

SEMESTER –I

COURSE CODE: MS1TE2

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

Historical Background of secondary teacher Education: Development of secondary teacher education during – Pre-independence and Post-independence period-Secondary Teacher Education: Concept, objectives, scope, pre-service and in-service teacher education.

UNIT-I

HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA

Historical Background of Secondary Teacher Education

First Teacher Training Institution in the Country

March 1, 1856, is a re-letter day in the history of education not only for Tamil Nadu but also for the whole country. The first Normal School was opened at Vepery, Madras with an enrollment of 13 students on that day. The object of this Normal School was to provide competent teachers for employment in vernacular schools. A Normal School established in 1853 combined training of school teachers with provision for general education.

The Normal School, Vepery, Madras was unique in the sense that it devoted itself to teacher training only. J.T. Fowler was the first principal. He had completed his education in one of the training colleges in London and had afterwards been employed for some years as Master of Methods in a provincial school. He did not know any south Indian language but was assisted by an Indian master who had previously served as superintendent of vernacular studies in provision for teaching “Vernacular” languages was there. The art of teaching was explained orally, though criticism lessons were delivered regularly.

The Normal School did not charge any fee. It conducted its examination and awarded certificates. There was a written examination to select students for admission. Selected students were given students ranging from Rs. 15 to 30 depending upon the marks they secured in the admission test. The training period was for two years and students had to agree to serve as teachers for at least five years after their training.

The primary department of the Government High School (now Presidency College) was transferred to the Normal School to serve as a practicing school. The practicing school had two sections, the model section and practicing section. Pupils of the practicing section were taught entirely by pupil teachers of the Normal School under the supervision of the principal, while pupils of the model section were entrusted to Assistant Masters.

The normal school was recognized in 1857 with two departments, the normal department and the school department. The normal department had three sections normal class proper, preparatory normal class and vernacular normal class. The school department had two sections called a model section and practicing section. The course at the normal class proper was for two years and it prepared students who were to be employed as teachers in Zilla (District) schools. The pupil teachers received instruction in general subjects and had teaching practice in the practicing section. Students in the preparatory class received instruction only in general subjects as preparation for joining the normal class properly. The vernacular normal class prepared students received instruction in general subjects and the methods of teaching.

At the end of the course, pupil teachers of the normal class had to take a written test and a practical test. The written examination was in general subjects. The practical examination consisted of teaching a lesson before the principal. The examination for the award of teacher's certificates was divided into nine grades. The examination of the first five grades was open to pupils of the Vernacular normal class. To begin with, it was left to the option of the normal students to appear for the Grade tests to get the teacher's certificate. This system continued in the normal school till 1860.

After 1860, all the normal school students were required to appear for the grade tests. Apart from conducting a pre-service training course, the normal school arranged lectures and model lessons on Saturdays for the benefit of working teachers even as early as 1859. In 1860, a separate class was opened for giving training to military personnel for employment as teachers in army schools, under the supervision of G. Duncan. This two-year training programme was later discontinued.

The normal school, Vepery was shifted to Mount Road in 1862. The subjects of the study were changed to enable students to prepare for several university examinations. Vernacular Normal class was abolished as such schools were opened in the districts. Practicing and model sections were amalgamated. The preparatory normal class prepared students for the matriculation examination. The normal class proper was divided into two sections - Lower Division and Upper Division. The lower division prepared students for the Faculty of Arts (FA) and the upper-division for Bachelor of Arts (B.A.) Degree Examinations of the University of Madras. Students of the normal school after passing the university examinations of their grade had to undergo a test in methods of teaching and the candidates who succeeded in the same were given teacher's certificate.

In 1867, Bickle assumed office as Principal. He abolished the upper-division as well as the preparatory normal class. He divided the normal department into the junior section and the senior section. The junior section prepared students for the matriculation examination and the senior section devoted itself to teaching the methods of teaching. In 1873, a major change was brought about. Only those who had passed a university examination were admitted for professional training, which was reduced to one year. The examination consisted

of two parts-theory and practical. In 1876, vocational education was included in the curriculum and the student teachers had to attend lectures on agriculture. This provision was discontinued in 1883.

Teachers' College, Madras

In 1887, the normal school was shifted to its present location in Saidapet and was affiliated to the University of Madras. In 1888, Teachers' College, Saidapet presented candidates for the L.T. (Licentiate in Teaching) Degree examination.

During 1888-89, there were 52 students and in the calendar year 1889, there were 55 students - 11 B.A., 18 F.A. and 26 Matriculates. As many as 49 students got stipend or scholarship. The Report on public instruction for 1888-89 stated that all the successful candidates except three got suitable jobs. A trained graduate was paid Rs. 52 per month, an F.A. got Rs. 32 per month whereas a Matriculate got Rs. 30 per month. The period of training was extended to eighteen months in 1890, which was reduced to 12 months in 1892. In 1889 teachers' college was provided with pucca buildings. In 1892, women students were admitted to the L.T. Course.

In 1897, the college hostel was constructed. In 1904 a special building to accommodate the kindergarten section was constructed. In 1914, the manual training section was added. In 1923, the arts and crafts class was attached to the manual training section and in 1927 an adult night school was started. Thus, the Teachers' college developed into a premier institution offering L.T. degree course, certificate courses in manual training (carpentry and weaving) and arts and crafts. It involved itself in adult education and in-service programmes.

Teachers' college was re-christened as a college of education, Saidapet in 1981. It was upgraded as an institute of advanced study in education in 1990. The college now provides for B.Ed., M.Ed., M.Phil., and Ph.D. in Education, besides a certificate course for Tamil Teachers. Now a separate University was opened for Teacher Education namely Tamil Nadu Teachers Education University, Chennai in 2008.

ORIGIN, GROWTH AND DEVELOPMENT OF SECONDARY TEACHER EDUCATION IN INDIA

The Teacher in Ancient India and the Emerging Indian Society

Education is the most important output for the development of an individual, society and nation. The strength of an educational system depends largely upon the quality of teachers who are foundation and pillars on which the whole educational system is built. The teacher always occupies a pivotal position in the process of teaching. The teachers are considered to be the agent of development. The crisis in teacher education now is serious and calls for immediate attention. In our ancient tradition, education was regarded as the most important tool for self-realization. During the ancient period, there were two significant impacts on education, the first of these was the impact of the Aryan Civilization and the second was the Buddhist influence. During the

beginning of the Aryan period, the education imparted was generally confined to the priestly class and later it spread to the two other classes - the Kshatriyas and the Vaishyas.

Ancient Period

During the ancient period, the teacher occupied a place of pride at the top of the social ladder because he encouraged learning and gave wisdom to his pupils. He was considered the intellectual and spiritual father of his disciples leading them "from the darkness of ignorance to the light of knowledge which is concealed". The teachers of those days called 'gurus' did not receive any formal teacher education or training, but they are men of the highest calibre from the point of knowledge and spiritual progress. They were well versed in all the Vedas, which formed the curriculum of that period. The disciples lived with them, learnt what all the gurus knew and so life was education and education was life.

The disciples held their gurus in all reverence, did all the duties for them. The 'Guru Kula System' was fully psychological verbal and meditative systems were encouraged. It included character-building, spiritual progress, physical development and life-centred education. Rabindranath Tagore says, "A most wonderful thing we notice in India is that here the forest, not the town is the fountain of all its culture". Women also received an education, which was practical and useful such as spinning, weaving. The method of education was dialogue and verbal. The Vedas were learnt or memorized and were realized through meditation and realization so even without any proper or formal training as we have now, the teachers taught lessons in a scholarly manner.

BUDDHIST PERIOD

The Buddhist and Janis also held their perceptions in high esteem. Buddha, among seven instructions, firmly recommended that the guy hair and religious teachers should be respected. The teachers provided his disciplines with all the necessary material and were responsible for their physical and mental development. In the Buddhist period so many Universities was constructed Takshila (Now it situated in Pakistan) and Vikramasila (Bihar). They used Pali language. The teachers in the Buddhist period received an education. The teacher behaviour was under scrutiny by this sang and if any defects are noticed, sang will take action against those teachers were accommodated. The Chinese Traveler Hieun-Tsang who visited India has given an account of Buddhist education. He says that "the pupils go to his teacher at the first watch and last watch of the night. Selecting passages from Tripitaka, the teacher gives a lesson in a way that suits circumstances and does not pass any fact or theory unexplained".

TEACHER EDUCATION IN MEDIEVAL PERIOD (MUSLIM PERIOD)– A.D. 1200 to A.D. 1700

The beginning of the 18th century A.D. witnessed a large number of Mohammedan invasions. During the Muslim rule, education was organized in 'Maktabas' and 'Madradas'. Primary education was imparted in Maktabas and higher education was imparted in Madrases in cities like Agra, Delhi, Kanpur, Lahore, Lucknow, Hyderabad

and Bijapur. Delhi became a great centre of learning and literary activity. Children should be sent to a maktab school from the age of 6 and be taught primary education until they reach the age of 14. During which time, they wrote that they should be taught the Qur'an, Islamic metaphysics, language, literature, Islamic ethics and manual skills (which could refer to a variety of practical skills).

This is a madarasa of the Jamia Masjid mosque in Srirangapatna, India. This mosque dates back to the 1700s and is where Tipu Sultan used to pray. Madrasah is the Arabic word. Children after the age of 14 should be allowed to choose and specialize in subjects they have an interest in, whether it was reading, manual skills, literature, preaching, medicine, geometry, trade and commerce, craftsmanship or any other subject or profession they would be interested in pursuing for a future career.

The term "madrasah" referred to the higher education institution, whose curriculum initially included only the "religious sciences", while philosophy and the secular sciences were often excluded. The curriculum slowly began to diversify, with many later madrasahs teaching both the religious and the "secular sciences", such as logic, mathematics and philosophy. Some madrasahs further extended their curriculum to history, politics, ethics, music, metaphysics, medicine, astronomy and chemistry. The curriculum of a madrasah was usually set by its founder, but most generally taught both the religious sciences and the physical sciences. Madrasahs were established throughout the Islamic world, the most famous being the 10th century Al-Azhar University. Akbar ordered the teachers to look after five things- knowledge of letters, the meaning of words, the verse, the theistic and the formal lesson. But education during Muslim rule was done with the primary motive of propagating their religion. The learned were respected. The Muslims had two types of scholars – Ulema-lakharat and Ulema-Iduniya. Teachers of the highest order were produced from the former group. There exists no record of training of teachers. Scholars were also imported from the middle east of today.

SECONDARY TEACHER EDUCATION DURING PRE-INDEPENDENCE PERIOD

BRITISH PERIOD

Till the 18th century, only the wealthy man employed teacher to instruct their children. Education was confined to select communities. Teachers were paid by the parent's shade of a tree or a verandah was a classroom. No manuscript was used British people opened a new chapter in Indian education schools were started in different parts of the country. East – India Company supported British people's activities. Many Government schools were established monitorial system was popular. The first normal school was set up in Bengal in 1793. This was the result of the collaborative efforts between the Danish and English people. The beginning of 19th century many sporadic attempts gave specialized training to teachers. In 1819 the Calcutta school society began to train teachers for imparting elementary education. Bombay was the first presidency to recognize the importance of training.

In 1826 teacher education was gathering momentum 24 teachers trained in the Bell Lancaster system were distributed throughout the presidency. The training was given to the knowledge of content and methods of instruction. In June 1826 Madras had the distinction of establishing the first normal school under Government management. It concentrated on the training of teachers for district schools and later this became the present presidency college of Madras. The Bell Lancaster system became the cornerstone of teacher training schemes. In Calcutta, Mrs Wilson founded a central school in 1824. It has a section devoted to the training of woman teacher. In those early days the entire candidate received stipends.

1. WOODS DISPATCH (LATER HALF OF THE 19TH CENTURY) (1854)

In 1854 Woods Dispatch gave tremendous change to all aspects of education in the century. It considered the training of teachers very interesting and gave practical suggestion for the recruitment and training of teachers. This started many normal schools all over the country. Two years after the Dispatch the oldest existing training colleges in India was started as the Madras normal school. In 1862 the Madras normal school extended its function and added preparation for university examination. In 1876 its curriculum broadened to include agriculture as a subject and thus was a pioneer in introducing a more practical bias to the training given Woods Dispatch was a turning point in Indian education. Its recommendations are:

- i. An education department should be a start-up in each province and its highest official should be named as director of public instruction.
- ii. Universities should be set up at Calcutta, Madras and Bombay. These universities should have chancellor, vice-chancellor and fellows.
- iii. Emphasis should be laid upon the spread of public education.
- iv. A system of grant-in-aid should be adopted.
- v. Special institutions for training teachers should be set up.
- vi. Importance should be given to the education of woman.

2. HUNTER COMMISSION (1882)

The second important landmark in the history of teacher education was the report submitted in 1882 by the Indian education commission. After the commission's report, an interesting experiment was tried in the Madras Normal School. The school started three courses of lectures. The lecture was on,

- i. Psychology in its relation to the education or the scientific basis of education.
- ii. General History of education in Europe.

- iii. A development of the existing course of a lecture in school –Method, Management and on the art of teaching.

The course was well-received that the university agreed to award a full-fledged diploma. By 1886, the Madras normal school was recognized as a teacher's college affiliated to the Madras University. It prepared the candidate for the diploma of licentiate in Teaching. The Hunter commission made all teachers' schools examination and certificate conscious.

Recommendations

- i. Training school should be established at places, which will conveniently fulfil the demand for teachers in all primary schools. At least one training school should be set up within the area administrated by the inspector of schools.
- ii. Proper arrangement should be made for the setting up of training schools known as normal schools as in England and the education department should train school inspectors.
- iii. All region of the country should have teacher training institutions.
- iv. Separate curricula for graduate and matriculate teachers should be framed.
- v. Training should be a compulsory qualification for school teachers.
- vi. Secondary school teachers should take an examination in theory and practice of teaching.

Secondary Education

- i. The Government should give the administration and organization of secondary education into hands of efficient and able Indians.
- ii. The commission recommended two types of a curriculum called Curriculum A and B.
- iii. Curriculum A was to have subjects that were to be useful for higher study.
- iv. Curriculum B was to have vocational, occupational and practical subjects.
- v. English should continue as a medium of instruction.

Higher Education

- i. They recommended to have varied and vast curricula so that the students can select the subjects of their choice and aptitude.
- ii. Grant-in-aid is given to the colleges by considering its expenditure, number of teachers, efficiency and local need.

- iii. Meritorious and promising students may be sent to foreign countries for higher education on Government scholarship.
- iv. Teachers who have received education in European Universities are preferred for an appointment.
- v. Private colleges should be authorized to receive a lesser fee as compared to Government colleges.

By the end of the 19th century, there were as many as six training colleges and 56 training schools in different parts of the country.

3. EDUCATION COMMISSION (1904)

In 1904 (Education Commission) the Government took a policy decision of the status of teacher education. They considered the various aspects of teacher education and made the following recommendations.

- i. Provisions should be made for the higher training of able and experimental teachers for Indian education service.
- ii. The importance of the equipment of the training colleges is almost equal to that of general colleges.
- iii. The training period for the graduates should be only one year. For non-graduates, the training period is two years. The knowledge of teaching method and practical training should be included in the curriculum.
- iv. Theoretical training and practical training should be mutually connected and there should be a practising school connected with it.
- v. Training colleges should be connected with ordinary schools so that the teacher may apply the methods learned in the training colleges.

In 1913 the Government directed that only trained teachers should be appointed in schools.

4. Calcutta University Commission or Sadler Commission (1917-19)

The government of India in the time of Lord Chelmsford appointed the Sadler commission for holding an enquiry of a very comprehensive and searching character into the problems of the Calcutta University. In 1917-19, Calcutta University Commission devoted special attention towards teacher education. The other members of the commission were Dr Gregory, Prof. Ramsay Muir, Sir Hartog, Mr Horniel, Dr Zia-ud-din Ahmed and Sir Asutosh Mukerji. The terms of reference included all aspects of collegiate and university education. Problems of secondary education were not excluded from the scope of inquiry. The commission was expected to study the organization and working of other Indian Universities to help it to formulate the policy of the Calcutta University. The commission submitted a voluminous report in 1919 dealing practically with every problem of secondary and university education.

Recommendations

- i. The intermediate classes of the university were to be transferred to secondary institutions and the stage of admission to the university was to that of existing intermediate examination.
- ii. Secondary and intermediate education was to be controlled by a Board of Secondary Education and not by University.
- iii. The Government of India should cease to have any special relationship to the University of Calcutta and the government of Bengal should take its place.
- iv. The duration of the Degree course should be three years after the intermediate stage, the provision being applied immediately regarding honours courses and soon after to pass courses.
- v. The teaching resources of the city of Calcutta were to be organized to create a real teaching university and the project of the University at Dacca was to be carried into effect at the earliest possible moment. The mofussil colleges were to be organized in such a way as would encourage the gradual rise of new university centres by the concentration of the higher teaching at a few points.
- vi. Special attention was to be paid to the education of women and a board was to be created for that purpose.
- vii. The government service system being unsuitable for universities, a new organization of the teaching service in universities was necessary.
- viii. Problems of vocational and professional training including that of teachers, lawyers, medical men, engineers, architects and agriculturists were to be seriously taken in hand by the university and numerous reforms were suggested for that purpose.
- ix. The medium of instruction for most subjects up to the high school stage was to be the vernacular, but for later stages, it was to be English.

5. HARTOG COMMITTEE (1929)

In 1929, Hartog Committee emphasized the training of teachers. They wanted to raise the standard of education and increase the duration. Able teachers should be appointed. These should be refresher courses, seminars and to attract able persons to teaching profession of the conditions of teachers should be improved.

Secondary Education

To avoid a large number of failures in the secondary education the committee made the following recommendations.

- i. This education should be by rural requirements.
- ii. There should be the introduction of an industrial and commercial course in high schools.

- iii. Provision should be made for an alternative course in high schools.
- iv. The examination should be held after the middle stage of the Anglo-vernacular course.
- v. There should be attractive salary and service conditions for teachers.
- vi. Highly qualified and well-trained teachers should be appointed.
- vii. Security of service for the teachers should be given.

Higher Education

The following glaring defects were present in higher education during this period:

1. Low standard. 2. Unhealthy competition between the Universities. 3. Defeat of purpose. 4. Wastage. 5. Low standards of English. 6. Over Crowding. 7. Lack of properly organized Honour courses. 8. Lack of well-equipped and rich libraries. To do away with these defects and improve the standards of higher education the committee put forward the following recommendations:

- i. Establishment of affiliated universities along with unitary residential and teaching universities.
- ii. Setting up of well-equipped libraries.
- iii. Efforts to be made to raise the standards of higher education.
- iv. Provision for the honours course should be made.
- v. Employment opportunities should be provided for the graduates.
- vi. Spreading of social and political science among the masses at large.
- vii. Department examinations should be held to recruit graduates in administrative services.

Technological and Vocational Education:

There was a great demand for technological industrial and occupational development of the people at large. Hartog committee stood for its improvement of these fields in India.

6. SARGENT REPORT (1944)

The Sargent plan envisaged universal primary education for 40 years. It declared that teaching must be remunerative and it must be both a vocation and profession. The Sargent plan rightly pleaded for training women as teachers. No fees should be collected from student teachers. Bright students must be picked up and given stipends during the training period. The commission identified four forms of training institutions i.e.

- 1) For Pre-Primary Schools.
- 2) For Primary and Secondary Schools.

3) For Non-Graduate High School Teachers.

4) For High Schools.

Recommendations

i. Provision should be made for training different categories of teachers-2 years for Pre-primary; 2 years for Junior Basic (primary); 3 years for High school teachers; 2years for undergraduates in High secondary school; and 1year for graduates.

ii. Suitable persons for teaching jobs should be picked up during the last two years of their high school course and they should be given stipends for receiving teacher training.

iii. Refresher courses should be organized for giving in-service education to teachers.

iv. Research facilities should be provided.

As a result of these recommendations, there was some development in the field of teacher education. In 1946-47, there were 649 training schools and 42 training colleges.

In 1947 when India got independence there were three types of training institutions.

1. Normal Schools – For teachers of primary schools.

2. Secondary Teacher Schools – For middle school teacher.

3. Training Colleges – The teachers of high schools were given training.

SECONDARY TEACHER EDUCATION DURING POST-INDEPENDENCE PERIOD

1. The University Education Commission (1948)

India became an independent country in 1947. The University Education Commission was set up in 1948 under the chairmanship of Dr S. Radhakrishnan. It made the following recommendations:

i. The curriculum should be reformed. Instead of bookish knowledge, important should be given to the practice of teaching in schools.

ii. While evaluating the students' work, special attention should be given to their success in teaching work.

iii. Suitable school should be selected for the practice of teaching.

iv. Most of the teachers of training schools should have sufficient experience of teaching in schools.

v. Teachers having teaching experience should be encouraged to do M.Ed.,

2. The Secondary Education Commission (1953)

The Secondary Education Commission (1953) has emphasized teaching methodology, need for refresher courses and innovative programmes. The commission noted the existence of three types of teacher training institutions – primary; secondary and graduate-level teacher training institutions. It recommended that:

- i. There should be two types of training institutions – one for those who have taken the school leaving certificate or higher secondary school leaving certificate, for which the period of training should be two years and the other for graduates whom the training may, for the present, be one academic year, but extended as a long-term programme to two academic years. The duration of training for the two types should be two and one years.
- ii. Teacher training institutions for graduates should be affiliated with universities.
- iii. Training schools should function under the control of a separate board.
- iv. The teacher trainees should receive various extracurricular activities.
- v. The training colleges should arrange refresher courses, short intensive courses in special subjects, practical training in workshops and professional conferences.
- vi. The training colleges should research various important aspects of pedagogy and for this purpose, it should have under its control an experimental or demonstration school.
- vii. No fees should be charged in training college, while during the period of training all the student teachers should be given suitable stipends by the state.
- viii. Should provide adequate residential facilities.
- ix. Free exchange between professors in training colleges.
- x. Shortage of women teachers, special part-time training courses should be provided.

The Central Institute of English was established in 1958 in Hyderabad. In 1961 the National Council of Educational Research and Training was established in New Delhi. During the sixties, four Regional Colleges of Education were started at

Ajmer, Bhopal, Bhubaneswar and Mysore for improving the quality of teacher education by starting a four year integrated course after higher secondary, the university of Kurukshetra introduced a four year integrated course. Baroda University was established and correspondence courses were started in 1964. Kothari commission was also set up in 1964.

3. THE KOTHARI COMMISSION (1964)

It made significant recommendations for removing the isolation of teacher training, improving professional education and quality of training institutions, duration of training course, in-service education of teachers and professional preparation of teachers in higher education.

i) Removing the Isolation of Teacher Training The commission recommended that to make the professional preparation of teacher's effective; teacher education must be brought into the mainstream of the academic life of the universities on one hand and school life and educational developments on the other.

1) To remove the existing isolation of teacher education from university life.

a. Education should be recognized as an independent academic discipline and introduced as an elective subject in courses for the first and second degree.

b. Schools of education should be established in selected universities to develop programmes in teacher education and studies and research in education, in collaboration with another University discipline.

2) To remove the existing isolation of teacher education from schools.

a. Extension work should be regarded as an essential function of a teacher training institution and an extension service department should be established in each institution.

b. Effective alumni associations should be established to bring old students and faculty together to plan programmes and curricula.

c. Practice teaching for teachers under should be organized in active collaboration with selected schools, which should receive recognition from the Education Department as co-operating schools and special grants for equipment and supervision.

d. Periodic exchange of the staff of the co-operating schools and the teacher training institutions should be arranged.

3) An intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education or special fields such as craft or physical education.

a. Comprehensive colleges of education should be established in each state.

b. Establishing a state board of teacher education in each state to be responsible for all functions related to teacher education at all levels and in all fields.

ii) Improving Professional Education The commission has emphasized the importance of improving the quality of teacher education. It can be done through;

a. Organization of well-planned subject orientation or content courses in collaboration with university departments.

- b. Introducing integrated courses of general and professional education in universities.
- c. Using the improved method of teaching and evaluation.
- d. Improving practice teaching and making it a comprehensive programme of the internship.
- e. Developing special programmes and courses.
- f. Revising the curricula and programmes at all levels in the light of the fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education.

iii) Duration of Training Courses The duration of professional courses should be two years for primary teachers who have completed the secondary school course. It should be one year for the graduate students, but the number of working days in a year should be increased to 220.

iv) Improving the Quality of Training Institutions

Secondary Teachers

- a. The staff of secondary training colleges should have a double master's degree in an academic subject and education. A fair proportion of them should hold doctorate degrees. They should all have taken induction or orientation courses in teacher education.
- b. Qualified specialists in subjects like Psychology, Sociology, Science or Mathematic may be appointed on the staff even if they have not had professional training.
- c. Summer institutes should be organized for the in-service training of staff.
- d. No student should be allowed to specialize in the teaching of a subject unless he has studied it for his first degree or obtained an equivalent qualification before training.
- e. States and Union territories should adopt a rule that teachers in secondary schools will ordinarily teach only those subjects which they had studied for a university degree.
- f. Attempts should be made to recruit first and good second-class students to teacher training institutions and adequate scholarships should be provided for them.

General:

- a. All tuition fees in training institutions should be abolished and liberal provision made for stipends and loans.
- b. Every training institution should have an experimental or a demonstration school attached to it.
- c. Adequate hostel facilities for trainees and residential accommodation for staff should be provided.
- d. Libraries, laboratories, workshops, etc., are very inadequate at present in most institutions, especially at the primary level. These need to be improved.

e. Expansion of Training Facilities.

v) In-service Education of School Teachers:

a. The commission recommended a large scale and coordinated programme of in-service education for teachers should be organized by universities, training institutions and teachers organizations for teachers at all levels. The target should be that every teacher would receive at least two or three month's in-service education every five years of his service.

b. The programme of summer institutes for the in-service training of secondary schools should be extended.

vi) Professional Preparation of Teachers in Higher Education:

The commission recommended that the teachers should prepare themselves for higher education. They should learn a higher education to improve their profession.

vii) Standards in Teacher Education:

For maintaining standards, the commission recommended that at the national level the University Grand Commission (UGC) should take the responsibility for the maintenance of standards in teacher education. The State Board of Teacher Education should be responsible for the raising of standards at the state level.

4) NATIONAL POLICY ON EDUCATION (1968)

It made the following recommendations:

i. Teachers must be accorded an honoured placed society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.

ii. The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.

iii. Teacher education, particularly in-service education should receive due to emphasis.

5) NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE) (1973)

In 1973 the Government of India set up NCTE to advice Government on matters relating to teacher education. In 1983 the Government of India set up two National Commissions (I & II) on teachers to advice on various aspects related to teachers. In 1986 DIETs were established in all states.

6) ACHARYA RAMA MURTHI COMMITTEE (1990)

In 1990 Acharya Rama Murthi Committee was set up to review the National Policy on Education 1986. Their recommendations are:

i. The first degree in teacher education should not be given through correspondence education.

- ii. More institutions should be encouraged to open the four years integrated course.
- iii. The practice of using teacher training institutions as a dumping ground for unwanted and troublesome persons should be stopped.

1. Development of a Common School System

A very vital component of the overall strategy for securing equity and social justice in education is the development of the common school system. Concrete steps for translating this concept into action have to be taken. To achieve this objective, the existing government local body and government-aided schools have to be transformed through quality improvement into genuine neighbourhood schools. Private schools also should be similarly transformed in course of time by making them freely accessible.

2. Removing Disparities in Education

The rural areas in general and the tribal areas, in particular, have suffered in terms of resource personnel and infrastructure facilities. This phenomenon of regional disparities in educational development has acquired major regional movements. So the need of how to plan for and implementation of educational development programmes in term of a disaggregated target and area, community and gender-specific activities. This would mean concrete programmes being established for the disadvantaged groups – SC's and tribes, women, the educationally backward minorities and the handicapped with appropriate budgeting for the same.

3. Promotion of Women Education

To promote the participation of the girls and the woman in education at all levels there is a need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education. Here the implementation of disaggregated schemes such as the opinion of non-formal education enters for girls, adult education centres for women by themselves are not adequate education. A woman is not to be constructed of a question of mere access but of empowering them through education of all on equality of sexes.

4. Vocationalisation of Education

The modification suggested in the case of vocationalisation of school education has been constructed in the context of equity and social justice, as well as the scheme as it is now implemented, through an intendancy, has come to be viewed by the students as well as the parents as meant for the less fortunate. It is also on account of this that a single stream of school education with vocational as well as non-vocational components of different mixes becomes relevant and important.

5. Examination Reform

Examination reforms also have their justification from the point of view of equity and social justice. The examination system is in favour of the privileged that have access to certain facilities such as special teaching-learning material, special coaching etc. It is inter-are to rectify this inequitable till the examination reform have been suggested.

6. Raising of Resources

The committee recommends that fees at the higher educational institutions must be increased. Similar examination fees could be raised for the economically weaker section. Provision for scholarship and loans should be made on the large scale.

7. Regional Languages as the Media of Education

One of the factors seriously inhibiting access for the rural student to higher education is the continuing sway of English. Hence equity demands that education in the media of regional languages is encouraged at all levels.

8. Decentralized Planning and Management of Education

The fundamental justification for decentralized planning and management of education is the sheer sign of the diversity of the country. There is need for decentralization of education planning and management down at all levels from the centre to the states, from the state to the district, from the district to the blocks, from the blocks to the Panchayat or Villages and habitations.

9. University Autonomy

Decentralization in the university system would mean autonomy for the Universities and Colleges as well as for the respective faculties and individual teachers. Examination reforms including the establishment of continuous comprehensive internal evaluation cannot come about to the teacher's educational complexes recommended by the committee are constructed as an instrument of bringing about decentralization.

10. Value Education

In the view of the committee value education is to be constructed as a continuous process, which is to be sustained throughout the process of growth of the individual from childhood to adolescence than to adulthood and so on. It is also the role of value education to bring about the integration of the hand, head and the heart to ensure that education does not alienate the students from the family, community and life. One of the key roles of education should be the creation of work culture at all stages of education so that the individual develops into a socially and economically useful human being with respect for the welfare of all thing beings. Above all education critical appreciation and concern for the cultural and argotic heritage or the country has to be

installed amongst the students. It is a fair package of values which will help the creation and substance of an enlightened and human society in the country.

Concept of Secondary Teacher Education

In India, Bachelor of Education (B.Ed.) is a course offered for those interested in pursuing a career in teaching. The B.Ed. the degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed. the course is Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) or Bachelor of Commerce (B.Com.). While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science stream are trained to teach mathematics, physics, chemistry and biology. After B.Ed. students can pursue a Master in Education (M.Ed.) in Indian universities. National Council for Teacher Education is a statutory body which regulates courses in teaching in India.

Teacher's competency, which is very much associated with achievement, is considered as the mainspring for all educational innovations. Although an educational system has excellent resources, or if the teachers are incompetent or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasteful. Since the future of our nation is moulded in our classrooms, teachers are the real makers.

The unending effort to make their lives comfortable and their unquenchable thirst to probe into truth made the people put forth strenuous trials to bring such an explosion in knowledge in various aspects. Though education was considered as paedio-centric, it is a bigger process in which the personality of one person influences on others with a view to modify his behaviour in order to bring about his/her all-round development in thought, feeling and action. A continuous inter-play or exchange of ideas between the teacher and the taught, central this, interaction process is the teacher. The teachers are essential requisite conditions to prevail in a teacher who could bring success in his school programme.

The student teachers who undergo pre-service training on the learning process that provides experience for development towards good teaching. Secondary teacher trainees refer to the student-teacher undergoing teacher training, professional preparation of teachers, usually through formal course work and practice teaching during B.Ed. course to become the teachers at the high or higher secondary level.

Definition of Secondary Teacher Education

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for the implementation of the educational process at any stage.

AIMS OF SECONDARY TEACHER EDUCATION

- i. Depth of their understanding of the concept about the concerned discipline.

- ii. Makes an external and internal judgment of the quality of an article through the principles against the criterion.
- iii. Locates the deficiencies, shortfalls and observes deficiencies and pitfall.
- iv. Knows the ways through which adolescent learns.
- v. Understand the concept of work and experience.
- vi. Appreciates the rationale of the curriculum.
- vii. Possess the skills to teach.
- viii. Understands the total concept of personality.
- ix. Knows the various techniques through which total personality development takes place.
- x. Understands the significance of enabling the child to make a wholesome personality development.
- xi. Possess communication mental and social skills to interact with pupils.
- xii. Manifests psychomotor skills in formal and informal institutional situations.
- xiii. Shows a positive and warm attitude about the optimum physical, intellectual, emotional and social development of the child.
- xiv. Shows an interest in the development of the child indicated by
 - ☒ Intrinsic and extrinsic readings about adolescent growth problems and needs.
 - ☒ Organization of socio-cultural functions and excursion terms.
 - ☒ Conference with adolescents.
- xv. Knows the sources institutional, home, neighbourhood and the local of the
 - an institution which influences health.
- xvi. Knows the structure and functioning of the various bodily system

OBJECTIVES OF SECONDARY TEACHER EDUCATION

The trainers should,

1. Possess competence to teach subjects of their specialization based on the accepted principles of learning and in the context of the new school curriculum.

2. Develop skills understandings, interest and attitudes, which would enable them to foster all-round growth and development of the children under his care.
3. Possess sufficient theoretical and practical knowledge of health and physical education games and recreational activities and work experiences.
4. Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the general and special subjects.
5. Develop an understanding of psychological principles of growth and development, individual differences and similarities, cognitive, affective and psychomotor learning.
6. Develop skills in guiding and counselling the children in solving their personal as well as academic problem.
7. Understand the role of the home, the peer group and the community in shaping the personality of the child and help to develop an amicable home school relationship for mutual benefit.
8. Understand the role of the school in changing society.
9. Undertake investigator project and action research.
10. To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage,
11. To empower the prospective teachers to adopt the disciplinary approach in teaching, and to develop among students interest in such studies.
12. To enable them to understand the implications of Liberalization, Privatizations and Globalization (LPG) free market, World Trade Organization (W.T.O.) and Outsourcing etc. on education and adopt precautionary measures against their unsound effects.
13. To train them in the use of Information and Communication Technology (ICT), its advantages, disadvantages and safeguards.
14. To curtail the educational and cultural gap between the rich and the poor the schools meant for them by adopting suitable educational approaches.
15. To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
16. To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including ICT organize supplementary educational activities and elicit community co-operation.

17. To empower student teachers not only to understand the nature of subjects but also the unity and integrity of knowledge,
18. To prepare them for the development of personality, inculcation of values, fostering the spirit of citizenship and patriotic feeling.
19. To create among them the awareness of environmental protection and need to maintain an ecological balance.
20. To enable students to acquire, construct process and utilize knowledge as per the requirement of circumstances.
21. To help them to grasp the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same.
22. To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.
23. To enable the prospective teachers to orient and sensitize the students with care and caution about Life Skill education. HIV/AIDS preventive education, reproductive health, etc.
24. To develop among them the capacity for undertaking action research for improving the quality of education, for the solution of its problems and to evolve the culture-specific and community-oriented pedagogy.
25. To help them evolve happy and healthy school and community relations and promote interest in lifelong learning.
26. To acquaint them with the Indian nation's distinctive character of 'unity in diversity' and adopt curriculum development practices to strengthen them.
27. Similarly, a few more objectives may be formulated in consonance with the emerging trends in the context of local to global scenario.

SCOPE OF SECONDARY TEACHER EDUCATION

The scope of teacher education can be understood in the following ways;

1. Teacher education at different levels of education
 2. Triangular basis of teacher education
 3. Aspects of teacher education
1. Teacher Education at different levels of Education

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation are essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also teaches special education and physical education.

Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

2. Triangular Basis of Teacher Education

Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves the selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education.

The Philosophical basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The Sociological basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The Psychological basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they can provide meaningful and relevant learning experiences to their students.

3. Aspects of Teacher Education

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student Teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization to prepare prospective teachers to depend largely on the professional competence of teacher educators and how it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions most efficiently and effectively. Teacher education, therefore, pays attention to its content matter.

PRE-SERVICE TEACHER EDUCATION

India has now accepted a ten years general school system, divided into three stages: pre-school education, elementary education and secondary education. There is further a provision for two years diversified senior secondary education with the

subject-oriented and disciplinary approach. The maturity level and psycho-social make-up of the students and curriculum requirements demand separate teacher education programmes for all the stages of school education.

The structure of teacher education means the logical arrangement of the components of teacher education which includes teaching skills, perpetuates objectives, related to individual and social development and also to generate, teaching culture. Thus, teaching skills, teaching objectives and teaching culture form an outline of the structure of teacher education.

(1) Teaching Skills: These are related to the art of teaching which includes various teaching strategies of various methodologies and techniques.

(2) Teaching Objectives: These are related to teaching goals in conformity with national goals and values. These include various types of courses which serve as the means to attain the ends.

(3) Teaching Culture: It is related to social and logical values. It includes the modification of behaviour, development of human qualities and enrichment of social and ideological norms in the right direction.

Stages of Structure of Teacher Education:

1. Teacher education at the pre-primary, primary, secondary and higher secondary stage.
2. B.Ed., i.e. teacher education for those who have completed a B.A. / B.Sc. course.
3. M.Ed. i.e. teacher education for those who have completed L.T. or B.Ed. course.
4. M.Phil. i.e. teacher education for those who have passed M.Ed. course. It is also called pre-Ph.D. course.
5. Ph.D. i.e. for those who have completed M.Phil., or the postgraduate.

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. The teacher education program in India serve the varying needs of the diploma or degree level of teacher education and prepare teachers from Pre-primary level to the Institution or University level. In context to Indian contemporary education system, different areas like subject related pedagogical theory and practical components, community work, practice teaching, internship, etc are being covered under teacher education programs. Teacher education in India prepares teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary.

It is a part of our study in teacher education. It refers to academic terms of study in a university-level institution with a period of education, generally lasting for the academic session. It consists of combined or alternative studies and the theory and practice of teaching with elements of psychology.

Educational philosophy and sociology of education and some helpful instruction about the teaching of certain specific subjects this phase of training exposes the teacher to psychological, sociological, philosophical and technological aspects and the principles related to education. This part is carried out to develop in him or her basic insight into the professional and some key skills required for various teaching-learning tasks. These courses are provided by the college where the student is introduced to the knowledge and skills needed to do a professional job in teaching.

In this phase, the trainees are introduced to principles underlying teachings such as the aims of education, curriculum, nature and characteristics of child development, methods of teaching and learning and resources on which pupils and teachers can draw for teaching and learning.

The main objectives of pre-service training are:

- (i) To provide they would be a teacher with proper understanding regarding the aims and objectives of education.
- (ii) To promote prospective teachers a proper understanding of the basic principles of child growth, development and process by which pupils learn.
- (iii) To enable them to plan and present subject matter in a manner which will promote the interest, sense of purpose and an understanding process of pupil's growth.
- (iv) To develop communication and psychomotor skills and abilities conducive to human relations for interacting with children to promote learning in them both inside and outside the classroom.
- (v) To develop understanding, interests, attitudes and skills which would enable him to promote all-round development of children under his or her care.

Teacher Education for Secondary Schools

Secondary education occupies a very critical place in education, not only because the children become more mature and develop additional psychological characteristics but also because of its special educational functions. The curriculum for this stage becomes enriched and stands in the mid-way of elementary and senior secondary schools. Further, it is an independent stage of education for the majority of students who prefer to enter into life. The teachers are expected to play a somewhat different role and prepare students for two-fold responsibilities-to cater to the needs of students for life and prepare them for senior secondary schools. But the major consideration which demands the attention of teacher educators is to maintain the continuity of the integrated approach in curriculum development and its transactional strategies and prepare students for subject-centred approach in future. Since teachers at secondary stages have to deal with adolescents they must understand their problems and offer solutions to them including their social transformation and nurturing of their uniqueness.

IN-SERVICE TEACHER EDUCATION

In-service teacher education and training mean the form of lifelong education of professional workers in education, which, in addition to study courses for the obtaining of education and their improvement, provides professional workers with the opportunity for a refresher, dissemination and deepening of knowledge and pairs them with the developments in the profession or service to obtain a basic license (the so-called pedagogical and pedagogical education). The basic objective of in-service teacher education and training is the professional development of professional workers in education, thereby increasing the quality and effectiveness of the entire educational system (Devjak and Polak, 2007).

This phase is expected to be the longest and relatively more important. The education provides only the basic minimum knowledge and teaching skills required for the profession. But continue working effectively, a teacher requires continuous personal and professional renewal in knowledge and teaching skills and redirection of tasks and expertise as the changing society necessitate. None of the teachers should and could not be satisfied with the initial and induction training that he has received.

Meaning

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed., makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies every day in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is a need for more and more knowledge, more and more education for making him a better teacher.

There are formal informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies,

therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for overall proficiency and betterment.

According to Lawrence, "In-service education is the education a teacher receives after he has entered the teaching profession and after he has had his education in a teacher's college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

History of In-Service Teacher Education

In-service education and training of teachers have their historical roots. Its journey from pre-independence to post-independence period is characterized by numerous policy statements recommendations of different commissions regarding its content and strategies for implementation. It has grown from a concept to a process and gained its importance for preparing teachers towards professional growth and development. The root of in-service education can be traced back to the pre-independent period of 1904 in Lord Curzon's resolution of educational policy which stated, "The trained students whom the college was sent out should be occasionally brought together again in seeing that the influence of the college makes itself felt in the school." Hartog committee and Sargent committee referred to in-service education as refresher courses and recommended for their organization continually. The secondary education commission was more specific in recommending the programme of extension services for secondary teachers.

Need and Importance of In-Service Teacher Education

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so; through he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

1. Education- A Lifelong Process:-

The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, "A lamp can never light another lamp unless it continues to burn its flame". According to secondary education commission, "However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher". Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement.

2. Professional Growth:-

Every teacher is expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher needs to be up to the mark in every way.

3. Education is Dynamic:-

Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is an explosion of knowledge. Accordingly, the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

4. Makes Democratic:-

In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher can meet people of all types and he is also able to share his experience with others.

The major purposes for this phase are:

- (i) To provide adequate professional training for effective teaching.
- (ii) To keep teachers abreast of new developments in the profession.
- (iii) To upgrade the academic qualifications of teachers.
- (iv) To develop skills and attitudes responsive to emerging national development goals and programme.
- (v) To develop the necessary skills and attitudes to enable them to be effective change agents in the community.
- (vi) To disseminate specific information and undertake educational innovations, such as curriculum change, SUPW, population education and environmental education etc.
- (vii) To find the solutions for the problems encountered the whole functioning in a school.

Objectives

The teacher needs orientation in various fields of education. This is necessary to enable him the light of progress and new developments in the field of education. The teacher-education achieves the following objectives:

- i. To equip the teachers with the latest content or subject matter their specialized fields.
- ii. To initiate the teachers in the habit of self-study with the ultimate aim of keeping them be the latest developments in their own and allied filed.
- iii. To help the teachers learn economical and effective methods of teaching.

- iv. To develop suitable and varied programmes to meet individual needs, school needs, needs of the state about an educational extension.
- v. To follow-up the teachers who undergo in-service education to reinforce the objective training.

Professional development is the enrichment training provided to teachers over some time to promote their development in all aspects of content and pedagogy. Professional development for teachers should be analogous to the professional development of other professionals. Becoming an effective teacher is a continuous process that stretches from pre-service experiences to the end of the professional career. It is conceptually divided into pre-service and in-service teacher training. It is not simply a time-bound activity or series of events, but a continuous process. From this perspective, the conventionally divided in-service and pre-service activities should be viewed as seamless components of the same process.

It is the tool by which policymakers' visions for change are disseminated and conveyed to teachers. The ultimate beneficiary of In-Service Teacher Professional Development (ITPD) is the student though the receiver is the teacher. Professional development for teachers is more than training or classes as it functions as an agent for change in their classroom practices.

The growth of a teacher's skill and understanding is developed through personal reflection, interactions with colleagues and mentoring which gives confidence by engaging with their practices and reaffirming their experiences. It could have a positive impact on teachers' pedagogical content knowledge as many teachers feel challenged with the teaching of curricular subjects due to lack of previous experience with hands-on activities, lack of content knowledge, lack of interest to acquire the resources needed to create appropriate learning environments and lack of confidence. In the last few years, major in-service professional development programmes have been conceptualized and implemented. District Primary Education Programme (DPEP) and subsequently SSA have brought in the possibility of continuous capacity building exercise for teachers. We need to review and analyse participation of state level and national level organisations in these efforts and the extent to which meaningful progress in design and implementation of the professional development programmes were made, analyse the scope of participation and involvement of agencies working in the field of secondary education and the availability of capable pedagogues.

Concerns

The main concerns that need to be looked into in the secondary education sector include:

1. Evolving a shared perspective on the purpose of in-service teacher professional development.
2. Evolving a mechanism/strategy by which effective programmes of continuous teacher professional development can be initiated for a large number of teachers spread over a variety of areas and dealing with very different situations. Because each major centrally sponsored scheme namely Special Orientation of Primary

Teachers (SOPT), Programme of Mass Orientation of School Teachers (PMOST), DPEP and SSA used a different strategy for teacher training. The strategies remained traditional and they are 'one-time affair'.

3. Maintaining the enthusiasm of personnel implementing the teacher professional development programmes.
4. Evolving a model for the continuous professional development for building the capacity of individuals who plan, implement and are engaged in this effort.
5. Ensuring that teachers who are involved in developing their professional capacities are motivated to contribute and to learn from these programmes so that they can implement these in their classrooms.
6. Identifying and developing appropriate themes, and interaction mechanisms, procedures, norms and logistics and acquiring appropriate learning resources.
7. Reviewing and analysing the systems for large scale professional development activities.
8. Identifying and evolving the possibility of the extent to use ICT in the training through the cascade and other models.
9. Analysing the different aspects of in-service teacher professional development and exploring the possibilities that make teachers engage with diversity among the children (such as marginalised, children with special needs) with confidence and competence.

UNIT – II TEACHER EDUCATION

COMMISSIONS, COMMITTEES, AND AGENCIES OF SECONDARY TEACHER EDUCATION

Hunter Commission (1882) – Dr. Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005). National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs) - Tamil Nadu Teachers Education University. Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute of Speech and Hearing (NISH).

HUNTER COMMISSION OR INDIAN EDUCATION COMMISSION (1882)

Wood's Dispatch brought great changes in Indian Education. But it could not satisfy all. Especially the Christian missionaries were not very happy about the policy of the Government after the Dispatch. They were disappointed with the grant-in-aid system, the religious neutrality, and the neglect of primary education. They formed an organization called "The General Council of Education in India" and agitated against the policy of the Government in India. As a result of their influence, Lord Ripon, who was at that time a member of the Executive of the Viceroy was appointed as the Chairman of the Commission consisting of 20 other members of the Council to study and report on the condition of primary education and methods of expansion, the position of state institutions and their importance, the position of missionary institutions in the general scheme of Indian education and the attitude of the Government towards private agencies of education.

This commission which was formed on February 3, 1882, is known as the Hunter Commission. It made a detailed study of the then existing system of education and made the following recommendations:

Indigenous Education. The Commission found indigenous schools established and conducted by the native methods vital and popular. They had a useful purpose to serve. They were to be encouraged and the teachers had to be trained. The Commission recommended that they should be brought under District or Municipal Boards. The Government should not interfere with their curriculum. Each province must be free to have its curriculum, methods of teaching, and examination. At the same time, the Government should give them financial assistance.

Primary Education. The Commission felt that primary education did not get the attention it deserved. So, it was recommended that primary education should be for the mass. It was to be delinked with Secondary and University education. The District or Municipal Council should have the freedom to design the curriculum and administration of primary education. Each province might include subjects of practical use in the curriculum. There was no need for a rigid and uniform curriculum for the whole country. Further, the commission felt that primary education was the primary responsibility of the Government, even though ultimately the Government should withdraw from the field entrusting it to the local bodies or private agencies.

Secondary and Higher Education. About Secondary Education and Higher Education, the Commission recommended that the policy of the Government should be to withdraw from the fields as soon as possible, leaving them to the care of able private agencies. The curriculum for secondary education should have two streams. One must be the vocational stream and the other literacy stream. Those who take the vocational stream must enter life after the course and those who take the other stream must continue higher education. The Govt should provide jobs for those who complete higher education. Those who are meritorious should be provided with opportunities to continue their studies abroad. English was to be the medium of instruction for secondary and Higher Education.

Other important recommendations. Hunter Commission poured cold water on missionary enthusiasm. The Commission felt that the native agencies of education should be preferred to missionary enterprises. The Commission was unanimous that the withdrawal of the Government from the field of higher education should not result in the missionaries taking charge of it. This recommendation brought a new awakening to progressive Indians.

Another recommendation was about grant-in-aid. It was suggested that there should be no hard and fast rule regarding grant-in-aid. Each province must evolve its own rules taking into consideration the local situation. However, it was not good to discriminate between government and non-government institutions in the matter of grant-in-aid.

Education of women, education of Muslims and other socially backward communities, Adult education, education of princes, religious education, etc, also attracted the attention of the Commission.

The Commission maintained that the Government should adopt a policy of religious neutrality. At the same time, character formation and development of morality were stressed

Two Streams for Secondary Education

They should be two streams for Secondary education. One must be the vocational stream and the other literacy stream. Those who take the vocational stream must enter life after the course and those who take the other stream must continue higher education. The Government should provide jobs for those who complete higher education. Those who are meritorious should be provided with opportunities to continue their studies abroad. English was to be the medium of instruction for secondary and Higher Education.

Dr.RADHAKRISHNAN COMMISSION OR THE UNIVERSITY EDUCATION COMMISSION (1948-49)

As an academic, philosopher, and statesman, Sarvepalli Radhakrishnan (1888-1975) was one of the most recognized and influential Indian thinkers in academic circles in the 20th century. The Radhakrishnan was named chairman of the University Education Commission. After Independence, the first action of great significance to be taken by the Government of India in the field of education was the appointment of the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan, a distinguished scholar, and former Vice-Chancellor of Banaras University, who rose to become the second President of India.

After independence on August 15, 1947, Radhakrishnan has requested to Chair the University Education Commission. The Radhakrishnan Committee's suggestions helped

mould the education system for India's needs to report on Indian University Education and suggest improvements and extensions that may be

desirable to suit the present and future requirements of the country. The Commission's 1949 Report assessed the state of university education and made recommendations for its improvement in the newly independent India. The Commission held its first meeting in New Delhi on 6th December 1948, when the Honorable Maulana Abul Kalam Azad, Minister for Education, Government of India, addressed the meeting and explained the Governments' intentions regarding the purpose and scope of the inquiry.

Appointment of the Commission

The members of the Commission were appointed by the Government of India to report on Indian University Education and suggest improvements and extensions that may be desirable to suit the present and future requirements of the country.

Members of the Commission

The following were appointed as members of the Commission:-

1. Dr. S. Radhakrishnan, M.A., D. Litt., LL.D., Spalding Professor of Eastern Religions and Ethics at the University of Oxford. (Chairman).
2. Dr. Tara Chand, M.A., D. Phil. (Oxon.), Secretary and Educational Adviser to the Government of India.
3. Dr. James F. Duff, M.A. (Cantab.), M. Ed. (Manchester), LL.D. (Aberdeen), Vice-Chancellor, University of Durham.
4. Dr. Zakir Hussain, M.A., Ph.D., D. Litt. (Jamia Millia Islamia, Delhi) (Vice-Chancellor, Muslim University, Aligarh).
5. Dr. Arthur E. Morgan, D.Sc., D. Eng., LL.D., Former President, Antioch College, First Chairman, Tennessee Valley Authority, President, Community Service Inc.
6. Dr. A. Lakshmanaswami Mudaliar, D.Sc., LL.D., D.C.L., F.R.C.O.G., F.A.S.C., Vice-Chancellor, University of Madras.

7. Dr. Meghnad Saha, D.Sc. F.R.S., Palit professor of Physics Dean, Faculty of Science; and President, Post-Graduate Council of Science, University of Calcutta.
8. Dr. Karm. Narayan Bahl D. Sc (Panj.), D. Phil, and D.Sc. (Oxon), Professor of Zoology, University of Lucknow.
9. Dr. John J. Tigert, M.A. (Oxon.) LL.D., Ed. D., D.C.L., D. Litt., L.H.D., formerly Commissioner of Education of the United States, and President Emeritus of the University of Florida.
10. Shri Nirmal Kumar Sidhanta, M.A. (Cantab.), Professor of English and Dean, Faculty of Arts, University of Lucknow. (Secretary).⁴

Terms of Reference

The terms of reference of the Commission were to consider and make recommendations regarding.

- i. The aims and objectives of university education and research in India.
- ii. The changes considered necessary and desirable in the constitution, control, functions, and jurisdiction of universities in India and their relations with Governments, Central and Provincial.
- iii. The Finance of universities.
- iv. The maintenance of the highest standards of teaching and examination in the universities and colleges under their control.
- v. The courses of study in the universities with special reference to the maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of such courses.
- vi. The standards of admission to university courses of study concerning the desirability of an independent university entrance examination and the avoidance of unfair discriminations which militate against Fundamental Right 23 (2).
- vii. The medium of instruction in the universities.

- viii. The provision for advanced study in Indian culture, history, literature, languages, philosophy, and fine arts.
- ix. The need for more universities on a regional or another basis.
- x. The Organization of advanced research in all branches of knowledge in the universities and institutes of higher research in a well-co-ordinate fashion avoiding waste of effort and resources.
- xi. Religious instruction in the universities.
- xii. The special problems of the Banaras Hindu University, the Aligarh Muslim University, the Delhi University, and other institutions of an all-India character.
- xiii. The qualifications, conditions of service, salaries, privileges, and functions of teachers and the encouragement of original research by teachers.
- xiv. The discipline of students, hostels and the Organization of tutorial work and any other matter is germane and essential to a complete and comprehensive inquiry into all aspects of university education and advanced research in India.

Major Observations and Recommendations:

I. Aims of Education

The aims of education are;

- i. To teach that life has a meaning.
- ii. To awaken the innate ability to live the life of the soul by developing wisdom.
- iii. To acquaint with the social philosophy should govern all over institutions, educational as well as economic and political.
- iv. To train for democracy.
- v. To train for self-development.
- vi. To develop certain values like fearlessness of mind, the strength of conscience, and integrity of purpose.
- vii. To acquaint with the cultural heritage of its generation.

- viii. To enable to know that education is a life-long process.
- ix. To develop an understanding of the present and the past.
- x. To impart vocational and professional training.

II. Functions of Universities

The commission emphasized the following functions of education given the economic and political changes of the country.

1. Creating individuals with a change of spirit. It is for the universities to create knowledge and train the mind of men who would bring together the two material resources and human energies. If our living standards are to be raised radical change of spirit is essential.
2. Preparing individuals who seek guidance from the past but give up the fatal obsession of the perfection of the past. The universities are the intellectual sanctuaries of the inner life of the nation. They must train intellectual pioneers, seeking guidance from the past but providing dynamics to realize new dreams.
3. Developing individuals who understand the significance of an integrated way of life. The universities must develop the qualities of synthesizing the knowledge – a ‘Samanavaya’ of the different items of the knowledge.
4. Developing men of wisdom. Our ancient teachers tried to teach subjects and impart wisdom. Their ideal was wisdom along with knowledge. We cannot be wise without some basis of knowledge though we may easily acquire knowledge and devoid of wisdom. To use the word of Upanishad, we may knower of the text (mantravati) and not a knower of self (atmavti). No amount of factual information would make an ordinary man into educated or virtuous men unless something is awakened in them, an innate ability to live the life of the soul.
5. Developing individuals who understand the aims of the social order. The universities must develop a concept of the social order in the students. They must also develop the value of democracy, justice, and liberty, equality, and eternity – ideals of the Indian society.

6. Producing students who can adjust to society and bring about new changes. Education is the mean by which society perceptual itself. In 1852 Newman defined the function of the university thus, "if a practical end must be assigned to a university course, then I say it is training member of the good society." No system of education could be directed to the weakening of the state that maintains it. But the education is also an instrument for social changes.

7. Preparing leaders. Training leaders in the profession and the public life is one of the central aims of university education, which is difficult to realize. President Truman remarks, "Our national policies must be administered by men

of the board experiences, mature outlook, and sound judgment." If it is the function of universities to train men and women for wise leadership, they must enable young men and women to read with insight.

8. Developing men of the character. We are building a civilization, not a factory or worship. The quality of the worship does not depend on the material, equipment, or political machinery but the character of the men. The major task of education is the improvement of character.

9. Developing appreciation of the cultural unity of India. India is like palimpsest in which new characters do not entirely efface the old. In a single social pattern fragments of the different ages are brought together. It would be impossible to think of an Indians where no Mughals are ruled, where no Taj was built, no Macaulay wrote his minute on education. Indian culture is like a living organism growing riches and content primitive culture are marked by extreme conservatism where social group follows the same path of the custom and convention with irrational persistence. Living cultures are dynamics and maintain their culture pattern by the continuous effort of the individual and social discipline.

10. Developing individuals capable of understandings the spiritual heritage of the past. The chief source of the spiritual nourishment for nay people must be its past perpetually rediscovered and renewed. A society without knowledge of the past which made it would be lacking g in depth band dignity. We must be critical and selective and use the past to

illuminate the present. We should not blindly give up the great value of our past nor should we cling to belief simply because they are ancient.

11. Developing skills for the needed personnel. The universities must prepare personnel to meet the increased demand for every type of activity, i.e., administration, commerce, industry, politics.

12. Developing scientists and technological personnel. The universities must enable the country to attain in as short a time as possible, freedom from want, disease, and ignorance, by the application and development of scientific and

technical knowledge. India is rich in natural resources and her people have intelligence and energy is throbbing with renewed life and vigor. It is the universities to prepare such personnel.

13. Developing individuals with such values and skills of cultural cooperation. The setting for the development of the world culture through the cross-fertilization of the culture is ready. The world has become, through the speed of the transportation and communication and economic independence, a single body. We must secure for recognition and acceptance of the oneness of the world in the thinking of the people. Growth in mutual understanding arises from the recognition that the different cultures are dialects of the one language of the spirit.

III. Standards of Teaching

The University Education Commission 1948-49 made the following recommendations which still hold good:

1. The standard of admission to the university courses should correspond to that of the present intermediate examination that is after the completion of twelve years of study at a school and an intermediate college; (this has been done by the introduction of the 10 + 2 + 3 pattern);
2. In each province a large number of well equipped and well staff intermediate colleges (with class IX to XII or IV to XII) establishes;

3. To divert students to different vocation after 10 to 12 years of schooling, a large number of occupational institutes are open;
4. Refreshers to be organized by the universities for high school and intermediate college teacher;
5. To avoid overcrowding at universities and colleges, the maximum number in the arts and science faculty of teaching universities be fixed at 3,000 and in affiliated college at 1500;
6. The number of working days is substantially increased to ensure a minimum of 180 in the year, exclusive of the examination days; with three terms, each of about an 11-week duration
7. Lectures be carefully planned and supplemented by tutorials, library work, and written exercise;
8. There is no prescribed textbook for any courses of study;
9. Attended lectures be compulsory for undergraduate students as a present, and that private candidates of only certain categories be allowed to appear for public examinations. An experiment should, however, be made with evening college for working people;
10. Tutorial instruction is developed in all institution imparting university education in the following manner:-
 - (i) students should be reported to tutors in the group not exceeding 6 in number;
 - (ii) the tutorial should be made available to undergraduate both pass and honors;
 - (iii) the tutorial should stimulate the mental development of the students and should not become mere coaching for examinations;
 - (iv) if the tutorial is to succeed, the teaching staff should be improved in quality;
11. Universities libraries are greatly improved by;
 - (i) larger annual grants;
 - (ii) the introduction of the open access system;
 - (iii) longer hours of the works;

(iv) better organization; and

(v) the well-trained staff which should include reference assistants; and

12. The laboratories should be improved in building, fittings, equipment, workshops, and technicians.

IV. Teacher Emoluments

Recognizing the importance of the teaching profession the commission recommended the following grades:

University Teachers;

(i) Professor Rs. 900-500-1350

(ii) Reader Rs. 600-300-900

(iii) Lecturer Rs. 300-25-500

(iv) Fellows or Instructions Rs. 250-25-500

(v) Research fellows Rs. 250-25-500

University teachers should give the community punctuality, efficiency, and devotion to duty about their teaching work and new ideas and newer methods about their research work. Scales of pay for affiliated colleges with post-graduate classes;

i. Principal Rs. 800-400-1000

ii. Senior lecturers (two in each college) Rs. 500-25-800

iii. Lecturer Rs. 200-15-310-20-400-25-500

Scales of pay for affiliated colleges with no post-graduate classes;

i. Principal Rs. 600-45-800

ii. Senior lecturer (two in each college) Rs. 400-25-600

V. Courses of Study

Knowledge should be considered as a whole. While drawing up the courses. The link between various aspects should not keep in view. There should be a connecting bond

between general academic and vocational education. The principles and practices of general education must become an integral part of the course at the intermediate and degree stage.

Courses at the degree level Apart from a course in general education following courses are to be taken up by students:

- i. Federal language or if that happens to be a mother tongue, a classical or a modern Indian language.
- ii. English and
- iii. And for art students not less than two special subjects preferably from each group.

Humanities:

- a. Classical or a modern Indian language
- b. English, German or French
- c. Philosophy
- d. History
- e. Mathematics
- f. Fine Arts
- g. Political Science

Social Sciences:

- h. Economics
- i. Sociology
- j. Psychology
- k. Anthropology
- l. Geography
- m. Home Economic

For science students' not less than two special subjects from the following list:

- a. Mathematic;
- b. Physics
- c. Chemistry
- d. Botany
- e. Zoology
- f. Geology

VI. Professional Education

Agriculture: The study of agriculture at the primary secondary and higher education be given high priority in national economic planning. So far as is feasible. Agricultural education is given in a rural setting.

Commerce: A commerce student should be given opportunities for practical work in three or four different kinds of firms. **Engineering and Technology:** The number of engineering schools of different grades is increasing particularly for the training of grades 4 and 5 (foremen, craftsmen, draftsmen, overseers. etc.). In establishing new engineering colleges or institutes there should be a fresh critical inquiry as to the types of engineering services needed in Indian. Uncritical reception and imitation of existing institutions here and abroad should be avoided.

Law: A three-year degree course is offered in special legal subjects. Students pursuing degree courses in the law shall not be permitted to carry out degree courses simultaneously except in a few instances where advanced students have proved their interest and are studying related subjects in law and some other fields.

Medicines: the maximum number of admissions to a medical college is 100 provide the staff and equipment for that number is available.

Religious Education: all educational institutions should start work with a few minutes for silent meditation. In the first year lives of the great religious leaders like Gautama Buddha, Confucius, Zoroaster, Socrates, Jesus, Sankara, Ramanuja,

Madhva, Mohammad, Kabir, Nanak, Gandhi be taught. In the second year, some selections of a universalism character from the scriptures of the world are studied. In the third year, the central problems of the philosophy of religion are considered.

VII. Examinations

- i. A university degree should not be required for government administrative services. Special state examinations for recruitment to the various services should be organized.
- ii. No credit is given at present for classwork in courses except sometimes in the case of practical work. Such credit should be given.
- iii. Three years will be involved for the first degree.
- iv. The standards for success at the examination should as far as possible, be uniform in the various universities, and should be raised. We suggest that a candidate should get 70 percent or more marks to secure a first-class, 55 percent to 69 percent for a second, and at least 40 percent for a third.

VIII. Medium of Instruction

1. The federal languages should be developed through the assimilation of words from various sources and the retention of words that have already entered into Indian languages from different sources, thereby avoiding the dances of exclusiveness.
2. International technical and scientific terminology be adopted, the borrowed words are properly assimilated, their pronunciation be adapted to the phonetic system of the Indian language the spelling is fixed following the sound symbols of Indian scripts.
3. For the medium of instruction for higher education, English should be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties.
4. Pupils at the higher secondary and University stages should be made conversant with three languages the regional language, the federal language. And English (the last one to acquire the ability to read books in English); and (ii) Higher education be imparted through the instrumentality of the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects.

5. For the federal language one script, Devnagri be federal and regional language.

IX. Students their Activities and Welfare

1. Two years of physical education be required for all students, men, and women, except those who are physically unified or who are in the national cadet corps.
2. Hostels be constructed in blocks of not more than fifty students per block with common rooms and dining halls for four or five blocks.
3. University unions should be as free as possible from political activities. An advisory board of student welfare is organized in the university which does not have such a body.

X. Women Education

On the importance of women's education, the commission observed, there cannot be an educated people without the education of women. If general education had to be limited to man or women then the opportunity should be given to women, from them it would more surely be passed to the next generation, the commission further observed, it is time to realize that the finest family relations result from the association of a man and woman who have had many relations result from the association of a man and woman who have had much of their education in common but each of the whom has developed according to his or her nature and not in imitation. A woman should be made familiar with the problems of home management and the skills developed in meeting these. They should be provided laboratory experience in a baby home and nursery school etc.

Special courses of study for women:

These are home economics, nursing teaching fine arts. Women students, in general, should be helped to see their normal place in a normal society both as citizens and as women and to prepare for it. College programs should be so designed that it will be possible for them to do so. Standards for courtesy and social responsibility should be emphasized on the part of college men.

XI. Constitution and Control

University education is placed on the concurrent list. The concern of the central government with the universities is concerning finance coordination of facilities in special

subjects' adoption of national policies, ensuring minimum standards of efficient administration and liaison between universities and national research laboratories and scientific survey, etc. The commission observed that on account of resource crunch, the universities are not able to implement appropriate reforms. In this regard it made the following recommendations;

1. A university grants commission should be set up to allocate finances to the university.
2. The state government should shoulder the major burden of university education.
3. Recurring and nonrecurring grants should be given to non-government colleges. Specific rules should be framed for giving grants.
4. Income tax concession may be given to individuals and firms who gave financial aids to universities.

While evaluating the report of the University Education Commission (1947-48) it may be borne in mind that the report was drafted and published before the finalization of the constitution of India and its inauguration on the 26th of January 1950. It is, therefore, natural that some of the important points and terms like socialism, secularism, national and emotional integration, and fundamental rights, etc. do not find mention and accordingly their implication in the report. The report of the commission is a document of great importance as it has guided the development of university education in Indian since independence. In the first instance, we take up the philosophical and sociological aspects of the recommendations. It accorded due attention to synthesize the knowledge and wisdom of the east and the west and the ancient and modern.

MUDALIAR COMMISSION OR THE SECONDARY EDUCATION COMMISSION (1952-1953)

The Secondary Education Commission known as Mudaliar Commission was appointed by the government of India in terms of their Resolution to bring changes in the present education system and make it better for the Nation. Dr. A. Lakshmanswami Mudaliar was the Vice-Chancellor of Madras University. After the Independence India needed a change in the education system. The number of Secondary Schools was increasing in India it was such a need to take care of the students of secondary school. Mudaliar

Commission was comprised of Appointment –Appointed by the Government of India on the recommendation of Central Advisory Board of Education (CABE) on 23rd September 1952.

Chairman – Dr. Lakshman Swami Mudaliar

Secretary – A. N. Basu

Member Secretary – Principal Member Secretary, A.N. Basu, Central Institute of Education, Delhi.

Assistant Secretary- Dr. S. M. Assistant Dhari, Education Officer, Ministry of Education, along with seven members.

Report – Submitted on 29th August 1953, 15 chapters of about 240 to 250 pages.

Terms of reference of the Mudaliar Commission

After accepting the proposal of the Central Advisory Board of Education, the Government of India appointed Secondary Education on 23 September 1952. The area of work and investigation of Commission was to enquire into and report on the present position of the Secondary Education in India.

Aim of Appointment

1. To enquire into the problems of secondary education.
2. To suggest measures for its re-organization and improvement with special reference to; the aims, organization, and content of secondary education and its relationship to Primary and Higher Education. Other allied problems so that a sound and reasonably uniform system of Secondary Education suited to our needs and resources may be provided for the whole country.

Method of Enquiry

1. Questionnaire Method

Preparing questions dealing with various aspects of secondary education, sending out to educational experts, teachers, and educational institutes of various parts of India, and collection of information.

2. Tour Method

Report of the Mudaliar Commission

The Commission prepared a questionnaire related to problems of education and sends it to various educational institutes. Based on their answers The Commission had prepared a report of 244 pages which was divided into 14/15 Chapters on 29 August 1953 and presented to the Defects of the Secondary Education.

1. Bookish in content
2. Examination oriented
3. No qualitative development
4. Unilateral and no diversification
5. No scope of close contact between teacher and student
6. Lack of good teachers
7. No proper facility for play and recreation

Aims of Secondary Education

1. Development of democratic citizenship.
2. Initiation into the art of living.
3. Development of personality.
4. Improvement of vocational efficiency.
5. Education for leadership.
6. Development of true patriotism.

Recommendations of the Mudaliar Commission

1. New organizational pattern of Secondary Education

Secondary education should be of 7 years. It should be for children of 11 to 17 years. It suggested ending intermediate college and merging class 11 with secondary schools and class 12 with B.A. Commission divided secondary education into two parts. The degree

course should be of three years. One-year Pre-university course for high school students to enter university. Students who passed Pre-University should be allowed to enter professional courses. Multipurpose schools should be established to take care of the various abilities of students. Technical education-large number of schools should be opened along with Central Technical Institutions. Such institutions should be opened near factories so that students can take practical training. Industrial education should be levied on industries to finance technical education.

Other types of school

Public schools should be reconstructed as secondary schools after 5 years. The boys and girls should be provided the same education through co-education but there should be the provision of home science teaching for girls. Girls' schools should be opened in the areas where required.

2. Curriculum

Commission supported flexible curriculum which can be related with interest, need and life of students. It should be such that it can train the students for work and leisure both. Productive works should be important. It should include practical knowledge along with theoretical knowledge.

Subjects for Higher Secondary Stage

Compulsory

1. Mother tongue or Regional Language
2. One other Language from Hindi, Elementary English, Advanced English, Modern Indian Language, Modern Foreign Language, Classical Language.

1. Social Studies
2. Science
3. Craft

Optional

Any 3 subjects from any one of the groups

Group 1 Humanities

Group 2 Science

Group 3 Technical Subjects

Group 4 Commercial Subjects

Group 5 Agriculture

Group 6 Fine Arts

Group 7 Home Science

3. Subjects for Curriculum

Junior High School – Languages, Social Study, General Science, Mathematics, Art and Craft, Music, Physical Education.

Secondary Education – Diversification, of course, has been done. There are some core subjects like Hindi, Social Science, Maths and one craft which every student has to study. Along with it, there are some optional subjects classified into seven groups like Humanities, Science, Technical Subjects, Commerce, Agriculture, Fine Arts, and Home Science.

4. Study of Languages

Hindi has been taken as the national language. For government services Hindi is compulsory.

English is compulsory for the secondary level. Sanskrit is also included as an optional third language.

5. Medium of Instruction

The medium of instruction should be a mother tongue or regional languages. Along with the mother tongue and regional languages, a national language and a foreign language should also be taught.

6. Textbooks - Textbooks should be selected very carefully. There should be a committee for selection and reforms. There should be a definite standard for printing, cover, and the

front page of the book. There should be no such book that spread hatred, enmity against any community, religion, or social customs. There should be more than one textbook for a subject.

7. Teaching Methods

The teaching method should be adopted according to the need for the moral, social, and mental development of students. The teaching method should be activity-based. It should not stress verbalism and memorization. Various types of expression works should be included in each subject. The teaching method should be adopted in such a way that it takes care of the individual difference. There should be more stress on the experimental and demonstration method.

8. Place of Library in School

Libraries should be given a form of an intellectual laboratory. And it should help in completing personal and group works, literary interests, and co-curricular activities. Libraries should be made the most attractive place for students. The books and magazines should be according to the need and interest of the teachers and students. There should be a trained librarian in the libraries. Libraries should be open during vacations as well so that students and society can benefit from them.

9. Education of Character

School is a small society and the values, outlook, actions of students are important from the point of view of national importance. So, they should be trained accordingly. There should be a close relationship between the teachers and students for best discipline. There should be self-government in the school run by House System, Prefects, Monitors, and Student Council should be given an important place. Co-curricular activities should be encouraged and extra-curricular activities should be also included in school education. NCC, Scout camps should be encouraged.

First aid and junior red-cross work should be encouraged. Code of conduct for students should be made and maintained.

10. Guidance in Education

There should be the appointment of Guidance officers and career masters in the schools for educational, personal, and vocational guidance. There should be an arrangement of film shows, excursions related to various industries.

11. Physical Welfare of Students

There should be School Medical Service in every state. There should be the provision of regular health check-ups for every student in the school. The Health Report of every student should be prepared and the doctor, parents and class teacher should keep one copy of it. There should be an arrangement of a balanced and nutritious diet in hostels and residential schools. Teachers of physical education should be treated equally like subjects teachers. Physical Education Training Center should be opened at the national level. There should be a complete record of the physical activities of students.

12. Examination and Evaluation

The number of external examinations should be reduced. There should be only one Public Examination after completion of the syllabus. Questions should be objective and subjective elements should be reduced. Questions should be based on the full syllabus. Examiners should be selected cautiously. While evaluating the works of students, internal examinations, periodical tests, and school records should also be considered. Students should be evaluated on a 5-point scale, where A is a distinction, B is credit, C is pass, D and E is fail or re-exam. There should be provision for one compartmental examination for one subject.

13. Improvement in Teacher Status

The procedure of selection and appointment of teachers should be uniform throughout the country. The probation period of trained teachers should be one year. Secondary school teachers should be trained graduate and higher secondary school teachers should be trained post-graduate. Equally qualified teachers should be paid equally throughout the country. There should be a Triple Benefit Scheme for teachers which includes pension, provident fund, and life insurance. There should be an arbitration board to solve the grievances of teachers. The retirement age of teachers should be 60 years. The teacher's

ward should study free in the school. Teachers should be provided residential and medical facilities, study leave, traveling allowances, etc. Private tuition should be banned. To improve their social status, teachers should be honored from time to time.

14. Teacher's Training

Higher secondary teachers should be given two-year training and graduates should be given one-year training. Pupil teachers should be trained in one or more extra-curricular activities. There should be provision for Refresher Course and Practical Training and Workshops in Training colleges. Training Colleges should charge any fee from pupil teachers. The state should provide stipends. There should be hostels in training colleges. The teachers who have three years of teaching experience only should be eligible for M.Ed.

15. Administration

The Director of education should be directly in touch with the education minister. There should be a board of 25 members for inspection and coordination of education. The Central Advisory Board of Education should work as a coordinator solving the problems of education at the national level. Eligibility criteria for applying for school inspectors should be 10 years of teaching experience. Headmasters of the high school. Able teachers of training colleges. Schools should be given recognition only when they fulfill all the conditions. In rural areas, schools should be at the reach of people of surrounding villages. Every classroom should have the capacity of accommodating 30-40 students. Every school should have co-operative stores so that students can get the necessary things. School should work at least 200 days in a year and teaching work should be done 35 periods per week. There should be at least 2 months of vacation in summer and 10-15 days of holidays in winter.

16. Finance

On the secondary level for technical and vocational education, Industrial Education Cess should be imposed. Some part of the income from the railway, telecommunication, and post should be spent on developing technical education. There should not be the imposition of income tax on the development fund of secondary education.

Merits of Mudaliar Commission

1. Activity-based education.
2. Stress on agricultural education.
3. Discussion of aims of secondary education.
4. Child-centered education.
5. Improvement in teacher's salary and position.
6. Co-curricular activities.
7. No more stress on external examinations.
8. Stress on multi-purpose schools.
9. Suggestion to open technical schools near industries.

Demerits of the Mudaliar Commission

1. The suggestions are given in haste, so problems are still there.
2. No new statement regarding the improvement of social and economic conditions of teachers.
3. No suggestions regarding women's education.
4. Still stress on English.

THE KOTHARI COMMISSION (1964-66)

Appointment of the Kothari Commission

The Commission was appointed under the provision of a resolution of the Government of India, dated 14th July 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of a total of 17 members, where 14 members, 1 member - secretary, 1 Associate – Secretary, and Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission. Among the members of the commission, 5 educationists were from England, America, France, Japan, and Russia. J.P. Naik was appointed as member secretary of the commission and J.F McDougall as associated

secretary. Unique Feature of the Kothari Commission, we need to know the features that have made this commission a unique commission from other earlier commissions.

The Unique Features of the Education Commission (1964-66) were:

1) All the earlier commissions did not deal with education as a whole but focused attention on different levels of education. But this commission was not to limit its inquiry to specific sectors or aspects of education but to have a comprehensive review of the Entire Educational System.

2) Another unique feature of the Commission was its conviction that education is the most powerful instrument of national development. The crucial role of education in national development appears in all its vividness on every page of the report. Never before education was given such a niche of national honor, and never before was it conceived as a pivot of national honor, and never before was it conceived as a pivot of nation's progress and the prosperity as revealed in the pages of the Commission's Report.

3) The international composition of the commission is also significant. Education in India must necessarily emerge from Indian experience, through, culture and local conditions. But as education remains the common quest of mankind, it was found profitable to draw upon the experience and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries. As such the commission included 7 Indian members and 5 others; 1 each from Japan, France, U.K., U.S.A., and USSR. Besides, 20 consultants from different countries of the world were available.

Terms of Reference

The Commission was the advice the Government on the national pattern of education and the general principles and policies for the development of education at all stages and in all its aspects. It need not, however, examine the problems of medical or legal education, but such aspects of these problems as are necessary for its comprehensive inquiry may be looked into.

Making of the Report - The commission started its work on the birthday of Mahatma Gandhi, the father of the nation. It constituted 12 task forces and 7 working groups for studying the

various problems of education in the country. It interviewed about 9000 men and women distinguished in public life, educators, scientists, industrialists and scholars in different fields, and others interested in education. The Commission spent about a hundred days visiting universities, colleges, and schools and held discussions with teachers, educationists, administrators, and students. It received and scrutinized 2,400 Memorandum and notes. The commission worked for 21 months and submitted its report in June 1966.

Report of the Kothari Commission

The report of the commission is an excellent document on education. In its report, the commission expressed its firm belief that education is the most powerful instrument of national development. The report of the commission has been appropriately entitled 'Education And National Development. Set up 12 task forces and 7 working groups. Interviewed 9000 men and women. Spent 100 days. Begin its task on 2nd October 1964.

Recommendations of the Kothari Education Commission

i) Education and National Objectives

Education has a very extensive role to play in changing men and society. It has to be entirely reformed and related to the life, needs, and aspirations of the people so that it may serve as a powerful tool of social, economic, and cultural transformation. To relate education, the commission recommended the following objectives;

1. Increase in Productivity
2. Promoting social and National Integration
3. Education and Modernization
4. Developing social, moral, and spiritual values.

1. Increase in Productivity

The Commission suggested that education must be related to productivity to increase national income. To link education and productivity, the Indian Education Commission made the following recommendations.

- i) Science is the basic component of education and culture; so it should be made an integral part of school education.
- ii) To inculcate the value of manual, work the commission recommended the introduction of work experience in school education.
- iii) To meet the increasing needs of technical personnel in the industry, agriculture, and trade the IEC recommended introducing vocational subjects in the school curriculum. It also opined that vocationalisation will bring education into a closer relationship with productivity.

2. Promoting social and National Integration

National and social integration is the precondition for the progress and development of a country. According to the commission, Social and National Integration is an important objective of a national system of education. The commission made the following recommendations for strengthening social and national integration through education.

- i) To make education a powerful instrument of national development, a common school system of public education should be adopted.
- ii) Bridge the gulf between the educated and the uneducated, intellectuals and masses, social and national service should be made an integral part of school education.
- iii) A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi, and other Modern Indian languages in schools.

3. Education and Modernization

The present society is science-based. The present century has made tremendous advancements in scientific and technical knowledge as a result of the explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement of knowledge. Another feature of modern society is the rapid social change. In the situation of change, the school must always be alert if it is to keep abreast of significant changes. An education system that does not renovate itself continuously becomes outdated and puts hindrance to progress. To keep pace with modernization the International Education Commission (IEC) thinks that “greater emphasis must be placed on vocational subjects, science education, and research.”

4. Social, Moral, and Spiritual Values

The national system of education should emphasize the cultivation of social, moral, and spiritual values among students. For this purpose, the commission made the following recommendations.

- i) The Central and State governments should adopt measures to introduce education in moral, social, and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission on religious and moral instruction.
- ii) To develop social, moral, and religious values, some periods should be provided in the timetable. Instruction of this type should be given by general teachers.
- iii) The University departments should be especially concerned with how these values can be taught wisely and effectively and should undertake the preparation of the special literature for use by students and teachers.

ii) Removing the Isolation of Teacher Training:

The commission recommended that to make the professional preparation of teachers effective; teacher education must be brought into the mainstream of academic life of the universities on one hand and school life and educational developments on the other.

- 1) To remove the existing isolation of teacher education from university life.
 - a. Education should be recognized as an independent academic discipline and introduced as an elective subject in courses for the first and second degrees.
 - b. Schools of education should be established in selected universities to develop programs in teacher education and studies and research in education, in collaboration with another University discipline.
- 2) To remove the existing isolation of teacher education from schools.
 - a. Extension work should be regarded as an essential function of a teacher training institution and an extension service department should be established in each institution.
 - b. Effective alumni associations should be established to bring old students and faculty together to plan programs and curricula.

c. Practice teaching for teachers should be organized in active collaboration with selected schools, which should receive recognition from the education department as co-operating schools and special grants for equipment and supervision.

d. Periodic exchange of the staff of the cooperating schools and the teacher training institutions should be arranged.

3) An intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education or special fields such as craft or physical education.

a. Comprehensive colleges of education should be established in each state.

b. Establishing a state board of teacher education in each state to be responsible for all functions related to teacher education at all levels and in all fields.

iii) Improving Professional Education:

The commission has emphasized the importance of improving the quality of teacher education. It can be done through;

a. Organization of well-planned subject orientation or content courses in collaboration with university departments.

b. Introducing integrated courses of general and professional education in universities.

c. Using the improved method of teaching and evaluation.

d. Improving practice teaching and making it a comprehensive program of the internship.

e. Developing special programs and courses.

f. Revising the curricula and programs at all levels in the light of the fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education.

iv) Duration of Training Courses:

The duration of professional courses should be two years for primary teachers who have completed the secondary school course. It should be one year for the graduate students, but the number of working days in a year should be increased to 220.

v) Improving the Quality of Training Institutions:

Secondary Teachers:

- a. The staff of secondary training colleges should have a double master's degree in an academic subject and education. A fair proportion of them should hold doctorate degrees. They should all have taken induction or orientation courses in teacher education.
- b. Qualified specialists in subjects like Psychology, Sociology, Science, or Mathematic may be appointed on the staff even if they have not had professional training.
- c. Summer institutes should be organized for the in-service training of staff.
- d. No student should be allowed to specialize in the teaching of a subject unless he has studied it for his first degree or obtained an equivalent qualification before training.
- e. States and Union territories should adopt a rule that teachers in secondary schools will ordinarily teach only those subjects which they had studied for a university degree.
- f. Attempts should be made to recruit first and good second-class students to teacher training institutions and adequate scholarships should be provided for them.

General

- a. All tuition fees in training institutions should be abolished and liberal provisions made for stipends and loans.
- b. Every training institution should have an experimental or a demonstration school attached to it.
- c. Adequate hostel facilities for trainees and residential accommodation for staff should be provided.
- d. Libraries, laboratories, workshops, etc., are very inadequate at present in most institutions, especially at the primary level. These need to be improved.
- e. Expansion of training facilities.

vi) In-service Education of School Teachers

- a. The commission recommended a large-scale and coordinated program of in-service education for teachers should be organized by universities, training institutions, and teachers' organizations for teachers at all levels. The target should be that every teacher would receive at least two- or three-month's in-service education every five years of his service.
- b. The program of summer institutes for the in-service training of secondary schools should be extended.

vii) Professional Preparation of Teachers in Higher Education

The commission recommended that the teachers should prepare themselves for higher education. They should learn higher education to improve their profession.

viii) Standards in Teacher Education

For maintaining standards, the commission recommended that at the national level the UGC should take the responsibility for the maintenance of standards in teacher education. The State Board of Teacher Education should be responsible for the raising of standards at the state level.

ix) Educational Structure

The Commission recommended a new structural pattern of education. The new educational structure should be as follows:

1. One to three years of pre-school education.
2. A primary stage of 7 to 8 years is divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
3. A lower secondary stage of 3 or 2 years of general education or 1 to 3 years of vocational education.
4. A higher secondary stage of 2 years of general education or 1 to 3 years of vocational education, 50% of the total would be under vocational education,
5. A higher education stage of 3 years or more for the first-degree course followed by courses of varying durations for the second or research degrees.

6. The structural pattern thus recommended by the commission is commonly known as 10 + 2 + 3.

Let us know the structural pattern of education;

Pre-school education from 1 to 3 years should also be given.

General education should last for 10 years;

4 years of lower primary,

3 years of higher primary

3 years of lower secondary education.

Higher secondary education should be fixed for 2 years. Degree course should be of 3 years. The age of admission to class should not be less than 6+. The first public external examination should come at the end of the first 10 years of schooling. Secondary schools should be of two types: higher schools providing a 10 years' course and higher secondary schools providing a course of 11 or 12 years. A new higher secondary course consisting of classes XI and XII should be introduced. The pre-university courses should be transferred from Universities and added to secondary schools. The Commission has been suggested the re-organization of the university stage. At this stage, the three-year degree has been favored by the Commission.

NATIONAL POLICY ON EDUCATION (1968)

In a democratic country, there is a need for the democratization of education. To achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, a definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government.

The modern trend of development can be fruitfully traced to the British colonial government. We have already come to know that such efforts and measures are being continued in the post-independence time in India. This commission focuses on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education, 1986 and its Modified Policy, 1992 which is known as Programme of Action.

Recommendations of NPE, 1968:

If the country is to attain its rightful place in the country of nations in conformity with its great culture and unique potentialities. The government of India accordingly resolves to promote the development of education in the country following the principles.

1. Free and Compulsory Education

Strenuous efforts should be made for article 45, the directive principle of the constitution seeking free and compulsory education. Suitable steps to be taken to avoid waste and stagnation.

2. Structure, Emolument, and Education of Teachers

To develop the culture and economy of the nation, the quality of teacher education is important in-service and pre-service training should be allowed in teacher to improve skill. Proper emoluments to improve their quality of work. Academic freedom to pursuer improves their intellectual capacity.

3. Development of Language

To improve the standard and efficiency of learners' communicative skill and intellectual, institutive skill three language system is recommended. They are regional language, Hindi, and anyone international language especially English and Sanskrit for their unique contribution to the nation's process.

4. Equalisation of Educational Opportunities

Providing educational opportunities for all children and also children with mental and physical inabilities without indiscrimination for national integrity.

5. Identification of Talent

To achieve excellence, stimulus and encouragement should be given to young minds with good talent. Efforts should be taken to identify.

6. Work Experience and National Service

The school and the community should be brought closer through suitable programs of mutual service and report. To promote character formation and a sense of social commitment.

7. Science Education and Research

Science and mathematics should be the general part of education at the end of school age. These areas have to be given high priority.

8. Education for Agriculture and Industry

There should be one agricultural university in each step. In technical education, practical training should be given as an integral part of education. Proper steps have to be taken the importance of agriculture and Industry.

9. Production of Books and Examinations

The quality of books should be improved by attracting the best writing talent through a literal part of incentives and remuneration. The possibility of establishing well-versed book co-operations should be to improve.

10. Secondary Education

Educational opportunity at the secondary level plays an important role in the development of a nation's progress. Steps to be taken to improve the facilities of secondary education.

11. University Education

The number of whole-time students to be admitted to a college or university should be determined concerning the strength of the staff. Proper care in established new universities. Special attention and increased support to the organization of post-graduate and research scholars.

12. Part-Time and Comprehensive (Distance) Courses

Part-time education and distance courses should be developed on a large scale at the university stage. Proper facilities should be developed to educate furthermore and large mass of people.

13. Games and Sports

Games and sports should be developed to improve physical fitness and sportsmanship.

14. Spread of Literacy and Adult Education

The liquidation of mass literacy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programs of production in agriculture, for quickening the tempo of national development.

15. Education of Minorities

Every effort should be made not only to protect the rights of minorities but to promote their educational interests.

16. The Educational Structure

The whole nation should have a uniform educational structure in all parts of the country. The ultimate objective should be to adopt a 10 + 2 + 3 pattern.

NATIONAL POLICY OF EDUCATION OR NATIONAL COMMISSION FOR TEACHERS I & II (NPE) (1983-85)

National Commission on Teachers – I & II (1983-85) also recommended widespread reforms, particularly in the duration and content of the training. It emphasized the need for longer-duration teacher preparation programs by integrating the education of content and pedagogy in a single program. Regarding the teaching practice or internship programs, the concern has often been expressed not only about its inadequacy but also about its organization in a reutilized and ritualistic manner. It has also been pointed out that the teacher education programs are more theory-oriented and less practice-oriented. The theory courses are taught in a manner that instead of stimulating critical and reflective

thinking, encourages memorization and reproduction without understanding. The student teachers are seldom encouraged to develop their concepts and ideas about children's education and teaching based on personal observations and experiences.

Development in teacher education during the post-independence period indicates that the system of teacher education needs renewal and change to meet the emerging challenges and the future needs. There is a need for a drastic change in all aspects of teacher education to facilitate teachers for the challenges of the dynamic new world. Thus, the quality of teacher education should be improved to prepare a teacher for local, national, and global demands.

This commission appointed by the Government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya, made several recommendations for the improvement of the educational process. Regarding the selection of trainees for the teaching profession, the Commission suggested that (as cited in Rao, 1998) “the following factors may be taken into consideration:

- (a) Good physique;
- (b) Linguistic ability and communication skills;
- (c) A fair degree of general mental ability.
- (d) General awareness of the world;
- (e) A positive outlook on life; and
- (f) Capacity of good human relations”.

The commission further recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion, and personal interviews. The commission also suggested the professional preparation with (1) study of education as a discipline including educational psychology, sociology of education and educational philosophy, (2) practice teaching and its content-cum-methodology, and (3) Learning a variety of skills related to the role of a teacher; including educational technology and preparation of software.

NATIONAL POLICY OF EDUCATION (NPE) (1986)

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five-yearly review to progress and working out of new policies and programs.' Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programs for the coming Five Years. It is through making the policies and programs that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. Lalitshwar Prasad Shahi, Ministry of Education and culture.

In a democratic country, there's a need for the democratization of education. To achieve education for all, so many initiatives and attempts have been made by the Government of India. For the well-being of the Indian nation and the Indian society at the national and local level definite thrust has been laid down on education. Efforts and measures are being continued in the post-independence time in India to focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education (1986). It has significant features and thrust areas which are discussed below.

1. National Perspective for Education

A comprehensive national perspective on education has been sought by this policy that does not have a uniform and right system. The concept on the other hand implies (i) equal opportunities to all, both in terms of access to education of comparable quality and conditions of success. (ii) common education structure, (iii) a national curriculum framework, and (iv) minimum levels of learning for each stage of education.

2. Education for the Equality

Educational opportunities to the neglected sections of the society like women, scheduled castes, scheduled tribes, other backward sections and areas, minorities, and

handicapped are more important in the sense to stabilize and equalize the societies through educational perception.

3. Universalization of Elementary Education

Through a directive principle, the policy has given priority to the universalization of elementary education emphasized in the constitution. The strategies will be universal enrolment and universal retention and improvement in the quality of education.

4. Common Structure of Education

The first ten years of schooling will be universal enrolment and universal retention and improvement in the quality of education and the 10 + 2 + 3 structure recommended by the education committee has already been implemented in several states and will be extended all across the country.

5. National Curriculum Framework

The policy stresses the point that a national curriculum framework with a common core and flexible components should be employed. The history of India's freedom movement, constitutional obligations, the country's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, environmental protection, removal of social barriers, observance of small family norms, and inculcation of scientific temper is included in the 'core'.

6. Minimum Levels of Learning

Minimum levels of learning of all stages will be laid down to ensure a comparable standard of education. These would be serving to develop instructional materials, suitable teaching-learning strategies, and evaluating learners' progress.

7. Child-centred Education

The mode of teaching and learning activities should be based more on child-centered.

8. Value Education

To promote unity and integration, education should be a tool for the cultivation of eternal values. Education should help to eliminate obscurantism, religious fanaticism,

violence, superstition, and fatalism. Honesty, truthfulness, courage, conviction, tolerance, love for justice, and compassion will be sought to be promoted.

9. Evaluation Process and Examination Reforms

Improvements in evaluation and examination processes will be pursued with greater vigor. Student self-evaluation will be developed.

10. Provision of Facilities

Towards the objective of promoting quality of education-based facilities like building teachers and school facilities will be provided on a fuller basis through the scheme of 'Operation Black Board' for primary schools. At the secondary and higher secondary level, the importance will be implied upon library reading and laboratory working.

11. Community Involvement

To reduce absenteeism and dropouts, improve education's relevance and better management of educational institutions. Involvement of parents community members and voluntary agencies are required.

12. Teacher and Teacher Education

With complete faith in teachers, the policy envisages for them the freedom to innovate and to reflect the concerns and aspirations of the community. Professional education of teachers, at both pre-service and in-service levels, will be overhauled, and District Institutes of Education and Training (DIET's) will be organized for the purpose also to impart training for personnel working in adult and non-formal education. To accredit teacher education institutions The National Council and Teacher Education (NCTE) have all the powers and it can guide curriculum and method if necessary.

The National Policy on Education during 21st Century

By developing the intellect, talent, the right attitudes, and good qualities, the self-confidence of the children will improve.

These are called the four pillars of education.

1. Learning to know

2. Learning to do
3. Learning to be
4. Learning to live together.

Education for all is the national goal. To achieve this aim there are regular school systems. Apart from this alternative educational system like the school system. Distance Education, Open University, Non-formal education is also available.

ACHARYA RAMAMURTHY COMMITTEE (1990)

Despite efforts at social and economic development, a majority of our people continue to remain deprived of education, which is one of the basic needs for human development. Government accords the highest priority to education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. The National Policy on Education, 1986 would enable the country to move towards this perspective of education. The government, therefore, decided to set up the NPE Review Committee. That Committee for Review is popularly known as Ramamurti Review Committee after the name Acharya Ramamurti, the chairman of the committee. The committee was appointed on May 7, 1990, and the report was tabled in the Parliament on January 9, 1991.

The approach of the committee in reviewing the NPE, 1986 and its implementation has been guided by the following concerns:

- i. Equity and social justice
- ii. Decentralization of educational management at all levels
- iii. Establishment of a participative educational order
- iv. Inculcation of values indispensable for the creation of an enlightened and humane society
- v. Empowerment of work

1. Development of Common School system

A very vital component of the overall strategy for securing equity and social justice in education is the development of the common school system. Concrete steps for translating

this concept into action have to be taken. To achieve this objective, the existing government local body and government-aided schools have to be transformed through quality improvement into genuine neighborhood schools. Private schools also should be similarly transformed in course of time by making them freely accessible.

2. Removing disparities in Education

The rural areas in general and the tribal areas, in particular, have suffered in terms of resource personnel and infrastructure faculties. This phenomenon of regional disparities in educational development has acquired major regional movements. So the need of how to plan for and implementation of educational development programs in terms of a disaggregated target and area, community, and gender-specific activities. This would mean concrete programs being established for the disadvantaged groups – SC's and tribes, women, the educationally backward minorities, and the handicapped with appropriate budgeting for the same.

3. Promotion of Women Education

To promote the participation of the girls and the woman in education at all levels there is a need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education. Here the implementation of disaggregated schemes such as the opinion of non-formal education centers for girls, adult education centers for women, etc. by themselves is not adequate education. A woman is not to be constructed of a question of mere access but of empowering them through education of all on equality of sexes.

4. Vocationalisation of Education

The modification suggested in the case of vocationalisation of school education has been constructed in the context of equity and social justice, as well as the scheme as it is now implemented, through an intendency, has come to be viewed by the students as well as the parents as meant for the less fortunate. It is also on account of this that a single stream of school education with vocational as well as non-vocational components of different mixes becomes relevant and important.

5. Examination Reform

Examination reforms also have their justification from the point of view of equity and social justice. The examination system is in favor of the privileged that have access to certain facilities such as special teaching-learning material, special coaching, etc.

6. Raising of Resources

The committee recommends that fees at the higher educational institutions must be increased. Similar examination fees could be raised for the economically weaker section. Provision for scholarship and loans should be made on the large scale.

7. Regional Languages as the Media of Education

One of the factors seriously inhibiting access for rural students to higher education is the continuing sway of English. Hence equity demands that education in the media of regional languages is encouraged at all levels.

8. Decentralized planning and Management of Education

The fundamental justification for decentralized planning and management of education is the sheer sign of the diversity of the country. There is a need for decentralization of education planning and management down at all levels from the center to the states, from the state to the district, from the district to the blocks, from the blocks to the Panchayat or Villages and habitations.

9. University Autonomy

Decentralization in the university system would mean autonomy for the Universities and Colleges as well as for the respective faculties and individual teachers. Examination reforms including the establishment of continuous comprehensive internal evaluation cannot come about to the teacher's educational complexes recommended by the committee are constructed as an instrument of bringing about decentralization.

10. Value Education

In the view of the committee value education is to be constructed as a continuous process, which is to be sustained throughout the process of growth of the individual from

childhood to adolescence than to adulthood and so on. It is also the role of value education to bring about the integration of the hand, head, and the heart to ensure that education does not alienate the students from the family, community, and life. One of the key roles of education should be the creation of work culture at all stages of education so that the individual develops into a socially and economically useful human being with respect for the welfare of all things beings.

REVISED NATIONAL POLICY ON EDUCATION (NPE) OR JANARDHANA REDDY COMMITTEE REPORT OR PROGRAMME OF ACTION (POA) (1992)

A committee was set up under the chairmanship of Acharya Rammurti in May 1990 to review the National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into consideration the report of the Rammurti Committee and other relevant development having a bearing on the policy.

This Committee submitted its report in January 1992, which is known as the National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values, and closer relation between education and the life of the people.

Objectives of POA

The primary objective of the 1986 National Policy on Education and the 1992 Programme of Action was to establish a national system of education that ensures equal access to education for all students regardless of caste, creed, sex, or religion. This policy's objectives were divided into several categories. Concerning Elementary Education, the following are the primary objectives of the 1986 National Education Policy:

- i. Universal access and enrolment Universal retention of children up to 14 years of age and A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.

ii. Regarding Secondary Education, the National Policy of Education stressed the improvement of the quality of secondary education. Efforts to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

iii. Regarding higher education, the National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide the people with an opportunity to reflect on the critical social, economic, cultural, moral, and spiritual issues.

Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting the social and regional imbalance, empowering women, and securing a rightful place for the disadvantaged and the minorities.

Government should take a strong determination and commitment to providing education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality, and a special focus on the education of S.C. s (Scheduled Castes) and S.T. s (Scheduled Tribes) and Minorities.

The educational policy as highlighted in the N.P.E. also emphasized enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care, and education. Delinking degrees from the job was also one of the basic objectives of the National Policy of Education in 1986.

Various Recommendations of POA

After going through the basic objectives of the NPE of 1986 and its modified policy in 1992, the recommendations of the policy have been divided into the following 24 chapters.

Chapter-I: Early Childhood Care and Education: Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centers and training institutes of teachers, and the existing facilities of pre-primary education should

be strengthened and should receive increased attention from the Government. Besides these, the system of monitoring and evaluation should be strengthened.

Chapter-II: Elementary Education, Non-Formal Education, and operation Blackboard:

National Policy of Education and its modified policy emphasized elementary education as (i) universal enrolment and universal retention of children up to 14 years of age and (ii) a substantial improvement in the quality of education. Besides these, this policy also calls for a drive for a substantial improvement of the primary schools and provision of support service. Even some measures have been proposed for securing the participation of girls and children from the scheduled castes and scheduled tribes' families, other educationally backward sections, and minorities. In the context of operational blackboard, the policy envisaged the following facilities that should be kept for implementing the operational blackboard. (i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material; (iii) blackboards, (iv) maps, (v) charts, and (vi) other learning materials. Modern technological tools such as solar packs for the provision of power in non-formal education centers, audio-visual aids, radio-cassette players should be used to improve the learning environment of non-formal education centers, as well as to enhance the quality of non-formal education.

Chapter- III. Secondary Education and Navodaya Vidyalayas: Regarding Secondary Education, the National Policy of Education of 1986 implied extension of the school system in the unreserved areas consolidating the existing facilities and providing special arrangements for the gifted children and high achievers. The arrangements should require:

- (i) Programme to ensure access to secondary education being widened to cover unserved areas.
- (ii) Programme of consolidation in other areas;
- (iii) Programme of setting up Navodaya Vidyalayas.

Besides these, as a short-term measure, the State Government should be persuaded to open secondary schools in unreserved areas taking blocks as a unit having a lower ratio than 1:2:5 duly considering the present distance of habitation from the nearest secondary school and population in the unreserved habitation.

Chapter-IV. Vocationalisation of Education: From classes 1 to 5, Socially Useful Productive Work/Work Experience creates an integral part of the curriculum in many states. At the middle stage, the work experience program should aim at developing confidence and sufficient psycho-motor skills in students through certain occupational training courses.

Chapter-V. Higher Education: The National Policy of Education of 1986 and its revised policy which is known as the Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate, and research work. It suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities, etc. should be set up and the development of Vocational skills was to be stressed upon.

Followings are the necessary strategies that should be kept up for improving the innovations in higher education.

- (i) Consolidation and expansion of institutions
- (ii) Development of Autonomous colleges and departments
- (iii) Redesigning courses
- (iv) Training of teachers
- (v) Strengthening research
- (vi) Improvement inefficiency
- (vii) Creation of structures for co-operation at the state and national levels,
- (viii) Mobility.

Besides these, the AICTE (All India Council of Teacher Education) had laid down norms and standards for diploma, degree, and post-graduate courses in the various fields. Guidelines were laid down for admission to technical institutions on merit to be followed by all concerned. The National Technical Manpower Information System had been set up by the Government of India to generate a strong database to monitor the supply and utilization of engineering and technical manpower at the national and individual state level to ensure the planned development of technical education.

Chapter VI. Open University and Distance Education: Open University and distance education have been designed to promote the accessibility of education at the higher stage as well as making higher education as flexible as is required by the learners. The Central Open University which is known as Indira Gandhi National Open University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards to develop and strengthen the Open University system. The National Policy of Education and its Revised Policy have to develop some conditions relating to the Open University system and distance mode of learning which are as follows:

- (i) The Indira Gandhi National Open University should initiate action for its academic program.
- (ii) The courses should be structured on a modular pattern with the facility for the accumulation of the credits. Provision will be made for the transfer of the credits from the formal to the non-formal system and vice-versa.
- (iii) Standards should be prescribed to determine the minimum level of learning at every stage of education and criteria will be evolved to objectively assess this level of attainment so that the opportunities should be provided to all including housewives, agricultural and industrial workers, and professionals to continue their education.
- (iv) State Governments should ensure that Open Universities will be established after very careful planning and requiring available resources and facilities.

Chapter VII. Rural Universities and Institutes: The National Policy of Education of 1986 and its Revised Policy of 1992 envisaged that the rural universities and institutions should be developed in rural areas after studying the needs of such pattern of educational institutions in rural communities as well as also strengthening the program of Gandhian Basic Education.

Chapter VIII. Technical and Management Education: Regarding the Technical and Management Education system, the policy stated that technical and management education system should be clustered concerning the interrelated objectives, priorities, and programs of the key functional areas like development of human resource development spectrum with

great potentials for adding values to products and services and for contributing to the national economy and improving quality of life of the people.

Chapter IX. Making the System Work: The National Policy of Education and its Revised Policy which is known as the Programme of Action referred to the necessity of introducing discipline into the present system of education. It had also been referred to by the NPE and POA that the teacher's accountability towards the profession should be developed on behalf of improving the students' service and the behaviour of the students should be promoted under acceptable norms, and also better facilities for the educational institutions should be ensured to derive the performance of the institutions.

Chapter X. De-linking of Degrees from Jobs and Manpower Planning: The National Policy of Education and its revised policy envisaged that some job-oriented degree courses, as well as skill-oriented courses, should be made for promoting human capital in the state as well as in the nation.

Chapter XI. Research and Development: In the National Policy of Education and POA, the stress was laid on research as an essential component of higher education because of its role in creating new knowledge and insights imparting innovations and dynamism to the educational process.

Chapter XII. Women Education: The N.P.E. and POA laid stress on the problems of universalization of elementary education as, in essence, the problem of the girl child and on the increasing participation of girls at all stages of education, particularly in streams like sciences, vocational, technical and commerce education. The POA also stressed the need for reorienting the education system to promote women's equality in education.

It advocated the need for an institutional mechanism to ensure that gender sensitivity is reflected in the implementation of all national programs. The national education system should play a positive role in the empowerment of women and contribute towards the development of new values through redesigned curricula and textbooks with women's studies being promoted as part of the various courses. Followings were the main strategies to promote women education by the NPE and POA as:

- (i) to gear the entire education system to plan a positive interventionist role in the empowerment of women,
- (ii) to promote women's studies as a part of various courses and to encourage the educational institutions to take up an active program to further women's development.
- (iii) To create a dynamic managerial structure to cope with the targets envisaged.

Chapter XIII. Education of Scheduled Castes and Scheduled Tribes, and Backward Sections:

The priorities should be accorded to opening primary schools in tribal areas, scheduled caste areas, and backward areas, according to the NPE and POA. Besides these, cent percent enrolment of SC/ST children in the age group of 6-11 ensuring their retention in school leading to the satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. At least 75 percent of the children in the age group of 11-14 will have to be enrolled and retained in school leading to the satisfactory completion of class VIII according to the NPE and POA.

Followings were some of the recommendations of the policy related to the Scheduled Tribes, Scheduled Caste, and Backward Sections as:

- (i) The socio-cultural milieu of the STs had its distinctive characteristics including, in many cases, their spoken languages. This underlines the need to develop the curricula and devise Instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- (ii) Educated and promising Scheduled Tribe youths should be encouraged and trained to take up teaching in tribal areas.
- (iii) Residential schools, including Ashram Schools, should be established on a large scale.
- (iv) Incentive schemes should be formulated for the Scheduled Tribes, keeping in view their special needs and lifestyles. Scholarships for higher education should be emphasized for technical, professional, and paraprofessional courses. Special remedial courses and other programs to remove psycho-social impediments should be emphasized to improve their performance in various courses.

(v) Anganwadis, Non-formal and Adult Education Centres should be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

(vi) The curriculum at all stages of education should be designed to create an awareness of the rich cultural identity of the tribal people and also of their enormous creative talent.

(vii) Pre-matric Scholarship scheme for children of a Scheduled caste whose families were engaged in occupations such as scavenging, flaying, and tanning to be made applicable from Class I onwards. All children of such families, regardless of income, should be covered by this scheme, and time-bound programs targeted on them should be undertaken.

(viii) Constant micro-planning and verification should be ensured in the context of enrolment, retention, and successful completion of courses by SC students, and provision of remedial courses should be provided to improve their prospects for further education and employment.

(ix) Recruitment of teachers from Scheduled Castes;

(x) Recruitment of teachers from Scheduled Castes;

(xi) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased program;

(xii) Location of school buildings, Balwadis, and Adult Education Centres in such a way as to facilitate the full participation of the Scheduled Castes;

(xiii) The utilization of Jawahar Rozgar Yojana resources to make substantial educational facilities available to the Scheduled Castes;

(xiv) Suitable incentives should be provided to all the educationally backward sections of the society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas, and islands should be provided with adequate institutional infrastructure.

Chapter XIV. Minorities Education: Article 29 and Article 30 of the Constitution guarantee the right of minorities to conserve the language, script, and culture and to establish and administer educational institutions of their choice whether based on religion or language. The NPE and POA had addressed the problems of the minorities. As the minority groups are educationally deprived or backward, therefore greater attention should be paid to their

education of these groups in the interest of equality and justice. Simultaneously, objectivity should be reflected in the preparation of textbooks. In all school activities and all possible measures should be taken to promote an integration based on the appreciation of the common national goals and ideals, in conformity with the core curriculum.

Chapter XV. Education of the Handicapped: The NPE and POA proposed to stipulate that the education of the children with locomotor handicaps and other mild handicaps should be the same and common as the normal children. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth, and to enable them to face life with courage and confidence. The following measures have to take in this regard:

- i. Wherever it is feasible, the education of the children with motor handicaps and other mild handicaps will be common in the education of normal children.
- ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iv. Adequate arrangements will be made to give vocational training to the disabled.
- v. Teachers' training programs will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- vi. Voluntary effort for the education of the disabled will be encouraged in every possible manner.

Chapter XVI. Adult Education: The NPE and POA envisaged that adult education would be a means for reducing economic, social, and gender disparities. The whole nation had pledged

itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the age group of 15-35 through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organizations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment

to mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality and the possibility to change it.

The National Literacy Mission should be geared to the national goals such as the alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women's equality, universalization of primary education, basic healthcare, etc. It should also facilitate the energization of the cultural creativity of the people and their active participation in development processes.

Chapter XVII. Content and Process of School Education: Regarding the content and process of school education, NPE and POA made the followings points:

- i. Access to the education of comparable quality for all irrespective of caste, creed, location, or sex.
- ii. Introduction to the norms of minimum levels of learning for different stages and provision of threshold facilities so that learning becomes a more enjoyable experience even for the slow learners.
- iii. Articulation of a national system of education with a common structure, a national curricular framework which contains the common core.
- iv. Examination reforms and introduction of evaluation as an ongoing process in schools for the improvement of teaching and learning.
- v. Development of culture-specific curricular and instructional material for the tribal people and educationally deprived minority groups keeping in view their rich cultural identity.
- vi. Overhauling of the system of teacher education and strengthening that of the technical and resource support structures, including the establishment of District Institutes of Education and Training.
- vii. Decentralization of educational administration, creation of a spirit of autonomy for educational institutions with the greater role assigned to the institutional heads, and development of professionalism among teachers.
- viii. Promotion of non-governmental and voluntary efforts and people's participation for giving impetus to innovative ideas and practices and mobilization of resources.

Chapter XVIII. Evaluation Process and Examination Reforms: The Policy visualized integration of the assessment of performance with the process of learning and teaching, and utilizing the process of evaluation to bring about a qualitative change in education. To ensure the student's performance, the assessment methods must be valid and reliable. The following short term measures had been proposed by the NPE and POA;

- i. Public examinations will continue to be held only at the levels of classes X and XII,
- ii. Decentralization of the operation involved in the conduct of examinations to make the system work more effectively.
- iii. School boards in certain States have set up several sub-centers to decentralize the conduct of examinations. Adoption of similar measures by other States will be pursued.
- iv. At the university level continuous institutional evaluation will be introduced at the post-graduate level, to begin with, in unitary universities, deemed universities, and autonomous colleges.
- v. Students' performance will be indicated through letter grades, and assessment of overall performance will be based on cumulative grade point average.
- vi. Modifications in the qualifying recruitments for admission in the universities and colleges will be examined to accelerate the process of change in the level of examinations.

Chapter XIX. Youth and Sports: The NPE and POA stressed the following formulation (i) integration of sports and physical education in the learning process and evaluation of performance and (ii) involvement of youth in national and social development and sports and games etc. particularly, through educational institutions at the level of higher learning.

Chapter XX. Language Development: The NPE and POA elaborately discussed the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as the implementation of Three-language formula, improvements in the linguistic competencies of students at the different stages of education, Provision of facilities for the study of English and other foreign languages, and Development of Hindi language as a link language, etc.

Chapter XXI. Cultural development: While formulating the national policy, the basic emphasis was given to interlinking education with culture. By interlinking education and culture, the stress was given in the development of a child's personality, particularly in terms of helping the child to discover his inner talent and to express it creatively.

Chapter XXII. Media and Educational Technology: The NPE and POA emphasized that to avoid structural dualism, modern educational technology should be reached out to the most distant areas and the deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.

Chapter XXIII. Teacher and their Training: The new programs of teacher-education should emphasize the need for continuing education and also the need for teachers to meet the thrusts envisaged in this Policy. District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and the personnel working in non-formal and adult education. As DIETs get established, substandard institutions should be phased out. Selected Secondary Teacher Training Colleges should be upgraded to complement the work of the State Councils of Educational Research and Training. The National Council of Teacher Education should be provided the necessary resources and capability to accredit institutions of teacher education and to provide guidance regarding curricula and methods. Networking arrangements should be created between institutions of teacher education and university departments of education.

Chapter XXIV. Management Education: According to the NPE and POA, educational planning should be linked to manpower planning. For this, such a mechanism should be set up that can link the need-based requirement of the society with what it has at present.

YASHPAL COMMITTEE (1993)

A National Advisory Committee was set up by the Government in March 1992 under the chairmanship of Yash Pal, former Chairman of the UGC to suggest ways and means to reduce the academic burden on school students. The committee submitted its report in July 1993. The committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags,

the problem of non-comprehension makes things extremely difficult for the majority of children. The feeling of the academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalization of elementary education.

The whole question of curriculum load is complex and there are no simple solutions. It has to be tackled comprehensively, and not through isolated steps. It may not be possible to enhance overnight the level of competence, motivation, and commitment of teachers, provide the facilities required to all the schools, check the growth of commercialization in education, channelize the parental ambitions and aspirations, and minimize the importance of annual examinations. But this should not mean that we are altogether helpless and can do nothing in this regard. A package of suitable measures, both short term, and long term needs to be initiated urgently to tackle the problems. The measures will naturally include attempts to reform curriculum, raise the levels of teacher's competence, motivation and commitment, strengthen the system of supervision to make teachers responsible for non-performance provide minimum essential infrastructural facilities to schools, and regulate the system of homework assignment.

Yahpal-an Social Scientist

(26 November 1926–24 July 2017)

A good Indian scientist educator and educationist. He was known for his contributions to the study of cosmic rays. He is also known for being an institution builder. He was the chairman of the report of the committee entitled "Learning without Burden" which is now regarded as a seminal document in Indian education. The executive summary of the NCF (2005) document states that the curriculum review exercise was undertaken in "the light of the report learning without burden (1993)". Yashpal was also the chairman of the University Grants Commission (1986-1991). He also submitted a report on "Renovation and Rejuvenation of Higher Education in India" to the MHRD on June 24, 2009.

A load of School Bag (Yashpal Committee Report)

A curriculum proves heavy for children when;

- i. It's too lengthy to be completed in time by an average teacher under normal conditions.
- ii. There is a mismatch between the difficulties levels of the concepts of course content with the mental level of the pupils.
- iii. The language used in the textbooks is incomprehensible and the style of presentation is verbose and rhetorical rather than simple and straightforward.
- iv. The basic assumptions underlying curriculum development are not fulfilled.

The Load of Curriculum:

Starting Early

It appears that the perception has taken a deep root that if a child has to succeed in life, he/she must start education early in life.

Ex: Admission age to nursery classes-2 1/2 years.

Size of School Bag

The physical load of school bag is concerned, the situation has become worse. The weight of the school bag represents one dimension of the problem; another dimension can be seen in a child's daily routine which includes completion of homework and attendance at tuitions and coaching classes of different kinds.

Examination System

The major defect of the examination system is that it focuses on children's ability to reproduce the information to the exclusion of the ability to apply concepts and information on an unfamiliar, new problem or simply to think. Both the teachers and parents constantly reinforce the fear of examination.

Joyless Learning

The majority of our school-going children view learning at school as a boring unpleasant and bitter experience. The limited purpose of preparing for the examination is behind these problems.

Syllabi and Textbook

The syllabi and the textbooks if not prepared properly lead to the problem of curriculum load. In urban areas, most of the textbooks have a density of concepts, and the style of writing is very tense. The language used in the books in some cases is beyond the comprehension of many students. While in rural areas, the the problem of non-comprehension makes things extremely difficult for the majority of children.

Roots of Problem

The feeling of the academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a major problem and hurdle in the achievement of the target of universalization of elementary education. After discussing the indicators or manifestations of the problem of curriculum load, the committee identified the following as the roots of the problem.

i. Knowledge Vs Information

By equating information with knowledge, more things are added to the syllabus making it heavier for children.

ii. Experts is dated from classroom reality

Since the experts commissioned to write textbooks are not familiar with the learning process of children, the textbooks prepared by them prove too difficult for the majority of children.

iii. Centralised Character of Curriculum

Curriculum development centrally is not too relevant to the local needs of different parts of the country. There is a need for increased participation of teachers in the process of curriculum development.

iv. Convention of teaching the text

The majority of teachers perceive the content of the textbook as a rigid boundary. Boredom is the inevitable outcome when a tersely written textbook is taught rigidly and mechanically.

v. Competition based Social Ethos

Our social ethos, particularly in urban areas is now fully entrenched in the competitive spirit which is fast becoming our way of life. Rising aspiration in all sections of life that education is the key to all their future desires makes early education.

vi. Absence of Academic Ethos

Adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds, equipped science laboratories are essential pre-requisites for effective curriculum transaction but the majority of schools do not have even the minimum essential facilities.

The method of teaching used by the majority of teachers is devoid of any type of challenge for the students. Students are not provided the chance of exploring. To improve reading skills libraries are not there in most schools. Not equally equipped science laboratories do not provide experimentation and discovery.

Recommendations of Yaspal Committee

The main recommendations of the committee which have been included in the broad framework suggested to state or union territories government in June 1994 are;

- i. Greater involvement of teachers in framing curriculum and preparation of textbooks at state or union territories level.
- ii. Amendment of school education acts of state or union territories for laying down norms for pre-school.
- iii. Abolition of tests or interviews for admission in pre-schools and discontinuance of textbooks and homework at pre-school stage.
- iv. Abolition of homework and project work at the primary stage.
- v. A extensive use of audio-visual material and enforcing teacher-pupil ratio of 1:40.
- vi. A package of suitable measures both short-term and long-term needs to be initiated to tackle the problem.
- vii. The measures will naturally include the attempts to reform curriculum, raise the level of teachers' competence, motivation, and commitment, strengthen the system of supervision

to make teachers responsible for non-performance, minimum infrastructure facilities, and regulate the system of homework assignment.

Thus Yashpal committee advised on the ways and means to reduce the load on school students at all levels particularly the young students, to improve the quality of learning including quality of life, and to make the students capable of life-long learning and formulation of skills.

NATIONAL KNOWLEDGE COMMISSION (NKC) (2005)

On June 13, 2005, the Prime Minister of India, Dr. Manmohan Singh constituted the National Knowledge Commission (NKC) as a think-tank to advise the Prime Minister's Office (PMO) on policy related to education, research institutes, and reforms needed to make India competitive in the knowledge economy.

The National Knowledge Commission (NKC) consists of the following seven members:

1. Sam Pitroda, Chairman
2. Ashok Ganguly, Corporate Leader
3. Nandan Nilekani, Infosys
4. Dr. Deepak Nayyar, Former Vice-Chancellor, University of Delhi
5. Dr. Jayati Ghosh, Economist at Jawaharlal Nehru University
6. Dr. Sujatha Ramadorai, TIFR
7. Dr. P. Balaram, Indian Institute of Science, Bangalore

The Terms of Reference of the NKC are:

1. Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
2. Promote the creation of knowledge in science and technology laboratories.
3. Improve the management of institutions engaged in Intellectual Property Rights.
4. Promote knowledge applications in Agriculture and Industry.

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

The secretariat is headed by an Executive Director and Consists of about 8-9 research associates. It has four advisers to advise the commission of different issues. The Secretariat of the Commission is located At Chankyapuri, New Delhi.

Oversight Mechanism

A national steering group for the NKC headed by the PM, includes Ministers of

- ❖ Agriculture
- ❖ HRD
- ❖ S and T
- ❖ Commerce
- ❖ IT
- ❖ Planning

KNOWLEDGE LIFE CYCLE

Actions – General

- ❖ Link knowledge initiatives to expedite the process of meeting basic human needs.
- ❖ Encourage innovations and entrepreneurship at all levels.
- ❖ Use knowledge to fuel growth in agriculture, manufacturing, and services.
- ❖ Restructure existing institutions to respond to the knowledge needs of tomorrow.
- ❖ Create new institutions to respond to the needs of tomorrow.
- ❖ Empower people and institutions to participate in the knowledge economy.
- ❖ Encourage knowledge sharing forums and discussion groups in schools, colleges, libraries, R and D institutions, youth groups, etc.
- ❖ Institute district, state, and central awards to recognize people for;
 - Innovation

- Entrepreneurship
- Education
- Health
- ❖ Motivate, mobilize, support, and encourage existing and new knowledge initiatives at various levels in the country
- ❖ Help build knowledge infrastructure and institutions focus on knowledge for
 - Individual advancement
 - National development
 - Security
- ❖ Use knowledge to leverage new economic opportunities from globalization Scaling Excellence in Education and Research
 - For faculty development
 - Direct education (formal and non-formal)
 - Meet human resources need in all sectors
- ❖ Quality educational and research interaction
- ❖ Global participation in research and education
 - Sharing
 - Benchmarking

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 about 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 the proliferation of substandard teacher education institutions. The National Policy on Education (NPE, 1986) and the Programme of Action thereunder, 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.

Objective

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 programs 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.

Organizational Structure

NCTE has its headquarter in New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar, and Jaipur to look after its statutory responsibilities. 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 programs. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

The year 1973 was a landmark in the annals of teacher education in India when NCTE was established with the help of UGC, NCERT, and the 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.

1. A working group to report the present status of teacher education in the country.
2. Standing committee on elementary teacher education, higher education, and preschool teacher education.
3. Technical vocational and work experience education.
4. In-service education.
5. Standards in teacher education.
6. Steering committee to coordinate the work of all standing committees and high lights 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 emerging challenges; some of the difficulties were inherent in its constitutions. To remedy this it will be made autonomous and given statutory status.

Administrative Structure of Teacher Education

There should be coordination among various agencies 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
- 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 center and states for implementing new programs.
 - ii) There should be proper planning for training teachers and controlling the 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 the 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.

Functions of NCTE:

According to the Act 1993 NCTE perform the following functions:

- 1. Undertaking surveys 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 programs in the field of teacher education.
- 3. Coordinating and monitoring teacher education and its development in the country.
- 4. Preparing a guideline concerning 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 programs under teacher education.
- 7. Developing a guideline for the general teacher education program.

8. Promoting innovations and research studies and organize them periodically or annually.
9. Supervising the teacher education programs and providing financial assistance.
10. Enforcing accountability of teacher development programs in the country.
11. Preventing commercialization in teacher education and maintaining the quality and standard of teacher education to produce better teachers.
12. Entrusting responsibility to other organizations, universities, and other institutes.
13. Preparing a program for in-service teacher education for orienting teachers for the 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 emphasis on a training program 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.
21. It organizes extension services in educational institutions.
22. It undertakes and organizes studies, investigations, and surveys relating to the educational matter on the assessment of educational programs.
23. It establishes coordination with state-level institutions and implements policies and programs relating to educational reforms.
24. It establishes coordination with organizations of International level like UNESCO and UNICEF.
25. It provides training and research facilities to educationists and persons associated with education at different levels.

26. It publishes Journals, research reports, teachers' guides, and other useful material for the benefits of teachers, students, research workers, and other persons associated with education. Some of the well-known Journals and magazines published by NCERT are:

- i. Indian Educational Review
- ii. Journal of Indian Education
- iii. School Science (Quarterly)
- iv. The Primary Education
- v. Bhartiya Adhunik Shiksha
- vi. Prathmik Shikshak

27. It organizes National Talent Search Programmes at the National and State level, to identify talented students.

28. It organizes a survey at the National level after every five years, to evaluate the development of education.

29. It disseminates improved techniques and practices; and acts as a clearinghouse for ideas and information on all matters relating to school education.

30. To carry out its functions effectively, NCERT works in close cooperation with the education departments in the states, and it has a network of offices of field advisors in different states.

31. It also maintains a close liaison with universities and generally with all institutions set up in the country for furthering the objectives of school education. Also, NCERT interacts with similar international and national organizations throughout the world.

5.1.2. National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an apex resource organization 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.

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 programs in the field of education, particularly school education. The NCERT provides academic and technical support for the 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 a guide/ supplementary reading materials.
10. Production of teaching-learning materials.

11. Education of the girl child.
12. Identification and nurturing of talent.
13. Guidance and counseling.
14. Improvement in teacher education.
15. International relations.

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 organize pre-service and in-service training, mainly at an advanced level.
3. To organize 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 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 may be necessary to realize its objectives.
7. To act as a clearinghouse for ideas and information on all matters relating to school education.
8. To advise the State Governments and other educational organizations 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 Council
and to construct, alter and maintain any building or buildings for the Council.

11. To draw, make, accept, endorse, discount, and negotiate the Government of India and other promissory notes, bills of exchange, cheques, or other negotiable instruments.

12. To invest the funds of the Council in such securities or such manner as may from time to time be determined by the Executive Committee and from time to time, to sell or transfer such investments.

13. To sell, transfer, lease, or otherwise dispose of all or any property of the Council.

14. To do all such things as the Council may consider necessary, incidental, or conducive to its primary objects of promoting educational research, advance professional training of educational personnel, and the provision of extension services to educational institutions.

Functions of NCERT include Research, Development, Training, Extension, Publication and Dissemination, and Exchange Programmes. The NCERT also drafts, publishes and recommends school textbooks (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 the formulation of academic programs.

3. Preparation of schedule for meetings of program 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 programs' 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.

11. Highlights of NCERT Programmes for the Agenda of Executive Committee of NCERT.
12. Performance Budget of the NCERT.
13. Interim Report for MHRD Annual Report.
14. Reports and Returns being submitted to MHRD.
15. Monthly Reports on important Activities and Significant Events.
16. Monthly Summary of important Activities and Significant Events.
17. Monthly Report of Education for Scheduled Castes and Scheduled Tribes and Minorities.
18. Monthly Report of important Events.
19. Quarterly Action Taken Reports under 15-point Prime Ministers' Programme (i) on Welfare of Minorities and National Integration and (ii) on National Action Plan for Human Rights Education in Schools.
20. Action Taken Reports/comments/write-ups on various issues referred by MHRD.
21. Processing of proposals for grant-in-aid to Professional Educational Organisations (PEOs).
22. Processing of proposals from the Constituents/Departments for administrative-cum-financial sanctions about PAC-approved Programmes and other programs approved by the Director.
23. Programme Budgeting – Preparation of Budget Estimates (BEs) and Revised Estimates (REs) as per requirements of funds of various Constituents/Departments/Divisions.

Role of NCERT

(1) Governing Body: It has the responsibility of managing, directing, and controlling the NCERT following 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-to-day 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 about basic areas of research in the field of teacher training and secondary education. Among them are:

1. To prepare a detailed program of the education of Science and Mathematics this may help in the development of industry at the 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 techniques 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 workbooks, 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 textbooks,
- (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's 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.

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 about 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 about in-service training, educational planning, and administration at different centers located in states.
- (ii) Suggesting suitable reforms in the curriculum and methods of teaching 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 program of adult education.
- (v) Expanding the scheme of social studies and prepares its terminology.
- (vi) Researching bringing about the 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 a psychological basis.
- (ix) Launching area-wise researches about the problems of teachers, curriculum methods of teaching, and technology.
- (x) Conducting research works in collaboration with the health and welfare departments of the 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 the coordinator. He organizes various educational development 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 essay competitions, etc.
5. Curriculum development.
6. Forming study circles of teachers for the 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 centers 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:

- (i) One to three months refresher courses,
- (ii) Short-term courses for intensive study in a particular subject,
- (iii) Holding of seminars, workshops, and conferences for improving vocational efficiency,

(iv) Summer vacation programs,

(v) 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 the 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 in 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 programs:

(i) One-year teacher training program,

(ii) Two-year diploma course in an industrial craft for teachers,

(iii) In-service education through correspondence courses,

(iv) Four-year integrated training of teacher education.

In the four-year integrated program, 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 vocational education. The concurrent curriculum provides specialized knowledge of the teaching subjects concerning its content and methodology.

Each regional college has its 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 programs for in-service 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.

5.1.3. Regional Institutes of Education (RIEs)

NCERT established Institutes of Education as model institutes in different regions of the country. Besides the Teacher Education Program (4 years integrated B.Ed. Course), these colleges conduct programs concerning in-service training, extension services, and research. They run 4 years B.Ed. course with a view that Education is a professional subject like engineering, medicine, and B.Ed. the student should be trained in the content and methodology simultaneously. This course offers B.Sc. B.Ed. (Science) and BA, B.Ed. (languages) degree. These colleges conduct one-year B.Ed. the course especially in science, agriculture, commerce, and languages. They also run M.Ed. course. These colleges are situated at Ajmer, Bhopal, Bhubaneswar, and Mysore as centers of excellence for the four regions of India.

The Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar, Mysore, and Shillong have been functioning as Regional Resource Centres for school and teacher education and striving for academic excellence, innovation, professional competence, commitment, and the sharing of experiences and expertise to improve the quality of

education in the country. While the RIEs at Ajmer, Bhopal, Bhubaneswar, and Mysore cater to both the pre-service and in-service teacher education needs of the states, NERIE, Shillong caters to only the in-service education needs of the North- Eastern States.

The Major Academic Functions of the RIEs

- ❖ Designing and implementing innovative pre-service teacher training programs;
- ❖ Conducting continuing education/in-service training programs for capacity-building of the staff of DIETs, CTEs, IASEs and SCERTs and other educational functionaries of the States/Union Territories in the region;
- ❖ Carrying out research and development activities in various areas of concern of School Education and Teacher Education;
- ❖ Offering consultancy on matters related to School Education as well as Teacher Education;
- ❖ Providing academic support in School Education and Teacher Education to States and Union Territories in the region;
- ❖ Assisting in the implementation, monitoring, and evaluation of centrally sponsored schemes in the region; and
- ❖ Assisting the states in the development, field testing, and evaluation of curriculum materials, textbooks, and instructional materials.

Pre-service Teacher Education Programmes

One of the major concerns of NCERT is the development and operationalization of innovative pre-service teacher education courses, viz., four-year integrated B.Sc. B.Ed./B.Sc.Ed. teacher education course in Science Education, two-year B.Ed. (Secondary) course in Science and Humanities, one-year M.Ed. course in Elementary Education and one-year Post-Graduate Diploma in Guidance and Counselling (PGDGC) in RIEs at Ajmer, Bhopal, Bhubaneswar, and Mysore. The RIEs also have the facilities for the Ph.D. program. The main emphasis of the four-year integrated B.Sc., B.Ed./B.Sc.Ed. the course is on quality, i.e. producing good teachers well-versed in content, process, pedagogy, and co-curricular activities. The one-year M.Ed. Elementary Education Course in teacher education gives adequate emphasis on issues and concerns in elementary education and research-based

inputs. The pupil-teachers of the course conduct research studies in different priority areas of elementary education. The two-year B.Ed. (Secondary) course in Science and Humanities is an experimental course based on the guidelines of NCTE. RIE, Mysore started two new courses B.A.Ed. and B.El.Ed. and RIE. International Diploma Course in Guidance and Counselling through Distance/Online Mode in Collaboration with Commonwealth of Learning (CoL) was also offered at the five study centers located at the Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar, Mysore, and Shillong.

5.1.4. The National University of Educational Planning and Administration (NUEPA)

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 has empowered it to award its degrees by way of conferring it the status of Deemed to be University in August 2006. Like any Central University, NUEPA is fully maintained by the Government of India.

The National University has its origin dating back to 1962 when 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 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 that 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. programs in educational policy, planning, and

administration from a broader inter-disciplinary social science perspective. The research programs of NUEPA cover all levels and types of education from both national and international development perspectives.

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 degrees 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 daytime temperature goes up to 40 degrees 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 km respectively. It is about 20 km. from Old Delhi Railway Station, 14 km. from New Delhi Railway Station, and 22 km. 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 the availability of space. Also, the campus has Vice-Chancellor's Bungalow and a residential apartment for the faculty and Staff.

Training – Introduction

The National University of Educational Planning and Administration (NUEPA) is the apex National Institution of Educational Planning and Administration and is actively engaged in educational research, training and consultancy. Its core activities include Full-time M.Phil. Program, Full-time and Part-time Ph.D. Programs, National level, and International level Diploma Programmes, training of educational planners and administrators; research; consultancy services at national and international levels; clearinghouse for the dissemination of knowledge and information; and providing a forum for the 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 programs. It includes long-term and short-term training programs, seminars, and conferences, meetings with senior national and international education policy-makers, planners, and administrators. It offers two (six-month) diploma programs in educational planning and administration-one each for the national and international participants. On average, each year, about thousand five hundred senior planners and administrators participate in these programs. 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 programs are supported by professionally developed training material.

Vision

Evolving a human learning society through the advancement of knowledge.

Mission

To become a center of excellence in educational policy, planning, and management by promoting advanced level teaching, research, and capacity building in national and global contexts.

Objectives/Role

1. To organize pre-service and in-service training programs 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 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 as a clearinghouse of ideas and information on research, training, and extension in educational planning and administration services and other programs;

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 programs and refresher courses for teacher-educators and University and College Administrators engaged in educational planning and administration;

10. To organize orientation programs, seminars, and discussion groups for persons including legislators in the field of educational planning and administration at the level of policymaking in Central and State Governments;

11. To award consultancy work/services to other organizations/individuals;

12. To collaborate with other agencies, institutions, and organizations, including the University Grants Commission, the Universities, Institutes of Management and Administration, and other allied institutions in India and abroad, in such way as may be considered necessary for the promotion of these objectives;

13. To provide, on request, facilities for training and research in educational planning and administration to other countries, especially of the Asian Region, and collaborate with them in programs;

14. To offer fellowships, scholarships, and academic awards in furtherance of the objects of the National University;

15. To confer honorary fellowships on eminent educationists for their contribution in the field of educational planning and administration;

16. To undertake extramural studies, extension program, and field outreach activities to contribute to the development of society;

17. To disseminate and advance knowledge by providing instructional, research, and extension facilities in such branches of learning as it may deem fit and to provide to students and teachers the necessary facilities and atmosphere for the promotion of innovations in education leading to the restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines, inter-disciplinary studies, and National Integration and International Understanding;

18. To conduct the above-mentioned programs and courses in its off - campuses, and off-shore campuses; and

19. To do or perform all such other acts, functions, and things as may be deemed necessary, desirable, or incidental by the National University in furtherance of the above objectives of the National University.

Functions of NUEPA

The university functions through its nine departments, which are as follows:

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 in educational planning and administration to develop the abilities and competencies in the educational administration as the in-service program.
2. Providing training facilities in educational planning and administration at the 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 programs 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. Guiding National and State levels in the area of planning and administration.
8. It performed multi-dimensional activities in educational planning and administration. Under extension programs, the educational planning and administration journal, books, and other booklets are published by the institute.
9. Review of studies of educational planning and administration of developed countries is also by the institute.

It is used to develop an education system and solve educational problems. Twelve books on different aspects of educational planning and administration have been published by NUEPA.

10. Orientation courses are organized for the educational administrators to provide awareness of new developments in the area of planning and administration.

11. Educational research reports are published. The publication unit established the coordination between theory and practice.
12. The seminars and workshops are organized and their discussions and results are published. It also evaluates the effectiveness or workability of innovations.
13. Organize training program: It organizes pre-service and in-service training programs in the area of educational planning and administration.
14. Co-ordinating research: It promotes and coordinates research in various aspects of educational planning and administration and allied disciplines.
15. Providing Guidance: It provides academic and professional guidance to agencies and institutions regarding planning and administration.
16. Offering Ph.D. and M.Phil. Program: It offers Ph.D. courses and awards degrees in educational planning, finance, comparative education, School education, and higher education.
17. Act as a Clearinghouse: It acts as a clearinghouse of ideas and information on research, training, and extension in educational planning.
18. Publishing Journals and Periodicals: It prepares, prints, and publishes papers, periodicals, and books, especially bring out a Journal on Educational Planning and administration.
19. Organizing Workshops, Training, and Seminars: It organizes meetings, workshops, and seminars for educational personnel of the Central and State government and Union territories.
20. Consultancy Services: It provides consultancy services in the sphere of education planning and administration for Centre as well as State Government Universities.
21. Organizing Refresher Courses for Teacher Educators: NUPEA organizes orientation and training programs, and refresher courses for teachers, educators, and college administration.
22. Discussion and Issues: It Initiates and encourages discussion on educational issues of national significance.

23. **Contacts and Collaborations:** It establishes contacts and advances academic collaboration with inter institutions in India and abroad particularly in countries of the third world. NUEPA has developed close links with UGC, NCERT, CSIR, etc. NUEPA has entered into a memorandum of agreement with UNESCO's International Institute of Educational Planning.

24. **Offering Scholarship and Academic Awards:** It offers fellowship, scholarships, and awards.

25. **Conferring Honorary Fellowship:** It confers honorary fellowships on eminent educationists for continuation in the field of educational planning and administration.

26. **Disseminating Information:** It disseminates information relating to experience and new advances in the area of educational planning and administration.

27. **Symbolic Links:** It builds symbolic links between the imparting and generation of knowledge. It also strengthens basic and applied research in the sphere of educational planning and administration.

STATE LEVEL AGENCIES

State Institutes of Education (SIE) or Directorate of Teacher Education Research and Training (DTERT)

The Directorate of Teacher Education Research and Training (DTERT) was formed in the year 1990. Initially, it was the State Institute of Education in 1965 and then later upgraded to State Council of Education Research and Training in the year 1970. This State Council of Education Research and Training was renamed the Directorate of Teacher Education Research and Training in the year 1990. The purpose of this Directorate was to identify the problems in the education system and to provide a solution to them. All the Teacher Training Institutions including the Government Aided Colleges are under the control of the Directorate of Teacher Education Research and Training.

DTERT acts as a state-level apex organization for designing and executing training programs, revising curriculum and syllabus. This State level institute is the academic authority for the implementation of the RTE act within the state. It promotes coordination and

linkages amongst various institutes involved in Teacher Education and Training. DTERT facilitates and promotes the development of professional skills of various stakeholders of education. It offers academic support to other agencies in organizing training programs for teachers and trainers. It also organizes evaluation programs and undertakes research activities in the field of teacher training and quality elementary education.

Linkage of Directorate of Teacher Education Research and Training (DTERT)

- ❖ International level
- ❖ National level
- ❖ State-level
- ❖ District level

Rapport with few State Level Organizations

Sarva Shiksha Abhiyan (SSA)

DTERT has been providing professional support to SSA since its inception in 2001. It offers training and capacity development programs to BRTes and select teachers in the Key Resource Persons' training programs. It conducts collaborative Action Researches and helps SSA personnel in training and designing ABL Cards and revising them as and when there is a revision in syllabus and textbooks.

Directorate of School Education (DSE)

DTERT works in close partnership with the Directorate of School Education. DTERT produced textbooks for Std I and Std VI. Under Equitable Standard Education (Samacheer Kalvi), DTERT has developed the syllabus for Samacheer Kalvi for Std I to X. All serious academic issues are analyzed by DTERT from time to time and shared with the Directorate of School Education.

Directorate of Elementary Education (DEE)

The bond between the Directorate of Elementary Education and DTERT is special because DTERT has been the mainstay for ensuring quality in Elementary Education. All the training programs, funded by MHRD, are meticulously planned after analyzing the training needs of teachers at the elementary level. DTERT's vision is to enhance the quality of

learning by empowering the teachers in the art of facilitating learning using self-learning methods such as ABL and ALM. DTERT aims at producing competent teachers in DIETs and TTIs.

TANSACS

Tamil Nadu AIDS Control Society, with technical support from NACO, New Delhi, has a decade-old partnership with DTERT in organizing School Adolescence Education Programme. DTERT surveyed the impact of earlier training methods and decide to change them. Now DTERT has brought out an Activity-Based Training Manual which has won the admiration of students and all the stakeholders who participated in the Life Skill Education Programme.

Rapport with few International Organizations

UNICEF supports various training activities of DTERT. Recently UNICEF supported classroom English training in collaboration with British Council, Chennai. About 1, 20,000 teachers from Government Primary Schools got benefitted. DTERT was invited to attend a workshop by Commonwealth Learning (COL) to build the capacity of participants to plan, negotiate and manage appropriate financial arrangements for the development and maintenance of open and distance learning. It was held at Crowne Plaza, New Delhi. COL also organized an international workshop at Uttarakhand Academy of Administration in Nainital on result-based Monitoring and Evaluation. DTERT faculty Shri. N. Sathi participated in them.

National Level Organizations

RIE, Mysore

Regional Institute of Education, Mysore partners with Tamil Nadu in evolving need-specific training programs for the southern states. Recently DIET faculty members participated in a workshop in connection with short-term Research Projects at RIE, Mysore. In pursuit of it, each DIET is now involved in doing a short-term Research Project under XI Five Year Plan for Teacher Education 2010.

RIE, Bangalore

Regional Institute of Education, Bangalore develops print materials, VCDs, and teaching Aids for English Language teachers. Hello English VCDs and English around us VCDs carved a niche in the hearts of learners at the primary and upper primary level. DTERT extends funding support through the State Government of Tamil Nadu for the material development at RIE, Bangalore.

CCERT, New Delhi

DTERT assists CCERT in identifying teachers with the right attitude for the various training programs organized for various cultural training programs conducted for practicing Primary, Graduate, and Post-Graduate teachers. CCERT sends the annual calendar of activities and DTERT Coordinates with School Education and Elementary Education Directorates to depute competent teachers to get the maximum benefit of the cultural training programs.

NCTE, New Delhi

National Council of Teacher Education guides DTERT by keeping it informed of the latest Norms and Standards for opening and running new Teacher Training Institutes. NCTE has also come up with a model syllabus for Teacher Education. In the future, each SCERT is expected to redesign D.T.Ed. sourcebooks in conformity with the new syllabus.

NCERT, New Delhi

In addition to NCTE, NCERT provides DTERT necessary professional support. It also gives specific guidelines for introducing reforms in Teacher Education. NCERT offers its support to DTERT directly and also through RIE, Mysore. NCERT's NCF 2005 helped DTERT in evolving syllabus for Equitable Standards Education for Classes I to X. DTERT implements NCERT sponsored Population Education Programme throughout the State.

Achievements of DTERT

Achievements in Teacher Education Programmes:

- ❖ 347 Lecturer Posts and 32 Senior Lecturer Posts found vacant in DIETs have been filled up after selection through a written examination conducted by Teacher Recruitment Board.
- ❖ To benefit students-teachers pursuing D.T.Ed. through minority languages, in a pioneering effect, DTERT has successfully translated all the D.T.Ed. sourcebooks in Minority Languages such as Urdu, Malayalam, and Telugu.
- ❖ 5.8 cores have been sanctioned by MHRD for constructing additional buildings in 29 DIETs construction work is underway through PWD.
- ❖ In-service programs have been provided to Rs.1.07 lakhs practicing elementary school teachers to enhance their professionalism at a cost of Rs.10.26 cores.
- ❖ Training on life skills, awareness on AIDS/HIV, health, and personal hygiene have been provided to select teachers Head Teachers, and student representatives of 9423 High and Higher Secondary Schools.
- ❖ In the newly bifurcated economically backward district of Dharmapuri, a separate DIET has been established. As NCTE has not accorded its recognition to the newly formed DIET, student admission has not been done there. However, the academic faculty posted they provide in-service programs and professional support to practicing teachers.
- ❖ The State Government accorded permission to DIETs for the purchase of 32 Jeeps for Rs. 1.5 cores and the vehicles have been bought.
- ❖ Through the State Institute of Educational Management and Training 90 District level Educational Officers including Chief Educational Officers and District Educational Officers were given training on Supervision, Inspection, Clearing Pending Files, and Educational Counseling.
- ❖ Under part II Scheme, the State granted a sum of Rs.60 Lakhs for improving the infrastructure of Government TTI, Johilpatti in Virudhunagar District. Tenders were sought, work orders have been released to the contractor. The building work will start very soon.
- ❖ The common syllabus has been evolved by amalgamating the four streams/boards of Education viz, Matriculation Board.

Oriental Board and the Board of School Education. In pursuit of it, textbooks have been printed for std I and VI and Equitable Standard Education is in vogue now in all the schools of Tamil Nadu. Textbooks are being written for classes II to X except std VI.

State Council of Educational Research and Training (SCERTs)

The first step taken in the direction of the setting of SCERT's on the pattern of NCERT in all the states and union territories of India was the D.O.No.F. 19-17/78-SCH-5 dated 23.3.79 from Mrs. J. Anjani Dayanand, the Joint Secretary, Department of Education, Ministry of Education and S.W., Government of India, addressed to the State Secretaries. She had been making correspondence with the State Governments on the subject of the reorganization of State Institute of Education (SIEs), State Institutes of Science Education (SISEs) into State Council of Educational Research and Training (SCERTs) Since March 1978. The correspondence referred above contained detailed guidelines for the reorganization of SIEs and SISEs into SCERTs touching all the organizational, administrative and academic sides of the matter. This Magna Carta of qualitative improvement program is an important document.

Most of the SIEs were established in 1964 with their functions of training, extension, research, and publication limited to elementary education. After some time functions related to secondary and higher secondary education were included in the domain of SIE in some states. SIEs in some states took the responsibility of science education, the teaching of English, audio-visual education, teacher training, and vocational guidance, etc.

SCERT is a counterpart of NCERT in the State. It has been given the responsibility of overseeing the work done in the academic wing of the School Education Board in the area of curriculum renewal and development of textbooks. Objectives behind the setting of State Council of Educational Research and Training (SCERT).

1. To bring about qualitative improvement in the existing education system.
2. To develop the curriculum of various school subjects.
3. To provide pre-service and in-service education for teachers and educational supervisors.

4. To develop new techniques and methodologies in the field of school education.
5. To undertake and promote investigation, surveys, studies, and researches in various fields and sections of education.
6. To formulate and implement pilot projects for bringing about quality improvement in different fields of school education.
7. To evaluate, monitor, and develop educational programs.
8. To provide career guidance and counseling to school students.

Major Support provided by SCERT to Promote Education at State Level

1. In-Service Training of Teachers: SCERT arranges in-service training of teacher educators working in teacher training institutions for all the stages of education from pre-school to the secondary stage.
2. In-service Training of Supervisory Officers: It arranges in-service training and orientation of supervisory and inspecting officers dealing with preschool, elementary, secondary, and senior secondary education in the state.
3. Extension Services: It provides extension services to teacher training institutions at all levels.
4. Coordinate Extension Services: It coordinates the work of extension centers of teachers training institutions in the state.
5. Programmes for Professional Development: It organizes programs including correspondence-cum-contact course for overall professional development of teachers, teacher educators, supervisory and inspecting officers.
6. Preparing of Curricula, Instructional Material, and Textbooks: It prepares curricula, instructional material, and textbooks for the use of educational institutions and teachers of preschool, elementary, secondary, and senior secondary stages in the state.
7. Prescribing Curricula: It prescribes curricula for school and teacher training institutions at preschool and elementary stages.

8. Prescribing textbooks: It prescribes textbooks for schools and teacher training institutions at preschool and elementary stages.
9. Producing Instructional Material: It produces instructional material for the use of teacher educators at the secondary and senior secondary education level.
10. Coordinating Programme: It coordinates the program of different subject teachers associations in the state.
11. Controlling Authority: It functions as a controlling authority essentially in connection with academic aspects of elementary teachers' education and if possible in connection with its administrative aspect also.
12. Conducting Studies and Investigations: It conducts studies and investigations in various problems of education in general and in the training of teachers and the teaching of the curricula at levels of preschool, elementary, secondary, and senior secondary education.
13. Acting as an agent of change: It acts as an agent of change in school education and life-long non-formal education in general and in teacher education in particular.
14. Undertake Projects: It undertakes such specified projects at different levels of education as being entrusted to it by the government from time to time.

The conference of Directors/Principals of SIEs/SISEs/SCERTs/ SIERTs held at New Delhi recommended that the State and Union Territories should take immediate steps towards bringing all institutions of teacher education, educational research, and extension together in the shape of SCERT. It also recommended that functions regarding teacher education, research, extension, curriculum construction, etc. in connection with the stages of pre-school, elementary, secondary, and senior secondary education including non-formal education should be brought under the purview of the SCERT.

SCERT perform all the above-said functions under various department and units. The major three units are the Department of Curriculum Development, Department of Training and Extension, and Department of Educational Technology. These three departments are further divided into many sub-units, to disseminate work properly and to achieve the above-said objectives.

Tamil Nadu Teachers Education University (TNTEU)

The Government of Tamil Nadu enacted Act No. 33 of 2008 to provide for the establishment and incorporation of Teachers Education University in the State of Tamil Nadu for promoting excellence in teachers' education. Further, the Act came into effect from 1.7.2008 by a Gazette Notification issued in G.O.M.S.256, Higher Education (K2) Department, dated 25.6.2008. This University is unique relative to the other Universities since its assignment is to promote excellence in teacher education and produce dynamic and smart teachers for the benefit of society and the nation at large.

Dr. T.Padmanaban is the first Vice-Chancellor of Tamil Nadu Teachers Education University, a first its Kind University created exclusively for Teachers Education, by the Government of Tamil Nadu. Dr.A.R.Veermani, Professor and Head, Department of Economics and Officiating Registrar, Thiruvalluvar University was appointed as the first Registrar of this University. Dr. M. Jayakumar was appointed as the first Controller of Examinations of this new University. Dr.G.Visvanathan, Dean, Faculty of Education, Annamalai University was selected as the Second Vice-Chancellor of this University. Dr.S.Kalaichelvan, Associate Professor, Namakkal Govt. Arts College was designated as the Third Registrar of this University. Dr.M.Manivannan, Associate Professor, Tamil Nadu Open University was selected as the Second Controller of Examinations of this University.

Dr.S.Thangasamy, Professor and Director, Centre for Educational Research, Madurai Kamaraj University was appointed as the third Vice-Chancellor of this University. Dr.N.Ravindranath Tagore, Associate Professor, Department of Tamil, Presidency College was appointed as the Registrar i/c and third Controller of Examinations of this University. The University has established the following six departments and appointed one Professor for each.

1. The Department of Pedagogical Sciences
2. The Department of Value Education
3. The Department of Educational Psychology
4. The Department of Educational Technology

5. The Department of Curriculum Planning and Evaluation

6. The Department of Educational Planning and Administration

The basic necessity for all the educational institutions in the country is to have intelligent, dynamic, excellent, and brilliant teachers to disseminate knowledge in the field. Without them, no educational institution can survive and excel in any field of knowledge. It is such a divine task and it is proud that it

has to monitor all 731 affiliated colleges of education including government, government-aided and self-financing colleges in the whole of the Tamil Nadu State.

Vision The unique vision of Tamil Nadu Teachers Education University is to promote excellence in Teacher education for the benefit of students, society, the nation, and mankind at large. Our vision is to provide internationally comparable quality teacher education to the youth. The aim is not only focused on imparting subject knowledge and skills, but also to mould the students with better conduct and character committed to the societal needs and national development. The University strives to realize the vision of India and excel in promoting and protecting the rich heritage of our past and secular ideals of the nation.

Mission

The Mission of the University as per the Act is to produce brilliant intelligent and dynamic teachers for the benefit of one and all. The teachers so produced will learn, realize and teach following the motto of the University. The University is in pursuit of excellence by promoting human values for social harmony, providing quality teacher education for the rural and unreached students, and making colleges of education excel through innovative teaching, research, and extension activities.

Objectives

The various objectives of the University are;

- i. To provide high-quality education, monitor Teacher Education as approved by National Council for Teacher Education at all levels in the State.
- ii. To develop research facilities in Teacher Education.

- iii. To find out ways and means to identify innovative courses in Teacher Education.
- iv. To institute degrees and other academic distinctions in Teacher Education approved by NCTE.
- v. To confer degrees and other academic distinction on persons who have researched in University or any other center or institutions recognized by the University under conditions prescribed for Teacher Education.
- vi. To confer honorary degrees in teacher education in the prescribed manner and under conditions prescribed.
- vii. To conduct and organize seminars, workshops, and symposia in promoting Teacher Education to offer programs in the latest field and to develop extension activities.
- viii. To promote quality in Teacher Education and to standardize the system of operation.
- ix. To promote an awareness and understanding of the social needs of the country in the students and teachers and prepare them for fulfilling such needs.

Genesis

Tamil Nadu Teachers Education University is an exclusive University for Teachers Education established by the Government of Tamil Nadu to promote excellence in Teacher Education. The Tamil Nadu Teachers Education University is a unique University of this kind, for it is the first and only University in India, which is solely established for promoting excellence in Teachers Education. Tamil Nadu is the seat of Higher Education in India, which offers several generals as well as professional courses. It also pays attention to the spreading of elementary, secondary, and higher education and training of the teachers involved in these programs. There is naturally a demand for teacher educators in this state who can hold the reign of the teacher training institutes located across the region.

The University is an affiliating one with the jurisdiction of Tamil Nadu. There are 760 colleges of education is affiliated with the University including Government colleges of education, aided colleges of education, and self-financing colleges of education. Among the government and government-aided colleges to have autonomous status. There is only one UG program i.e. B.Ed., and 2 PG programs (M.Ed., and M.Phil.,) are conducted in the

affiliated colleges and the total strength of the students studying in the affiliated colleges is 75,000.

Coat of Arms

The emblem consists of a crest with a ribbon. In the center of the crest, there is a shield. The shield is divided into three sectors, which depicts the three major domains of education namely cognitive, affective and psychomotor. The first domain has the satellite antenna which depicts communication and transmission. The second domain has the computer which denotes innovation and technology. The third domain has the teacher with students which describes psychology, sociology, and management. Around the shield, the name of the University is imprinted in Tamil in a circle.

AGENCIES OF SPECIAL EDUCATION

Rehabilitation Council of India (RCI)

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. In September 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broadcasted. The mandate given to RCI is to regulate and monitor services given to persons with disabilities, to standardize syllabi, and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disabilities.

Objectives/Role

1. To regulate the training policies and programs in the field of rehabilitation of persons with disabilities.
2. To bring about standardization of training courses for professionals dealing with persons with disabilities.
3. To prescribe minimum standards of education and training of various categories of professionals/personnel dealing with people with disabilities.
4. To regulate these standards in all training institutions uniformly throughout the country.

5. To recognize institutions/organizations/universities running master's degree/bachelor's degree/P.G.Diploma/Diploma/Certificate courses in the field of rehabilitation of persons with disabilities.
6. To recognize degree/diploma/certificate awarded by foreign universities/institutions on a reciprocal basis.
7. To promote research in Rehabilitation and Special Education.
8. To maintain Central Rehabilitation Register for registration of professionals/personnel.
9. To collect information regularly on education and training in the field of rehabilitation of people with disabilities from institutions in India and abroad.
10. To encourage continuing education in the field of rehabilitation and special education by way of collaboration with organizations working in the field of disability.
11. To recognize Vocational Rehabilitation Centers as manpower development centers.
12. To register vocational instructors and other personnel working in the Vocational Rehabilitation Centers.
13. To recognize the national institutes and apex institutions on disability as manpower development centers.
14. To register personnel working in national institutes and apex institutions on disability under the Ministry of Social Justice and Empowerment.

Criteria for Standardization

One of the main functions of the Council is to standardize the training courses for various categories of Professionals/Personnel for ensuring quality services to the people with disabilities. The Council keeps on modifying/revising the existing syllabus and adopts new training programs incorporating new developments.

1. The Council has so far standardized 80 Long Term/Short Term Training Courses, which include 11 Courses, developed during the current year, with the help of respective Expert Committees constituted by the Council.

2. These Training Courses are being adopted from time to time by various Universities/Institutions. A list of Training Courses standardized by the Council.

Functions of the Council

i) Recognition of qualifications granted by University etc., in India for Rehabilitation Professionals

The qualification granted by any University or other institution in India which are included in the schedule shall be recognized qualifications for the rehabilitation professional.

Any University or other institution which grants qualification for the rehabilitation professional not included in the schedule may apply to the Central Government to have any such qualification recognized and the Central Government after consulting the Council may by notification, amend the Schedule to include such qualification therein and any such notice may also direct that an entry shall be made in the last column of the schedule against such qualifications only when granted after a specified date.

ii) Recognition of qualification by Institutions outside India The Council may enter into a negotiation with the authority in any country outside India for settling of a scheme or reciprocity for the recognition of qualifications, and the pursuance of any such Scheme, the Central Government may, by notification amend the schedule to include therein any qualification which the Council has decided should be recognized and by such notification may also direct that an entry shall be made in the last column of the schedule declaring that it shall be the recognized qualification only when granted after a specified date.

iii) Rights of persons possessing qualifications included in the schedule to be enrolled Subject to the other provisions contained in this Act, any qualification included in the schedule shall be sufficient qualifications for enrolment on the Register. No person, other than the rehabilitation professional who processes a recognized rehabilitation qualification and is enrolled in the Register;

1. Shall hold office as rehabilitation professional or any such office in Government or any institution maintained by a local or other authority;

2. Shall practice as rehabilitation professional anywhere in India;

3. Shall be entitled to sign or authenticate any certificate required by any law to be signed or authenticated by a rehabilitation professional;
4. Shall be entitled to give any evidence in any court as an expert under section 45 of the Indian Evidence Act, 1872 in any matter relating to the handicapped.

Provided that if a person possesses the recognized rehabilitation professional qualification on the date of commencement of this Act, he shall be deemed to be an enrolled rehabilitation professional for a period of six months from such commencement, and if he has made an application for enrolment on the Register within a said period for six months, till such application is disposed of any person who acts in contravention of any provision of subsection (2) shall be punished with imprisonment for a term which may extend to one year or with fine which may extend to one thousand rupees or with both.

iv) Power to require information as to courses of study and examination

Every university or institution in India which grants a recognized qualification shall furnish such information as the Council may from time to time, require as to the courses of study and examinations to be undergone to obtain such qualification, as to the ages at which such courses of study and examinations are required to be undergone and such qualification is conferred and generally as to the requisites for obtaining such qualification.

v) Inspectors at examinations

The Council shall appoint such member of Inspector as it may deem requisite to inspect any University or Institution where education for practicing as rehabilitation professional is given or to attend any examination held by any University or Institution to recommend to the Central Government recognition of qualifications granted by that University or Institution as recognized rehabilitation qualifications.

The Inspectors appointed under sub-section (1) Shall not interfere with the conduct of any training or examination but shall report to the Council on the adequacy of the standards of education including staff, equipment, accommodation, training, and other facilities prescribed for giving such education or of the sufficiency of every examination which they attend.

The Council shall forward a copy of the report of the Inspector under sub-section (2) To the University or Institution concerned and shall also forward a copy, with the remarks of the University or the Institution thereon, to the Central Government.

vi) Visitors examination

The Council may appoint such several visitors as it may deem requisite to inspect any University or Institution wherein education for rehabilitation professionals is given or attend any examination to grant recognized rehabilitation qualifications.

Any persons whether he is a member of the Council or not may be appointed as a visitor under sub-section (1) But a person who is appointed as an Inspector under sub-section (1) of section 15 for any inspection or examination shall not be appointed as a Visitor for the same inspection or examination.

The Visitor shall not interfere with the conduct of any training or examination but shall report to the Chairperson on the adequacy of the standards of education including staff, equipment, accommodation, training, and other facilities prescribed for giving education to the rehabilitation professionals or on the sufficiency of every examination which they attend. The report of a Visitor shall be treated as confidential unless in any particular case the Chairperson otherwise, directs; Provided that if the Central Government requires a copy of the report of a Visitor the Council shall furnish the same.

vii) Withdrawal of recognition

When upon a report by the Inspector or the Visitor it appears to the Council;

1. that the courses of study and examination to be undergone in or the proficiency required from candidates at any examination held by any University or institution, or
2. that the staff, equipment, accommodation training, and other facilities for instruction and training provided in such University or institution do not conform to the standard prescribed by the Council, the Council shall make representation to that effect to the Central Government.

After considering such representation the Central Government may send it to the University or Institution with an intimation of the period within which the University or Institution may submit its explanation to that Government.

On the receipt of the explanation or where no explanation is submitted within the period fixed then, on the expiry of that period, the Central Government after making such further inquiry if any, as it may think fit, may, by notification, direct that an entry shall be made in the schedule against the said recognized rehabilitation qualification declaring that it shall be the recognized rehabilitation qualification only when granted before a specified date or that the said recognized rehabilitation qualification is granted to students of a specified university or Institution shall be recognized rehabilitation qualification only when granted before a specified date, or as the case may be that the said recognized rehabilitation qualification shall be recognized rehabilitation qualification concerning a specified University or Institution only when granted after a specified date.

viii) Minimum standards of education

The Council may prescribe the minimum standards of education required for granting recognized rehabilitation qualification by Universities or Institutions in India.

ix) Registration in Register

The Member-Secretary of the Council may, on a report of an application made by any person in the prescribed manner enter his name in the Register provided that the Member-Secretary is satisfied that such person possesses recognized rehabilitation qualification.

x) Privileges of persons who are registered on Register

Subject to the condition and restriction laid down in this Act regarding engagement in the area of rehabilitation of the handicapped by a person possessing the recognized rehabilitation qualifications, every person whose name is for the time being borne on the Register shall be entitled to practice as a rehabilitation professional in any part of India and to recover in due course of law in respect of such practice any expenses, charges in respect of medicaments or other appliances or any fees to which he may be entitled.

xi) Professional Conduct and removal of names from Register

The Council may prescribe standards of professional conduct and etiquette and a code of ethics for rehabilitation professionals. Regulations made by the Council under sub-section (1) may specify which violation thereof shall constitute infamous conduct in any professional respect, that is to say, professional misconduct, and such provision shall affect notwithstanding anything contained in any other law for the time being in force.

The Council may order that the name of any person shall be removed from the Register where it is satisfied, after giving that person a reasonable opportunity of being heard and after such further inquiry, if any as it may deem fit to make;

1. That his name has been entered in the Register by error or on account of misrepresentation or suppression of a material fact;
 2. That he has convicted of any offense or has been guilty of any infamous conduct in any professional respect, or has violated the standard of professional conduct and etiquette or the code of ethics prescribed under sub-section (1) which, in the opinion of the Council, renders him unfit to be kept in the Register
- An order under sub-section (3) may direct that any person whose name is ordered to be removed from the Register shall be ineligible for registration under this Act either permanently or for such period of years as may be specified.

xii) Appeal against Order of removal from Register

Where the name of any person has been removed from the Register on any ground other than that he is not possessed of the requisite rehabilitation qualifications, he may appeal, in the prescribed manner and subject to such conditions, including conditions as to payment of a fee, as may be prescribed to the

Central Government whose decision thereon shall be final. No appeal under sub-section (1) shall be admitted if it is preferred after the expiry of a period of thirty days from the date of the order under sub-section (3) of section 21.

Provided that an appeal may be admitted after the expiry of the said period of thirty days if the appellant satisfies the Central Government that he had sufficient cause for not preferring the appeal within the said period.

xiii) Register

It shall be the duty of the Member-Secretary to keep and maintain the Register under the provision of this Act and any order made by the Council and from time to time to revise the Register and publish it in the Official Gazette. The Register shall be deemed to be a public document within the meaning of the Indian Evidence Act 1872 and may be proved by a copy thereof.

xiv) Information to be furnished by council and publication thereof

The Council shall furnish such reports copies of its minute's abstracts of its accounts and other information to the Central Government as that Government may require. The Central Government may publish in such manner as it may think fit, any report, and copy abstract or other information furnished to it by the Council under this section or section 16.

xv) Cognizance of offenses

Notwithstanding anything contained in the code of Criminal procedure 1973, no court shall take cognizance of an offense punishable under this Act to expect upon a complaint, in writing, made by any person authorized on this behalf by the Council.

xvi) Protection of action taken in good faith

No suit, prosecution, or another legal proceeding shall lie against the Central Government, Council Chairperson, Members, Member-Secretary, or any officer or other employee of the Council for anything which is in good faith done or intended to be done under this Act.

xvii) Employees of Council to be public servants

The Chairperson, Members, Member-Secretary, officers and other employees of the Council shall while acting or purporting to act in pursuance of the provisions of this Act or any rule and regulation made thereunder be deemed to be public servants within the meaning of section 21 of the Indian Penal Code.

xviii) Power to make rules

The Central Government may, by notification, make rules to carry out the purposes of this Act.

xix) Power to make regulations

The Council may, with the previous sanction of the Central Government, make, by notification, regulation generally to carry out the purpose of this Act, and without prejudice to the generality of the foregoing power, such regulations may provide for;

1. The management of the property of the council;
2. The maintenance and audit of the account of the council;
3. The resignation of members of the council;
4. The powers and duties of the Chairperson;
5. The rules of procedure in the transaction business under sub-section (3) of section 4;
6. The function of the Executive Committee and other committee constituted under section
7. The powers and duties of the Member-Secretary under sub-section (1) of section 8;
8. The qualification, appointment powers and duties of, and procedure to be followed by Inspectors and Visitors;
9. The courses and period of study or training to be undertaken the subject of examination and standards of proficiency therein to be obtained in any university or any institution for grant of recognized rehabilitation qualification;
10. The standards of staff, equipment, accommodation, training, and other facilities for study or training of the rehabilitation professionals;
11. The conduct of examination, qualification of examiners, and the condition of the admission to such examinations;
12. The standards of professional conduct and etiquette and code of ethics to be observed by rehabilitation professional under sub-section (1) of section 21;

13. The particulars to be stated, and proof of qualification to be given, in an application for registration under this Act;

14. How and the condition subject to which an appeal may be preferred under sub-section (1) of section 22;

15. The fees to be paid on application and appeals under this Act;

16. Any other matter which is to be, or maybe, prescribed.

xx) Laying of rules and regulations before Parliament

Every rule and every regulation made under this Act shall be laid as soon as may be after it is made, before each House of Parliament, while it is in session for a total period of thirty days which may be comprised in one session or two or more successive sessions and if, before the expiry of the session immediately following the session or the successive session aforesaid, both Houses agree in making any modification in the rule or regulation or both Houses agree that the rule or regulation should not be made, the rule or regulation shall thereafter effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or regulation.

8.2.2 National Institute for Mentally Handicapped (NIMH)

National Institute for the Empowerment of Persons with Intellectual Disabilities (Formerly National Institute for the Mentally Handicapped) established in the year 1984 at Manovikasnagar, Secunderabad (TS) is an Autonomous Body under the administrative control of the Ministry of Social Justice and Empowerment, Government of India and thus the institute is fast approaching towards its silver jubilee to celebrate its dedicated services to persons with mental retardation in the national interest.

NIEPID (Formerly NIMH) has three regional centers located in New Delhi, Kolkata, and Mumbai, NIEPID Model Special Education Center located in New Delhi. The institute endeavors to excel in building capacities to empower persons with mental retardation. Since the quality of life of every person with mental retardation is equal to other citizens in the country, in that they live independently to the maximum extent possible and through

constant professional endeavors, the National Institute for the Empowerment of Persons with Intellectual Disabilities empowers the persons with mental retardation to access the state of the art rehabilitation intervention viz., educational, therapeutic, vocational, employment, leisure and social activities, sports, cultural programs, and full participation. The objectives for which NIEPID works are listed as under:

Objectives

- Human Resources Development
- Research and Development
- Development of models of care and rehabilitation.
- Documentation and dissemination.
- Consultancy services to voluntary organizations
- Community-Based Rehabilitation
- Extension and Outreach programs

To achieve optimum results, the institute has developed and introduced innovative structured training courses like Early Intervention, Rehabilitation Psychology, Special Education, and Disability Rehabilitation at Masters Level. The training programs are offered on a gradual scale from certificate -diploma - undergraduate - graduate - postgraduate – Masters Levels. Presently, the Institute conducts 5 Certificate Courses, 4 Diploma Courses (DSE (MR), DVR, DECSE, DCBR). Further, 2 Graduate courses (BRT and B.Ed. Spl. Ed. (MR)), 1 Post-graduate Diploma course (PGDEI), and 2 Master courses (M.Ed. Spl. Ed. and MDRA) and 2 M.Phil. (Special Education and Rehabilitation Psychology) level courses in affiliation with different universities.

The research policy of the institute is to continuously update the research need matrix that covers (a) the life-cycle needs of the persons with mental retardation (b) the holistic development of the persons with mental retardation including therapeutic interventional needs, family support, resource support, capacity building needs, and (c) public policy and enabling society. The documentation and dissemination are important activities of the Institute which include

- (a) Procurement of books, journals, and documents
- (b) Publication of quarterly NIEPID newsletter and bimonthly Menard Bulletin.

The Institute conducts national level seminars in mental retardation in partnership with leading voluntary organizations, parent associations. Special employees' national meet at NIEPID, National meet of parent organizations, and National level Workshops. To rehabilitate the persons with mental retardation in the community, the services should be rendered at the grassroots level itself. The service to be provided at these centers includes identification, screening, assessment, delivery of services, training of local resource persons, and supply of training material to the needy persons.

The institute focuses on quality in every aspect of its functioning to bring equality and dignity in the lives of persons with mental retardation, which is endorsed by ISO 9001: 2000 certification.

Teacher Preparation in Mental Retardation

In 1984, The Rehabilitation Council of India (RCI) was established. The RCI is a statutory body charged with the task of regulating and monitoring training programs for preparing professionals and personnel to serve individuals with disabilities. In 1993, the RCI established that all new professionals and personnel serving individuals with disabilities would be required to participate in training recognized by the RCI as well as register with the council. The RCI outlined training requirements for each disability area which regional centers must follow (Ministry of Welfare, 1998). This was the first time all personnel working with children and adults with special needs were required to participate in some formal training.

The National Institute for the Mentally Handicapped (NIMH) is under the auspices of RCI and attempts to develop and design appropriate models of care for individuals with mental retardation, as well as to conduct and coordinate research in assessment, education, training, and habilitation for this population (NIMH, 1998-99). The direct training of personnel to serve children and adults with mental retardation in the country is managed by NIMH. Both RCI and NIMH are agencies under the Government of India Society, Ministry of Welfare. The training of personnel in the area of mental retardation is coordinated by

four regional centers of NIMH located in Calcutta, New Delhi, Mumbai, and Secunderabad.

NIMH administers three main programs:

- (1) A Bachelor's Degree in Mental Retardation (BMR)
- (2) A Diploma in Special Education and
- (3) Short Training Programs.

Additionally, NIMH conducts 10-12 training programs through University Departments, State Governments, or Non- Governmental Voluntary Organizations (NGOs).

Because India is such a large country, the number of training sessions offered through NIMH does not meet the needs of all that desire training. Consequently, the selection of participants is highly competitive. A small reimbursement is available for transportation to and from training and usually, some accommodations are arranged for participants.

Bachelor's Degree in Mental Retardation

It is possible to receive a Bachelor's Degree in Mental Retardation (BMR) from a university or NIMH. Both programs take about 3 years to complete. Admission requirements are determined by Osmania University, Hyderabad. The maximum age for admission is 25 years and candidates must have passed English, in three qualifying examinations. Courses in Neurobiology, Psychology, Special Education, Speech-Language Pathology and Audiology, Physiotherapy and Occupational Therapy are offered.

Only about 20 students are admitted each year to the university programs. Students are selected based on merit from each of the four zones in the country. Their aggregate marks earned in the qualifying examination and the entrance examination conducted by NIMH in Secunderabad are used for selection. Due to a high level of unemployment and a general sense that Special Education may offer some employment stability in the future because of the Persons with Disabilities Act, hundreds of applications are received for each slot available. Post-graduate degrees in Special Education (Masters Degrees) are also being offered through the Rehabilitation Council of India in most areas of Special Education.

The university system in India is openly strained. Buildings are often in poor repair, campuses that were designed for 5,000 students may currently serve 60,000 students (Bearak, 1998). While only 3 percent of Indians ages 17-23 attend college, this still amounts to 7 million students seeking college training. Completion of a college degree is increasingly viewed as the admission ticket to the middle class for students from poorer backgrounds so more poor students are attending college than ever before.

India allocates only 3.7 percent of its gross domestic product to education (Bearak, 1998). This amount exceeds most other nations in South Asia but lags behind much of the developing world.

Diploma in Special Education (Mental Retardation)

The diploma program is the most common training program for Special Education teachers in India. This program takes about one year. Participants chose to specialize in either Mental Retardation or Vocational Training and Employment for the Mentally Retarded. The program is conducted in about 31 training centers in the country (NIMH, 1998-99). It involves 1,000 hours of training, offered 5 days a week.

The major content areas taught are:

- (a) Mental Retardation (nature and needs)
- (b) Special Education (curriculum and teaching)
- (c) Psychology
- (d) Family and the Community
- (e) Speech Therapy, Physiotherapy, and Occupational Therapy.

The program is divided into lectures, known as theory, on subjects such as individualized programming, group teaching, use of teaching aids, art, crafts, music, yoga, behavior modification, physiotherapy, and occupational and Speech-Language Therapy. Theory lectures tend to be taught in the afternoons. Participants are also given experience working in school settings, known as practical.

The Diploma courses are limited to 20 participants. Most are sponsored by Non-Governmental Voluntary Organizations (NGOs). NGOs in the past have been private schools for children with special needs. Participants are given a stipend to support them during the training, offered a hostel to live in, and the cost of some travel. Participants spend 15 days training in a rural setting as well as 10 days on an educational tour of Special Education programs in India. As with all education in India, there is no cost for tuition. Again, there are many more applicants than openings. In 1999, over 500 applications were received for the 20 slots in the diploma program in the Calcutta NIMH Center.

Participants must have minimum schooling of class 12 of high school that is roughly equivalent to a high school diploma. Applicants are selected based on recommendations, experience in the field, performance in an interview, and education. Applicants with college experience are given preference, as are those who are 35 years old and younger. About 20% of those accepted into the training are working currently in the field while about 5% tend to be parents of a child with a disability or have a sibling who is disabled.

Participants for the Diploma in Vocational Training and Employment (Mental Retardation) receive training in:

- (a) Identifying and training appropriate work environments.
- (b) Skills in the use of technology to develop the most productive work environments.
- (c) Skills in managing clients with mental retardation in the work environment.
- (d) Skills in serving as administrators in vocational positions (NIMH, 1998-1999).

Only two regional centers offer this type of program. Enrollment is limited to 15. Participants are required to have college training in engineering, vocational, or science subjects or have a Bachelor in Special Education. A small training allowance is provided. The Diploma in Special Education is now considered the most basic training program for new teachers entering the field.

Short Term Training

About 30 short-term courses are offered annually through NIMH. These training sessions range from 2 days to 3 weeks for professionals already working in the field in mental

retardation (in-service training) and for parents of children with mental retardation. Participants in short courses must be sponsored by their current employers to attend.

Short-term courses have a variety of topics. One course is a 3-weeks refresher training for professionals working in the field that is limited to 30 participants. Other courses are designed specifically for vocational professionals and teachers teaching in rural areas. One short-term program currently being offered across India is called Bridge Training. This is a one-month training course RCI requires for all teachers who began working in the field before 1993, but have no formal training. This describes the largest number of teachers working with the mentally retarded in India. RCI has declared it a national goal that all teachers serving children with special needs will have the training, the least of which being the Bridge Training by the year 2000. If a teacher working in the field does not receive and pass the training, it has been stated that the teacher can only be hired as a teaching assistant in the future.

Mandatory Teacher Preparation

Today, as mentioned, new teachers of children and adults with mental retardation must complete the Diploma in Mental Retardation program. If they have been working in the field for 5 years or longer, teachers must complete the Bridge Training. In the past, training was handled in different ways, by different programs, and may not have always been formal. The new standards for training required by the RCI will eventually lead to more competent teachers and increase their social status.

General education teachers tend to be highly respected in India. In contrast, teachers of students with mental retardation often have no pensions, no medical benefits, and no employment security. Although outside their schools' teachers of children with mental retardation may not be the recipients of the same level of esteem as general education teachers, within their schools they tend to be respected and highly valued by families and children.

The majority of instructors in the NIMH training programs are well prepared and dedicated. Although all instructors are required to have a Master's Degree in Special Education and take the National Eligibility Test for Lectureship, some instructors seemed to

have limited classroom teaching experience. Due to this limitation, some training issues involving curriculum development and direct instruction may have been outside the experience of some instructors. Some participants and instructors commented that they found a few topics included in the unnecessarily theoretical training, leaving teachers with inadequate preparation in classroom organization or practical intervention planning.

8.2.3 National Institute for Visually Handicapped (NIVH)

The National Institute for the Empowerment of Persons with Visual Disabilities owes its origin to St. Dunstan's Hostel for the War Blinded established in 1943, which offered a basic set of rehabilitation services to the soldiers and sailors blinded in World War II. In 1950, the Government of India took over the St. Dunstan's Hostel and entrusted the Ministry of Education with the responsibility of developing comprehensive services for the rehabilitation of blind persons. Subsequently, services for the blind witnessed remarkable expansion. In the same year, the Government established the Training Centre for the Adult Blind to ensure the reintegration of blind soldiers including other persons in the world of work. In 1951, the Government established Central Braille Press; in 1952, Workshop for the manufacturing of Braille Appliances; in 1954, Sheltered Workshop; in 1975 Training Centre for the Adult Blind Women and 1959, Model School for the Visually Handicapped. In 1963, National Library for the Print Handicapped was established out of which National Talking Book Library was carved out in the year 1990. On the integration of all the Units in 1967, the Government established National Centre for the Blind (NCB). This Centre was further upgraded as National Institute for the Visually Handicapped in the year 1979 and finally in October 1982, it was registered under the Societies Registration Act, 1860 and gained the status of an Autonomous Body.

The NIEPVD has its Headquarters at 116, Rajpur Road, Dehradun with one Regional Centre at Chennai (Tamil Nadu) established in 1988 and two Regional Chapters at Kolkata (W.B.) and Secunderabad (Andhra Pradesh) established in the year 1997. These Chapters provide peripheral services and are being served by a small component of Officers and Staff transferred from the Headquarters, whereas, Regional Centre at Chennai is a full-fledged Institute with a staff strength of 30 headed by a Regional

Director. The Institute also coordinates and supervises Composite Regional Centre for Persons with Disabilities, Sundernagar (H.P.) established in the year 2001.

The campus at Dehradun is spread across 1,74,150 sq. meters (43 acres) of land area. 14 office buildings are having a plinth area of 19,000 sq. meters, 119 residential quarters having a plinth area of 7,800 sq. meters, 3 hostel buildings having a plinth area of 13,500 sq. meters, and a dispensary building of 350 sq. meters plinth area. It has 11,700 sq. meters of roads, water supply lines, sewerage lines, electrical supply lines, etc.

The NIVH Regional Centre, Poonamallee, Chennai has a total land area of 24,300 sq. meters (6 acres). Its Training Block measures 761.34 Sq. Meters Plinth Area, Administrative Block has 388.12 Sq. Meters Plinth Area, Hostel Block with Mess of 1000.47 Sq. Meters Plinth Area and Ladies Hostel Block has 715 Sq. Meters Plinth Area. NIVH is governed by the Management and Advisory Bodies.

Aims and Objectives

The aims and objectives of the NIVH as stated in the Memorandum of Association are as follows:

- i. To conduct, sponsor, coordinate and/or subsidize research in collaboration with other NGOs and research organizations including Universities into various dimensions of the education and rehabilitation of the visually impaired.
- ii. To undertake, sponsor, coordinate, or subsidize research into biomedical engineering leading to the effective evaluation of special appliances/instruments or suitable surgical or medical procedures or the development of new special appliances/instruments.
- iii. To undertake or sponsor the training of trainees and various specialized professionals including Teachers, Employment Officers, Psychologists, Vocational Counsellors, and such other personnel as deemed necessary.
- iv. To distribute, promote, or subsidize the manufacture of prototypes and to manage the distribution of any or all devices designed to promote any aspect of the education, rehabilitation, or employment of the Visually Impaired.

To achieve the aims and objectives, the following Departments and Units are functioning:

- (i) Department of Special Education
- (ii) Department of Vocational Training/Training Centre for the Adult Blind
- (iii) Department of Psychology: Counselling and Crisis Intervention
- (iv) Model School for the Visually Handicapped
- (v) Braille Development Unit
- (vi) Design and Development Unit
- (vii) Rehabilitation and Consultancy Unit
- (viii) Placement Unit
- (ix) National Talking Book Library
- (x) National Library for the Print Handicapped
- (xi) Central Braille Press
- (xii) Workshop for the Manufacturing of Aids and Appliances
- (xiii) Mass Media Unit

Evolution of the Institute at a glance

1943 St. Dunstan's Hostel was established for the rehabilitation of the War blinded personnel.

1950 Training Centre for the Adult Blind (Men) taking over St.Dunstan's Hostel by the Ministry of Education.

1951 Setting of the Central Braille Press

1952 Setting of the Workshop to manufacture Aids and Appliances

1954 Setting of the Sheltered Workshop: Now Closed

1957 Setting of the Training Centre for the Adult Blind (Women)

1959 Model School for the Visually Handicapped

1963 National Library for the Print Handicapped
1967 National Centre for the Blind integrating all the Units
1979 National Institute for the Visually Handicapped Up-gradation of NCB
1982 NIVH converted into an autonomous body
1988 Regional Centre, Chennai
1990 National Talking Book Library, earlier Talking Book Unit of NLPH since 1984
1997 Regional Chapters, Kolkata and Secunderabad
2000 District Disability Rehabilitation Centres Established:08, Handed over:07
2001 Composite Regional Centre, Sundernagar (HP)
2007 National Braille Press Forum
2007 National Braille and Talking Book Libraries Forum
2008 Department of Special Education and Disability Studies
2008 Regional Braille Press, Chennai
2008 Braille Council of India
2008 Extension Library and Sales Counters 21

8.2.4 National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD)

National Institute for the empowerment of Persons with Multiple Disabilities (Divyangjan) established in the year 2005, on East Coast Road, Muttukadu, Chennai, Tamil Nadu, (about 30 km from Chennai Central railway station, Mofussil bus terminus, and airport) Under Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, Government of India, to serve as a national resource center for empowerment of persons with Multiple Disabilities such as those with two or more disabilities in a person. The Disabilities enumerated as per PWD (1995) Act, are Low Vision, Blindness, Locomotor Disability, Hearing Impairment, Mental Retardation, Mental Illness, Leprosy Cured Persons and as per The National Trust (1999) Act, are Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities.

Objectives

- To undertake the development of human resources for management, training rehabilitation, education, employment, and social development of persons with Multiple Disabilities.
- To promote and research all areas relating to Multiple Disabilities
- To develop Transdisciplinary models and strategies for social rehabilitation and to meet the needs of diverse groups of people with Multiple Disabilities.
- To undertake services and outreach programs for persons with Multiple Disabilities.

Vision

Persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, an accessible environment, equal opportunities, positive attitudes, and appropriate, affordable, acceptable, and available technological interventions.

Mission

To provide need-based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating field-based research and development of human resources.

Value Statement

Promoting quality of life for persons with Multiple Disabilities, through equal participation of clients, families, professionals, and community agencies.

History

The Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities, Government of India is working and aiming for the empowerment of persons with disabilities since its commencement. This ministry is serving the disabled through its seven delivery models. These are conducting awareness, sensitization, and HRD programs, undertaking research and development, providing assistive devices and livelihood for Persons with Disabilities (PwD) in the year 1980 which reinforces the idea of serving the

disabled. The United Nations declared a decade for disabilities (1982-1992), which led to the advent of most of the National Institutions. These Institutes started earlier, were working for the persons with Disabilities of different individual categories (single disabilities). The decade between 1993-2002 was declared as the Asia Pacific decade of disabled persons. Further extended as extension of Asia Pacific decade for the disabled 2003-2013.

This decade led to the emergence and proposal of the PwD Act (1995) and the National Trust (1999) Act in India. After the proposal of the National Trust Act (1999), the focus was given to Persons with Multiple Disabilities and there arose a need to start a National Institute exclusively for Empowerment of Persons with Multiple Disabilities. To achieve the focus given above, the National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) was established. Since the commencement in 2005 the services for Persons with Disabilities for single as well as Multiple disabilities as NIEPMD has been given on an outpatient basis through a multi-disciplinary team model, besides the cottage services and extension services.

The Census 2011, of India, enumerated data on eight types of Disabilities, including first-time entry of multiple disabilities. This data gave a picture of the prevalence of multiple disabilities in the country and guide path to NIEPMD in planning various services of rehabilitation for this group of society, census data, 2011 disability shows that there are 2.68 cores persons are with disabilities in India, which constitute 2.21% of the total population, out of which 21.16 lakhs belong to the category of multiple disabilities. One of the objectives is to ensure all human rights to disabled persons especially to those who need more intensive support i.e. persons with multiple disabilities.

Roles/Functions

Core Functions

- ❑ Human resource development
- ❑ Research and development
- ❑ Documentation and dissemination of information
- ❑ Developing service delivery models

- Supporting NGOs

Human Resource Development

Long term courses planned

- Graduate and Post Graduate courses in developmental therapy
- B. Ed./ M. Ed. (Multiple Disabilities)
- PG Diploma Early Intervention for children with Multiple Disabilities
- Diploma in Special Education (Multiple Disabilities)
- Diploma in Community Based Rehabilitation

Short term courses planned for

- Medical Doctors and other
- Health Personnel
- Mobility Instructors
- Other Rehabilitation professionals and personnel
- Primary School teachers
- ICDS workers
- Panchayat workers

Orientation/sensitization programmes for

- Administrators
- Policymakers
- Government organizations
- NGOs

Administrative Chart

- **PMR** - Physical Medicine and Rehabilitation
- **Spl. Ed.** - Special Education

- **AIL** - Adult Independent Living
- **SHandC** - Speech Hearing and Communication
- **CRPM**- Community Rehabilitation and Project Management
- **Asso. Prof.**- Associate Professor
- **R.O.** - Rehabilitation Officer
- **Prog. Asst.** - Program Assistant
- **Spl. Teach.** - Special Teacher

8.2.5 National Institute of Speech And Hearing (NISH)

NISH is an autonomous organization registered as a society by the Social Justice Department, Government of Kerala. It is an ISO 9001-2015 certified institute and has been awarded the following accreditations:

- “Excellent” institute by the Rehabilitation Council of India
- Grade A' institute by NAAC.

NISH is a comprehensive multi-purpose institute focusing on the identification, intervention, rehabilitation, and education of individuals with disabilities. Since its inception in 1997, NISH has made significant contributions for improving the quality of life of individuals with communication disorders and has taken pioneering effort in implementing various programs for the disabled population across the state. NISH hosts a unique inclusive campus that has students and staff with diverse abilities.

The activities of NISH include:

- i) Implementation of various disability-related projects of Govt. of India and Govt. of Kerala.
- ii) Consultative work on policy formulation and implementation on disability as assigned by Government.
- iii) Trans-disciplinary assessment and intervention for various disabilities (Communication Disorders, Autism Spectrum Disorders, Other Developmental Disabilities) by audiologists,

speech-language pathologists, physiotherapists, occupational therapists, special educators, psychologists, ENT doctors, and Neurologists.

iv) Early intervention programs for young hearing-impaired children before school age.

v) Early intervention programs for young children on the Autism Spectrum.

vi) Academic programs including degree courses for Hearing Impaired students.

vii) Professional rehabilitation courses like BASLP, MASLP, DECSE, and DISLI.

viii) Assistive Technology (AT) assessment, implementation, and follow-up.

ix) Counseling and parent guidance.

x) Camps and outreach programs such as Public Seminars, Hands-on workshops, CRE programs.

xi) Social relevant research in the field of disability and rehabilitation.

xii) Collaborative projects with institutions in India as well as internationally.

xiii) Faculty exchange programs with institutions working in similar areas both domestic and international.

xiv) Internship and employment support for students with industrial organizations.

UNIT – III -TEACHER EDUCATION

CURRICULUM PLANNING AT SECONDARY LEVEL

National Curriculum Framework (2005): Curriculum designing and evaluation - Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling - General principles to curricular approaches: Activity based /play-way, child-centered, theme musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration. - based, holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips, and exploration.

NATIONAL CURRICULUM FRAMEWORK (2005)

Curriculum Designing and Evaluation Curriculum is considered 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 organization of the Ministry of Human Resource Development, Government of India advises and assists in formulating and implementing policies and programs 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 curriculum. Of course, it does keep in view the NCF. The Central Board of Secondary Education (CBSE) is usually considered 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 percent are affiliated with 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

autonomous Boards. All Boards of Education in the country are expected to include content following 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.

In May 2004, the NDA Government was replaced by the United Progressive Alliance (UPA) led by the Indian National Congress. Immediately taking charge of the Ministry of Human Resource Development, the Minister appointed a Committee to Screen History and Social Studies textbooks. The textbooks introduced earlier during the NDA Government were replaced. It was stated that these did not respond to the value of secularism. The Ministry of HRD asked the NCERT to review the National Curriculum Framework for School Education (NCFSE) 2000 in the light of the Report ‘Learning without Burden’ (1993). A 35 member National Steering Committee was constituted under the chairmanship of Prof. Yash Pal, former Chairman University Grants Commission. Out of 35 members, 15 were drawn from NCERT/Colleges of Education.

A draft National Curriculum was prepared and circulated across different sections. The Draft National Curriculum (DNC) was placed before the Central Advisory of Education for its approval in June 2005. Some members suggested a few changes. The DNC underwent certain changes and came up for approval of the C.A.B.E. discussions that took place on September 6 and 7, 2005. The BJP/State Government raised several objections to the curriculum and also staged a walkout. A few members of the C.A.B.E. wanted some classification on several observations contained in the NCF. The Human Resource Development Minister assured the members that a monitoring committee would be set up while preparing the syllabi and textbooks and the committee would give due consideration to the views expressed by some members. Thereupon the National Curriculum was approved by the C.A.B.E. on September 6 and 7, 2005.

Major Observations and Recommendations

Chapter 1: Perspective

- Knowledge should be connected to life outside the school.
- Learning should be shifted away from rote methods.
- The curriculum should be enriched to provide the 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.
- A citizenry committed to democratic practices, values, sensitivity towards gender justice, the problem faced by the Scheduled Castes and the Scheduled Tribes, needs of the disabled, and capacities to participate in the economic and political process should be built.

Chapter 2: Learning and Knowledge

- Our perception of learners and learning should be reoriented.
- A holistic approach in the treatment of learners' development and learning should be adopted.
- An 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 a 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.
- Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices.
- Local knowledge and children's experiences are essential components of textbooks and pedagogic practices.
- Children engaged in undertaking environment-related projects may contribute to the generation of knowledge that could help create a transparent, public database on India's environment.
- School years are a period of rapid development with changes and shifts in capabilities, attitudes, and interests that have implications for choosing and organizing the content and process 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 the 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, to formulate and solve problems. Access to quality mathematics education is the right of every child.

Science

- Content, process, and language of science teaching must be commensurate with the learner's age range and cognitive reach.
- Science teaching should engage the learner in acquiring methods and processes that will nurture their curiosity and creativity, particularly about the environment.
- 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 on conceptual 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.
- The participation of community members in sharing knowledge and experience in a subject area helps in foreign a partnership between school and community.
- Reconceptualization of learning resources in terms of:
 - Textbooks focused on the elaboration of concepts, activities, problems, and exercises encouraging reflective thinking and group work.
 - Supplementary books, workbooks, teachers' handbooks, etc. based on fresh thinking and new perspectives.
 - Multimedia and ICT as sources for two-way interaction rather than on-way reception.
 - School library as an intellectual space for teachers, learners, and members of the community to deepen their knowledge and connect with the wider world.

- Decentralized planning of school calendar and daily schedule and autonomy for teachers 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 weaknesses and to develop new capabilities.

- It is desirable to evolve a common school system to ensure comparable quality in a 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 programs need to be reformulated and strengthened so that the teacher would play the roles of being an:
 - Encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and
 - Active member of a group of persons who make a conscious effort for curricular renewal so that it is relevant to changing social needs and personal needs of learners.
- Reformulated teacher education programs place thrust on the active involvement of the 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.
- The centrality of language proficiency in teacher education and the integrated model of teacher education for strengthening the professionalization of teachers as well assume significance.
- In-service education needs to become a catalyst for change in school practices.
- Panchayati Raj system should be strengthened by evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realized.
- Reducing stress and enhancing success in examination necessitates:

- Shift from content-based testing to problem-solving and understanding. For this to happen the present typology of the question paper must change.
 - Shift toward shorter examinations.
 - Examination with a 'flexible time limit' can be considered as a positive move.
 - Setting up a single nodal agency for coordinating the design and conduct of entrance examinations.
- Institutionalization of work-centered education as an integrated part of the school curriculum from pre-primary to +2 stage is expected to lay the necessary foundation for reconceptualizing and restructuring vocational education to meet the challenges of a globalized economy.
 - Vocational Education and Training (VET) need to be conceived and implemented in a mission mode involving the establishment of separate VET centers and institutions from the level of village clusters and blocks to sub-divisional/district towns and metropolitan areas in collaboration with the nation-wide spectrum of facilities already existing in this sector.
 - Availability of multiple textbooks to widen teachers' choices and provide for the diversity in children's needs and interests.
 - Sharing of teaching experiences and diverse classroom practices to generate new ideas and facilitate innovation and experimentation.
 - Development of syllabi, textbooks, and teaching-learning resources could be carried out in a decentralized and participatory manner involving teachers, experts from universities, NGOs, and teachers' organizations.

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 expense 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, it 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 a 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 aspects 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 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 making the child pose questions.

“These are forward-looking reforms to make education more relevant and more joyful,” says Ramachandra Guha, member of the National Steering Committee (NSC) for repairing the Framework. (Indian Express, September 18, 2005)

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, the 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!’ the 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.”

There is, also, young Janabai who lives in a small hamlet in the Sahyadri hills. She assists her parents with chores related to rice and tuar farming and her brother in taking the goats to graze. Secondary school is an 8 km walk away, a daily stretch redolent with the diversity of local flora and fauna. This spurs the drafters of the NCF to ask: “Can we help Janabai translate her rich understanding into formal concepts of biology? Can we convince her that school biology is not about some abstract world coded in long texts and difficult language: it is about the farm she works on, the animals she knows and takes care of, the woods that she walks through every day? Only then will she truly learn science.”

2. Stress on Local Knowledge Traditions

Stress on local knowledge traditions could serve as an umbrella for all kinds of obscurantism and impede rationality. There are no local variations of rationality. The 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 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 in the content of disciplines. This erosion of perspective can be seen in the social sciences, which appears to be 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 the state or society.

Abuse of Plurality of Books. The NCF favors a 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 more than the demands of pluralism. The free space and plurality permitted by the system are abused and misused to inculcate prejudice and divisiveness and shoddy quality. The key issue is the lack of monitoring and scrutiny of textbooks and not the 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 discussions 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. (Zoya Hasan, 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 Aurobindo, 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 (the 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 percent 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 that can be identified as the foundation stone on which the value-based education program 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.

The 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 at the age of four. At this impressionable stage, values like respect for parents, elders, and teachers, truth, punctuality, cleanliness, and courtesy can be easily inculcated by small children.

Apart from personal values, certain social values ought to be imbibed by the young mind. These are the values that concern the whole community, concern for the aged and the handicapped, for the deprived sections of the society, etc. A sincere belief in the dignity of labor is generally found to be lacking in our young generation. The value of self-dependence and dignity of manual labor 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 the 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 its agenda passed. The document should include: Sanskrit as the main language and not a classical language, draft the NCF on the principles of the 1986 Education Policy that make religion an intrinsic part of the curriculum.

10. The recommendations on the 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 language, to be able to articulate what she has understood.

Rampal feels that interlinking the syllabus with the world around the student can lead to critical pedagogy, whereby he learns to question and to critique. The present environmental studies syllabus makes a conscious attempt to locate science within social studies at the primary level. (Anita Rampal, Prof. Delhi University and Chairperson of NCERT's Writing Team for Primary Schools Textbooks. 'Indian Express' September 18, 2005)

Official Assurance on the Implementation of the Curriculum

Given 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 CAGE, NCERT, and the State Government. NCERT Director Krishna Kumar sought to underline the fact at the start of the CAGE 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 was raised at the first CAGE 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)

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 program 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.

CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

Historical Background

A trail of developments marks the significant changes that took place over the years in shaping up the Board to its present status. U P Board of High School and Intermediate Education was the first Board set up in 1921. It has under its jurisdiction Rajputana, Central India, and Gwalior. In response to the representation made by the Government of United Provinces, the then Government of India suggested setting up a joint Board in 1929 for all the areas which were named as the 'Board of High School and Intermediate Education, Rajputana'. This included Ajmer, Merwara, Central India, and Gwalior.

The Board witnessed rapid growth and expansion at the level of Secondary education resulting in improved quality and standard of education in institutions. But with the advent of State Universities and State Boards in various parts of the country the jurisdiction of the Board was confined only to Ajmer, Bhopal, and Vindhya Pradesh later. As a result of this, in 1952, the constitution of the Board was amended wherein its jurisdiction was extended to part-C and Part-D territories, and the Board was given its present

name 'Central Board of Secondary Education'. It was in the year 1962 finally that the Board was reconstituted. The main objectives were to serve the educational institutions more effectively, to be responsive to the educational needs of those students whose parents were employed in the Central Government and had frequently transferable jobs.

Jurisdiction

The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstitution, the erstwhile 'Delhi Board of Secondary Education' was merged with the Central Board and thus all the educational institutions recognized by the Delhi Board also became a part of the Central Board. Subsequently, all the schools were located in the Union Territory of Chandigarh. Andaman and Nicobar Island, Arunachal Pradesh, the state of Sikkim, and now Jharkhand, Uttaranchal, and Chhattisgarh have also got affiliation with the Board. From 309 schools in 1962, the Board as of 26.07.2017 has 19316 schools in India and 211 schools in 25 foreign countries. There are 1118 Kendriya Vidyalayas, 2734 Government/Aided Schools, 14860 Independent Schools, 590 Jawahar Novodaya Vidyalayas, and 14 Central Tibetan Schools.

Decentralization

To execute its functions effectively, Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Bhubaneswar, Chennai, Dehradun, Delhi, Guwahati, Panchkula, Patna, and Trivanthapuram. Schools located outside India are looked after by the regional office Delhi. The headquarter constantly monitors the activities of the Regional Offices. Although sufficient powers have been vested with the Regional Offices, issues involving policy matters are, however, referred to the head office. Matters about day-to-day administration, liaison with schools, pre, and post-examination arrangements are all dealt with by the respective regional offices.

CBSE VISION

The CBSE envisions a robust, vibrant, and holistic school education that will engender excellence in every sphere of human endeavor. The Board is committed to providing quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers future citizens to become global leaders in the emerging knowledge society. The Board advocates Continuous and Comprehensive Evaluation with an emphasis on the holistic development of learners. The Board commits itself to provide a stress-free learning environment that will develop competent, confident, and enterprising citizens who will promote harmony and peace.

Objectives

1. To define appropriate approaches to academic activities to provide stress-free, child-centered, and holistic education to all children without compromising on quality.
2. To analyze and monitor the quality of academic activities by collecting feedback from different stakeholders.
3. To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programs of the Board; to organize academic activities and to supervise other agencies involved in the process.
4. To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical, and social principles.
5. To encourage schools to document the progress of students in a teacher and student-friendly way.
6. To propose plans to achieve quality benchmarks in school education consistent with the National goals.
7. To organize various capacity-building and empowerment programs to update the professional competency of teachers.
8. To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
9. To fulfill the educational requirements of those students whose parents were employed in transferable jobs.
10. To prescribe and update the course of instructions of examinations.
11. To affiliate institutions for examination and raise the academic standards of the country.

The prime focus of the Board is on:

- i. Innovations in teaching-learning methodologies by devising students friendly and students centered paradigms
- ii. Reforms in examinations and evaluation practices.
- iii. Skill learning by adding job-oriented and job-linked inputs

iv. Regularly updating the pedagogical skills of the teachers and administrators by conducting in-service training programs, workshops, etc.

Financial Structure:

CBSE is a self-financing body that meets its financial recurring and non-recurring annual requirements from the annual examination charges affiliation fee and the entrance examination that it conducts. CBSE does not receive any grant-in-aid from the central government and any other source. CBSE has regional offices in Delhi, Allahbad, Haryana, Guwahati, and Chennai.

Administration:

Organizational Setup

The Board functions under the overall supervision of the Controlling Authority which is vested with the Secretary (School Education and Literacy), Ministry of Human Resource Development, Government of India. The Board has various statutory committees which are advisory. The Governing Body of the Board is constituted as per its rules and regulations. The recommendations of all the committees are placed for approval before the Governing Body of the Board.

Structure of the Board

The Chairman is the Chief Executive of the Board and is assisted by eight Heads of Departments: the Secretary, Professor and Director (Academics, Research, Training, and Innovation), Controller of Examinations, Director (Edusat and Vocational Education), Director (CTET & JNVST), Director (IT), Regional Directors and Executive Director (JAB). The Secretary (School Education and Literacy), Ministry of Human Resource Development, Government of India is the Controlling Authority of the Board and appoints the Chairman and Other Heads of the Departments.

The Secretary, CBSE, is the Chief Administrative Officer of the Board and responsible for the matters relating to Administration, Audit and Accounts, Public Relations, Legal and grant of affiliation to schools.

The Professor and Director (Academics, Research, Training, and Innovation) is the head of the Academics and Training Unit. The major functions of the unit include developing the curriculum for all the subjects at the Secondary and Senior Secondary levels, organizing teachers training workshops, assessing training needs of the staff, developing new courses content and innovation in the field of education, publishing text books for Secondary and Senior Secondary Classes and monitoring the academic projects.

The Controller of Examinations is assigned all matters concerning examinations and administration of examinations, the major areas being pre and post examination work, co-ordination with Regional Offices for conducting annual and compartmental Secondary and Senior School Certificate Examinations. The Director (CTET and JNVST) conducts the Central Teachers Eligibility Test (CTET) and Jawahar Navodaya Vidyalaya Selection Test (JNVST) and ensures its smooth administration. The Director (IT) is responsible for all matters concerning Online registration of class IX and XI pre-examination and post-examination activities of all regions, all computer-related activities of Delhi region, JEE, CTET, and Proficiency Test, Online applications about SGAI, Publications, Management System, Scholarship, Recruitment, Website-updating and maintenance, and all new IT ventures and projects.

The Director (Edusat and Vocational Education) is responsible for all matters concerning Distance Education through Education Satellite launched by the Indian Space Research Organisation (I.S.R.O.) and designing of curriculum etc. for Vocational subjects. The Regional Directors are responsible for all matters concerning the conduct of main and compartmental Secondary and Senior Secondary Certificate examinations and administration of examinations, the major areas being pre and post examination work, declaration of its results, and other related activities. The Executive Director (JAB) is responsible for all matters concerning the conduct of the Joint Entrance Examination and administration of its pre and post-examinations.

Committees

Affiliation	Granting affiliation to institutions; laying down qualifications for teachers; constituting inspection panels; suggestions, additions, or alternatives in Affiliation Bye-laws
Curriculum	Coordination of the recommendations of the Subject committees; Revision and updating of Curriculum documents, Policies relating to Academics, Training, and Innovation. Introduction of new subjects as Elective, preparation of textbooks, and supplementary material as required.
Examination	Appointment of paper setters and moderators; Fixation of maximum/ minimum pass criteria/marks; Duration of examinations; Special permission and exemption cases etc.
Finance	Revision of rates of fees; Payments for work about examination/ affiliation
NEET	Any policy decision to be taken about the conduct of NATIONAL ELIGIBILITY CUM ENTRANCE TEST (NEET); Projects

Academics Unit

The goal of the Academic, Training, Innovation and Research unit of Central Board of Secondary Education is to achieve academic excellence by conceptualizing policies and their operational planning to ensure balanced academic activities in the schools affiliated to the Board. The Unit strives to provide a Scheme of Studies, curriculum, academic guidelines, textual material, support material, enrichment activities, and capacity-building programs. The unit functions according to the broader objectives set in the National Curriculum Framework-2005 and in consonance with various policies and acts passed by the Government of India from time to time.

Some major objectives of the Unit are:

- i. To define appropriate approaches to academic activities to provide stress-free, child-centered, and holistic education to all children without compromising on quality.
- ii. To analyze and monitor the quality of academic activities by collecting feedback from different stakeholders.
- iii. To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programs of the Board; to organize academic activities and to supervise other agencies involved in the process.
- iv. To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical, and social principles.
- v. To encourage schools to document the progress of students in a teacher and student-friendly way.
- vi. To propose plans to achieve quality benchmarks in school education consistent with the National goals.
- vii. To organize various capacity-building and empowerment programs to update the professional competency of teachers.

7.3 SECONDARY SCHOOL CERTIFICATE BOARD (SSC)

In India it is also known as the 10th Board Exam, a public examination that is conducted by various boards of education including CISCE, CBSE, and other state boards for students of class 10 (Senior class). The SSC examination is conducted in the states of Tamil Nadu, Kerala, Gujarat, Telangana, Andhra Pradesh, Maharashtra, Madhya Pradesh, and Goa in India. In 2010, 1,626,342 students, including 901,417 boys, took this examination at 3,692 centers spread across the state of Maharashtra. More than 1.3 million students appeared in the CBSE class 10th Exam in 2014.

Procedure

The 10th class exam is conducted at the state level by the state boards of education and at the National level by the Council for the Indian School Certificate Examinations. Class 10 exam is conducted annually. 10th board exam syllabus may differ for students from different education boards.

Schedule

In India, the 10th board exam is usually conducted in March and April by most of the boards of education. An exam schedule is released by the boards at least one month before the exam. Class 10 board exam results are usually declared in May/June. Some of the education boards in India also declare a list of the top 15 students in the board exams, called the merit list.

The Secondary School Leaving Certificate (commonly referred to as SSLC) is a certification obtained by a student on successful completion of an examination at the end of study at the secondary schooling level in India. The SSLC is obtained on passing the grade 10 public examination commonly referred to as 'class 10 board examinations' in India. SSLC is a common eligibility examination popular in many states in India, especially Kerala, Karnataka, Tamil Nadu.

Relevance

SSLC students evaluating question papers after the examination. The Indian system of education fundamentally consists of five years of primary schooling, followed by five years of secondary schooling. The SSLC must be obtained at the end of the term of study at the secondary school.

On obtaining this certificate, the student is deemed to have completed his basic schooling or basic education. After successful completion of SSLC, a student wishing to pursue their education further joins a course based on the specialization their choosing, which gives them knowledge sufficient to enter a university which is sometimes called a Pre-University Course (PUC), for two years. After this period of study, a student may enter a university for undergraduate studies.

Alternatively, after obtaining the SSLC, a student may choose to attend an industrial training institute where one can be trained in skills necessary for technical occupations. The other options include joining polytechnic for a three-year course of diploma in engineering and then further pursuing a degree in engineering. After completing SSLC there is an option of joining vocational education courses. SSLC (or equivalent) is required nowadays to obtain a passport under the Indian government for employment purposes.

Importance

The SSLC is obtained by passing a public examination, i.e., an examination that has been formulated by the regional board of education that the school is affiliated with (and not by faculty of the school). The performance of a student in the SSLC examination is one of the factors in admission to Pre University Courses in India. Therefore, the SSLC is often regarded as the first important examination that a student undertakes.

The SSLC certificate was used as the primary form of proof for date of birth when registration of births and deaths was not mandatory in India. It is still a valid form of proof of date of birth for those born before 1989 according to the Ministry of External Affairs (MEA) website for the Indian civil authorities to issue civil documents such as passports.

TAMIL NADU SSLC (TNBSE)

The Tamil Nadu Board of Secondary Education (TNBSE) was formed in 1911. The main headquarter of this board is in Chennai, Tamil Nadu, India. It is a state-level board of education, which was developed to control and design the education system in the schools of Tamil Nadu. TNBSE is improving the education system in the state and makes the syllabus of the different classes. TNBSE conducts the board exam each year and provides certification to qualified students. The board also provides affiliation to many new schools all over the state.

The Tamil Nadu Department of Government Education (TNDGE) has the control for conducting board examinations for ESLC and SSLC. Except for SSLC results, all other processes are done on the TNDGE official website launched in 2015.

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS (CISCE)

The Council

The council was established in 1958 by the University of Cambridge Local Examinations Syndicate to ensure that its examinations become adapted to the educational needs of the country and assign the ultimate control of the same on the Council. The Council was registered as a society under the Societies Registration Act XXI of 1860 on 19 December 1967. The objective of the Council is educational and includes the promotion of science, literature, the fine arts, and the diffusion of useful knowledge by conducting school examinations through the medium of English.

The Council has been constituted to secure suitable representation of governments responsible for schools (which affiliated to it) in their states or territories; the Inter-State Board for Anglo-Indian Education; the Association of Indian Universities; the Association of Head of Anglo Indian Schools, the Indian Public

School Conference; the Association of Schools for the Indian School Certificate Examination and eminent educationists.

The Council for the Indian School Certificate Examinations (CISCE) is a board of school education in India, as the CBSE. It conducts two examinations in India: for the Indian Certificate of Secondary Education and the Indian School Certificate. The CISCE was set up in 1956 at the meeting of the Inter-State Board for Anglo Indian Education a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge Local Examinations Syndicate's Examinations in India. It is an all India, but not a government-affiliated board. Both CBSE and the CISCE more or less follow a similar pattern of education, though there might be significant differences in some areas. It is based in New Delhi.

The Mission

The council for the Indian School Certificate Examinations is committed to serving the nation's children, through high-quality educational endeavors, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

The objectives of the Council is educational and includes the promotion of science, literature, the fine arts, and the diffusion of useful knowledge by conducting school examination through the medium of English. The council exists solely for educational purposes and not for purposes of profit.

7.4 STATE GOVERNMENT BOARDS

The State Government Boards: apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues. Ten years of schooling is the basis for selection for higher education in India. Ten years of schooling means going through ten standards, ten classes, or ten levels of schools. At standard ten (class X), a public examination is conducted by the secondary education board to assess the students of the whole state. The marks obtained in this examination form the basis for entry into the higher examination. Hence it is the first important examination for the student.

Tamil Nadu Board of Secondary Education, established in 1910, is under the purview of the Department of Education, Government of Tamil Nadu, India. Up to and ending at the secondary (class 10) level, the following streams of education are offered: the SSLC (Secondary School Leaving Certificate) stream, the Anglo Indian stream, the Oriental School Leaving Certificate (OSLC) stream, and the Matriculation stream. And for higher secondary (classes 11 and 12) there is a single unified stream leading to the award of the Higher Secondary Certificate (HSC). The Tamil Nadu State Board of School Examination evaluates students' progress by conducting two board examinations one at the end of class 10

and the other at the end of class 12. The scores from the class 12 board examinations are used by universities to determine eligibility and as a cut-off for admissions into their programs.

The jurisdiction of the board extends to schools located in the state of Tamil Nadu. Schools can choose to affiliate themselves to the Tamil Nadu Board of Secondary Education or other boards the CBSE or the ICSE that are authorized to conduct secondary (class 10) and higher secondary (class 12) final examinations and award certificates to successful candidates.

H.S.S. Lawrence is regarded in Tamil Nadu to be the Architect of Higher Secondary Education in Tamil Nadu. As Special Officer for restructuring Educational Pattern in Tamil Nadu and as Director of School Education, Dr. Lawrence planned and implemented the All India 10 + 2 + 3 patternss of education in 1978.

The Secondary School Leaving Certificate (SSLC) is taken at the end of ten years of school education in India. Education in the public sector in India follows the 10 + 2 + 3 pattern: ten years of school education (primary and secondary), two years of intermediate or pre-university education,, and three years of university education. The State Board of School Examination merging erstwhile Board of Secondary Education and Board of Higher Secondary Examination was constituted in the year 2001 to advise the Director of Government Examination in all matters relating to high and higher secondary examination including teacher education examination. (G.O. Ms. No. 26 School Education Dated 16-02-2001).

7.5 INDIAN CERTIFICATE OF SECONDARY EDUCATION

The Indian Certificate of Secondary Education (ICSE) examination is an examination conducted by the Council for the Indian School Certificate Examinations for class 10, i.e., grade 10. It has been designed to provide an examination in a course of general education, following the recommendations of the New Education Policy 1986 (India), through the medium of English. The examination allows secure suitable representation of governments responsible for schools in their states or territories. Private candidates are not permitted to appear for this examination. The Indian Certificate of Secondary Education (ICSE) Examination is a K-10 public board examination for students in India who have just completed Class X equivalent to the first two years of the 4 years high school program. Seven subjects are to be taken by the candidates, of which four are compulsory and three have a choice. In all subjects other than science and computers, students must submit compulsory coursework assignments. In groups I and II they count for 20% of the student's performance in the subject; in group III the assignments count for 50%. In science and computers, students are tested on their lab work.

In subjects where there is more than one paper, the mark in the subject is calculated by taking the average of all papers in the subject. Candidates appearing for the examination have to study seven subjects, with anywhere from 1 to 3 papers in each subject.

The subjects allowed are:

Group I: All subjects in this group are compulsory.

Group II: Though the students have a choice, it is generally assumed that they will take Mathematics and Science. Students wishing to take up other subjects must be apprised of the implications. They must study two subjects from this list: Mathematics - Science-1 Physics paper + 1 Chemistry paper + Biology paper (with lab classes in all three) and other eight subjects.

Group III: Anyone among the 12 different subjects.

The choice of subjects offered in Groups II and III depends on the school. The certificate has international equivalence and is accepted by most international Universities 1 paper.

Indian School Certificate Examination:

Indian School Certificate Examination (Class XII) is treated as equivalent to the Senior Examination of the University of Scotland. This implies that pupils will no longer be required to obtain 'A' level qualifications or complete bridging courses while seeking entry to Universities in the Universities of Florida and other overseas Universities in the commonwealth. Indian School Certificate qualification is the only qualification from Indian that has been granted this special recognition. Candidates must have English and Environmental Education as two of their subjects and then may choose three, four, or five more subjects to give exams for.

Subjects:

Schools generally do not offer all the subjects listed. A candidate's choice is further limited by certain combinations of subjects offered, depending on the school.

Compulsory Subjects:

English: 2 marked papers (1 English Language, 2. English Literature)

Environmental Education: 1 Graded non-paper examination, generally on field

SUPW (Socially Useful and Productive Work): 1 Graded examination, generally graded on assignment or project.

Electives: Students take four elective subjects out of the 27 subjects.

7.6 INTERNATIONAL BACCALAUREATE (IB)

Founded in 1968, the International Baccalaureate (IB) is a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn and work in a rapidly globalizing world. Schools must be authorized, by the IB organization, to offer any of the programs. To learn about the authorization process, visit our Become an IB World School section.

The International Baccalaureate (IB), formerly known as the International Baccalaureate Organization (IBO), is an international educational foundation headquartered in Geneva, Switzerland, and founded in 1968. It offers four educational programs: the IB Diploma Program and the IB Career-related Program for students aged 15 to 18, the IB Middle Years Program, designed for students aged 11 to 14, and the IB Primary Years Program for children aged 3 to 12. To teach these programs, schools need to be authorized by the International Baccalaureate Organization.

The organization's name and logo were changed in 2007 to reflect a reorganization. Consequently, "IB" may now refer to the organization itself, any of the four programs, or the diploma or certificates awarded at the end of a program. The organization is divided into three regional centers: IB Africa, Europe, and Middle East (IBAEM), administered from The Hague; IB Americas (IBA), administered from Bethesda; and IB Asia-Pacific (IBAP), administered from Singapore.

Sub-regional associations "are groups formed by and for IB school practitioners to assist IB schools, teachers and students in their communities—from implementing IB programs to providing a forum for dialogue." There are currently fifty-six (56) sub-regional associations.

Mission

The International Baccalaureate (IB) is more than its educational programs and certificates. At our heart, we are motivated by a mission to create a better world through education.

Programs

The IB headquarters was officially established in Geneva, Switzerland, in 1968 for the development and maintenance of the IB Diploma Programme. The objective of this program was to "provide an internationally acceptable university admissions qualification suitable for the growing mobile population of young people whose parents were part of the world of diplomacy, international and multi-national organizations" by offering standardized courses and assessments for students aged 16 to 19.

The IB Middle Years Programme (MYP) was first offered in 1994. Within five years, 51 countries had MYP schools. A revised MYP program was introduced in September 2014. The IB Primary Years Programme (PYP) was piloted in 1996 in 30 primary schools on different continents, and the first PYP School was authorized in 1997, with 87 authorized schools in 43 countries within five years. The IB Career-related Programme (formerly IB Career-related Certificate) was first offered in 2012.

The IB Learner Profile

As the IB's mission in action, the learner profile concisely describes the aspirations of a global community that shares the values underlying the IB's educational philosophy. The IB learner profile describes the attributes and outcomes of education for international-mindedness. IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Risk-takers
- Balanced
- Reflective

All four programs (PYP, MYP, DP, and CP) use the IB learner profile.

Primary Years Programme (PYP) curriculum outline

Age range: 3–12

Six transdisciplinary themes

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works

- How we organize ourselves

- Sharing the planet

Six subject areas

- Language

- Social studies

- Mathematics

- Arts

- Science

- Personal, social, and physical education

Five essential elements

- Concepts

- Knowledge

- Skills

- Attitudes

- Action

Middle Years Programme (MYP) curriculum outline

Age range: 11–16

Six global contexts

- Identities and relationships

- Personal and cultural identity

- Orientations in space and time

- Scientific and technical innovation

- Fairness and development

- Globalization and sustainability

Eight subject areas

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Mathematics
- Design
- Arts
- Sciences
- Physical and Health Education

The culminating activity for schools offering a 3 to 5-year program

- Personal project: MYP 5
- Community Project: MYP 3–4

Diploma Programme (DP) curriculum outline

Age Range: 16–19

DP Core

- Theory of Knowledge (TOK)
- The Extended Essay (EE)
- Creativity Activity and Service (CAS)

Subject Areas

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies

- Sciences
- Mathematics
- The Arts

Career-Related Programme (CP) curriculum outline

Age Range: 16–19

Three-part framework

- Study of at least two Diploma Programme Courses
- Career-related studies (terminology differs across the world vocational, professional, technical qualifications and other definitions).

- CP score

CP Core

- Personal and professional skills course
- Service-learning
- Reflective project
- Language development

Governance

The IB governance is composed of an IB Board of Governors and six committees (access and advancement, audit, education, finance, human resources, and governance). The Board of Governors appoints the Director-General, sets the strategic direction of the organization, adopts a mission statement, makes policy, oversees the IB's financial management, and ensures autonomy and integrity of the IB Diploma Programme examinations and other student assessments. The structure of its different committees is based on respect, representation, and collaboration.

The Board of Governors can comprise between 15 and 25 members. Members are elected by the Board on the recommendation of the governance committee, and from nominations presented from the

Heads Council, Regional Councils, and the Board. To encourage diversity of gender, culture, and geography, there are only three ex officio positions: Director General (non-voting), the chair of the Examining Board, and the chair of the Heads Council.

7.7 NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

The National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November 1989 as an autonomous organization in pursuance of National Policy on Education 1986 by the Ministry of Human Resource Development (MHRD), Government of India. NIOS is providing several Vocational, Life Enrichment, and community-oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through a gazette notification vested NIOS with the authority to examine and certify learners registered with it up to pre-degree level courses whether Academic, Technical, or Vocational. Association of Indian Universities, vide letter No. EV/11(354)/91/25 July 1991 issued Equivalence of Senior Secondary Certificate Examination of NIOS.

Vision:

Sustainable inclusive learning with universal and flexible access to quality school education and skill development.

Mission:

- i) Providing relevant, continuing, and holistic education up to pre-degree level through Open and Distance Learning System.
- ii) Contributing to the Universalisation of School Education.
- iii) Catering to the educational needs of the prioritized target groups for equity and social justice.

Objectives

- i. To provide professional advice to the Government of India, and the states, regarding proper development of open and distance learning system at school level in response to requests from the concerned Government.
- ii. To develop need-based Academic and Vocational Education Programmes for livelihood and lifelong learning up to pre-degree level.

- iii. To attain excellence in developing quality Open and Distance Learning curricula and courseware for learners.
- iv. To accredit institutions for developing an effective learner support system to facilitate learning up to pre-degree level.
- v. To strengthen the Open and Distance Learning system through Research and Development activities.
- vi. To promote open schooling at the national and global level by networking, capacity building, sharing of resources, and quality assurance.

Functions

- i. To take steps for developing strategic plans for promoting and upscaling the Open Schooling program in India;
- ii. To provide technical and financial support to State Governments in India for setting up and upscaling of State Open Schools (SOSs);
- iii. To develop a needed action plan for making education equitable and inclusive for the marginalized and disadvantaged groups like girls or women, minorities, differently able (physically and mentally challenged), etc.;
- iv. To offer a wide range of courses of study in general, vocational and continuing education and life enrichment courses up to pre-degree level;
- v. To develop need-based Curricula and Self Learning Materials for (I) Open Basic Education (OBE), (II) Secondary and Senior Secondary Education, and (III) Vocational Education and Training (VET) programs with a focus on skill development;
- vi. To develop multimedia and multi-channel delivery modes for effective transaction of courseware to support courses and programs;
- vii. To provide effective student support services for facilitating learners by establishing study center agencies, organizations, and institutions in India abroad;
- viii. To conduct examinations and issue certificates to successful learners;
- ix. To partner with National Literacy Mission under the Equivalency Programme for providing education or certification to neo-literates;

- x. To promote quality of learning in ODL through Monitoring, Supervision, and Evaluation, maintaining equivalence of standards with the formal education system while retaining its distinct character;
- xi. To undertake research, innovation, and development activities in the area of Open Schooling and disseminate the findings to all stakeholders;
- xii. To establish a database on Open Schooling;
- xiii. To act as Resource Organization and Capacity Building Centre in open schooling at national as well as international level;
- xiv. To collaborate with national and international organizations for the promotion of Open Schooling the national goal and objectives;
- xv. To provide professional or technical consultation in the field of ODL to institutions or organizations or agencies in India and abroad.

The Academic Department and the Vocational Education Department can be said to be the two most important departments of the NIOS. These two departments develop education programs and or courses to allow the learners to pursue the course of learning of their choice. Both the department collaborates to develop functional and need or based courses to benefit the learners. The Academic Department takes care of academic courses which cover the entire school education continuum from primary to pre-degree level. The Academic Department is engaged in the development of curriculum and self-learning materials, revision of learning materials, together with research and development activities, and also provides support in the area of evaluation of learners.

One of the objectives of the Vocational Education Programme of NIS is to meet the need for skilled and middle-level manpower for the growing sectors of the economy, both organized and unorganized. The range of Vocational Education courses has been expanding over the years depending upon the needs of learners and market demands. The present Vocational Education courses of NIOS are meant for both urban and rural sectors. The Student Support Services (SSS) Department is responsible for providing support to learners in their learning and related issues. The main functions of the Student Support Services (SSS) Department of NIOS are as follows:

- i. Formulation of policy and planning related to student enrollment and registration.
- ii. Advocacy and publicity of NIOS programs.

- iii. Identification and establishment of study centers for accreditation form amongst recognized and reputed academic institutions all over the country, thereby building a network of Accredited Institutions (AIs), Accredited Vocational Institutions (AVIs), and Accredited Agencies (AAs).
- iv. Enrolment and registration of secondary and senior secondary learners of NIOS.
- v. Monitoring of the functioning of study centers and conduct of Personal Contact Programmes.
- vi. Development of policy for continuous assessment of the learners through Tutor Marked Assignments (TMA).
- vii. Coordination with the Regional Centers for timely and effective support to the learners.
- viii. Redressal of the problems and grievances of the learners.

The administration department of NIOS is headed by the Secretary and takes care of all matters related to,

- 1. Memorandum of association of NOS Society,
- 2. Constitution of various committees of NIOS and organization of Meetings of apex committees,
- 3. Matters related to personnel,
- 4. Legal matters,
- 5. Budgets or accounts,
- 6. Production and distribution of materials, \Purchase and supply of equipment,
- 7. Maintenance,
- 8. Promotion of Hindi (Raj Bhasha),
- 9. Parliament Questions etc.

Evaluation and Assessment is an integral component of any teaching-learning system. The Government of India in 1990 vested NIOS with the authority to examine and certify students up to pre-degree level, and thus, NIOS became one of the National Boards of Examination. It is the only Board that conducts two full-fledged examinations every year during April or May and October or November. NIOS has been conducting its public examinations since 1991.

Unique Features of the NIOS Examination System

- NIOS does not have the infrastructure of its own. It shares the infrastructure and human resources of the institutions established by the public sector and private sector to conduct its examinations without disturbing their academic schedule.
- NIOS gives a lot of flexibility to the students in matters related to examination such as appearing in one or more subjects in the examination as per the convenience, credit accumulation of the passed subjects, nine chances to appear in the public examinations over five years, and transfer of credit of two subjects passed from other selected boards and up to four subjects in the case of ex-NIOS learners.
- A student is allowed to write answers in the examination in any of the scheduled languages of India except language papers even if he or she has not opted for that medium.
- A student can appear in On-Demand Examination at Secondary level and Senior Secondary level examination any number of times as per his or her convenience.

National Institute of Open Schooling has been working on the concept of On-Demand Examination (ODE) at the Secondary Level since 2003 in the area of its feasibility and operationalization. The novel concept of ODE is a great step in the direction of flexibility to open and distance learning. This will make the total system of examination independent of the time frame and will help the students to take up the examinations as per their wish and preparation. The basic concept of On-Demand Examination is that NIOS Student can walk into the examination center as and when he or she feels ready for the examination. NIO reintroduced the ODES at the Secondary level in 2005. With the success of ODE at the Secondary level, NIOS started the On-Demand Examination in Sr. Secondary also from October 2007. At present, ODES is being conducted at NIOS Head Quarters at NOIDA and its 13 Regional Centers or Sub Centers of NIOS in the following subjects at Secondary and Senior Secondary level.

Media Unit or Telecast

One of the major activities of the NIOS is to make use of modern means of Communication and Educational Technology in distance Education. Audio and Video programs are significant components of the multimedia packages offered by NIOS for its various courses of study. The audio or video programs supplement and complement the other modes of learning such as printed self-learning materials and personal contact programs.

Minority Cell

The Minority Cell was, created in 2006 to look after problems of minority communities. The cell plays an important and vital role in the implementation of NPE 1986, and Programme Of Action (POA) 1992. It is making efforts to bring out of school Muslim children within the fold of education through alternative schooling by the accreditation of Maktabas and Madarsa.

7.8 GENERAL PRINCIPLES TO CURRICULAR APPROACHES

The main principles of curriculum construction may be mentioned as under:

1. Principle of Activity Based / Play-Way

The curriculum should center around the multifarious activities of pupils. It should provide well-selected activities according to the general interests and developmental stages of children. It should provide constructive, creative, and project activities. For small children, play activities should also be provided. The purposeful activities both in the classroom and outside the classroom should be provided. It is through a network of activities that the desired experiences can be provided and consequently desirable behavioral changes can be brought about in children.

2. Principle of Child Centeredness

As modern education is child-centered the curriculum should also be child-centered. It should be based on the child's needs, interests, abilities, aptitude, age level, and circumstances. The child should be a central figure in any scheme of curriculum construction. The curriculum is meant to bring about the development of the child in the desired direction so that he can adjust well in life.

3. Principle of Theme Based

A theme-based curriculum means that each skill area of the curriculum is connected to a topic which we refer to as a theme. This could be a weeklong theme, a month-long theme, or a theme for a semester or even for a year. Sometimes themes are very specific, for example in the preschool class the three-year-olds might be learning about transportation as a four-week theme. All of their classroom activities would be tied into the theme during the unit. Sometimes themes are longer and more general like the third and fourth graders studying Ancient Egypt for a semester. In this case, all the academic areas would touch on the theme throughout the six weeks.

4. Principle of Holistic

Holistic education engages the head, heart, hands, and spirit of the child. It is a curriculum that makes connections “community, earth, soul, subject and mind-and-body connections” and it develops

intuition and inquiry. Curriculum also is derived from the teacher listening to each child and helping the child bring out what lies within oneself.

In considering curriculum using a holistic approach, one must address the question of what children need to learn. Since holistic education seeks to educate the whole person, some key factors are essential to this type of education. First, children need to learn about themselves. This involves learning self-respect and self-esteem. Second, children need to learn about relationships. In learning about their relationships with others, there is a focus on social "literacy" (learning to see social influence) and emotional "literacy" (one's own self about others). Third, children need to learn about resilience. This entails overcoming difficulties, facing challenges, and learning how to ensure long-term success. Fourth, children need to learn about aesthetics. This encourages the student to see the beauty of what is around them and learn to have awe in life.

Clifford Mayes and his associates have recently written a book-length study entitled *Understanding the Whole Student: Holistic Multicultural Education* (Rowman and Littlefield: 2007), which extends the idea of holistic education to critical issues in the theory and practice of multicultural education.

Science of Living Program (Jeevan Vigyan in Hindi) is an existing attempt in supplementing traditional educational content with courses and activities that enable the spiritual, moral, and values development in a student. It is in use in Government schools and colleges in some states of India.

5. Principle of Joyful

Children are joyful creatures. Frog Street's curriculum and resources are designed to tap into a child's nature and create a joyful experience the curriculum is filled with songs, music, hands-on materials and activities, chants, games, and dramatic play, designed to stimulate a child's imagination, helping make each day a wonderful one.

6. Principle of Inclusive

An inclusive curriculum is defined as an approach to the course and unit design. To teaching and learning practice which aims to improve access and successful participation in the education of groups traditionally excluded from tertiary education. The benefits of an inclusive curriculum also extend to international students.

Creating a comfortable, positive, and equitable learning environment is a crucial factor in improving the quality of student learning and increasing the retention rate for students in university courses, particularly in first-year courses. It is important to understand why we are designing or have designed our

curriculum in the way that we have. Curriculum design involves thinking about what it is we want students to learn, how they can make these goals clear to them, and how their own experiences might advantage or disadvantage their capacity to learn. Include a statement in our unit or course aims about recognition of student diversity and inclusive curriculum. Incorporate different teaching techniques and strategies to accommodate the different ways students might process information to learn and then apply it, for example, visual learners prefer to look at models and pictures, aural learners listen closely in lectures and work well in discussion groups.

7. Principle of Storytelling

Storytelling Curriculum as a creative approach to literacy development from 3-11 years old. The Storytelling Curriculum as an innovative approach to the development of children's literacy in the Foundation Phase (age 4-7 years). The art of storytelling is an appealing way to transmit information. Since the beginning of cultural history, people have been passing on knowledge through the speaking or listening process of storytelling. Subject areas come to life when the narrative is introduced. Language arts seem a likely home for the art of storytelling; however, storytelling techniques and the process can support exploration in many other curriculum areas:

8. Principle of Puppetry

The use of puppetry activities to project children into many different learning situations and environments is the topic of this guide which offers suggestions for making, costuming, and manipulating puppets; creating puppet plays with appropriate settings and dialogue; and producing these dramatizations in finished performances. For grades 2-6, guidelines are provided on (1) materials and equipment necessary, (2) organization and placement of these materials, (3) the teacher's techniques for motivation and guidance, (4) the children's activities, and (5) evaluations by the teacher and the children.

Puppetry has played an important role in disseminating knowledge in most parts of the world. Puppetry imbibes elements of all art forms such as literature, painting, sculpture, music, dance, drama and enables students to develop their creative abilities. Puppetry has been used traditionally in India as a popular and inexpensive medium to transmit knowledge about Indian myths and legends.

Since Puppetry is a dynamic art form that appeals to all age groups, this medium of communication has been selected to serve as an aid for imparting education in schools. The Centre for Cultural Resources and Training (CCRT) provides comprehensive and integrated training in the preparation, manipulation, and production of such puppet programs which may be used in a variety of formal and non-formal teaching situations.

9. Principle of Music and Rhythmic Exercises

The Arts Education curriculum consists of three subjects: Music, Drama and Visual arts. The curriculum enables children to creatively express ideas, feelings and experiences through music, drama and the visual arts. Music is for children from junior infants to sixth class. Children are introduced to music reading and writing, song singing, and to playing classroom instruments.

The music curriculum comprises listening and responding, performing and composing activities. Focused listening is emphasized, both for its sheer enjoyment potential and for its essential role in composing and performing. The child is encouraged to listen with attention to sounds in the environment and gradually to become aware of how sound is organized in music. The performance incorporates a balance of singing and instrumental playing of his/her work and the work of others. Ways of using sound are explored in composing, both with the voice and with a widening range of musical instruments. In developing the programme, performance is balanced with opportunities to hear and to make a personal response to the music of different styles, periods and cultures, including the national repertoire in its varied national and regional forms. Interrelated activities for listening, performing and composing are suggested in the curriculum content.

The Music curriculum has three interrelated strands:

- Listening and Responding
- Performing
- Composing.

The current curriculum was introduced as part of the Primary School Curriculum (1999).

The Rhythmic Arts Project educates individuals with Intellectual and Developmental Disabilities by embracing a curriculum that encompasses rhythm as a modality to address basic life and learning skills as well as reading, writing, and arithmetic. There is always a need for innovative teaching in our society. The Rhythmic Arts Project accomplishes this by other than conventional means. Introducing this rhythmic concept gives the participants a fun way to approach basic life skills and scholastics that is as enjoyable to learn, as it is to teach; a win-win situation all around.

The Curriculum encompasses exercises from basic life skills to rather complex and what might be considered advanced skills, even in the typical world. We use simple musical notation as the basis of our class. A quarter note is worth one beat. There are four beats to a bar and therefore four taps on the drum. A chart depicting four notes is considered the visual perceptual motor match. The drum is considered

tactile and because we can hear it, it becomes the auditory perceptual motor match. As we tap out the four beats we simultaneously count out loud adding the element of speech to the scenario, visual, tactile, auditory combined with speech.

10. Principle of Dramatization

The drama curriculum comprises interrelated activities which explore feelings, knowledge and ideas leading to understanding. It explores themes and issues, creates a safe context in which to do so, and provides opportunities to reflect on the insights gained in the process. It draws on the knowledge, interests and enthusiasms of the child. In drama, the child explores the motivations and the relationships between people that exist in a real, imagined, or historical context, to help him/her understand the world. The child is encouraged to make decisions and to take responsibility for those decisions within the safe context of the drama.

11. Principle of Role Play

1. Roleplay curriculum is often referred to as practice in reality.
2. It provides practice on how to behave in selected situations.
3. It enables the learners to understand the attitudes, feelings, or situations of those persons whose roles they assume.
4. In role-play games participants are assumed to play realistic social roles.
5. They interact with one another in terms of a common social situation.
6. Important objectives of designing role-play games are to enable participants to learn, bargain, negotiate, compromise and make decisions.
7. It is also termed stimulated social skill training.
8. It is most useful for training institutions to develop social skills.
9. It is a better strategy than lesson demonstration, because it provides a situation for the learner to perform the task.

The main objective is to develop the social skill for playing the role of the teacher in the classroom. It is used to achieve the psychomotor objectives.

12. Principle of Arts Activities

Arts Education

Art is a unique way of knowing and understanding the world. Purposeful visual arts activities expand children's ways of exploring, expressing and coming to terms with the world they inhabit in a structured and enjoyable way. Children first learn to respond aesthetically to their environment through touch, taste, sound, and smell, and their natural curiosity suggests a need for sensory experience. Visual arts education helps to develop sensory awareness, enhances sensibilities and emphasizes particular ways of exploring, experimenting and inventing. The visual arts curriculum provides for a wide range of activities that enable the child to develop ideas through imagery, thus providing a necessary balance to the wider curriculum. Learning in and through art can contribute positively to children's sense of personal and cultural identity and their whole development.

Visual art is a child-centred curriculum. It is structured to provide a broad-based and balanced programme for each of four levels: infant classes, first and second classes, third and fourth classes and fifth and sixth classes. Each level has six strands, which are organized to ensure a balance between making art and looking at and responding to art.

The strands are;

- Drawing
- Paint and colour
- Print
- Clay
- Construction
- Fabric and fiber

Activities in each strand are interrelated and they involve the children in perceiving and exploring the visual world and making art and in looking at and responding to the visual world and artworks. These activities help to develop sensitivity to the elements of the visual world and to develop the child's ability to communicate visually. They involve awareness of line, shape, form, color and tone, pattern and rhythm, texture and spatial organization.

13. Principle Indoor and Outdoor Play

The physical environment can contribute to children's wellbeing, happiness, creativity and developing independence. It can contribute to and express the quality of children's learning and experiences. The choices made in an education and care service about resources, materials, spaces, layout, air and light quality and access to a range of experiences in the indoor and outdoor, have a direct impact on the quality of learning opportunities available to children.

The education and care service will ensure the environment is safe, clean and well maintained. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment both in and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

Indoor temperatures are maintained at levels that support children's safety and wellbeing. The play spaces in the education and care service provide children with opportunities to explore and experience the natural environment. The outdoor education and care environment have adequate shaded areas to protect children from ultraviolet radiation from the sun.

14. Field Trips

The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. This research aims to observe the subject in its natural state and possibly collect samples. It is seen that more-advantaged children may have already experienced cultural institutions outside of school, and field trips provide common ground with more advantaged and less-advantaged children to have some of the same cultural experiences in the arts.

The most important thing to remember as prepare to help students get the most from their field trip is that the trip is an integral part of the planned curriculum. In other words, a field trip is an experience outside the classroom walls intended to further children's learning about an instructional goal or objective. There are many ways to link field trips and social studies curriculum in alignment with the national social studies curriculum standards.

Few schools related experiences generate as much enthusiasm, or promise as many lifelong memories, as the field trip. Well-designed and well-planned field trips can lead to new learning, reinforce what already has been taught, and aid greatly in the retention of information. While engaged in field trip activities, students can develop rich understandings not available through a text-based study.

15. Principle of Exploration

Exploration-based learning curriculum is an active learning approach. Students' abilities are dynamically balanced with difficulty levels in the system to provide exhilarating and fulfilling learning experiences. The visually and intellectually compelling storylines within the environment challenge each student to leverage their curiosity and passion to solve complex problems using data and evidence to form arguments and reach conclusions. This curriculum is positioned to deliver high levels of engagement and concentration while reducing stress and boredom for all students. Through these experiences, students build their levels of confidence and creativity, resulting in improved performance and sustained motivation to learn.

This curriculum is also built with today's teachers in mind. Whether it is lesson planning, evaluating, observing, collaborating with peers, or active instruction, teachers' time is a precious resource. Exploration-based learning curriculum maximizes teachers' time by providing real-time, meaningful data and analytics on student performance and point of use, individualized instructional strategies, while time on learning is increased due to sustained student motivation to learn. Targeted feedback forms the backbone of the success framework along with professional learning community forums to build capacity and personalize each teaching experience.

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

Unit –IV

STRUCTURE AND ISSUES OF SECONDARY EDUCATION IN INDIA

The structure of school education refers to the educational ladder at the elementary level. The educational ladder can be viewed from two perspectives. One is academic, while the other two are administrative.

I Academic Organization: The Education Commission of 1964–66 recommended that the 10+2+3 pattern be adopted as the country's standard educational pattern. The 1968 National Policy on Education emphasised the importance of universal access to education in all parts of the country. Finally, the 36th session of the Central Advisory Board of Education (CABE), held in Delhi in September 1972, adopted a resolution stating that "it would be desirable to adopt a uniform pattern of education, i.e. 10+2+3, throughout the country by the end of the Fifth Five Year Plan." Additionally, it requested that the Ministry of Education work out the financial details. Following that, the government established a National Level Committee on the 10+2+3 educational structure. It recognised the merits of the proposed structure, and the government adopted the 10+2+3 educational pattern. Now, we have a standardised educational system throughout the country, consisting of pre-primary education (also known as kindergarten, Montessori schools, pre-basic schools education, and play centres), elementary education ranging from standard I to standard VII or VIII and divided into lower-primary and upper-primary education, secondary education ranging from standards VII or VIII to X, and the tertiary education system. Thus, up to the +2 level, school education is homogeneous. Other types of education have evolved in response to social demand. These include informal education, open schooling, vocational education, and commercial education, among others. To administer all of these different types of school education, an organisational

structure and certain constitutional provisions are in place. The following diagram illustrates the organisational structure of school education.

ii) The Organizational Structure: As stated previously, education is a shared responsibility shared by the States and the Centre. The organisational structure has been designed to manage education at various levels, including the central level, the state level, the district level, the block level, and the village level.

a) Central Administration

The Ministry of Human Resource Development (MHRD) is the primary governmental agency at the central level. Previously known as the Ministry of Education, it was renamed MHRD in 1985 to reflect the breadth of its human resource development activities. The following page details the Ministry's organisational structure. At the central level, the Department of Education in the MHRD is responsible for all education-related matters, including programme planning and implementation guidance. The MHRD is headed by a Union Cabinet Minister. The Department of Education, which is part of the MHRD, is headed by a Minister of State who is advised on academic and policy matters by the Secretary to the Department, who is assisted by an additional secretary and Educational Advisor. The Education Department is divided into several bureaus, each headed by a Joint Secretary or Joint Educational Advisor. These officials are assisted by division heads who are Directors, Deputy Secretaries, or Deputy Educational Advisors.

They are aided by Under Secretaries or Assistant Educational Advisors, each of whom oversees one or more sub-divisions. These divisions are subordinate to various bureaus. The Central Government established a number of specialised institutions and organisations to assist and advise the Government in formulating and implementing education policies and programmes, particularly in the field of school education. The following institutions and

organisations provide assistance and advice to the Central Government: 1. Central Board of Secondary Education, New Delhi.

2. Central Hindi Directorate, New Delhi.

3. Central Institute of Indian Languages, Mysore.

4. Central Institute of English and Foreign Languages, Hyderabad.

5. Educational Consultants of India Ltd., New Delhi.

6. Kendriya Vidyalaya Sangathana, New Delhi.

7. National Council of Educational Research and Training, New Delhi.

8. National Council of Teacher Education, New Delhi.

9. National Institute of Adult Education, New Delhi.

10. National Institute of Public Co-operation and Child Development, New Delhi.

11. National Open School, New Delhi.

12. Navodaya Vidyalaya Samiti, New Delhi.

13. All India Council for Technical Education, New Delhi.

14. University Grants Commission, New Delhi.

15. National Institute of Educational Planning and Administration, New Delhi.

16. National Sports Authority of India, New Delhi.

17. National Literacy Mission, New Delhi.

Administrative Structure of School Education at the State Level

The position varies by state. In some states, a State Ministry of Education is led by a Minister of Education and is responsible for the entire education sector in the state. Separate ministries may exist for various sectors such as higher education, technical education, and so

on. The Minister or Ministers is/are State Legislative Assembly member(s). The Minister is accountable to the Legislature of the State. There are several Directorates that operate under the auspices of their respective Ministries of Education. The Minister is responsible for formulating educational policies, supervising their implementation, and directing their execution. Other ministers and departments are responsible for overseeing other types of education, such as technical, agricultural, medical, and industrial.

The Secretary is the Secretariat's administrative head. He is directly accountable to the Minister for policy formulation and implementation at the elementary and secondary school levels. He is typically a member of the Indian Administrative Service and works with Joint/Deputy/Under Secretaries. States have established Education Directorates for various sectors, including elementary, secondary, and higher secondary. The Director is the executive head of the Directorate. Joint Directors, Deputy Directors, and Assistant Directors, among others, assist him/her. States are generally divided into educational circles based on the districts' proximity to one another geographically. A Circle Inspector or Circle Education Officer is in charge of each circle. He is responsible for schools within his/her sphere of influence with the assistance of District Education Officers/District Inspectors of States; Block Education Officers and School Inspectors are responsible for specific geographical regions. It is critical to remember that not all states have the same 'administrative structure. In some states, the administrative structure is two-tiered, with the State Department of Education reporting to the Zonal or District Education Officer. In others, an intermediary structure may be established between the Department and the District level arrangement. As a result, the administrative structure of school education at the state level varies.

ROLE OF LOCAL LEVEL ORGANIZATIONS

The Constitution's 42nd Amendment, enacted in 1991, provides for the establishment of democratically elected bodies at the district, sub-district, and gram-panchayat levels. The Bill provides for women, scheduled castes, and scheduled tribes representation in local

administrative bodies such as municipalities, village panchayats, and village education committees. Consider the formation and functions of these local educational bodies.

Achievements of the Department of Teacher Education

During the 1970's, NCERT's Department of Teacher Education and the Centre of Advanced Study in Education of the M.S. University, Baroda, devised a number of programmes to update teachers with new innovations in teacher education. These included the following :

- Developing programme of microteaching techniques,
- Developing professional skills of training and teaching using those programmes,
- Conducting workshops to dissipate the concept of microteaching,
- Conducting research studies in the integration of skills during the process of teaching,
- Publishing the reading material for the teacher educators, student teaching and evaluation of student teaching,
- Training of teachers in socially useful productive work which form the part of teacher training curriculum.
- Training of teachers in training schools,
- Developing books on research methodology,
- In-service education for teachers.
- Developing and publishing reading materials for teacher educators, in the area of student teaching and evaluation of student teaching.

During 1980's, the important activities taken up by the Department of Teacher Education were as follows :

- Development of curriculum in teacher education for elementary
- and secondary teacher education on the basis of revised NCTE
- curriculum framework,
- Development of handbooks of elementary and secondary
- education,
- Development of textual materials in teaching of science in
- elementary Teacher Education Institutions,
- Development of In-service Training Design for principals and
- faculty of elementary school teachers,
- Orientation course in Models of Teaching,
- Orientation course in Microteaching,
- Training of key persons from the States / UTs in the Mass
- Orientation Programme (PMOST) of NPE 1986,
- Development of training package for the centrally sponsored
- Operation Blackboard Scheme and training of key persons from
- states who in turn, trained resource persons for training primary
- teachers,
- The academic support to the scheme of Integrated Education of
- Disabled Children (IEDC),
- Development of context specific strategies for education of
- disabled children under the UNICEF assisted project like Project
- Integrated Education for the Disabled (PIED),
- Production of video films on Models of Teaching,
- Development of design for Dictionary of Indian Education and
- Encyclopaedia of Indian Education.

Local Bodies in Rural Areas

The Panchayati Raj Act requires state governments to establish democratically elected bodies to oversee education. Article 40 of the Constitution states that "the States shall take steps to organise village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government." The Balwant Raj Mehta Committee recommended a three-tier administrative structure, consisting of a Gram Panchayat at the village level, a Panchayat Samiti at the Block or Taluka level, and a Zila Parishad at the district level.

Members of the Parishad are nominated by school system development departments. It approves the annual budgets of all Gram Panchayats within its jurisdiction, takes into account the demands of Block-level disasters, and makes recommendations to the state government for approval. Additionally, it directs the work of the Block Samities and requests revisions to their plans and budgets.

ii) Panchayat Samiti : The Panchayat Samiti is located at the Block or Taluka level. The Chairman is elected by the Gram Panchayat members in the Block and is responsible for the Samiti. The Samiti's functions are as follows: a) construction and supervision of school buildings; b) provision of equipment to schools; c) enforcement of government rules and regulations; and d) involvement of the local community in education. e) Establishment of ties between Zila and Gram Panchayats.

iii) Gram Panchayat : Gram Panchayats are formed by combining a large village or several small villages within a geographical area. Gram Panchayats have been entrusted with the administration of primary schools. Multiple schools may exist under the control of the Gram Panchayat. The Sarpanch is the Panchayat's head and is directly elected by the people. The Sarpanch is assisted by some elected members from each of the wards. Gram Panchayats have the following functions in school education: a) To meet local needs through education, b) To

bring the school and the local community together, c) To expand primary education facilities, d) To plan school education in the village, and e) To make recommendations to the village's Zila Panchayat and Block Samiti regarding school education improvement.

iv) Education Committee of the Village (VEC): The Panchayati Raj Bill provides for the establishment of a Village Education Committee in each Gram Panchayat. The VEC would be in charge of the administration of delegated education programmes at the village level. VEC is comprised of female and minority group representatives, as well as headmasters, sarpanchs, and ward members. Elections may not be necessary to establish VEC.

The major responsibilities of VEC are :

- It undertakes local level and school mapping in the village through systematic
- house-to-house survey and periodic discussion with parents,
- It ensures that all children are enrolled and retained in the school,
- It ensures that all segments of the population participate in the education process,
- 'd) It ensures regular functioning of schools, and
- It establishes close link with Gram Panchayat and other levels of administration.

Local Bodies in Urban Areas

Municipalities, Municipal Corporations, and Nagar Palikas: The 1989 Nagar Palika Bill included the following provisions regarding Municipalities, Municipal Corporations, and Nagar Palikas:

a) It will have an elected body to govern the city for five years; b) It will have a Chairman or Mayor as its head; c) It will have a Vice-Chairman or Deputy-Mayor to assist the Chairman or Mayor; and d) It will have Committee members elected from each city neighbourhood.

The Corporation of Palika has the following responsibilities in terms of school education:

a) To ensure that adequate facilities are provided in schools; and

- b) To establish new schools.
- c) To recruit teachers;
- d) To provide adequate funding for schools; and
- e) To plan the development of the school under its jurisdiction in collaboration with teachers and the community.

PROBLEMS OF TEACHER EDUCATION :

- Diverse types of teacher education institutions, resulting in a lack of consistency.
- Inadequate standards for educational institutions' resources.
- The colleges of education's financial situation is precarious.
- Ineffective teacher educators result in a shortage of scholars.
- Management's negative attitude toward the development of both human and material resources.
- The government's uniform education policy, which treats all excellent institutions equally.
- Inadequate selection of candidates for admission (student teachers).
- Traditional curricula and instructional methods in teacher education programmes.
- The duration of the teacher education programme is insufficient.
- Inadequate and haphazard teacher education organisation.
- Inadequate and unplanned co-curricular activities.
- Pattern of subjective evaluation.
- Practice teaching that is neither adequate nor conducted properly.
- Inadequate feedback mechanisms.
- Understanding of the objectives of teacher education.
- Teacher education at the secondary level is not a concern of higher education.
- A lack of commitment to the profession.
- Disappointment with occupational perception

SUGGESTIONS FOR IMPROVING THE CONDITION OF TEACHER EDUCATION :

- There are several suggestions here for improving teacher education's current state:
- Teacher education, like higher education and technical education, must be a central government responsibility.
- Consistency in curriculum, duration, and timing of teacher education programmes must be ensured and maintained across institutions.
- Continuous curriculum development in order to stay current with current trends.
- The government should look after the institutions' financial needs.
- Teacher educators must be highly qualified, experienced, and multilingual.
- Training for teacher educators in the use of ICTs.
- Regulation of teacher education privatisation is necessary.
- Low-standard institutes should be reformed or closed.
- Affiliation requirements should be strictly enforced.
- Regular and rigorous inspections by the NCTE should be conducted.
- The selection procedure should be enhanced, with the addition of interviews, group discussions, and a common entrance test and score.
- Education for teachers should be extended to two years.
- With appropriate feedback, a greater emphasis should be placed on practise teaching until mastery is achieved.
- The internship should be long enough (six months) and expose student teachers to the full operation of the school.
- Evaluation should be objective, dependable, and valid in teacher education.
- The ideal pupil-teacher ratio is 1:8.
- The curriculum should incorporate a variety of co-curricular activities.
- As an ongoing ritual, teacher educators' professional development.
- Refresher courses for teacher educators should be held on a regular basis.

- Teacher education research should be encouraged.
- The number of teaching days per year should be increased to 230.

PRESENT STATUS OF VOCATIONALISATION

AT THE SCHOOL LEVEL

Currently, the country offers vocational education and training primarily through the following types of institutions:

i Polytechnics; (ii) Industrial Training Institutes (ITIS); and (iii) Specialized Institutions and Schools such as Technical, Arts and Crafts, Agriculture, Forestry, Nursing, and Commercial Training Schools, among others. (iv) Within the school system, vocational education at the + 2 level.

Centrally Sponsored Vocationalisation of Secondary Education

As previously stated, the 1986 National Policy on Education placed a premium on vocational education at the secondary level and set a target of diverting 10% of students at the + 2 level to the vocational stream by 1995 and 25% by 2000 A.D. In February 1988, a Centrally Sponsored Scheme of Secondary Education Vocationalization was launched with the following objectives: i) enhancing individual employability; ii) reducing the mismatch between demand and supply of skilled labour; and iii) providing an alternative to those who pursue higher education in vain.

To ensure proper implementation, the scheme calls for the establishment of distinct management structures at various levels throughout each State, including a Directorate, SCERT, districts, and schools. The Central Government provides substantial financial assistance to States IUTs, including 100 percent assistance for the construction of workshops, equipment procurement, district vocational surveys, workshops for developing curriculum/instructional material text books, and 50 percent assistance for raw materials, field visits by students, and stipends for apprenticeship training and sala (75 percent in case of teaching posts).

Until 1995, the programme had been initiated by all States IUTs (except Lakshdweep), and 18055 vocational sections had been sanctioned in 6280 schools across the country, providing vocational education to 9.02 lakh students at the Senior Secondary level. At the moment, the scheme offers at least 150 courses. Courses are chosen based on an assessment of local demand conducted through district vocational surveys, ensuring that training meets the needs of the labour market.

Centrally Sponsored Scheme of Pre-Vocational Education

Given that approximately 80% of the student population does not complete class X, creating a large pool of unskilled labour, a Centrally Sponsored Scheme of Pre-Vocational Education at the lower secondary level was launched in 1993-94 with the following objectives: to impart training in basic marketable skills to students in Classes IX and X; to develop vocational interests and aptitudes.

Central Institute of Vocational Education (CIVE)

A substantial infrastructure has been developed to facilitate the 'Vocationalization of education in India. In July 1993, NCERT established a Central Institute of Vocational Education in Bhopal as a constituent unit to provide technical and academic support for the programme.

PROBLEMS

Despite the fact that much has been accomplished physically, a number of issues have been identified at the field level, resulting in underutilization of the capacity created. In many States, the management structure has been weak or non-existent, depriving the programme of micro-level attention; links to industry have been shaky; district vocational surveys and teacher training have been omitted. All of this has resulted in the following: Irrelevance of courses, resulting in a mismatch between labour market needs and training skills, a lack of focus on emerging areas of industrial development, insufficient syllabi used in schools and the use of obsolete equipment, insufficient practical training skills acquired by students that are not

applicable in real life, and a lack of social acceptability. Additionally, there have been insufficient facilities for vocational graduates to improve their status in the professional market.

ISSUES FOR THE FUTURE

As previously stated, despite the government's concerted efforts, vocationalization of secondary education remains a challenge. Certain issues must be addressed as part of our futuristic planning. Of course, no solutions can be offered at this stage, and the debate should continue in academic and official circles to adequately resolve the issue.

The issues are as follows:

- Issues Concerning Secondary Education's Vocationalization I Whether the country's school-based vocational education system is suitable and adequate to meet current requirements,
- Whether separate vocational institutions at the block level should be established to provide regular courses of varying duration for school dropouts of various levels.
- Whether polytechnics and ITIs should be preferred to the current school-based vocational education programmes,
- Whether industry should adopt existing vocational institutes, including polytechnics/ITIs, and Whether the 'academic standing' of vocational courses should be elevated to that of degrees rather than the diplomas currently awarded.

TEACHER EDUCATION IN INDIA- SECONDARY LEVEL

UNIT –V

Current Trends in Assessing Student's Performance at Secondary Level

Open Book Examination

An "open book examination" is one in which examinees are permitted to consult their class notes, textbooks, and other approved sources of information while responding to questions. The primary distinction between closed book and open book examinations is that the former can still be used to assess students' memorization, whereas the latter cannot. An open book question informs candidates about the theory being tested and then requires them to demonstrate their ability to apply the theory to a scenario.

A closed book question requires the candidate to recall the theory. In this regard, the open book examination is more similar to the workplace, where employees have access to manuals and examples of previous work. The terms 'describe', 'state', or even 'explain' are rarely used in open book questions, as these terms typically precede a question requiring the candidate to recall a theoretical approach from memory. Open-book examinations frequently consist of tasks based on a problem or argument to which the student is required to respond using their subject knowledge and, as necessary, reference material. The open-book examination, which assesses higher-level abilities such as conceptualising, problem solving, and reasoning, is nearly identical to a total, real-world situation, which is less stressful, requires less memorization, and allows for more room for logical and creative thinking.

There are two types of open book examinations: restricted book examinations and unrestricted book examinations. In a restricted type of open book examination, students are permitted to bring one or more specific documents approved by the course instructor into the examination room. Students may bring any books, documents, or other items they wish to the unrestricted type of open book examination. When properly used, it will be pointless for students taking the unrestricted open book examination to consult any material they have brought, as the questions will be constructed in such a way that the answers will not be found in textbooks, handouts, or class notes.

Open Book Examination has the following merits and demerits:

Merits:

- Not only does the OBE (Open Book Examination) assess students' ability to construct a coherent response to the assessment task, but it also requires evidence of their ability to use resource material effectively.
- By allowing students access to pertinent reference materials, open-book examination eliminates the need for students to memorise information, allowing them to focus on demonstrating their ability to comprehend and apply the information to the question.
- By providing students with reference materials prior to the assessment, you can increase their confidence and thus produce a more accurate account of their accomplishments.
- Students can make more effective use of revision time if they concentrate on reinforcing their understanding of the subject rather than attempting to memorise information.

Demerits:

- Students would pause their studies and simply copy from the examination hall's open book. Where textbooks are permitted, teachers and other staff must either ensure that students receive clean copies of the appropriate text or make any alternative arrangements, such as allowing students to take notes on the text, clear in the assessment strategy.
- It is possible for arbitrary factors to enter the process, such as whether students have the necessary materials or whether any notes taken are the students' own.
- Teachers and staff must provide students with more specific instructions regarding what they may or may not bring to the examination.
- Board examinations would lose their significance, and no one would want to judge an individual's ability and competence solely on the basis of marks or grades assigned by a board or other certifying agency.

Application of Computer in Examination

Computers are widely used in education. This is used not only for the teaching-learning process, but also for assessment and evaluation, as well as for a variety of administrative purposes in education. Each year, a large amount of information and data relating to attendance records, income and expenditure accounts, and annual results can be easily prepared, stored, and retrieved with the aid of computers. Numerous schools have begun utilising electronic portfolios for assessment purposes, which is made possible by the use of computers. Information about each student's family background, personal characteristics, accomplishments, and aspirations should primarily be made available and used to create

portfolios so that their areas of strength and weakness can be identified and appropriate educational guidance can be made available to them to help them improve their educational standards. Computers can significantly assist in accomplishing this task. By pooling student data and making it instantly accessible to each teacher and counsellor, the computer enables full-scale individualised instructional planning. Computers can also serve as counsellors. They may have been programmed to mimic the behaviour of a human counsellor. A computer can be programmed to interact with specific students in order to provide diagnosis.

The Central and State Governments have launched a variety of initiatives to promote the use of ICT in schools and have equipped them with computers. It is successfully implemented in a number of schools, but encounters numerous difficulties during implementation for the following reasons:

- In schools, no dedicated computer lab has been established for its use.
- Teachers are not provided with regular computer orientation prior to their use.
- In schools, full-time computer instructors are not appointed.
- Another difficulty in managing computer classes is the high volume of students.

ONLINE EXAMINATION

Online examination, also known as e-examination, is a type of examination that is conducted via the internet or an intranet (if the candidate is located within the organisation) for a remote candidate (s). The entire online examination system is managed by dedicated software. Candidates must register and create an account in accordance with their student profile and sign in to use the answer paper for a limited time to answer the questions. After the time limit has expired, the answer paper is automatically disabled and the answers are sent to the examiner. The examiner evaluates responses, either automatically or manually, and sends the results to the candidate via email or through the website. The Internet will be used to disseminate information and conduct tests. At any point in time, progress reports can be printed by simply providing the necessary information about a candidate. Generally, online examination question banks are prepared. Online examinations are conducted through a web-based application. The system can be customised to meet the unique needs of any educational institution, including primary and secondary schools, colleges, professional and vocational institutes, universities, and coaching academies. This system aims to reduce the costs associated with conducting examinations over time and to fully automate the examination system and associated tasks such as registration and result publication, resulting in a very high degree of system efficiency.

ICT SUPPORTED ASSESSMENT AND EVALUATION

As you may have guessed, information and communication technology play a critical role in the teaching-learning process. ICT has been used in the curriculum, teaching-learning process, evaluation, and recording and reporting of student results for several decades. However, the use of ICT in education in general, and evaluation processes in particular, has increased in recent years. We will examine ICT support for assessment and evaluation in this section, focusing on online and on-demand examinations, as well as the use of computers in examinations. In Unit-8 of Block-2 of this Course, you will study the details of ICT support for assessment processes.

Computer Use in Examinations

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Evaluation of practical work

Much attention has been paid in recent years to the importance of developing effective and efficient strategies and procedures for evaluating laboratory work. The emphasis has shifted increasingly toward a skills-based approach. The article discusses a variety of philosophical issues surrounding this orientation and argues that the skills-based approach is philosophically unsound (because it is not founded on a valid model of science), educationally ineffective (because it trivialises learning), and pedagogically dangerous (because it encourages bad teaching). A more holistic approach to assessment is proposed, based on a more valid model of scientific practise.

At work

- Students are supervised or mentored by one or more supervisors or mentors.
- Continuous assessment—the supervisor monitors the student's performance over time and indicates when competence is attained.
- Typically, assessments are developed in collaboration with academic staff.
- Principles Applied to the Evaluation of Higher-Order Thinking
- Specify precisely what you wish to assess.
- Create tasks or test items in which students must demonstrate this knowledge or skill.
- Decide what evidence you will use to determine the extent to which students demonstrated this knowledge or skill.

Experiential learning

A field experience is an opportunity to apply classroom knowledge through supervised field practise. The primary model of field instruction is a concurrent model, which means that classes are taken concurrently with field work.

The definition of experience field

The field of experience refers to the extent to which the sender's environment, experiences, culture, and even heredity can influence the way a message is constructed. Bear in mind that each individual brings a unique set of experiences to the table. This implies that communication occurs as a result of individuals sending and receiving messages.

Under the supervision of education programme faculty and mentored by certified teachers, field experiences enable the candidate to observe, practise, and demonstrate course

competencies. Field of Experience is a variable that affects communication patterns, such as culture, social, psychology, situation, and channel used. Interaction between overlapping fields of experiences initiates conversation, which in turn expands the communicator's field of experience. All of these variables also have an effect on the message's interpretation. Field experiences are real-world learning activities that take place outside of the school classroom in conjunction with classroom experiences. The supervised Field Experience is divided into five independent study modules, each of which includes a series of experiences that must be completed at the student's facility.

Field Experiences Defined

Field experiences are required for the course; thus, field experience hours must be completed during the quarter's 11 weeks. Students who do not complete the required field experiences by the end of the quarter will receive an incomplete grade for the course. The course instructor will provide assignments that serve as the foundation for the field experiences.

Field Experiences at Various Levels

I-level

Field experiences may include the following: assisting a teacher; working with small groups; tutoring students; and completing any additional course assignments assigned by the College of Education course instructor that require interaction with students.

Level-II field experiences may include any of the above, but must conclude with collaboration with a teacher in designing and delivering one or more complete lessons to a small or large group of students. -or- Designing and delivering one or more comprehensive lessons independently to a small or large group of students.