, NCTE, ICSSR, DST – Two/Three Language Formula - Diversification of courses and its utilitarian values - Institutions of higher education (universities, deemed universities and autonomous colleges).

5.1 TEACHER EDUCATION: FUNCTIONAL RELATION AND CONTEMPORARY ISSUES AS REFLECTS IN NCF (2005)

5.1.1 National Curriculum Framework (2005)

Curriculum Designing and Evaluation

Curriculum is considered as an important element in bringing about educational reforms and it therefore, must respond to the changing needs. It is always, in a state of influx all over the world as observed by the Education Commission (1964-66). Thus

curriculum framing with its implications is an ongoing process. The National Council of Educational Research and Training (NCERT), an apex organisation of the Ministry of Human Resource Development, Government of India advises and assists in formulating and implementing policies and programmes in the field of education, particularly school education.

There are more than 40 Boards of School Education in India and each of these Boards is an autonomous body. Each Board prepares its own curriculum. Of course it does keep in view the NCF. The Central Board of Secondary Education (CBSE) is usually considered as the pace setting Board in the country. It, in general, adopts/adapts the curriculum prepared by the NCERT. Out of nearly 1,40,000 Higher Secondary/Senior Secondary Schools in the country, only about 6 per cent are affiliated to the Central Board of Secondary Education. The CBSE is very dynamic and progressive. It does not wait for NCERT and keeps on constantly introducing modifications.

The curriculum prepared by NCERT has no legal sanction behind it. It may be recalled that the Central Advisory Board of Education is an advisory board. Its decisions may not be binding on all Boards which are autonomous. All Boards of Education in the country are expected to include contents in accordance with the changing requirements. In response to the National Policy on Education (NPE) 1986, the NCERT developed the "National Curriculum for Elementary and Secondary Education: A Framework" in 1988. In 2000, it prepared the 'National Curriculum Framework for School Education'. This curriculum was prepared by the Government formed by the National Democratic Alliance (NDA) led by the B.J.P. Syllabi and Textbooks were prepared in the light of this curriculum.

5.1.2 Major Observations and Recommendations

Chapter 1: Perspective

- ❖ Knowledge should be connected to life outside the school.
- ❖ Learning should be shifted away from rote methods.
- ❖ Curriculum should be enriched to provide overall development of children rather than remaining textbook centric.
- ❖ The national system of education in a pluralistic society should be strengthened.
- ❖ The curriculum load should be reduced.
- ❖ Curricular practices should be based on the values enshrined in the Constitution, such as social justice and equality, and secularism.

- ❖ Quality education for all children should be ensured.

Chapter 2: Learning and Knowledge

- ❖ Our perception of learners and learning should be reoriented.
- ❖ Holistic approach in the treatment of learners development and learning should be adopted.
- ❖ Inclusive environment in the classroom for all students should be created.
- ❖ The learners should be made active through experiential mode.
- ❖ Adequate room for voicing children's thinking, curiosity questions in curriculum practices should be provided.
- ❖ Knowledge across disciplinary boundaries to provide broader frame for insightful construction of knowledge should be connected.
- ❖ Forms of learner engagement observing, exploring, discovering, analyzing, critical reflection, etc should be considered as important as the content of knowledge.

Chapter 3: Curriculum Areas, School and Assessment

Language

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

Mathematics

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

Science

- ❖ Content, process and language of science teaching must be commensurate with learner's age-range and cognitive reach.
- ❖ Science teaching should engage the learner in acquiring methods and process that will nurture their curiosity and creativity particularly in relation to the environment.
- ❖ Educational Studies
- ❖ Science teaching should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work.
- ❖ Awareness of environmental concerns must permeate the entire school curriculum.

Social Sciences

- ❖ Social sciences content needs to focus conceptual on understanding rather than lining up facts to be memorized for examination and equip children with the ability to think independently and reflect.

Chapter 4: School and Classroom Environment

- ❖ Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule are critical for improved teacher performance.
- ❖ A school culture that nurtures children's identities as 'learners' enhances the potential and interests of each child.
- ❖ Specific activities ensuring participation of all children able and disabled are essential conditions for learning by all.
- ❖ The value of self-discipline among learners through democratic functioning is as relevant as ever.
- ❖ Participation of community members in sharing knowledge and experience in a subject area helps in foreign a partnership between school and community.
- ❖ Decentralized planning of school calendar and daily schedule and autonomy for teacher's professionalism practices are basic to creating a learning environment.

Chapter 5: System Reforms

- ❖ System's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities.
- ❖ It is desirable to evolve a common school system to ensure comparable quality in different region of the country and also ensure that when children of different background study together it improves the overall quality of learning and enrich the school ethos.

- ❖ A broad framework for planning upwards, beginning with schools for identifying focus areas and subsequent consolidation at the cluster and block levels could form a decentralized planning strategy at the district level.
- ❖ Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
- ❖ Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.
- ❖ Teacher education programmes need to be reformulated and strengthened so that the teacher would play the roles of being an:
 - ❖ Reformulated teacher education programmes place thrust on active involvement of learner in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.
 - ❖ Reducing stress and enhancing success in examination necessitate:

5.1.3 Evaluation of the NCF 2005

In the evaluation of the NCF, an attempt is made to give in brief the views of some of its supporters and critics. Supporters of the NCF

Chapter 6: Learning Lessons

The National Curriculum Framework (2005) should be commended for its forward looking interventions in education. Designing a curriculum framework for India is not easy. But this document has broken new ground by adhering to some sound basic principles. It foregrounds the fact that curriculum reform must be about pedagogy as much as it is about content. It recommends a range of pedagogical innovations that should be applauded. It emphasizes creativity and critical abilities at the expenses of rote learning. It creates room for curriculums that talk to children rather than talk at them. And it recognizes that the rich work knowledge base of students from marginalized communities can be turned into a source of learning and dignity. Second, the framework follows for a nuanced appreciation of pluralism and diversity. But it does this not by wielding some ideological shibboleth called "diversity". Instead it follows for the curriculum to be adapted and modified in the light of diverse needs of many different kinds. Third, while allowing for pluralism and diversity, assets down some basic norms that the curriculum will have to comply with. Striking a balance between pluralism and

standardization, autonomy and adequate monitoring, local variations and global requirements, is not an easy task. But this framework has the foresight to acknowledge these tensions and suggest a constructive balance.

The framework has been criticized largely by those who are used to looking upon the state as a vehicle for simple-minded ideological indoctrination. The state has an important role in ensuring that all schools met certain standards. The state also has a role in promulgating our basic constitutional values among future citizens. But it does not follow from these aspirations that the state should exercise monopoly control over textbooks, or confuse maintaining standards with complete standardization.

The debate over textbooks, especially in the social sciences and humanities, has been reduced to a one-dimensional debate over the meaning of secularism. The NCF, while displaying fidelity to our constitutional aspirations, moves the debate considerably beyond conventional parameters. It seeks to produce self-reliant, confident, creative students. And more importantly, it reposes trust in their abilities. The NCF should be, broadly, endorsed. (Indian Express, September 8, 2005)

2. Take the Option

Phase out Class X Board Exams. The approval, by the Central Advisory Board of Education of the proposal to make the Class X board examinations optional should be commended. This move will ensure that there is less stress on school children, who have to take two Board examinations in the last three years of schooling. However, since education is a state subject, the implementation of this decision is likely to be diluted. Already, Delhi, Maharashtra, West Bengal and Uttar Pradesh have protested against the idea of making the Class X examinations optional for students who wish to continue studying for Class XII. Students who opt for professional or vocational courses after Class X will, however, have to take the board examinations, as will the students who would want to change school after

Class X.

For all practical purposes, today, it is necessary to have passed the Class XII examinations. The Council of the Board of School Education had, on May 1, also exhorted all State Boards to adopt a standardized evaluation system and make examinations stress-free. Towards this, the National Curriculum Framework had also suggested a shorter duration of examinations and papers that comprised well- designed multiple questions and short-answer queries. The NCERT had suggested that English be

made the second language and learning it should be mandatory for all classes in all streams of education. These suggestions have merit and should be implemented.

Hundreds of thousands of students all over India take the Board examinations primarily because it is the critical benchmark for entry to higher education. It is up to the Boards to ensure that what should be an important milestone in every child's development does not become a nightmare. (Tribune, September 9, 2005).

3. Stick to the Text

The big challenge to education has only just begun. The Draft National curriculum Framework (NCF), approved by the Central Advisory Board of Education is a document with the potential to bring about a radical shift in the approach towards school education in India. Yet, the worry lies in its implementation. It's best not to forget the fiasco that followed the adoption of the last NCF that was drawn up by the NCERT in 2000. Both the latest documents as well the NCF 2000 had their foundation in the 1993 Yash Pal report, 'Learning without Burden'. Unfortunately, the then HRD Ministry led by Murli Manohar Joshi translated the document's suggestions into action by deleting 'objectionable' portions of history textbooks and rewriting them to create new nationalistic paradigms.

The strength of the new NCF lies in the fact that it sees the classroom as part of the larger secular, pluralistic society envisaged in the Constitution. It seeks to address the socio-economic distortions that have created an imbalance in the transfer of knowledge. Its vision is to make learning a participative process, where knowledge is gained and enriched by connecting it to the experiences of child's life and his social and cultural reality.

The NCF has outlined the aims of education in India. The major task at hand is to develop concrete strategies to implement its recommendations at the ground level. There are many aspect to creating this systemic change from changing the mindset and improving the skills of school teachers, to making examinations more flexible. The focus should not remain concentrated on revising school textbooks (they are, after all, merely facilitative tools), as has been the disturbing trend. The HRD Ministry must make sure that the reforms aren't allowed to disintegrate into yet another shallow exercise driven by political compulsions. (Hindustan Times, September 10, 2005) .

4. How They Know What They Know

A primary guiding principle in the NCF is to connect knowledge to life outside school. It speaks of "the need to recognize the child as a natural learner, and knowledge as the outcome of the child's own activity." Accordingly great emphasis is placed on incorporating local knowledge, on encouraging "intelligent guessing" that zone between what an idea and child knows and what he almost knows and on (20 making the child pose questions.

"These are forward-looking reforms to make education more relevant and more joyful," says RamachandaraGuha, member of the National Steering Committee (NSC) for repairing the Framework. (Indian Express, September 18, 2005)

5.1.4 Critics of the National Curriculum Framework

1. Pastoral Fantasy or Pedagogic Responsiveness

The duly approved and still heatedly debated National Curriculum Framework 2005 comes laden with many gotcha illustrations where the world outside is ushered into the child's classroom. For instance: "On a winter morning, teacher asked children to draw a 'morning scene'.

One child completed the drawing and then darkened the background, almost hiding the sun. 'I asked for a morning scene! The sun should be bright!' teacher exclaimed. She didn't notice the child's eyes darting to the window: it was still dark, the sun was behind heavy wintry grey clouds."

2. Stress on Local Knowledge Traditions

Stress on local knowledge traditions could serve as an umbrella for all kinds of obscurantism and be an impediment to rationality. There are no local variations of rationality. Systematization of knowledge must be universal.

3. Educators Should Stick to Basics

Secularism Not Given Adequate Emphasis. Secularism or the separation of religion and education needs to be vigorously for grounded throughout the document. Exclusion of religion from education and school instruction must be given greater prominence than has been done in the revised draft, because the need to shift from religious value-laden education provides an important justification for NCE 2005. Sidestepping this issue in the interest of avoiding the blame game will not help in producing progressive education, no matter how radical the teaching methods are undue Emphasis on Pluralism and Diversity. The NCF has attached enormous weight to pedagogy through the introduction of child centered knowledge. But a large number of

academics and educationists have expressed concern that the strong emphasis on pedagogy the content of disciplines. This erosion of perspective can be seen in the social sciences, which appears to be as pluralist in its approach as to have no framework or social philosophy at all.

We should not be content with accommodation and respect for diversities, pluralities, and cultures when all identities, cultures and communities do not get equal treatment from state or society.

Abuse of Plurality of Books. The NCF favours plurality of textbooks. The CAGE Committee on Regulatory Mechanisms for Textbooks in Schools outside the Government system, clearly demonstrates that such a plurality already exists and perhaps in excess of the demands of pluralism. The free space and plurality permitted by the system is abused and misused to inculcate prejudice and divisiveness and shoddy quality. The key issue is lack of monitoring and scrutiny of textbooks, and not lack of freedom of choice.

Educational materials under whatever pedagogic approach must be produced within the framework of the Constitution.

Needs for Wider Discussion. We need a wider discussion on the syllabus before embarking on textbook writing. State-level discussion on the syllabus are particularly important given the new approach to learning with its emphasis on local knowledge.

Hasty Approach. From all accounts the three components curriculum framework, syllabus preparation and textbook writing are taking place simultaneously and in just one year. Progressive and good quality books cannot be prepared in a hurry.

Need for the Constitution of Syllabus Preparation. The problems arising out of the NCF 2005 can be resolved by broad basing the process for syllabus preparation. It is imperative to institute a CAGE Standing Committee to monitor the process of syllabus preparation. It is imperative to institute a CAGE Standing Committee to monitor the process of syllabus preparation. (ZoyaHasan, a member of CAGE, Times of India, September 9, 2005)

4. Marxist Dominated NCF

The UPA government has allowed the Marxist to make firm in roads into the process. And allowed them to show disrespect to national leaders, like, Swami Vivekananda, Rishi Aruobindo and Netaji, by removing their references from the document.

"Besides they ignored and exiled the value education as established during the Congress rule in 1986." The BJP-ruled State Education Ministers vehemently pleaded for a discussion on the document again.

5. Emphasis on Sanskrit. India's Heritage and Spiritual Values Ignored

Emphasis is not given to Sanskrit, which devvani (language of the Gods), and yoga is only been discussed as part of physical training. Yoga should be taught as a separate stream with much more importance.

6. Existing Pupil Teacher Ratios Ignored

The NCF addresses the challenge posed by multigrade schools in delivering child-centered learning. Over 75 per cent of schools in rural areas, the document notes are multigrade. It accordingly seeks reform in instruction in multigrade classrooms and a shift away from textbooks designed for monograde classrooms.

7. Value Education Ignored

NEP 1986, which, to repeat is binding on organs of government, is categorical on value based Education. The National Curriculum for Elementary and Secondary Education based on NEP-1986 was designed to enable the learner to acquire knowledge to develop concepts and inculcate values commensurate with the social, cultural, economic and environmental realities at the national and international level.

This was followed by the Parliamentary Committee headed by S.B. Chavan which submitted its 81st Report on Value-based Education to the Rajya Sabha on February 26, 1999. An extract of the report is self-explanatory.

Truth (Satya), Righteous Conduct (Dharma), Peace (shanty), Love (Prema) and Non-violence (Ahinsa) are the core universal values which can be identified as the foundation stone on which the value-based education programme can be built up. These five are indeed universal values and respectively represent the five domains of human personality-intellectual, physical, emotional, psychological and spiritual. They also are correspondingly co-related with the five major objectives of education.

Primary school stage is the period in the child's life when the seed of value education can be implanted in his/her impressionable mind in a very subtle way. If this seed is nurtured by the capable hands of dedicated teachers in school, if they insert values at appropriate intervals during a child's life, it can easily be said that half the battle in building up national character has been won.

It is very essential that at the school level, right from the primary stage, deliberate, planned and sustained efforts are made to inculcate basic human values among the students. Values are best initiated by a mother to her small child under her tender care in the secure atmosphere of home. However, nowadays, children are enrolled in school as at the age of four. At this impressionable stage, values like respect for parents, elder and teachers, truth, punctuality, cleanliness and courtesy can be easily inculcated by small children.

Apart from personal values, there are certain social values which ought to be imbibed by the young mind. These are the values which concern the whole community, concern for the aged and the handicapped, for the deprived sections of the society, etc. Sincere belief in the dignity of labour is generally found to be lacking in our young generation. The value of self-dependence and dignity of manual labour are thus required to be impressed upon small children.

The National Curriculum Framework ignores several accepted truths and reduces education to one more aspect of minority appeasement to an exercise in dehumanization.

8. We oppose the NCF for being soft on communalism and plurality of textbooks. (Kanti Biswas, West Bengal Education Minister. The Hindustan Times, September 7. 2004).

9. Document Sponsored by the Left. It is a document sponsored by the left and the government is trying to get their agenda passed. The document should include: Sanskrit as the main language and not a classical language, draft the NCF on the principles of 1986 Education Policy make religion an intrinsic part of the curriculum.

10. The recommendations on construction of knowledge are based on theoretical research. When a child first learns to conceptualize things, she says, the most important exercise is to enable her to reframe them in her own language, to be able to articulate what she has understood.

Official Assurance on the Implementation of the Curriculum

In view of the reservations expressed about the NCF not only by the BJP members but by others also the HRD Minister announced that a monitoring committee would be set up to look into every aspect of preparing the syllabus and textbooks. This committee would include representatives of CIBE, NCERT and State Government. NCERT Director Krihsna Kumar sought to underline the fact at the start of the CIBE session that the NCF was a "prescriptive document" and its contents were just suggestions, not decisions. Highlighting the changes that had been made in the revised document since

objection were raised at the first CABE meeting on the NCF in June, he said: "complete unanimity is not expected nor is it possible in a federal polity." (The Hindu, September 7, 2005)

5.1.5 Overall Observations on the NCF

The formulators of the curriculum have completely overlooked the words of wisdom said by the Education Commission (1964-66) on the construction of the curriculum, "The first is the need for systematic curricular research so that the revision of the curriculum may be worked out as a well-coordinated programme on the findings of experts instead of being rushed through haphazardly and in a piecemeal fashion."

It is also to be remembered that while drawing out plans, their financial implications must be worked out. The NCF falls short of these basic elements.

5.2 DEPARTMENT OF PUBLIC INSTRUCTION

5.2.1 State Department of Education - Role and Function

In the United States, education has been established as a state function. Each state exercises this function completely or in part through a state department of education, within which there are varying degrees of responsibility. The state educational authority (usually known as the state department of education and personified by the state board of education and the chief state school officer and his or her staff) gains its powers and responsibilities specifically from the state's constitution and statutes. Much of its influence and authority, however, has developed as local school units, state governments, the federal government, and the courts have progressively looked to the state educational office as a source of professional advice and information.

In general, the growth and the specific roles of state departments of education have resulted from the state legislatures' responsibility to provide an adequate educational system; state education departments serve not only to interpret and facilitate the development of educational legislation, but also to observe its effect and to implement legislative mandates relating to education. The departments observe the school systems in operation and advise the legislatures of desirable changes and regulations. Moreover, there is a need for a central agent sufficiently knowledgeable about education to serve in a judicial capacity in controversies arising between school districts and local or regional educational agents and agencies of the state. State departments of education are needed to provide both voluntary services and services mandated by the legislatures to educational agents and state agencies. In general, the departments developed from the

need to exercise leadership through both local government and the legislative and executive branches of state government and from the need to encourage positive improvement by uniting the educational forces within each state.

Development

The concept of education as a state function is firmly rooted in the past, particularly in colonial laws that foreshadowed state laws and in ordinances regulating the territories that later became states. After the United States was formed, the concept of education as a state function was expanded through the general reservation of power to the states in the federal Constitution, through state constitutions, and through state statutory practice and judicial law.

1812-1890. State departments of education emerged and became firmly established during the period from 1812 to 1890. Although the first responsibilities of these departments during this period were advisory, statistical, and exhortatory, state departments of education began to come into their own with the swift expansion of public education following the Civil War. In these early days the extent of positive leadership exerted by the state agency depended a great deal on the quality of leadership exerted by the chief school officer. Some of the first state superintendents, such as Horace Mann of Massachusetts, Henry Barnard of Connecticut, John D. Pierce of Michigan, Calvin Wiley of North Carolina, Caleb Mills of Indiana, John Swett of California, Gideon Hawley of New York, and Robert Breckenridge of Kentucky, set the pattern for the development of modern state educational systems. In their respective states they consolidated the forces for education into movements that did not stop until free common school education became a reality,

These superintendents exerted a broad influence through dynamic leadership. They studied the weaknesses and strengths of the schools and interpreted the social forces that influenced education, and they kept the people and the legislators informed about education, becoming spokespersons not only for the teachers, but for all educational forces. These pioneering state superintendents, however, were aided by both social and economic movements and a growing democracy. Most important, there were individuals, groups, and organizations eager for a crusading leader who could present their ideas on education to the public.

1890-1932. The regulatory function of the state departments of education was expanded with the general acceptance of compulsory education, for it became apparent

that only a state department of education could determine that compulsory attendance requirements were being enforced. The maintenance and operational functions of the state department of education were strengthened during the period from 1918 to 1932. Although compulsory attendance laws became universal and local school units stronger, it was apparent that local units varied greatly in their ability to provide education, in their educational burdens, and in their leadership-all of which resulted in startling inequities in educational offerings. This development demonstrated the need for a stronger state educational agency that could determine that minimum standards were being met. In some cases, it was the state that actively operated certain schools (e.g., schools for the blind, deaf, and similarly handicapped individuals; vocational technical schools; and teacher-training institutions) as well as programs for the entire state.

1932-1953. The years from 1932 to 1953 saw the expansion of the service and support functions of the state department of education and the emergence of its leadership role. The rapid expansion of public education as a result of compulsory attendance and the demand for equal education for all students increased the demands upon the states to provide greater support. Whereas city schools could supply and service a great variety of educational programs, rural schools could not. Therefore, numerous divisions and subunits within state departments of education were developed to provide instructional and professional assistance to rural schools. As states attempted to offset inequalities, it became apparent that a solution lay in the reorganization of rural schools into districts large enough to provide services. In fact, in most states the first significant leadership activities, which were aimed essentially at rural America, can be traced to statewide reorganization efforts. To a certain extent this rural emphasis precipitated the statewide neglect in urban education that became so apparent in the 1960s. During this period there was also an accelerating demand for new patterns of state financing that would provide a guaranteed minimum educational program to all poor children in all districts. The percentage of state support for public elementary and secondary education doubled from slightly more than 20 percent in 1930 to approximately 40 percent in 1950.

The influence of the federal government increased during this Depression period, as World War II forced it to rapidly supply people trained in the various fields. As a result of the national need, state departments of education directed, and in many cases operated, technical training programs during the war. After the war, when industrial

expansion and the rapid increase, relocation, and migration of the population created massive school building problems, the federal government joined with state governments in stimulating long-range planning to provide adequate school buildings. It was also during the postwar period that the Council of Chief State School Officers (CCSSO), founded in 1928, achieved national influence and recognition. The council established the Study Commission of the Chief State School Officers, which took a leadership role in studying the major problems that were facing state departments of education.

1953-1983. Between 1953 and 1983 the federal influence on education increased, and state departments of education were strengthened through the federal-state partnership concept. This phase marked the beginning of the modern federal aid program for education. Social, economic, and demographic changes after World War II placed excessive demands on local school districts. In too many cases, states were unable to provide the help needed. Because there was such variation in the competency of the state departments of education, many people advocated abandoning the idea that the state department of education should maintain the balance of power between local and federal government, suggesting that the federal government assume leadership and control. In many ways federal involvement was encouraged by the National Defense Education Act (NDEA) of 1958, through which the federal government dealt directly with local school districts, colleges, and universities.

The NDEA, enacted after the launching of Sputnik I in 1957, actually resulted in an upheaval in the structure of state departments of education rather than in stability. An infusion of federal funds enabled a few states to move out of their former passive roles, but the most notable effect was an imbalance within the organization of the departments. By 1950 half of the professional staff members of state departments of education were assigned to federally subsidized programs. By 1960 that percentage had risen to more than 56 percent and in thirteen states to more than 70 percent. It was inevitable that personnel growth would take place in areas supported by federal funds. For example, in 1958 there were only fifteen state supervisors in mathematics, the sciences, and foreign languages in all the states combined. For English and social studies, there were twenty state supervisors in all the states. Title III of the NDEA offered financial assistance for strengthening science, mathematics, and modern foreign-language instruction. Thus, by 1963, five years after the act was passed, the number of state supervisors in those subjects had risen to 173, an increase of more than 1,100 percent.

Because there was no federal support for English or social studies, the number of state supervisors in these subjects rose only slightly, to thirty-two for all states. In 1958 there were only three specialists in preschool education in all the states, and in 1963 there were still only three.

In spite of the massive increase in federal aid under the NDEA, state departments of education actually began to lose some of their strength and prestige. In 1963 the Advisory Council on State Departments of Education pointed out that most departments could not fully perform the duties expressly delegated to them by state legislation because of personnel shortages. Thus, when state education agencies were most needed, they were least prepared to give the kind of statewide leadership necessary for improvement.

At the continued and insistent demands of educational, social, and political leaders, Title V of the Elementary and Secondary Education Act of 1965 included a five-year program of grants calculated to strengthen the capacity of state departments of education to meet their growing responsibilities. Three programs were established for this purpose. Section 503 provided basic grants to state educational agencies to develop, improve, or expand professional leadership activities. Section 505 supplied special project grants to support experimental programs and to develop special services to help solve problems common to several states. Section 507 provided for an interchange of professional personnel to develop and share leadership skills in both federal and state educational agencies. Though the percentage of the full-time staff in state departments of education paid entirely or in part by federal funds continued to rise, there was, nevertheless, greater balance in department staffs because general strength had been developed, rather than strength in specific subject areas.

1983-2000. The 1983 release of the landmark report of the National Commission on Excellence in Education, entitled *A Nation at Risk*, ushered in a period of sustained and intensive scrutiny of the quality of public schooling in the United States. The release of this federal document coincided with similar reports and commissions in many states. State departments, for the most part, were not the source of the thrust for reform. However, the renewed focus on academic achievement has had an extremely important impact on state departments. For example, state departments have been assigned much of the policy and program development work related to school reform. They have been charged by federal and state policymakers with responsibility for articulating the rationale, implementing the policies, and developing, overseeing, and

monitoring state programs for school reform. These responsibilities have strengthened the importance of state departments while significantly challenging their capacity for overseeing school reform.

The implications of these responsibilities for the structure, personnel, and organizational behavior of state departments of education have been profound. Departmental units of testing and public information have increased in number and in size, and many departments have established offices of policy analysis and research. However, as pointed out by Susan Lusi in her 1997 study of the state departments of Vermont and Kentucky, state departments were not traditionally structured or staffed to engage in the complex work of instructional improvement, nor in the policy analysis or program development that has characterized school reform. Almost every state has developed statewide curricular standards, most states have developed tests for them, and a number of states have attached consequences to varying performance.

Such tasks, assigned to state departments by state legislatures, the courts, and the federal government, have drawn state departments into technically challenging and politically controversial roles. The state court in Kentucky abolished the state education department, requiring the legislature to re-establish it. In the early 1990s, the California Department of Education was the target of heated criticism for how it developed and informed the public about its state assessments. The governor subsequently vetoed the assessment program. Even more recently, state assumption of responsibility when local systems fail has put state departments in highly problematic relations with the local school districts: they are called up to implement sanctions; enforce school choice programs among local districts-and between local districts and private schools; take over failing schools or school districts; and interpret judicial pronouncements about what constitutes adequate and inadequate schooling. Nineteen states mandate that low- performing schools receive state assistance and thirteen of those states specify the assignment of a state staff person.

State education departments have also seen their roles challenged and their budgets vulnerable to other governmental reforms. Their authority and competence have been challenged by state oversight offices, which often have closer ties to governors and legislatures. State departments have suffered from attempts to downsize government and from budget-reduction exercises as proponents of smaller government have had success in legislative and gubernatorial races. A survey by Education Week found that at least 27

state education agencies had fewer employees in 1998 than they did in 1980. State departments have also been responsible for developing management information systems to support the new accountability systems, which has placed a large technical demand on the agencies. State departments are trying to respond to these new demands by incorporating new management styles and processes. For example, the Texas Department of Education increasingly has turned to privately contracted regional assistance centers for technical assistance duties.

5.2.2 The Situation in the Early Twenty-First Century

Although there is still a great variation in the organization, operation, structure, staff, and influence of state departments of education, enough basic similarities exist so that one can generalize about their accepted roles and functions. In general, each state department of education has four major roles: regulation, operation, administration of special services, and leadership of the state program.

Regulation. The regulatory role consists of:

- ❖ Determining that basic administrative duties have been performed by local schools in compliance with state and local laws;
- ❖ Ascertaining that public school funds are employed properly;
- ❖ Enforcing health and safety rules for construction and maintenance of buildings;
- ❖ Enforcing and determining the proper qualifications and licensing of teachers and educational personnel;
- ❖ Ensuring that minimum educational opportunities are provided for all children through enforcement of compulsory school laws and child labor laws, and through pupil personnel services;
- ❖ Ensuring and monitoring the development of state educational standards and student performance measures and ascertaining that required procedures are used; and
- ❖ Ensuring that schools are organized according to the law. The regulatory function of all state departments of education is based on the acceptance of the fact that education is a state function and that local school districts have limited authority to act, except as state laws permit.

Operation. Operational roles of state education departments vary greatly from state to state. There is a general trend away from having old the state department of education conduct direct operational functions.

Historically, states have accepted responsibility for the operation of educational agencies and services when no other agency could provide the necessary statewide direction, especially during the xl developmental stages of a particular program or enterprise. A state education department may operate teachers colleges, schools and services for students with disabilities, trade and correspondence schools, and agencies or institutions of a cultural nature (e.g., state libraries, museums, archives, historical agencies). It may also offer programs that other institutions are unwilling to offer, such as trade classes and programs for migrant workers.

Administration of special services

The state's role in the administration of special services developed in response to a need for state wide uniformity and efficiency in educational services. The state offers centralized services that improve education in general (e.g., teacher placement and retirement programs), and it provides services that, because of their scope, technical nature, or expense, can better be offered on a state wide basis (e.g., library services, centralized insurance, financial services, control of interscholastic athletics, state wide testing). The state also provides local school districts, the legislature, the executive office, and the general public with basic information about the status of education, such as comparative studies and statistical information and clarification of all statutes, rules, and regulations on education. As in the case of operational services, the state maintains administrative services only if they are not available through another institution or agency.

Leadership

According to the Council of Chief State School Officers, the important leadership functions of a state department of education include conducting long-range studies for planning the state program of education, studying ways of improving education, providing consultant services and advice in all areas of education, encouraging cooperation and promoting the proper balance among all units of the educational system, informing the public of educational needs and progress and encouraging public support and participation, and providing in-service education for all persons in the state engaged in educational work.

While all states have state departments of education, these departments differ in structure, organization, function, and size. All states have some type of state board of education, but there is a great variation in the amount of control exerted by the board

on the department and on the overall state educational system. All states have a state school officer responsible for the department, but, again, the responsibilities of this officer vary among the states: some are political leaders and others are educational leaders; some are appointed and others are elected; some are regarded as the chief educational officer of the state; and others are one of many in the educational hierarchy who have state educational responsibilities.

At first, the chief state school officer discharged routine educational functions, sometimes with the help of a secretary. General office workers could easily carry out such tasks as compiling information pertaining to education, making annual and biennial reports, publishing school laws, and apportioning state financial aid.

In the early twenty-first century, the leadership function of the staff is not so easily determined, and there are a great variety of opinions as to how much leadership should be exerted by the state department of education. Compliance and regulatory functions remain important and substantial. The main objective remains to ensure that local school districts attain the minimum level of achievement required by the state. However, the goals of leadership and public aspirations for ever-increasing student achievement go above and beyond. The role of state department has expanded to incorporate increasing performance for all students and their function has evolved from monitoring compliance with state and federal laws and regulations to supporting school districts in pursuing this goal. As the new century begins, state departments face the daunting task of inspiring and stimulating local school systems to strive for the highest educational quality.

5.3 ORGANIZATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND TRAINING:

I. POSITION AND FUNCTIONS:

The Ministry of Education and Training is a government agency performing the function of State management of preschool education, general education, intermediate pedagogical education, college-level pedagogical education, higher education and other educational institutions regarding: educational goals, programs, content; regulations on examination, enrollment and diplomas and certificates; development of teachers and education managers; school facilities and equipment; quality control and accreditation of education quality; State management of non-business public services within the Ministry's state management scope.

II. TASKS AND POWERS:

The Ministry of Education and Training has the tasks and powers prescribed in the Governmental Decree No. 123/2016/ND-CP dated 01/9/2016 defining the functions, tasks, powers and organizational structures of ministries and ministerial-level agencies, and the following specific tasks and powers:

1. Submitting to the Government the draft laws, draft resolutions of the National Assembly, ordinance projects, draft resolutions of the National Assembly Standing Committee, draft Government decrees according to the annual legislative development program of the Ministry that has been approved, and the resolutions, projects and schemes assigned by the Government and the Prime Minister; the mechanisms and policies to mobilize social resources to develop education and training, to build a learning society and education channels.
2. Submitting to the Government and the Prime Minister long-term, medium-term and annual development strategies, planning and plans, and important projects and national works within the Ministry's state management scope.
3. Submitting to the Prime Minister the draft decisions, directives, national target programs, national programs, national action programs and other documents on the branches and domains under the Ministry's state management or as assigned by the Government and the Prime Minister.
4. Issuing circulars and other documents on the fields within the Ministry's state management scope.
5. Directing, guiding and organizing the implementation of legal documents, strategies, planning, plans, national target programs, national programs, national action programs, projects, national important works after obtaining the approval; providing information, propaganda, dissemination and education of laws on education and training.

6. Regarding the educational objectives, programs and contents:

- ❖ Setting up the education and training objectives suitable to the educational levels and training levels of the national education system within the Ministry's state management scope;
- ❖ Promulgating preschool education programs, general education and regular education programs;
- ❖ Promulgating, updating and guiding the list of level IV education and training at the intermediate pedagogical level, pedagogical college level, bachelor, master and doctoral degrees; regulations on training and joint training;

- ❖ Regulating the minimum amount of knowledge, the capacity requirements that learners need to achieve after graduating from a pedagogical intermediate institution, a pedagogical college, a university, a master's degree course, and a doctorate course; the process of building, appraising and promulgating the training programs of intermediate pedagogical education level, pedagogical colleges, universities, master and doctoral degrees; compulsory subjects in the training programs for training levels of foreign-invested higher education establishments.

7. Regarding textbooks, curricula and materials:

- ❖ Regulating the compilation, appraisal and approval of documents permitted for use; guiding the selection of materials in preschool institutions;
- ❖ Specifying the standards; procedures for compiling and editing. textbooks; prescribing the tasks, powers, modes of operation, standards, quantity and membership structure of the National Council for Assessment of Textbooks; promulgating criteria for evaluating textbooks and approving textbooks permitted for use on the basis of evaluation results of the National Council for Assessment of Textbooks; guiding the selection of textbooks in general education establishments;
- ❖ Regulating the organization of compilation, selection, appraisal, approval and use of teaching materials, training curricula of intermediate pedagogical level, pedagogical colleges, universities, master's and doctoral degrees; organizing the compilation of textbooks on political reasoning, defence and security courses to create documents for uniform use in teaching and learning at the intermediate pedagogical level, pedagogical colleges, universities, masters, doctoral degrees;
- ❖ Directing the compilation of illiterate eradication materials and continuing education materials after literacy and other continuing education materials.

8. Regarding regulations on examination, recruitment, diplomas and certificates:

- ❖ Assuming the prime responsibility for formulating and submitting to competent agencies for signing agreements on diploma equivalence or mutual recognition of diplomas with other countries and international organizations;
- ❖ Promulgating regulations on examination and recruitment; regulations on testing and assessing learners;

- ❖ Regulating the forms of diplomas and certificates; the printing and management, allocation, withdrawal and cancellation of diplomas and certificates;
- ❖ Regulating the recognition of diplomas granted by foreign educational establishments to Vietnamese people; prescribing diplomas recognizing practical and applied skill levels for people with intensive training after graduating from universities in a number of specialties;
- ❖ Prescribing the diploma granting responsibilities and competence of Vietnamese higher education institutions when they perform joint training with foreign higher education institutions; prescribing the responsibilities of foreign-invested higher education establishments to grant university education diplomas in Vietnam.

9. Regarding development of teachers and education managers:

- ❖ Regulating the working regime of teachers and educational managers; framework list of job placements and quota of the number of people working in education and training establishments;
- ❖ Prescribing the criteria for heads and deputy heads of preschool education, general education and continuing education establishments, intermediate pedagogical institutions and pedagogical colleges; elaborating and submitting to the Prime Minister for promulgation the standards for heads and deputy heads of higher education institutions; instructing the standards for Directors, Deputy Directors of Departments of Education and Training, Heads and Deputy Heads of District-level Department of Education and Training; prescribing teachers' professional standards;
- ❖ Elaborating and submitting to the Prime Minister the regulations on standards and procedures for appointment and dismissal of professors and associate professors;
- ❖ Assuming prime responsibility for and coordinating with the Ministry of Home Affairs in promulgating the regulations on examination and promotion of professional positions for officers within the Ministry's state management scope;
- ❖ Managing and guiding the implementation of the policies on training, re-training and remuneration for teachers and education managers; monitoring and supervising the implementation of recruitment and use of teachers and educational managers in ministries, branches and localities.

10. Management of school facilities and equipment:

- ❖ Formulating and announcing according to its competence or proposing competent agencies to publicize the standards and regulations on school facilities, school equipment and sanitation;
- ❖ Managing school facilities and equipment in the field of education and training within the state management scope of the Ministry.

11. Financial, property and public investment management:

- ❖ Preparing annual budget estimates, 3-year state budget-financial plans; managing assets of agencies and units under the Ministry according to the provisions of laws;
- ❖ Formulating and submitting to competent authorities for promulgation the regime, standards and quota of budget spending in the field of education and training; the mechanism of collection and use of service prices in the field of education and training for schools within the Ministry's state management scope;
- ❖ Monitoring and inspecting the implementation of budget in the field of education and training in ministries, branches and localities;
- ❖ Promulgating and guiding the implementation of economic and technical standards, norms and quota in the field of education and training;
- ❖ Making public investment plans of the Ministry, deciding investment policies, deciding investment in programs and projects under its management according to the provisions of the Law on Public Investment; managing and implementing education and training investment projects in accordance with the laws; monitoring, evaluating and supervising the implementation of plans, programs and projects within the scope of management and implementing other tasks and powers in the field of public investment assigned by the Government and/or the Prime Minister or according to provisions of the laws.
- ❖ Assuming the prime responsibility for, and coordinating with the Ministry of Finance in, elaborating and submitting scholarship policies. Coordinating with the Ministry of Finance to develop and submit to the competent authorities to issue preferential credit policies for pupils, students, especially-treated families and other policies for learners.

12. Education quality assurance:

- ❖ Promulgating national standards for education and training establishments falling within the Ministry's state management scope according to the structural framework of the national education system and Vietnam's national qualification

framework; providing detailed guidelines for stratification and ranking of higher education institutions with research orientation and application orientation; the minimum quality assurance conditions for implementing training programs;

- ❖ Formulating and submitting to the Government the regulations on conditions, competence, procedures for granting, revoking operation registration certificates or certificates of additional registration of education activities at intermediate pedagogical levels, pedagogical colleges; conditions and procedures to permit and suspend training activities of foreign invested universities, institutes and higher education institutions;
- ❖ Deciding to permit and suspend training activities of universities, institutes, scientific research academies allowed to train doctors and foreign-invested higher education institutions. Specifying the conditions, order and procedures for opening or suspending the operation of university-level disciplines and training majors in masters and doctoral degrees; deciding to permit the opening or suspension of activities of the bachelor majors, majors or training specialties in master and doctoral degrees;
- ❖ Regulating the determination of recruitment quotas at the intermediate pedagogical level, pedagogic colleges, universities, master's and doctoral degrees;
- ❖ Directing and guiding the quality assurance of education in educational and training establishments within the state management scope of the Ministry.

13. Education quality accreditation:

- ❖ Prescribing the standards for assessment of educational quality; process and cycle of education quality accreditation at all levels and levels of training under the Ministry's state management;
- ❖ Formulating and submitting to the Government the regulations on conditions for establishment, dissolution, duties and powers of educational quality accreditation organizations;
- ❖ Regulating the issuance and revocation of education quality accreditation certificates;
- ❖ Directing and guiding the quality accreditation of education and training establishments, education and training programs within the Ministry's state management scope.

14. Management of education and training establishments:

- ❖ Promulgating the charters, regulations on preschools, primary schools, secondary schools, lower secondary schools, high schools, and secondary schools with many levels of education, continuing education institutions and specialized schools. Intermediate pedagogical schools, pedagogical colleges and other educational institutions within the Ministry's state management scope;
- ❖ Developing and submitting to the Prime Minister for approval the planning of the network of higher education institutions and the network of teacher training institutions;
- ❖ Developing and submitting to the Government the regulations on the conditions and procedures for establishing or permitting the establishment, merger, division and dissolution of educational and training establishments under the state management of the Ministry; the functions, tasks and powers of national universities. Developing and submitting to the Prime Minister for promulgation the regulations on organization and operation of national universities and member higher education institutions.

15. Deciding and directing the implementation of the Ministry's administrative reform program according to the objectives and contents of the state administrative reform program approved by the Government and the Prime Minister.

16. International cooperation;

- ❖ Managing and guiding education and training establishments under its state management competence to implement international cooperation in teaching, training, building technical and material foundations and scientific research and technology transfer; promulgating or submitting to competent authorities for promulgation the regulations on management of operations of foreign educational establishments in Vietnam;
- ❖ Promulgating the regulations on management of foreigners studying at educational institutions in Vietnam. Guiding the teaching and learning of Vietnamese language for foreigners and overseas Vietnamese.

17. Regarding scientific and technological activities, environmental protection:

- ❖ Developing and submitting to competent authorities for promulgation the policies for scientific and technological development, environmental protection education in education and training establishments;

- ❖ Approving and organizing the implementation of environmental and science and technology development projects and projects in education and training establishments under the Ministry.

18. Regarding non-business public services:

- ❖ Prescribing the criteria and quality standards of non-business public services; the mechanism for monitoring and evaluating the operational efficiency of non-business public units in the field of education and training;
- ❖ Guiding the implementation of the policies and laws and supporting organizations to carry out public service activities in the field of state management of the Ministry.

19. Regarding statistical work, building sector data:

- ❖ Organizing and directing the implementation of statistical work; collecting, synthesizing, analyzing, managing and storing statistical information; formulating and promulgating a system of statistical indicators and statistical reporting regimes for education and training;
- ❖ Developing database of the education and training sector.

20. Information technology:

- ❖ Developing and submitting to competent authorities for promulgation the policies on information technology application in the field of education and training;
- ❖ Approving and organizing the implementation of projects and schemes on enhancing information technology application in education and training establishments.

21. Managing organizational structure, staff, employees, civil servants and laborers; implementing salary policy and other regimes and policies for cadres, civil servants and employees within the state management scope of the Ministry in accordance with laws.

22. Inspecting; checking; resolving the complaints and denunciations; preventing and fighting corruption; practicing thrift and combating waste and handling violations according to laws.

23. Performing other duties and powers assigned by the Government, the Prime Minister or under the provisions of laws.

III. ORGANIZATIONAL STRUCTURE:

- ❖ The Preschool Education Department.

- ❖ The Primary Education Department. The Secondary Education Department.
- ❖ The Tertiary Education Department.
- ❖ The Ethnic Minority Education Department.
- ❖ The Continuing Education Department.
- ❖ The Defense and Security Education Department.
- ❖ The Political education and Pupil and Student Affairs Department.
- ❖ Physical Education Department
- ❖ The Organization and Personnel Department.
- ❖ The Planning-Finance Department.
- ❖ The Science, Technology and Environment Department.
- ❖ The Legal Department.
- ❖ The Emulation - Reward Department.
- ❖ Office.
- ❖ The Inspectorate.
- ❖ Education Quality Management Agency.
- ❖ The Teacher and Education Administrator Bureau.
- ❖ The Agency of Information Technology.
- ❖ Vietnam International Education Cooperation Department
- ❖ Agency of Education Facilities and Children's Toys
- ❖ The Vietnam Education Science Institute.
- ❖ The Education Management Academy.
- ❖ The Ho Chi Minh City Education Administrators School.
- ❖ The Education and Time newspaper.
- ❖ The Education magazine.

The units defined in Clauses 1 thru 21 of this Article shall assist the Minister in performing the state management function, the units defined in Clauses 22 thru 26 are subordinate non-business units serving the state management function of the Ministry.

The Minister of Education and Training shall submit to the Prime Minister for promulgation a list of the Ministry's non-business public units.

The Minister of Education and Training issues decisions regulating the functions, tasks, powers and organizational structures of the departments, bureaus, inspectorate, Office, non-business public units and other subordinate units under the Ministry in accordance with the laws.

The Office has 06 divisions.

The Inspectorate, Quality Management Bureau and Vietnam International Education Cooperation Department have 04 divisions each.

The Agency of Information Technology, the Agency of Teachers and Education Administrators, and the Agency of Education Facilities and Children's Toys have 03 divisions each.

5.4 ROLE OF OTHER GOVERNMENT AGENCIES

5.4.1 Role of Central Government Agencies

- ❖ The Minister of Local Government
- ❖ The Department of Internal Affairs
- ❖ Role of the Local Government Commission Office of the Controller and Auditor-General
- ❖ The Ombudsman
- ❖ Parliamentary Commissioner for the Environment
- ❖ Remuneration Authority

Several central government agencies are involved with the development of policy and monitoring of local government. Their roles range from strategic development and policy, regulation and monitoring, to handling complaints about the activities and operation of local government.

5.4.2 The Minister of Local Government

- ❖ Is responsible for core policy issues relating to the constitution, structure, accountability and funding of local government.
- ❖ Leads the relationship between central and local government.
- ❖ Is the territorial authority for some offshore islands.
- ❖ Appoints members of the Local Government Commission.
- ❖ Can appoint ministerial reviews and commissioners to act in the place of local authorities, in certain circumstances.
- ❖ Is required to approve a variety of minor statutory matters (such as authorizing changes to the purpose for which endowment land is held).

The Department of Internal Affairs assists the Minister in this work.

A number of other ministers and departments are also responsible for policy and legislation affecting local government including- environment (especially for the Resource

Management Act 1991), roading and transport, public health, regional development, culture and heritage.

While the Minister of Local Government has primary responsibility for legislation concerned with the system of local government in New Zealand, and its overall efficiency and effectiveness, the Minister is not answerable for local authority decisions and cannot intervene in them.

Find out more about the Minister of Local Government

The Department of Internal Affairs

The Department of Internal Affairs provides policy advice to the Minister of Local Government and information about local government to ministers, councils and the public.

Find out more about The Department of Internal Affairs

Role of the Local Government Commission

The Local Government Commission is an independent statutory body established under the Local Government Act 2002. The Commission has three members who are appointed by the Minister of Local Government. Its main task is to make decisions on the structure of local government. The Commission's functions are -

- ❖ To report on, and make recommendations to the Minister of Local Government on matters relating to local government. This may be done on the Commission's own initiative or at the request of the Minister.
- ❖ To hear and determine appeals relating to decisions of "appointed local authorities" or "joint committees" on proposals for the alteration of boundaries of local authority districts or the transfer of functions between local authorities.
- ❖ To consider and determine proposals for the constitution or abolition of territorial districts or regions, and proposals for the establishment of unitary authorities.
- ❖ To consider and determine appeals and counter-objections relating to a local authority's proposals for ward or constituency boundaries, and the number of its members following are presentation review.
- ❖ To consider and determine issues relating to the constitution of communities and establishment of community boards.

Find out more about the Local Government Commission.

Office of the Controller and Auditor-General

The Controller and Auditor-General gives independent assurance over the performance and accountability of public organizations to New Zealand's Parliament.

The Controller and Auditor-General audits all types of public entities including local authorities and their subsidiaries a total of more than 300 entities - including city, district, and regional council, and council organizations. In being the auditor of those entities, the five key concerns central to the role are -

- ❖ Performance have public entities undertaken activities in accordance with Parliament's intentions, and in an effective and efficient manner?
- ❖ Authority have activities, resources and accountability requirements been undertaken within the authority granted by Parliament?
- ❖ Waste have resources been obtained and applied in an economical manner? Are taxpayer's dollars being wasted?
- ❖ Probity are entities meeting Parliament's and the public's expectations of an appropriate standard of behaviours in the public sector?
- ❖ Accountability - have entities given full and accurate accounts of their activities? Are governance and management arrangements suitable to address any concerns?

Find out more about the Office of the Controller and Auditor-General.

The Ombudsman

New Zealand has two Ombudsman appointed by Parliament as independent review authorities.

Institutions, System and Structure of Education Their primary purpose is to inquire into complaints against New Zealand central, regional and local government organizations or hhi agencies.

The Ombudsman will receive complaints only after -

- ❖ You have first tried contacting the local authority directly either in person or in writing in an attempt to resolve the matter.
- ❖ Any alternative remedies that may be available to you have been explored e.g. you might have a right of appeal to a tribunal or other review body.

After receiving a written complaint the Ombudsman may decide grounds exist to undertake an investigation. Where a complaint was proceeds to an investigation the Ombudsman will review all the circumstances and form an independent opinion based on whether the act, omission, decision or recommendation complained of -

- ❖ Appears contrary to law.

- ❖ Unreasonable, unjust, oppressive or improperly discriminatory.
- ❖ Was in accordance with a rule of law or a practice that is or may be unreasonable, unjust, and oppressive or improperly discriminatory.
- ❖ Was based on a mistake of law or fact.
- ❖ Was wrong.

If the Ombudsman believes a complaint has merit, he or she may recommend action to remedy it. The Ombudsman have no power to order a local authority to accept a recommendation made under the Ombudsman Act. However, under official information legislation there is a general duty to act on an Ombudsman recommendation unless the authority, in full council, exercises the right of veto. Most of their recommendations are accepted. Occasionally the Ombudsman will resolve complaints informally, particularly when it is about a delay.

Find out more about the Ombudsman. Parliamentary Commissioner for the Environment
Complaints about local authority decisions on environmental issues are heard by the Parliamentary Commissioner for the Environment.

The Commissioner has powers to investigate and make recommendations to the relevant authority about the environment. Their purpose is to –

- ❖ Independently assess the capability, performance and effectiveness of the New Zealand system of environmental administration.
- ❖ Provide advice and information that will maintain and improve the quality of environmental management.

Complainants may be asked to put their concern in writing. The Parliamentary Commissioner for the Environment makes enquiries with the relevant authorities to determine -

- ❖ If there is any evidence the environment has been harmed, or is likely to be harmed.
- ❖ Whether the authority is acting to stop and remedy the harm, or to prevent the threat of harm.

Find out more about the Parliamentary Commissioner for the Environment.

Remuneration Authority

The responsibility for setting the remuneration for a council's elected members belongs to an independent statutory body, the Remuneration Authority.

The Remuneration Authority, after setting the mayor's remuneration, sets a total remuneration pool for the remaining elected members of a council, taking into account factors such as a council's population and operating expenditure, but not the number of elected members. In consultation with the council, it allocates that pool of money to the council's elected members.

5.5 ACADEMIC INSTITUTIONS ROLE INVOLVEMENT ISSUES RELATED TO CONTROL AND AUTONOMY

5.5.1 Educational systems' autonomy. Facts and analysis

The autonomy of the educational system is a key issue on the political agenda of many European countries. During the last twenty years, schools have been the subject of numerous reflections and reforms, particularly in the level of autonomy granted. They were vested with more powers in order to improve democratic participation, more effective management of public funding for education and especially in recent years, increasing the quality of education. In this context we can approach this subject on the one hand as a way of protecting ethnic minorities (including by ensuring education in mother language) and on the other hand as a means of implementing the principle of subsidiary in education through decentralization of education service. The principle according to which schools should be autonomous is widespread in the European countries. The reforms in the '80s, introduced particularly in Spain and France, were enrolled in a logic of participatory democracy and highlighted the need for schools to provide greater outreach to local communities in which they develop their activity. The 90's were marked by a concern for efficiency in the management of funds and public services. After the year 2000, the transfer of new responsibilities to schools was linked to the concern of improving the quality of education. A new pragmatic approach of an experimental type should be remarked once with the pilot projects and gradual implementation of reform measures related to school autonomy. In most European countries, school autonomy measures are defined by a national legislative framework and are imposed on all schools. The "top down" approach of school autonomy is confirmed by the fact that school staff rarely stayed at the origin of this process. The present paper will analyze the educational systems' autonomy in the national and European context using qualitative and quantitative indicators.

The central idea which emphasizes the concept of autonomy is indicated by its etymology: *autos* - (through) its self and *nomos* - rule of law. The concept used was for

the first time in the Greek cities. A city had autonomy when its citizens made their own laws as opposed to being controlled by a conquering power. Thus, it is a natural human tendency to be autonomous when the decisions and actions are their own. Is autonomy a global or local concept? At what level is centered autonomy- individual decision, laws, values, motivation? Why is the development, maintenance and improvement of autonomy a goal? Usually, autonomy is defined as being the guarantee of self-government of a region or a group of persons, thus being recognized a partial independence regarding the way of government influence. This independence can be determined mainly by the degree of independence of the autonomous entity regarding the process of political decision-making. Often, the term "self-government" is used instead of autonomy. It is a concept that many authors consider it as being similar to that of autonomy. Moreover, in the legal-political vocabulary, autonomy denotes self-government. Proudhon observed that "in any society, even the most authoritarian, one part is necessary reserved to freedom, just as in any society, even the most liberal, one part is left to the authority". Authority prevents freedom to fall into anarchy; freedom prevents the authority to fall into tyranny. In the administrative organization of a state, the different administrative arrangements represent the relations between authority and freedom, between the discipline of life and life itself.

5.6 REGULATORY AND ADVISORY BODIES IN EDUCATION

5.6.1 National Level Agencies: National Council for Teacher Education (NCTE):

The National Council for Teacher Education (NCTE), in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE, 1986) and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

5.6.1.1 Objective of NCTE

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non- formal education, part-time education, adult education and distance (correspondence) education courses.

5.6.1.2 Organizational Structure of NCTE

NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinate development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in-service programmes. The NCTE Headquarters headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

The year 1973 was a land mark in the annals of teacher education in India when NCTE was established with the help of UGC, NCERT and Ministry of Education. The development of teacher education, since the quality of education depends on the ability and professional commitment of teachers. The first meeting of NCTE was held in Delhi on December 21, 1973 with prof. Nuruhasan as the chairperson, This council set up the following groups with eminent teacher educators.

- ❖ A working group to report the present status of teacher education in the country.
- ❖ Standing committee on elementary teacher education, higher education and preschool teacher education.
- ❖ Technical vocational and work experience education.
- ❖ In-service education.
- ❖ Standards in teacher education.
- ❖ Steering committee to coordinate the work of all standing committee and highlights the problem, which needs the attention of NCTE.

Although NCTE was established, it was not able to guide the system of teacher education to meet the emergency challenges; some of the difficulties were inherent in its constitutions. To remedy this it **will be made autonomous and given a statutory status.**

5.6.1.3 Administrative Structure of Teacher Education

There should be coordination among various agencies in order to maintain standards and to improve the quality of teacher education.

1) Academic Structure and Control: the following steps have been suggested to facilitate the academic structure:

- i) The semester system,
- ii) Credit course system,
- iii) Core courses,
- iv) Special courses laws
- v) Level of courses i.e. four levels have been suggested.
- vi) Requirement of credit hours for certificate/diploma/degree courses.

(2) Administrative Issues and Structure: The following recommendations are made:

- i) Financial assistance should be given by the centre and states for implementing new programmes.
- ii) There should be proper planning for training teachers and controlling standard of training.
- iii) The rules and regulations are to be enforced for maintaining the minimum standard of education.

1) Administrative Control: The National Council of Teacher education may be given necessary powers and authority to look after the overall growth and development of teacher education in the country.

2) Certification of Teacher: It is essential to consider his contributions to all three major areas of teacher education-theory, community work and methodology. An evaluation should be done in these areas of teacher education.

5.6.1.4 Functions of NCTE:

According to the Act 1993 NCTE perform the following functions:

- 1. Undertaking survey and studies relating to various aspects of teacher education and published the results.
- 2. Making recommendations to the Center and State Governments Universities, the U.G.C. and other institutions in the preparation of plans and programmes in the field of teacher education.

3. Coordinating and monitoring teacher education and its development in the country.
4. Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher educators at different levels.
5. Developing norms for any specified category of courses or training in teacher education, including minimum eligibility criterion for admission.
6. Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.
7. Developing a guideline for general teacher education programme.
8. Promoting innovations and research studies and organize them periodically or annually.
9. Supervising the teacher education programmes and providing financial assistance.
10. Enforcing accountability of teacher development programmes in the country.
11. Preventing commercialization in teacher education and maintaining quality and standard of teacher education to produce better teachers.
12. Entrusting responsibility to other organizations, universities and other institutes.
13. Preparing a programme for in service teacher education for orienting teachers for latest development.
14. Establishing international relations in the area of teacher education.
15. Accreditation/Re accreditation of institutions of teacher education.
16. Earning of credits for in-service education.
17. Fix the duration of various courses with special emphases on training programme for NFE/AE instructors.
18. Conduct correspondence education in teacher education.
19. Preparation of learning material.
20. Orientation of senior teacher education by NCERT and SCERTS with its co-operation.

5.6.2 National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an apex resource set up by the Government of India, with headquarters at New Delhi, to assist and advise the Central and State Governments on academic matters related to school education. It was established in the year of 1961.

5.6.2.1 Objectives of NCERT

The objective of NCERT is to assist and advise the Ministry of Education and Social Welfare in the implementation of its policies and major programmes in the field of education, particularly school education. The NCERT provides academic and technical support for improvement of school education through its various institutions, which are:

1. National Institute of Education, New Delhi.
2. Central Institute of Education Technology, New Delhi.
3. Pandit Sunderlal Sharma Central Institute of Vocational Education, Bhopal.
4. Regional Institute of Education, Ajmer.
5. Regional Institute of Education, Bhopal.
6. Regional Institute of Education, Bhubaneswar.
7. Regional Institute of Education, Mysore.
8. North Eastern-Regional Institute of Education, Shillong.

Priorities

Among the top priorities of NCERT' are:

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 Development of exemplary textbooks/workbooks/teacher's guide/ supplementary reading materials.
10. Production of teaching-learning materials. 11. Education of the girl child.

Vision

To accomplish its task, the NCERT follows the following self- imposed guidelines:

1. To undertake, aid, promote and coordinate research in all branches of education.
2. To organise pre-service and in-service training, mainly at an advanced level.
3. To organise extension services for such institutions as are engaged in educational research, training of teachers or provision of extension services to schools.
4. To develop and/or to disseminate improved educational techniques and practices in schools.
5. To co-operate with, collaborate and assist the State Education Departments, universities and other educational institutions for the furtherance of its objects.
6. To establish and conduct, in any part of the country, such institutions as may be necessary to realize its objectives.
7. To act as a clearing-house for ideas and information on all matters relating to school education.
8. To advise the State Governments and other educational organisations and institutions on matters relating to school education.
9. To undertake the preparation and for the publication of such books, materials; periodicals and other literature as may be necessary for the furtherance of its objects.
10. To acquire by gift, purchase, lease or otherwise any property, movable or immovable, which may be necessary or convenient for the purposes of the Council and to construct, alter and maintain any building or buildings for the purposes of the Council.

5.6.2.2 Functions of NCERT

It includes Research, Development, Training, Extension, Publication and Dissemination and Exchange Programmes. The NCERT also drafts, publishes and recommends school text books (from Class I to Class XII) of various subjects based on the recommendations of knowledgeable faculty in the subject.

The main regular functions of NCERT include:

1. Constitution and updating of Programme Processing Committees: DABS, AC, IABS, MCs and PAC.
2. Preparation and updating of general guidelines for formulation of academic programmes.
3. Preparation of time schedule for meetings of programme processing committees.

4. Preparation of Agenda papers. for Programme Advisory Committee (PAC) meetings.
5. Organisation of meetings of Heads, Pre-PAC and PAC and preparation of their minutes.
6. Monitoring of the progress of programmes' implementation undertaken by the Constituents/Departments.
7. Preparation of the Documents.
8. Directory of NCERT Programmes.
9. NCERT Calendar of Training Programmes (Folder).
10. Annual Report of the NCERT.

5.6.2.3 Role of NCERT

(1) Governing Body: It has responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations and ordinances. It consists of 12 members with the Central Education Minister as the President. It has a director as its head for executing and controlling the day-today work who is assisted by a joint-director and a full time secretary.

(2) National Institute of Education (NIE) located at Delhi; it consists of several departments, viz., curriculum teacher, preparation of instructional material, evaluation and extension etc. The Council has launched a large number of projects pertaining to basic areas of research in the field of teacher training and secondary education. Among them are:

1. To prepare a detailed programme of the education of Science and Mathematics this may help in the development of an industry at economy in the country.
2. To suggest suitable reforms in the examination system and bring about an element of objectivity in it.
3. To test the methods and technology of the development of curriculum and make it up-to-date.
4. To expand extension and field services for improving the quality of teacher education in the area.
5. To develop teachers-guide, student work-books and audio- visual material aids as the systematic material for textbooks.
6. To provide in-service training in various subject-areas.

(3) Organization of NCERT

Departments are;

- (a) Psychological foundation department,
- (b) Science education,
- (c) Teacher education department,
- (d) Philosophical foundation,
- (e) Department of field services,
- (f) Journal cell and ERIC
(Educational Research and Innovation Cell),
- (g) Department of curriculum and text books,
- (h) Basic education and Primary education,
- (i) Department of audio-visual education,
- (j) Adult education and Literacy,
- (k) Central science workshop,
- (l) Educational survey unit,
- (m) Work-experience and vocationalisation,
- (n) Central Institute of educational technology,
- (o) Examination and evaluation unit,
- (p) Education of the handicapped, and
- (q) Guidance and Counseling.

(4) Institutes - The Council has also established State Institutes of Education Research and Training in each state four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore catering to the need of the training of secondary school teachers and research works in this direction.

Educational Studies

Objectives:

- (i) To launch, organize and strengthen research works in various aspects of education.
- (ii) To arrange for pre-service and in-service training at the higher level.
- (iii) To publish necessary textbooks, journals and other literature for achieving the objectives.
- (iv) To organize extension centers in training institutions with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.

- (v) To establish a National Institute of Education (NIE) and manage for the development of research and higher training for educational administrators and teachers.
- (vi) To provide guidance and counseling services on a large scale.
- (vii) To arrange for the establishment of training institutes for the professional and scientific enhancement of teaching.

(5) Various Programs:

- (i) Investigating problems pertaining to in-service training, educational planning and administration at different centers located in states.
- (ii) Suggesting suitable reforms in the curriculum and methods of teaching of science and mathematics and develop proper educational material, equipment and textbooks in this connection.
- (iii) Preparing charts, models, film-strips and audio-visual material for science and other subjects.
- (iv) Investigating the problems of basic education and implement the programme of adult education.
- (v) Expanding the scheme of social studies and prepares its terminology.
- (vi) Conducting research for bringing about economy in the construction of schools building.
- (vii) Arranging for providing fellowship for the encouragement of research works in different fields.
- (viii) Arranging for educational surveys in the field of group dynamics, direction and exchange of views on psychological basis.
- (ix) Launching area wise researches pertaining to the problems of teachers, curriculum methods of teaching and technology.
- (x) Conducting research works in collaboration with the health and welfare departments of U.S.A.
- (xi) Providing summer school-cum-correspondence programs for in-service teachers in the regional colleges of education located in different areas.
- (xii) Organizing summer institutes in the field of social science and humanities for developing a suitable school curriculum.

- (xiii) Arranging summer institutes for science and mathematics teachers in collaboration with the University Grants Commission and International Technical Development Agency (USAID).

(6) Extension Service Departments:

A large number of extension service departments have been set- up in the states. The head of these departments is called coordinator. He organizes various educational developing programs from time to time throughout the session. The main functions of these centers are the following:

1. Library service.
2. Display of audio-visual aids.
3. Publication works.
4. Organization of educational seminars, conferences, workshops, exhibitions and essays competitions etc.
5. Curriculum development.
6. Forming study circles of teachers for free exchange of views.
7. Implementation of the new concept of examination and evaluation.

The extension service departments help in the development of secondary and teacher education and establish proper coordination, cooperation and liaison among them. The coordinator gets all possible facilities to perform these functions: He has a separate office, vehicle, audio-visual material and library.

Enough funds are kept at his disposal to arrange for publication works and seminars etc. These centres are located in colleges and universities. The principal of the college acts as the director and head of the department as deputy-director. The work proceeds under the direction and supervision of NCERT.

(7) *State Institutes of Education (SIE)*: These have been established in each state to help in bringing about proper cooperation, coordination and collaboration.

(8) *In-service Education*: NCERT helps to provide in-service facilities to teachers from time to time. It consists of the following programs:

1. One to three months refresher courses,
2. Short-term courses for intensive study in a particular subject,
3. Holding of seminars, workshops and conferences for improving vocational efficiency,
4. Summer vacation programs,

5. Organization of teachers' study-circles and clubs.

(9) Regional Colleges of Education: NCERT has established four regional colleges at Mysore, Bhopal, Bhubaneswar and Ajmer for proper development of teacher education in the country. The Jurisdiction of each college is as under:

1. *Ajmer*: Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh, Delhi, Chandigarh, Haryana and Himachal Pradesh,
2. *Bhopal*: Maharashtra, Madhya Pradesh and Gujarat
3. *Bhubaneswar*: Assam, Bihar, Orissa, West Bengal, Manipur, Tripura, NEFA and Nagaland.
4. *Mysore*: Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

An experiment on the same pattern was started the Haryana Government at Kurukshetra but later it was abandoned due to certain difficulties. All these colleges of education aim of raising the quality and standard of teacher education and preparing teachers according to an integrated scheme of education. These colleges provide training in the following four types of programmes:

- (i) One year teacher training programme,
- (ii) Two year diploma course in industrial craft for teachers,
- (iii) In-service education through correspondence courses,
- (iv) Four year integrated training of teacher education.

In the four year integrated programme, students are admitted after higher secondary. Apart from subject knowledge, they are acquainted with the skills, attitudes and values, application of knowledge, appreciation and evaluation etc. leading to B.Sc., B.Ed., or B.A., B.Ed., degree. All this is not possible in one-year training. The distribution of the four-year integrated curriculum is as follows:

- (a) General education 19%,
- (b) Concurrent courses 59%,
- (c) Vocational education 22%.

In this scheme, general education includes languages (regional and English), social studies, maths, physical sciences, art and craft and health and physical education. Psychology, philosophy, sociology, history and problems of education, guidance and evaluation form part of the vocational education. The concurrent curriculum provides specialised knowledge of the teaching subjects with regard to its content and methodology. Each regional college has its own demonstration school for conducting

educational experiments and research. Various subjects are taught in a well-knit and coordinated manner. Their chief aim is to bring about intellectual, social and education development among student teachers. Thus, they cater to the needs of 'what to teach' and 'how to teach'.

They arrange training programmes for in-services teachers, who are provided boarding and lodging facilities, free ships and arrange for stipends and perform teaching functions in their colleges under the supervision of the staff of the regional college. The theory classes are held in two summer vacations on the campus. The scheme has now been abandoned.

5.6.3 National University of Educational Planning and Administration (NUEPA)

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

The National University of Educational Planning and Administration (NUEPA), established, by the Ministry of Human Resource Development, Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia. In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, Educational Studies

Like any Central University, NUEPA is fully maintained by the Government of India..

The National University has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

The National University comprises ten Departments. It has an outstanding multi-disciplinary faculty and a library which is well stocked with a large number of books,

national and international journals and official documents in the area of educational planning and administration. In addition to its multifarious activities, the National University offers M.Phil., Ph.D. and Part-time Ph.D. programmes in educational policy, planning and administration from a broader inter-disciplinary social science perspective. The research programmes of NUEPA cover all levels and types of education from both national and international development perspectives.

Campus

The University is located in New Delhi; the capital city of India situated on the foothills of the Aravalli range and has varied climatic conditions. December and January are chilly, with night-time lows of 4 degree Celsius. The spring season gets in February and the maximum temperature during this month ranges between 15 degrees to 25 degrees Celsius. The summer season starts from April when the day time temperature goes up to 40 degree Celsius.

The Campus is spread over 3.75 acres. It is located on Sri Aurobindo Marg, in South of New Delhi opposite Qutub Hotel, adjoining to NCERT and Indian Institute of Technology Campuses. The distance from Indira Gandhi International Airport and the domestic Airport is 15 and 10 kms respectively. It is about 20 kms from Old Delhi Railway Station, 14 kms from New Delhi Railway Station, and 22 kms from Inter-State Bus Terminal. The University has a seven-storied hostel building with fully furnished 52 double occupancy rooms-AC and non-AC. Besides the participants and guests to NUEPA, the hostel facilities are also extended to educationists visiting Delhi, depending upon availability of space. In addition the campus also has Vice-Chancellor's Bungalow and the residential apartment for the faculty and Staff.

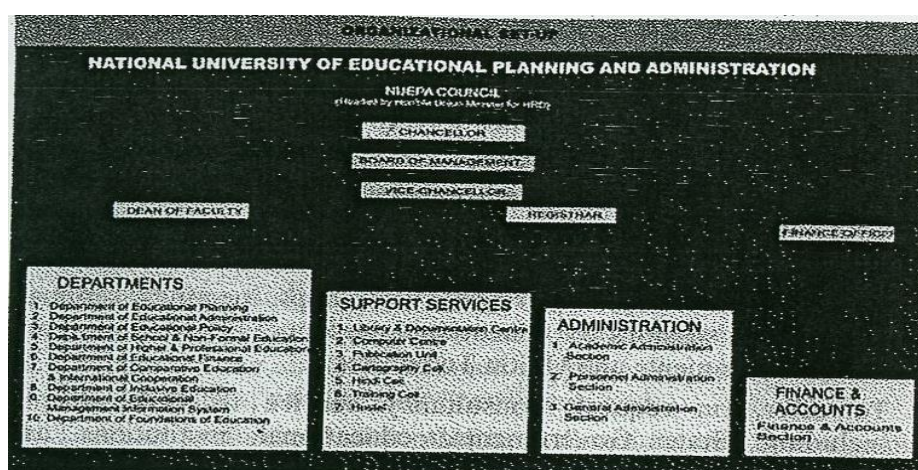
5.6.3.1. Training of NUEPA

The National University of Educational Planning and Administration (NUEPA) is the apex National Institution of Educational Planning and Administration and are actively engaged in educational research, training and consultancy. Its core activities include: Full-time M.Phil. Programme, Full-time and Part-time Ph.D. Programmes, National level and International level Diploma Programmes, training of educational planners and administrators; research; consultancy services at national and international levels; clearing house for dissemination of knowledge and information; and providing a forum for exchange of views and experiences between practicing educational administrators,

planners and academics. NUEPA also sponsors research in educational planning, policy and management.

NUEPA offers, every year, about four dozen professional programmes. It includes long-term and short-term training programmes, seminars, and conferences, meetings with senior national and education policy-makers, planners and administrators. It two (six-month) diploma programmes in educational planning and administration-one each for the national and international participants. On an average, each year, about thousand five hundred senior planners and administrators participate in these programmes. NUEPA uses a combination of modern methodologies in training delivery including structured presentations, practical work, syndicate work, case studies, group discussions and modern audio visual methods. All training programmes are supported by professionally developed training material.

5.6.3.2 Structure of NUEPA



Vision

Evolving a human learning society through advancement of knowledge.

Mission

To become a centre of excellence in educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts.

5.6.3.3 Objectives/Role of NUPEA

1. To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
2. To undertake, aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States of India and in other countries of the world;
3. To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;
4. To offer M.Phil., Ph.D. and Post-Doctoral Programmes and award degrees in educational planning, educational administration, educational finance, comparative education, school education, higher education, professional education, policy research, gender in education, discrimination in education, education and globalization, educational management and information system, etc.;
5. To act a clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;
6. To prepare, print and publish papers, periodicals and books in furtherance of these objectives and especially to bring out a Journal on Educational Planning and Administration;
7. To organize training, conferences, workshops, meetings, seminars and briefing sessions for educational personnel of the Central and State Governments and Union Territories;
8. To offer, on request, consultancy service to Governments, including State Governments, educational institutions and institutions/organizations in India and abroad.
9. To organize orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators engaged in educational planning and administration;
10. To organize orientation programmes, seminars and discussion groups for persons including legislators in the field of educational planning and administration at the level of policy making in Central and State Governments;

5.6.3.4 Functions of NUEPA

The university functions through its nine departments, which are as follows: ki

1. Department of Educational Planning.
2. Department of Educational Administration.
3. Department of Educational Policy.
4. Department of Educational Finance.
5. Department of School and Non-formal Education.
6. Department of Higher Education.
7. Department of International Cooperation.
8. Department of Sub-national Systems.
9. Department of Operations Research Systems Management.
10. Department of Foundations of Education.

As the highest organization of educational planning and administration, it has the following functions in education:

1. Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in service programme.
2. Providing training facilities in educational planning and administration at state level and regional level to develop efficiency at their level.
3. Integrating educational studies and researches under the area of educational planning and administration and make the coordination in these activities.
4. Encouraging the workers to solve the problems of educational planning and administration by organizing seminars and workshops.
5. Arranging extension programmes for new developments and innovations in the area of planning and administration.
6. Establishing contact with other countries to understand the developments and innovations of the developed countries.
7. Providing guidance at National and State levels in the area of planning and administration.
8. **Organize training programme:** It organizes pre-service and in- service training programme in the area of educational planning and administration.
9. **Co-ordinating research:** It promotes and co-ordinate research in various aspects of educational planning and administration and allied disciplines.

10. **Providing Guidance:** It provides academic and professional guidance to agencies and institutions regarding planning and administration..
11. **Offering Ph.D. and M.Phil. Programme:** It offers Ph.D. course and awards degrees in educational planning, finance, comparative education, School education and higher education.
12. **Act as a Clearinghouse:** It acts as a clearinghouse of ideas and information on research, training and extension in educational planning.
13. **Publishing Journals and Periodicals:** It prepares, prints and publishes papers, periodicals and books, especially brings out a Journal on Educational Planning and administration.
14. **Organizing Workshops, Trainings and Seminars:** It organizes meetings, workshops and seminars for educational personnel of the Central and State government and Union territories.
15. **Consultancy Services:** It provides consultancy services in the sphere of education planning and administration for Centre as well as State Government Universities.
16. **Organizing Refresher Courses for Teacher Educators:** NUPEA organizes orientation and training programmes, and refresher courses for teachers, educators and for college administration.
17. **Discussion and Issues:** It Initiates and encourages discussion on educational issues of National significance.
18. **Contacts and Collaborations:** It establishes contacts and advances academic collaboration with inter institutions in India and abroad particularly in countries of third world. NUEPA has developed close links with UGC, NCERT, CSIR, etc. NUEPA has entered into memorandum of agreement with UNESCO's International Institute of Educational Planning.
19. **Offering Scholarship and Academic Awards:** It offers fellowship, scholarships and awards.
20. **Conferring Honorary Fellowship:** It confers honorary fellowships on eminent educationists for continuation in the field of educational planning and administration.

21. **Disseminating Information:** It disseminates information relating to experience and new advances in the area of educational Planning and administration.

Symbolic Links: It builds symbolic links between the imparting and generation of knowledge. It also strengthens basic and applied research in sphere of educational planning and administration.

5.6.4 The National Assessment and Accreditation Council (NAAC)

5.6.4.1 Role of NAAC in Promoting Quality in Higher Education

Education plays a vital role in the development of any nation. Therefore, the higher education is to be the best on both quantity and quality. There has been a great increase in the number of Universities and Colleges in India. To check and assess the quality of these institutions, an autonomous and independent organization called The National Assessment and Accreditation Council (NAAC) was established by the University Grants Commission (UGC) of India in 1994.

Its Job is to assess and accredit the institutions of higher education in India. It came into existence as a result of the recommendations by the National policy on Education (1986) and the Programme of Action (POA-1992) that had stressed on enhancing and improving the quality of higher education in the country. In spite of the built-in regulatory mechanisms that aim to ensure satisfactory levels of quality in the functioning of Higher Educational Institutions (HEIS), there had been no specific modalities to assess and ensure the quality of education imparted by them. To address this issue, the NAAC has been instilling a momentum of quality consciousness amongst Higher Educational Institutions, through a process of assessing their strengths and weaknesses and motivating them for continuous quality improvement. The NAAC after considering the Institutional Assessment and Accreditation application of the intent institution declares the Institutional Eligibility for Quality Assessment (IEQA) status for the institution.

HIGHER EDUCATION

In a society full of diversity, ideologies and opinions, higher education means different things to different people. According to Ronald Barnett there are four predominant concepts of higher education:

- ❖ Higher education as the production of qualified human resources.
- ❖ Higher education as training for a research career.

Educational Studies

- ❖ Higher education as the efficient management of teaching provision.
- ❖ Higher education as a matter of extending life chances.

5.6.4.2 Quality in Higher Education

Approaches to quality in higher education in most countries have started with an assumption that, for various reasons, the quality of higher education needs monitoring. At root, governments around the world are looking for higher education to be more responsive, including:

- ❖ Making higher education more relevant to social and economic needs;
- ❖ Widening access to higher education
- ❖ Expanding numbers, usually in the face of decreasing unit cost
- ❖ Ensuring comparability of provision and procedures, within and between institutions, including international comparisons.

Quality has been used as a tool to ensure some compliance with these concerns. Thus approaches to quality are predominantly about establishing quality monitoring procedures.

5.6.4.3 NAAC And Higher Education

The performance of the colleges affiliated with universities, autonomous colleges and universities is assessed after every five years. The programme of assessing an institution is based on international practices and experiences which the academicians, intellectuals and officials connected with the NAAC receive. It inspects the infrastructure, facilities and also assesses the performance and academic excellence of the teachers of an institution. It gives grades on the basis of performance and prospects of an institution.

NAAC-VISION AND MISSION

VISION

To make quality defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- ❖ Unit-5 Institutions, System and Structure of Education

- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- ❖ To undertake quality-related research studies, consultancy and training programmes, and
- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

5.6.4.4. Functions of NAAC

NAAC has been entrusted with the following functions, which are expected to reflect the above mentioned vision, mandate and core. value framework.

PRIMARY FUNCTIONS:

To assess and accredit higher education institutions which include the following:

- ❖ Assessing and Accrediting Institutions/ Departments/ Programmes
- ❖ Evolving appropriate instruments of accreditation and fine tuning them whenever necessary.
- ❖ Identifying, enlisting and creating a pool of dependable assessors.
- ❖ Providing appropriate training to assessors.
- ❖ Preparing in-house pre-visit documents for the perusal of assessors.
- ❖ Co-coordinating the 'on-site' visit to its effective completion.

COMPLEMENTARY FUNCTIONS

To organize promotional activities related to quality in higher education, and Assessment & Accreditation, which include the following:

- ❖ Develop pre- and post-accreditation strategies
- ❖ Disseminate the NAAC processes and quality enhancement mechanisms through relevant publications
- ❖ Educational Studies
- ❖ Organize Seminars/Workshops/ Conferences to share and discuss education quality-related issues.
- ❖ Provide guidance to institutions for preparing their Self-study Reports (SSRs)

- ❖ Partner with stakeholders for promoting A/A
- ❖ Promote the establishment of Quality Assurance units
 - Internal Quality Assurance Cells(IQAC)
 - State level Quality Assurance Co-ordination Committee (SLQACC)
 - State Quality Assurance Cell (SQAC)
 - Establish collaborations with other National and International professional Agencies of A/A

5.6.4.5 Eligibility Criteria of he is for NAAC A&A:

The NAAC has adopted its New Methodology of Assessment and Accreditation from 1st April 2007.

- ❖ Universities recognized under Sections 2f, 2f and 12B of the UGC Act of 1956 or established under Section 3 of the UGC Act, which have completed 5 years since establishment or with a record of at least 2 batches of students having completed their degree programs, whichever is earlier.
- ❖ All Universities recognized under Section3 of the UGC Act are eligible, regardless of the number of years of establishment.
- ❖ Colleges/Institutions/Autonomous Colleges, affiliated to a Recognized University, and Constituent Colleges coming under the jurisdiction of Recognized Universities which have the same record as mentioned in the case 1
- ❖ Institutions coming under the jurisdiction of Professional Regulatory Councils are eligible if they are duly recognized by the Concerned Councils.
- ❖ Any other Institutions/Units may also be taken up for Assessment and Accreditation by NAAC, if directed by the UGC and/or Ministry of Human Resources Development, Govt. of India.

5.6.4.6 Value Framework of NAAC

The changes in the education system as a result of the impact of technology, private participation, and globalization and the consequent shift in values have been taken into consideration by the NAAC while formulating the following core values for its accreditation framework.

i) CONTRIBUTING TO NATIONAL DEVELOPMENT

The HEIs have a significant role in human resource development to cater to the needs of the economy, society and the country as a whole, thereby contributing to the development of the Nation. It is therefore appropriate that the Assessment and

Accreditation process of the NAAC looks into the ways HEIS have been responding to and contributing towards National Development.

ii) FOSTERING GLOBAL COMPETENCIES AMONG STUDENTS

With liberalization and globalization of economic activities, the demand for internationally acceptable standards in higher education has grown. Therefore, the accreditation process of the NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies (innovative and creative) to face the global requirements successfully.

(iii) INCULCATING VALUE SYSTEM AMONG STUDENTS

The HEIS have to shoulder the responsibility of inculcating the desirable value systems (values commensurate with social, cultural, spiritual, moral etc.) Amongst the students. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students by the HEIS.

(iv) PROMOTING USE OF TECHNOLOGY:

To keep pace with the developments in other spheres of human endeavor, the HEIS have to enrich the learning experiences of their wards by providing them with the state-of-the-art educational technologies.

(v) QUEST FOR EXCELLENCE:

Excellence in all that the institutions do will contribute to the overall development of the system of higher education of the country as a whole. This 'Quest for Excellence' could start with the preparation of the SAR of an institution. Another step in this direction could be the identification of the institution's strengths and weaknesses in various spheres/criteria.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by the NAAC.

5.6.4.7 Accreditation Criteria and Processes for Accreditation

Since the accreditation framework of the NAAC is expected to assess the institution's contributions towards the five core values mentioned above, the NAAC has integrated these into the seven criteria identified for Assessment and Accreditation, which are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation

3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources.
5. Student Support and Progression
6. Governance and Leadership
7. Innovative Practices

At NAAC, five-stage process of external quality monitoring/assessment is undertaken covering:

- ❖ On-line submission of a Letter of Intent (LoI)
- ❖ Submission of Institutional Eligibility for Quality Assessment (IQEA) required in the case of certain HEIS coming forward for assessment and accreditation for the first time and feedback to the applicant institution regarding specific improvements needed for reaching the threshold level of quality for applying for the comprehensive Assessment and Accreditation by NAAC
- ❖ Preparation and submission of Self-Study Report (SSR)/ Self- Appraisal Report (SAR)/ Re-accreditation Report (RAR), as the case may be, by the HEIS
- ❖ On-site visit by Peer Teams for validation of the SSR/SAR/RAR and reporting the assessment outcome to the NAAC and
- ❖ The final decision by the Executive Committee of the NAAC.

5.6.4.8 The Assessment Outcome

There are two outcomes of Assessment and Accreditation: The qualitative part of the outcome is called Peer Team Report and the quantitative part would result in a Cumulative Grade Point Average, a letter grade and a performance descriptor. The final declaration (1st April 2007) of the accreditation status of an institution is as given below

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01 – 4.00	A	Very Good (Accredited)
2.01 – 3.00	B	Good (Accredited)
1.51 – 2.00	C	Satisfactory (Accredited)
≤ 1.50	D	Un Satisfactory (Accredited)

Institutions which secure a CGPA equal to or less than 1.50 will be intimated and notified by the NAAC as "assessed and found not qualified for accreditation". The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC.

5.6.4.9 Benefits of Accreditation

Helps the institution to know its strengths, weaknesses, opportunities and challenges through an informed review

- ❖ Categorizes internal areas of planning and resource allocation
- ❖ Enhances collegiality on the campus
- ❖ Outcome of the process provides the funding agencies with objective and systematic database for performance based funding
- ❖ Initiates institution into innovative and modern methods of pedagogy
- ❖ Gives the institution a new sense of direction and identity Provides the society with reliable information on the quality of education offered by the institution
- ❖ Gives employers access to information on standards in recruitment
- ❖ Promotes intra-institutional and inter-institutional interactions.

5.6.4.10 Reaccreditation

RE-ASSESSMENT

Institutions which would like to make an improvement in the accredited status in institutional grade may volunteer for re- assessment after completing at least one year, but not after the completion of three years.

Educational Studies

RE-ACCREDITATION

Re-Accreditation Report (RAR) should be submitted to the NAAC by the first half of the fifth year, so that the process of assessment visits could be completed by the end of the fifth year. The NAAC will endeavor to expedite the re-accreditation process to complete within six months after receiving Re-Accreditation Report. The re-accreditation by the NAAC will look upon how far the institution has achieved the objectives enshrined in the five core values mentioned earlier and assesses how it has progressed during the accredited period. In particular, the re-accreditation makes a shift in focus in assessing the developments with reference to three aspects-

(i) QUALITY SUSTENANCE

During the first assessment for accreditation, the NAAC's process would have triggered quality initiatives in many aspects of functioning of the HEIs resulting in significant changes in the pedagogical, managerial, administrative and related aspects of functioning of the accredited institutions. These changes have a direct bearing on the quality of education and re-accreditation will consider how these initiatives have been sustained during the accredited period.

(ii) QUALITY ENHANCEMENT

The re-accreditation would give due credit to the quality initiatives promoted by the first assessment and the consequent quality enhancement that has taken place.

(iii) ACTION BASED ON THE ASSESSMENT REPORT

Re-accreditation will address how HEIs have taken steps to overcome the deficiencies mentioned in the first assessment report and also build on the strengths noted in the report and will prepare a Re-Accreditation Report (RAR) accordingly.

5.6.4.11 Impact and Reach out of NAAC

IMPACT OF NAAC

- ❖ Created better understanding of Quality Assurance among the HEIS
- ❖ Generated keen interest and concerns about Quality Assurance among the stakeholders
- ❖ Helped in creation of institutional database of the accredited institutions
- ❖ Encouraged the institutions to get more funds from the funding agencies
- ❖ Facilitated regulatory agencies to make use of accreditation for funding
- ❖ Triggered Quality Assurance activities in many of the HEIS
- ❖ Activated a 'Quality Culture' among the various constituents of the institution

REACHING OUT OF NAAC

Reaching out to the stakeholders is an essential component of the NAAC's image building process. This is done through

- ❖ Regular correspondence with the institutions
- ❖ Awareness programmes, region-wise
- ❖ Assessors' Interaction Meetings
- ❖ Meetings of Directors of Higher Education
- ❖ Newsletter: NAAC News
- ❖ Website: www.naac.gov.in

- ❖ Press conferences and press releases
- ❖ Special articles in newspapers and magazines on the NAAC activities
- ❖ Directory of Accredited Institutions.

5.6.4.12 MOUS with Government and National and International Agencies

The NAAC has entered into a number of MOUs/collaborations with Governments and National & International Agencies, as listed below:

NATIONAL:

(1) NAAC-NCTE, (2) NAAC-DCI

INTERNATIONAL:

- ❖ With Commonwealth of Learning (COL), Canada,
- ❖ With Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), South Africa,
- ❖ With Australian Universities Quality Agency (AUQA),
- ❖ With British Council/ Higher Education Funding Council for England (HEFCE), Quality Assurance Agency (QAA), UK,
- ❖ With United Nations Educational, Scientific and Cultural Organization (UNESCO),
- ❖ With International Network for Quality Assurance Agencies in Higher Education (INQAAHE),
- ❖ With Asia Pacific Quality Network (APQN).

5.6.4.13 Future of Accreditation System

The criteria currently adopted by the two systems- All India Council for Technical Education (AICTE) and NAAC for assessment are just the physical and measureable parameters like space, faculty strength, publication etc., There are suggestions that the accreditation should also asses the "process parameters" too. In addition the quality assessment should include the system of several other factors like management, administration, transparency, ethics, and so on.

Above all, the assessment should also consider the "outcome parameters" such as the performance of the products of the programme or institutions. But this is not possible by the visit or inspection which last for a few days. The National Knowledge Commission (NKC) and the Yashpal Committee (YPC) on Renovation and Rejuvenation of Higher Education in India have accorded high priority to the issues concerning accreditation in education sector with different approaches. The NKC has suggested licensing of a large

number of private organizations to undertake the accreditation responsibility. The e YPC has suggested that the accreditation responsibility be entrusted to a carefully chosen non-profit organization in the public domain.

A Brainstorming Session on the "Role of NAAC in the Changing Scenario of Higher Education" was held at NAAC Campus on 11 Sep, 2009 which was chaired by Prof. Yashpal. The observations/recommendations from the session are:

- ❖ NAAC has done a reasonably good job in the field of Assessment & Accreditation with greater credibility
- ❖ Social diversities including gender and location aspects may be taken into consideration for future Accreditation exercises.
- ❖ The idea of private accreditation agencies should be discouraged but the members were not averse to multiple accreditation agencies..
- ❖ The assessment and accreditation methodology of NAAC needs to be strengthened.

There is a growing concern that quality monitoring has to be about improving what is delivered to stakeholders, even where this requires some substantial reconsideration of the higher education. MOR Accountability still remains a priority in many systems and there is a concern that credibility through accountability has to be established first and then improvement will follow. Real enhancement is internally driven. If enhancement is also intended to develop the transformative ability of students, then quality monitoring needs to adopt a transformative framework, rather than simplified operationalizations such as fitness for purpose. Only if external quality monitoring is clearly linked to an internal culture of continuous quality improvement that focuses on identifying stakeholder requirements in an open, responsive manner will it be effective in the long run. Quality monitoring is in need of a 'paradigm shift' that turns it from an accountability tool to a fundamental support in the development of a culture of continuous improvement of the transformative process. Hope NAAC will act upon this.

5.6.5 The University Grants Commission (UGC)

5.6.5.1 Introduction & History

The UGC is the legislative organization in charge of coordinating, determining, and regulating higher education standards. It authorizes institutions across India to be recognized and disburses funding to such recognized universities and colleges. Its headquarters are on Bahadur Shah Zafar Marg in New Delhi.

The University Grants Commission (UGC) was established on December 28, 1953, and by an Act of Parliament in 1956, it became a statutory organization of the Government of India for the coordination, determination, and maintenance of standards of teaching, examination, and research in university education.

5.6.5.2 Functions of the UGC:

- ❖ It promotes and administers university education throughout the Nation.
- ❖ It establishes and reinforces educational basic criteria.
- ❖ It sets criteria for exams like the ICAR NET, UGC NET, and CSIR UGC NET.
- ❖
- ❖ It monitors progress in the fields of higher education and research.
- ❖ It empowers universities and colleges to get funds.
- ❖ It continues to exist as a link between the federal and state governments, as well as higher education institutions.
- ❖ It makes recommendations to the federal and state governments on how to improve university education.
- ❖ Scrutinize growth in the field of college and university education.
- ❖ Allow grants to the universities and colleges.

The UGC's principal purpose is to provide financing to its sponsored institutions and to provide the Government with an objective and acknowledged expert opinion on the strategic development and resource requirements of Hong Kong's higher education. The Committee must, in particular, determine concise grant suggestions in light of cues of the level of funding that can be released publicly, overall student number objectives by the level of study and year to meet community needs as settled with the Government, and the breakdown of these numbers between institutions, as agreed in principle by the institutions.

The Authority also gives developmental and academic recommendations to the universities in accordance with worldwide norms and practices.

In terms of financial initiatives, the UGC assists both institutions and the government on-site expansion plans and proposals, with the goal of assisting institutions' academic and general development. The Committee takes its job in quality assurance extremely seriously, and over the last decade, it has conducted a number of peer evaluations. In accordance with its responsibilities, it also promotes and supports institutions in quality assurance and enhancement programs and processes, as well as monitoring the academic standards of the institutions. In April 2007, the UGC forms the Quality Assurance Council under its remit to increase its role in quality management.

In terms of research, the Committee conducts Research Assessment Exercises primarily to guide the distribution of the research share of block grants, to fulfill real oversight, and to encourage research advancements.

5.6.5.3 Take a glance at the chronology for the UGC:

- ❖ The Sargent Report, published in 1944, was the first attempt by the government to establish an educational system. It was the Central Advisory Board of Education's report on India's Post-War Educational Development.
- ❖ The University Grants Committee was established in 1945 as a result of many top-level recommendations, and it was charged with overseeing the three prominent Central Universities of Aligarh, Banaras, and Delhi.
- ❖ In 1947, the panel was given the task of supervising all of the institutions at the time.
- ❖ In 1948, the University Education Commission was established, with Dr. Sarvepalli Radhakrishnan as its head. The commission proposed that the current University Grants Committee be transformed into a University Grants Commission India, similar to the one in the United Kingdom.
- ❖ On December 28, 1953, former Minister of Education Maulana Abul Kalam Azad established the University Grants Commission.
- ❖ The UGC (University Grants Commission) was founded as a statutory entity of the Government of India in November 1956, when the Parliament passed the 'University Grants Commission Act, 1956. The goal was to keep track of the coordination, decision, and upkeep of university education standards in our country.

5.6.5.4 How Funding Works

Recurrent and capital grants are used to fund universities funded by the UGC. The former is intended to assist universities with their academic work as well as

administrative tasks. The latter is used to fund significant construction projects as well as modest campus improvements.

1. Recurrent Grants

The majority of recurring payments are distributed to universities on a triennial basis to coincide with the academic planning cycle and in the form of a block, grant to give universities the most freedom in internal deployment. After allocations are authorized, institutions have a lot of leeway in selecting how to best employ the resources they have. The amount of money given to universities is mostly determined by a formula. The funding formula is the most important factor in determining the needs of colleges. However, while making funding recommendations, the UGC considers the unique needs of particular universities as well as other factors not reflected by the formula and will make extra formulaic changes as needed. Funding suggestions will be made to the Government and approved by the Legislative Council in accordance with the mechanisms set by the government.

2. Capital Grants

University capital projects are funded by capital grants, which are requested from the Administration on an annual basis through two pathways: the Capital Works Program and the and Improvements (AA&I) block allocation. The two paths are distinguished by a two-approval procedure in which all proposals must first be assessed by the UGC before being presented to the legislature for funding consideration. There is an additional step for UGC-approved projects to be exposed to a competitive selection process by the Administration in the Capital Works Program.

5.6.5.5 Responsibility of UGC

Activities and Programmes to realize its aim of determining and maintaining the educational standards of the university, the University Grants Commission- Allocates grants to the universities and colleges out of its own funds for their development or other general purpose.

- ❖ Advises the central and state government on disbursing grants to the universities out of the Consolidated Fund of India.
- ❖ Advises any authority on the establishment of new university or on the proposal seeking expansion of any university.
- ❖ Collects information on university education in India and in other countries.

- ❖ Seeks information from the universities from time to time. The information may range from the financial position of the university, their various branches of learning to the rules and regulations followed in a particular university.
- ❖ Imparts education to the students in various streams through its Country wide classroom teachings and a four-year old 24 hours educational channel 'Vyas'.
- ❖ Conducts National Eligibility Test (NET) through its National Educational Testing Bureau in a bid to determine eligibility for lectureship. It also awards Junior Research Fellowship (JRF),
which has been set as the minimum standards for Indian nationals to enter teaching profession and research. Humanities (including languages), Forensic Science, Computer Science, Social Sciences, Environmental Sciences, and Applications and Electronic Science are the subjects in which a student can appear for a JRF.
- ❖ The University Grants Commission has recently launched an 'e- scripting' course in television for all those students who want to make a career in broadcast media. The course is being run by its Consortium of Educational Communication, an Inter University Centre of the UGC on electronic media.

The Commission may

- (a) Inquire into the financial needs of Universities;
- (b) Allocate and disburse, out of the Fund of the Commission, grants to Universities established or incorporated by or under a Central Act for the maintenance and development of such Universities or for any other general or specified purpose;
- (c) Allocate and disburse, out of the Fund of the Commission, such grants to other Universities as it may deem or for any other general or specified purpose: Provided that in making any grant to any such University the Commission shall give due consideration to the development of the University concerned, its financial needs, the standard attained by it and the national purposes which it may serve;
- (d) Recommend to any University the measures necessary for the improvement of University education and advice the University upon the action to be taken for the purpose of implementing such recommendation;
- (e) Advise the Central Government or any State Government on the allocation of any grants to Universities for any general or specified purpose out of the Consolidated Fund of India or the Consolidated Fund of the State, as the case may be.

- (f) Advise any authority, if such advice is asked for, on the establishment of a new University or on proposals connected with the expansion of the activities of any University;
- (g) Advise the Central Government or any State Government or University on any question which may be referred to the Commission by the Central Government or the State Government or the University, as the case may be;
- (h) Collect information on all such matters relating to University education in India and other countries as it thinks fit and make the same available to any University;
- (i) Require a University to furnish it with such information as may be needed relating to the financial position of the University or the studies in the various branches of learning undertaken in that University, together with all the rules and regulations relating to the standards of teaching and examination in that University respecting each of such branches of learning;
- (j) Perform such other functions as may be prescribed or as may be deemed necessary by the Commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of the above functions.

5.6.6 Indian Council of Social Science Research (ICSSR)

5.6.6.1 Role of Indian Council of Social Science Research (ICSSR)

The Indian Council of Social Science Research is an important organisation of the Central Government. This council was established in August, 1969 by the Central Government. It is an autonomous organisation. This council helps to provide opportunities for conducting research in the field of higher education. Its head office is situated at New Delhi. The Council undertakes various research activities in the field of social science.

The ICSSR has a Governing Council which is the highest decision-making body. It consists of 26 members including the chairman and the member-secretary. The Chairman along with 18 social scientists is nominated by the Government of India

In addition there are six representatives of the Government of India including one each from the Department of Education, Ministry of Social welfare and Ministry of Finance. The term of the Chairman, Member-Secretary and other nominees is generally of three years.

The major role of the Southern Regional Centre is to act as an agent of the ICSSR within the southern region; to act as the representative of the social scientists of the region and to bring their ideas and problems to the ICSSR, New Delhi; to provide a platform for the social scientists of the southern region; to come together for the promotion of social science research and to serve as the link between the social scientists of the southern region, national and international community of social scientists. The jurisdiction of the Southern Regional Centre extends to the states of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana and the Union Territories of Lakshadweep and Puducherry.

5.6.6.2 Aims of the ICSSR

- ❖ Review the progress of social science research and give advice to its users;
 - ❖ Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
 - ❖ Institute and administer scholarships and fellowships for research in social sciences;
 - ❖ Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
 - ❖ Give financial support to institutions, associations, and journals engaged in social science research;
 - ❖ Arrange for technical training in research methodology and to provide guidance for research;
 - ❖ Co-ordinate research activities and encourage programmes for interdisciplinary research;
 - ❖ Develop and support centers for documentation services and supply of data;
 - ❖ Organize, sponsor, and finance seminars, workshops and study groups;
 - ❖ Undertake publication and assist publication of journals and books in social sciences;
- Advise the Government of India on all matters pertaining to social science research as may be referred to it from time to time; and take such measures generally as may be necessary from time to time to promote social science research and its utilization.

5.6.6.3 Functions of the ICSSR:

- ❖ Review the progress of social science research and give advice to its users;
- ❖ Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;

- ❖ Institute and administer scholarships and fellowships for research in social sciences;
- ❖ Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
- ❖ Give financial support to institutions, associations, and journals engaged in social science research;
- ❖ Arrange for technical training in research methodology and to provide guidance for research;
- ❖ Co-ordinate research activities and encourage programmes for interdisciplinary research;
- ❖ Develop & support centres for documentation services and supply of data.
- ❖ Organize, sponsor and finance seminars, workshops and study groups.
- ❖ Undertake publication and assist publication of journals and books in social sciences.

5.6.6.4 ICSSR-SRC - Scope of Disciplines

To arrange visits of eminent social scientists to the Centre where they deliver lectures and hold discussions and seminars. The expression 'Social Sciences has been defined by ICSSR to cover the disciplines of Economics (including Business Administration), Political Science (including International Relations), Psychology, Public Administration and Sociology (including Criminology and Social work) as well as social science aspects of the disciplines of Anthropology, Commerce, Demography, Education, Geography, History, Law, Library and Information Sciences and Linguistics. **5.6.7**

Department of Science & Technology (DST)

Nodal department for S&T activities in India, expanding horizons by promoting new areas in the field

Department of Science & Technology (DST) was established in May 1971, with the objective of promoting new areas of Science & Technology and to play the role of a nodal department for organizing, coordinating and promoting Science & Technology activities in the country.

Department of Science & Technology (DST) is the nodal department for organizing, coordinating and promoting Science & Technology (S&T) activities in the country and for expanding horizons of S&T by promoting new areas in the field. The department formulates policies relating to S&T, handles matters relating to the Scientific Advisory Committee of the Cabinet (SACC) and promotes new areas of S&T with

special emphasis on emerging areas through R&D in its research institutions or laboratories.

Established in 1971, the department also co-ordinates and integrates areas of S&T having cross-sectoral linkages in which a number of institutions and departments have interest and capabilities, undertakes or sponsoring scientific and technological surveys, research design and development, where necessary undertakes work on futurology and provides support and Grants-in-aid to Scientific Research Institutions, Scientific Associations and Bodies.

5.6.7.1 Responsibilities of DST

DST has major responsibilities for specific projects and programmes as listed below:

- ❖ Formulation of policies relating to Science and Technology
- ❖ Matters relating to the Scientific Advisory Committee of the Cabinet (SACC)
- ❖ Promotion of new areas of Science and Technology with special emphasis on emerging areas
 - Research and Development through its research institutions or laboratories for development of indigenous technologies concerning bio-fuel production, processing, standardization and applications, in co-ordination with the concerned Ministry or Department
 - Research and Development activities to promote utilization of by-products to development value added chemicals
- ❖ Futurology
- ❖ Coordination and integration of areas of Science & Technology having cross-sectoral linkages in which a number of institutions and departments have interest and capabilities
- ❖ Undertaking or financially sponsoring scientific and technological surveys, research design and development, where necessary
- ❖ Support and Grants-in-aid to Scientific Research Institutions, Scientific Associations and Bodies
- ❖ All matters concerning
 - Science and Engineering Research Council

- Technology Development Board and related Acts such as the Research and Development Cess Act, 1986 (32 of 1986) and the Technology Development Board Act, 1995 (44 of 1995)
- National Council for Science and Technology Communication National Science and Technology Entrepreneurship Development Board
- ❖ Matters commonly affecting scientific and technological departments/organizations/institutions e.g. financial, personnel, purchase and import policies and practices
- ❖ Management Information Systems for Science and Technology and coordination thereof
- ❖ Matters regarding Inter-Agency/Inter-Departmental coordination for evolving science and wing science and technology missions
- ❖ Matters concerning domestic technology particularly the promotion of ventures involving the commercialization of such technology other than those under the Department of Scientific and Industrial Research

5.6.7.2 Core:

Operation: Supporting operational capability with science and technology expertise.

Sustainment: Providing support to Defense to sustain and enhance current capability.

Acquisition: Providing support throughout the genesis, development, acquisition and introduction to service of major capability projects.

Future Proofing: Investigating client-focused future concepts, contexts and capability.

5.6.7.3 Extended Core

Advice of Government: Shaping defense and national security strategic policy through expert and impartial advice.

National Security: Leading and coordination and delivery of science and technology to enhance whole-of-government national security.

Strategic Research: Conducting research into high-impact areas for future Defense capability.

5.6.7.4 Supporting

Emerging futures: Scanning the environment to gain an understanding of emerging science and technology threats and opportunities.

Partnerships: Enhancing our impact by collaborating with research and industry partners, nationally and globally.

Outreach: Promoting defense science and education in the broader Australian community.

5.6.7.5 Scientific Programmes

Scientific & Engineering Research

- ❖ Mega Facilities for Basic Research
- ❖ Innovation in Science Pursuit for Inspired Research (INSPIRE) Programme
- ❖ R & D Infrastructure (FIST, SAIFS, PURSE, SATHI) → Science and Technology of Yoga and Meditation (SATYAM)
- ❖ Programme for Science Students
- ❖ Swarnajayanti Fellowships
- ❖ National Science & Technology Management Information System (NSTMIS)
- ❖ Science and Engineering Research Board (SERB)
- ❖ Cognitive Science Research Initiative (CSRI)
- ❖ VAJRA (Visiting Advanced Joint Research) Faculty Scheme

5.6.7.6 Technology Development

- ❖ Technical Research Centers Programme
- ❖ Technology Development and Transfer
- ❖ National Good Laboratory Practice Compliance Monitoring Authority (NGCMA)
- ❖ Natural Resources Data Management System (NRDMS)
- ❖ Climate Change Programme

❖ Joint programme on Electric Mobility and Technology Fore Sighting

- ❖ Interdisciplinary Cyber Physical Systems (ICPS) Division
- ❖ Patent Facilitation Programme (PFP)

5.6.7.7 International S & T Cooperation

S & T for Socio Economic Programme

- ❖ National Council for Science & Technology Communication (NCSTC)
- ❖ Science For Equity Empowerment and Development (SEED)
- ❖ National Science & Technology Entrepreneurship Development Board (NSTEDB)
- ❖ State Science & Technology Programme

- ❖ Patent Facilitation Programme (PFP)

Technology Missions Division

- ❖ Water Technology Initiative Programme
- ❖ Clean Energy Research Initiative
- ❖ Nano Science & Technology Mission
- ❖ National Super Computing Mission

5.6.7.8 Women Scientists Programs

- ❖ Women Scientists Scheme
 - Women Scientist Scheme-A (WOS-A): Research in Basic/Applied Science
 - Women Scientist Scheme-B (WOS-B): S&T interventions for Societal Benefit
 - Women Scientist Scheme-C (WOS-C): Internship in Intellectual Property Rights (IPRs) for the Self-Employment
 - Knowledge Involvement in Research Advancement through Nurturing (KIRAN)
 - Consolidation of University Research for Innovation and Excellence in Women Universities (CURIE)
 - Indo-U.S. Fellowship for Women in STEMM Technology, Engineering, Mathematics and Medicine) jointly and MM (Science, with Indo-U.S. Science and Technology Forum (IUSSTF)

5.6.7.9 Autonomous Science & Technology Institutions

- ❖ Agharkar Research Institute, Pune
- ❖ Aryabhata Research Institute of Observational-Sciences, Nanital
- ❖ BirbalSahni Institute of Palaeobotany, Luck now
- ❖ Bose Institute, Kolkata
- ❖ Centre for Nano and Soft Matter Sciences, Bangalore
- ❖ Indian Institute of Geomagnetism, Mumbai
- ❖ International Advanced Research Centre for Powder Metallurgy and New Materials, Hyderabad
- ❖ Institute of Nano Science and Technology, Mohali
- ❖ Technology Information, Forecasting and Assessment Council (TIFAC)
- ❖ Wadia Institute of Himalayan Geology, Dehradun
- ❖ VigyanPrasar, New Delhi
- ❖ North East Centre for Technology Application & Reach (NECTAR)

5.6.7.10 Attached Institutions

❖ National Atlas and Thematic Mapping Organisation (NATMO)

❖ Survey of India

Useful Links

❖ Science & Technology Articles

❖ Strides E-News Letter

❖ India Science (DD Science).

❖ India Science, Technology and Innovation Portal (ISTI)

5.7 TWO/THREE-LANGUAGE FORMULA

The New Education Policy 2020 has supported the three-language policy. But the Tamil Nadu has rejected the three-language formula in NEP 2020. And says that it will stick to the existing policy of two languages. For the past 50 years, Tamil Nadu has been following two language formulas and is able to achieve significant positive social and economic changes:

5.7.1 What is the Three-Language formula?

It was first incorporated in the National Education Policy in 1968 by the Indira Gandhi government.

In Hindi-speaking states: English, Hindi, and a modern Indian language.

Non-Hindi speaking states: English, Hindi, and one Indian language.

It was incorporated because the teaching system across several regions was not uniform in the country. Also, Hindi was the general medium of instruction in the north, regional languages and English was the medium of instruction in other parts. However, it leads to chaos and generated difficulties for inter-state communication.

The three-language formula sought to serve three functions namely, accommodating group identity, affirming national unity, and increasing administrative efficiency.

In 1968, the three-language formula was implemented across the country, barring Tamil Nadu that adopted a two-language policy.

Incidentally, the NPE 1986 does not make any change in the 1968 policy on the three-language formula and the promotion of Hindi and repeated it verbatim.

5.7.2 The progress of the Three-Language Formula

Education is the state subject and so the implementation of the formula also lay with the states. Only a few states adopted the formula in principle. In several Hindi-speaking states, Sanskrit became the third language instead of any modern language

mainly in the south Indian language. Therefore, the purpose of the three- language formula was defeated to promote inter-state communications. Also, a non-Hindi-speaking state like Tamil Nadu adopted a two-language policy and did not implement the three- language formula. And since then, in Tamil Nadu two-language policy is working. In two languages one is English and the other in Tamil.

5.7.3 What was the reason for opposing the Hindi Language historically by Tamil Nadu?

The first reason is that language is a vehicle to protect the culture of that particular place and is protected by the civil society and politicians of the State. If any attempt is taken at diluting the importance of the Tamil language can be viewed as an attempt at homogenization of culture. Also, one of the reasons for opposing the Hindi Language is that many in Tamil Nadu see it as a fight to retain English. There, the English language is a well-known language of empowerment and knowledge.

Certain sections of the society impose the Hindi language because they felt that it will lead to the elimination of English which is a global link language. However, voluntary learning of the Hindi language has never been restricted in the State. The only compulsion is met with resistance.

5.7.4 Three Language Formula according to NEP 2020

- ❖ As a medium of instruction: Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond it will be the home language/mother- tongue/local language/regional language.
- ❖ The three-language formula will continue to be implemented to promote multilingualism as well as promote national unity.
- ❖ NEP states that there will be greater flexibility in the three- language formula. But no language will be imposed on any State.
- ❖ To learn three languages will be the choice of States, regions, and students themselves, as long as at least two of the three languages are native to India.

According to the HRD Ministry of Education, the three-language formula will continue to be implemented in schools "with greater flexibility" but "no language will be imposed on any state."

5.7.5 What do experts say about the three-language policy?

This version has received quite some praise. As per Sridhar Rajagopalan, Co-Founder and Chief Learning Officer, Educational Initiatives, This approach have a lot of benefits. Pedagogical research has established beyond much doubt that children learn best if they learn in their mother tongue or local language in the primary classes."

He also added that "This does not mean that children should not learn English, it only means that English should not be the medium of instruction in the primary years. The medium of instruction should be the language that is most prevalent in the child's surroundings." "In several European universities, Sanskrit is being explored as a coveted academic discipline."

According to IIT Kharagpur Director VK Tewari, "The emphasis on primary education in regional languages and the introduction of Sanskrit, following the three-language formula, will turn out to be a great boon to the people of the country especially in the rural areas." 91

As per IFIM Business School Chairman Sanjay Padode, "Whilst everyone is quite enthralled about the liberal framework, I am highly impressed with the recommendation of conducting the foundation years in the mother tongue." He also added that "this will surely help our students learn the basic concepts quickly without having to deal with an alien language."

According to Aekta Nandwana Chanda, Technical Specialist Education, Child Fund India, "Promotion of mother tongue in education system till class 5 as a medium of instruction is a very welcome step but teaching-learning material is actually available in few standard languages only, so investments would be required on more content in most of the languages including the tribal languages."

5.7.6 Two language Formula: Mother tongue and English

Children can learn to speak more than one language. They can learn languages at home, at school, or in the community. Some children can speak both languages easily. But sometimes they know one language better than the other. The language your child knows better is her dominant language. Over time, the dominant language may change. For example, a child who speaks Spanish at home may start to use English when she starts school. Her dominant language could change from Spanish to English.

Speaking two languages is like any other skill. You need a lot of practice to do it well. Without practice, your child will have a harder time using both languages.

Teaching Your Child to Be Bilingual

There are a number of ways to teach your child to speak more than one language. You can:

- ❖ Use two languages from the start. Many children grow up learning two languages at the same time.

- ❖ Use only one language at home. Your child can learn the second language when he starts school.
- ❖ Give your child many chances to hear and practice both languages during the day.

Learning More Than One Language

Every bilingual child is unique. Learning two languages depends on the amount and type of practice your child gets. The following are some basic guidelines:

- ❖ Most bilingual children speak their first words by the time they are 1 year old. By age 2, most children can use two-word phrases. Phrases like "my ball" or "more juice" can be in one or both languages.
- ❖ From time to time, children may mix grammar rules. They might use words from both languages in the same sentence. This is a normal part of becoming bilingual.
- ❖ Some children may not talk much when they start using a second language. This "silent period" can last for several months. Again, this is normal and will go away.

Ways to Help Your Child Become Bilingual

- ❖ **Books.** You can read to your child in both languages. You can find the books you need at bookstores, at libraries, and on the Internet.
- ❖ **Music.** Singing is a great way to introduce a second language to your child. And, it can be a lot of fun!
- ❖ **TV and videos.** Children's programs are available in many languages. These programs teach children about numbers, letters, colors, and simple words.
- ❖ **Language programs.** Children can learn other languages at camps or in bilingual school programs. These give children the chance to use two languages with other children.

Talking With Your Child

Your child might have trouble using both languages. In this case, talk to your child in the language you know best. You should do this even if your child uses a different language at school. A good language model gives your child the skills he needs to learn other languages. But try not to make a sudden change in your child's routine. This can be stressful.

Remember, children all over the world learn more than one language all the time. Learning another language will not cause or worsen speech or language problems. Bilingual children develop language skills just as other children do.

If your child starts having trouble in both languages, he may need help from a speech-language pathologist, or SLP. To find a speech- ovlanguage pathologist near you, visit Pro Find.

5.7.7 Comparison of two Language Policy of Tamil Nadu with Singapore

- ❖ In Singapore, it was the mission of Lee Kuan Yew, the architect of modern Singapore. It provides equal status to English and mother tongue as a prerequisite not only to work closely with the international community. In Tamil Nadu, it was the decision of C.N Annadurai. He realized that beyond Tamil and English, no other language would be taught in the schools of Tamil Nadu whether as a language or medium of instruction.
- ❖ Mainly of the success of two language formula, Lee Kuan Yew, Singapore attributed the international acclaim. He believed that the lingua franca of the country should be equidistant to all cultural groups. Therefore, it creates fair competition and opportunities. According to Annadurai, all the national languages should be made official languages and English should be the common link language. He focused that the official language should be equidistant to all the members of a multilingual society.
- ❖ The observation of Annadurai as a language policy for 'the Dravidian land' is not implemented in India but was actually implemented in Singapore by Lee Kuan Yew.
- ❖ At present or even today, the population of Hindi-speaking people has not crossed 50% in India. In Singapore, 74.2% of the population of Chinese and 13.3% Malays, and 9.2% Indians.
- ❖ In terms of development, the world celebrates Lee Kuan Yew's decision. It was taken after considering the possibilities, limitations, and challenges that were faced by a third-world country. They praise them for the two-language policy as it prepared them in advance for globalization.

5.8 DIVERSIFICATION OF COURSES AND ITS UTILITARIAN VALUES

5.8.1 Massive Open Online Course (MOOC)

Technology has changed the way we teach and learn, recently, the world has witnessed the tremendous impact of technology in education. Many universities in the world offer free and open courses over the Internet. Such course is enrolled by massive * participants. This new concept offering an online course is called Massive Open Online

Course (MOOC). The availability of Internet is covering more area day by day. This makes MOOC easily accessible to many people. Teaching and learning is dominated by face to face mechanism. But MOOC is transforming the way we teach and learn.

Education is about how to process and use information, knowledge, skills and habits and instruction is for Communication. Similarly, learning is not the same thing as receiving information. It involves practice and experience. Nowadays, It is common for students to register for a digital online course and so open and free learning resources and rich and popular. So Massive Open Online Course (MOOC) can be a proper Platform for online learning. The concept of MOOCs, raised in 2008 and developed since then, has spread throughout the world. The e-concepts are prepared by the bab subject experts. In this regards, MOOC offers the active learning www.concept. Lectures should never be passive and technology should not be banned from the teaching learning process. Despite the growing popularity of providing alternative modes of education through online platforms, most of the media attention to date has been on how major research universities create their content for worldwide can consumption .The rapid proliferation of MOOCs has generated significant attention for their potential to disrupt traditional modes of education by expanding access and delivering free or low-cost content to millions of learners worldwide. Recent estimates indicate that the number of universities and course offerings has grown considerably since 2012, climbing to over 400 institutions hosting more than 2,400 MOOCs, in 13 languages. However, the possibility for MOOCs to deliver high-quality and contextualized learning content in the most underserved regions of the world is only recently being explored. There are several components of MOOC that make it very popular:

- ❖ When the content of a class will be consumed by thousands of students of differing abilities, the rules that define meaning when there elements are linked together in a traditional classroom may no longer apply.
- ❖ Lectures are broken down into shorter segments and different elements are linked together.
- ❖ MOOC is open and well prepared by the professors after several experiments
- ❖ Another important component is the online discussion forum to create the active interaction platform for effective knowledge sharing.
- ❖ Similarly, for assessment, it often consists of short quizzes, multiple-choice form, automatically scored exams.

A massive open online course (MOOC) is a free web based distance learning programme that is designed for participating of large numbers of geographically dispersed students. Besides the conventional modes of teaching such as lectures, videos and reading material, MOOC also provide a platform for interactive forums. There are also a few other MOOCs provides, include coursera and EdX.

Massive Open Online Course, or MOOC, is a response to the students who are challenged financially. As the tuition fees for education are rising rapidly, those who cannot afford them have an alternative way to enrich their experience. The main characteristics of MOOCs are: quality, flexibility, high level of interaction and, what is especially valuable that these courses are free of charge. If you own a computer with the internet access, you are fully equipped for starting your education.

Massive Open Online Course (MOOC) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for students, professors, and teaching assistants. MOOCs have recently received a great deal of attention from the media, entrepreneurial vendors, education professionals and technologically literate sections of the public. MOOCs will provide free to access cutting edge courses to students of higher education in university system. Across the world, premier universities have put their courses online by setting up open learning platforms, such as edX. Commercial start-ups such as Coursera and Udacity have also been launched in collaboration with prestigious universities, offering online courses for free or charging a small fee for certification. The rapid expansion of MOOCs has sparked commercial interest from venture capitalists and major corporations who want to enter the Higher Education (HE) market using a MOOC approach. Students' motivation to participate in MOOCs is a significant area of interest. Factors that influence students' motivation to learn include future economic benefit, development of personal and professional identity, challenge and achievement, enjoyment and fun.

What motivates the MOOC learner? The student motivations typically fell into one of four categories viz.

- ❖ To support lifelong learning or gain an understanding of the subject matter, with no particular expectations for completion or achievement For fun, entertainment, social experience and intellectual stimulation
- ❖ Convenience, often in conjunction with barriers to traditional education options
- ❖ To experience or explore online education (Belanger and Thornton, 2013).

In order to investigate the awareness, motivation, and effectiveness of Massive Open Online Courses (MOOCs) of edX, Coursera, Udacity and Udemy in university system in India, a qualitative study was employed by the authors and semi-structured in- depth interviews were conducted with students of higher education in Indian universities and teaching professionals in university setups. The authors interviewed the participants based on a list of questions expanded from the three primary research questions based on the awareness, content, usage and learning outcomes.

Massive Open Online Courses (MOOCs) are a recent expansion bin higher education that experienced rapid development and achieved substantial attention from a broad range of learners. The courses consist of pre-recorded video lectures, computer graded tests and discussion forums to review course materials or to get help (Hoy, b2014). MOOCs offer high quality education from worlds' top universities, usually for free. These universities offer their courses through major providers of MOOCs viz. Coursera, edX, Udacity and Udemy. In India, IITS, IIMs and several top notch private universities have already offering courses using Coursera and edX to their students. Other institutions in India are also proposing to implement a blended MOOC model based on a combination of online access using the open-source edX platform and customization of the edX platform to incorporate multilingual support and potentially face to face instructor support at various physical centres across the country (FICCI, 2014). According to Richard Levin, CEO of Coursera "India is the second largest user base already with 800,000 students registered. It is also one of the top five countries in terms of revenue generated for Coursera" (Economic Times, 2014).

The best aspect of online learning is that you can takes classes on any subject or course. You do require to pass a test or something to be able to take the class. whether you wish to take a class on biotechnology or digital markets ou are free to learn just about any subject that interest you. Also, there are different level courses available on the same subject like introductory level courses are for

the beginners and the advanced level courses are for the ones who already have their basics on the topics quite clear.

When you decide to take on a MOOC course you present yourself with a chance to hold interactions and discussions with students worldwide. Forums, peer review and real-time discussions are some core features of majority of MOOC courses available today. Course instructors also encourage students to give constructive feedbacks on the works of the other students enrolled in the course. It helps develop a sense of accomplishment and contribute to the concept of collective learning

It suggests the way of risk free exploration of the Massive open Online Courses within the University curricula or outside of the institutional program. It suggested that technology must be used more efficiently for educational purposes and instructors should help students to improve their computer skills digital literacy will promote lifelong learning and motivate student's self- development.

The demand for highly-specialized professionals is constantly growing; so the range of educational means is expanding. Over the years, the access to internet made it possible to explore numerous resources and share experiences at great distances. Although distance learning is not something new, not all students and educators are enough informed about the opportunities it offers. The quantity online courses is rapidly growing, and so does the quality. The emergence of various new educational platforms has taken education to a new level of development. Students' motivation and desire is the only requisite to be enrolled to the online course and be instructed by experts.

The structure of a typical MOOC is suitable for each individual user, though the course is targeted at the mass audience. A five to seven minute video is followed by interactive quizzes. A student has an opportunity to pause or rewind the video and watch it on his/her own pace. Students submit home tasks, which are automatically graded. But the most important is the feedback, which is provided both by the instructor and the peers. The major MOOC providers, Coursera, edX, and Udacity, have offered a range of approaches with one central problem massive student numbers are impossible for teachers to handle. To deal with the problem, MOOCs commonly offer a simple solution get the students to teach and grade each other (Baggaley, 2014). Peer-review motivates and supports students, giving the chance to share knowledge and ideas with the ones you might have never had chance to meet in-person. More than that, the MOOCs in science create virtual laboratories to engage students into the learning process through game.

Massive open online courses (MOOCs) represent a potentially exciting opportunity to use technology to realize many of the long-promised benefits of universal higher education.

Some critics consider MOOCs to be suitable only to high-achieving students. McGuire (2012), for instance, considers that students first need to learn how to learn and get acquainted with the basic skills. The director of the academic advising center Ned Muhovich supports the idea to offer MOOCs to the best students; in fact, he advises a hybrid of standard classroom and online instruction, but never to the ones who struggle academically (Hu, 2013). The opponents stress the lack of face-to-face tutoring as one of the main weaknesses of online courses, though it is hard to speak about tutor-student attention in the standard classes. More than that, a typical MOOC motivates students to interact through frequent in-video quizzes. The online format allows professors to pack more material into a 10-minute lecture segment knowing that students will have the option of re-watching videos multiple times.

Colleges have found several useful and promising niches for MOOCs. Foundations like the Bill and Melinda Gates and Hewlett Packard have helped colleges to create MOOCs to offer students a free or inexpensive way to master the remedial coursework they need to enroll in college. Higher education institutions like the Colleges are experimenting with offering college credit to students who have taken MOOCs after they have passed the appropriate prior learning assessment exams.

The intention of Massive Open Online Courses varies from financial considerations to personification of education for modern students. The rising rates of student attrition in standard classes prove the viability of alternative schooling. In fact, online education is a unique learning experience. The students have the opportunity to control the pace of instruction, and take control of how they study the course. Learning autonomy puts individualism under the stress and motivated them into creativity. According to the theory of connectivism by Downes and Siemens, education should be transformed from the traditional, highly-structured teacher-centred courses to open networks of autonomous learners (Siemens, 2005). Due to the massive growth in online net-working, the use of online and other 2.0 technologies is becoming common. Increasingly some learners choose not to use the learning environment provided by a course or institution, but to meet instead in locations of their choice, such as Facebook, Twitter, wikis or blogs.

The American Council on Education (ACE) has a long standing course review and credit recommendation service, which normally applies to formal learning that does not take place on a university campus. ACE is completing a pilot project to adapt its existing service to MOOCs and recently approved five MOOC courses for credit recommendations. Cathy Sandeen described the association's recent efforts to formally recognize student achievement in MOOCs. Accredited online course would contribute to pursuing the jobs.

- ❖ Courses are offered for free
- ❖ Access to course offered by professors at the top schools
- ❖ Courses are available to a vast and diverse audience across the globe
- ❖ Learner's performance can be monitored easily using the data captured during the start of courses.
- ❖ Both professors and learners get world-wide exposure thus improving pedagogical techniques and knowledge sharing.
- ❖ Can be used as a tool in a blended learning program, where students can access more information than what is provided in the class.

This is an exploratory study on awareness about MOOCs. This study reveals that awareness on MOOCs is very high among post graduate students than graduate students of the university colleges. High-level of awareness is evidenced among Arts and Sciences colleges. MOOCs helped them to understand the complicated concepts that are taught in regular classes. Participants included in the study expressed their satisfaction for MOOC and they would like to pursue more courses.

Use of the internet and online discussion tool for educational purpose is very good among Arts and Sciences colleges. The study shows that the awareness of online learning tools such as MOOCs. However, once they become aware, they tend to make use of these resources for self-directed learning. So it is important to spread awareness about this free online learning tool such as MOOC and educational video series, and for that workshops or seminars should be organized by Arts and Sciences colleges.

So, this study was designed to find out the awareness of MOOC among arts and science college students in relation to their self- learning strategies and interest towards mobile technology and use of very important tools for online self-directed learning MOOCs and video series by act as continuous learning tool.

5.8.2 SWAYAM

Study webs of Active learning for young Aspiring Minds- SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal Principles of Education Policy Viz., "Access, Equality and Quality". The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.

SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the Knowledge economy. In order to ensure that best quality content is produced and delivered, nine National Coordinators have been appointed. They are AICTE, NPTEL, UGC, CEC, NCERT, NIOS, IGNOU, IIMB and NITTTR.

Courses delivered through SWAYAM are available free of cost to the learners, however learners wanting a SWAYAM certificate should register for the final proctored exams that come at a fee and attend in person at designated centers on specified dates. Eligibility for the Certificate will be announced on the course page and learners will get certificates only if this criterion is matched. Universities/ Colleges approving credit transfer for these courses with the approval of duly formed Boards of Studies can use the marks/ certificate obtained in these courses for the same.

It helps the students to identify courses that can be done on SWAYAM and assists UGC SWAYAM in developing Courses by the academic and faculty members of the University and affiliated colleges. Additionally, SWAYAM Office extends its service in assisting the course Coordinator or Principal Investigators in the following:

- a. Writing proposal for developing courses under UGC SWAYAM MOOCs
- b. Preparing the required documents to be submitted along with the MOOCs proposal
- c. Getting the "Letter of Consent to be the HOST Institution" from Course Content including the Audio-Video content preparation.

5.9 INSTITUTIONS OF HIGHER EDUCATION (UNIVERSITIES, DEEMED UNIVERSITIES AND AUTONOMOUS COLLEGES)

5.9.1 Responsibilities of the University - Excellence in teaching and learning: Our responsibilities and yours in ensuring the quality of your learning experience.

5.9.1.1 The University as a learning and teaching community

A University is a community of people, academics, administrators and students, dedicated to learning, debate and the discovery and dissemination of new knowledge. The University of Kent places value on critical thinking, the advancement of knowledge

and the pursuit of truth. All education is about developing learning and enquiry, but as a university we focus upon areas at the boundaries of knowledge and work to refine those methods of reasoning and understanding which help us to push back those boundaries: students and staff do this both together and independently of each other.

At Kent we strive for excellence in everything that we do. We foster staff and students' potential for high achievement and are committed to realizing this potential in part through independent research and research informed teaching and learning; we prize and defend the special and intimate relationship between teaching and research in a university.

The relationship between students and the University, particularly in relation to the teaching experience, is mutually dependent. The quality of a university experience is at least as much the outcome of the effort and initiative that you put into the experience as it is of the teaching and facilities provided. Universities provide opportunities, not simply facilities and services, though we always wish these to be of an appropriate and high quality.

5.9.1.2 University and student responsibilities

To achieve the maximum benefit from the teaching and learning experience, both students and the University must commit resources and effort. Both students and the University have responsibilities to ensure that the learning experience is the best it can possibly be; the University has responsibilities to you, and you have responsibilities to the University and to yourself.

Given the COVID-19 crisis, the University remains committed to the responsibilities below, but has adapted the delivery of education and the student experience to ensure that the:

- ❖ Health, safety and wellbeing of our students and staff remain top priority
- ❖ Quality of teaching and learning and the experiences of our students will not be compromised
- ❖ Majority of our teaching and services will be delivered in a blended way - both online and on campus.

The University will:

- ❖ Provide an environment that supports your intellectual, social and personal development.

- ❖ Deliver programmes of study in accordance with the descriptions in University publications and web pages and inform students of any major changes.
- ❖ Communicate clearly the requirements of each programme of study.
- ❖ Provide teaching, by appropriate delivery modes, that it reasonably decides is necessary for programmes of study:
 - This will involve a variety of learning opportunities provided by the University's staff or by other suitably experienced and qualified persons: for example lectures, seminars, practical classes, examples classes and laboratory classes
 - The number of contact hours per week will depend on the subject content of your programme. Full-time undergraduate programmes expect students to do at least 1200 hours of study per year which includes both contact hours and private study. The pattern of teaching and study required for specific programmes can be found on the Student Guide
 - In response to COVID-19 pandemic, determine which part of academic programmes will be online or on campus, in response to programme requirements, prevailing government guidance and ongoing health and safety assessments.
- ❖ Provide feedback on written and other assignments in accordance with published school or faculty deadlines and standards.
- ❖ Provide IT and Library support to facilitate study and on the conditions set out in hard-copy and electronic publications.
- ❖ Provide a range of student support facilities to address academic and pastoral needs.
- ❖ Provide registered students with residential accommodation (providing the University's admissions criteria are met) or assistance in finding private accommodation.
- ❖ Monitor your performance and bring it to your attention when it is unsatisfactory.
- ❖ Provide the opportunity for student feedback on the quality and nature of teaching provision and facilities and use this to inform future practice.
- ❖ Use all reasonable endeavours to ensure that staff are diligent in the execution of their duties.

The University has a responsibility to ensure that your health and safety is the top priority so that you are not injured by its undertakings, either while you are on its premises, or engaged in activities which have been organized by the University. You are

expected to co-operate with the University to enable it to discharge that responsibility and specifically, to abide by Codes of Conduct in relation to COVID-19 advice for safe study and social activity on our campuses. You should report any injuries to your supervisor or academic school.

You are expected to:

- ❖ Abide by the University Regulations in relation to your studies and residence and to behave in a manner appropriate to the University and its place in the wider community, whether working on campus or online.
- ❖ Pay all fees and charges due to the University in connection with your studies and residence.
- ❖ Take primary responsibility for your learning, in particular:
 - To be self-motivated and self-directed in the management of your learning. Be attentive and orderly in class and considerate in your behaviours towards all other members of the teaching community
 - To pursue diligently such studies that are required of you by those assigned to teach you. This includes reading material and undertaking prescribed learning activities, including attending lectures, tutorials, seminars, classes and other opportunities provided for learning, whether online or on campus
 - To fulfil the academic requirements of your programme of study, including preparation for classes and seminars, the submission of work by published deadlines, and attendance at examinations
 - To notify the University when you have to be absent through illness or other good reason
 - To familiarize yourself with published information that will allow the selection, by due deadlines, of the appropriate paths of academic study not to plagiarize or to cheat when submitting work for assessment
 - To acquaint yourself with the variety of academic and student support services provided by the University and to use them where necessary.
- ❖ Agree to the processing of personal data in accordance with the terms of Data Protection law and as set out in University publications.
- ❖ Register and maintain personal details accurately on University systems and notify changes promptly.

- ❖ Agree that all ideas, material or work produced and submitted as part of the requirements of a programme of study, and all intellectual property rights therein, become the property of the University.

5.10 DEEMED UNIVERSITY

5.10.1 What is a Deemed University?

Deemed to be Universities "Deemed" is a status of autonomy granted to a university by DHE under MHRD, on the advice of UGC. Deemed to be Universities enjoy full autonomy or independence in deciding courses, syllabus, admissions and fees. Some Deemed to be Universities can also grant degrees on their own. Deemed-to-be Universities, which continue to perform well, can get the status of a full-fledged University. According to a UGC list, there are 123 Deemed-to-be universities in the country.

Before defining a deemed University, you must know about the University Grants Commission (UGC). UGC is a statutory body set up by the Union Government in 1956, and managed by the Ministry of Human Resource Development. This body coordinates and supervises higher education in India. One of its most important tasks, however, is to give recognition to universities. This means that higher education institutions classified as universities only if they are established under some Central or State Act and are recognized by the UGC.

The UGC works according to the provisions mentioned in the University Grants Commission Act, 1956. This Act applies to all universities in India. Section 3 of this Act says that the UGC can advise the Government to declare any other higher education institute (which is not a university), to be a Deemed University. And this brings us to the definition of the term.

A Deemed University is, quite simply, an institution which provides high standards in a specific area of study and, because of this, is deemed to be a university by the Central Government upon the advice of the UGC. This status helps such institutions to enjoy the same benefits and privileges that are available to any other university in the country.

5.10.2 The features of a Deemed University

- ❖ Full autonomy in courses, syllabus, admissions and fees
- ❖ They can award degrees under their own names
- ❖ Their administer independently
- ❖ The concept of deemed university exists only in India

- ❖ The Deemed status is conferred on both institutes and departments of different universities based on their outstanding performance academically
- ❖ Mainly referred to as a high performing institution, a Deemed-to-be-university is given the status of autonomy by the MHRD's Department of Higher Education.
- ❖ They have complete autonomy to decide their offered programs, syllabus, application and admission procedure as well as fees. If a deemed university continues to perform well, they have the potential chance of becoming a full-fledged university.

5.10.3 Salient features:

- ❖ Conduct their own admission procedure
- ❖ Can decide their own syllabus
- ❖ Conduct their own exams
- ❖ May or may not grant degrees to the students

5.10.4 Why were deemed universities set up in India?

After Independence, there was an urgent need to increase people's access to proper higher education facilities and inculcate skills and knowledge in them to work and earn a living. Our country had been consistently exploited and conflict-wrought under the British, and developing our human resources was the only way to improve the nation's condition. Thus, the government established many universities for higher education, and over time the funds and efforts put into them helped them touch international standards. However, the demand was huge and ever-increasing, while the supply of universities by the government lagged behind. Meanwhile, private entities had also begun setting up their own educational institutions (especially after privatization measures were adopted) and some of them also began reaching the set standards of higher education. To encourage more such universities and to provide them with government recognition and benefits, the provision for the status of Deemed to be University was made.

If a university fulfilled certain criteria fixed by the UGC and acquired the status of deemed university, it would indicate that it reached such standards of education as prescribed by the UGC. Thus, people could rely on and trust such an institution if they were looking to enroll in it, even though it was not a government-established institution. The UGC guidelines which determine everything related to the deemed universities, from the procedure to acquire this status to the details of its governance body, are given in the UGC (Institutions deemed to be universities) Regulations, 2019.

5.10.5 Role of deemed universities in the Indian Education System

The UGC (Institutions Deemed to be Universities) Regulations, 2019 mention some of the main objectives of the Deemed Universities. Thus, according to these regulations, the main role of a deemed university is to-

1. Provide excellence and innovation in higher education at the undergraduate, postgraduate and research degree levels.
2. Engage in the areas which they specialize in, and contribute to higher education in diverse disciplines.
3. Provide high-quality teaching to their students and organize internationally recognized research projects.

5.10.6 How do deemed universities differ from private universities?

Deemed Universities and Private Universities may seem similar, since both of them are not established directly by the government and do not fall under its immediate control. However, they do differ in certain important aspects.

The main points of difference between deemed universities and private universities are summarized below:

BASIS	INSTITUTION DEEMED TO BE UNIVERSITY	PRIVATE UNIVERSITY
Degree	Can usually award their own degree or diploma.	Can award a degree or diploma only after the approval of the UGC.
Autonomy	Have a high degree of autonomy in terms of courses, management, etc.	Have to follow more UGC rules and regulations.
Off-campus centres	Can set up their own off- campuses.	Cannot set up off- campus centres except in the same state, that too after 5 years of existence and approval from the UGC.

Recognition	Autonomy granted by Department of Higher that Education, Ministry of Human Resource Development on the advice of the UGC.	UGC approved institutions.

5.10.7 Eligibility criteria for an institution to be declared as a deemed university

The UGC doesn't just go ahead and grant deemed university status to any higher education institute out there; there is a strict and comprehensive eligibility criteria that must be met by the institute for it to get into the exclusive club. Take a look at the eligibility criteria, as given Clause 4.01 of the UGC (Institutions deemed to be universities) Regulations, 2019:

1. The institution should be at least 20 years old.
2. It should have valid accreditation by National Assessment and Accreditation Council (NAAC) with at least 3.26 CGPA for three consecutive cycles. If it is a technical institution, then it should have at least two-thirds of the technical programmes accredited by the National Board of Accreditation (NBA).
3. It should be among the top 50 institutions in any specific category or among the top 100 overall in the National Institute Ranking Framework (NIRF) rankings.
4. It should offer multi-disciplinary courses, like other universities.
5. It should have at least 2 annual publications by each faculty member in SCOPUS, Web of Science or peer-reviewed journals recognized by the UGC.
6. The teacher student ratio should not be less than 1:20. The number of faculty members should not be less than 100 and the students, not less than 2000. Out of these students, at least one- third should be postgraduate/research students.
7. There should be at least 5 Post Graduate Departments which have been in existence for at least 3 years and have research programmes.
8. It should have academic and physical infrastructure as prescribed by the Commission and/or the relevant statutory bodies.
9. It should have a built up area of at least 30 sq.mts. per student, which includes academic, administrative, common and recreational facilities.

5.10.8 Procedure for Declaration of an institution as an institution deemed to be a university

Our discussion on deemed universities will not be complete without understanding the process by which an institution can apply for and acquire this status. Let's take a quick look at this procedure.

1. After an institution has gone through the eligibility criteria and is certain that it is fulfilled, it may apply online to the UGC on its web portal.
2. While applying online, certain important documents need to be attached by the institution. We will come to those later.
3. After the application has been submitted, the UGC will verify the documents with the concerned public authorities to make sure they are accurate.
4. The UGC will then examine the whole application with the help of a nominated Expert Committee. At this stage, it will assess the academic and physical standards of the institution and submit its advice to the Government within 60 days from the date of online application.
5. The Government, keeping in mind UGC's advice, will give its final decision within 30 days of receipt of advice. Here, it will either declare the institution as a deemed university under Section 3 of the UGC Act, 1956 for an initial period of 5 years, or reject the application and convey this to the sponsoring body of the institution along with the reasons for rejection.
6. In case of an institution which is declared as a Deemed university at the previous stage, the University/ies which earlier had affiliation to the institution will transfer the crèdits and the transcripts of students within 30 days of such declaration.
7. Hereafter, the existing students of the deemed university may get the degree from the affiliating University or Deemed to be University (as per their preference), while the newly admitted students will get a degree of the Deemed to be University.

5.10.9 How to file an Online Application

In today's digital world, it is no surprise that the UGC provides for online application for a deemed university status. The process of applying is very simple; you

just need to fill a form and then submit the documents mentioned by the UGC Regulations, in the manner prescribed.

5.10.10 Documents required for filing the Online Application

Granting deemed university status to an institution is a serious business, and it requires a lot of supporting documents to be submitted by the institution. These have been mentioned in Clause 5.02 of the UGC (Institutions deemed to be universities) Regulations, 2019 as follows:

1. Documents proving that the institution owns the land which it occupies.
2. Certificates showing the accreditation given to them by NAAC/NBA.
3. Approval of the relevant statutory bodies for the professional courses which the institution is currently providing.
4. Information along with evidence regarding the existing academic and physical infrastructure.
5. Institution Development Plan showing the institution's vision and plan for the next 5-years.
6. Details of financial sustainability of the institution.
7. A letter of commitment from the respective Government to continue to financially support the institution even after it Degree receives deemed university status (only if the institution is funded by the Government).

Copies of these documents should be publicly disclosed on the website of the institution, after due certification by its Head.

If the institution fails to submit any of these documents while applying, the online systems will reject their application. Also, if any information stated in the documents is found to be false after the verification process, the institution would be liable for criminal prosecution under the Indian Penal Code, 1860.

5.10.11 Procedure for declaration of an institution as deemed to be university under De-Novo Category

Any sponsoring body, with an existing track record in education, can apply to the UGC for setting up a new Institution Deemed to be University which will undertake study and research in unique and emerging areas of knowledge that are not offered by any existing institution. This is called a De-Novo Deemed University. The procedure for this,

given under Clause 6.04 of the UGC (Institutions deemed to be universities) Regulations, 2019, is as follows:

1. An online application should be filed by the sponsoring body, for which a form needs to be filled. The application needs to include the following documents:
 - ❖ A Detailed Project Report (DPR) showing its vision and plan for the next fifteen years, with clear outcomes.
 - ❖ Details of the land on which the proposed deemed university will be established, along with proof that the body owns that land.
 - ❖ Details of the financial sustainability of the institution.
 - ❖ Details of the sponsoring body, along with the details of the key academic and administrative personnel.
 - ❖ An undertaking that the body will comply with all provisions of the UGC Regulations.
 - ❖ A letter of commitment from the respective government to continue to financially support the institution even after it acquires the Deemed University status (only if it is a Central/State/UT Government institution).
2. The application will then be examined by an Expert Committee. The Committee may direct the applicant to make a presentation to show whether the institution falls under de-novo category or not, and whether the Detailed Project Report complies with the UGC Regulations. The Committee may also visit the applicant institution, if necessary.
3. The Expert Committee will submit its report to the UGC within 30 days. It will either recommend the issue of Letter of Intent or not.
4. The UGC shall forward its advice to the Government within 30 days of receiving the Expert Committee's report.
5. The Government will give its decision in 30 days, keeping in mind the advice of the UGC. It will either issue a Letter of Intent for three years to the institution or reject the proposal by giving the reasons for the same.

5.10.12 Procedure for an institution deemed to be a university to start an off-campus centre

Institutions Deemed to be Universities which are placed in Category-I & Category-II or are ranked in the top 50 universities in the current NIRF rankings can start new Off-Campus Centres too. This refers to another centre of education run by the management of the deemed university, but separate from its original campus.

The Institutions applying for Off-Campus Centre(s), must meet these criteria:

- ❖ The teacher-student ratio should not be less than 1:20. The number of faculty members should be at least 25 and the students, at least 500. Out of these students, at least one-third should be postgraduate/research students.
- ❖ There should be at least 3 Post Graduate Departments with research programmes.
- ❖ The deemed university should have academic and physical infrastructure as prescribed by the Commission and/or the relevant statutory bodies.
- ❖ It should have a built up area of at least 30 sq. mts. per student which includes academic, administrative, common and recreational facilities.

The procedure to be followed to get permission to start an off- campus centre is given in Clause 7.01 of the UGC (Institutions deemed to be universities) Regulations, 2019. You can have a look at it below:

1. The Deemed University has to submit their application to the Government in the form of an Affidavit to get approval to start an Off-Campus Centre.
2. The application should contain details of existing or proposed infrastructure facilities, courses/programmes of study, student intake, financing arrangements, etc.
3. The Government will examine the application and then forward it to the UGC for its advice.
4. In case the Institution Deemed to be University belongs to Category-I or is ranked in the top 50 universities in the current NIRF ranking..
 - ❖ The Deemed University need not be physically inspected.
 - ❖ The Chairman of the UGC may set up a Standing Committee to examine the information given by the Institution.
 - ❖ The Chairman shall forward the advice to the Government within 30 days after he receives the observations of the Standing Committee.
 - ❖ Such an institution can establish only 3 off-campus in a period of 5 years, with at max 1 campus being established in 1 academic year.
5. In case the Institution Deemed to be University belongs to Category-II.
 - ❖ The information given by the applicant may be assessed and verified by an Expert Committee.
 - ❖ The Chairman, on behalf of the UGC, shall forward the advice to the Government within 60 days after receiving the observations of Expert Committee.
 - ❖ Such an institution can establish only 2 off-campus in a period of 5 years, with at max 1 campus being established in 1 academic year.

6. The Government will give its decision in 15 days, keeping in mind the advice of the UGC. It will either issue a notification for starting of the off-campus centre(s) or reject the proposal stating the reasons for the same.

5.10.13 Procedure for an institution deemed to be a university to start an off-shore campus

A university may want to expand its operations to new territories after a few years of successful running. This helps it earn more revenue and establish itself in more and more areas. For this, universities set up off-shore campuses, i.e. campuses beyond the shores of the university's home country.

Institutions Deemed to be Universities are allowed to start new Off-Shore Campuses. However, before setting one up, there are 2 broad steps to be followed:

1. They need to get a No-Objection Certificate from the Ministry of External Affairs and the Ministry of Home Affairs. :10
2. Then, they must get permission from the Ministry of Human Resource Development.
3. After this, they can start an off-shore campus. Institutions Deemed to be Universities have to follow similar admission criteria, curriculum, examination system and evaluation system in their off-shore campus as in their main campus. Also, all the information about off-shore campuses should be put up on their website.

5.10.14 How to start new courses/departments in the campus or approved off-campus of the deemed university

In today's fast-paced and ever-growing world, new areas of study are coming up frequently and a need is felt for standardized education in every field. To keep up with this, existing universities may want to introduce new courses/departments etc. in their existing campuses.

Institutions Deemed to be universities which belong in Category-I or Category-II or rank in the top 50 universities in the NIRF ranking may start new courses/departments/programmes etc. in their existing campus and approved off-Campus centre(s). To do so, a simple procedure needs to be followed, which is explained below:

1. The Institution shall first take the approval of its Board of Management and the relevant statutory bodies.
2. Then, it shall inform the UGC about starting a new course/ programme/ department/ school/ centre within one month of the grant of approval mentioned in the previous step. For this, a form needs to be filled.
3. If the Institution Deemed to be University receives funds from the Central or the State Government, it needs to take their approval too.

5.10.15 Responsibilities of the deemed universities in connection with UGC's performance inspection

To make sure that the deemed university is upholding its standards of education and performing its functions properly, the UGC monitors and checks it annually. To score well in this

inspection, the deemed university has to fulfil some responsibilities. Some of them are:

1. Ensuring that its graduate students get employment/self-employment opportunities or go ahead for higher education.
2. Promoting social activities among the students while they are studying in the institution
3. Training the students in professional skills.
4. Inculcating the spirit of entrepreneurship and critical thinking among the students.
5. Ensuring that the teacher student ratio is not less than 1:20.
6. Using technology in its classrooms for more effective learning.
7. Ensuring that examinations promote and measure students' understanding and application of concepts.
8. Making all its teachers take an annual refresher training for acquiring better and newer teaching methods.

5.10.16 Institutional governance required for a deemed university

A Deemed University, like any other organisation, needs a mechanism for its daily operations and management of affairs. For this, a system of institutional governance for the deemed university has been devised.

First and foremost, the deemed university needs to be officially registered. Clause 10.01 of the UGC (Institutions deemed to be universities) Regulations, 2019 says that such an institution must be registered as a not-for-profit organisation under either the

Societies Registration Act, 1860 or the Public Trust Act, or under Section 8 of the Companies Act, 2013.

The primary governing body of the deemed university is the Board of Management. Let's discuss its composition, powers and duties, and then also look at other authorities and officers who play a role in the governance of the deemed university.

5.10.17 Board of Management

The Board of Management is headed by the Vice-Chancellor, and its other members include the Registrar, two Deans, two teachers, etc. It should have at least 10 members and at max 15 members. All members, other than the ex-officio ones and the teachers, remain in the body for 3 years. The term of the teachers, meanwhile, is 2 years.

The Board is the body which makes the rules of the deemed university and takes decisions in academic, administrative, financial and developmental matters. To perform these functions, it must conduct its meetings at least 4 times in one academic year.

5.10.17 Difference between Deemed, Autonomous and Private Institutions

Deemed-to-be	Autonomous	Private
Can decide their own syllabus	More academic freedom to change courses and syllabus	Can decide their own syllabus
Can grant diploma or degree to students	Degrees are mostly awarded by affiliated university (except for some central/State funded institute like IIMS and IITs)	Can grant diploma or degree to students, post approval from UGC
Full autonomy or independence in deciding courses, syllabus, admissions and fees	Independent control over their daily operations, syllabus admission procedure	Needs to adhere to UGC rules and regulations for daily operations.

Autonomy granted by Department of Higher Education (DHE), MHRD, on the advice of UGC.	Fall under the administrative control of Department of Higher Education (DHE), MHRD	UGC Approved institutes
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5.11 AUTONOMOUS COLLEGE

5.11.1 What is an autonomous college?

As per the rules and standards of the National Assessment and Accreditation Council (NAAC), any college having a score of 3.51 or above on a measurement scale of 0 to 4 is considered as the Autonomous college. The colleges which have a score of 750 or above duly certified by the National Accreditation Board (NAB) is eligible for the rank of the autonomous college. An autonomous college enjoys a couple of good benefits.

5.11.2 What is the difference between autonomous and non- autonomous college?

Flexibility

In terms of flexibility, an autonomous college has a better standing. The board of Directors and educationists who run the autonomous college have a better understanding of the curriculum. They can design their curriculum with more ease and make it designed in such a way that is most useful to their students galore

Examination Pattern

The examination pattern followed is also strictly being laid down by the college itself. Hence college has more command and holds over the question papers.

In non-autonomous college the guidelines, the papers are being designed by the University. Hence they have to function under the University guidelines.

Admission Process

The admission process for an autonomous college is much easier as the decision lies in the hands of the college Principal. The admission process is more student-friendly. There is no much paperwork and hassles involved. Bright students are always welcomed onboard with utmost respect and understanding.

Total number of autonomous colleges in India: 708

There are many pluses and minuses to both autonomous and non- autonomous colleges. Autonomous colleges have more responsibility at stake. They are run by a Board of Directors and Chairman and they have to handle and dabble various portfolios and look into the functioning of the college. There is a saying in English "Uneasy lies the head that bears the crown". Here the Board has to handle various roles as it heads the institution. This makes this college as one of the best autonomous colleges in AP. Non-autonomous College is working under the University guidelines. Hence they have to stick to their rules and regulations.

5.11.6 Role/Terms and Conditions of an Autonomous College

- ❖ Review existing courses/programmes and, restructure, redesign and prescribe its own courses/programmes of study and syllabi
- ❖ To formulate new courses/programmes within the nomenclature specified by UGC as per the Specification of Degrees 2014 and amended from time to time
- ❖ Evolve methods of assessment of student's performance, conduct of examinations and notification of results
- ❖ To announce results, issue mark sheets, migration and other certificates; however, the degree shall be awarded by the University with the name of the college on the degree certificate
- ❖ Autonomous colleges need not pay affiliation fee to the parent university every year. Onetime fee can be paid at the time of conferment of autonomous status. Such fees can be decided by the Executive council of the parent university
- ❖ Prescribe rules for admission in consonance with the reservation policy of the state government/national policy
- ❖ May fix fees of the courses at their own level
- ❖ Constitute their own Governing Body, Academic Council, Board of Studies and Finance Committee
- ❖ They shall have complete administrative autonomy and have the privilege of appointing their own administrative staff and teaching faculty including Principal. However, the staff will be appointed as per the UGC (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) Regulations 2010 as amended from time to time

- ❖ The "term" autonomous means having the freedom to govern itself or control its own affairs. The dictionary meaning can give you a little idea about autonomous colleges. These colleges pretty much control everything from modifying syllabus to conducting exams according to their will.

5.11.7 Merits of Autonomous College

- ❖ Faculties are generally very good with good academic records.
Faculties having more experience are hired in these colleges.
- ❖ Infrastructure is well maintained as this also counts and one of the criteria of UGC to provide autonomous status to any college.
- ❖ Quality of lab equipment is better than regular colleges as they don't want to lose score (UGC score) due to faulty lab equipment.
- ❖ The syllabus is kept as per the requirement of the course. Additional topics are not covered.
- ❖ What you study in the class, you have to face questions based on that portion. You don't need to be afraid of surprises.
- ❖ In case you flunk in any paper, the college conducts the classes for you during the holidays. This way, you finish the paper when your friends enjoy their holidays. This might be demerit according to some folks but keeping the burden of even one subject is not a good idea. Professors make sure you clear the paper in the supplementary exams itself.
- ❖ Since you know the portion that is going to appear in the exam, the chances of flunking in the exam are less.
- ❖ You get better aggregate after you pass out from the college. Students who disobey lecturers and don't do assignment and bunk regularly are the exceptions.
- ❖ They publish results on time.
- ❖ Placements are good. These colleges ensure that all eligible students get a job after passing out.

5.11.8 Demerits of Autonomous College

- ❖ Professors clip the syllabus. So you learn only 1/3 or 2/3 syllabus. Covering a good portion of the curriculum is useful if you are planning for exams like Gate.
- ❖ Prescribed books are not easy to follow. They don't follow the university norms for prescribing the books.

- ❖ The course fees are generally high as these colleges are free to fix fee-structure according to management's wish.
- ❖ Students get marks based on their "impressions." If you have scored well in the early semesters, chances are more that you get good marks in the coming semesters as well.
- ❖ The internal exam consists of internal assessments, assignments, and class tests. The internal mark is 50% of the total marks. If you don't follow the professors, you lose marks.
- ❖ Fees collected for the backlog subject exams are quite insane. Students from poor financial background suffer a lot if they fail in a paper.
- ❖ Some autonomous colleges are ridiculously strict about attendance. Shortage of attendance may lead to debarment from the exams.
- ❖ If a faculty don't teach properly, you can't complain anonymously. The faculties are hired by the college itself.

To know better about the college, you need to talk to seniors because the scenario might be different for the college you choose. Autonomous colleges are not under any university. So they make their own rules. The rules can be beneficial as well as trouble for the students. Some autonomous colleges are simply run for making money; however, some are really good like Ramaiah, RVCE, etc. So before joining any autonomous institute, you must know the pros and cons of that institute.