EDUCATION OF THE YOUNG CHILD
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The education of young children relates to the formal and informal teaching of little children from birth up to the age of eight. It is a type of field of study in education theory and emerged during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. The approach or field of study is critical in education as the early years of a child are extremely important in terms of their cognitive and intellectual development.

Early childhood care and education has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures, often reflecting family and community structures as well as the social and economic roles of women and men.

This book, *Education of the Young Child*, is divided into fourteen units that follow the self-instruction mode with each unit beginning with an Introduction to the unit, followed by an outline of the Objectives. The detailed content is then presented in a simple but structured manner interspersed with Check Your Progress Questions to test the student's understanding of the topic. A Summary along with a list of Key Words and a set of Self-Assessment Questions and Exercises is also provided at the end of each unit for recapitulation.
BLOCK - I
EARLY CHILDHOOD CARE AND EDUCATION

UNIT 1 OVERVIEW OF EARLY CHILDHOOD CARE AND EDUCATION

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1.0 INTRODUCTION

Early childhood education (ECE; also nursery education) is a branch of education theory which relates to the teaching of little children (formally and informally) from birth up to the age of eight which is traditionally about 3rd grade. It emerged as a field of study during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years, early childhood education has become a prevalent public policy issue in various countries.

Early childhood education is described as an important period in a child’s development. It refers to the development of a child’s personality. ECE is also a professional designation earned through a post-secondary education program. For example, in Ontario, Canada, the designations ECE (Early Childhood Educator) and RECE (Registered Early Childhood Educator) may only be used by registered members of the College of Early Childhood Educators, which is made up of accredited child care professionals who are held accountable to the College’s standards of practice.

Early childhood, defined as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak. During this stage, children
Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

### 1.1 OBJECTIVES

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

- Explain the scope of early childhood education
- Discuss the aim and rationale for early childhood education
- Describe the importance of early childhood education

### 1.2 SCOPE OF EARLY CHILDHOOD CARE AND EDUCATION

Let us begin by discussing the scope of early childhood education.

**Learning and Development:** The capacity of a child’s brain to soak up new learning peaks when he or she is 3 years old, according to Ready to Learn DC. At this point in the child’s life, she has the highest potential for learning new things. While attending an early childhood education program, a child will improve her language and motor skills, while developing the learning and cognitive skills necessary to move on to primary school, states the Rural Education Action Program at Stanford University.

**Health Benefits:** Attending a quality early childhood education program can benefit a child’s health as well. Approximately 60 to 70 percent of preschool-age children attend an early childhood program or child care program out of the home, according to the American Academy of Pediatrics. Studies show that being provided with quality care in those programs can positively influence a child’s learning and development. In addition, a child’s socio-emotional development is less likely to be adversely affected, with a decreased chance of needing behavioural or mental health care once she enters primary school.

**Importance of Screenings:** One of the many benefits of a child receiving an early childhood education is the opportunity to participate in early childhood screening. This screening is provided for 3- to 5-year-olds and tests things like...
health, cognitive development, speech, vision, hearing, coordination, emotional skills and social skills, notes Education.com. Screenings can identify any development or health issues that need to be taken into consideration, to prevent learning delays.

**Economic Benefits:** Children are not the only ones that benefit from early childhood education programs, states the National Institutes of Health (NIH). These programs can have economic benefits as well. A study conducted by the NIH tracked low-income families whose children received intensive early childhood education, while their parents received parenting skills training, social services and job skills training. The results showed that these children went further with their education, had a higher income and better health insurance coverage than those who didn’t receive early childhood education. These children were also less likely to abuse alcohol or be arrested and incarcerated for a felony.

**Combined Fun and Learning:** Early childhood is a great time for fun and learning. After all, kids will be more encouraged to study and attend school if they are having fun. In addition, enjoyment and low-stress conditions will help kids absorb new concepts and learn new things. It is still possible to achieve fun and optimal learning through the right curriculum and with the guidance of qualified instructors. Moreover, fun learning can also be achieved by encouraging kids to cooperate and play with one another.

**Strong Academic and Social Skills:** As a result, kids will better learn how to socialise and cooperate with peers. This is difficult to teach and explain. The best way is to let them play with peers and allow them to understand the social cues. This is a slow process but a guaranteed way to build a strong foundation. Just like learning letters and numbers, learning social skills also takes time. In addition, social skills also require practice and repetition. The only way to accomplish that is by letting kids interact with peers and make sense of the world.

**Nurturing Environment:** The environment has a huge impact on kids. If the environment feels and looks nurturing, the kids will feel safe and therefore better focus on exploring. For example, here at Star Academy Kids we provide both open-ended and child-directed programs. This is to provide more possibilities because kids can do their own investigation and exploration. Also, qualified teachers can provide guidance so kids can better explore their interests.

For young children, every experience or encounter presents a learning opportunity. They learn from everything they see, do, hear, feel, smell, and taste; everyone they interact (talk, play, laugh) with; and everywhere they go. Studies suggest that quality early childhood education preschool offers a range of benefits to children, as well as to their families and their communities. In a recent report, childhood education specialists argued that preschool children learn best when they interact with their peers, receive kind treatment from their parents and educators, and do not feel pressured to learn.

The specialists also suggested that children learn the most when educational and instructional activities make up a small segment of their days, which is something
that quality preschool programs emphasize. The rationale behind early childhood education includes:

**Learns to share with others:** Children learn to engage better with other children and adults. The preschool environment allows children to acquire vital skills that allow them to listen to others and express their own ideas, make friends, share, cooperate, and become accountable for their actions.

**Better performance in grade school:** Children who receive early education are known to have a reduced need for special education instruction in elementary school and beyond. Quality preschool programs help to build a strong foundation for the child’s physical, mental, emotional, and social development that prepare them for a lifetime.

**Improved attention spans:** Children are inclined to be curious and interested in discovering new things. Quality early childhood programs maximize opportunities for the discovery of new experiences, new environments, and new friends, while maintaining a balance with the ability to listen, participate in group tasks, follow directions, and work independently, all of which develop the vital life skill of concentration.

**Enthusiasm for lifelong learning:** Children who receive quality early childhood education are reportedly more confident and curious, which causes them to perform better in grade school. Children learn how to manage challenges and build resilience in times of difficulty; settle easily at school to reap the benefits of education faster; and acquire a long-term interest in learning different things, including playing music, dancing, singing, construction, cooking, etc. Moreover, studies have shown that early childhood education preschool programs increase the likelihood of children graduating from high school with fewer behavioral issues, attending college, and becoming responsible young adults.

**Helps in achieving the four goals of learning:** The four learning goals are: knowledge (consists of facts, concepts, ideas, and vocabulary), skills (small units of action that occur in short period of time), disposition (respond to certain situations), and feelings (emotional states) (Katz 2003). With a successful care giving and early education, it can bring a positive outcome to a child’s life. What a child learns in their early years are things that will continue to help them along in their future in school and in the real world.

### 1.3 RATIONALE BEHIND EARLY CHILDHOOD CARE AND EDUCATION

Many people have reservations about the importance of pre-kindergarten education. This was clearly manifest in 2006 when the legislature in the American State of California unsuccessfully attempted to pass a law that would make preschool education mandatory for all children. Many people in the state of California did not agree with the importance of using tax payer funds to fund mandatory preschool programs, including parents desiring to educate their children themselves.
Research has shown that children enrolled in early education programs benefit by receiving formal education before kindergarten. According to some studies, children enrolled in these programs are more behaved and have higher IQ scores upon enrolling kindergarten than their peers without formal education. Likewise, it was shown that children enrolled in such programs learned quicker than children not enrolled in these programs.

Critics of pre-kindergarten education claim the differences between children enrolled in pre-school programs and children not receiving formal education are only discernible during kindergarten, first, and second grade. During subsequent years, children who have not received formal education prior to kindergarten test at the same level and behave like their peers with pre-kindergarten formal education. Therefore, children who go through pre-kinder garden programs may be at an advantage for a couple of years, but after that, their classmates perform at similar levels. Most childhood education specialists claim that young children learn best when they are not pushed too hard, they have an opportunity to interact with their peers, and their parents and instructors treat them kindly. Likewise, children learn best when instruction and educational activities are only a small portion of their days. This is especially true of children enrolled in pre-school programs since it’s not good for young children to be separated from their parents for extended periods of time. Children usually do not benefit in programs with inexperienced teachers and large classroom sizes.

Children taught at an early age usually benefit in the following ways: improved social skills, less or no need for special education instruction during subsequent school years, better grades, and enhanced attention spans. Likewise, some researchers have concluded that young children enrolled in pre-school programs usually graduate from school, attend college, have fewer behavioural problems, and do not become involved with crime in their adolescent and young adult years.

Many people do not feel the government should determine whether children should be required to receive formal pre-kindergarten education. One reason for this is children who are educated by their parents during their early developmental years experience the same benefits as children enrolled in pre-school programs, especially children receiving a lot of attention from parents. Parents deciding to educate their young children themselves should utilize creative ideas and activities when educating them.

No matter the differences in opinion about formal pre-kindergarten education, children benefit from receiving some type of education during their early developmental years. However, there is not one-size fits all instruction best suited for all children. While some children benefit immensely from pre-school, it may not be the best educational setting for other children. In most cases, children benefit most by receiving educational instruction from their parents. Parents must evaluate a child’s unique personality before determining which program is best suited for a child since not all programs benefit children the same way.
1.3.1 The Importance of Early Childhood Education

Most children begin receiving formal education during kindergarten. Recent scientific research has proven that learning and mental development begin immediately after birth. During the first three years of a child’s life, essential brain and neural development occurs. Therefore, children greatly benefit by receiving education before kindergarten.

Since kindergarten begins around the ages of 5 to 6 for most children, after major brain development occurs, parents should begin educating children at younger ages.

Many parents begin educating their children during these important developmental years. However, many parents neglect to take the time to educate their young children. Many factors can contribute to this, such as long work schedules and ignorance about the importance of educating children at a young age. Unfortunately, not only are children negatively affected by not being educated at early ages, but the negative affects often reverberate through society. A study conducted by the Abecedarian (ABC) Project evaluated two groups of children for an extended period of time, those with formal pre-school education and those not receiving any formal education. According to their findings, children with formal education scored higher on reading tests during subsequent school years. It was also shown that the children who did not receive any formal education in their pre-kindergarten years were more likely to struggle with substance abuse and delinquent behaviours in their early adult years.

The conclusions drawn from most research about early childhood education are that individuals and societies greatly benefit, in terms of social, economic, and other benefits, from it. Greater emphasis placed on early education is one strategy to alleviate substance abuse and criminal behaviour that plagues many adolescents and young adults. The economic benefits, for example, can be immense when emphasis is placed on early childhood education.

Recent research from the National Association of State Boards of Education found that it is futile to establish federal educational goals without pre-kindergarten education programs. Improving the pre-kindergarten education of children is one step that can be taken to improve a society economically and socially. It has been shown that children should begin to receive education before kindergarten since children experience substantial brain development during these early years.

1.4 AIMS OF THEORETICAL ORIENTATIONS IN EARLY CHILDHOOD EDUCATION

Let us begin with a general introduction to theoretical orientations in psychology. In psychology and psychotherapy, there is a general consensus and standard manner in which most psychologists go about their work. With each client, this practice shows the psychologist talking, listening, identifying problems, and in the end,
helping the client to resolve those psychological problems. This is the more generalized approach.

As clients and cases become more involved, this is when we see psychologists begin to employ more specific theoretical orientations. A theoretical orientation is a sort of specialized and individual style or approach for a given situation. There are many professionally recognized as well as alternative orientations out there in practice today. In order to go on and understand these orientations a little better, let’s now take a look to some specific, example orientations that can be found in use quite commonly in the US.

**Adlerian Psychotherapy**

This theory in practice stems from the ideas put forth by Alfred Adler. Here, the patient is approached by a progressive, 12-stage model aimed at affecting current lifestyles and goals and providing an eventual emergence of the improved self.

**Emotional Freedom Techniques**

Emotional Freedom Techniques, also known as EFT, were created by Gary Craig in the 1990’s as a simplified alternative to the thought field therapy, or TFT model. In this adapted orientation approach, attention is given to the client’s energy field and how that field affects their current problems and mental state.

**Gestalt Therapy**

In Gestalt therapy, experiential and existential psychotherapy are used to primarily focus the client on their current state. Concentration is applied on the ‘right now’ as well as personal responsibility at every current moment. This orientation approach was founded between 1940 and 1950 by several studious psychologists.

**Jungian Psychotherapy**

After his many experiences in the field, in addition to working alongside Sigmund Freud at one time, famed Swiss psychologist Carl Jung came up with his own theoretical system of theory orientation. Jung established Jungian Psychology, a school of thought that seeks to affect the deepest levels of human behaviour by taking a look at cultural phenomenon that can often have a surprisingly strong impact on the individual.

**Positive Psychotherapy**

This methodology was developed around 1968 by famed psychologist and Professor Nossrat Peseschkian. As its name implies, this model of theory orientation works on the premise that all people are innately good and that deviation from that inherent good is a true sign of psychological trouble that should be addressed via the various procedural aligns of this particular method.

The human mind is an extremely complex piece of equipment. As a result, sciences such psychology that work with this complexity must also rise to a certain degree of complexity. Theoretical orientation is one display of that complexity which allows the professional practitioner to have some flexibility in the approach most suitable to their clients’ current needs.
1.4.1 Need for Theoretical Orientation in Early Childhood Education

Two aspects of literacy education have changed radically in recent years: first, recognition of the importance of the early stages of children’s literacy development, particularly in the pre-school years; and second, the acknowledgement of the value of parental involvement, again in particular in the early years. Both have implications for the professional development of teachers of early years. Recognition of the importance of the early stages of children’s literacy development has come about as the result of several lines of research. Simple measures of literacy development at school entry (e.g. ability to recognise or form letters, book handling skills) have been shown to be powerful predictors of later attainment – better, arguably, than other measures of ability or oral language development. Other predictors from as early as 3 years of age include knowledge of nursery rhymes and having favourite books. The teaching implications of these findings are not straightforward (for it does not follow that concentrating directly on any of these things will, in itself improve later literacy attainment) but it is at least clear that early literacy experiences of some kind are important. Research has also given us a fuller appreciation of the nature of literacy development in the pre-school period – what Yetta Goodman has termed the ‘roots of literacy’ which, she argues, often go unnoticed (Goodman, 1980, 1986). Particularly interesting is what children learn from environmental print – a major feature of the print-rich cultures of the Western world – which for some children may be more influential than books. Children’s early writing development can also be traced back into the pre-school period, especially if one looks at children’s understanding of the function of writing as well as its form. Other aspects of early development to have been highlighted by researchers include phonological awareness, understanding of narrative and story, and decontextualised talk. Acknowledgement of the value of parental involvement in the teaching of literacy at all ages has also been the result of a large number of research studies. In the early years, children do not acquire their knowledge of written language unaided – parents and other family members have a central role. A survey by Hannon & James (1990) found parents of pre-school children, across a wide range of families, to be very active in promoting children’s literacy. Most would have appreciated support from nursery teachers but did not get it. Some parents go so far as deliberately to teach their children some aspects of literacy. However, although virtually all parents attempt to assist pre-school literacy in some way, they do not all do it in the same way, to the same extent, with the same concept of literacy, or with the same resources. Much of the variation in children’s early literacy achievement must be due to what parents do, or do not do, at home in the pre-school years. There is ample encouragement therefore to involve parents in early literacy education, but how that can best be achieved and the implications for teacher professional development have not been adequately explored. Part of the problem is that teachers are trained for their role in promoting children’s classroom literacy learning. Children’s home literacy learning may well be more important but, by its nature, it is usually invisible to schoolteachers, who are not necessarily well equipped conceptually to appreciate its nature or power.
At its simplest definition, literacy is the ability to read and write. However, educators realize literacy is more complex and involves the use of reading, writing, and spelling skills to derive meaning from, interpret, and respond to text using both oral and written language. In 2000, the National Reading Panel (NRP) published their report identifying what they found to be the most significant components of literacy. Of the areas examined by the NRP, five of the most important skills reported for children learning to read included:

(a) **Phonemic awareness:** teaching children to focus on and manipulate phonemes in spoken syllables and words;
(b) **Phonics:** using letter-sound relationships to read or spell words;
(c) **Fluency:** reading orally with speed, accuracy, and proper expression;
(d) **Vocabulary:** the written and oral words students must know to communicate effectively; and
(e) **Comprehension:** the ability to understand and construct meaning from what is read.

The findings of the National Reading Panel focus instruction on the very basics of reading. Literacy skills are an essential building block for academic, social and career achievement.

Even with the development and adoption of Common Core State Standards, many curricular decisions about how to best teach specific reading skills are still left to the classroom teacher discretion. Each teacher has his or her own philosophy about how students learn to read, as well as the personal background, training, abilities and experiences that he or she brings to the classroom. Many teachers subscribe to one or more of the more relevant learning theories, guiding their curriculum choices. When examining teachers' instructional choices, it is important to consider the theoretical framework from which they are working. Educational theory focusing on child development has been established by academics such as Piaget, Vygotsky, and Maslow and their work is often referenced in classrooms. For example, constructivists believe that students make sense of new material by linking what they already know with what they are learning, building on prior knowledge. Teachers who follow Piaget’s constructivist theory provide hands-on learning experiences for students, helping them to build connections and providing background knowledge for those students who may not have it.

Vygotsky used the phrase 'Zone of Proximal Development' to describe the 'distance between the (child’s) actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'. Teachers who subscribe to this theory provide scaffolding to their students until they are able to work independently. In a reading classroom, this translates into demonstration that moves to guided practice and culminates in independent learning.

A third theory is Maslow’s Hierarchy of Human Needs. Maslow proposed that all humans have five basic human needs: physiological, safety, love and belonging, esteem, and self-actualization (Maslow, 1987). He also suggests that unless or
Overview of Early Childhood Care and Education

NOTES

Until a child’s most basic needs are met, he or she will not be able to make sufficient educational progress. Effective teachers look for ways to increase a student’s self-esteem and sense of belonging and safety in the classroom, knowing that only when these needs are met will the student be ready to learn.

Teachers bring a vast array of experiences with them to the classroom beyond their formal education. Personal literacy and reading experiences play a role in how a teacher chooses to teach reading to his or her students.

Beyond theories on child development, teachers also have their own ideas about how to best teach a child to read. The majority of these methods can be grouped into one of three major reading models: the part-to-whole approach, the whole to-part approach, and the comprehensive approach. The part-to-whole model starts with an emphasis on learning letter names and sounds, followed by easily decodable words before the student reads stories containing those words. This model includes three approaches to reading instruction: a phonics approach, a linguistic approach (using onset/rime patterns), and a sight word approach. A second model is the whole-to-part approach, where lessons begin with a shared story or book and students become aware of decoding strategies and patterns as they talk about the words in the story. The whole-to-part approach, sometimes called ‘whole language’, has been criticized in recent years, but research indicates that it does work for many students. Considering recent federal mandates, many teachers are realizing the benefits of a comprehensive or holistic approach to teaching reading. In this model, phonics and decoding skills are integrated with literature-based reading and writing.

Regardless of the preferred educational theory or method of reading instruction chosen, the teacher remains a vital part of teaching a child to read. Duffy and Hoffman point out, ‘There is no “perfect method” for teaching reading to all children…the answer is not in the method but in the teacher.’

Check Your Progress

1. When does the capacity of a child’s brain to soak up new learning peak?
2. What are the four learning goals?
3. Who created emotional freedom techniques?
4. What is comprehension?

1.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The capacity of a child’s brain to soak up new learning peaks when he or she is 3 years old.
2. The four learning goals are: knowledge (consists of facts, concepts, ideas, and vocabulary), skills (small units of action that occur in short period of
time), disposition (respond to certain situations), and feelings (emotional states).

3. Emotional freedom techniques, also known as EFT, were created by Gary Craig in the 1990's as a simplified alternative to the thought field therapy, or TFT model.

4. Comprehension is the ability to understand and construct meaning from what is read.

### 1.6 SUMMARY

- While attending an early childhood education program, a child will improve her language and motor skills, while developing the learning and cognitive skills necessary to move on to primary school.
- Attending a quality early childhood education program can benefit a child's health as well.
- The environment has a huge impact on kids. If the environment feels and looks nurturing, the kids will feel safe and therefore better focus on exploring.
- Children who receive early education are known to have a reduced need for special education instruction in elementary school and beyond.
- Research has shown that children enrolled in early education programs benefit by receiving formal education before kindergarten.
- According to some studies, children enrolled in these programs are more behaved and have higher IQ scores upon enrolling kindergarten than their peers without formal education.
- Critics of pre-kindergarten education claim the differences between children enrolled in pre-school programs and children not receiving formal education are only discernible during kindergarten, first, and second grade.
- In Gestalt therapy, experiential and existential psychotherapy are used to primarily focus the client on their current state.
- Vygotsky used the phrase ‘Zone of Proximal Development’ to describe the ‘distance between the (child’s) actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers’.
- Beyond theories on child development, teachers also have their own ideas about how to best teach a child to read. The majority of these methods can be grouped into one of three major reading models: the part-to-whole approach, the whole to-part approach, and the comprehensive approach.
1.7 KEY WORDS

- **Consensus**: It means a generally accepted opinion or decision among a group of people.
- **Phonics**: It is a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.
- **Vocabulary**: It refers to all the words that exist in a particular language or subject.

1.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. What are the health benefits of early childhood education?
2. What do you understand by the term ‘theoretical orientation’?
3. What is positive psychotherapy?
4. What are the two aspects of literacy education that have radically changed in recent years?

**Long Answer Questions**

1. Examine the scope of early childhood education.
2. Discuss the importance of early childhood education.
3. Describe the various theoretical orientations in psychology.
4. Explain the rationale for early childhood education.

1.9 FURTHER READINGS


UNIT 2  CONTRIBUTION OF VARIOUS THINKERS

Structure

2.0 Introduction
2.1 Objectives
2.2 Contributions of Rousseau
2.3 Contributions of Froebel
2.4 Contributions of Maria Montessori
2.5 Contributions of Rabindranath Tagore
2.6 Contributions of Tarabai Modak
2.7 Contributions of Anutai Wagh
2.8 Head Start Programme
2.9 The System of Pre-Basic Education of Gandhi
2.10 Answers to Check Your Progress Questions
2.11 Summary
2.12 Key Words
2.13 Self Assessment Questions and Exercises
2.14 Further Readings

2.0 INTRODUCTION

In the previous unit, you learned about the scope and rationale of early childhood education. You also learned the aims and importance of early childhood education. In this unit, the discussion will turn towards the thoughts of various noted thinkers on education with a special focus on childhood education. The unit will discuss the ideas of Jean Rousseau, Montessori, Tagore, Gandhi as well as some others.

2.1 OBJECTIVES

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

- Describe the contribution of Rousseau and Montessori on education
- Explain Tagore and Gandhi’s contribution to education in India
- Discuss the Head Start Programme

2.2 CONTRIBUTIONS OF ROUSSEAU

Jean Jacques Rousseau (1712-1778), was born of upper class parentage in the simple Protestant city of Geneva. His father, a watchmaker, was descendent from a Parisian family, and inherited much of the Romanticism, mercurial temperament, and love of pleasures of his forbears. The mother of Rousseau, too, although the...
daughter of a clergy man, was of a morbid and sentimental disposition. Rousseau is one of those philosophers who has been greatly misunderstood. Many have criticized his philosophy as being totally outdated and not much applicable in today’s situation. But this seems paradoxical as Rousseau has also been that person who has had a great influence in the field of education. If not his method, then other methods fashioned on his philosophy have been introduced in different fields of education.

So one would consider whether Rousseau has something to offer us or not. The reply to such a doubt is yes. If not his method, then the philosophy behind the method is of great importance.

It is important to understand that Rousseau has been criticized more because people have not really understood why he expressed himself the way he did. Two main aspects come out very strongly in his philosophy. They are nature, and the child. Both these were of great importance in his philosophy of education. In order to grasp the reason for his philosophy one ought to understand his background and the context in which he wrote.

Rousseau and his Philosophy of Education

“Correct education disposes the child to take the path that will lead him to truth when he has reached the age to understand it, and to goodness when he has acquired the faculty of recognizing and loving it.” — Rousseau

Through all the centuries the theory and practice of education had been determined from the standpoint of adult interest and adult social life. No one had dreamed there could be any other point of view from which to approach the training of the young. Rousseau boldly assailed this basic assumption as not only utterly false but absolutely harmful. In place of the ideas and views of adults, he substituted the needs and activities of the child and the natural course of development.

The adult point of view carried numerous erroneous and misleading assumptions that were now seen to be quite absurd. Much of the treatment of children as well as most of the methods of instruction had to undergo radical revision. One of these misconceptions was that the child was a miniature adult, and that enlargement in size and the increase in knowledge are the processes of education. The result being that the children were treated as little men and women. They were expected to understand the same subjects and to be interested in the same time, to observe a far more rigorous standard of ethical behaviour. It was from such artificiality that Rousseau wished to liberate the child.

It was the great service of Rousseau to abolish this false system of education. His supreme contribution lay in making the child the centre from which education must be viewed. Teaching and training consist, not in inculcating ideas, but in furnishing the child with opportunities for the functioning of those activities that are natural for each stage.
Another problem was that the interests of society were placed above those of the individual. The child was trained to conform to the existing society. The individual was sacrificed to the whims of society. This is what angered Rousseau, who believed that the goodness and happiness of the individual are more essential than the development of his talent for social service. Thus in setting the needs of the individual above those organized society, Rousseau reversed the universal order. The heart of his educational theory is the study of nature of the child. His principle involved understanding what nature itself is developing in the child.

It can to some extent be emphasized, that the ultimate aim of Rousseau was the preservation of the natural goodness, and virtues of the heart, and of society which was in harmony with them. In the physical world he observed order, harmony, and beauty; but in the world of man he observed infinite conflict, ugliness, selfishness, which finally resulted in plenty of misery. It was exactly this contrast between the world of nature and the world of man that led to evils in society and to the education given to the young.

### 2.3 CONTRIBUTIONS OF FROEBEL

Childhood education pioneer Friedrich Wilhelm August Froebel was born at Oberweissbach in the Thuringia region of Germany. (Froebel is the English form of the German surname Fröbel.) Just as his last name was translated from his native language, his ideas and educational practices were adapted to a variety of international settings. Froebel’s greatest contribution to the care and education of young children, however, was his invention called the kindergarten.

His work was greatly influenced by his unhappy early childhood experiences, describing them as influencing his thoughts and actions as an adult. The most lasting of Froebel’s contributions to early childhood education is his insistence that its curriculum be based on play. Although Froebel was not the first to recognize that play could be instructive, he did synthesize existing educational theories with innovative ideas of his own. He was not a very clear thinker, however; his writing is sometimes difficult to follow unless the reader interprets it in the context of German Romanticism, Idealist philosophy, and Naturphilosophie, or Nature Philosophy. These intellectual concepts heavily influenced Froebel. He read works by the German poet Novalis and the German philosophers Johann Gottlieb Fichte, Karl Krause, and Friedrich Schelling.

Froebel applied his so-called spherical philosophy to education and it, rather than empirical observation, guided his work. Because of his strong religious beliefs, some educators have argued that his approach is more accurately described as mystical rather than philosophical. His method was to counterpose opposites that would then be resolved through the mediation of a third element. For example, Froebel held that mind and matter, although opposites, are both subject to the same laws of nature in which God, the third element, is immanent. Another triad he
used in relation to the child was unity, diversity, and individuality. Each child would spontaneously represent these elements, a process he referred to as all-sided, self-activity. This is the context of his statement that “play is the self-active representation of the inner from inner necessity."

Like the seventeenth-century Moravian bishop and educator Johann Amos Comenius, Froebel thought that all personal development came from within. Therefore, he asserted that the task of the teacher was to provide the conditions for growth without intervening too much in the learning process. Froebel presented these ideas in his 1826 book The Education of Man. In this philosophical work, Froebel explains the aims and principles of his first school at Keilhau and describes the characteristics of the stages of boyhood (never girlhood). Like the revolutionary Swiss-born French philosopher, Jean-Jacques Rousseau (1712–1778), Froebel believed that education should be adapted to the needs and requirements of each stage. Also, like Rousseau, he advocated that teaching should follow nature, avoiding arbitrary interference in the life of the young child. Contrary to many religious beliefs at the time, this naturalist approach asserted that every child is born good.

After childhood the youngster begins school, and Froebel devoted a chapter to describing the subjects he thought appropriate for this stage. This discussion owes much to the theories of Swiss educator, Johann Pestalozzi (1746–1827), whose work Froebel observed when he visited Pestalozzi’s Yverdon Institute between 1808 and 1810. In the final part of his book, Froebel talks of the necessity of unity between the school and the family, thereby emphasizing the notion that education is most effective when the school and family complement each other.

Near the end of his life, Froebel turned his attention to the family and the education of young children through play. He invented his famous educational toys, which he called gifts, a graded series of wooden blocks together with a sphere and a cylinder. Later, he added learning activities, which he called occupations, such as paper-folding and -cutting, weaving, and clay modelling. At Blankenburg in 1837, Froebel gave the name kindergarten to his system of education for young children.

In 1843, Froebel published a book entitled Mother’s Songs, Games and Stories. This was his most popular book; as the title suggests, it described action songs and finger plays (together with their musical notation) woodcut illustrations, and guidance on how to present the songs as well as the meanings that could be derived from them. The book’s content was based in part on Froebel’s observations of mothers singing to their children. Froebel wanted to help women educate their infants more effectively as a prerequisite for a better society. Many middle-class women in Germany and elsewhere, including the United States, opened kindergartens and used Froebel’s methods to educate their children.

Educators have long debated the nature of the relationship between Froebel’s philosophy and his pedagogy. While the gifts and occupations and games may not
have been logically entailed by his philosophy, without it many teachers resorted to formalism and mechanical imitation. For the most part, his attempts to persuade public schools to adopt the kindergarten saw only limited success during his lifetime. After his death, however, his ideas and practices spread rapidly; other educators came to agree with Froebel’s belief in the importance of early childhood education.

Check Your Progress

1. What are the two aspects that come out very strongly in Rousseau’s philosophy?
2. List Froebel’s most popular work.

2.4 CONTRIBUTIONS OF MARIA MONTESSORI

Maria Tecla Artemisia Montessori, born on August 31, 1870, was an Italian physician and educator best known for the philosophy of education that bears her name and her writing on scientific pedagogy. At an early age, Montessori broke gender barriers and expectations when she enrolled in classes at an all-boys technical school, with hopes of becoming an engineer. She soon had a change of heart and began medical school at the University of Rome, where she graduated—with honours—in 1896. Her educational method is in use today in many public and private schools throughout the world.

Dr. Maria Montessori’s work has considerably influenced modern educational theory and practice, especially in case of children at nursery school stage. Her gospel of love, respect and sympathy for the child has been accepted all over the world. Her system of child education has become so popular that the word ‘Montessori’ became synonymous with ‘child’. All values her system have been absorbed and put into practice by the modern nursery school. Her main contribution is as follows:

Scientific Concept of Education: Dr. Montessori started life as a doctor and, as such formulated her method of teaching young children in the light of her experience and experiment. She gave us observation, experimentation and other scientific methods in education. She never insisted on material and method as the last words in the field of child education. She rather gave a scientific approach to education by breaking away from old traditions.

Emphasis on Individual Teaching: As against collective and class reading, Montessori stresses individual treatment of each child. Because of individual differences in physical and mental make-up, each pupil should be observed, studied and handed in a different manner. Thus, like the modern educators, she made child as the ‘unit of teaching’ in place of class.

Psychological Approach to Education: Like Froebel, she has also given emphasis on sense training, which is based on psychological principles. By introducing...
exercises for practical life, she has enabled children to meet everyday situations themselves. She has advocated auto-education in an atmosphere of freedom and in the spirit of play. She has also emphasized child’s development from within through his own efforts. All these principles have made learning more important than teaching, which is universally accepted today.

**Love and Respect for Small Children:** Montessori often said that child-education was the most important problem of humanity. It is, therefore, that it should receive the best attention of the Government and the public. In her own words, ‘The child’s soul which is pure and very sensitive requires our most delicate care’. For her ‘child was God, her school was the temple and deity of the temple was the essence of childhood.’ The profound love for children that she had compelled her to travel from one corner of the world to another to start institutions for them, based on her system she also stayed in India from 1939 to 1951 and conducted a number of training courses for teachers in her system of child education.

### 2.5 CONTRIBUTIONS OF Rabindranath Tagore

Rabindranath Tagore’s ideas on education reflected a revolt against the traditional forms of education in India. He grew up at a time when the newly established universities of Calcutta, Bombay and Madras were busy bringing out Macaulay’s brown sahibs. The elitism of the British education policy was reflected in the rejection of Gokhale’s primary education bill in 1912.

Shantiniketan was established in 1909 and similar private initiatives were evident in the establishment of the Dayanand Anglo-Vedic college in Lahore, which eventually spread over entire North India. Sir Sayyed Ahmed Khan’s Aligarh Muslim University, Madan Mohan Malaviya’s Benaras Hindu University and Swami Shradhananda’s Gurukul at Hardwar are among such initiatives.

Tagore’s major emphasis was to go beyond the curricula imposed lay a foreign government. This is the primary reason for lack of any original thinking emanating from our centres of advanced learning. To prove his point Tagore gave the example of the Irish experience. In Ireland, a British-controlled education did not bring any benefit and the students were subjected merely to Saxon-oriented curricula. The English language was imposed at the primary and secondary school level replacing Irish. There was even a ban on teaching Irish history and society.

What Tagore emphasised was the fact that merely copying the European way of teaching could not yield any positive result. There was need to innovate in accordance with the aspirations of our country and its historical, cultural and social evolution. An elitist education system, which was not in consonance with the society and its people, would be counter-productive. It would fail to develop any link with one’s society and thus remain artificial and irrelevant. Tagore contrasted this artificially imposed Western education with the ancient Indian educational system.
Unlike the present state-sponsored education, the basic of ancient Indian education was that it was independent, self-sustaining and intimately linked with human existence.

Living with the guru and his family in natural surroundings gave the young impressionable mind an opportunity to develop in a spontaneous manner. This was unthinkable in modern India and the result was the emergence of mechanical individuals rather than thinking human beings.

Education to Develop Human Capacities and Thinking: Tagore also cautioned against a major drawback of the ancient Indian educational system: it was restrictive. He emphasised the need for an open space, clear blue skies, natural surroundings as a precondition for developing both mind and body. Such an atmosphere existed in pre-British period and its absence explained the basic reason for the failure of the modern Indian educational system.

For Tagore, education was not just about training to get a job but to develop human capacities and thinking. It was a quest for knowledge that would create self-confidence and self-reliance. He desired a system that could be sustained without government patronage.

An ideal basis of educational system in India ought to incorporate studies of Vedic literature, the Puranas, Buddhist and Jain literature along with the more recent ones that emanate from Islamic, Parsi and European civilisations.

This allowed the evolution and a social acceptance of a universal order. What India lacked was faith in universal values and those led to narrowness, a feeling of dependency out of this localism and build an educational system which would emphasise human unity and universal cooperation.

Visva Bharati: This idealism led him to initiate the project of Visva Bharati. He also asserted that even if we were deficient in resources we could always make it up in human resources by building up modern centres of learning in the tradition of Taxila, Nalanda and Vikramshila where the very best from distant lands came and enriched themselves by quality and meaningful education.

His criticism of the Soviet educational system also emanated from a belief that totally state-sponsored educational system would retard independent thinking and creativity.

### 2.6 CONTRIBUTIONS OF TARABAI MODAK

Tarabai Modak is rightly called as the ‘Montessori Mother’. She has made a significant contribution to preschool education in India. Her method brought in a silent revolution in the tribal community of Kosbad.

A pioneer of preschool education in India was born in April 1892. She graduated from the University of Mumbai in 1921, she became the first Indian principal of Barten female college of Education at Rajkot. She came across Maria
Montessori’s writing and decided to educate her own daughter accordingly in 1923; she resigned from college and joined Shri Gijubhai Badheka who conducted a pre-primary school in Bhavnagar and propagated Montessori’s theories. In 1926, she helped him establish the Nutan Bal Shikshan Sangh (the new child education association) for the spread and development of pre-primary school and teacher training centre in Dadar in north Bombay. She started the Gram Bal Shiksha Kendra at Bordi in 1945. From 1946 to 1952 she was a member of the Bombay Legislative Assembly. She visited Europe in 1949 to attend the Montessori conference held in Italy and to observe pre-primary institutions in the European countries. In 1957 she shifted Gram Shiksha Kendra from Bordi to Koshab. The Vikaswadi Project was launched and conducted at Koshab under her constant guidance. She devoted the last 27 years of her life to this project which was the core of the Gram Bal Shiksha Kendra activities. She was the General Secretary of the Nutan Bal Shikshan Sangh for over 25 years and subsequently became its vice president. She wrote a number of books for children and parents in Marathi and Gujarati. She also wrote books on child education in English. In 1962, the Government of India honoured her with the title of Padma Bhushan. She passed away on 31 August 1973 at the age of 81.

The concept and practice of organized and formal child education are an import into India from the industrialized west. Madam Montessori gave a big jolt to the theory of moulding children through education. The transmission of her idea from Europe to India was unbelievable quick. Fascinated by the theories of Montessori, Gijubhai Badheka started his Bal Mandir at Bhavnagar and began to mould it as per Indian Montessori method. By this time, Tarabai also joined him. The Nutan Bal Shikshan Sangh was thus started in 1926 by Tarabai and Gijubhai.

In 1931, the movement of preschool education was extended by Tarabai to Maharashtra. There was a criticism that preschool education was meant only for children of rich. She took that as a challenge and conducted successfully a Balwadi in a Harijanwada at Amaravathi in Maharashtra.

In 1936, she started Shishu Vihar Kendra at Bombay, which served as a centre of Pre School Educational training. In 1945, she moved to Bordi & founded Gram Bala Shiksha Kendra. Later shifted to Koshab, tribal area in 1957, where she tried her methods on most neglected tribal children. She started the Balwadi, indigenous nursery school.

She started two types of Balwadi’s at Bordi. They are Central Balwadis and Angan Balwadis. The Central Balwadis were run during regular school hours. Angan Balwadi’s were started at the convenience of children. Children could be in front of parents and elder persons and at the comfort of their homes in Anganwadi.

The programme was on personal and general cleanliness, decoration, crafts & hand work, oral language, physical education, rhythmic movements & social activities. Teachers should make their own indigenous materials and use locally available material and also with the help of local artisans.
Tarabai’s educational method is a significant contribution to preschool education in India. Her method brought a salient revolution in the tribal community Kosabad. Tarabai Modak and Sarla Devi Sarabhai (PSE worker) were called one of the two “Montessori Mothers” as they have brought Montessori education to India and popularized it.

2.7 CONTRIBUTIONS OF ANUTAI WAGH

Anutai Wagh was one of the pioneers of pre-school education in India. She was the professional colleague of Tarabai Modak. She along with Modak pioneered a programme whose curriculum was indigenous, used low cost teaching aids and was aimed at holistic development of the participants. She has also been described as a “towering social reformer”. She was a recipient of the 1985 Jamnalal Bajaj Award.

In 1933, Anutai Wagh joined the well-known Huzurpaga School in Pune. She worked there for eleven years during which time, in addition to her teaching duties, she was responsible for managing the library, the annual souvenir and school events. Anutai’s interest in child education was aroused when she came upon a copy of ‘Shikshan Patrika (Education Newsletter)’, a monthly magazine published by Tarabai Modak.

Anutai did not allow her job to come in the way of her education. She enrolled in the Huzurpaga Night School and completed her matriculation in 1937. She completed her graduation in 1961, when she was 51 determined to finish despite the cataracts in her eyes.

In 1945, Anutai met Tarabai Modak who asked her if she was willing to work among the tribals in Palghar. Tarabai was planning to start an experimental school for tribal children. Anutai said yes, a decision which set the course for the rest of her life.

Anutai began her work in the Bordi – Kosbad area (in Dahanu taluka, Palghar). With Tarabai Modak, she set up a Balwadi (playschool) in a thickly forested tribal area in Bordi. There was no road, electricity or any kind of communication. But need overrode inconveniences. There were eight tribal hamlets nearby and about a hundred children in need of an education. The school was inaugurated by B G Kher, Chief Minister of the then Bombay Presidency on December 24, 1945. The centre moved to its present location in Kosbad Hill in 1957.

Overcoming the tribals’ reluctance to send their children to school was a challenge. Anutai would go to the children’s homes, bring them to school, wash them, feed them and drop them back to their houses. Eventually, she used a bullock cart to transport the children.

Anutai’s followed Gijubhai Badheka’s approach and methods for teaching the children, playing and singing with them, telling them stories and helping them to
learn from their surroundings. She spared no effort to ensure that the children attended school regularly. When she found that the reason for high absenteeism in the months of February to June was that there was no food to eat in the children’s homes, Anutai arranged to feed them in the school. Thus, was born the Anganwadi concept, central to India’s Integrated Child Development Scheme (ICDS).

Anutai led from the front and set an example for her co-workers with her commitment and hard work and dedication. She was completely immersed in her mission. Over time, the ‘Gram Bal Shiksha Kendra’, which started as a play school for tribal children has evolved into a center known for its experiments and innovations to provide meaningful education to children. It has developed inexpensive educational aids from locally available material. Even today, it attracts experts and serious students of education from across India and many countries.

Anutai was the recipient of several honors with some of the most significant being the Padma Shri, Jamnalal Bajaj Award and the FIE Foundation Prize.

In 1982, the last decade of her life, Anutai co-founded Grammangal with Ramesh Panse. In the thirty-five years since, Grammangal has grown from strength to strength enriching the learning of ever increasing numbers of school children in Maharashtra and outside.

### 2.8 HEAD START PROGRAMME

The Head Start is a program of the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families.

The program’s services and resources are designed to foster stable family relationships, enhance children’s physical and emotional well-being, and establish an environment to develop strong cognitive skills. The transition from preschool to elementary school imposes diverse developmental challenges that include requiring the children to engage successfully with their peers outside the family network, adjust to the space of a classroom, and meet the expectations the school setting provides.

Launched in 1965 by its creator and first director Jule Sugarman, Head Start was originally conceived as a catch-up summer school program that would teach low-income children in a few weeks what they needed to know to start elementary school. The Head Start Act of 1981 expanded the program. The program was revised when it was reauthorized in December 2007. Head Start is one of the longest-running programs attempting to address the effects of systemic poverty in the United States by intervening to aid children. As of late 2005, more than 22 million children had participated. The current director of Head Start is Dr. Deborah Bergeron.
2.9 THE SYSTEM OF PRE-BASIC EDUCATION OF GANDHI

Gandhi was a great revolutionary person. He had deeply thought over all the aspects (factors) relating to life. He has shown a new path for solution of problems of entire world by placing the universal human values at social and national level.

He took up experiments of education while he was in South-Africa. He conducted Educational experiment at phoenix Ashram and Tolstoy wadi (Garden) in South-Africa, these include:

- Education for character building, education thought mother-tongue.
- Place of manual work in education and co-education.
- Hostel residence and community life.
- Moral education though character and good conduct.
- Educational of soul should be imparted thought teacher’s (model) life rather than through books.
- Health education for physical fitness and health and insistence for simple life.
- Importance for self-help and self-reliance, education for thoroughness (strength), education for citizenship.
- Education for self-help and self-reliance, education for personality development.
- Education for avoiding caste and colour distinction, education for vocation useful for life.
- Education for equality of all the religions, education based (founded) on truth, non-violence and justice”.

Gandhi held educational experiment at Shantiniketan, Kocharab Ashram, Sabarmati Ashram and Gujarat Vidhyapeeth after returning from South-Africa, and gave a new vision (philosophy) of education to educational world by placing “Vardha educational Scheme” before the nation in 1937.

The report of Vardha Education Schme-1937 included the primary stage of education. In 1945, Gandhiji put the concept of comprehensive basic Education (Samagra Nai Talim) Training before the nation.

The five national values presented under the title of National Panchsheel included in NPE 1986 are:

- Cleanliness
- Truthfulness
- Hard work
Contribution of Various Thinkers

Notes

- Equality
- Co-operation

These are naturally developed in basic education.

In basic education system it is recommended to impart education thought mother tongue. Gandhi believed that the foundation of education should be laid through mother tongue. It helps inculcating values like love towards mother tongue and Swadeshi (native).

Education through industry is the basic principal of basic education, because it helps developing values like respect for manual labour, sense of co-operation, feeling of being mutually helpful through manual work, development of friendship feeling, economical self-reliance, team spirit and sincerity.

Today we have forgotten self-help (self-labour) education. As a result children seem to be lacking behind in routine dealing skills in daily life. Present education has become examination centred. Present children seem to understand that clearing house, sweeping room, cleansing room with wet cloth, cleaning vessels; washing clothes are the foundations of work women. Such misconceptions prevent their comprehensive development. Incorporating self-help concept is essential for the education system.

Self-labour is given an important place in basic education. Here children do as many activities as possible on their own accord. As a result, values like exertion, efforts, courage, initiation, respect for manual labour, self-confidence and self-dependence etc. develop automatically in children.

Basic education imparts children training of self-reliance. One of the four major resolutions formed by Vardha Parishad reads: “During the entire time period, the centre of education must be some type of physical and (useful) productive work, and the abilities of children should be developed and education should be imparted as far as possible in co-ordination with the central major industry selected by them and keeping in view the environment of children” in this productivity is directly connected with self-reliance.

In basic education Gandhi has given the same importance to community life as to industry as a medium of education. Education thought community life develops in children the qualities like team spirit should to shoulder work that is co-operation and a sense of mutual help. A Child acquires competence of social adjustment through community life. In traditional education system, only class-room teaching talks place collectively. There too, the education is being imparted through talking or lecture method rather than activities. As a result the development of sociability in children does not reach the expected level.

The education of community life is imparted through perceptible activity of daily life dealings and various activities of industry. Ashrami (Residential) Education has been given a crucial place in basic education. Present residential education has its roots in our ancient Indian culture. It teaches self-reliance and disciple to the children.
In basic education, various celebrations such as national festivals, birth anniversary, death anniversary, parents (guardians) day, self-education day, environment day, world population day and such other days are celebrated. Cultural programmes are organized on such occasions. Moreover, creative programmes given by Gandhi, such as village cleaning, prevention of untouchability, communal unity, prohibition (of alcoholic drinks) Khadi activities, adult education, health education, nursing of lepers, addiction relief, etc. are celebrated in basic schools as well as in community and hostels. All these help developing moral values, spiritual values, social values, national values, cultural values and individual values naturally among children. Thus basic education is such a medium through which values useful for the life are naturally developed among children.

### Check Your Progress

3. What is Montessori best known for?
4. According to Tagore, what was the primary reason for the lack of any original thinking emanating from our centres of advanced learning?
5. What is the Head Start program?
6. What are the five national values presented under the title of National Panchsheel included in the NPE 1986?

### 2.10 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Two main aspects come out very strongly in Rousseau’s philosophy. They are nature, and the child.

2. In 1843, Froebel published a book entitled *Mother’s Songs, Games and Stories*. This was his most popular book; as the title suggests, it described action songs and finger plays (together with their musical notation) woodcut illustrations, and guidance on how to present the songs as well as the meanings that could be derived from them.

3. Maria Tecla Artemisia Montessori was an Italian physician and educator best known for the philosophy of education that bears her name and her writing on scientific pedagogy.

4. Tagore’s major emphasis was to go beyond the curricula imposed lay a foreign government. According to him, this was the primary reason for lack of any original thinking emanating from our centres of advanced learning.

5. The Head Start is a program of the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families.
6. The five national values presented under the title of National Panchsheel included in NPE 1986 are
   - Cleanliness
   - Truthfulness
   - Hard work
   - Equality
   - Co-operation

2.11 SUMMARY

- Rousseau is one of those philosophers who has been greatly misunderstood. Many have criticized his philosophy as being totally outdated and not much applicable in today’s situation. But this seems paradoxical as Rousseau has also been that person who has had a great influence in the field of education.

- It can to some extent be emphasized, that the ultimate aim of Rousseau was the preservation of the natural goodness, and virtues of the heart, and of society which was in harmony with them.

- Froebel’s work was greatly influenced by his unhappy early childhood experiences, describing them as influencing his thoughts and actions as an adult.

- The most lasting of Froebel’s contributions to early childhood education is his insistence that its curriculum be based on play.

- Educators have long debated the nature of the relationship between Froebel’s philosophy and his pedagogy.

- Dr. Maria Montessori’s work has considerably influenced modern educational theory and practice, especially in case of children at nursery school stage.

- All values Montessori’s system have been absorbed and put into practice by the modern nursery school.

- Rabindranath Tagore’s ideas on education reflected a revolt against the traditional forms of education in India.

- What Tagore emphasised was the fact that merely copying the European way of teaching could not yield any positive result. There was need to innovate in accordance with the aspirations of our country and its historical, cultural and social evolution.

- Tarabai Modak is rightly called as the ‘Montessori Mother’. She has made a significant contribution to preschool education in India. Her method brought in a silent revolution in the tribal community of Kosbad.

- Anutai Wagh was one of the pioneers of pre-school education in India. She was the professional colleague of Tarabai Modak.
• Wagh along with Modak pioneered a programme whose curriculum was indigenous, used low cost teaching aids and was aimed at holistic development of the participants.

• Launched in 1965 by its creator and first director Jule Sugarman, Head Start was originally conceived as a catch-up summer school program that would teach low-income children in a few weeks what they needed to know to start elementary school.

• Gandhi held educational experiment at Shantiniketan, Kocherab Ashram, Sabarmati Ashram and Gujarat Vidhyapeeth after returning from South-Africa, and gave a new vision (philosophy) of education to educational world by placing “Vardha educational Scheme” before the nation in 1937.

2.12 KEY WORDS

• **Romanticism:** It was a movement in the arts and literature which originated in the late 18th century, emphasizing inspiration, subjectivity, and the primacy of the individual.

• **Swadeshi:** It means something that is produced within the country and is not imported.

• **Pedagogy:** It refers to the method and practice of teaching, especially as an academic subject or theoretical concept.

2.13 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. What was Rousseau’s ultimate aim through his philosophy of education?
2. Write a short-note on the Head Start Programme.
3. What was Visva Bharati?
4. Discuss Gandhi’s educational experiments.

**Long Answer Questions**

1. Describe Froebel’s contribution to the field of education.
2. Montessori’s system of child education has become so popular that the word ‘Montessori’ became synonymous with ‘child’. Discuss.
3. Describe Tarabai Modak and Anutai Wagh’s role in education in India.
4. Examine Gandhi’s basic education system.
2.14 FURTHER READINGS


UNIT 3  CHALLENGES OF INDIAN EDUCATION

Structure
3.0 Introduction
3.1 Objectives
3.2 Challenges of Indian Education at Pre-Primary and Primary Education
3.3 Development of Education in Free India
3.4 Equalization of Educational Opportunities
3.5 Education of the Girl Child
3.6 Answers to Check Your Progress Questions
3.7 Summary
3.8 Key Words
3.9 Self Assessment Questions and Exercises
3.10 Further Readings

3.0 INTRODUCTION

In the previous unit, you learnt about the contributions of various thinkers on education. Here, we will discuss the challenges of the Indian education sector.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. Since independence, India has made rapid strides in literacy and education. When British Rule ended in 1947, India’s literacy rate was a paltry 12 per cent. It had increased to 74 per cent according to the 2011 Census. However, despite this advance, huge challenges still remain. This unit will discuss these challenges in detail.

3.1 OBJECTIVES

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

- Describe the challenges of Indian education at the pre-primary and primary level
- Examine the development of primary education in free India
- Discuss why it is important to educate the girl child
Modern education in India is often criticized for encouraging repetition learning, rather than comprehension, critical thinking, and problem solving. Students spend most of their time memorizing a syllabus with no thought given to learning or playing. Textbook knowledge, rigid ideas, and test scores take precedence over open debates and logical reasoning. Little room is left for creativity to thrive. Moreover, there are growing concerns about student learning outcomes, teacher training, curriculum quality, assessment of learning achievements, and the efficacy of school management. Faced with such problems, many children drop out of school before even completing five years of primary education. Those children who do stay on often learn little.

Most resources and research are directed towards improving quantifiable factors such as enrolment, dropout rates, teacher-to-student ratios, etc. while not enough has been done to examine the quality of education given to India's children.

- **Neglect of Education by the Foreign Rule:** The British Government needed clerks in India for their commercial establishments and Government offices. So the education system that they introduced in India geared only for producing clerks. They feared that the mass education would expose their selfish policies and the common man would rise to oppose their unjust acts. Under such circumstances they would not succeed in making India a market for English goods. The Foreign Rule therefore, always neglected compulsory education.

- **Political Problems:** As a result of centuries of exploitation, India's condition at the time of independence was very pathetic. The last blow was inflicted on the country by the Britishers through their policy of divide and rule. Their policy inflamed communal passions in this sub-continent and the Indian leaders, since the first day of independence, had to mobilise their entire resources in tackling the problems of communalism. Although they achieved some success, but after paying heavily in men and material. The huge problem of refugees confronted them. Besides, the national leaders had to make all out efforts for solving the problems of Indian Princely States, abolition of ‘Zamindars’ (feudalism), the problem of linguistic states. Thus, there were problems relating to Kashmir and China. Consequently, proper attention could not be given to compulsory primary education, its development and expansion.

- **Lack of Practical Knowledge in Administrative Policies:** Two main problems related to education cropped up before the country after independence. The first was the introduction of compulsory education for the children of 6 to 14 years age group and the second related to the transformation of traditional primary schools into basic ones. Although the
first problem of compulsory education was covered in the Constitution, yet due to financial stringency, the achievement of the fixed target remained impossibility. Another main reason for its failure was the implementation of basic education. Under such circumstances, when in the absence of required financial resources and political conditions far from being favourable, both these educational plans of the administration remained almost buried in the files. Even to-day the pace of their implementation is not totally satisfactory.

- **Lack of Teachers:** Shortage of teachers is a prominent factor in the slow expansion of compulsory education and this is due to poor remunerations. Due to poor salaries, no highly qualified person likes to take up a teacher’s job in a primary school. So far as the urban areas are concerned, the shortage of teachers is not so acute due to other available resources for supplementing the teacher’s income, but in rural areas where such avenues of supplementing income do not exist, the shortage of teachers is keenly felt. This problem is even more serious as far as lady teachers are concerned. This situation is all the more harmful for India, a country comprising of villages mostly. The dearth of training schools for teachers is also responsible for non-development of compulsory education to some extent. But these problems have been tackled to some extent now.

- **Shortage of Funds:** The burden of primary education is being shouldered mostly by local bodies since the British rule. The British adopted this policy simply to misguide Indians, but it is regretted that the same policy is still being followed. The only change that has occurred since the establishment of democratic rule in the country is that the percentage of financial help for educational purpose to local bodies has been raised from 30 per cent to 33 per cent. It is simply impossible to expect that the local bodies with their poor financial resources would go on implementing successfully the compulsory primary education scheme. But happily now since about fifteen years, i.e., from 1975 the state governments have been made responsible for paying salaries to primary school teachers.

- **Defective Educational Administration:** The burden of primary education in almost every State rests on local bodies, that is, on municipal and district boards. Constitutionally, pressure for the development of primary education could not be applied on district boards. Besides, the chairman and members of these bodies are the elected representatives of people. They do not want to further tax the already poor public and lose their votes. So these bodies generally fail in expanding compulsory education. In the sphere of the expansion of primary education, although the numbers of schools have increased, there still continues to be a shortage of good administrators and shortage of reading materials and necessary school equipment. Consequently, compulsory primary education has not made the desired progress. But by the end of 1992 almost all the state governments in the country have taken the responsibility of promotion of primary education on themselves.
• **Unsatisfactory Teaching Standard:** The inadequacy of training schools and poor pay scale has been responsible for not attracting efficient teachers to take up jobs as primary school teachers. In most cases teachers in primary schools have studied only up to the middle high school level. Moreover, equipment and reading material, too, are insufficient in primary schools due to shortage of funds. Consequently, the standard of primary education is very low.

• **Defective Curriculum:** The old curriculum of primary schools was defective. It had no scope for the development of the student’s creative and constructive faculties nor did it help him in acquiring practical knowledge. Although the primary education has now been given the shape of basic education and the course of study has been changed accordingly, yet its implementation has not been satisfactory as it involves huge expenditure. Consequently, the desired success in this sphere has not so far been achieved.

• **Difficulties in Constructing School Buildings:** It is a complex problem to open schools in villages and unfortunately most of the Indian people live in villages. In this period of financial stringency, the problem of constructing school buildings is a difficult one. Moreover, the population in villages being small, it is all the more difficult to select a village for the construction of the school building for enabling sufficient number of students to be benefited.

• **Stagnation and Wastage:** Figures indicate that only 43 per cent of the students who join primary school complete the full course. Inadequacy and unsuitability of reading materials, unattractive school buildings and difficult curriculum are some of the reasons responsible for not attracting sufficient number of children to schools. Besides, the poor parents in order to supplement their income induct their children into family business at an early age, and either they do not send the children to school at all or make them leave school before completing the full primary education. In this way wastage of money and stagnation prove a hurdle in the way of achieving the goal.

• **Shortage of School Buildings and their Unsuitability:** Due to shortage of funds the programme of construction of school buildings could not keep pace with the expansion of primary education. Consequently, in many places arrangements for teaching have been made in places like temples, public buildings and the houses of teachers, etc. Such school has neither played ground nor is their environment healthy. Unsuitable buildings and crowded and noisy atmosphere have severely impeded the growth of primary education.

• **The Problem of Language:** Like many other problems facing primary education, the one concerning the medium of instruction is also a major one. In the section of the Indian Constitution dealing with the languages for compulsory primary education, 15 languages (according to the Amendment made in 1992 for including Nepalese also), have been mentioned, but in
India as many as 845 languages and dialects are spoken. Some of these languages are spoken by thousands of persons, but they do not have any script or their own literature. Under such circumstances, it becomes a problem to choose a language as medium of instruction at the primary stage.

- **The Problem of Social Values:** Although every nation or society observes its traditions and practices, yet in India due to deep ignorance, the traditions and practices rule the lives of our people. Among these traditions and practices are some like child-marriage, religious fanaticism and caste discrimination. These have proved obstructive in the expansion and development of primary education. Although the laws have been made to eradicate these evil practices, yet social practices proved more forceful than those laws. Even to-day efforts are made in some schools to avoid admission of Harijans (Schedule caste and Tribals) students on some pretext or the other. Early marriage causes dislocation of education. After marriage boys and girls do not get opportunity to pursue studies. Moreover, it becomes imperative for boys to begin earning. Many people frown upon co-education even in primary classes. Under such adverse conditions, how can one expect adequate expansion of compulsory education?

- **Geographical Conditions:** India is a country which abounds in rivers, mountains and forests. In the hilly areas the villages are small and scattered at a great distance from each other. Due to shortage of funds it is not possible to open schools in every village. Parents do not like their children to walk through difficult hilly terrain in order to attend schools situated far away from their homes. The same difficulty is faced in crossing rivers and forests which are really a very great hardship for children of tender age. Under such circumstances, to expect successful implementation of compulsory education throughout the length and breadth of the country will simply be an act of over expectation.

- **Poverty and Ignorance:** Even today the financial condition of the country is not such as to provide full meals and adequate clothing to each and every citizen. Even now a family of as many as ten members depends for their bread on one of its members. In many homes it is generally against social custom for the womenfolk to earn some money even when the entire family is unable to get two meals a day. Besides, the majority of the people, being ignorant, do not realise the importance of education. Therefore, many parents, instead of getting their children admitted in schools, try to introduce them to some trade at a tender age in order to supplement their income.

Due to the above factors primary education has not made much progress and the achievement of targets appears a difficult task.

**Recent State of Affairs**

As of 2011, the enrolment rate for pre-primary schools is 58 per cent and 93 per cent for primary schools. However, as per the studies, among rural children of age...
Challenges of Indian Education

NOTES

10, half could not read at a basic level, despite the high overall enrolment rate for primary education. Some of the reasons cited for the poor quality of education in schools include the absence of around 25 per cent of teachers every day. Also, as per some online reports, the pupil to teacher ratio within the public school system for primary education is 35:1.

A study of 188 government-run primary schools found that 59 per cent of the schools had no drinking water and 89 percent had no toilets.

The District Information system for education (DISE) data shows that only 6 out of 10 schools in the country have access to electricity. Bihar is the worst offender with only 10% of its schools having access to electricity. This a major issue for students to bear such a temperature during hot summers. The quality of teachers is also important for the learning outcomes but the DISE data shows that only 69% of all school teachers in the country have a graduate degree or more.

Even though education in India has improved dramatically over the last three decades. Schools being accessible to most children, both student enrolment and attendance are at their highest level, and teachers are adequately remunerated. The RTE Act guarantees a quality education to a wider range of students than ever before. However, challenges in implementing and monitoring high standards in teaching and learning outcomes across regional, cultural and socioeconomic subsets prevent India from fully achieving this goal.

Improving education is a critical area of investment and focus if the country wants to sustain economic growth and harness its young workforce. A weak foundation in primary education can derail the lives, careers, and productivity of tens of millions of its citizens. We all should contribute our part as well in improving the education system to make a significant difference.

Check Your Progress

1. List one prominent factor in the slow expansion of compulsory education.

2. What is the enrolment rate for primary and pre-primary schools in India?

3.3 DEVELOPMENT OF EDUCATION IN FREE INDIA

We have made great progress in education in the 70 years since independence. The picture in education was quite different in 1947 from now. India has come a long way in terms of literacy rates in general with more universities and educational institutions. In 2001, the literacy rate was 64.8%, and this ratio rises to 73% in 2011. In 1951, it was 18.33%.

The Indian Education System after Independence, which was exclusive to the elite, is now accessible to a large segment of society. The Government has set
up various education committees to address the challenges of education, recommend comprehensive education policies and improve the education system in India.

In recent decades India has made significant progress on access to schooling and enrolment rates in primary education but dropout rates and low levels of learning remain challenges for the state and central governments. Primary school enrolment in India has been a success story, largely due to various programs and drives to increase enrolment even in remote areas.

**Sarva Shiksha Abhiyan**

The Sarva Shiksha Abhiyan was launched in 2001 to provide education for children aged 6 to 14 years. In an attempt to attract children to school, especially in rural areas, the government also began implementing a midday meal program in 1995.

Subsequently, the Planning Commission of India stressed that the education system should be beneficial to the UEE. The provision of adequate infrastructure and the number of qualified staff was verified and disseminated in 2008 through local Panchayat. The central government has developed and supported it

**Modern Initiatives in the Indian Education System**

The government has allocated about ₹17,000 crore (US $2.55 billion) for training, job creation and livelihoods for millions of young people, to strengthen the mission’s skills in India. In addition, this represents an increase of more than 8% in education budget allocations compared to the recent budget. However, when one considers the implementation of the Seventh Payments Committee with an increase in salary burden, the education budget may be the same as last year.

Kerala has become the first Indian state to achieve 100 percent primary education. The Vice-President of India, in January 2016, officially declared the 100 percent primary education status achieved by the state. Additionally, the quality of learning is a major issue and reports show that children are not achieving class-appropriate learning levels. Without immediate and urgent help, these children cannot effectively progress in the education system, and so improving the quality of learning in schools is the next big challenge for both the state and central governments.

Expanding literacy to approximately three-quarters of the population in the 7–10 age groups by 2011, India has made progress in terms of increasing the primary education attendance rate over the years.

As per the stats, around 29 percent of students in the 6 to 14 age group in the country receive private education.

In India, 80 percent of all recognized schools at the elementary stage are government run or supported, thus, making it the largest provider of primary education in the country.
Challenges of Indian Education

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Under the Right of Children to Free and Compulsory Education Act 2009, education for children for 6 to 14 years of age or up to Class 8 has been made free by the government.

With an aim to universalize primary education in India, the District Education Revitalization Programme (DERP) was launched in 1994. Its main focus was to reform and vitalize the primary education system.

The student-teacher ratio in India stands at 24:1 across all levels of schooling. This seems healthy in light of the Right to Education Act stipulation of a ratio of 30:1.

The RTE act has called for sufficient infrastructure, but less than 5% schools have all the 9 facilities mentioned in the act. Over 30% schools had no toilets and over 60% had no playgrounds.

In the past few years, this primary education scheme has shown a high Gross Enrolment Ratio of 93–95 percent in some Indian states.

After independence, the most spectacular change at the primary stage was the implementation of basic education which was accepted as the national system of education, livery effort was made to spread basic education throughout the country.

New schools were established and the existing schools were converted into basic schools. The salient features of the experience centred curriculum of basic education were incorporated in traditional primary education.

Besides the teaching of Language, Arts, Social studies, Science, Arithmetic; emphasis was laid on different activities and development of certain basic skills in pupils pertaining to various crafts. But with the passing of time the emphasis was shifted from different activities and the curriculum became more or less subject centred. Moreover, due to the non-availability of qualified teachers the basic curriculum could not be properly implemented.

The structural pattern of primary schools adopted before independence continued more or less same even after independence. The duration of the Lower Primary course was three years (Classes I, II, III) and Upper Primary was five years (Classes I, II, III, IV, V) and middle school seven years. There was no uniformity as regards the size of the class and number of subjects taught.

As time went on, it was thought desirable to introduce a uniform pattern of educational structure throughout the country. So in the new pattern of 10 years schooling the primary stage covers the children of 6 to 11 years of age and the classes consist of I to V. The duration of the higher primary is 3 years for the age group 11 to 14 years, consisting of classes VI, VII and VIII.

Objectives

Education at the primary stage is imparted with the following objectives:

- **Literary:** Pupils learn the language mother tongue to communicate their feelings, ideas and thoughts;
• **Numeracy**: Pupils learn the four fundamental numerical operations and develop the ability to apply in solving various problems;

• **Technocracy**: Pupils develop the power of enquiry in Science and begin to appreciate Science and technology;

• **Patriotism**: Pupils develop patriotism by respecting national symbols, liking national flag and national anthem, disliking narrow casteism, untouchability and communalism.

• **Sanitary Habits**: Cultivation of the habits of personal cleanliness and healthful livings, proper understanding of the sanitation and hygiene of the neighbourhood.

• **Aesthetic Sense**: Development of the appreciation for good and beautiful objects and taking proper care for their preservation;

• **Cooperative Spirit**: Development of the attitude for co-operative living, co-operative work and appreciation of the usefulness of working together. Besides, through the different activities of the school—love for the work, kindness, honesty, creativity and quality of leadership are to be fostered in pupils.

In 1950, the Constitution of India in Article’s 45 included a directive that, free and compulsory elementary education for all children up to the age of 14 should be provided within ten years of the commencement of the constitution. In practice, however, as experience showed this desirable objective was not fulfilled within the specific period. Realization of this end within this period demanded a vast resource in men and money which were not immediately available.

Economic realities led to a reconsideration of this question and after due democratic consultation a new target was fixed. Universal free and compulsory education for the age group 6-11 according to the revised target was sought to be introduced by 1965-66, i.e. the end of the Third Five Year Plan. In the actual implementation of the primary education schemes, the Central Government gave adequate financial assistance to State Governments and Union Territories.

The schemes included the opening of new elementary schools, the upgrading of the existing primary schools to middle standard and the expansion of training facilities for teachers. The first effective step that was taken by the Government was the All India Survey of elementary education.

The purpose of this survey was to suggest suitable locations for new schools so that every child might have a school within reasonable walking distance of his home. Besides, an All India Council for Elementary Education was set up in 1957. The Council was an advisory body and one of the interesting recommendations it had made was the drafting of a model legislation on primary education. The draft legislation was prepared by the Union Ministry of education.

According to the direction of the legislation some states were agreed to initiate pilot project in selected Community Development and National Service
Extension Blocks for free and compulsory primary education. These were intended for the purpose of obtaining the necessary knowledge and experience of the problems and difficulties that beset the launching of a comprehensive programme in the whole country, to introduce Universal Free and Compulsory Education.

Amongst these problems the most urgent were the findings of the needed number of trained teachers to man the schools, inspecting officers and the required accommodation by way of school building and staff quarters.

Though different steps were taken to accelerate the progress of compulsory education, yet by the end of third plan the target of imparting education to the children within the age group 6 to 11 was not achieved. The Education Commission of 1964-66, pointed out, ‘But in view of the immense difficulties involved such as lack of adequate resources, tremendous increase in population, resistance to the education of girls, large number of children of the backward classes, general poverty of the people and the illiteracy and apathy of parents, it was not possible to make adequate progress in primary education and the constitutional directive has remained unfulfilled.’

The following statistics show the gradual progress of the percentage of school going children attending the schools. During the year, 1946-47 only 35.26 percent children within the age group 6 to 11 were attending the schools. In the year, 1950 when the constitution was adopted nearly 43 percent children in the age group 6 to 11 and only 14 percent in the age group 11 to 14 were in the schools.

It may not be out of place to mention here that from year to year a mass of population were left ignorant and added to the ranks of illiterates. So to impart education to the 100 percent of children in the age group 6 to 14, by 1960 was a formidable task. When the framers of the constitution thought it desirable to introduce compulsion within 10 years they never conceived how gigantic the task was.

For the expansion and universalization of education both finance and personnel were required in huge quantities and numbers. But within a short span of 10 years, it was not at all feasible to provide adequate finance and require number of personnel. It is, therefore, no wonder that in 1960-61, nearly 63 percent of children in the age group 6 to 11 were on rolls. In the age group 11 to 14 years the percentage was only 23. The principal problems in providing facilities for the entire age group 6 to 11 in the course of the third plan arose.

At the beginning of the 4th plan 76.7 percent children within the age group 6 to 11 and 30.8 percent children within the age group 11 to 14 were attending the schools. The 4th plan had given priority to the expansion of elementary education particularly to provide facilities to backward sections and girls. The enrolment drives were intensified during the plan period with a view to achieve the target of universalization of elementary education in various states for the children of the age group 6 to 14. Schools were established in school less habitations.

Additional teachers were provided to cater to the needs of additional children brought into the schooling system as a part of the campaign towards
‘Universalization of Elementary Education’. Under the programme of quality improvements teachers were provided with orientation course with regard to the new techniques of teaching. Though steps were taken for accelerating the progress of mass education even then the envisaged enrolment target of 86.80 million of which 34.14 million were girls could not be achieved.

By the end of the 4th plan nearly 54 million children within the age group 6 to 11 (34 million boys and 20 million girls) and nearly 12 million children (8.7 million boys and 3.4 million girls) within the age group 11 to 14 were attending schools and their percentage of attendance was 75% and 32% respectively. The percentage of expansion was expected to rise at the uniform rate during the successive 5th and 6th plans.

But the progress of expansion was greatly affected by the following factors:

- While increased facilities for primary education were provided during the successive plan periods the population increases at a faster rate.
- The progress had not been uniform in all the states. In some advanced states, the universal education was expected to be complete by the end of the 4th plan (Kerala, Tamil Nadu, Maharashtra).
- As regards girls’ education the percentage had been very low.

In the Fifth Five Year plan a bold and massive programme of rural educational expansion was launched. The magnitude of the problem was colossal and the problems were not merely financial but also social, economical and practical. Keeping this in view, in the 5th Plan elementary education had been given top priority in the educational outlay. Nearly 50% of the entire outlay on education was diverted for elementary education.

On the whole, it was not possible to have 100% enrolment of both boys and girls in all the states by the end of 5th plan. By the year 1974-75, educational facilities were available to 84% of the school going children in the age group 6 to 11 (Class I to V), 35.8% in the age group 11 to 14 (Classes VI-VIII). However, taking into consideration the gradual development of the universalization of education, one cannot expect of 100% enrolment of the children within the age group 6 to 11 even by the end of 6th plan and the target of imparting education to the age group 11 to 14 was extremely distant.

According to the findings of the third educational survey of India, (31st December, 1973) out of the 9, 53,734 rural habitations identified, 4, 22,766 (44.33%) habitations had primary sections while 7, 20809 (75.59%) enjoyed the facilities either within the habitation themselves or within a distance of one kilometer. In Fourth Survey (30th September 1978) a total number of 9, 64,664 rural habitations were identified.

Among which 4, 51,457 (46.80%) had primary sections within them while a total of 7, 73,998 (80.24%) habitations were served either through primary sections within them or at a distance of one kilometer. As such, as a follow-up
exercise of the data made available by the surveys, preparation of the District
development plans of Education was taken up by in some states. Subsequently,
the educational programme began with a new vision of national development and
dimension to carry out the approved policies and programmes.

With this end in view, a working group on ‘Education and culture’ was set
up by the Government of India in July 1980, to suggest perspective of development
for the decade, particularly for equalizing educational opportunity to all sections of
the people, removing the existing socio-economic disparity and to make
recommendations for action programmes in the five Year Plan 1980-85.

But pertaining to elementary education, one of the main objectives of
educational development during the sixth plan was, therefore, to ensure essential
minimum education to all children upto the age of 14 years within the next 10
years. Therefore, it was thought desirable to accord high priority to elementary
education as essential component of minimum needs programme. The total sixth
plan outlay for elementary education was of the order of Rs. 905.65 crores (State
sector Rs. 851.35 crores and central sector Rs. 54.30 crores) which constituted
35.9% of the total plan outlay for education.

However, in the state sector main thrust was given for improving of quality
education. As such, under the central government initiation quite a few innovative
projects were in operation for improving the quality of school education. For the
period 1981-83 a Master Plan of Operation (MPO) in UNICEF assistance scheme
in the field of education had been drawn up and initiative was taken to introduce
new projects along with earlier projects. Besides the Projects, Comprehensive
Excess of Primary Education (CEPE) had been taken up for implementation in 29
out of 31 States/Union Territories, for restricting of curriculum according to the
needs and life situation of out of school children.

The primary stage comprised classes I to V in most of the states except in
Assam, Gujarat, Karnataka, Kerala, Maharashtra, Nagaland etc. During this period
independent primary schools had been proposed for the habitations with a
population of 300 or more without any schooling facilities within one kilometer in
plain areas. However, in view of geographical conditions in some areas these
norms were relaxed. Further, a new primary school had been proposed for a
cluster of habitations with a total population of 300 or more within one kilometer
radius.

Moreover, the sixth plan envisaged a balanced strategy of educational
planning with the long range goal of making available diverse networks of facilities
and programmes for education, combining formal and non-formal modes of learning
to enable all citizens to acquire literacy, numeracy, computational skills, basic
understanding of the surrounding world and functional skills of relevance to daily
life and to local environment. Other important objectives envisaged in the plan
included development of scientific outlook, sensitization to ethical, social, cultural
values etc., necessary for enlightened nation and imparting knowledge, skills,
attitudes enabling better contribution to productive programme in national development.

The seventh plan provided for reorientation of the education system for preparing the country to meet the challenges of the next century.

Check Your Progress
3. When was the Sarva Shiksha Abhiyan launched?
4. List some of the objectives of imparting education at the primary stage.

3.4 EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

India has the stigma of being the nation with the highest numbers of illiterates in the world.

Meaning of Equality of Educational Opportunity

Equality of educational opportunity includes provision of education for all, irrespective of religion, caste, creed, sex and location. It doesn’t mean identity of educational opportunity but a means best suited to the intelligence and aptitude of every student. Therefore, the National Policy on Education (NPE) 1986 emphasized that equality of education means “to provide for equal opportunity to all not only in access but also in the conditions for success.”

Constitutional Provisions for Equality of Education

The following Articles of Indian Constitution stress the equality of educational provisions:

- **Article 26 (1):** It states that education is a fundamental right. No person should be denied admission to educational institutions on the grounds of caste, colour, creed, religion or any one of them.

- **Article 21 (A):** The 93rd Amendment of the Directive Principles of State Policy declares, ‘the State shall endeavour to provide … free and compulsory education for all children until they complete the age of 14 years.’ Thus, it provides equal opportunity to all primary education for all children.

- **Article 46:** The State shall promote with special care the education and economic interests of the Scheduled Castes and Scheduled Tribes and the weaker sections of the society.

Cause of Inequality

The following are the causes of inequality of educational opportunities in India:

- In places where no primary, secondary educational institutions exist.
- The poverty of large sections of the population.
Challenges of Indian Education

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- Differences in the standards of schools and colleges.
- The wide disparity between the education of boys and girls at all stages of education.
- The wide gaps of educational development between the advanced classes and the backward ones.
- The educational backwardness among the SCs/STs due to social deprivation and economic poverty.
- Economic poverty though a major reason other factors such as social and psychological restraints, inadequate facilities at home and passive attitudes of the teachers to the educational progress of learners from backward communities to play a major role.

Measures taken to Achieve Equality of Educational Opportunities: After the independence the Government of India has undertaken a number of steps to strengthen the educational basis of SCs and STs and other weaker sections of the society under the following educational schemes:

- Sarva Shiksha Abhiyan (SSA)
- Kasturba Gandhi Balika Vidyalayas
- Mid-Day Meal Scheme.
- Kendriya Vidyalayas (KVS)
- National Institute of Open Schooling (NIOS)
- Community Polytechnics

Provisions for backward classes and tribes: With a view to provide safeguards against the exploitation of Scheduled castes and Scheduled Tribes and to promote and protect their social, educational, economic and cultural interests, special provisions were made in the Constitution. Due to their social disability and economic backwardness, they were grossly handicapped in getting reasonable share in elected offices, Government jobs and educational institutions and, therefore, it was considered necessary to follow a policy of reservations in their favour to ensure their equitable participation in governance. Consequently, the National Commission for Scheduled Castes and Scheduled Tribes came into being on passing of the Constitution (Sixty fifth Amendment) Bill, 1990 which was notified on 8-6-1990. However, with the Constitution (Eighty-Ninth Amendment) Act, 2003 coming into force on 19-2-2004 vide Notification of that date, the National Commission for Scheduled Castes & Scheduled Tribes got bifurcated and a separate National Commission for Scheduled Caste was constituted. Each Commission has a Chairperson, a Vice-Chairperson and three other members (including a lady member).

The imbalance in educational development between different sections of the society has led to many social, economic ills and non-harmonious development of the individual learners' personality. The following are some important measures which should be taken by the schools to facilitate the SC/ST education.
• Norms for opening primary school has been relaxed.
• Abolition of tuition fees, arrangement for hostel facilities, free text books, uniforms, school bags etc. should be provided to the SC/ST students.
• Emphasis on special coaching for SC/ST students should be provided as well as scholarships at the secondary stage for talented students from rural areas.

The Role of the Teacher

• As a rule, the school staff should seek, provide and ensure non-discrimination between the children of SCs/STs and other communities.
• Use of caste names/derogatory words when taking attendance of students should be avoided.
• Teacher should lead all the children equally to participate in the curricular and co-curricular activities of the school.
• Frequent meetings between the staff and parents of SCs/STs should be arranged.
• Teachers have a special responsibility to educate first generation learners of SCs/STs.

3.5 EDUCATION OF THE GIRL CHILD

The education of women encompasses both non-literate and literate education. The education of the girl child has the ability of bringing socio-economic changes. Democratic countries including India have a constitution that guarantees equal rights to both women and men. Primary education is a key right. When a girl is protected through her rights, the society is assured of its sustainability. Realizing how important education is, both government and non-government have taken various projects to strengthen girl’s child education.

Realizing the importance of women education, the government, and many non-government organizations took many projects to spread women education. Literacy programs are being taken in favour of women.

Importance of Educating the Girl Child

Some of the reasons why it is important to educate the girl child are discussed below:

• Economic development and prosperity: Educating the girl child will help in empowering them to come forward and contribute towards the prosperity and development of the country.
• Economic empowerment: Helpless condition cannot be changed for the men if the women are backward and depend on men. Economic independence and empowerment will come when we educate the girl child.
• **Improved life**: Educating the girl child helps in the improvement of a good life. The identity of the girl won’t be lost. She has the ability to read and learn about her own rights. She won’t be trodden down about her rights. There will be a general improvement on her life.

• **Improved health**: Educated girls bring an awareness of the important of hygiene and health. Through education, they can lead a healthy life style. The women that are educated can carter for their children better.

• **Dignity and honour**: Educated women are now looked upon with dignity and honour. They become a source of inspiration for millions of young girls who make them their role-models.

• **Choice to choose a profession of her choice**: educated girls can prove to be successful in their different professions. When the girl child have the opportunity to be educated, it gives her the better chance to become a successful cook, engineer, doctor or the choice of profession she wants.

Girl child education isn’t one to take for granted and this has made many NGO’s in India to pick up interesting to educate the girl child. The society has witness changes in the status of women. There is now greater emphasis on the education of the girl child and the way that they are educated. It is the aspiration of most parents to fulfil without any gender parity.

### Check Your Progress

5. What does equality of educational opportunity include?

6. List one reason why it is important to education the girl child.

### 3.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Shortage of teachers is a prominent factor in the slow expansion of compulsory education and this is due to poor remunerations.

2. As of 2011, the enrolment rate for pre-primary schools is 58 per cent and 93 per cent for primary schools in India.

3. The Sarva Shiksha Abhiyan was launched in 2001 to provide education for children aged 6 to 14 years.

4. Education at the primary stage is imparted with the following objectives:
   - **Literacy**: Pupils learn the language mother tongue to communicate their feelings, ideas and thoughts;
   - **Numeracy**: Pupils learn the four fundamental numerical operations and develop the ability to apply in solving various problems;
   - **Technocracy**: Pupils develop the power of enquiry in Science and begin to appreciate Science and technology,
Challenges of Indian Education

3.7 SUMMARY

- Modern education in India is often criticized for encouraging repetition learning, rather than comprehension, critical thinking, and problem solving.
- Students spend most of their time memorizing a syllabus with no thought given to learning or playing.
- Most resources and research are directed towards improving quantifiable factors such as enrolment, dropout rates, teacher-to-student ratios, etc., while not enough has been done to examine the quality of education given to India’s children.
- Challenges in implementing and monitoring high standards in teaching and learning outcomes across regional, cultural and socioeconomic subsets prevent India from fully achieving this goal.
- The Indian Education System after Independence, which was exclusive to the elite, is now accessible to a large segment of society.
- Kerala has become the first Indian state to achieve 100 percent primary education. The Vice-President of India, in January 2016, officially declared the 100 percent primary education status achieved by the state.
- Article 26 (1) states that education is a fundamental right. No person should be denied admission to educational institutions on the grounds of caste, colour, creed, religion or any one of them.
- The education of women encompasses both non-literary and literary education. The education of the girl child has the ability of bringing socio-economic changes. Democratic countries including India have a constitution that guarantees equal rights to both women and men.

3.8 KEY WORDS

- Zamindar: It means a landowner, especially one who leases his land to tenant farmers.
• **Aesthetic:** It means something concerned with beauty or the appreciation of beauty.

• **Cooperative:** It means involving mutual assistance in working towards a common goal.

### 3.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. Why is modern education in India often criticized?
2. Write a short-note on the Sarva Shiksha Abhiyan.
3. What are the Articles of the Indian Constitution which stress the equality of educational provisions?
4. What are the causes of inequality of educational opportunities in India?

**Long Answer Questions**

1. Examine some of the issues plaguing the Indian education system.
2. Discuss some of the modern initiatives in the Indian education system.
3. Describe the objectives for imparting education at the primary stage.
4. Explain why it is important for educating the girl child.

### 3.10 FURTHER READINGS


UNIT 4 WASTAGE AND STAGNATION

Structure

4.0 Introduction
4.1 Objectives
4.2 The Problem of Wastage and Stagnation
  4.2.1 Meaning of Wastage
  4.2.2 Meaning of Stagnation
  4.2.3 Measures to Remove Wastage and Stagnation
4.3 Pre-School Education in Strengthening the Primary Education
4.4 Answers to Check Your Progress Questions
4.5 Summary
4.6 Key Words
4.7 Self Assessment Questions and Exercises
4.8 Further Readings

4.0 INTRODUCTION

In the previous unit, you learnt about the challenges of Indian education. You also learnt the development of primary education in free India, as well as the education of the girl child. In this unit, we will discuss the problem of wastage and stagnation in detail. Why children drop out from school and why they fail is a vital issue in education. We will discuss the causes of stagnation and wastage specific to India. The unit will also discuss pre-school education strengthening of primary education.

4.1 OBJECTIVES

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

- Examine the problem of wastage and stagnation in school
- Describe the measures to remove wastage and stagnation
- Discuss the benefits of preschool education

4.2 THE PROBLEM OF WASTAGE AND STAGNATION

Primary education provides fundamentals of all formal education. It starts at 6 years and continues up to 10-11 years of age. Primary education is a fundamental need of life and its development. Education is a birth right of every child which
must be ensured by the State or Central Government. Primary education is the
minimum education for an individual which helps in the removal of the darkness
of ignorance and illiteracy from his life. It makes man capable of reading, and
writing and knowing the environment in which he lives. It enables him to make
proper adjustment and progressive development in society. This education can
identify and unfold the native potentialities of an individual for development. It
can help in the effective use of the human and natural resources of a country.
Therefore it becomes the obligatory duty and bounded responsibility of the
Government of a welfare state to make this education available to every child.
Wastage and Stagnation are two great hurdles in the way of attainment of
universalisation of education in the country. Statistics show that the number of
elementary schools has increased and we have now a primary school within easy
walking distance from the home of every child. The enrolments in class I to V
have increased, huge amount of money is spent on elementary education, but
unfortunately there is not so much increase in literacy rate. Therefore, these two
major leaks that is Wastage and Stagnation need to be plugged immediately. Only
then education ceases to be an exercise in futility. The earlier we do, the better it
will be. This paper explains the meaning of wastage and stagnation in primary
schools and their causes. It also describes the measures taken to remove wastage
and stagnation in primary schools.

4.2.1 Meaning of Wastage
Wastage means dropout of pupils, i.e., leaving the schools before completing the
primary course. The number of primary schools is increasing in our country every
year. The enrolment in such schools is increasing every year; the expenditure on
primary education has increased year after year. But unfortunately, there is not
much increase in the literacy rate. Children generally join schools during the age of
5-7 years, but start dropping off from the age of 9 years. An All India Education
Survey report shows that with 100 students in class I, the enrolment in class II falls
to 66, in class III to 52, in class IV to 40 and in class V to 32. This is reduced
further by 25 by the time they reach class VIII. In short of every 100 children
enrolled in class I, only 25 are retained within the school system till they reach
class VIII or the age of 14 years. Thus all students who enter the educational
system do not complete the full level of the system for which they are enrolled and
leave or drop out somewhere in the middle. This is known as wastage. Our Indian
Constitution declared to provide free and compulsory education to all children till
they are of 14 years of age. So if any child leaves school before this stage it
becomes a case of wastage. When students leave the school before the completion
of stage of education, the time, money and energy spent on his education is a great
national wastage. In India at primary level this wastage is estimated to the extent
of 60%.

A study of the working group appointed by Kothari Commission 1966 revealed
the following facts:
Wastage and Stagnation

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Self-Instructional Material

Wastage is minimum in class I and II
Wastage is more in girls than boys
Wastage in hills is more than the plains.

This shows that hardly 50% children enjoy the benefits of education. A UNESCO study lists India among countries where the drop-out in primary schools is very high.

The Indian Government, after the attainment of independence, stressed the need of primary education and provided funds for its development, but a scrutiny of statistics reveals that the desired success has not been achieved due to certain reasons. Since the children leave the school before completion of their courses, the time of both the teacher and the taught are wasted. The available statistics reveal that till 1992, 40% of the children have dropped out before completing primary education.

Causes of Wastage

Let us discuss the causes of such a high degree of dropout rates in India.

- Economic causes: It has been estimated that sixty five percent of the causes of wastage are due to economic reasons. As the income of about fifty percent of our country is very low they have to depend on direct or indirect earning by their children. It has been found that in many cases the children are admitted in schools at the age of six plus. At about the age of nine they are withdrawn from schools in order to help the family by doing some work, like seeking some employment etc. Poverty is also directly responsible for wastage. Educational institutions are suffering from paucity of funds. In village primary schools, students generally come bare footed, their clothes are tattered and dirty. They do not take interest in the education of their children nor can they help them in their studies. All these things lead to great wastage.

- Social Causes: The social causes of wastage are as follows:
  
  o There are some backward classes, like the scheduled or tribal people, who do not take interest in the education of their children. They do not enjoy adequate social facilities, because of their social set-up. They are reluctant in keeping their children in schools.
  
  o Some of the parents are illiterate and as such do not understand the importance of education. They are prejudiced and steeped deep in ignorance. They do not realise that their education is of vital importance.
  
  o Some people are orthodox and do not like girl’s education. Such people withdraw their daughters from the school at an early age.
  
  o Girls help their mothers at home. Therefore, they are generally withdrawn from school without the completion of primary education to assist their mother in domestic affairs.
Early marriage system is another hurdle. The girls are married early. Therefore they can’t continue their education even at primary stage.

Most of the primary schools are co-educational institutions. Orthodox people do not like their daughters to study in these schools. So, as soon as they are a little grown up, they are withdrawn.

**Educational Causes:** The educational causes of wastage are

- Present primary education is not worth while both for the children and the parents. The following are some of the educational causes which lead to wastage and stagnation.
- The curriculum of primary education is not in accordance with the real life of the children.
- Individual attention is not paid to the children.
- The environment of primary schools does not meet the psychological needs of children so, they play truant.
- Teaching methods adopted in primary schools are dull, boring.
- Teachers of primary schools do not take interest in their job. Neither they attend to their duties regularly, nor do they pay heed to the difficulties and problems of the children.
- Ours is an examination ridden education. Fear of examination always remains in the mind of children. Because of this fear they develop repulsive attitude towards education.
- The provision of instructional material in primary schools is not adequate.
- There is lack of healthy contact between parents and teacher etc.
- Most of the parents feel that education imparted to their children is useless. It does not train them for better work. On the contrary it isolates the children from habits of work. So they think it better to withdraw their children from the school.

**Defective administration:** Our educational system cannot be said to be completely free from any defects. There are very few schools which can claim to be successful in making the mental, physical and moral development of the Child. In most of the classes the standard of teachers, lack of educational implements on aim and there is a great lack of educational buildings built in healthy environment. In such condition neither the students are able to throw themselves heart and soul into the sacred task of acquiring and learning of knowledge nor are the teachers able to do their teaching work with complete enthusiasm and skill.

**Bad environment:** Ordinarily the students have to pass their time in vicious environment in schools as well as outside the schools. In each class there are a number of such boys whose habits and behaviour, method of
conversation etc. are deplorable. Such types of students never sincerely aim to pass their class every year, and other students by coming in to contact with them start ignoring their studies.

- **Pupil’s ill health:** It has been observed that for several years the physical conditions of the students has been deteriorating. It is because of the lack of edible things, lack of nourishing food, and because of the increase of different diseases, because of being weak and ill, majority of Indian students is not able to devote properly to their studies and consequently they are not able to complete their course within the prescribed period.

- **Illiteracy of the parents and guardians:** Being illiterate, parents fail to understand the cultural and social importance of the education. Consequently even they admit their children in some schools, they take them out of these schools after some time, because from their point of view this is a wastage of time.

- Natural calamities like flood, drought and epidemic diseases disrupt educational activities in school.

### 4.2.2 Meaning of Stagnation

Stagnation means failure in the class, i.e., repetition of classes by pupil. By stagnation we mean that a student continues to remain in one class for more than a year or the prescribed course is not completed within the allotted time. Stagnation is a major factor responsible for wastage in primary education, both directly and indirectly. If a student completes five years courses in seven years’ time it naturally means that he has wasted two years’ time and labour. Besides, if the student consistently fails in a class, he loses interest in studies. The parents also get discouraged and lose interest in the child’s education. Generally, in the end, the child gives up studies and either gets into some trade thereby helping his parents to supplement their income or turns a vagabond menacing the society and thus increasing the burden of the nation. In this way stagnation damages the primary education to a great extent. Hence, it is necessary to seriously deliberate over the causes of this stagnation.

The Gokhale Institute of Politics and Economics conducted an investigation and pointed out that stagnation was as greater evil than wastage.

The Kothari Commission collected data regarding enrolment in Class – I to VIII in 29 districts of our country. On an analysis of the data it concluded that –

- Stagnation is higher in Class – I
- It is reduced considerably in higher classes.
- At the Higher primary stage, stagnation decreases.
- On the whole, stagnation among girls is greater than that among boys’
- The extent of Stagnation show considerable variation from area to area.

Thus the problem of stagnation is very acute at the primary stage in India.
Causes of Stagnation

Let us discuss the causes of stagnation in school.

- **Heavy and uninteresting curriculum:** The children studying in the primary classes are mostly in the tender age group of six to eleven years, and they have to study five subjects including arithmetic and science which are uninteresting for the children of this tender age. So, they find it difficult to complete this huge and un-absorbing curriculum within the prescribed period. They therefore, fall victim to stagnation.

- **Irregular attendance:** Some pupils are irregular in attending schools due to indifference of their parents who are either illiterate or too busy to care for their kids. The failure of the school to attract its pupils and adjust its study hours to their needs also contributes to the irregularity of attendance of pupils.

- **Absence of definite admission rules:** There are no definite rules regarding admission in primary classes. Any child of any age within the age group may seek admission in any class. The result is that there is no co-ordination and balance between one’s age and mental development and consequently the child may have to repeat a year.

- **Unsuitable atmosphere and conditions:** Mostly two different types of atmosphere are faced by the student when he gets admission in the class. The first is that of his family or locality and the second is that of the school which comprises of children of various families and different social strata. It is generally not possible for all the children to strike a balance between the two. This mal adjustment sometimes not only causes stagnation but also becomes responsible for juvenile delinquency. Delinquency being an easy way out of the problems faced by the young students does spread fast among children at this vulnerable age. Sometimes the atmosphere at schools or home being unfavourable for education causes stagnation. Many children do not get sufficient time to study at homes with the result that neither they complete the home task nor the prescribed courses within the expected time. Hence, they do not achieve success in the examination. The stagnation is, therefore, natural in this case.

- **A physical weakness of students:** A healthy body possesses a healthy mind. Our children do not get balanced diet with the result that their physical development gets retarded. The mind and the memory, therefore, do not develop to the desire extent and the children fail to cope up with their course within the prescribed time.

- **Social evils:** Sometimes some evil social practices also become major hurdles responsible for stagnation. Even today early marriage takes place and the boys and girls get involved at a young age with married life. They
lose interest in studies, and therefore fail in examinations. Besides, on boys falls the responsibility of supporting the family and therefore they leave studies to take up a trade. Girls in particular are forbidden to pursue their education after marriage. Moreover, they have to at their tender age, begin to housekeeping and rear a family.

- **Defective Education Systems:** Due to shortage of teachers, a teacher has generally to take many classes and teach various subjects. Under these circumstances it is simply a folly to expect that the students will be able to complete their courses in time. Lack of trained teachers, dearth of educational material, unsuitable school buildings are some of the other causes responsible for stagnation in primary classes.

- **Defective Pattern of Examination:** Through the present examination system efforts are made to assess the knowledge gained by the student in a year within a few hours through some questions. Least importance is attached to the work a student does throughout the year. If due to any reason the student, despite knowing the subject matter, fails to answer in a particular fashion his entire year is lost and he once again has to repeat the class. Thus, the prevailing system of examination, besides being full of defects, also helps to increase stagnation.

- **Stagnation in class I:** Besides the above causes which apply to the primary stage as a whole, there are certain causes which are peculiar to class - I:
  - Heterogeneity of the age composition of students. Some children join late and they find it difficult to adjust psychologically with their peers who are of a lower age.
  - Making fresh admission throughout the year. (i) Overcrowding in the class. (ii) Inability of the teachers to use play way techniques. (iii) Poor and illiterate parents consider it most profitable to use their children in household work than sending to school.

4.2.3 **Measures to Remove Wastage and Stagnation**

We have acquainted ourselves with some of the causes of wastage and stagnation in education that are responsible for wastage and stagnation. Many measures have been taken by both Central and State Governments to remove wastage and stagnation. Now we have to deliberate on how to free education from the causes that are responsible for wastage and stagnation. Some suggestions to remove these causes are mentioned below.

- **Improvement of Curriculum:** It is necessary to effect changes in the tough and burdensome curriculum in order to avoid wastage and stagnation. Wastage and stagnation may be avoided by making the subjects of science and arithmetic light and more interesting. The method of teaching these
subjects should also be made attractive and the number of subjects should also be reduced.

• **Regular Admission Policy:** The administrators and the inspectors should formulate a uniform policy and strictly observe it. Wastage and stagnation may be checked by framing rules regarding the age and the stage of mental and physical development for the purposes of admission.

• **Improvement of Atmosphere:** Changes in the home, society and school atmosphere should be made in order to stop wastage and stagnation. The changes made should aim at improving and making the atmosphere healthy. To achieve this, it is desirable that the public, the teachers and the government should co-operate. It is necessary to remove the evil social practices and false values. Registrations should be imposed on indecent films, film-songs, etc. Much success in the sphere may be achieved by providing healthy entertainment to children under the supervision of teachers and adult education to the illiterate parents.

• **Improvement of Health:** Physical development is necessary for mental development of students, but the tragedy is that most of the parents in our country are unable to provide nourishing food for their children. In view of the helplessness of the parents it is the responsibility of the state to take over the charge of providing food to the future citizens of the country. It is, therefore, necessary to provide milk and other nourishing food to the school going children. This is necessary for removing stagnation and for building up healthy citizens.

• **Improvement in Teaching Method:** The prevailing teaching methods being un-psychological and unattractive cause stagnation. The problem of stagnation may be solved to a large extent if psychological systems prevailing in other developed countries are adopted in this country, too. In adopting these systems we will face the difficulty of financial resources and sufficient number of trained teachers. This difficulty may be overcome if love for education is created in rich persons.

• **Stopping child marriage:** Although child marriage has been proclaimed an offence under Act of 1930 and other Amendments to the Act, yet this social practice continues. Unless the society looks down on this practice with contempt, it will not be stopped. As such, it is the duty of the public and leaders to put an end to this practice. The government, too, should take effective steps to ensure the implementation of the act.

• **Reforms in the Examination system:** The system of examination should be based on the principle that education is imparted for success in examinations. The system, therefore, should examine the whole year’s work
and promotions should be given after testing the real knowledge acquired during the period of study. There should be continuous comprehensive evaluation (C.C.E) of the performance of the pupils, and of their day to day activities.

For minimizing wastage and stagnation, the Kothari Commission has made the following recommendations:

- Examinations at the end of class I should be abolished and first two classes and where possible, even class I to IV should be regarded as one unit.
- Introducing a year of pre-school education
- Adoption of play-way techniques in class I
- Providing ‘literacy classes’ for a period of one year at least to all children in the age group 11-14 who are not attending schools
- Right type of trained teachers should be appointed. Lady teachers have proved better in handling young children.
- The school should be properly equipped with teaching material, furniture, building etc.
- Medical facilities, free books to poor students and mid-day meals should be given. Admission should be restricted to certain months, especially in the beginning of the year
- Class I should be made a homogeneous unit of age group 6-7 years.
- Educational system should be made realistic.
- No failure at this stage.
- Provision for adult education be made so as to create parent’s consciousness interest in the education of their wards.

Some of the Implementing Schemes

- **Alternative Model for Elementary Education:** The governments’ major national strategy for promoting early childhood development, the Integrated Child Development Scheme (ICDS) Programme was launched in 1975. Under this programme expectant and nursing mother and children District Primary Education Programme (DPEP): District Primary Education Programme was launched in India in 1994. It is one of the largest education project ever taken in the world. Some of the objectives of DPEP are to (i) Provide all children with access to primary education (class I to V) (ii) Reduce primary drop-out rates for all students to less than 10% (iii) Reduce difference in enrolment drop-out rates and learning achievement among gender and social groups to less than 5 %.
Notions

Self-Instructional Material

187x913

Sarva Shiksha Abhijan (SSA): Sarva Shiksha Abhijan is an educational scheme. The scheme has been formulated for universalisation of primary education. The main aim of Sarva Sikhsa Abhijan is to provide useful and practical primary education to all the children of 6-14 years by 2010.

Mid-Day Meal Programme (MDMP): The children of today are the citizens of tomorrow. The Mid Day Meal Programme for the children was initially viewed as an act of charity. MDMP was initiated in 1995 for the purpose of not only improving children’s health, but also increasing their school participation in terms of enrolment, regularity in attendance and performance leading to certain levels of achievement of objectives of school education. From 1st July 2005 all Mid-Day Meal Schemes includes a component of micro nutrient supplementation covering essential micro nutrients such as Vitamin A, Iron, Iodine etc.

Reading Enhancement Programme: This Programme has been launched in 19th September, 2007, for classes I and II in collaboration with Pratham (Parhim - Sikim). Goal of this programme is to make children ready to recognise alphabets, read simple words. Children should be able to read unseen paragraph without conjoined letter with understanding.

Meena Campaign: Meena Campaign was launched in 2008. Meena Camp is established in the Tea Garden and will be conducted in collaboration with UNICEF. Objectives of this Meena Campaign is to make an attempt to eliminate problem of girls education in tea gardens, char areas.

4.3 PRE-SCHOOL EDUCATION IN STRENGTHENING THE PRIMARY EDUCATION

While most parents consider kindergarten the official start of their child’s education, the years preceding this milestone are an important time for learning as well. Children enter Kindergarten usually at around five years old – but the first five years of life are a critical period for setting the foundations of learning. In fact, the preschool years may be the most important learning time of all.

Preschool education is now considered not just a good idea, but very important for a child’s scholastic success. According to Kathleen McCartney, Dean of Harvard Graduate School of Education, ‘At preschool, they become exposed to numbers, letters, and shapes. And, more important, they learn how to socialize – get along with other children, share, contribute to circle time.’ These skills are an important basis for what children will learn in Kindergarten and beyond.
Preschool education provides a child with an opportunity to start a lifelong love of learning. With the use of age-appropriate materials and objectives, one can help a child to practice skills, lay the framework for more advanced learning, and most importantly discover that learning is fun. The motivation to learn is an important factor in school success.

According to Nobel Laureate and Professor James J. Heckman, ‘Early childhood interventions of high quality have lasting effects on learning and motivation.’ This means that providing preschool learning opportunities to your child that ensure learning and development take place hand in hand has lifelong benefits for academic success and more. A child who experiences the joy of learning, of discovery, and of successfully completing age-appropriate tasks at a young age will be more likely to enjoy school later in life, and do better academically as well.

Preschool education provides a child with many benefits, including:

- Longer attention span, making it easier to focus in class
- Advanced language skills that form the basis for reading and writing
- Becoming accustomed to structure and scheduled activities
- Important social skills that are learned in a preschool class environment

Multiple studies have shown that preschool education results in better performance in school later. This has become so widely accepted that many states now provide opportunities for free preschool to low-income and at-risk children. Preschool learning both in the classroom and at home provide a child with a strong foundation and ensure that they enter Kindergarten ready to learn; in fact, a certain level of knowledge is expected of children entering school due to the emphasis on preschool learning in recent years. A good preschool education ensures your child is ready, and won’t fall behind his or her classmates.

Education of the girl child

Please note, we have discussed the topic education of the girl child in the previous unit.

Check Your Progress

1. In the context of school education, what do you understand by wastage?
2. What did the Kothari Commission conclude regarding enrolment after collecting data about Classes I-VIII?
3. List two benefits of preschool education.
4.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Wastage means dropout of pupils, i.e., leaving the schools before completing the primary course.

2. The Kothari Commission collected data regarding enrolment in Class – I to VIII in 29 districts of our country. On an analysis of the data it concluded that –
   - Stagnation is higher in Class – I
   - It is reduced considerably in higher classes.
   - At the Higher primary stage, stagnation decreases.
   - On the whole, stagnation among girls is greater than that among boys’
   - The extent of Stagnation show considerable variation from area to area. Thus the problem of stagnation is very acute at the primary stage in India.

3. Preschool education provides a child with many benefits, including:
   - Longer attention span, making it easier to focus in class
   - Advanced language skills that form the basis for reading and writing

4.5 SUMMARY

- Primary education provides fundamentals of all formal education. It starts at 6 years and continues up to 10-11 years of age. Primary education is a fundamental need of life and its development.
- Wastage means dropout of pupils, i.e., leaving the schools before completing the primary course.
- The number of primary schools is increasing in our country every year. The enrolment in such schools is increasing every year; the expenditure on primary education has increased year after year.
- It has been estimated that sixty five percent of the causes of wastage are due to economic reasons.
- It has been observed that for several years the physical conditions of the students has been deteriorating. It is because of the lack of edible things, lack of nourishing food, and because of the increase of different diseases, because of being weak and ill, majority of Indian students is not able to devote properly to their studies and consequently they are not able to complete their course within the prescribed period.
• Stagnation means failure in the class, i.e., repetition of classes by pupil. By stagnation we mean that a student continues to remain in one class for more than a year or the prescribed course is not completed within the allotted time.
• Many measures have been taken by both Central and State Governments to remove wastage and stagnation.
• While most parents consider kindergarten the official start of their child’s education, the years preceding this milestone are an important time for learning as well.
• Children enter Kindergarten usually at around five years old – but the first five years of life are a critical period for setting the foundations of learning.

4.6 KEY WORDS
• **Delinquency**: It means behaviour, especially of a young person, that is illegal or not acceptable to most people.
• **Stagnation**: By stagnation we mean that a student continues to remain in one class for more than a year or the prescribed course is not completed within the allotted time.
• **Curriculum**: It refers to the subjects comprising a course of study in a school or college.
• **Enrolment**: It means the act of putting yourself or someone else onto the official list of members of a group, course, or college.

4.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions
1. Discuss wastage in school.
2. What are the educational causes of wastage in school?
3. Define stagnation.
4. Write a short-note on the benefits of preschool education.

Long Answer Questions
1. Explain the causes of wastage in school.
2. Examine the causes of stagnation in school.
3. Describe the ways in which the government has tried to reduce wastage and stagnation in school.
4.8 FURTHER READINGS

UNIT 5 OVERVIEW OF NATIONAL POLICY ON EDUCATION

Structure
5.0 Introduction
5.1 Objectives
5.2 Recommendations of the National Policy on Education (1986) on Early Childhood Care and Education at Elementary Level
5.2.1 Salient Features of National Policy on Education
5.3 Answers to Check Your Progress Questions
5.4 Summary
5.5 Key Words
5.6 Self Assessment Questions and Exercises
5.7 Further Readings

5.0 INTRODUCTION

In the previous unit, you learnt about the problem of wastage and stagnation in Indian education. In this unit, the discussion will turn towards the National Policy on Education (NPE). The NPE is a policy formulated by the Government to promote education amongst India’s people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was formulated in 1968 while the second NPE came out in 1986. The Government is in the process of formulating a new National Policy of Education as of 2018.

4.1 OBJECTIVES

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

- Examine the salient features of the National Policy on Education, 1986
- Discuss the recommendations of the NPE, 1986 on early childhood care and education
5.2 RECOMMENDATIONS OF THE NATIONAL POLICY ON EDUCATION (1986) ON EARLY CHILDHOOD CARE AND EDUCATION AT ELEMENTARY LEVEL

The Parliament during the Budget Session in 1986 discussed and adopted the National Policy on Education 1986. A promise was made at that time by the Minister of Human Resource Development that he would present in the Monsoon Session a Programme of Action for the implementation of the policy. Immediately after the Budget Session, the Ministry undertook an intensive exercise to prepare the promised Programme of Action.

5.2.1 Salient Features of National Policy on Education

Let us discuss the salient features of the NPE 1986.

★ The Essence and Role of Education

- **All-round Development**: “In our national perception education is essential for all, as it is fundamental to our all round development—material and spiritual”.

- **Acculturating Role**: Education has to play an acculturating role as it refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.

- **Man-power Development**: Education develops man-power for different levels of national economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.

- **A unique Investment**: Education is a unique investment in the present and the future for all round development of nation in all its manifestations.

★ National System of Education

- **The NPE ’86 has lucidly explained**: “The concept of a ’National System of Education’ implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy”.

- **Common Educational structure**: It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country. Regarding the further break-up of first 10 years efforts will be made to
move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

- **National Curricular Framework with a Common Core**: The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India’s freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements cut across subject areas and will be designed to promote values such as India’s common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of the environment, removal of social barriers, observation of small family norm and inculcation of scientific temper. All educational programmes will be carried on in spirit conformity with secular values. The following common scheme of studies has been suggested in the national curriculum framework: (i) One language at primary level and three languages at the upper primary and secondary level, (ii) Mathematics, (iii) Environmental studies—science and social sciences, (iv) Work-experience/S.U.P.W., pre-vocational courses, (v) Art education, and (vi) Health and physical education.

- **Equality of Opportunity of Education**: To promote equality it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the spectrum of core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident by birth.

- **Minimum Levels of Learning**: It will be laid down for each stage of education. This will ensure a comparable standard of education for each area of learning in the curriculum. This will serve as a reference in the development of instructional materials, selection of suitable teaching learning strategies and evaluating learner’s progress. It would also help maintaining a reasonable standard of education throughout the country.

- **Understanding of Cultural and Social Systems**: The NPE ’86 states, “steps will be taken to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country. To promote this objective, the link language has to be developed and programmes of translating books from one language to another and publishing multi-lingual dictionaries and glossaries should be implemented.” The Policy stated, “The young will be encouraged to undertake the rediscovery of India, each in his own image and perception”.

- **International Understanding**: True to the hoary tradition of India following the principle of amity and co-operation among nations, education has to strengthen peace and understanding between nations, treating the whole
Overview of National Policy on Education

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world as one family and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

- **Inter-regional Mobility:** NPE suggests that in higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of universities and other institutions of higher education is to be understood for promoting a sense of national identity and mobility.

- **Pooling of Resources:** In the areas of research and development and education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

- **Priorities of Educational Reforms:** The nation, as a whole, assumes the responsibility of providing research support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research, etc.

- **Life-long Education:** Life-long education is a cherished goal of educational process. It presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at their own pace. The future thrust will be in the direction of open and distance learning.

- **Strengthening of National Institutions:** The NPE '86 recommends that the institutions of national importance like UGC, NCERT, NIEPA, AICTE, ICAR, IMC etc. will be strengthened to enable them to give shape to national system of education and to cope with the emerging demands of the nation. Integrated planning will be instituted among all these premier bodies so as to establish functional linkages and reinforce programmes of research and post-graduate education.

♦ **Education for Equality**

The NPE '86 lays special emphasis on the "removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been deprived of so far".

*Education for women's equality*

The policy states the following:

(i) **Status of women**

Education will be used as an agent of basic change in the status of women.

- **Empowerment of Women:** The national system of education will play a positive role in the empowerment of women. It will foster the development
of new values through redesigned curricula, text books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.

- **Women’s Studies**: Women’s studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to accelerate the pace of women’s development.

- **Removal of Women’s Illiteracy**: The removal of illiteracy of women and obstacles inhibiting their access to and retention in century education will receive top priority through provision of special support services, setting of time targets, and effective monitoring.

- **Women’s Participation in Technical and Vocational Education**: Major thrust will be placed upon women’s participation in technical, vocational and professional course at different levels. The policy of non-discrimination will be pursued vigorously to obliterate sex stereo-typing in vocational and professional courses. Besides, their participation will be promoted in non-traditional occupations and emergent technologies.

### Education of Scheduled Castes

The main focus in this regard is the equalization of SCs population with the non-SCs population at all stages and levels of education, in all areas and in all the four dimensions—rural male, rural female, urban male and urban female.

The measures contemplated include:

- Incentives to indigent families to send their wards to school regularly till they attain the age of 14
- Introduction of pre-metric scholarship scheme from class I onwards
- Constant micro-planning and verification to ensure enrolment, retention and successful completion of courses, together with provision of remedial courses to improve their prospects for further education and employment
- Recruitment of teachers from scheduled castes.
- Provision of facilities for SC students in hostels at district headquarters, according to a phased programme
- Location of school buildings, Balwadis, Adult Education Centres, Non-formal Centres in such a way as to facilitate full participation of the scheduled castes.
- The utilization of NREP and RLEG resources so as to make substantial educational facilities available to the scheduled castes
- Constant innovation in finding new methods to increase the participation of the scheduled castes in the education process
Overview of National Policy on Education

**NOTES**

**Education of Scheduled Tribes**

The following measures are to be taken:

- The construction of school buildings will be undertaken in tribal areas on a priority basis under the normal funds for education, as well as under the NREP, RLEG and Tribal Welfare Schemes.

- The need to devise the curricula and instructional materials in tribal languages at the initial stages, with arrangements for switching over to regional language.

- Educated and promising scheduled tribe youths will be encouraged and trained to take teaching in tribal areas.

- Residential schools, including Ashram Schools, will be established on a large scale.

- Incentive schemes like scholarships in higher education including technical, professional and para-professional courses will be taken for the scheduled tribes. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.

- Anganwadis, non-formal and adult education centres will be opened on a priority basis in areas predominantly dominated by scheduled tribes.

- The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribals and their enormous creative talents.

**The Education of Backward Sections and Areas:**

Suitable incentives will be provided to all educationally backward sections of society living in rural areas. Hilly and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

**Minorities**

Greater attention will be focused on education of the minorities for promotion of social justice and equality. They would be helped to establish and administer their educational institutions, and protection to their languages and cultures should be ensured.

**The Education of the Handicapped**

The policy states that the objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence.

It envisages the following measures in this regard:

- Whenever possible, education of children with locomotor handicaps and other mild handicaps will be common with that of others.
• Provision of special schools with hostels as far as possible at district headquarters, for the severely handicapped children
• Adequate arrangements for vocational training to the disabled to enable them to live with confidence
• Re-orientation of teacher training programmes to deal with the special difficulties of the handicapped children.
• Voluntary efforts for the education of the disabled by the voluntary organisations.

Adult and Continuing Education

The NPE ’86 provided the following in this regard:

• Commitment of the central and State Governments, political parties, mass media and educational institutions to mass literacy programmes of diverse nature
• Involvement of teachers, students, youths, voluntary agencies, employers etc. in this programme
• Concerted efforts to harness various research agencies to improve the pedagogical aspects of adult literacy
• Awareness among the learners upon literacy, functional knowledge, skills and socio-economic reality in the mass literacy programme,

(iii) Regarding the implementation, the ways and means are as follows:

• Setting of continuing education centres in rural areas.
• Education of workers through their employers, trade unions and concerned agencies of Government.
• Providing post secondary educational institutions.
• Providing books, libraries and reading rooms.
• Using Radio, T.V. and films as mass learning media.
• Creation of learner’s groups organisations.
• Designing programme of distance learning,
• Providing assistance in self-learning.
• Organizing vocational training programmes based on need and interest.
Re-Organisation of Education of Different Stages

Early Childhood Care and Education

For all-round development of child nutrition, health, social, mental, physical, moral and development, early childhood care and education will be accorded top priority and will be with Integrated Child Development Services Programme, wherever possible. Daycares will be provided as a support service for universalisation of primary education.

- Programmes of ECCE will be child-centred, focused around play and individuality of the child. Formal methods and 3 R’s will be out of place and local community will be involved in these programmes,
- A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general.

Elementary Education

The highest priority will be given to solve the problem of children dropping out of the school. It will be ensured that all children who attain the age about 11 years by 1990 will have 5 of schooling or its equivalent through the non-formal stream likewise by 1995, all children be provided free and compulsory education up to 14 years of age.

(i) Two Aspects of Education as Emphasized:

(a) Universal enrolment and retention of children up to 14 years of age.
(b) A substantial improvement in the quality of education.

(ii) Child-Centred Approach: Emphasis has to be laid upon paedocentric approach at the primary stage. Remedial instruction is given to the first generation learners. The policy of non-detention and abolition of corporal punishment will be adopted. School timings and vocations will be adjusted to the convenience of children.

(iii) Essential Facilities: Provision will be made for providing essential facilities in primary schools including at least two reasonable all weather large pucca rooms, and the necessary toys, black-boards, maps, charts, other necessary teaching-learning materials.

At least two teachers, one of them a woman, should work in every school, the number increasing as early as possible to one teacher per class. The sum-total of all the aforesaid facilities called “Operation Blackboard” has been undertaken throughout the country as a part of the primary school improvement programme.

(iv) Non-formal Education: A large and systematic programme of non-formal education will be launched to educate:

(a) School drop-outs,
(b) Children of non-school areas,  
(c) Working children and girls who cannot attend whole day schools.

To make the programme a grand success, the policy recommends the following:

(i) Modern technological aids will be used to improve the learning environment of non-formal education centres.
(ii) Talented and dedicated young men and women from the local community will be chosen to serve as instructors.
(iii) Special attention will be paid to the training of instructor. Steps will be taken for their entry into formal system in deserving cases.
(iv) All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education.
(v) Effective steps will be taken to provide a framework for the curriculum on the lines of national core curriculum but based on the needs of learners and related to the local environment.
(vi) Learning materials of high quality will be developed and provided to all pupils free of cost.
(vii) The programmes will provide participatory learning environment and activities such as games and sports, cultural programmes, excursions, etc.
(viii) Voluntary agencies and Panchayat Raj institutions will be involved in establishing of non-formal education centres and the government will take over the onus of providing adequate and timely funds to these agencies.

A Resolve by Government

“All children who attain the age of about 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream. Likewise, by 1995, all children will be provided free and compulsory education up to 14 years of age”.

⃣ Technical and Management Education

The reorganization of technical and management education should take into account the anticipated scenario by the turn of the century, with special reference to the likely changes in economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology.

Technical Manpower Information System will be further developed and strengthened. Continuing education covering established as well as emerging technologies will be promoted. Programmes of computer literacy will be organised on wider scale from the schools age.

The access of a large segment of people to technical and management education will be made through distance learning mode including the use of mass media. Technical and management education programmes, including education in
poly-techniques will also be on a flexible modular pattern based on credits, with provision for multi-point entry.

Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections and the physically handicapped. To encourage students to consider ‘self-employment’ as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes.

The community polytechnic system will be appraised and appropriately strengthened to increase its quality and coverage. Research aiming at producing man-power will be undertaken by all higher technical institutions.

Networking systems will have to be established between technical education and industry. As technical and management education is expensive, steps will be taken for cost effectiveness and promotion of excellence.

Making the System Work

As the nation has placed unlimited trust in educational stream, the policy wants to make it work.

For this, the strategy will consist of the following:

(i) A better deal to teachers with greater accountability.
(ii) Provision of improved student’s services and insistence on observance of acceptable norms of behaviour.
(iii) Provision of better facilities to institutions.
(iv) Creation of a system of performance appraisals of institutions according to standards and norms set at the national or state levels.

Reorienting the Content and Process of Education

The policy emphasizes the following:

1. Cultural Content

The curricular and processes of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Resource persons will be invited to contribute to the cultural enrichment of education.

To sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be appreciated and recognized.

2. Value Education

In a culturally pluralistic society, education should foster universal, social, moral and eternal strive towards the unity and integration of our people. Such value education should help eliminate violence, fatalism, religious fanaticism and superstition. Value education should lay on profound positive content, based on our heritage, national goals and universal.
3. Development of Languages
1968 policy prescription on the development of languages will be implemented more and purposefully.

4. Availability of Qualitative Books and Increase of Reading Habits
The reading habits of the people will be developed and they will be encouraged for creative writing. The books will be made available at low prices. The quality of books will be improved and the interests of authors will be protected. Good translation of foreign books into Indian languages will be supported. Special attention will be paid to the production of quality books for children, dig text books and work books.

5. Improvement of Libraries
A nation-wide improvement of the existing libraries and the establishment of new ones will be taken up. Provision will be made in all educational institutions for library facilities and the status of librarians will be improved.

6. Educational technology it will be employed for
(i) Spreading useful information,
(ii) Giving training to teachers,
(iii) Improving quality of education,
(iv) Sharpening awareness of art and culture, and
(v) Inculcating abiding values etc. both in the formal and non-formal sectors.
An active movement will be started to promote the production of children’s films of high quality and usefulness.

7. Work-Experience
It will be made an essential part of education at all stages. It will be provided through well structured and graded programmes. Its activities will be provided in accordance with needs, interests and abilities of students. The level of skills and knowledge will be upgraded keeping in view the stages of education.

8. Education and Environment
Consciousness of environment must be created in schools and colleges. This aspect will be fitted into in the entire educational process.

9. Mathematics Teaching
It should be redesigned to bring it in line with modern technological devices.

10. Science Education
It will be strengthened so as to develop in the child, spirit of inquiry, creativity, objectivity and aesthetic sensibility. Science education programmes will be redesigned to enable the learners acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life.
Every effort will be made to extend the reach of science education to the vast numbers not covered under formal education system.

11. Sports and Physical Education

It should be made an integral part of the modern educational process. A nationwide infrastructure for physical education, sports and games will be built into the educational edifice. The infrastructure will consist of play fields, equipment, coaches and teachers of physical education as part of the school improvement programme.

Available open space in urban areas will be reserved for playgrounds. Efforts will be made to establish sports institutions and hostels. Encouragement will be given to the talented sports and games persons. Efforts will be made to introduce Yoga in all schools and teacher training courses. Indigenous traditional games will be emphasized.

12. The Role of Youth

The youth will be provided opportunities to involve themselves in national and social development through educational institutions and outside of them. It will be compulsory for the students to take part in NSS, Scouts, NCC, etc. Outside the institutions, they will be encouraged to take up programmes of development, reform and extension. The National Service Volunteer Scheme will be strengthened.

13. The Evaluation Process and Examination Reform

As part of the sound educational strategy, examination should be employed to bring about qualitative improvement in education. The objective will be to recast the examination system so as to ensure valid and reliable method of assessment and a powerful instrument for improving teaching learning process.

The measures to be taken are as follows:

(i) The elimination of excessive element of chance and subjectivity.
(ii) The de-emphasis of memorization.
(iii) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education spread over the total span of instructional time.
(iv) Effective use of evaluation process by teachers, students and parents.
(v) Improvement in the conduct of examination.
(vi) The introduction of concomitant changes in instructional materials and methodology.
(vii) Introduction of semester system from the secondary stage in a phased manner.
(viii) The use of grades in place of marks.

The predominance of external examination should be reduced and there will be the need of streamlining of institutional level evaluation.
The Teacher and Teacher Education

NPE states that the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines.

The following recommendations are made for the improvement of teacher’s professional competency and their service conditions:

1. The methods of recruitment of teachers will be reorganized to ensure merit, objectivity and conformity with spatial and functional recruitment.
2. The pay and service conditions of teachers have to be improved to commensurate with their social and professional responsibilities.
3. Teacher’s associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and curbing professional misconduct. National level associations of teachers could prepare a code of professional Ethics for Teachers and see its observance.

Teacher Education:

The following are recommendations of NPE, 86:

1. Since teacher education is a continuous process, its pre-service and in-service components are inseparable. As a first step, the system of teacher education will be overhauled.
2. Continuing Education:
   The new programmes of teacher education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this policy.
3. Establishment of District Institutes of Education and Training (DIET):
   It will be established with the capacity to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.
4. Upgrading Selected Teacher Training Colleges:
   Selected Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training?
5. National Council of Teacher Education (NCTE):
   It will be provided the necessary resources and capability to accredit institution of teacher education and provide guidance regarding curricula and methods.
6. Networking Arrangements:
These will be created between institutions of teacher education and university
departments of education.

The Management of Education:
The guiding considerations for overhauling the system of planning and management
of education will be as follows:
(i) Evolving a long-term planning and management perspective of education
and its integration with the country’s development and man power needs.
(ii) Decentralization and the creation of a spirit of autonomy for educational
institutions.
(iii) Giving pre-eminence to people’s involvement including association of non-
governmental agencies and voluntary efforts.
(iv) Inducting more women in the planning and management of education.
(v) Establishing the principle of accountability in relation to given objectives
and norms.

At National Level
The CABE will play a pivotal role in:
(i) Reviewing educational development,
(ii) Determining the changes required to improve the system, and
(iii) monitoring implementation.

It will function through appropriate committees and other mechanisms
created to ensure contact with, and co-ordination among the various areas of
HRD. The Departments of Education at the centre and in the states will be
strengthened through the involvement of professionals. To improve management
structure of education, Indian Education Service will be constituted.

At State Level
State Government may establish State Advisory Board of Education on the lines
of CABE. Effective measures should be taken to integrate mechanisms in the
various state departments concerned with Human Resource Development. Special
attention will be paid to the training of educational planners, administrators and
heads of institutions. Institutional arrangements should be set up in stages.

At District Level
District Boards of Education will be created to manage education up to the higher
secondary level. State Governments will attend to this aspect with all possible
expedition. Within a multi-level framework of educational development, central,
state, district and local level agencies will participate] in planning, co-ordination,
monitoring and evaluation.
At Local Level
Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

Voluntary Agencies
Non-government and voluntary agencies will be encouraged with financial help to make commendable contribution to the development of educational system.

Resources and Review
1. Resources:
   Investment of education will be gradually increased to reach a level of expenditure of National Income as early as possible.
   The under mentioned resource lists by NPE as follows:
   (i) Mobilization of donations.
   (ii) Asking the beneficiary communities to maintain school buildings and supplies of some consumables.
   (iii) Raising fees at the higher level of education.
   (iv) Effecting some savings by the efficient use of facilities.
   (v) Asking the institutions involved with research and development of technical and scientific man power to mobilize some funds by levying a cess or charge on the user agencies.

2. Review:
   The implementation of various parameters by the new policy must be reviewed every five years. Appraisal at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

The Future
It has been envisaged that notwithstanding the complexity of the future shape given our tradition which has, almost always, put a high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives.

Check Your Progress
1. What does the NPE 1986 have to say about the concept of the National System of Education?
2. How does the NPE 1986 propose to empower women?
3. What does the NPE 1986 believe the objective should be for the education of the handicapped?
5.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The concept of a 'National System of Education' implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy.

2. The NPE 1986 states that it will strive to empower women by fostering the development of new values through redesigned curricula, text books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.

3. The policy states that for the education of the handicapped the objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence.

5.4 SUMMARY

- The NPE 1986 envisaged a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66).
- The NPE '86 states, "steps will be taken to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country.
- The National Policy on Education states that for all-round development of child nutrition, health, social, mental, physical, moral and development, early childhood care and education will be accorded top priority and will be with Integrated Child Development Services Programme, wherever possible.
- The NPE states that the highest priority will be given to solve the problem of children dropping out of the school. It will be ensured that all children who attain the age about 11 years by 1990 will have 5 of schooling or its equivalent through the non-formal stream like-wise by 1995, all children be provided free and compulsory education up to 14 years of age.
- According to the NPE, appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections and the physically handicapped.
The NPE states that to encourage students to consider ‘self-employment’ as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes.

NPE states that the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines.

5.5 KEY WORDS

- **Anganwadis**: They are a type of rural child care centres in India. They were started by the Indian government in 1975 as part of the Integrated Child Development Services.

- **Remedial Instruction**: It is a type of educational instruction assigned to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy.

- **Empowerment**: It is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.

5.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. What does the National Policy on Education have to say on adult and continuing education?

2. Write a short-note on technical and management education under the NPE, 1986.

3. What does the National Policy on Education have to say on teacher education?

**Long Answer Questions**

1. Discuss how the NPE 1986 wishes to equalize educational opportunities.

2. Examine the salient features of the National Policy on Education 1986.

3. Describe the recommendations of the National Policy on Education on early childhood care and education.
5.7  FURTHER READINGS


UNIT 6 EDUCATION FINANCES

Structure
6.0 Introduction
6.1 Objectives
6.2 Financing of Education of Young Children
6.3 National Crèche Scheme
6.4 Sources of Finance for Education in India
6.5 Answers to Check Your Progress Questions
6.6 Summary
6.7 Key Words
6.8 Self Assessment Questions and Exercises
6.9 Further Readings

6.0 INTRODUCTION

In the previous unit, you learnt about the features of the National Policy on Education, 1986. This unit will examine the financing of education of young children. The financing of education of young children is a critical issue in early childhood education. A developing country like India has historically struggled to provide adequate financing for education of children. This is also true for children in other developing countries, making the financing of education of young children a major impediment in the universalization of education of young children.

6.1 OBJECTIVES

After going through this unit, you will be able to:
- Examine the financing of education of young children at the global level
- Describe the sources of education finance in India
- Discuss the National Crèche Fund

6.2 FINANCING OF EDUCATION OF YOUNG CHILDREN

In recent times, the access to Early Childhood Development (ECD) programs has expanded globally, however in low- and middle income countries, children from disadvantaged backgrounds are often left out, and programs are often of poor quality. Despite a strong case for investing in young children, current levels of financing for ECD fall far short of those necessary to provide access to high-quality services for all children from birth.
The adoption of the Sustainable Development Goals and specifically target 4.2, that is, ensuring that by 2030 all girls and boys have access to quality early childhood, confirms the importance of ECD within the global policy agenda, yet estimates suggest annual costs for one year of high-quality pre-primary education alone in low and lower-middle income countries will need to increase nearly sevenfold compared to current cost estimates. This estimate does not reflect additional resources needed for a range of other ECD services that begin at birth.

Most research on financing ECD services has been conducted in high-income countries, with limited relevance for more resource-constrained contexts.

High-quality early care and education (ECE) is critical to positive child development and has the potential to generate economic returns, but the current financing structure of ECE leaves many children without access to high-quality services and does little to strengthen the ECE workforce, says a new report from the National Academies of Sciences, Engineering, and Medicine. Transforming the accessibility, affordability, and quality of ECE provided outside the child’s home will require phased implementation, amounting to at least an estimated $140 billion annually from the public and private (philanthropy, employers, and families) sectors in the final phase of implementation. The report says an ideal financing structure should support high standards; a highly qualified workforce; and equitable access for families from all socio-economic, racial, ethnic, ability, and geographic backgrounds.

The committee that carried out the study and wrote the report estimated potential contributions from families and the public sector over phases, recognizing that increases in ECE funding will need to occur over time. By the final phase of implementation, the estimated total annual cost of providing high-quality early care and education for all children is at least $140 billion. If families contribute to the costs based on an affordable family payment schedule, the increase in public funding would grow from the current level of about $5 billion a year to $53 billion a year in the final phase. This would mean that public costs would increase to $82 billion and private costs would be $58 billion annually in the final phase.

According to LaRue Allen, the Raymond and Rosalee Weiss Professor of Applied Psychology and chair of the committee, ‘While high-quality early care and education for children from birth to kindergarten entry is critical to child development and has the potential to generate significant economic returns in the long run, it has been financed in such a way that makes early education available only to a fraction of the families needing and desiring care, and does little to further develop the early care and education workforce.’

The report focuses on early care and education that is paid, non-parental care provided outside the home for children before they enter kindergarten. Services may be offered on a full-day or part-day basis, and vary by type: some are publicly funded, some are private, market-based centres, and many other ECE settings rely on a mix of public and private funding.
Currently, funding for early care and education comes from a multitude of individual programs with different revenue streams, constituencies, eligibility requirements, and standards. Whereas public K–12 education is financed almost entirely by the public sector and available to all children, ECE typically involves substantial family payments. According to a recent estimate developed by the Build Initiative, families pay approximately 52 percent of the total cost of early care and education, with the public sector contributing 46 percent and non-parental private sector funding covering about 2 percent. Families with incomes below the federal poverty level spend about 20 percent of their income on early care and education, while those with income above five times the federal poverty level pay 6 percent of their income. The committee notes that families with higher incomes typically pay more for ECE, but they also have significantly more discretionary income available after paying ECE costs.

Although financing to support ongoing professional learning—including higher education and professional development—is available, it is inadequate, given the needs of the current workforce, the committee said. Financing higher education is almost entirely the responsibility of the entering or incumbent ECE educator. In addition, financing is largely absent for system-level improvements to ensure that higher-education programs prepare students with the knowledge and competencies necessary to work with young children. The report says that without proper investment to ensure quality in higher-education programs, financing tuition assistance and other supports may do little to improve quality in ECE professional practice.

Since compensation for the ECE workforce is not currently commensurate with desired qualifications, the committee recommended that the ECE workforce be provided with financial assistance to achieve qualifications through higher-education programs, credentialing programs, and other forms of professional learning. The current ECE workforce should bear no cost for strengthening their credentials and competencies and should be assisted to limit costs to a reasonable proportion of post-graduation earnings. Once compensation reaches adequate levels to recruit and retain a highly qualified workforce, it may be appropriate to ask ECE professionals to contribute to their costs of attaining additional qualifications.

To build adequate, equitable, and sustainable financing with effective incentives for quality additional resources will need to come from a combination of public and private resources, with the largest portion of funding coming from public investments, the report says. Federal and state governments should increase funding levels and revise tax preferences to ensure adequate funding. How the burden can best be distributed among the levels of government and among revenue sources must be determined through political processes that weigh options for transitioning to and implementing a high-quality ECE system and the benefits of such a system against the potential political and economic costs of reducing other public expenditures or raising taxes. But the dual function of early care and education at a critical educational period and as economic security for families with parents in
the workforce argues for continued public responsibility for ensuring ECE access for all children. The committee supports an ongoing significant federal role but also supports important roles for state and local governments.

**Indian Scenario**

The Post-War Plan of Educational Development Plan of India (CABE, 1944) recommended a speedy introduction of a system of universal, compulsory and free education for all boys and girls between the ages 6 and 14. Following this, the Directive Principle of the Constitution of independent India (Article 45) stated in 1950: “the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”.

Thus, long before the formulation of the UNESCO resolutions and the emergence of interest by international agencies like the World Bank, UNICEF, UNDP etc., which finally culminated in the EFA programme in the Jomtien Conference in 1990 and later in Dakar in 2000, the Government of India had recognised the importance of elementary education. The National Policy on Education 1968, the Draft National Policy on Education 1978, and the National Policy on Education 1986 have laid special emphasis on the fulfilment of the Constitutional Directive of universalisation of elementary education. The National Policy on Education 1968, the first national policy on education in the independent India, has emphatically stated, “strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14.” The National Policy on Education 1986 (revised 1992) also reiterated the resolve that “by 1995, all children will be provided free and compulsory education up to 14 years of age”. More over both resolved to increase the public funding of education to at least six per cent of national income, so that education, elementary education in particular, does not suffer from paucity of financial resources. Five Year Plans repeatedly promised to take the nation towards achieving this goal. Elementary education is given a high priority in national development strategies and it is regarded as an important component of minimum needs programme in the Five Year Plans and it was also included in the ‘National Programme of Minimum Needs’ in the Five Year Plans, and this inclusion has significant implications for allocation of resources. This was expected to ensure favourable treatment in the allocation of resources, and to protect it from reallocation of approved outlays away from elementary education. Education is also made an important component of the ‘national human development initiative’ in the union budget 1999-2000. Very recently the 86th amendment to the national Constitution has been made to make elementary education a fundamental right and to provide it free and compulsorily to all children of the age group 6 to 14, to be followed by a Central legislation to operationalise the fundamental right. A major programme called Sarva Shiksha Abhiyan has also been launched as a holistic convergent approach to achieve universalisation of elementary education by 2010.
By resolving to provide elementary education 'free' to all, the Constitution and the Government of India have implicitly recognised the 'public good' nature of elementary education. Elementary education is, in fact, recognised by many as a 'pure public good', as the benefits from elementary education are immense; they are not confined to the individuals who go to the school; and the rest of the society also benefits considerably. In fact, the neighbourhood or externality benefits of elementary education are believed to outweigh the direct private benefits. Besides, it is a 'social merit want'. In such cases, public financing out of general tax revenues is regarded to be superior to any method of financing, according to which the recipients, viz., the students pay even partially for the same.

The Constitutional Directive in India received further boost with increasing research evidence that establishes that the contribution of elementary education to development — in all socioeconomic development spheres — is very significant. Education, particularly elementary education, is regarded as a very valuable unique investment, serving as a major effective instrument of various facets of development. First, it has its own intrinsic value, enhancing the human capabilities to enjoy life, inculcating better habits and approaches to life, and thereby enhancing the quality of life. For the same reason, elementary education is regarded in many countries, as in India, as a fundamental right, and literacy and enrolment ratios in school education have become an integral part of measurement of quality of life, well-being of the people and human development. Secondly, as a valuable component of human capital, it is an important instrument of economic development at personal level, as it enhances the productivity of the labour force in the labour market, and thereby increases the earnings. Labour force with primary education more than double their earnings compared to illiterates, and compared to mere literacy, primary education enhances individual earnings by 20 per cent. The economic returns to primary education are estimated to be not only positive and high, but also that they are higher than alternative rates of return on the one hand, and higher than returns to secondary and higher education on the other. Not only monetary returns, the additional effects of primary education on labour productivity are found to be very significant. It changes the habits of the people, makes people ready for change and to adopt new methods of farm practices and production. As Jamison and Lau (1982) concluded, four years of primary education results in 7.4-8.7 per cent increase in agricultural productivity. On national economic front, primary education is found to contribute to miracles in transforming nations from poor undeveloped societies to rapidly developing or industrialising tigers.

Education is also found to contribute significantly towards improvement of health. The effects are more significant in case of education of women. Further, primary education contributes to reduction in fertility rates, indirectly by increasing the rates of participation of women in labour force and increasing the minimum age at marriage and directly through adoption of better approaches to family planning and development, thereby reducing population growth. Primary education is also found to improve significantly the rates of child survival and life expectancy.
Elementary education also helps in socialisation of the young children and in their effective functioning in the modern societies. It contributes significantly to transformation of traditional societies into modern ones. It also helps information of national culture. It helps people in their effective participation in socio-political and economic spheres of development of the societies. In short, education is a major instrument of social change. Universal elementary education is, thus, one of the greatest values enshrined in the Constitution of India and in several declarations of the UNESCO and other United Nations organisations.

Elementary education in India refers to eight years of schooling (Grade I to Grade VIII) for the children of the age group 6-14. It comprises of primary education of five years (Grades I to V for the children of the age group 6-11) and upper primary education of three years (Grades VI to VIII for the children of the age group 11-14). The Constitutional Directive refers to universalisation of elementary education. Primary education is also compulsory in many states in India, and efforts are being made to make elementary education a fundamental right in the Constitution.

Check Your Progress

1. What is critical for positive child development?
2. How has the Government of India implicitly recognized the ‘public good’ nature of elementary education?

6.3 NATIONAL CRÈCHE SCHEME

A crèche is a facility which enables parents to leave their children while they are at work and where children are provided a stimulating environment for their holistic development. Crèches are designed to provide group care to children, usually up to 6 years of age, who need care, guidance and supervision away from their home during the day.

Objectives

- To provide day-care facilities for children (6 months to 6 years) of working mothers in the community
- To improve nutrition and health status of children
- To promote physical, cognitive, social and emotional development (Holistic Development) of children
- To educate and empower parents/caregivers for better childcare.

The scheme will provide an integrated package of the following services:

- Day-care Facilities including Sleeping Facilities
- Early Stimulation for children below 3 years and Pre-school Education for 3 to 6 years old children
- Supplementary Nutrition (to be locally sourced)
- Growth Monitoring
- Health Check-up and Immunization.

The scheme focuses on children of 6 months to 6 years, of working women in rural and urban areas who are employed for a minimum period of 15 days in a month, or six months in a year.

The Government’s sustained initiative on education and employment of women has resulted in increased opportunities for their employment, and more and more women are now in gainful employment, working within or outside their homes. The growing industrialization and urban development has led to increased migration into the cities. The past few decades have shown a rapid increase in nuclear families and breaking up of the joint family system. Thus the children of these women, who were earlier getting support from relatives and friends while their mothers were at work, are now in need of day care services which provide quality care and protection for the children. Children who used to grow up in the secure and warm laps of their grandmothers and aunts are now confronted with an insecure and neglected environment; therefore women need a safe place for their children in their absence. It has become necessary to provide support to the young children in terms of quality, substitute care and other services while the mothers are at work. Effective day care for young children is essential and a cost effective investment as it provides support to both mothers and young children. Lack of proper day-care services is, often, a deterrent for women to go out and work. Hence, there is an urgent need for improved quality and reach of day care services/ crèches for working women amongst all socio-economic groups both in the organized and unorganized sectors.

Women working in the organized sector can avail day care facilities for their children which their employers are obliged to provide under various legislations, (Factories Act 1948, Mines Act 1952, Plantation Act, 1951, Inter-State Migrant Workers Act, 1980 and NREGA 2005 make provision of day care mandatory). On the other hand, the need of the children of the women working in the unorganized sector still remains largely unaddressed.

There is a worldwide consensus among psychologists, educationists, paediatricians and sociologists regarding the significance of early years of life for the optimum development of child. Early childhood is a time of remarkable brain development that lays the foundation for later learning and any damage or impoverishment suffered at this stage is likely to be irreparable. These are years of extreme vulnerability and tremendous potential during which adequate protection, care and stimulation are essential to provide the foundation for the child’s well-being and development. Thus, there is a need to adequately address the developmental needs of the children in the crèches through Early Childhood Education and Development. Early Childhood Education and Development entails that young children be provided opportunities and experiences that lead to their all-round development – physical, social, emotional, language and cognitive abilities.

The Steering Committee on Women’s Agency and Child Rights for the Twelfth Five Year Plan (2012-17) under the aegis of the Planning Commission has, in its report, stated that the Rajiv Gandhi National Creche Scheme (RGNCS) has so far fallen short of its target of providing quality day-care services for children. Further, with the universalisation of ICDS, which aims to cater to a similar target group of children, and provides a larger gamut of services, the design of RGNCS needs a relook, to effectively reap the demographic dividend in the context of increasing needs of younger working women, patterns of migration and urbanisation, changing family support structures etc. The Committee has recommended that upgrading AWCs to AWC-cum-creches and/or revision of norms, option of different flexible models, and procedures of RGNCS would therefore be the options that may be examined and taken forward in the next Plan period so that children can be provided community based safe and nurturing spaces for their growth and development.

6.4 SOURCES OF FINANCE FOR EDUCATION IN INDIA

Education is financed in India, like in many developing countries by the government and non-governmental sources.

- Government
  - Union (central) government
  - state (provincial) governments, and
  - local bodies (district and below district level bodies such as block and village level political/administrative bodies)
- Non-governmental sources
  - student fees
  - voluntary contributions from the community.

The union government spends considerable amounts on education on its own, and also devolves resources to the states to spend on education. Resources flow from the central government to states through the Planning Commission (plan grants) and Finance Commission (non-plan assistance), in addition to discretionary grants. States also spend education directly and also devolve resources to local bodies for spending on education.

Recent amendments to the Constitution provide elaborate mechanisms of strengthening local bodies and for devolution of resources from state governments to local bodies. In relative terms, the contribution of non-governmental sources has declined steeply in India over the years. Student fees is still an important source
of funds for secondary and higher education. But elementary education is mostly financed by the government – central, state and local bodies, though students also pay a small amount of fees in primary and upper primary schools. No recent data are available on the contribution of various sources listed above to financing education in India. Some details are, however, available on family expenditures on education. According to household surveys, students and their parents, incur considerable levels of expenditure on a variety of items related to elementary education, such as on purchase of textbooks and stationery, uniforms, transport etc.

**Government Expenditure on Education**

In absolute terms, the increase in expenditure on education at national level during the post-independence period is very impressive: the educational expenditure increased from ₹ 55 crores in 1947 to ₹ 85 thousand crores in 2018-2019. But this impressive growth is belittled by

- rapid growth in population,
- phenomenal increase in student numbers, and above all,
- escalation in prices,

Adjusted for population and inflation, despite growth in total terms, per capita and per pupil expenditure on education are very small. On the whole, the real rate of growth of total expenditure on education during the last five decades is marginally higher than growth in national economic indicators, proving Wagner’s (1890) law in education too, that public expenditure increases at a faster rate than national income.

The decadal trends in growth in public expenditure on education in India are indeed important to note. Looking at the real rates of growth, one notices that the 1950s was a period of rapid growth in total expenditure on education; and the 1960s was also a very favourable period for education, as in many developing and developed countries of the world. The global disenchantment with education, partly attributable to growing educated unemployment on the empirical scene, and the emergence of screening and credentialism theses on the role of education on the theoretical front, caused a great setback for the growth of expenditure on education during the 1970s in the third world. India has had also a similar experience. The 1980s marked the revival of faith in education. ‘Human resource development’ became a favourite slogan by the mid-1980s, and education was regarded as an important component of human (resource) development. Expenditure on education increased during the 1980s at a reasonably high rate of growth, particularly compared to the preceding decade. However, the rate of growth — both in total and per capita — have not reached the levels of the 1950s. The rate of growth could not be sustained in the 1990s, may be because of the effect of economic reform policies introduced in India at the beginning of the 1990s. It would be interesting to interpret these trends in the framework of public finance, particularly as a phenomenon of “displacement effect” according to which, public expenditure on social sectors like education get displaced due to economic...
problems created by wars and other crises, and more importantly, public expenditure levels do not go back to the former (pre-war) levels even several years after the economic crisis.

### Allocation of Resources

There are four important aspects relating to allocation of resources to education:

- Allocation of resources to education vis-a-vis other sectors, which can be referred to as inter-sectoral allocation of resources,
- Intra-sectoral allocation of resources within education, i.e., allocation to different levels of education,
- Inter-functional allocation of resources referring to allocation of resources to different activities such as teaching, administrative, welfare activities, etc.
- Yet another important dimension of allocation of resources to education, that is important in a federal system like India is allocation of resources by the union government to the states and by the state governments to local bodies.

Perhaps a more important gauge of what is actually happening is revealed by the priority given to education in the government budget. This is also preferred to the earlier one, as governments have more direct control on government budgets than on GNP. Unfortunately there is no 'education budget' per se in India. Budgetary resources flow into education from the Departments of Education, and also form other Departments/Ministries, both at the central and state level.

#### Check Your Progress

3. What are crèches designed to provide?

4. List two government sources of education finance.

### 6.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. High-quality early care and education (ECE) is critical to positive child development and has the potential to generate economic returns, but the current financing structure of ECE leaves many children without access to high-quality services and does little to strengthen the ECE workforce.

2. By resolving to provide elementary education 'free' to all, the Constitution and the Government of India have implicitly recognised the 'public good' nature of elementary education.

3. Crèches are designed to provide group care to children, usually up to 6 years of age, who need care, guidance and supervision away from their home during the day.
4. Two governmental sources of education finance are:
   - Union (central) government
   - State (provincial) governments

6.6 SUMMARY

- In recent times, the access to Early Childhood Development (ECD) programs has expanded globally, however in low- and middle income countries, children from disadvantaged backgrounds are often left out, and programs are often of poor quality.
- The adoption of the Sustainable Development Goals and specifically target 4.2, that is, ensuring that by 2030 that all girls and boys have access to quality early childhood, confirms the importance of ECD within the global policy agenda.
- Currently, funding for early care and education comes from a multitude of individual programs with different revenue streams, constituencies, eligibility requirements, and standards.
- Although financing to support ongoing professional learning – including higher education and professional development – is available, it is inadequate, given the needs of the current workforce.
- Education, particularly elementary education, is regarded as a very valuable unique investment, serving as a major effective instrument of various facets of development.
- A crèche is a facility which enables parents to leave their children while they are at work and where children are provided a stimulating environment for their holistic development.
- In India, the need for child care services has been emphasized in the National Policy for Children, 1974, National Policy for Education, 1986, National Policy for Empowerment of Women, 2001 and the National Plan of Action for Children, 2005.
- Education is financed in India, like in many developing countries by the government and non-governmental sources.
- In absolute terms, the increase in expenditure on education at national level during the post-independence period is very impressive: the educational expenditure increased from 55 crores in 1947 to 85 thousand crores in 2018-2019.

6.7 KEY WORDS

- **Public Good**: It means a commodity or service that is provided without profit to all members of a society, either by the government or by a private individual or organization.
● **Crèche**: It means a nursery where babies and young children are cared for during the working day.

● **Inflation**: It refers to a general increase in prices and fall in the purchasing value of money.

● **Sustainable Development Goals**: They are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

### 6.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

#### Short Answer Questions

1. On a global level, where does funding for early care and education come from?

2. What is needed to build adequate, equitable, and sustainable financing for early childhood education with effective incentives for quality additional resources?

3. What is a crèche?

#### Long Answer Questions

1. What is the current scenario with reference to early child education in India? Discuss.

2. Describe the objectives of the national crèche scheme?

3. Examine the sources of early childhood education in India.

### 6.9 FURTHER READINGS


UNIT 7 POLICIES AND PROGRAMMES

Structure
7.0 Introduction
7.1 Objectives
7.2 Policies and Programmes of the Centre and the State in the Five Year Plans
7.3 Rules of Recognition
7.3.1 Grant of Recognition
7.4 Answers to Check Your Progress Questions
7.5 Summary
7.6 Key Words
7.7 Self Assessment Questions and Exercises
7.8 Further Readings

7.0 INTRODUCTION

In the previous unit, you learnt about the financing of education of young children on the global level as well as in India. We also discussed the sources of finance for education in India. Here, we will discuss the various policies and programmes for education of young children in India at the central as well as state level.

7.1 OBJECTIVES

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

- Discuss the various early education policies and programmes of the centre as well as state governments in the Five Year Plans
- Describe the steps needed to establish a National Early Childhood Care and Education (ECCE) Policy Framework in India
- Examine the various achievements on education discussed in the Five Year Plans

7.2 POLICIES AND PROGRAMMES OF THE CENTRE AND THE STATE IN THE FIVE YEAR PLANS

Education is the most crucial investment in human development. Education strongly influences improvement in health, hygiene, demographic profile, productivity and practically all that is connected with the quality of life. The policies and approach to investment in the Education sector and its development in the next decade assume critical significance from this standpoint.
Right from the inception of planning, the crucial role of education in economic and social development has been recognised and emphasised. Efforts to increase people’s participation in education and to diversify educational programmes in order to promote knowledge and skills required for nation-building have characterised successive Five Year Plans. Despite a series of problems that the country faced soon after independence, it has been possible to create a vast educational infrastructure in terms of large enrolments and teaching force and massive capabilities for management, research and development.

Early Childhood Care and Education (ECCE) supports children’s survival, growth, development and learning - including health, nutrition and hygiene, and cognitive, social, physical and emotional development - from birth to entry into primary school in formal, informal and non-formal settings (Source: Education For All Global Monitoring Report 2007, UNESCO).

Developmentally appropriate early stimulation programmes (for 0-3 year olds) and ECCE programmes (for 3-6 year olds), with integrated nutrition and health components are a critical investment for enhancing elementary education outcomes; laying a strong foundation for cumulative lifelong learning and human development and also for intergenerational benefit towards ensuring social inclusion and equity.

In India, ICDS is identified as a major programme to achieve the first goal of Education For All (EFA) i.e. universal provision of ECCE. It is the largest public provider of Early Childhood Care and Education. Out of the 16 crore children below six years, 7.61 crore children are attending ICDS anganwadis and 3.8 crore of them are receiving pre-school education. ECCE provisions are also available through other government programmes; NGOs and private service providers.

With universalisation of ICDS and mushrooming of ECCE provisions across the country, there has arisen an urgent need for a regulatory and a policy framework so as to ensure a common minimum ground for all ECCE services on offer. There is also an acknowledged need to restructure and strengthen the ICDS and implementing ICDS in a flexible mode, which may interalia mean need based flexible models of comprehensive child development packages of services extended to all ECCE provisions, including anganwadis and those beyond anganwadis as well.

The tasks laid down as under, are envisaged to ensure access with equity to good quality ECCE programmes for all young children.

Preparing a National ECCE Policy Framework

While multiple provisions are there, the coverage is still limited in terms of children’s extent of participation and the quality of provisions very uneven, to the extent of being often developmentally inappropriate for children. This is an outcome of inadequate understanding of the concept, philosophy and importance of ECCE
among the stakeholders and administrators within a completely unregulated sector which allows for mushrooming of provisions for ECCE all over the country, with variable quality. To address this issue and plan for universalizing access to ECCE with equity and quality, a Policy Framework for ECCE is being developed.

- **Implementation plan:** Once the policy is framed, it would be required to do situation analysis and need assessment; and lay down steps and strategies for implementation of the policy.
- **Establishing National Child Development Resource Centre:** A nodal centre for technical expertise in child development needs to be established to address the existing gaps and become hub for national expertise on child development.
- **Minimum Specifications:** There is an imperative need to lay down basic norms and specifications for ECCE programmes as a reference document for parameters and to ensure quality control.
- **Developing curriculum, Activity Booklet and PSE Kit:** It is proposed to provide a framework as a foundation for preparing a comprehensive, activity based, and age-specific curriculum for the early childhood education, with flexibility to States to suitably adapt the same with respect to their specific needs and contextual relevance. It would be designed to support the teachers/caregivers to do micro planning at the ground level and meet the learning needs of the children within the contextual local setting.
- **Capacity Building:** It is very necessary that the skills of functionaries in ECE at all levels are continuously upgraded as the present training is grossly inadequate in terms of not only knowledge but also skills. Organization of ECE activities requires a great amount of skills and therefore practical training on ECCE is a must. It is therefore necessary to build up capacity of functionaries at all levels. Different modules of training in ECCE with much emphasis on hands on training will be developed for the purpose.
- **Developing Institutional Mechanism:** Institutional framework for allocating responsibility for different programmes and aspects of the whole framework and inter-agency coordination in planning and administration would be established.
- **Formulating a Quality Monitoring and Evaluation Tool:** On-going formative evaluation needs to be an integral part of the education system. A quality monitoring framework needs to be developed. The assessment data would be used for further strengthening of the programme and designing child-specific activities.

**Achievements during the Eighth Five Year Plan Period in Elementary Education**

Elementary education, especially universalisation of free and compulsory education up to the age of 14, received a high priority in the Plan. The major effort was in the
direction of reducing the disparities in access existed among various States and within States, between boys and girls and among different segments of the population and in improving the retention and achievement of children of the relevant age-group. A major effort was to provide alternative channels for education to children of deprived sections and working children who, for various reasons, could not be enrolled and stay for the entire period in full-time schools. The reduction of drop-out rates, which have continued to be high, particularly among girls and children belonging to scheduled castes, scheduled tribes and other economically and socially disadvantaged communities, was an important objective of the elementary education plan. A national programme of mid-day meals was started in August, 1995 to promote access, retention and nutritional care of primary school children. Improvement in the quality of schooling and achievement levels of children enrolled in schools was attempted through the introduction of minimum levels of learning (MLL) and enhancement of infrastructural facilities. A number of innovative programmes were implemented to improve the management of schools, with emphasis on the involvement of people and voluntary organisations.

**Major Achievements**

Between 1992-93 and 1996-97, the number of primary schools increased from 5.73 lakh to 5.98 lakh and middle schools from 1.54 lakh to 1.77 lakh, indicating a percentage increase of 4.5 and 14.8 respectively. The growth in enrolment was significant, the increase being 4.8 per cent in the case of grades I-V and 6.1 per cent in grades VI-VIII. There was an appreciable decline in the drop-out rates from 42 per cent to 34.5 per cent in classes I-V and from 58.7 per cent to 51.6 per cent in classes VI-VIII. It is estimated that additional enrolment in classes I-VIII would have reached 73.79 lakhs between 1992-93 and 1996-97.

The following Centrally Sponsored Schemes were implemented:

- **Operation Black Board:** Launched in 1987, the scheme was intended to improve the school infrastructure by providing essential facilities like an additional teacher in single-teacher schools, construction of classrooms and provision of books and teaching equipment. As many as 5.23 lakh schools have been provided with books and teaching equipment worth ₹10,000 each, 1.47 lakh single teacher schools a second teacher and the construction of 1.74 lakh classrooms undertaken. The scheme was extended to cover upper primary schools and, with Central assistance, 47,000 schools have been allowed to purchase teaching-learning materials worth ₹40,000 each (₹50,000 for schools in tribal areas) and 33,600 posts have been created for adding a third teacher in schools with enrolment exceeding 100. In the Eighth Plan, the expenditure on Operation Blackboard is likely to be ₹816.26 crore against the outlay of ₹279 crore. About 4.5 lakh teachers have undergone special orientation for the use of teaching materials provided under the Operation Blackboard Scheme. This training programme was called the Special Orientation of Primary Teachers (SOPT) during the Eighth Plan.
• **National Programme of Nutritional Support**: Launched in August 1995, the programme provides three Kgs. of foodgrains per month to each primary school student. The programme is being implemented in all the States. The scheme is expected to cover 5.54 crore children by 1996-97. The total expenditure is estimated to be of the order of ₹1050 crore.

• **Minimum Levels of Learning (MLL)**: The programme was introduced with the objective of specifying competencies which all primary school students should attain at mastery level in Language, Mathematics and Environmental studies and to develop curricula and text-books in relation to these. The first phase was implemented through voluntary organisations, research institutions, SCERTs and DIETs. At present, the programme is being implemented in 12 States through 200 DIETs. The MLL approach has been introduced in 50,000 schools in different States. It is now possible to direct effort and resources to schools where the levels of learning have fallen below the prescribed ones.

• **District Primary Education Programme**: The programme, partially funded by the World Bank in the form of a loan, was initiated in November, 1994. The programme aims at operationalising strategies required for achieving the goal of universal elementary education through specific planning and target setting at the district level. The intervention is based on the concept of decentralised management, community mobilisation and contextual and research-based inputs. The first phase was launched in 42 districts of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu and Madhya Pradesh. The programme was extended to 17 more districts of Orissa, Himachal Pradesh, Andhra Pradesh and Gujarat. It was planned to cover 120 districts by the end of the Eighth Plan.

• **Bihar Education Project**: The programme was launched in 1991 with a sharing of costs among the UNICEF, the Government of India and the Government of Bihar. The project is being implemented in 7 districts for bringing about quantitative and qualitative improvement of primary education. A mid-term review in 1994 recommended consolidation of the programme, establishing linkages between the project and the Education Department of Bihar Government, more emphasis on MLL and teacher training etc.

• **U.P. Basic Education Project**: Assisted with a soft loan from International Development Agency the project involves construction of classrooms and Block Resource Centres and training of teachers. About 40,000 teachers have been trained.

• **Mahila Samakhya**: The project aims at empowerment of women through their mobilisation and a change in their perception about themselves and society. The programme was launched in 1991 in 10 districts of U.P., Gujarat and Karnataka. It now covers 5000 villages in 35 districts of seven States. An evaluation, conducted in 1993, indicated that the project had laid the foundation for empowerment of women at grass-roots level.

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Non-formal Education: In pursuance of the National Policy on Education 1986, the Central Government provides help for the establishment of non-formal education centres. Assistance is given to the extent of 60 per cent of the expenditure incurred on Centres established by State Governments and 100 per cent for Centres established by voluntary organisations. Centres run by the State Government and exclusively meant for girls are eligible for 90 per cent assistance. At present 2.79 lakh Centres - 2.40 lakh of the State Governments and 39000 run by voluntary agencies are functioning. The enrolment during 1996-97 is estimated to be 70 lakh. The Centres provide education through condensed courses of 2 to 2-1/2 years’ duration.

Teacher Education: The Centrally Sponsored Scheme of reorganisation of teacher education continued in the Eighth Plan. The major programmes for which assistance was given included establishment of District Institutes of Education and Training, upgradation of selected training colleges into Colleges of Teacher Education, Institutes of Advanced Study, strengthening and establishment of university departments of education and strengthening of State Councils for Educational Research and Training. So far, 425 DIETs have been established, 108 training colleges upgraded and 5 university departments selected for assistance. A special orientation programme covering 4.5 lakh primary teachers was organised for Operation Blackboard and introduction of MLL. A satellite-based interactive teacher orientation programme was implemented in Karnataka and Madhya Pradesh on an experimental basis.

The National Council for Teacher Education was established as a statutory body to promote planned and coordinated development of teacher education. The Council has developed norms and criteria on the basis of which applications are processed. It has organised a number of programmes and brought out useful publications dealing with different aspects of teacher education.

During the Eighth Plan, a number of innovative projects like Lok Jumbish and Shiksha Karmi were implemented by non-governmental organisations, Government of India and the State Governments.

The Ninth Plan treats education as the most crucial investment in human development. The Prime Minister’s Special Action Plan (SAP) has identified the expansion and improvement of social infrastructure in education as a critical area. The Prime Minister’s Special Action Plan (SAP) has stressed the need for expansion and improvement of social infrastructure in the field of education. This goal has been further elaborated in the National Agenda for Governance (NAG) which states: ‘We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education up to 6% of the GDP; this to provide education for all. We will implement the constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and
opportunity of educational standards up to the school-leaving stage. We shall strive
to improve the quality of education at all levels - from primary schools to our
universities.” The approach to the 9th Plan has been formulated in the light of these
objectives.

**Elementary Education in the Ninth Five Year Plan**

The strategy of educational development during the next decade of planning takes
into account various emerging factors like

- the national goal of providing primary education as a universal basic service,
- the Supreme Court judgement declaring education to be a fundamental right
  for children up to 14 years of age,
- the need to operationalise programmes through Panchayati Raj Institutions
  (PRIs) and Urban Local Bodies (ULBs),
- the legal embargo on child-labour, (v) the provisions of the Persons with
  Disabilities Act, 1995,
- heightened awareness of human rights violations in respect of women, children
  and persons from disadvantaged sections of society. It is also realized that
  a large number of out-of-school children, who figure neither in school
  enrolments nor in the calculations of identifiable child-labour, are to be
  provided access to schooling.

It is equally necessary that the problem of universal elementary education
and literacy is tackled through a strong social movement with clearly perceived
goals and involving the State and Central Governments, Panchayati Raj Institutions,
Urban Local Bodies, voluntary agencies, social action groups, the media and every
supportive element in society.

Early Childhood Education (ECE) in the Ninth Plan requires attention for the
following issues:

- Strengthening the educational component of ICDS
- Its linkage, as pre-school education, with universalisation of primary
  education and consequential steps in that connection
- The promotion and management of ECE under the decentralised system of
  Panchayati Raj institutions and Urban Local Bodies
- The role of the private sector and NGOs in ECE
- Convergence of health education and other services at the local level in the
  interest of ECE
- Social mobilisation for ECE, through mass media and other activities

The issues that will be addressed in the Ninth Plan are as follows;

- Combining pre-school and primary level methodologies, along with health
  and nutritional concerns, in teacher-training programmes, pre-service as
  well as in-service.
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- Encouraging the adaptation of ECE to the environment and home-conditions of the children through innovative alternatives
- Orienting PRIs and ULBs to provision of community-supported creches and day-care centres attached to Anganwadis/Primary schools.
- Mobilisation of local women’s groups to set up and manage ECE centres.
- Production of inexpensive play materials for children by using local materials and talents of local artisans and school children engaged in socially useful productive work and social service activities according to their curriculum.
- Strengthening resource groups for ECE at the NCERT and SCERTs as also research institutes, NGOs and other such organisations to conduct research, training, materials production and extension activities for ECE.

Primary/Elementary Education

The Indian Constitution attaches high priority to education. Article 45 declares “The State shall endeavour to provide, within a period of 10 years from the commencement of the Constitution, for free and compulsory education of all children until they complete the age of 14 years.” The Constitution also guarantees educational rights for minorities and calls for the educational development of weaker sections of society. Through the 42nd Amendment of the Constitution, the subject of education has been brought to the Concurrent List in the Constitution for fulfilment of nationally accepted goals. The 73rd and 74th Constitutional Amendments further empowered the Panchayati Raj Institutions (PRIs) to render their contribution to the development of education at the grass-root level. The Judgement of the Supreme Court in Unnikrishnan J.P. Vs. Andhra Pradesh (1993) states, ‘The citizens of the country have a fundamental right to education. The said right flows from Article 21 of the Constitution. This right is, however, not an absolute right. Its contents and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age of 14 years. Thereafter his right to education is subject to the limits of economic capacity and development of the State.’

Critical Issues at Primary/Elementary Stage

- Backlog of unenrolled children: In order to achieve Universalisation of Primary Education (UPE), it had been estimated for the year 1993-94 that approximately 142 million children in the age-group 6-11 years would have to be provided primary schooling, out of which 69 million would be girls.
- Drop-outs: The problem is further accentuated by high drop-out rates. Among those who are enrolled, it is estimated that large number of children in Classes I-V drop out in between, before completing their class V. The latest available data on drop-out rates for Classes I-V for the year 1996-
97 reveal that the drop-out rate for the country as a whole was 38.95 per cent. It was 39.37 per cent among boys and 38.35 per cent among girls. Further, there were wide inter-State disparities. The major problem of drop-outs as well as access to schooling is in the educationally backward States of Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, J and K, Madhya Pradesh, Orissa, Rajasthan, U.P. and West Bengal.

- **Unserved Habitations with Primary/Upper Primary Schools/Sections:**
  According to the Sixth All India Educational Survey* out of 10.60 lakh rural habitations, 8.84 lakh (83.4%) were served within the national norm of one-km distance. Thus about 16.6 per cent of habitations were not served by primary schools within a distance of 1 km. The survey results also revealed that about 41,198 primary schools were being run in thatched huts, tents and open space. In case of upper primary schools, about 23.85 % habitations were not served within the official distance norm of 3 km. 5,638 upper primary schools were being run in thatched huts, tents and open space.

- **Lack of other Physical Infrastructure:** Apart from availability of access to primary school within a walking distance of habitations there are other problems which have to be addressed on an urgent basis. These relate to lack of physical infrastructure like toilet facilities for girls, drinking water facilities in schools, teaching-learning equipment etc.

- **Availability of Teachers:** With regard to availability of teachers, the Survey further pointed out that about 4000 schools were without teachers and 1.15 lakh primary schools were being run by single teachers. However, the position has improved since then, as additional teachers have been provided under Operation Blackboard (OB).

- **Low Levels of Achievement:** It is not only physical infrastructure that is inadequate to achieve UPE, there is the equally important dimension of quality which needs attention. For instance, evaluation studies on children’s achievement show low levels in language and mathematics.

- **Equity and Regional Disparities:** Then, there are regional disparities. Some States (like Kerala, Maharashtra, Gujarat, Tamil Nadu) have done well in providing physical access to schooling facilities as well as in improving quality of education.

Primary education will be a major thrust area during the 9th Plan. There will be an additional enrolment of 2.5 crore children at the lower primary stage and 1.6 crore children at the upper primary level. 75000 additional rooms/buildings will be constructed at the elementary stage. 2,36,000 teachers will be appointed additionally at the lower primary level and 1,75,000 teachers at the upper primary level.

Some others (like Uttar Pradesh, Bihar, Madhya Pradesh, Orissa and Rajasthan) have still a long way to go. There are equity concerns like low enrolment
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of girls, educational requirements of special need groups, like SCs/STs, OBCs, minorities, disabled children, working children, children from disadvantaged locations like deserts, hilly, coastal and deep forest areas, children from migratory families etc.

Action Plan to Overcome the Issues

Broad Approach: The action plan needed to address the critical issues and achieve the desired objectives will be based upon ground realities. It will resort to a multi-pronged strategy which is both imaginative and innovative and also carries with it the attributes of flexibility, decentralisation, improvement of quality, cost-effectiveness, result-oriented and time-bound commitment. This can be achieved through micro-planning with a focus on ‘area approach’ and ‘target population’. It will also mean community involvement, monitoring, supervision and academic support at all levels. The existing schemes will be examined with respect to these parameters and those found suitable will be promoted.

Phasing: Under the Constitutional obligation, Government is to provide free and compulsory education upto Class VIII. Greater emphasis will naturally have to be laid on achieving UPE at the lower primary stage, in the first phase.

Mobilisation of Community Support for School Improvement Programme

Panchayati Raj Institutions will be empowered to serve as the nucleus in programme implementation. Non-governmental organisations will be encouraged to supplement the governmental efforts, while the private sector will also be facilitated to grow particularly in higher and technical education.

The 73rd and 74th Constitutional amendments have further empowered the Panchayati Raj Institutions (PRIs) to make a positive contribution for development of education at the grass-root level. Village Education Committees (VECs) will be actively involved in School Improvement Programme (SIP).

Training will be imparted to VEC members wherever such committees have been constituted. Arrangements for this will be made through District Institutes of Education and Training (DIETs), Block and Cluster Resource Centres and through the Distance Mode.

Areas of concern of VECs in the development of SIP will be -

- door-to-door survey of children of school-going age and help in enrolment, particularly of girls;
- planning and execution of civil works of school buildings;
- mobilisation of physical and financial resources;
- provision of free accommodation to teachers, wherever possible;
- improvement in children’s attendance;
- institutional capacity building for sustainability of schools;
- Community ownership of the School Improvement Programme;
• to help in implementation of the Scheme of National Nutritional Support to Primary School Children.

Other functions delegated by the State Governments.

Strengthening Teacher Education Programme

- **Curriculum Development:** The draft curriculum framework developed by the National Council for Teacher Education (NCTE) will be finalised and made the basis for curriculum change in institutions for teacher education. This will help to improve the quality of Teacher Education Programme.

- **Initiative for North-Eastern States:** The North-Eastern States, which have a larger percentage of untrained teachers in elementary schools will launch programmes to cover this gap by adopting the following measures:
  - A Diploma Programme for Primary Education developed by Indira Gandhi National Open University (IGNOU) will be launched in collaboration with the State Governments.
  - NCTE will establish a Regional Committee for North-Eastern States to provide the necessary fillip to the teacher training institutions.
  - Induction programmes of 4 to 6 weeks' duration by DIETs will enrich the capabilities of freshly appointed teachers.

- **Upgradation of Infrastructure:** The process of strengthening Teacher Education Programme will be given a further impetus by upgrading the physical and academic infrastructure of:
  - State Councils of Educational Research and Training (SCERTs)
  - Colleges of Teacher Education (CTEs)
  - Institutes of Advanced Studies in Education (IASEs)
  - District Institutes of Education and Training (DIETs)
  - Block Resource Centres/Cluster Resource Centres (on a pilot basis).
  - National Council for Teacher Education (NCTE)
  - Departments of Education in Universities

- **Reaching out to Primary School Teachers in Remote Areas:** To supplement the efforts to improve school effectiveness, an institutional mechanism will be put in place to provide on-the-spot counselling and guidance to teachers located in remote areas. This will be in the form of Mobile Teams of Resource Persons (MTRPs). Logistic arrangements will be location-specific, based upon felt needs and environment.

**Twelfth Five Year Plan**

In India, according to Census 2011 data there are 164.48 million children of 0-6 years of age. Recognizing the need to provide quality pre-primary programmes, a number of constitutional and policy provisions have been made such as the 86th
Constitutional Amendment which introduced Article 21A on the right to free and compulsory education for 6-14 years old children and Article 45 to urge states to provide ECCE for all children until they complete the age of six years.

The Right of Children to Free and Compulsory Education (RTE) Act 2010 guarantees children their right to quality elementary education. ECE is not recognized as a compulsory provision by RTE, but RTE urges states to provide free preschool education for children above three years. The 12th Five Year Plan acknowledges the importance of ECE and improving school preparedness.

The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The Policy framework also includes the National Curriculum Framework and Quality Standards for ECCE.

The Policy caters to all children under 6 years of age and commits to universal access to quality early childhood education. The Ministry of Women and Child Development (MWCD) is the nodal department for ECCE. MWCD is responsible for the Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and state administered ECCE programme, covering around 38 million children through a network of almost 1.4 million anganwadi centres (a village courtyard). ICDS includes delivery of an integrated package of services such as supplementary nutrition, immunization, health check-up, preschool education, referral services and nutrition & health education. ECCE is one of the components and aims at psycho-social development of children and developing school readiness.

Despite the recognition of the importance of ECE by the Government of India, the challenges in implementation still remain. There are still substantial numbers of children not enrolled in preschools. Even in elementary education, while there is a significant rise in enrolments, the dropout rate continues to be a matter of concern, with drop outs being highest in the first two grades of elementary schooling. Learning assessments also show that literacy skills are poor in early primary grades. This points to the urgency of helping children, particularly from first generation families, develop adequate school readiness through a good quality ECE programme, to enable them to make a smooth transition.

Check Your Progress

1. What does Early Childhood Care and Education support according to the UNESCO Education for All Global Monitoring Report for 2007?
2. In India, what programme is considered the largest public provider of Early Childhood Care and Education?
3. What does the Mahila Samakhya aim at providing?
4. What Amendment of the Indian Constitution brought education into the Concurrent List of the Constitution?
7.3 RULES OF RECOGNITION

Reaffirming the commitment towards the right of children to care, nutrition, health and education in early childhood, Ministry of Women and Child Development (MWCD) has introduced National Early Childhood Care and Education Policy in 2013. The Policy has highlighted educational needs of children between 3-6 years and importance of education component in early years. In India, the ECCE services are delivered through public, private and non-governmental organizations.

The crucial role of quality pre-school education was recognised through 86th Constitutional Amendment, which introduced Article 45 that states, “The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years”. Consequently, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 recommended that: “With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government shall make necessary arrangement for providing free pre-school education for such children.” Presently, this provision is being implemented and fulfilled by MWCD through ECCE ensuring the right of children to pre-school education.

Upholding the spirit of Constitution and Right to Education Act, 2009 and based on the National ECCE Policy 2013, NCPCR has developed Regulatory Guidelines for Private Play Schools:

- bring inclusiveness and uniformity in all educational institutions providing pre-school education.
- to prevent violation of child rights and any kind of abuse against children in the age 36 years by regulating such educational institutions providing pre-school education.
- to achieve national as well as international commitment of pre-school education for children in the age 3-6 years and preparing them for primary education.
- to remove ambiguity in the early childhood education (ECE) system in India by regulating such institutions.

Establishment of private Play School

a) No private play school in existence on that date shall, after the expiry of six months from the said date be run; and,

b) No private play school shall be established without the recognition of the competent authority and except in accordance with the terms and conditions specified in such recognition, as per these guidelines.

Procedure of recognition and norms and standards for a school

The management of every private play school- in existence on the date of the enforcement of these guidelines as per point first point of pervious section and of
every private play school proposed to be established on or after that date shall make an application to the competent authority for recognition to run such institution or to establish such institution, as the case may be;

Every such application shall be in the prescribed form as annexed; be accompanied by such processing fee as prescribed by respective appropriate Government; and shall fulfil criterion for safe and secure environment for children as per the annexed checklist; and the visiting team constituted by the competent authority shall ensure that all points in the checklist are fulfilled by the play school before granting recognition, contain the particulars as per the following Norms and Standards,

Staff-Number of Teachers- One teacher for 20 children Number of caregivers- One caregiver for 20 children, adequate staff to maintain hygiene, sanitation, ensure safety, security of children in the play school.

Building- All-weather building consisting of
- arrangements for securing the school building by boundary wall or fencing
- adequate circulation area and ventilation
- a separate rest room for children;
- barrier-free access;
- separate child-friendly and disabled-friendly toilets for boys and girls;
- soap, clean cloth/towel, garbage bin, wash basin/sink at low level
- potable, safe and adequate drinking water facility to all children;
- a pantry (desirable);
- play area;
- CCTV surveillance (ensure security of data)
- Fire safety measures
- Periodic pest control

Minimum number of instructional hours per day-3-4 hours per day as per National ECCE Policy 2013 (Play school should only be used as non-residential facility functional as per the prescribed number of hours per day).

Teaching Learning Aids- Shall be provided to each class in adequate number in accordance with the prescribed curriculum

Library- There shall be a library in each school having reading material appropriate for early years, educational audio-visual aids.

Play material, games and sports equipment- As prescribed by an authority specified by MWCD, Government of India in adequate number

Health- Basic First Aid & Medicine Kit containing band-aids/ bandages, cotton wool and disinfectants for minor injuries. ORS packets, scissors, thermometer and antiseptic ointment should also be part of the medicine kit. Arrangement for quarterly health check-up of children by a registered medical practitioner
Records

- enrolment forms of children
- admission/enrolment register for recording profile of children and their parents including detail of both parents
- attendance register of children
- attendance registers of all employees
- maintenance of quarterly health check-up records of children
- stock register
- fee record of all children

Where a play school is established before implementation of these guidelines, it shall take steps to fulfil the norms and standards within 6 months.

An affidavit that all the office bearers of the applicant organisation have never been convicted under POCSO Act, 2012; Juvenile Justice Act, 2015; and Child Labour (Prohibition and Regulation) Act, 1986 and Child Labour (Prohibition and Regulation) Amendment Act, 2016.

7.3.1 Grant of Recognition

On receipt of an application under point 4 the competent authority may grant or refuse to grant the recognition after taking into consideration the particulars contained in such application, provided that the recognition shall not be refused unless the applicant has been given an opportunity of making his/her representations.

Procedure for granting recognition

- After receiving the application, the competent authority will scrutinise the applications.
- After short listing the proposals, a minimum two-member visit team comprising officials not below block-level will be formed by the competent authority to visit the site of proposed play school/already established play school.
- The visit team will then submit its report in the prescribed format as annexed with these guidelines, to the competent authority. After the receipt of report, the competent authority, if satisfied that the proposal for recognition fulfills the objects laid down under point establishing norms; may issue a Recognition Certificate indicating the number of seats allotted, within a period of one month of receiving the proposal, to establish the play school in accordance with the provisions of National ECCE Policy 2013 for a period of one year.
- The play school has to apply for renewal of the Recognition Certificate to the competent authority every year.
- The competent authority after due diligence will renew the registration only if the play school fulfill all the basic requirements.
Check Your Progress

5. What policy has highlighted the educational needs of children between 3-6 years of age in India?
6. How long before a play school has to apply for renewal of the Recognition Certificate?

7.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. According to the UNESCO Education for All Global Monitoring Report for 2007, Early Childhood Care and Education supports children’s survival, growth, development and learning - including health, nutrition and hygiene, and cognitive, social, physical and emotional development - from birth to entry into primary school in formal, informal and non-formal settings.

2. In India, ICDS is identified as the largest public provider of Early Childhood Care and Education.

3. The Mahila Samakhyaat aims at empowerment of women through their mobilisation and a change in their perception about themselves and society.

4. Through the 42nd Amendment of the Constitution, the subject of education has been brought to the Concurrent List in the Constitution for fulfilment of nationally accepted goals.

5. The National Early Childhood Care and Education Policy in 2013 has highlighted educational needs of children between 3-6 years and importance of education component in early years.

6. The play school has to apply for renewal of the Recognition Certificate to the competent authority every year.

7.5 SUMMARY

- Right from the inception of planning, the crucial role of education in economic and social development has been recognised and emphasised.
- In India, ICDS is identified as a major programme to achieve the first goal of Education For All (EFA) i.e. universal provision of ECCE.
- Elementary education, especially universalisation of free and compulsory education up to the age of 14, received a high priority in the Eight Five Year Plan.
- The Ninth Plan treats education as the most crucial investment in human development.
• In India, according to Census 2011 data there are 164.48 million children of 0-6 years of age.

• Recognizing the need to provide quality pre-primary programmes, a number of constitutional and policy provisions have been made such as the 86th Constitutional Amendment which introduced Article 21A on the right to free and compulsory education for 6-14 years old children and Article 45 to urge states to provide ECCE for all children until they complete the age of six years.

• Reaffirming the commitment towards the right of children to care, nutrition, health and education in early childhood, Ministry of Women and Child Development (MWCD) has introduced National Early Childhood Care and Education Policy in 2013.

• Upholding the spirit of Constitution and Right to Education Act, 2009 and based on the National ECCE Policy 2013, NCPCR has developed various regulatory guidelines for private play schools.

7.6 KEY WORDS

• ICDS: The Integrated Child Development Services or ICDS is a government programme in India which provides food, preschool education, and primary healthcare to children under 6 years of age and their mothers.

• Panchayati Raj: It generally refers to the system of local self-government in India introduced by a constitutional amendment in 1992.

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

7.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Discuss some of the achievements of the Eighth Five Year Plan Period in Elementary Education.

2. According to the Ninth Five Year Plan, what factors does the strategy of educational development during the next decade of planning take into account?

Long Answer Questions

1. What steps are needed to be taken to bring forth a National Early Childhood Care and Education (ECCE) Policy Framework in India? Discuss.

2. The Indian Constitution attaches high priority to education. Discuss with reference to various Articles and Amendments to the Indian Constitution.

3. Describe the steps that need to be taken to be granted recognition of play schools in India.

7.8 FURTHER READINGS


UNIT 8 WELFARE PROJECTS

Structure
8.0 Introduction
8.1 Objectives
8.2 Welfare Extension Projects
8.3 Integrated Child Welfare Services
8.4 Family and Child Welfare Projects
8.5 Supplementary Nutrition Programme
  8.5.1 Provisions of Supplementary Nutrition Scheme
8.6 Answers to Check Your Progress Questions
8.7 Summary
8.8 Key Words
8.9 Self Assessment Questions and Exercises
8.10 Further Readings

8.0 INTRODUCTION
In the previous unit, you learnt about the policies and programmes of the Indian central government as well as the various state governments related to childhood education. In this unit, the discussion on the Indian programmes related to education will continue. The unit will focus on welfare schemes of the government, focussing on nutrition, child welfare, and so on.

8.1 OBJECTIVES
After going through this unit, you will be able to:
- Discuss various child welfare schemes of the central government
- Examine the health and nutrition schemes for children in India

8.2 WELFARE EXTENSION PROJECTS
The Central Social Welfare Board (CSWB) was set up in 1953 with the objective of promoting social welfare activities and implementing welfare programmes for women, children and the handicapped through voluntary organizations.

The CSWB is unique in the sense that it was the first organization in post-Independence era to achieve people’s participation for implementation of welfare programmes for women and children through non-governmental organization (NGOs). Presently more than 18,000 NGOs are receiving financial assistance and guidance from the Board.
The programmes implemented by the Board include: socio-economic programmes for needy/destitute women, condensed courses of education and vocational training courses for women and girls, awareness generation projects for rural and poor women, family counselling centres/voluntary action bureau, holiday camps for children, welfare extension projects in border areas, and balwadis, crèches and hostels for working women, etc.

Dr. Durgabai Deshmukh was the founder Chairperson of the Central Social Welfare Board. Earlier she was in charge of ‘Social Services’ in the Planning Commission and she was instrumental in planning the welfare programmes for the First Five Year Plan. Under the guidance of Dr. Durgabai Deshmukh, various welfare schemes were introduced by the Central Social Welfare Board.


The State Social Welfare Boards were set up in 1954 in all States and Union Territories. The objective for setting up of the State Social Welfare Boards was to coordinate welfare and developmental activities undertaken by the various Departments of the State Govts to promote voluntary social welfare agencies for the extension of welfare services across the country, specifically in uncovered areas. The major schemes being implemented by the Central Social Welfare Board were providing comprehensive services in an integrated manner to the community.

Many projects and schemes have been implemented by the Central Social Welfare Board like Grant in Aid, Welfare Extension Projects, Mahila Mandals, Socio Economic Programme, Dairy Scheme, Condensed Course of Education Programme for adolescent girls and women, Vocational Training Programme, Awareness Generation Programme, National Creche Scheme, Short Stay Home Programme, Integrated Scheme for Women’s Empowerment for North Eastern States, Innovative Projects and Family Counselling Centre Programme.

The scheme of Family Counselling Centre was introduced by the CSWB in 1983. The scheme provides counselling, referral and rehabilitative services to women and children who are the victims of atrocities, family maladjustments and social ostracism and crisis intervention and trauma counselling in case of natural/manmade disasters. Working on the concept of people’s participation, FCCs work in close collaboration with the Local Administration, Police, Courts, Free Legal Aid Cells, Medical and Psychiatric Institutions, Vocational Training Centres and Short Stay Homes.

Over six decades of its incredible journey in the field of welfare, development and empowerment of women and children, CSWB has made remarkable contribution for the weaker and marginalized sections of the society. To meet the changing social pattern, CSWB is introspecting itself and exploring new possibilities so that appropriate plan of action can be formulated. Optimal utilisation of ICT facilities will be taken so that effective and transparent services are made available to the stakeholders.
8.3 INTEGRATED CHILD WELFARE SERVICES

According to the United Nations Convention on the Rights of Child, a child refers to a person male or female who is below 18 years of age. While casting glance over Indian situation, it is found that, around 440 million are children which constitute around 40 percent of country’s population. India has high rate of neo-natal deaths which is around 35 percent in the world. Around 50 percent of child mortality occurs in the country. Keeping in view the problems and challenges faced by the Indian children, laws have been introduced and various policies and programmes are being implemented for the welfare of children in India.

The National Policy for Children, 1974 was adopted on 22nd August 1974 in order to address the emerging challenges relating to child rights. An advisory and Drafting Committee had been formed for the purpose. The regional consultations regarding drafting of working paper on Policy of Children had been held across the country with concerned Ministries and Departments from States and Union Territories, civil society organisations, government and non-government organisations, academicians and experts etc.

The thrust areas of the policy are:
- Reducing Infant Mortality Rate
- Reducing Maternal Mortality Rate
- Reducing Malnutrition among children
- Achieving 100 percent civil registration of births
- Universalisation of early childhood care and development and quality education for all children
- Achieving 100 percent access and retention in schools including pre-schools
- Complete abolition of female foeticide, female infanticide and child marriage and ensuring the survival, development and protection of the girl child
- Improving water and sanitation coverage both in rural and urban areas.
- Securing for children all legal and social protection from all kinds of abuse, exploitation and neglect.
- Complete abolition of child labour with the aim of progressively eliminating all forms of economic exploitation of children.
- Monitoring, review and Reform of policies, programmes and laws to ensure protection of children’s interest and rights.
- Ensuring child participation and choice in matters and decision affecting their lives.

January 24th has been declared as the National Girl Child Day by the Ministry of Women and Child Development, since 2009.
Constitutional Safeguards for Indian Children

Article 15 & 15(1): The State shall prohibit discrimination against any citizen on the grounds of religion, race, caste, sex. Nothing in this article prevents the State from making any special provision for women and children.

Article 21 A: The State shall provide free and compulsory education to all children of the age 6-14 years in such manner as the State may, by law determine.

Article 24: No child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

Article 39(f): enjoins the State to ensure that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that the childhood and youth are protected against exploitation and against moral and material abandonment.

Article 45: The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.

Article 243 G Provides for institutionalisation of child care by seeking to entrust programmes of women and child development to Panchayat (item 25 of Schedule 11)

Child Welfare Schemes

The Integrated Child Development Scheme (ICDS) is a Centrally Sponsored Scheme of Government of India for early childhood care and development. The prime objective of the programme is to lay foundation for proper psychological, physical and social development of the child, improve health and nutritional status of children below six years of age, reduce infant mortality, morbidity, malnutrition and school dropouts, achieve effective policy implementation to promote child development and enhance capability of the mother to look after health and nutrition, education and other needs of her child. The international agencies like UNICEF, USAID, DFID and CARE India serve as development partners to provide technical and other supports to ICDS for its effective operation. There has been significant improvement in the implementation of ICDS Scheme in 10th and 11th Plans in terms of increasing numbers of projects, Anganwadi Centres and coverage of beneficiaries, infrastructure development and training programmes for field staffs like Anganwadi Workers and helpers, Supervisors and CDPOs which are organised through district, state and regional centres. The selected indicators are devised under standardised Management Information System (MIS) and Central Monitoring Unit (CMU) which is established in NIPCCD in 2008 for strengthening the monitoring system. Many states have introduced state specific initiatives and good practices for effective implementation of ICDS scheme. The strengthening and restructuring of ICDS system has been made in the 11th Plan to improve the system through multi-sectoral approaches to address the maternal and child issues. The National Policy on Early Childhood Care and Education (ECCE) is under
formative stage which provides operational guidelines for strategic implementation. The Kishori Shakti Yojana is an adolescent girl’s scheme implemented through Anganwadi Centres under ICDS Projects. The objective of the scheme is to increase self-confidence, boost morale and give dignity to the adolescent girls. The scheme includes two schemes such as Girl to Girl Approach and Balika Mandal Scheme.

**Schemes for Health and Nutrition of Children**

The Nutrition component of Prime Minister Gramodya Yojana and Nutrition Programme for Adolescent Girls is implemented with additional central assistance from Planning Commission (Now NITI AAYog) to promote nutrition of children. A National Nutrition Mission has also been set up to enable policy direction to the concerned Departments of the Government for addressing the problem of malnutrition of children. The Pulse Polio Immunisation Programme implemented by the Ministry of Health and Family Welfare covers all children below five years of age. The programme covers 166 million children in every round of National Immunisation Day. Other programmes include, Universal immunisation programme to control deaths due to acute respiratory infections, control of diarrhoeal diseases, provision of essential new-born care, prophylactic programmes for prevention of micronutrient deficiencies relating to Vitamin A and iron, Anaemia control programme, and Integrated Management of Neonatal and childhood illness. The other immunisation programmes include Hepatitis B, DPT etc. The Reproductive and Child Health Programme is being implemented by the Ministry of Health and Family Welfare which provides effective maternal and child health care, micronutrient interventions for vulnerable groups, reproductive health services for adolescent etc. The programme integrates all family welfare programmes of women and child health and provides ‘need based, client centred, demand driven, and high quality services’. The National Rural Health Mission Scheme implemented under Ministry of Health and Family Welfare seeks to provide effective healthcare services to rural population including large population of children in the country. The programme seeks to raise spending on public health and policies, strengthen public health management and service delivery in the country.

**Schemes for Education of Children**

The Right of Children to Free and Compulsory Education (RTE) Act came into force in the year 2010 which provides the right of children to free and compulsory education in the neighbourhood school which are to be established within 3 years time period. The provisions relating to school infrastructure and Pupil Teacher Ratio (PTR), training to untrained teachers, quality interventions are prescribed under the Act. The Sarva Shiksha Abhiyan Scheme (SSA) aims to provide free and compulsory elementary education to all children in 6-14 age by 2010. The scheme provides school infrastructure and quality improvement in education of the children. The objectives of the scheme is that all children to be in school and
universal retention by 2010, bridging all gender and social gaps at primary stage by 2007 and at elementary education level by the year 2010. The Government of India is committed to realise the goal of universalisation of elementary education by 2010. The Mid-day meal Scheme is being implemented under Sarva Siksha Abhiyan Scheme which aims at universal enrolment and retention of children. Under the programme nutrition and snacks are provided to the children attending schools. The National Programme for education of girls at elementary level is being implemented by the Department of Education which adopts community based approach for the development of children under difficult circumstances to check drop out girls, working girls, girls from marginalised social groups, girls with low levels of achievement to gain quality elementary education and develop self esteem of girls. The Kasturba Gandhi Balika Vidyalaya Scheme enables opening of special residential schools for the girl child belonging to Scheduled Castes, Scheduled Tribes, other backward classes and minority in educationally backward areas having low female literacy. The Schemes for Providing Quality Education in Madrasas (SPQEM) is launched to bring qualitative improvement in the Madrasas to enable Muslim children to attain educational standard as per the national education system. The other programmes including Model School Scheme (2008), Rastriya Madhymika Sikshya Abhiyan (2009), Inclusive Education for Disabled (2009), Construction of Girls Hostel for secondary and higher secondary schools (2009) are introduced to promote education at secondary level.

Schemes for Rehabilitation

The Integrated Programme for Street Children by the Ministry of Social Justice and Empowerment seeks to prevent destitution of children who are without homes and family ties and are vulnerable to abuse and exploitation.

The Shishu Greh Scheme is being implemented by the Ministry of Women and Child Welfare to promote adoptions of abandoned/ orphaned/ destitute children within the country and ensure minimum standards of care for children.

The Scheme for Welfare of Orphan and Destitute Children is a centrally sponsored scheme under Ministry of Women and Child Development. The main objective of the programme is to provide shelter, health care and nutrition, education and vocational guidance to orphaned and destitute children within age group up to 18 years for boys and up to 25 years for girls. In addition to this three pilot projects have been implemented to Combat Trafficking of Women and children are i) Combat trafficking women and children for commercial sexual exploitation under sanction of tradition ii) Combat trafficking of women and children for commercial, sexual exploitation in source areas and iii) Combat trafficking of women and children for commercial sexual exploitation in destination areas.

It is needless to mention that, though India has a comprehensive legal regime and policy framework to protect the rights and interests of the children, greater momentum is required for effective implementation of these policies and
programmes for well-being of the children by improving their level of education, health and nutrition etc. Above all a just and fair environment is desirable for all children at home, school or any other place, with growing mind and body to see a shining tomorrow and ultimately to become responsible citizens of India.

Check Your Progress
1. What is the objective of the CSWB?
2. What is the main objective of the Scheme for Welfare of Orphan and Destitute Children?

8.4 FAMILY AND CHILD WELFARE PROJECTS

Women constitute 48 per cent of the total population of the country. They suffer many disadvantages as compared to men in literacy rates, labour participation rates and earnings. The development of women has been receiving attention of the Government of India from the First Plan. But it was treated as a subject of ‘welfare’ and clubbed together with the welfare of the disadvantaged groups like destitute, disabled, aged, etc. In 1953, the Central Social Welfare Board was set up which acts as an Apex Body at the Centre to promote voluntary action at various levels, especially at the grassroots, to take up welfare-related activities for women and children.

The Second to Fifth Plans continued this strategy, besides giving priority to women’s education, and launching measures to improve material and child health services, supplementary feeding for children and expectant and nursing mothers.

In the Sixth Plan, there was a shift in the approach from ‘welfare’ to ‘development’ of women. The Sixth Plan adopted a multi-disciplinary approach with special emphasis on the three core sectors of health, education and employment.

The Seventh Plan stressed on raising their economic and social status and bringing them into the mainstream of national development. One of the significant step in this direction was to identify/promote the ‘Beneficiary Oriented Schemes’ in various developmental sector which extended direct benefits to women.

The strategy also included the generation of both skilled and unskilled employment through proper education and vocational training. The Eighth Plan ensured that the benefits of development to women should flow from other development sectors and enable women to function as equal partners and participants in the development process.

The Ninth Plan made two important changes in the strategy of development of women. The first was the ‘Empowerment of Women’. Its aim was to create an
enabling environment where women could freely exercise their rights both within
and outside home, and are equal partners along with men.

The second was the convergence of existing services available in both
women-specific and women-related sectors To this effect, a special strategy of
‘Women’s Component Plan’ was adopted through which not less than 30 per
cent of funds/benefits now flow to women from all the general development sectors.

For social and economic development of women, the Centre has set up the
Department of Women and Child Development which has been implementing the
following schemes:

- **Swayamsidha**: Swayamsidha is an integrated scheme for the development
  and empowerment of women through self-help groups. It covers services,
  access to micro-credit and promotes micro-enterprises.

- **Swashakti Project**: Swashakti Project aims at increasing women’s access
  to resources for better quality of life through the use of time reduction devices,
  by providing health and education services and by imparting skills to women
  for income generating activities.

- **Child Development Services Scheme (CDS)**: The scheme started in
  1975 with the objective to give special coverage to slums in urban areas.
  The scheme also envisages delivery of an integrated package of services
  consisting of immunization, health check-ups, nutrition and health education
  and refreshment services to child and pregnant women.

- **Support to Training and Employment Programme for Women**: It
  provides new skills and knowledge to poor assetless women in agriculture,
  animal husbandry, dairying, fisheries, sericulture, handlooms, handicrafts
  and khadi and village industry sectors of employment.

- **Swavlamban**: This scheme provides training and skills to women to enable
  them to obtain employment or become self-employed. The trades in which
  training is imparted include computer programming, medical transcription,
  electronic assembling, electronics, radio and TV repairs, garment making,
  handloom weaving, handicrafts, secretarial practice, embroidery and
  community health.

- **Creche/Day Care Centres for the Children of Working and Ailing
  Mothers**: It aims at providing day care services to children (0-5 years) of
  parents whose income does not exceed ₹ 1,800 per month. The services
  include sleeping and day care facilities, recreation, supplementary nutrition,
  immunisation and medicine.

- **Hostels for Working Women**: Under this scheme, financial assistance is
  provided for construction and expansion of hostel buildings for working
  women. It also includes provisions for safe and affordable accommodation
  to working women (single or married), those getting training for employment
  and girl students studying in professional courses.
• **Swadhar**: This scheme provides integrated services to women without support from their families such as widows living at Vrindavan and Kashi; prisoners released from jail; survivors of natural calamities; women/ girls rescued from brothels and other places; victims of sexual crimes, etc. The scheme includes such services as food, clothing, shelters, health care, counselling and legal aid and rehabilitation through education awareness, skill formation and behavioural training.

• **Rashtriya Mahila Kosh**: The National Credit Fund for Women is meant to facilitate credit support or micro-finance to poor women to start such income generating schemes as agriculture, dairying, shop-keeping, vending and handicrafts.

• **Welfare of Street Children**: With the objective of weaning away street children from a life of deprivation and vagrancy and rehabilitating them, An Integrated Programme for Street Children is being implemented with a wide range of initiatives like 24 hour drop-in shelters, night shelters, nutrition, healthcare, sanitation, hygiene, safe drinking water, education, recreational facilities and protection against abuse and exploitation.

  Currently, 190 organisations have been operating in 22 states benefiting 1.58 lakh street children. The special initiative of the Child-line Service, a toll free telephone service is available to children in distress which responds to the emergency needs of the children and provides referral service. This facility is now operating in 34 cities.

### 8.5 SUPPLEMENTARY NUTRITION PROGRAMME

Anganwadi Services under Umbrella ICDS is universal and a self-selecting scheme. All children below 6 years of age, Pregnant Women and Lactating Mothers are eligible for the services including Supplementary Nutrition Programme (SNP) provided under the scheme. The services are provided to those who visit Anganwadi Centres and enrol themselves. As on 31 December 2017, 844 lakh beneficiaries have availed the Supplementary Nutrition service at Anganwadi Services (AWCs).

World Health Organization (WHO) prescribed standards for monitoring the growth of children below 5 years, which have been adopted by the Government to measure nutritional status of children, using weight-to-age (underweight) as an indicator under as of Umbrella Integrated Child Development Services Scheme.

The implementation of ICDS Scheme is continuously monitored through prescribed monthly & annual progress reports, reviews as well as supervision visits etc. Based on the inputs and feedbacks received, State Governments/UT Administrations are advised through letters and review meetings to address the deficiencies and to improve the implementation of the Scheme.
All the Anganwadi Centres are required to maintain the growth monitoring chart for assessing the nutrition status of children set by WHO. These growth charts help in identifying children in various categories like normal children, moderately underweight children and severely underweight children. The tracking through these charts help detect growth faltering and facilitate prompt action and referral.

8.5.1 Provisions of Supplementary Nutrition Scheme

The Supplementary Nutrition is one of the six services provided under the Integrated Child Development Services (ICDS) Scheme which is primarily designed to bridge the gap between the Recommended Dietary Allowance (FDA) and the Average Daily Intake (ADI). Supplementary Nutrition is given to the children (6 months – 6 years) and pregnant and lactating mothers under the ICDS Scheme. The Government of India, on 24.2.2009, has issued revised guidelines on nutritional and feeding norms. States/UTs have been requested to provide supplementary nutrition to children below six years of age and pregnant and lactating mothers, in accordance with the guidelines which have been endorsed by the Hon’ble Supreme Court vide its Order dated 22.4.2009.

The provision of supplementary nutrition under ICDS Scheme prescribed for various categories of beneficiaries is as follows:

- **Children in the age group of 6 months to 3 years**: Food supplement of 500 calories of energy and 12-15 gms. of Protein per child per day as Take Home Ration (THR) in the form of Micronutrient Fortified Food and/or energy-dense food marked as ‘ICDS Food Supplement’.

- **Children in the age group of 3-6 years**: Food supplement of 500 calories of energy and 12-15 gms of Protein per child per day. Since a child of this age group is not capable of consuming of meal of 500 calories in one sitting, the guidelines prescribed provision of morning snack in the form of milk/banana/seasonal fruits/Micronutrient Fortified Food etc. and a Hot Cooked Meal.

- **Severely underweight children**: Food supplement of 800 calories of energy and 20-25 gms of Protein per child per day in the form of Micronutrient fortified and/or energy dense food as Take Home Ration.

- **Pregnant Women and Lactating Mothers**: Food supplement of 600 calories of energy and 18-20 gms of Protein per day in the form of Micronutrient Fortified Food and/or energy dense food as Take Home Ration.

Check Your Progress

3. What is Swayamsidha?
4. What is the primary objective of the Integrated Child Development Services Scheme?
8.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The Central Social Welfare Board or CSWB was set up in 1953 with the objective of promoting social welfare activities and implementing welfare programmes for women, children and the handicapped through voluntary organizations.

2. The objective of the Scheme for Welfare of Orphan and Destitute Children is to provide shelter, health care and nutrition, education and vocational guidance to orphaned and destitute children within age group up to 18 years for boys and up to 25 years for girls.

3. Swayamsidha is an integrated scheme for the development and empowerment of women through self-help groups.

4. The Integrated Child Development Services Scheme is primarily designed to bridge the gap between the Recommended Dietary Allowance (FDA) and the Average Daily Intake (ADI).

8.7 SUMMARY

- The Central Social Welfare Board (CSWB) was set up in 1953 with the objective of promoting social welfare activities and implementing welfare programmes for women, children and the handicapped through voluntary organizations.
- Over six decades of its incredible journey in the field of welfare, development and empowerment of women and children, CSWB has made remarkable contribution for the weaker and marginalized sections of the society.
- The National Policy for Children, 1974 was adopted on 22nd August 1974 in order to address the emerging challenges relating to child rights.
- The Integrated Child Development Scheme (ICDS) is a Centrally Sponsored Scheme of Government of India for early childhood care and development.
- The prime objective of ICDS is to lay foundation for proper psychological, physical and social development of the child, improve health and nutritional status of children below six years of age, reduce infant mortality, morbidity, malnutrition and school dropouts, achieve effective policy implementation to promote child development and enhance capability of the mother to look after health and nutrition, education and other needs of her child.
- The Nutrition component of Prime Minister Gramodya Yojana and Nutrition Programme for Adolescent Girls is implemented with additional central
assistance from Planning Commission (Now NITI AAYog) to promote nutrition of children.

- For social and economic development of women, the Centre set up the Department of Women and Child Development.

- Anganwadi Services under Umbrella ICDS is universal and a self-selecting scheme. All children below 6 years of age, Pregnant Women and Lactating Mothers are eligible for the services including Supplementary Nutrition Programme (SNP) provided under the scheme.

### 8.8 KEY WORDS

- **Nutrition**: It is the process of providing or obtaining the food necessary for health and growth.

- **Welfare**: It refers to statutory policies or procedures or social effort designed to promote the basic physical and material well-being of people in need.

- **Recommended Dietary Allowance**: It refers to the amount of an essential nutrient, as a vitamin or mineral, that has been established by the Food and Nutrition Board of the National Academy of Sciences as adequate to meet the average daily nutritional needs of most healthy persons according to age group and sex.

### 8.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

#### Short Answer Questions

1. What was the objectives of setting up State Social Welfare Boards?
2. What are the thrust areas for the National Policy for Children?
3. List some of the schemes of the government for the health and nutrition of children.
4. What are the provisions for supplementary nutrition under ICDS?

#### Long Answer Questions

1. Discuss some of the programmes implemented by the Central Social Welfare Board. How have they helped the marginalized in society?
2. Describe some of the child welfare schemes implemented by the Government of India.
3. Examine some of the welfare schemes of the Department of Women and Child Development.
4. Discuss the Scheme for the Welfare of Orphan and Destitute Children.
8.10 FURTHER READINGS


UNIT 9 REGULATIONS FOR NURSERY AND PRIMARY SCHOOL

Structure
9.0 Introduction
9.1 Objectives
9.2 Chittibabu Committee Report on Code of Regulations for Nursery and Primary School
9.3 The Code of Regulations for Approved Nursery and Primary Schools in Tamil Nadu
  9.3.1 Study of Tamil Schools
9.4 Minimum Specification for Pre-Schools
9.5 Answers to Check Your Progress Questions
9.6 Summary
9.7 Key Words
9.8 Self Assessment Questions and Exercises
9.9 Further Readings

9.0 INTRODUCTION

In the previous unit, you learnt about the welfare schemes related to women and children in India. This unit will discuss regulations in India related to nursery and primary schools. Nursery and primary schools are schools for young children, especially those between the ages of three and five years of age. Due to the young age of the children, special care must be taken by schools regarding their welfare. We will take up this aspect in this unit.

9.1 OBJECTIVES

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

- Discuss the code of regulations for approved nursery and primary
- Examine the requirement for approving of pre-schools in India
9.2 CHITTIBABU COMMITTEE REPORT ON CODE OF REGULATIONS FOR NURSERY AND PRIMARY SCHOOL

On the 16th of July, 2004, at about 10.30 hours, disaster struck Kumbakonam, in the shape of a gruesome fire accident, in a cluster of schools, on Kasiraman Street. The police, the fire service and the general public did a tremendous job to rescue the school children who had got caught in the fire. However, because of the smoke that had engulfed the area and the total absence of natural or artificial light, visibility was at a premium and this hampered the efforts and the salvage operations appear not to have succeeded to the extent, desired or expected. The fire which originated in the thatched kitchen in the ground floor, spread to the first floor thatch, developed into an inferno and brutally snuffed out the lives of 94 children, boys and girls in their prime and caused burn injuries in 18 children. And this, notwithstanding, the valiant efforts by the police, the fire service people, the doctors, the paramedical staff and several Good Samaritans among the public.

As a result of the tragedy, the Government appointed the Chittibabu Committee. The purpose of the present Commission is not only to find the cause of the fire, but to determine the possible culpability of persons and agencies involved and of greatest importance, to recommend measures for the prevention of similar catastrophes.

The cause of the fire accident has been dealt with in Part I of this Report. This Part II deals with the possible methods by which accidents in schools could be prevented, the contingency plans to cope with, problems yet to surface. This contemplated spot inspection of schools in the State.

Between the first of November, 2004 and the 12th of March, 2006 the Commission and the members of the panel, constituted for the purpose, visited schools all over the State, to gain first-hand knowledge of the shortcomings which could trigger an accident, so that remedial measures could be thought of and suggested, for implementation. Except for a break of two weeks, one during the third week of November 2004 for discharging the duties relating to the first part of the assignment and the other during the last week of December, 2004 when the schools were closed, the Commission and the committed members of the panel were on the move visiting school after school, in panchayat after panchayat, village after village, town after town, city after city and district after district. Though originally, it was thought that inspection of about 25 schools would suffice for each district, as days progressed and the members gained in experience and mastered the art of where to look for what, the number of schools for each district multiplied and ultimately, the team managed more than 80 schools, on an average, for each district. The team observed the ground realities, noted the shortcomings, absorbed lessons and the recommendations are being made as to how to surmount the...
shortcomings, if it is possible. The details are given in tabular forms for each district. A ready reckoner based on the answers to the questionnaire has also been prepared. It provides the statistical details in respect of each district. It is hoped/expected that it will be useful in some way or the other. It was informed that about 1500 fires on an average are recorded in Chennai each year. High rise buildings need greater attention. Vehicles parked on the premises block entry of fire fighting vehicles. Electrical wiring in small shops in commercial establishments is of poor quality. A small spark can set off a major conflagration. The absence of stringent norms enables owners of commercial establishments to become careless and negligent and generally allow the guilty to get away after the fire.

In Kumbakonam, a wayward spark from a kitchen led to the accident. Fire can raze down concrete structures also. It is the thatched roof in one fire accident; it is short circuit in another and structural deficiency in yet another case. Again, bushes with poisonous trees/plants in school premises or in close proximity are safe havens for snakes and poisonous creatures which can endanger the lives of the children studying in those schools. An open pond, tank or well in or close to the school premises can be an invitation to accident. Ignoring basic hygiene and sanitation in the noon meal kitchens can end in food poisoning. Uncleared garbage is a health hazard. It is, indeed, not possible to envisage all eventualities.

The Kumbakonam tragedy was only symptomatic of the greater malaise. There is total disregard for safety consideration particularly concerning children that range from rash driving of school vans to scolding, chiding and punishment in class rooms and unsafe buildings. During the tours, the Commission and the panel members saw schools being run in malls and market places with stalls in the first floor and schools in the ground floor and vice versa. They are virtual tinderboxes waiting to explode. In several places residential buildings are used to house schools. There is no open space inside such buildings. They are situated in narrow lanes through which fire service vehicles cannot ply. School buses with children packed like sardines and auto-rickshaws literally ‘filled’ with children, their heavy school bags hanging out, are particularly common sights these days. The whole problem is because of the indifference of the management in taking care of the basic amenities inside and outside school. In many schools we found overhead high tension and low tension cables running across. These can snap and result in serious accidents.

In the opinion of the commission, the argument that if safety norms are enforced, many schools will have to close down and therefore should not be insisted upon, is not valid at all. There can be no two views that safety cannot be sacrificed at the altar of expediency. There can be no compromise on this. The erring schools, most of them are apology for schools have to be shown the door unless safety standards are strictly adhered to.
9.3 THE CODE OF REGULATIONS FOR
APPROVED NURSERY AND PRIMARY
SCHOOLS IN TAMIL NADU

The Code requires all recognized nursery/primary schools to submit particulars in
the proforma prescribed (Annexure-I). It further provides that the:

Appendices to the Code shall have the same effect as Articles of the Code
and shall be treated as part of the Code.

Regulation 6 states that the approved primary/nursery schools will be
considered as a separate entity by the department.

Regulation 8 says that the Code shall be applicable also to preprimary classes
Standards I to V of approved nursery/primary schools.

Regulation 8(b) contemplates the constitution of a separate Board of
Approved Nursery and Primary Schools.

Regulation 10 deals with the powers of the competent authority to grant
approval.

10 (iii) requires several conditions to be satisfied for the purpose of approval.

3.1.6

10 (iii) (a) requires the educational agency to produce a licence permitting
the use of the school building as public building under the Tamil Nadu Public

10(f) provides that no school shall be permitted to function without approval
and nobody will be permitted to start the school without approval from the competent
authority.

10(h) provides for the appointment of teachers.

10(i) deals with the powers of the competent authority to reject the
application in case he considers that any one of the conditions imposed has not
been satisfied. 10(j) provides that the Director or Officer authorized by him may
visit an approved school during school hours.

10(k) requires the sanitary certificate to be obtained from the competent
health authorities.

10(m) says that the approval is given for LKG, UKG, and Standards I to V
in English, Tamil medium and other minority languages.

Regulation 11 deals with withdrawal of permission.

Regulation 14 deals with school hours, working days, etc. It is provided
under 14 (iii) (c ) below ‘the uniform for girls’ that admission in excess of 60
pupils in a standard or a section of a standard should not be made without the
prior permission of the Director or an officer authorized by him, provided there is
sufficient accommodation. There should not be more than 4 sections in a class. Each section should have a separate class room. To open a fifth section for a standard permission should be obtained from the Director or an officer authorized by him. Information shall be given to the Director or an officer authorized by him when a section is closed down.

14(iv) requires that the name of the school should be as found in the approved order and it shall be exhibited prominently in English and Tamil.

Regulation 17 deals with the qualification of the staff.

Annexure-I proforma deals with the application for the approval of nursery and primary schools. In this clause 16 provides that the school must be holding a licence permitting the use of the school building under the Tamil Nadu Public Buildings (Licensing) Act.

There are separate rules framed for recognition of and payment of grant to minority schools. There is a proforma provided which requires several details to be furnished as for non-minority schools. It further says that the minority schools having temporary recognition should apply in the form provided, for the grant of continuance of recognition of such schools or the standards as the case may be, to the authority indicated, not later than three months prior to the date of expiry of the period of temporary recognition. Requirements to be satisfied are set out in Rule 4(4) (a). It says that the amenities to teachers and pupils should be adequate, that the equipment, buildings, laboratory, library and playgrounds and other facilities for imparting instructions must be adequate. Structural stability certificate has to be produced as also a sanitary certificate. The authority is given permission to reject the application for recognition if he considers that any one or more of the requirements have not been satisfied. There is also a form provided for application for recognition of minority schools.

Clause 14 deals with the structural stability certificate and sanitary certificate.

9.3.1 Study of Tamil Schools

The State of Tamil Nadu is well placed in literacy rate at the National level. This is due to the efforts of the Government in providing easy access to schools in almost all habitations. There are about 63980 habitations in the State of Tamil Nadu. All the habitations within 1 km have been provided with primary schools and habitations within 3 km have been provided with middle schools.

The structure of education in the State of Tamil Nadu is based on the National Level Pattern with 12 years of schooling consisting of 8 years of elementary education that is 5 years of primary, and 3 years of middle school education for the age groups 6 to 10 and 11 to 14 respectively followed by secondary and higher secondary education of 2 years each besides a possible 2 years of pre-primary education. There are 4 main categories of schools viz. the Government run schools (including Municipal and Panchayat Union Schools), the aided and unaided management schools, the Nursery and Primary Schools, and the
To have a feel of the status of the school system in Tamil Nadu, the Commission, as per the second limb of the terms of reference, undertook an extensive spot inspection of schools in the various districts of Tamil Nadu. A comprehensive questionnaire was formulated involving the Department of School Education to be responded to, by the school managements in the State. At the request of the Commission, the Chief Educational Officers in the thirty districts including Chennai, identified schools, which in their view were vulnerable. The 4101 schools identified as vulnerable out of 49816 schools in the state is not a very significant number. Even at the time of salvage from the crisis, only 4136 schools had thatched roofs which were replaced with less inflammable material on a war footing. Even on this score, the schools with shortcomings did not touch a high figure.

Between the first of November 2004 and the 12th of March 2006, the Commission along with the members of the Panel constituted by the Government visited 2661 schools all over the state. The number includes school within schools, recognized, unrecognized, permitted, not permitted, approved and unapproved. The Government have made tremendous strides to improve the infrastructure of its schools through implementation of various schemes under SSA, NABARD, Rural Development to name a few. While providing easy access to schools, the Government are also providing infrastructure facilities such as class room buildings, laboratory, toilets and drinking water, to all Government schools to impart quality education. The Government of Tamil Nadu have implemented various schemes such as Self Sufficiency Scheme, Operation Black Board Scheme, District Primary Education Project (DPEP) Scheme, Eleventh Finance Commission Scheme, Area Intensive Programme for educationally backward minorities and Prime Minister’s Gramodaya Yojana (PMGY) programme in providing infrastructure facilities in Government Elementary and Middle Schools.

Despite the marathon efforts of the Government in this direction there do exist many Government high and higher secondary schools which require basic infrastructure facilities in view of the increasing student strength. The Government had anticipated this and to tide over the situation, had formulated a new scheme in the year 2001-2002 itself, to receive financial assistance from NABARD to provide the basic infrastructure facilities to all the Government high and higher secondary schools. So far, infrastructure facilities have been sanctioned to 606 High and Higher Secondary Schools in three phases at a cost of ₹182.74 crores. In the fourth and the fifth phases 649 schools will be provided with class rooms and other facilities at a cost of ₹232.10 crores. About 2100 schools will be covered in the next few years. Even the newly opened high and higher secondary schools are covered under this scheme. 4.10 Government have also sanctioned a sum of ₹71.03 crores from Tamil Nadu Text Book Corporation corpus fund for construction
of laboratory buildings in 840 Government High and Higher Secondary Schools. In addition, class rooms, toilets and drinking water facilities are provided through Parent Teacher Association, MLA/MP Constituency Area Development Scheme. Besides the above schemes, drinking water facilities and toilet facilities are provided to schools under Accelerated Rural Water Supply scheme and Total Sanitation Programme.

Many of the nursery schools, which have proliferated like mushrooms do not have the mandatory recognition and are run in dull, claustrophobic residential buildings which have derelict structures with a single entrance, cramped windowless classrooms, narrow staircases, unhygienic toilets, without safe drinking water, proper ventilation, fire safety systems, playgrounds or libraries. Some of those who flaunt recognition/approval/permission documents have not obtained them by fair means. The schools are there in by-lanes, on roof tops and in sheds and are run by greedy managements. Poor children are packed like sardines in a tin. Many matriculation schools and primary schools run pre KG, LKG and UKG schools, on the sly, without approval permission/recognition from the Education Department. There has been a total violation of the mandatory requirements as found in the Tamil Nadu Public Buildings Licensing Act, 1966, and the Codes of Regulations for the Matriculation and Approved Nursery and Primary Schools.

Till the coming into force of the Regulations for Approved Nursery and Primary schools, those schools were governed by the provisions of the Tamil Nadu Recognised Private Schools Regulation Act. Under the Act, as already noted, private school is defined to include pre-primary which will be treated as a separate entity. Some of the 'Big' schools claimed that they were running the pre-primary schools for a long time and of course without recognition, suggesting thereby, that they need not obtain permission or recognition. This was also prior to the coming into force of the regulations. Even under the Private Schools Act, pre-primary classes needed recognition and they had to satisfy infra-structure requirements. The class rooms have to be well ventilated and safe with adequate space. There must be separate playground available. At the time of submitting the annual statement to the Education Department, the existence of the pre-primary school is not mentioned, the entire property is shown to belong to the other school- either the matriculation school or the higher secondary. But the pre-primary is run in the same school premises in utter disregard of the law. There are specific provisions prohibiting dealing with the property of the school in any manner whatsoever without express permission from the education department. But then, these are given a go bye. It is highly improper and illegal on the part of the managements to flout the law. The safety standards are sacrificed and the lives of the children in these schools are put in jeopardy. These children are as much precious as those in the other schools. Further, when the legal position is that the pre primary is a separate entity by itself, it should be segregated from the other school(s) which are inside the same compound and independent and separate infrastructural facilities should be ensured to such a pre-primary school.
As pointed out by Dr. S.V. Chittibabu in his reports, ‘most of the managements are in the hands of individuals with no genuine concern for fostering quality in child education except to make a fast buck by exploiting the craze of parents living in urban and rural areas for an English medium education right from the LKG Class itself, in the belief that such a type of education alone would equip their wards adequately for the challenging demand of professional courses later. The aberrant behaviour of managements has to be disciplined – schools run as commercial proposition have to be weeded out’.

Many of the vulnerable schools inspected by the Commission, have buildings which are not in good shape and are a picture of neglect. They had developed cracks both vertical and horizontal. The walls had lost stability and the buildings may collapse any moment. Some of the buildings have been abandoned as not habitable and they are a threat to the safety of the children.

Many management/government schools need compounds on all four sides. Compound walls are particularly needed where the schools abut public highway, waterways, ponds etc. They are also needed to prevent encroachment and unauthorized occupation by outsiders. In many places, the team found school space being used as passage, to their homes, by adjacent dwellers.

Conditions in municipal schools are appalling. They will get the top marks for poor maintenance. There were no desks and benches. Classes were crowded. Buildings were heavily damaged. There are Panchayat Union Schools in various districts with very poor strength. The students enrolled there are lured away by the close by private schools.

As regards playgrounds, there is a big racket going on. Many schools show a single playground as playground for more than one school. But then under the recognition provisions the schools are to have independent exclusive infrastructure facilities which include playgrounds. The schools also, in their annual statements submitted to the department, vouch for the infrastructural facilities. However this is only on paper. In actual practice, the schools do not stand by their declaration. During the inspection by the commission and its panel members, it was found that many schools did not have playgrounds or had playgrounds common with other schools or had given false information on the availability of playgrounds.

In many places the team saw electrical wiring exposed and in bad shape posing imminent danger. Earthing was poor or non-existent. Fans and lights were not in working condition and precariously hanging. The mains were also exposed without any cover.

Some noon meal centres are potential danger zones. Coconut thatch and fronds are used as fuel. The smoke outlet is not functional. The kitchen is flanked by classrooms and toilets on either side in some of the places. The kitchen buildings themselves are damaged.

In some schools wells, water sumps and septic tanks were not properly covered. In many schools toilet facilities were poor. The toilets even if they were
there, were not clean and functional—no running water was provided. In several schools, the team found hazardous and inflammable waste, rubbish, damaged furniture, old iron rods and several unwanted things accumulated in class rooms or hoisted on the lofts inside the classrooms.

Not many schools have kept fire safety equipment or the conventional buckets with water and sand. In many schools higher classes were functioning in the ground floor and the lower classes in the higher floors. In some schools the team found huge telephone towers being installed at the top of the school buildings.

9.4 MINIMUM SPECIFICATION FOR PRE-SCHOOLS

In developmentally appropriate Early Childhood Education (ECE) programmes, the presence of play and learning materials have a very important role. Young children learn through play and by interacting with their immediate environment. We can make their environment stimulating by providing a range of developmentally appropriate play and learning materials to encourage inquisitiveness, imagination and promote a sound foundation for learning. Availability and accessibility to variety of materials can support the child’s holistic development which include physical and motor skills, cognitive skills, language and communication skills, socio-emotional development and creativity.

- Multi-purpose and multi-domain to foster holistic development—all domains such as sensory, fine and gross motor, cognitive, social, emotional, personal, and creativity need to be fostered.
- Safe for children (Non-toxic material and colours, smooth edges and large enough to prevent swallowing).
- Durable and sturdy.
- Culturally and environmentally appropriate.
- Balanced to equip different activity corners.
- Easy to view. Posters and conversation charts should be placed at eye level for children.
- Adequate in quantity, with a variety of different materials available. There should not be too few, preventing all children from playing, nor too many, preventing children from learning to share, cooperate and wait for their turn.
- Easily accessible to children so that they can use and choose the material during free play and individual activities. They should be encouraged and expected to put away the material as part their routine

Requirements of the Applicant
To set up a child care centre, the applicant must ensure that he/she meets the following pre-requisites:

- The applicant(s) must be above the age of 21 years.
- The applicant/partners/Directors/Management Committee Members of the applicant(s)’s organisation/company has/have not:
  - Committed any offence under section 5, 6, 7, 11, 12 or 13 of the Children and Young Persons Act (Cap 38), or any other offence involving child abuse or child neglect;
  - Committed any offence under Part XI of the Women’s Charter (Cap 353);
  - Been convicted in any court of law. If (d) has been selected, please fill up details of conviction. (Please use the Declaration of Offences form at URL: https://www.childcarelink.gov.sg/ccls/docs/declaration.pdf)
  - Been issued with a warning letter by the Early Childhood Development Agency / Ministry of Social and Family Development.
- For current operators, the tenure of licence of your existing child care centres must be at least 12 months. In addition, the centre should not have been issued with a warning letter during the current tenure of licence.
- The applicants shall comply with requirements such as physical requirements, staffing requirements, administrative requirements and conditions for the extension of Government Child Care Subsidy Scheme to Child Care Centres as approved by the Director of Social Welfare

Requirements of Preschool Building

- Both the indoor and outdoor preschool space shall be safe, clean, attractive and spacious so that children are not crowded.
- 950 net square feet of classroom space shall be provided for each former Abbott classroom as follows:
  - 750 square feet total (50 square feet per child) of usable space shall be provided that is free and open and excludes storage and major pieces of equipment and built in furnishings "Useable" space includes materials and pieces of equipment that are easily movable.
  - 150 square feet of storage for equipment and furnishings that are either built in or not easily moveable.
- 50 square feet of an attached toilet room that is accessible to students with physical disabilities built to meet the needs of young children, identified for their exclusive use and barrier free in design as per.
Regulations for Nursery and Primary School

NOTES

• Preschool classrooms shall be no higher than the second floor of a school facility and shall not be located in the basement.
• Pickup and drop-off area’s should be safely situated, clearly marked and sufficiently large to provide safe entrances and exits for children and adults.
• A communication system should be installed in each classroom to allow for emergency calls.

Outdoor Requirements

• Preschool children must have direct access to a developmentally appropriate playground.
• Equipment should be developmentally appropriate and in accordance with playground safety rules in compliance with the playground safety.
• There shall be 100 square feet per child of outdoor play space for each child using that space at one time.
• Surface areas should include soil, sand, grass, hills, and a large flat surface for wheeled toys.
• Outdoor areas should also have some protection from the elements.

Check Your Progress

1. What is the structure of education in the state of Tamil Nadu based on?
2. How do young children learn?
3. How old must an applicant be to set up a child care centre?

9.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The structure of education in the State of Tamil Nadu is based on the National Level Pattern with 12 years of schooling consisting of 8 years of elementary education that is 5 years of primary, and 3 years of middle school education for the age groups 6 to 10 and 11 to 14 respectively followed by secondary and higher secondary education of 2 years each besides a possible 2 years of pre-primary education.
2. Young children learn through play and by interacting with their immediate environment.
3. To set up a child care centre, an applicant must be above the age of 21 years.
9.6 SUMMARY

- On the 16th of July, 2004, at about 10.30 hours, disaster struck Kumbakonam, in the shape of a gruesome fire accident, in a cluster of schools, on Kasiraman Street. As a result of the tragedy, the Government appointed the Chittibabu Committee.
- The State of Tamil Nadu is well placed in literacy rate at the National level. This is due to the efforts of the Government in providing easy access to schools in almost all habitations.
- In developmentally appropriate Early Childhood Education (ECE) programmes, the presence of play and learning materials have a very important role. Young children learn through play and by interacting with their immediate environment.
- We can make their environment stimulating by providing a range of developmentally appropriate play and learning materials to encourage inquisitiveness, imagination and promote a sound foundation for learning.
- Availability and accessibility to variety of materials can support the child’s holistic development which include physical and motor skills, cognitive skills, language and communication skills, socio-emotional development and creativity.

9.7 KEY WORDS

- **Hygiene**: It refers to conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.
- **NABARD**: National Bank for Agriculture and Rural Development or NABARD is a Development Bank with a mandate for providing and regulating credit and other facilities for the promotion and development of agriculture, small-scale industries, cottage and village industries, handicrafts and other rural crafts.
- **Earthing**: It means connecting (an electrical device) with the ground.

9.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short-note on the state of education in Tamil Nadu.
2. Why was the Chittibabu Committee Set up?
Long Answer Questions

1. Discuss the code of regulations for approved nursery and primary schools in Tamil Nadu.

2. Examine the requirement for approving of pre-schools in India.

9.9 FURTHER READINGS


Early-childhood and elementary school programs reflect a diverse set of commitments about what children ought to learn, and about how they ought to do so. Some focus on academic preparation and advancement, with extra attention to reading and mathematics. Some emphasize social-emotional development and community values. Others tout their language classes, or their music program, or the opportunities for children to engage in extended projects of their choosing. Some praise structure and discipline; some prize autonomy and play.

There are discussions about what’s developmentally appropriate for children of different ages. And there are discussions about what’s valuable to know at any age. But what, specifically, should a child learn now? Are there good reasons to teach reading in kindergarten rather than in 2nd grade, or to expose children to music as toddlers rather than teenagers? Why not wait until children are more mature, and better at engaging in structured study? Beyond the basic premise that we shouldn’t teach children something before it’s developmentally appropriate to do so, are there general principles that govern what’s valuable to learn sooner rather than later? And might recognizing such principles transform the way we think about early-childhood education? Of course, educators and curriculum developers ask themselves these questions all the time — they’re the ones deciding what to teach, and how and when to go about doing so. Organizations like the National Association for the Education of Young Children, for example, have...
articulated principles of child development and learning, and different educational philosophies embody their own commitments. If we started from these general principles, though, rather than preconceived notions of what formal education ought to look like, might we arrive at very different views about the value of emphasizing social-emotional development versus geography, or music versus mathematics?

10.1 OBJECTIVES

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

- Discuss why learning through play is important for children
- Describe the activities for promoting cognitive and language skills

10.2 GUIDING PRINCIPLES FOR DECIDING THE CONTENT OF LEARNING FOR YOUNG CHILDREN

Capitalize on sensitive periods. Research suggests that many organisms have sensitive periods for learning — windows of opportunity during which the right kind of environmental input can have an impact that won’t occur at all, or in the same way, outside of that window. Some of the most dramatic examples come from birds: a greylag goose will imprint on its mother (or on a suitable alternative) in a “critical period” hours after it hatches. Humans, too, seem to have sensitive periods, with language learning among the most studied. When learning a second language, for example, a child's age of exposure (up to puberty) predicts proficiency as an adult, even when total exposure is taken into account. Similarly, when it comes to music, musicians who are trained early, versus late, perform better on various tasks, even when their total musical experience is equated. For these domains, at least, we have evidence that early exposure is beneficial, and there are surely many more.

Create snowballs. Sometimes, an early gain can snowball into a greater final outcome. Money provides an easy illustration. Two people who start out with different amounts of money might see the discrepancy in their wealth magnified over time as the richer party capitalizes on the opportunities afforded by their wealth: investments that pay off; education that opens doors; and so on. As the saying goes, the rich get richer, and the poor get poorer — a phenomenon also known as the Matthew Effect. In such cases, it pays to bring about initial gains; a numerically comparable boost that occurs later in time is likely to make a smaller difference to the final outcome. For processes that snowball, there’s a good argument for early learning. But is learning really like money? In some domains it seems to be. For instance, there’s evidence that children with larger vocabularies learn new words more readily than those with smaller vocabularies, as a result of which the gap between them can grow, rather than shrink, over time. And verbal
abilities aren’t just important because they beget further verbal abilities; they’re important because they make new kinds of social interactions and information gathering possible. As with sensitive periods, targeting phenomena that snowball means that education can have a greater impact.

Think about the present. Sensitive periods and snowballs are important because they’re investments in the future. By timing things just right, some future reward will be greater. But there’s also something to be said for a child’s experience in the short term — today and tomorrow and the next day. Skills like emotion regulation, for example, may or may not involve sensitive periods or snowball over time (perhaps there’s research that can tell us). But they can sure help a child deal with 3rd grade. Some things are worth learning whether or not they improve the future; it’s enough that they improve the present.

Meet deadlines. Some skills are important to acquire early because they’re prerequisites to meeting a later goal. If you want a child to grow to be an independent, responsible, and kind adult, you can’t start teaching the building blocks at age 17. Some things need to start sooner because that’s the only way to meet “the deadline” — the time by which the relevant knowledge or capacity needs to be more or less in place.

These principles would need to be combined with a lot more information to yield any verdicts. We’d need to consult relevant scientific research (on sensitive periods, for example), and we’d need to know how different learning outcomes are valued relative to one another. We’d also need to recognize that individual children vary, as do their communities.

Schools used to be the storehouses of human knowledge and going to school was the best way to learn anything. Now that is no longer the case, knowledge is no longer confined to dusty classrooms or old books. Thanks to the internet it is now accessible to anybody who wants it. All schools have to do is get them to want it.

The role of school should no longer be to fill heads with information, rather it should be a place that inspires students to be curious about the world they live in. Kids are born explorers, when they are young all they want to do is push boundaries and explore the limits of what they can do. Let’s not suffocate that curiosity by making them spend their childhoods preparing for one test after another while adhering to rigid school policies that stifle creativity and independent thought.

The ability to adapt and learn something new should be valued above all else. Gone are the days where you pick a profession and just do that one thing for the rest of your life. People will need to know how to learn something new multiple times over in their lives. Not only because it will be the only way one still will be able to contribute to society, but also because our knowledge of the world and who we are is progressing incredibly quickly. If the last time you learned anything new was when you were in school then you will be missing out on the new ways of understandings the world that are constantly opening up.
And this is not just something that we have to worry about for the younger generation, adults will also need to be re-educated as most of the skills they acquired in school will soon be obsolete.

**Scheme for Education in Present Century**

Gone should be the days when kids are arbitrarily lumped together into classrooms full of students all forced to learn the same thing at the same pace. We have the ability to customize learning to fit each individual’s needs and desires and should do everything we can to take advantage of that ability. There already exist multiple online learning platforms, such as crash course, that teach a variety of subjects better than just about any teacher could.

All active learning should be task driven. No more lessons where you jot down notes off a blackboard, rather students are assigned tasks to complete and given all the tools they might need to figure out how to solve the problem. (3d printers, virtual learning environments, interactive displays, a connection to labs and research facilities all around the world, etc.)

Passive learning should not be rigidly structured. Students should be given a topic to learn about and a variety of educational materials to pick from to help them learn, it should then be up to them which they want to use. (podcasts, videos, books, virtual tours, etc.)

Teachers become facilitators of learning. Rather than lecturing everyone, they go from student to student or group to group helping them figure out how to learn what they need to know. Teachers no longer need a deep understanding of the given topic but they should know how to learn about it. Students eventually should also be supplied with their own virtual learning assistant to answer any question they may have and help them stay on task.

Classrooms themselves will need to be redesigned. No more square boxes with rows of desks, the classrooms of the future should be innovative spaces that promote curiosity while fostering creative social interaction with peers.

The goal of education should never be to get an A or pass a test. Making students and parents obsess about grades and scores sucks away all the joy of learning. The goal should be to make students literate in all core subjects and fluent at a select few. Being able to do something that you couldn’t do before or finding a new way of understanding the world is far more rewarding than any score on a piece of paper ever could be.

In addition, education should give people an understanding that the world is not divided up into discreet subjects. Separating knowledge into columns labelled science or history or Chinese is at times pedagogically useful but everyone should realize that the world is not made up of independent subjects, they bleed into each other and none can be fully understood in isolation. Subjects are simply tools to help you understand the world.
Students should also know that no subject is beyond them. We are told lies that some people just can’t do math or can’t draw. Other subjects like physics are presented to us as too dry or too complex for most people to grasp. What should be taught is that a certain level of literacy in any subject is not only attainable by everybody but is necessary to be able to appreciate the world we live in.

10.3 LEARNING THROUGH PLAY

Play is an important part of a child’s early development. Playing helps young children’s brains to develop and for their language and communication skills to mature.

Simple games of peek-a-boo, shaking a rattle or singing a song are much more important than just a way to pass the time. They teach young children about communication, develop their motor skills and help with problem-solving.

Something as easy as stacking and knocking over blocks allows toddlers to discover maths and science concepts, including shapes, gravity, balance and counting.

These early childhood games are vital to laying the foundations for formal education. In most cases learning through starts with parents or carers engaging with, playing with and responding to the child.

Schools that use the Montessori education focus on encouraging children to learn through “meaningful play.”

Characteristics of meaningful play

The characteristics of meaningful play are as follows:

- Gives the child a choice about what he or she wants to do
- Feels fun and enjoyable for the child
- Evolves spontaneously, rather than giving kids a script to follow
- Is driven by intrinsic motivation about what the child wants to do
- Creates a risk-free environment where kids can experiment and try new ideas.

In meaningful play, children are active participants. For example, instead of passively taking in a lesson, children take on roles alongside their peers and respond to the other children according to the rules of play that they’ve created.

While “rules” may seem counterintuitive to the idea of free, voluntary play, a system of mental rules is actually one of the other key features of play. Children may state these explicitly, form them collaboratively or follow a selected leader, or have an inherent sense of what governs the terms of their playful engagement. This active, pleasurable negotiation of rules and symbols can offer a number of learning benefits.
10.3.1 Importance of Learning through Play

The first years of life shape a child’s future into adulthood. This is when the most significant brain development happens, particularly in the first two years of life. Lack of play and communication, known as “under-stimulation”, can have long-term negative consequences on a child’s learning and physical and mental health.

Roughly 80% of brain development is completed by age three and 90% by age five. This means a child cannot wait for primary school for learning to begin.

These early childhood games are vital to laying the foundations for formal education. However, in poor families, where parents may work long hours and are struggling just to feed their families, access to appropriate toys and the ability to make time for play can be limited.

In a study in Jamaica, poor toddlers with stunted growth were visited once a week for an hour by trained health workers, who engaged in learning through play and worked with their mothers to support and encourage this play. Twenty years later, the programme is shown to have benefitted the participants and reduced inequality in later life. They did better in school, had better social skills and were less likely to commit crimes. Their income was also an average of 25% higher than children who did not get the learning through play intervention.

For young children, play is often a full body activity that helps them develop skills they will need later in life. Running, dancing, climbing, rolling—these activities all foster muscle development and help fine-tune motor skills. Children also build their mental and emotional muscles as they create elaborate, imaginative worlds rich with a system of rules that govern the terms of play.

The University of Denver researchers Elena Bodrova, Carrie Germeroth, and Deborah J. Leong found that children teach themselves to regulate their emotions and think before they act when they play. For example, if a child is pretending to be Olaf from Frozen, they may pretend they’re melting when they come inside or insist that they like warm hugs. In each case, they consider how their actions will correlate with how Olaf should act in a given situation.

This role playing helps children build social skills and helps them become the kind of adults who are able to thrive in a range of personal and professional environments. In an academic setting, play can also help children learn and grow. Teacher-initiated play is a close cousin to inquiry-based learning. At Whitby, our early childhood educators ask children questions about the rules and process that govern the play, and then encourage children to make connections to the wider world through their own body of knowledge.

The Dr. Angeline S. Lillard, author of *Montessori: The Science behind the Genius*, wrote about how Maria Montessori encouraged educators to use play as a part of the learning process.

From offering children a chance to ask questions, problem solve, work collaboratively and conduct structured experimentation, play is a key component
of learning at Whitby. One way that Whitby teachers bring a sense of play into the classroom is by taking an activity-based approach to nearly every subject.

For example, when the teachers read a book aloud, they encourage young students to turn each page and follow each word with their fingers. They can also prompt students to talk to each other about the content, and to talk about the associations it sparks from their own lives. Teachers also engage kids’ imaginations and sense of curiosity by asking “What do you think will happen next?”

Students are also given an opportunity to bring stories to life through dramatic play. When children are given opportunities to act out scenes and express themselves, they improve their social confidence, increase their ability to see the perspectives of others and increase the attention they give to the literature.

10.4 ACTIVITIES FOR PROMOTING COGNITIVE AND LANGUAGE SKILLS

Cognitive development is characterized by the way a child learns, acquires knowledge and interacts with his surrounding environment. Different cognitive skills are acquired as a child meets certain developmental milestones, but a child of any ability will benefit from activities that promote active learning. As a parent, you can encourage your child’s cognitive development in the areas of memory, concentration, attention and perception by incorporating simple activities into your everyday routine.

Ways to Develop Cognitive Skills

The ways to develop cognitive skills in children are as follows:

- **Sing-a-longs:** Sing songs with your child and encourage him to sing along with you. Play his favourite songs and music in the house and car regularly and he may eventually start singing along by himself. This activity helps promote memory and word identification.

- **Identify Noises:** Have your child identify noises that he hears throughout the day (i.e. a bird singing, a car horn, running water or the dishwasher). He will begin to understand how sounds relate to objects in his everyday environment.

- **Practice the Alphabet:** Help the child identify letters by singing along to the “Alphabet Song,” reading books about the alphabet and playing with alphabet puzzles. An example of an easy game to help your child learn his letters: Cut out individual squares that feature each letter of the alphabet written in bright colours. Mix them up and tape them on various surfaces in the house. Go through the alphabet with your child and encourage him to search around the house to find the next letter and tape it to the wall in order. When finished, leave the alphabet letters in order up on the wall until you’re ready to play the game again.
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NOTES

- **Practice Counting:** Identify opportunities throughout the day to practice counting. Count the number of shoes in your child’s closet when he gets dressed or the number of slides on the playground when you go to the park. You may soon find that you’re counting everything!

- Practice Shapes and Colours: Identify shapes and colours when interacting with your child. You can say, “That is a round, blue ball,” when playing in the yard or “That sign is a red octagon” when pulling up to a stop sign. As he gets older, you can ask him to describe objects to you.

- **Offer Choices:** When you can, offer your child choices: “Would you like to wear the brown shorts or the blue shorts?” or “Would you like string cheese or yogurt with your lunch?” This will help him to feel more independent and learn to make confident decisions that affect his day.

- **Ask Questions:** Another way to help your child learn to think for himself is to ask him questions: “Which toy should we pick up first when we clean up the living room? Or “Why is it important to walk down the stairs slowly?” Asking him questions helps him learn how to problem solve and better understand how his environment works.

- **Visit Interesting Places:** Take trips to your local children’s museum, library or farmer’s market to stimulate his curiosity and provide him with “hands-on” experiences. Ask him questions while you explore and listen to his responses and reactions. These adventures can provide a learning experience for both of you.

- **Play with Everyday Items:** Playing with everyday household items is educational, fun and cost effective. Encourage your child to match various-sized lids to their accompanying pots or have him look in a mirror and point to his nose, mouth, eyes, etc.

- **Offer a Variety of Games:** Play a variety of games with your child to encourage problem solving and creativity. If your child is younger, the two of you can build with blocks and play “Peek-a-Boo.” As he gets older, you can engage him in board games, puzzles and play “Hide and Seek.”

10.4.1 Development of Language Skills

Using language and communication with young children is crucial for their success in school and beyond. Preschool language development activities should be part of each day in the classroom, and also in the home.

A language rich environment is one in which children are surrounded by talking, singing, and reading and have many opportunities throughout their day, across all activities, to communicate with others and engage in back-and-forth conversations. A rich language environment is important to children’s early learning, and can have strong effects on early language, vocabulary, reading, and math skills, as well as on children’s social-emotional development.
Research shows that some young children are exposed to more language in their homes, early learning programs, and school settings, than other children. This difference in the number of words and back-and-forth conversations to which children are exposed is called the “word gap”.

Below are some tips that you can use to help bridge the word gap by enriching the language environment of all young children in your care, including children who do not speak yet, children with disabilities or delays, and children who are learning more than one language. Partner with families and encourage them to try these strategies at home, in their home language. For children with disabilities or delays, communicate with their other service providers and keep each other informed about the strategies you are using to enhance their language environment.

Teachers and families play a critical role in developing language-rich learning environments. Try these strategies to engage all children in rich conversations in English or in their home language.

- Get down on the child’s level.
- Tune in and listen to what the child says. If the child does not speak yet, tune into what they are doing or pointing to and use these moments to talk with them.
- Take turns talking. If the child doesn’t have language yet, that may mean you are talking and the child is communicating in nonverbal ways, such as through gestures, looks, smiles, babbles, and word approximations (children’s attempts at words).
- Talk about what the child is doing, what the child is looking at, or what the child is interested in.
- Ask questions that relate to the child’s experiences or interests.
- Add words or questions to what the child says or does and model new language. Give the child enough time to respond. For children who do not have language yet, this may be a nonverbal response, like a gesture or a look.
- Stay tuned in to the child’s facial and body expressions to make sure they are engaged.

Children benefit from “thick” conversations. Thick conversations are characterized by giving children many chances to speak and communicate, asking open-ended questions, encouraging them to think and imagine, and having many back-and-forth exchanges. Here are four key strategies to engage children in thick conversations in English or in their home language.

Asking stimulating and developmentally appropriate questions can help boost the language environment. Below are four strategies for extending conversations with questions.
Expanding on children’s language, nonverbally, in English or in their home language, is a meaningful way to extend conversations with children. Here are some key ways you can extend a conversation by expanding on what children say or communicate. One way to extend conversations with children is by incorporating novel words into everyday talk. Novel words are new and rich vocabulary words that build children’s language. For example, you can use the word “enormous” instead of “big”. Children can learn big, new, and interesting words through repeated exposures and concrete explorations of what they mean. Teachers and families can use novel words with children in English or in their home language. Incorporating novel words takes planning.

Dialogic reading is an interactive way of talking with young children about a book. The goal of this strategy is to engage a child in a dialogue and keep it going so the child has the opportunity to learn new concepts and words, practice using words, and form longer phrases and sentences. It can help with vocabulary and language development for all children and especially for those children learning to speak more than one language. For children learning more than one language, it is important that you read to them often, in their home language and in English.

**Developing Skills of Multi-language Speakers**

- Use multimedia and concrete objects to create connections between both languages. For example, show a toy seahorse or a picture of one if you’re talking about a seahorse.
- Use gestures and body language when communicating in the less familiar language. Children learn from facial expressions.
- Speak slowly and clearly. Children need time to hear and process the meaning and context of what is being said.
- Anticipate new words and give clear meanings. Use a lot of context, building on objects in the environment, routines, and what the children are experiencing at the moment.
- Support interactive play with peers. Children gain a lot of their language through interaction with their peers. Praise children’s responses so that you motivate children to continue learning their new language.
- Encourage adults who speak children’s native language, including families, to volunteer in the classroom and interact with children in their home language throughout the day.

**Check Your Progress**

1. What should active learning be based on?
2. Why is playing an important part of a child’s early development?
3. What is cognitive development in children characterized by?
10.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. All active learning should be task driven.
2. Play is an important part of a child’s early development since it helps young children’s brains to develop and for their language and communication skills to mature.
3. Cognitive development is characterized by the way a child learns, acquires knowledge and interacts with his surrounding environment.

10.6 SUMMARY

- Research suggests that many organisms have sensitive periods for learning — windows of opportunity during which the right kind of environmental input can have an impact that won’t occur at all, or in the same way, outside of that window.
- All active learning should be task driven. No more lessons where you jot down notes off a blackboard, rather students are assigned tasks to complete and given all the tools they might need to figure out how to solve the problem.
- Play is an important part of a child’s early development. Playing helps young children’s brains to develop and for their language and communication skills to mature.
- The first years of life shape a child’s future into adulthood. This is when the most significant brain development happens, particularly in the first two years of life.
- Lack of play and communication, known as “under-stimulation”, can have long-term negative consequences on a child’s learning and physical and mental health.
- Cognitive development is characterized by the way a child learns, acquires knowledge and interacts with his surrounding environment.
- Different cognitive skills are acquired as a child meets certain developmental milestones, but a child of any ability will benefit from activities that promote active learning.
- Using language and communication with young children is crucial for their success in school and beyond.
- Preschool language development activities should be part of each day in the classroom, and also in the home.
- One way to extend conversations with children is by incorporating novel words into everyday talk.
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10.7 KEY WORDS

- **Cognitive Development**: It means how children think, explore and figure things out. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them.

- **Motor Skills**: They refer to the movements and actions of the muscles.

- **Stunted Growth**: It refers to the impaired growth and development that children experience from poor nutrition, repeated infection, and inadequate psychosocial stimulation.

10.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. Why should passive learning not be rigidly structured?
2. List the characteristics of meaningful play.
3. Write a short-note on developing skills of multi-language speakers.

**Long Answer Questions**

1. Discuss the guiding principles for deciding the content of learning of young children.
2. Examine why learning through play is important for children.
3. Discuss the development of language skills in children.

10.9 FURTHER READINGS


UNIT 11 SENSORY EXPLORATION ACTIVITIES

Structure
11.0 Introduction
11.1 Objectives
11.2 Activities for Sensory Exploration
11.3 Play Activities for Pre-Reading and Pre-Writing Skills
11.4 Music and Movement
11.5 Answers to Check Your Progress Questions
11.6 Summary
11.7 Key Words
11.8 Self Assessment Questions and Exercises
11.9 Further Readings

11.0 INTRODUCTION

In the previous unit, you learnt about the importance of learning through play as well as the activities that can be used for promoting cognitive and language skills. This unit the discussion will turn towards the activities for sensory exploration. It will also discuss the play activities for pre-reading and pre-writing, as well as for music and movement.

11.1 OBJECTIVES

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

- Discuss the various activities for sensory exploration
- Describe the activities for pre-reading and pre-writing skills
- Explain how music and movement helps develop vocabulary in children

11.2 ACTIVITIES FOR SENSORY EXPLORATION

A sensory activity is anything that involves the five senses (taste, touch, smell, hearing, sight) and also the vestibular or proprioception systems (see what are the 8 senses for more info). Sensory activities for children can be messy, engaging, fun, and easy to put together.

From birth through to early childhood, children use their senses to explore and try to make sense of the world around them. They do this by touching, tasting, smelling, seeing, moving and hearing.
Children and even adults learn best and retain the most information when they engage their senses. Many of our favorite memories are associated with one or more of our senses: for instance, the smell of a summer night campfire or a song you memorized the lyrics to with a childhood friend. Now, when your nostrils and eardrums are stimulated with those familiar smells and sounds respectively, your brain triggers a flashback memory to those special times.

Providing opportunities for children to actively use their senses as they explore their world through ‘sensory play’ is crucial to brain development – it helps to build neural connections in the brain’s pathways. This leads to a child’s ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem solving skills.

We often talk about the five senses. These are:

- **Taste** – the stimulation that comes when our taste receptors react to chemicals in our mouth.
- **Touch** – the stimulation that comes from touch receptors in our skin that react to pressure, heat/cold, or vibration.
- **Smell** – the stimulation of chemical receptors in the upper airways (nose).
- **Sight** – the stimulation of light receptors in our eyes, which our brains then interpret into visual images.
- **Hearing** – the reception of sound, via mechanics in our inner ear.

However, there are two others we commonly miss:

- **Body awareness** (also known as proprioception) – the feedback our brains receive from stretch receptors in our muscles and pressure receptors in joints which enable us to gain a sense where our bodies are in space.
- **Balance** – the stimulation of the vestibular system of the inner ear to tell us our body position in relation to gravity.

**Definition of Sensory Play**

Sensory play includes any activity that stimulates the young child’s senses: touch, smell, taste, movement, balance, sight and hearing.

Sensory activities facilitate exploration and naturally encourage children to use scientific processes while they play, create, investigate and explore. The sensory activities allow children to refine their thresholds for different sensory information helping their brain to create stronger connections to process and respond to sensory information.

For example, initially a child may find it difficult to play appropriately with a peer when there are other things going on in the environment with conflicting noise. However, through sensory play exploring sounds and tasks a child learns to adapt to being able to block out the noise which is not important and focus on the play which is occurring with their peer.
Another example is a child who is particularly fussy with eating foods with a wet texture such as spaghetti, the use of sensory play can assist the child in touching, smelling and playing with the texture in an environment with little expectation.

As the child develops trust and understanding of this texture it helps build positive pathways in the brain to say it is safe to engage with this food. Sensory play literally helps shape what children to believe to be positive and safe in the brain. Ultimately, shaping the choices children make and impacting behaviour.

Five reasons why sensory play is beneficial is as follows:

- Research shows that sensory play builds nerve connections in the brain’s pathways, which lead to the child’s ability to complete more complex learning tasks.
- Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.
- This type of play aids in developing and enhancing memory
- Sensory play is great for calming an anxious or frustrated child
- This helps children learn sensory attributes (hot, cold, sticky, dry)

Sensory Play Activities

Messy play is important for young children, giving them endless ways to develop and learn. All types of play are essential for children’s development and early learning. Play helps children to develop and improve their gross and fine motor skills, co-ordination and concentration. Also how to work cooperatively and collaboratively, use all their senses to discover and explore their environment, and develop their imagination, creative thinking and ability to solve problems and experiment with solutions.

Homemade Rubbery Goop Recipe: This looks and feels like basic play dough but it is textured differently. It is smooth, soft and slightly stretchy. Moulding it in the hands is very addictive as the texture is delightful. It is so much fun to play with, you can pull the goop apart and roll it back together to form a smooth ball. You can squeeze it and it will squish through your fingers.

Primary Colours Squishy Bag Experiment is a wonderful sensory experience for children to see how colours mix and form other colours. Children use their hands to blend and squish the different coloured paints together for new colours

Rice and Ice Sensory Activity is a fun activity that provides an opportunity to play with rhyming words, explore scientific concepts and learn about primary colour mixing with all the benefits of sensory play.

Bucket of Colourful Spaghetti Worms: A bucket filled with coloured spaghetti worms with hidden number rocks is a motivating learning experience for kids to explore numbers and their senses.
Cloud Theme Sensory Bin is another activity that is part of our cloud series. The sensory bin is made up of cotton wool balls, gem stones and laminated clouds. The cotton wool balls represent the clouds and the blue gem stones represent rain. The aim of the sensory tub is to search and find the printable cloud letters and sort them into groups “C is for Cloud” and “R is for Rain”.

Squishy bags are perfect for sensory play without the mess. They are cheap and easy to make and your child will enjoy manipulating and playing with them.

T is for Tiger Tea Party Story Retell is a story retell activity that involves bringing the story alive through sensory play. We created a sensory tub using various items that represented the characters and objects in the story The Tiger Who Came to Tea by Judith Kerr. We love to take a gorgeous story book and retell it in a playful and hands on way, trying to keep early literacy fun.

11.3 PLAY ACTIVITIES FOR PRE-READING AND PRE-WRITING SKILLS

Teaching little ones while they are having fun is generally the main goal of early childhood educators. Presenting pre-writing and pre-reading activities helps children acquire basic notions that are essential for school...

Pre-writing and pre-reading activities help children develop their visual memory, their attention span, and the ability to identify objects (visual discrimination). In terms of fine motor skills, these activities aim to refine children’s ability to move their fingers and their hands. Children who are stimulated at a young age will be more comfortable with pencils, paintbrushes, and a pair of scissors and will therefore avoid useless energy expenditures.

Pre-reading is the step before actual reading. Observing an illustration (interpreting emotions, characters, identifying time, corporal, and spatial concepts) contributes to the efficient development of children’s attention span and their ability to discriminate. Associating illustrations to words helps children discover that everything they see can be written and read.

Pre-writing precedes actual writing. Pre-writing exercises help children develop their fine motor skills. To be more precise, fine motor skills can be divided into four main components: hand-eye coordination (the eye directs the hand), finger dissociation (moving fingers individually), the ability to stop and start when required, and finger strength or muscle tone. For example, a child who is playing with modelling dough is working on his fine motor skills, but to be more precise, he is strengthening his fingers and building muscle tone (pulling, flattening, pushing). This activity is therefore essential for learning to write. If the child has no muscle tone, how can he/she hold a pencil adequately?

The ability to stop will make it possible for children to form letters while hand-eye coordination will enable them to write between two lines. In general, it is
preferable to present activities in an attractive way: on a platter, pretty crayons or pencils, in a special folder just like at school, etc. Material must be available at all times so that children can practice “writing” whenever they want. Pre-writing and pre-reading workshops should be present in daily day-care setup on a permanent basis.

Things to be kept in mind
• Never force a child to do an exercise.
• Make exercises fun. Be a model for children and they will gladly follow in your footsteps.
• Emphasize the process and not the end result.
• Integrate exercises in your daily planning.
• Nothing is more important than having fun!

Examples of Pre-writing activities

Just playing with playdough is great for building strength in hands. Practice making balls, rolling playdough into snakes, or create fun designs.

Q-tip painting: Practice the pincer grip by painting with a q-tip. Kids love this activity and you get to make beautiful art!

Lacing: You can buy lacing cards or create your own from foam sheets or card stock, like we did in lacing hearts or lacing crowns.

Beads & Pipe Cleaners: Use the pincer grip to slide beads onto pipe cleaners.

Cutting Practice: Using scissors is a great way to build hand strength. If paper is too hard to cut, try cutting playdough.

Write in Corn Meal: Just pour corn meal, sugar, or flour onto a tray. Then let your child write with their finger to make letters or designs. After using fingers to write, try using a writing utensil. Encourage using the tripod grip on the utensil.

Tweezers: An easy fine motor activity is using tweezers or tongs to transfer objects.

Clothespins: Opening a clothespin takes a lot of strength. The child simply counts the objects on the card and then puts a clothespin on the correct number.

Scrunching Paper: Just scrunching paper into a ball is great for building hand strength! You could use newspaper, tissue paper, wrapping paper, or regular paper.

Droppers: Simply take a glass of water and have the child practice using a water dropper. The squeezing motion will help build strength in the child’s hand.

While it’s important to do fine motor activities, also give the child opportunities to practice using writing utensils. Let them use markers, crayons, coloured pencils, dry erase markers, etc. Another tip is to break crayons in half so it’s easier to write with.

The key to good handwriting is continual practice with fine motor skills. If the child has poor handwriting, it may be they need more practice with fine motor skills.
skills. After a couple weeks of doing these pre-writing activities, there is going to be strengthening of hands and improvement in the handwriting of the children.

11.4 MUSIC AND MOVEMENT

Young children learn best by doing. Music and movement promotes active involvement in developing vocabulary and mastering a wealth of skills and concepts.

Increasing a child’s vocabulary is one of the many benefits of music and movement activities. Words that describe movement are a fundamental part of language. Therefore, to enhance a child’s movement vocabulary is to enhance a child’s overall vocabulary.

Music and movement can support the academic curriculum from pre-school through third grade. The activities use a variety of sensory modalities to engage the learner and make learning fun. For example the teaching of word families can be combined with movement skills by playing a freeze dance based on movements from the “-op” family. This activity reinforces phonics skills as children hop, pop, stop, mop, chop, flop, and bop with the music.

As children improve vocabulary and language comprehension they also improve movement skills, developing coordination, balance, strength and endurance. In this way, children are learning to move and moving to learn at the same time. When a wide range of movement skills are applied to creative movement they expand the range of expressive possibilities enabling children to communicate through movement and respond to the mood and quality of literature, art, and music. Music and movement activities also involve relating to others. Children share space and work individually, in partners and in small groups. They share ideas thoughts and feelings through the mediums of music and creative dance.

Most of the activities are non-competitive and non-comparative. Each child can experience success at her/his level of development. Success and accomplishment lead to a healthy self-image.

Music, movement, and drama provide an important means for spontaneous creativity that comes from the rich and deep inner life of the child. When introducing the performing arts, teacher’s is to encourage creative expression rather than to teach specific skills. Children grow emotionally, socially, creatively, and cognitively through spontaneous music, movement, and drama. As the teacher supports the child’s innate desire to create, express, and perform, it builds on their natural curiosities, spark their imaginations, and provide opportunities for verbal and physical expression. Higher-order thinking skills, such as analysis, synthesis, and evaluation, are also developed through activities that promote self-expression.

Through the performing arts, children feel free to create and re-create themselves at will. They try on feelings, expressions, and different ways of being. In doing so, they learn more about who they are and about others as well. By
exploring other points of view, children learn compassion for others and gain a sense of connection to the world.

**Performances Large and Small**

Children have a need to demonstrate what they are feeling and thinking. This is part of the natural desire we all have to be recognized. Some children are comfortable with taking centre stage, while others are more quiet and shy. All children, however, delight in being acknowledged for their expression, no matter how large or small. Performance art is the little songs children make up while they are working with clay, the dances they do while waiting in line to go outside, the characters they pretend to be in a play. Life is a stage for young children, and they demonstrate this in most things they do.

Children’s involvement with performance is not only in the arts but also in everyday life. Jumping as high as possible, telling a joke, taking a bath, making funny faces - almost any activity has the potential for children to perform, to be seen, to be acknowledged.

The teacher’s role in fostering self-expression and kindling creative passion should be that of facilitator and supporter. Much like an orchestra conductor who doesn’t play the instruments, teacher is an artist who inspires children’s natural, spontaneous, creative expression. And like a conductor, rather than leading or controlling, the teacher has to create a supportive environment: Follow the children’s lead and respect and nurture their passion for the arts.

Sometimes just a smile or nod is all that’s needed to support her creative expression. Some children are not aware of how creative they’re being by making up a song or dance because it is so natural and spontaneous. Teacher’s quiet acknowledgement helps children become aware of what they are doing and helps them feel supported.

Create a Safe Environment: Make the time and space for children to share their music, movement, and dramatic creations with others-always by invitation, never by force. Some children like to “perform” and welcome the opportunity to show off their newest work. Others who are more reluctant to come forward may be enticed by an atmosphere that is non-judgmental and where everyone’s work is a masterpiece.

Provide Inspiration: Teacher’s own spontaneity with music, movement, or acting provides creative inspiration. Their free expression invites everyone to participate and “loosen up.”

Through open-ended activities and questions, teacher can inspire children to explore their individuality and creative expression. Here are some ideas to help teachers to inspire children in the areas of drama, music, and movement.

**Improvise**: There is an important difference between “theatre” and creative dramatics. Theatre has an audience, lines, scenery, and costumes and can be
Sensory Exploration Activities

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Creative dramatics is the communication of an emotion, an impression, a character, or a story. While it does have an audience (and sometimes costumes), the expectations are different. Demonstrating creative dramatics fosters group process and cooperation, concentration, self-confidence, and discipline.

A Step-by-Step Introduction to Creative Dramatics: Invite children to create sound effects for a favorite story. Every time you read the story, invite children to use and modulate their sound effects.

Next, introduce pantomime. Children can use motions to act out parts of a story. Children can pantomime the main character chasing, catching, and swallowing the different creatures! Use of props to inspire creative performances.

Introduce verbalization and characterization. Invite children to improvise a part of a story or a character’s voice. The teacher might read a book up to a crucial point in the story and then ask children to create the ending.

Making Music: Music is a strong force in our lives and the lives of children, it invites us to listen and respond and often leads us to create. In planning musical experiences, it is important to consider a balance between children’s spontaneity and the open-ended activities suggested by the teacher.

Spontaneous music experiences can come from environmental sounds. Weather sounds, air conditioners, construction workers—anything can become the basis for rhythm and song. One class had a leaky faucet that created a rhythm and sound that pervaded the classroom. Instead of ignoring it, the children decided to join it! They got out the rhythm instruments and reflected the beat of the drip, drip, drip. This led to an impromptu “dripping” verse—and a song was made!

Impromptu musical performances can come from the exhilaration of gliding high on a swing or the rush of feeling about an upcoming party. Children make up songs to go with these events that reveal what they are thinking, seeing, or doing.

Marvellous Musical Events: Starting with a story, while reading a story, invite children to create a rhythm for a character or event.

Involve children in “orchestrating” a story. Introduce familiar, repetitive stories. Invite children to make up verbal or rhythm-instrument sounds for each character. As the story is told and retold, remind children to listen for the mention of “their” character and make their own original sound.

Taking cues from the children. Teacher should listen to the songs they are creating or humming from familiar tunes. Reflect these in new songs to introduce. Find the right songs. The best songs are short and have few repetitive words or lyrics and a limited note range.

Select songs that invite children’s input. They should be asked to demonstrate different ways they can use their bodies to say “hello.”
Exploring Movement: Music leads to movement. It’s hard to listen to music without moving in some way, even if it’s just moving toes, head, or fingertips! Movement is how we interact with our environment and define the space we occupy in the world. We move to explore. Crawling leads to walking, and walking leads to hopping, skipping, and jumping.

How do we support and encourage children’s exploration of movement and space? Start with the spontaneous and expand from there. Observe children’s movements. Children might create a movement to go with a sound, to decorate a song, or to express how they feel as they move from place to place. Remark on what you see: “I noticed you made an interesting motion with your arms when you were walking across the room.” Ask to try the movement yourself, moving “their” way. This often leads to an exchange of movements as different children join in and create new ones for you to try. Celebrate all children’s movements and recognize the diversity in the group. Help children see how each of us has our own ways of moving that are “right” for us. Remember to use the word movement and not dance. For many children (and adults!) the word “dance” creates an image of structured steps that have a “right” way to be done.

Extend Movement Activities: Use a variety of music styles to inspire movement. You might put on a selection and say, “Let’s see how this music makes us feel.” Then invite children to move their bodies freely to the music.

Encourage variation and experimentation. The teacher can ask children: “Can you move another way?” Encourage them to explore moving with just their arms, their feet, or their eyes. Addition of props. Sheer scarves, balloons, paper fans, and feathers make great movement props.

Check Your Progress

1. What is a sensory activity?
2. What does sensory play include?
3. How do pre-writing and pre-reading activities help children?
4. How do the performing arts help children?

11.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. A sensory activity is anything that involves the five senses (taste, touch, smell, hearing, sight) and also the vestibular or proprioception systems (see what are the 8 senses for more info).
2. Sensory play includes any activity that stimulates the young child’s senses: touch, smell, taste, movement, balance, sight and hearing.
3. Pre-writing and pre-reading activities help children develop their visual memory, their attention span, and the ability to identify objects (visual discrimination).

4. Through the performing arts, children feel free to create and re-create themselves at will. They try on feelings, expressions, and different ways of being.

11.6 SUMMARY

- A sensory activity is anything that involves the 5 senses (taste, touch, smell, hearing, sight) and also the vestibular or proprioception systems (see what are the 8 senses for more info).
- Sensory activities for children can be messy, engaging, fun, and easy to put together.
- From birth through to early childhood, children use their senses to explore and try to make sense of the world around them. They do this by touching, tasting, smelling, seeing, moving and hearing.
- Messy play is important for young children, giving them endless ways to develop and learn. All types of play are essential for children’s development and early learning.
- Play helps children to develop and improve their gross and fine motor skills, co-ordination and concentration.
- Pre-reading is the step before actual reading. Observing an illustration contributes to the efficient development of children’s attention span and their ability to discriminate.
- Associating illustrations to words helps children discover that everything they see can be written and read.
- Pre-writing precedes actual writing. Pre-writing exercises help children develop their fine motor skills.
- To be more precise, fine motor skills can be divided into four main components: hand-eye coordination (the eye directs the hand), finger dissociation (moving fingers individually), the ability to stop and start when required, and finger strength or muscle tone.
- Young children learn best by doing. Music and movement promotes active involvement in developing vocabulary and mastering a wealth of skills and concepts.
11.7 KEY WORDS

- **Sensory Activity**: It refers to an activity that stimulates a young child’s senses: touch, smell, taste, movement, balance, sight and hearing.
- **Feedback**: It means information about reactions to a product, a person’s performance of a task, etc. which is used as a basis for improvement.
- **Performing Arts**: It refers to forms of creative activity that are performed in front of an audience, such as drama, music, and dance.

11.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**

1. What are the five senses?
2. List the reasons why sensory activity is beneficial for children.

**Long Answer Questions**

1. What is pre-reading and pre-writing skills? Discuss some examples of pre-writing activities.
2. Describe some of the sensory play activities for children.

11.9 FURTHER READINGS


UNIT 12 OVERVIEW OF MINIMUM LEVEL OF LEARNING

Structure
12.0 Introduction
12.1 Objectives
12.2 Basic Features of Minimum Level of Learning (MLL)
12.3 Minimum Level of Learning in Language
12.4 Minimum Levels of Learning in Mathematics
12.4.1 Minimum Levels of Learning in Environmental Science
12.5 Answers to Check Your Progress Questions
12.6 Summary
12.7 Key Words
12.8 Self Assessment Questions and Exercises
12.9 Further Readings

12.0 INTRODUCTION

In the previous unit, you learnt about activities for sensory exploration, pre-reading and pre-writing for children. In this unit, we will move on to discuss the minimum level of learning (MLL) required for children. The minimum of learning is basically an approach that refers to a set of desired competencies to be achieved by practically all children at the level of mastery. The unit will discuss minimum level of learning in language, mathematics and environmental studies.

12.1 OBJECTIVES

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

- Discuss the minimum levels of learning approach
- Discuss the MLL in language, mathematics and environmental studies

12.2 BASIC FEATURES OF MINIMUM LEVEL OF LEARNING (MLL)

The need to lay down Minimum Levels of Learning (MLL) emerges from the basic concern that irrespective of caste, creed, location or sex, all children must
be given access to education of a comparable standard. The MLL strategy for improving the quality of elementary education is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of learning for each stage of elementary education. The strategy also prescribes the adoption of measures that will ensure achievement of these levels by children both in the formal schools as well as NFE centres.

The focus of MLL strategy will be the development of competency-based teaching and learning. The main steps by which MLLs will be introduced in school will be:

- Preliminary assessment of the existing levels of learning achievements.
- Modification of the MLLs to suit local situations, if needed.
- Initial and recurrent orientation of teachers to competency-based teaching.
- Preparation of teacher training handbooks for MLL-based teaching.
- Introduction of continuous and comprehensive evaluation of students and using evaluation results for remedial action.
- Preparation of unit tests and other evaluation materials and putting them in an item pool for using as and when required.
- Using MLL norms as and when curriculum and textbooks are revised.
- Provision of competency based teaching-learning materials to make the educational process activity based and joyful.

Periodical and systematic programme of performance analysis will be carried out to ensure improvement in the quality of education. Efforts will be made to involve the community in this process. Based on the experience gained in implementation of MLL projects sanctioned during 1991-92, the programme will be expanded to other areas in a phased manner. SCERTs/DIETs will be encouraged to take up MLL projects so that this strategy becomes an integral part of pre-service teacher training. Project area teachers will be trained in utilizing the teaching-aids supplied under Operation Blackboard. MLL concept will also be introduced in teacher training institutions/colleges for pre-service training. The immediate task is to lay down MLLs for upper primary stage. A committee will be set-up at the national level for this purpose.

At the national level, the MHRD will continue to play a major role. A network of Resource Centres will be identified to assist the Ministry in training, development of instructional and evaluation material, documentation, etc. At the state level Department of Education and SCERT will take the responsibility for implementation. A national pool of resource persons drawn from various educational institutions will be created. A similar pool at the State level will also be set up. Arrangements will be made for reorientation of these resource persons for effective implementation of MLL strategy.

While Central Government will provide the funds in the initial stages when the strategy is implemented in a project mode, the State Governments, at least by
the end of 8th Plan, will adopt this strategy as an integral part of their responsibility towards quality improvement of elementary education.

Some Basic Features of MLL

Some Basic Features of MLL

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Specification of MLLs should meet the purpose of increasing learning attainments and serve as performance goals for the teacher and output indicators for the system. For this, the MLL must have, apart from relevance and functionality, the attributes of achievability, understandability and evaluability.

- **Achievability**: A basic characteristic that MLLs must satisfy is that they should correspond to learning objectives that are achievable by all learners. This is so because of certain specific reasons:

  - **To serve as performance objectives and goals**: it is generally observed that curriculum objectives are so remote from the life situation of the child and the actual levels of achievement in the class that very few teachers feel the assurance that they can help their pupils achieve the objectives. They tend, therefore, to implicitly formulate their own objectives, either going through the motions of textbook lessons or just rote memorization. It is felt that the teacher would teach to the prescribed curriculum objectives and accept them as goals only if he feels confident that he can actually achieve them. Such a situation must be ensured in our educational institutions if the teachers have to use learning objectives as performance goals and output measures.

  - **To ensure learning up to mastery level by every child in the class**: The present objectives, as achievement tests reveal, are mastered by very few children in a class. The majority learns them inadequately, or incompletely, and tend to easily forget them. The endeavour should, therefore, be to set MLLs closer to the realistic levels of attainability so that the class as a whole works towards mastery of these MLLs. In operational terms, 80 per cent or more of the children mastering at least 80 per cent of the prescribed learning levels should be the performance target for the teacher henceforth.

  - **In a country in which achievement levels vary widely with regions, districts, school conditions, socioeconomic profile and other diverse factors, setting realistic and achievable minimum levels necessarily demands a great deal of flexibility in implementation. For example, what is easily achievable as mastery level learning in municipal schools in Bombay at present may not be immediately feasible for panchayat schools in Jaisalmer district in Rajasthan. It is, therefore, expected that each region, preferably district, will examine the MLLs in relation to its own situation, and set intermediate targets which would permit within a reasonable expectation of improvement in school conditions and a specified time frame, mastery level attainment by almost all**
children in their schools. It is necessary that this exercise be preceded by a careful criterion-referenced assessment of the existing levels of achievement. These intermediate stages may be set as time-bound targets to convey a sense of urgency and serve as a reference against which indices of implementation and accomplishment can be compared. The expectation will be that by improving inputs into the system, the levels of achievement in each school or region are gradually raised till they reach the MLLs. Different regions, depending on their present levels of achievement will take varying periods of time to reach the standards indicated by the MLLs. The endeavour will be to direct greater resources where levels of learning are lower and to consciously accelerate the pace of development in the needy regions, thereby reducing disparities and equalizing standards over the entire country in the shortest possible time.

- **Communicability:** It is not enough that MLLs are realistic and achievable. It is equally important to set them in a language and form that are easily understandable to all the teachers, many of whom located in remote rural areas work in isolation without any outside help or guidance. Apart from primary school teachers, the MLLs should also be understandable to the NFE instructor, the parent, and the community. Thus, in order to function as achievement targets, the MLLs must be spelt out simple enough terms so as to be understandable to all those concerned with the academic growth of the children. Accordingly, an attempt has been made to prepare the Report of the Committee in such a way that it places in the hands of the primary school teacher and the NFE instructor a document that will serve as a statement of expected competencies guiding their classroom teaching and evaluation procedures. This should also be equally useful to curriculum developers, textbook writers and educational administrators.

- **Evaluability:** The statement of MLLs should be such that they serve as an effective blueprint for continuous and comprehensive evaluation of learners and thereby streamline the processes involved. Presently, no systematic learner evaluation procedures are adopted at the elementary stage in many of the schools. Most states follow a no-detention or automatic promotion policy, according to which children are not to be detained in the same class to repeat the course, since this has been identified as a main reason for dropping out without completing even the primary stage of education. The no-detention policy presumes an intrinsic ability of all children to learn provided they are taught well enough, and places the onus upon the teacher and the school to create conditions whereby learning can effectively take place. It is, however, observed that many teachers interpret ‘no detention’ as ‘no testing’ and have altogether given up doing pupil evaluation, with the result that, very often, no one is fully swam of the learning status of the children till they reach the terminal class of the elementary stage. Taking
Overview of Minimum Level of Learning

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stock of this situation, the Working Group for the Eighth Five Year Plan (1989) has recommended the introduction of a comprehensive evaluation system: Students should have a well-defined goal of acquiring a mastery level, particularly in subjects which serve as the basic tools of learning. Parents seem to feel dissatisfied with the levels of learning being achieved in schools and would feel happier with a testing system introduced. Teachers too need to know more clearly about the expected outcomes; in the courses they teach. Educational administrators would have in the system of tests of learners, the instrumentality to appraise the performance of institutions and teachers. For MLLs to provide this well-defined goal of acquiring a mastery level it is necessary that they must give a clear-cut specification of expected learning outcomes, which would permit the construction of criterion-referenced tests by the teachers. Results of such tests based on the MLLs should be such that the teacher can identify which specific learning outcomes or competencies have not been mastered by the learner, help the learner to relearn the clusters of competencies representing specific unit, as well as prepare corrective for remedial instruction quite precisely. Thus MLLs stated in easily evaluable terms should help the learners achieve mastery levels as they move from one unit to the next. The attempt has thus been to set the MLLs in such a way as to make assessment of learner attainment easy for the teacher, whether it is done through written, oral or other types of tests.

Learning Continuum: The endeavour has been to set MLLs in as simple and comprehensible manner as possible, specifying the competencies to be mastered under each learning unit from Class I through Class V. Learning has been seen as a ‘continuum’, in which the units are sequenced hierarchically so that the clusters of competencies in one unit build as directly as possible on the competencies in the preceding unit. It is firmly believed that if the children progress systematically through this continuum, mastering the concerned sets or competencies in each unit before they move on to the next, learning each subsequent unit will be more enjoyable and meaningful, and the achievement of minimum levels of learning will be facilitated.

12.3 MINIMUM LEVEL OF LEARNING IN LANGUAGE

At the primary level, language occupies a pivotal place in the curriculum. The basic skills acquired through language learning facilitate learning of concepts in other areas. Moreover, in the shaping of the personality of the child and in all his/her effective transactions in the day-to-day life situations the nine basic language skills, namely, listening, speaking, reading, writing, comprehension of ideas (through listening and reading), functional grammar, self-learning, language use, and vocabulary control play significant roles.
Objectives of Language Learning

At the primary stage, the main objectives of language learning are to: - be able to listen with understanding; - be able to speak effectively in both informal and formal transactions; - be able to read with comprehension and enjoy reading various kinds of instructional materials; - be able to write neatly, with logical sequence and creativity; - be able to comprehend ideas through listening and reading; - be able to use grammar functionally in various contexts;

Gradation of Competencies for Different Classes

The minimum levels of learning have been stated in terms of competencies that every child should be able to develop in the school or in the NFE centre. (The middle number in the numbering system used shows the year or the class). The competencies have been listed year-wise. However, the competencies of Class I are to be carried forward through Classes II to V. Competencies listed under each class are the starting points for building these competencies. These should be carried throughout till the end of primary schooling.

Inter-linkages between Competencies

The first four competencies (Listening, Speaking, Reading and Writing) relate to the four language skills that are well known. These competencies are basic and have to be established in any effective language-learning context. Although these competencies have been listed separately for convenience of specification of levels, the competencies are naturally interlinked. This inter-linkage between four basic competencies is reflected in Competency 5, which attempts to specify levels of comprehension of ideas in language through listening and reading. It should be noted that just as listening and reading are interlinked so are reading and writing, and listening and speaking. In the same way all the competencies listed here have linkages with each other. For effective transactions of these competencies the teacher will have to provide interesting and dynamic linkages between the various competencies.

Teaching-Learning Strategies

A variety of interesting activities in the form of narration of events, peer group discussions, story-telling, drama, dialogue, question-answer, quiz competition, riddles, word-play, debates during school functions, and songs are to be organized for making language learning a joyful activity. Self-learning skills and functional use of language are also to be developed by encouraging the study of interesting children’s books, picture dictionary and peer group activities.

Pupil Evaluation

The MLLs are designed to assist the teacher (or NFE Instructor) to evaluate whether the learner is able to develop these competencies through the teaching-
learning strategies. In pupil evaluation the major emphasis should be on creating informal social situations in the class. Functionality and creative use of language in day-to-day life situations should be the other points in consideration. Besides textbooks, other materials like picture cards, word cards, participation in social situations may also be utilized for assessing pupil’s level of learning competencies in language.

12.4 MINIMUM LEVELS OF LEARNING IN MATHEMATICS

One of the major objectives of teaching primary mathematics is to enable children to solve speedily and accurately the numerical and spatial problems, which they encounter at home, in the school and in the community. Primary mathematics should help children develop understanding of key mathematical concepts at each level through appropriate experiences with things from the physical world and the immediate environment. It should help children develop an understanding from the concrete to the abstract, from the specific to the general. The mathematics curriculum at the primary stage should, therefore, be directed to achieve the following objectives:

- Ability to perform computations, with speed and accuracy, translate verbal statements (a) in mathematical form using appropriate symbols, and (b) diagrammatically make reasonably good approximations and estimate measurements apply mathematical concepts and skills to solve simple problems of day-to-day life think logically - recognize order and pattern.

**Note to Minimum Learning Competencies**

- The key mathematical concepts for each class are not listed in order of instructional sequence but have been classified under the following five areas of mathematical competencies:
  - Understanding Whole Numbers and Numerals
  - Ability to Add, Subtract, Multiply and Divide Whole Numbers
  - Ability to use and solve simple problems of daily life relating to Units of Money, Length, Weight, Capacity, Area and Time
  - Ability to use Fractions, Decimals and Percentage
  - Understanding of Geometrical Shapes and Spatial Relationships.

- There is a separate section entitled Readiness for Primary Mathematics which precedes the above five areas. These are not to be viewed as experiences to be given only at the beginning of Class I, but rather spread over Class I and Class II as developing readiness for the concepts and problem-solving which are to follow in Classes III-V.
• The key mathematical competencies have been listed primarily to include for the most part concepts and application of skills which will help all children acquire certain minimum levels of functional mathematics. Mastery of these competencies will help children at present and in their later life to apply mathematical concepts and skills to solve problems relating to daily life. Therefore, these key mathematical competencies have included mental mathematical skills, estimation skills and the understanding of shapes and spatial relationships.

• Concrete objects and mathematical equipment need to be used throughout the primary stage in mathematics, especially wherever new key concepts have to be gained. Though not always stated in conjunction with each skill/concept in the minimum learning competencies, it is imperative that this approach should be consistently followed. It has been stated in Class I as indicative and to highlight the significance of the experiential approach in the teaching and learning of mathematics. Such experiential learning will also enable children to find pleasure and excitement in the study of mathematics.

• It should be noted that while it has not been stated, children need to revise the earlier stage of mathematical concepts before proceeding further. This revision has not been indicated with each concept.

• In a few cases, the same mathematical competency has been repeated in two classes. This implies that while instruction and practice in the competency should be given in both classes, mastery should only be expected in the higher class.

**Readiness for Primary Mathematics**

• Arrange objects in order according to size, length, thickness, weight and volume and use vocabulary describing the relationship, e.g. ‘bigger than’, ‘smaller than’, ‘the same as’, ‘heavier’, ‘heaviest’, etc.

• Classify groups of objects according to various properties, e.g. size, shape, length, etc.

• Compare positions of things and persons in terms of the distance given point of reference and use vocabulary describing the relationships, e.g. ‘near’, ‘far’, ‘nearest’, etc.

• Perceive and reproduce simple patterns relating to shape, colour, position and quantity.

**12.4.1 Minimum Levels of Learning in Environmental Science**

The minimum levels of learning in environmental science is as follows:

• Environment is generally taken to consist of two main aspects: natural and human, i.e. manmade or social. This division is often reflected in the curriculum of Environmental Studies (EVS) where, traditionally, these have been labelled as Parts I and II separately, or Social Studies and Science, respectively.
fact, the total environment should be viewed interactively as the product of
the interaction among the man, the natural environment and the social
environment.

• The proposed curriculum plan tries to include all these three dynamic and
mutually interactive elements. It has been built around 10 major competencies.
The first one is concerned with one’s wellbeing in the context of natural and
social environment. The next five deal with the social aspects such as socio-
civic environment, the world of work, spatial relationship between man and
his natural environment, man’s past-present relationship, and some common
problems concerning environmental interaction. The last four major
competencies relate to selected components of natural environment pressing
on the scientific aspect besides the personal and social ones, and include
the elements of health, living things, non-living things, and the earth and the
sky.

• The ten major competencies aimed at the cognitive, affective and
psychomotor domains of development together with the content elements
associated with them are enumerated below: The pupil
  o Acquires awareness about one’s well-being in the context of social
    and natural environment.
  o Explores important aspects of one’s socio-civic environment and
    comprehends their working.
  o Knows about various people at work and appreciates the importance
    about the ‘world of work’.
  o Understands and interprets the spatial and interactive relationship
    between man and his environment.
  o Begins to see the relationship between man’s past and present, and to
    hold the past in its proper perspective.
  o Senses common but simple and easily observable socioeconomic
    situations and problems, analyses them and seeks possible solutions
    at his level of experience.
  o Understands the factors contributing to the preservation of good health.
  o Develops skill in gathering and classifying information about living things
    from one’s environment, and drawing simple inferences.
  o Observes and examines some common characteristics of non-living
    things.
  o Observes simple phenomena on the earth and in the sky and draws
    inferences.

It may be pointed out that the proposed scheme of MLLs avoids drawing
any hard and fast dividing line between various components of Environmental
Studies and expects them to be treated in a correlated manner. In the ultimate
analysis, every child has to conduct himself/herself, as a socially responsible citizen
as he/she grows, has to become aware of environmental conditions and the need to protecting it, and has to broaden his/her socio-economic and scientific outlook with the attainment of greater maturity. It is for the achievement of such broad life goals that the competencies stated above have to be mastered during the initial stage of education.

- In order to develop these major competencies grade by grade, they have been delineated into specific subcompetencies anchoring them with relevant content units, and have been presented as a flow chart in a sequential and interconnected manner. The horizontal relationship of different competencies within a grade and vertical articulation established across grades have to be kept in view in the process of teaching as well as evaluation. Therefore, a particular numbering system is followed in presenting these competencies including pertinent content elements. For example, the sub-competency numbered 5.4.2 means that it belongs to the fifth major competency, for Class IV, and second competency in the study of Progress of Man from Early Times to the Present Age (see Statement of MLLs).

- Each competency or sub-competency represents a specific curricular objective describing expected learning outcomes. Keeping these expected outcomes of learning in view, effective and attractive procedures of teaching and learning should be followed. The competencies under EVS are such that the techniques of teaching can be conveniently made activity-based. The child should, therefore, be given ample opportunities both individually and in groups, as also within the classroom and outside to observe, explore, analyse, interpret and appreciate the natural and social environment of which he/she is an integral part. The textbook and other aids should be used for reinforcement of these processes.

- Evaluation of learning outcomes should be integrated with the process of teaching and children’s activities on a continuous basis. In the first two classes it should be largely observational and oral. Written tests may be gradually introduced from Class III but should be supplemented by other techniques. The capacity of understanding and application of knowledge acquired rather than rote memorization should be particularly stressed in formal as well as informal examinations.

Check Your Progress

1. Where does the need to lay down minimum levels of learning emerge from?
2. Why is periodical and systematic programme of performance analysis carried out?
3. List one objective of teaching primary mathematics.
4. What are the two main aspects of environment?
Overview of Minimum Level of Learning

12.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The need to lay down Minimum Levels of Learning (MLL) emerges from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard.

2. Periodical and systematic programme of performance analysis will be carried out to ensure improvement in the quality of education.

3. One of the major objectives of teaching primary mathematics is to enable children to solve speedily and accurately the numerical and spatial problems, which they encounter at home, in the school and in the community.

4. Environment is generally taken to consist of two main aspects: natural and human, i.e. manmade or social.

12.6 SUMMARY

- The need to lay down Minimum Levels of Learning (MLL) emerges from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard.

- The MLL strategy for improving the quality of elementary education is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of learning for each stage of elementary education.

- Specification of MLLs should meet the purpose of increasing learning attainments and serve as performance goals for the teacher and output indicators for the system. For this, the MLL must have, apart from relevance and functionality, the attributes of achievability, understandability and evaluability.

- At the primary level, language occupies a pivotal place in the curriculum. The basic skills acquired through language learning facilitate learning of concepts in other areas.

- The minimum levels of learning have been stated in terms of competencies that every child should be able to develop in the school or in the NFE centre.

- One of the major objectives of teaching primary mathematics is to enable children to solve speedily and accurately the numerical and spatial problems, which they encounter at home, in the school and in the community.

- Primary mathematics should help children develop understanding of key mathematical concepts at each level through appropriate experiences with things from the physical world and the immediate environment.
Environment is generally taken to consist of two main aspects: natural and human, i.e. manmade or social. This division is often reflected in the curriculum of Environmental Studies (EVS) where, traditionally, these have been labelled as Parts I and II separately, or Social Studies and Science, respectively. In evaluation of learning outcomes should be integrated with the process of teaching and children’s activities on a continuous basis.

12.7 KEY WORDS

- **Minimum Levels of Learning**: It essentially refers to a set of desired competencies to be achieved by practically all children at the level of mastery.
- **Performance Analysis**: It is the process of studying or evaluating the performance of a particular scenario in comparison of the objective which was to be achieved.
- **Competencies**: It refers to the ability to do something successfully or efficiently.

12.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

**Short Answer Questions**
1. What are the objectives of learning language?
2. Write a short-note on the inter-linking of the various competencies.
3. List the various objectives of studying primary mathematics.

**Long Answer Questions**
1. Describe the basic features of MLL.
2. Discuss the MLL Strategy of improving elementary education in detail.
3. Examine the minimum levels of learning in environmental science.

12.9 FURTHER READINGS


Overview of Minimum Level of Learning

NOTES


UNIT 13 NON-COGNITIVE AREAS OF LEARNING AND EVALUATION

Structure
13.0 Introduction
13.1 Objectives
13.2 Non-Cognitive Areas of Learning
13.3 Evaluation as an Essential Input to Primary Education
13.4 Answers to Check Your Progress Questions
13.5 Summary
13.6 Key Words
13.7 Self Assessment Questions and Exercises
13.8 Further Readings

13.0 INTRODUCTION

In the previous unit, you learnt about the minimum levels of learning approach. In it, the unit discussed the minimum levels of learning in language, mathematics and environmental science. In this unit, the discussion will turn towards the non-cognitive areas of learning. These areas of learning cover a range of abilities such as conscientiousness, perseverance, and teamwork. They are as vital in a child as the cognitive areas of learning. The unit will also discuss the role of evaluation in primary education.

13.1 OBJECTIVES

After going through this unit, you will be able to:
- Examine the non-cognitive areas of learning in a child
- Describe the prerequisites of an effective evaluation system of education

13.2 NON-COGNITIVE AREAS OF LEARNING

All-round development of the personality is the ultimate goal of education and, therefore, the learning experiences provided in the school should contribute towards the achievement of this end. Accordingly the expected outcomes of learning cannot be limited only to the cognitive domain; it is necessary to delineate learning outcomes expected in the affective and the psychomotor domains also. In contrast to cognitive aspects, non-cognitive aspects cannot be specified as tangible terminal behaviours, since they comprise elements of personality which manifest themselves in interest,
attitudes, personal and social behaviour and value systems. That these form integral part of the set of outcomes expected to be acquired every individual completing the basic education programme is well accepted. It is also recognized that unlike learning outcomes in the cognitive domain, those in the non-cognitive domain, particularly the affective characteristics, cannot be specified in terms of minimum levels. Nevertheless, the need to imbibe certain basic values as part of the process of growing and learning at the primary level of education cannot be questioned. In fact, primary level education provides an ideal setting for this purpose as children at this level are at a plastic age and the experience provided to them at this stage can have a more lasting impact in moulding their personality.

Before embarking on the specification of non-cognitive aspects of human personality, which every child should be facilitated to acquire through schooling, it is necessary to clarify two points. First, the exercise carried out here is confined only to the affective domain, and the psychomotor domain has consciously been kept out of the purview. It is considered that specification of psychomotor abilities are closely linked with such curricular components as work experience and physical education, and demands more elaborate deliberations and independent treatment. Secondly, the affective characteristics discussed in this report do not constitute a comprehensive list of all possible learning outcomes in the affective domain. This delimitation is deliberate.

The qualities, which are explicitly mentioned here are only indicative of the areas, which require every school to make conscious efforts for organizing relevant learning experiences. They suggest the essential aspects of personality development which need to be consciously pursued as part of all educational programmes, formal as well as non-formal. It is presumed that the list will be extended and adapted at the micro-level in a need-based manner.

**Specification of Non-Cognitive Areas**

All specifications of minimum or essential areas of learning have a normative basis. This is particularly the case with respect to specification of outcomes in the affective domain. It is, therefore, necessary to identify the appropriate normative base adopted here for deriving the specifications and adapting them in the empirical context provided by daily life experiences and needs of the children. The NPE-1986 national values enshrined in the Indian Constitution which have been further explicated in the National Policy on Education 1986. The NPE-1986 specifically highlights the need for promotion of values such as India’s common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. The policy calls for strengthening a world view which treats the whole world as one family by motivating the younger generation for international cooperation and peaceful coexistence, education should foster an awareness of the equality of all by removing “prejudices and complexes transmitted through the social environment and the accident of birth”.
Keeping the above policy directive as the board guidelines the committee recommends that every school should make conscious efforts to develop certain essential affective qualities in all the children, which are eventually below. Those have been identified as the key qualities which would eventually contribute towards personal and social growth as well as national development.

- **Regularity and punctuality**: These values manifest as appreciation for and sensitivity to the value of time and time-bound commitments. Significance of this in every aspect of life and progress needs no special mention. For instance, the children have to develop a habit or style of living where regularity in attending the school daily and on time becomes a part of their natural course of action and are not carried out through external persuasion or coercion of any kind.

- **Cleanliness**: This refers to the basic attitude that an individual develops towards his or her environment. This attitude manifests in terms of the child’s personal habits of healthful living and keeping the personal self as well as the immediate physical environment in a clean condition. This obviously is another key quality which has a direct bearing on the learning experiences provided to the children during their early life at school and home.

- **Industriousness/diligence**: This does not refer so much to the particular actions the children should do, as to the value they should attach to achieving their goals through hard work and perseverance. It is the inculcation of this quality which prepares the children to undertake goal-oriented tasks, pursue them with patience and complete them in a time-bound fashion.

- **Sense of duty and service**: These manifest as willingness to sacrifice self-interest for the welfare of others while performing one’s duties without any feeling fear or favour. It is to create in the growing child a sense of empathy and readiness to render help voluntarily to neighbours, peers, handicapped, old people, and so on.

- **Equality**: Acceptance of the proposition that all are equal irrespective of caste, creed, religion or sex requires inculcating in the child a basic mental disposition to view the relationship of self and others in an egalitarian framework. The school experiences should nurture such a view in every child so that he or she grows into an adult carrying a sense of belongingness to a community of equals, each sharing a common set of rights, responsibilities and obligations to the society. The ultimate goal is to help the children move towards a global perspective cutting across the barriers of linguistic, racial, regional, cultural, religious, social and economic differences.

- **Cooperation**: The value of working together to achieve common goals needs to be imbibed in all children through appropriate experiences of working and living together inside and outside the school. The mutually interdependent nature of human life at local, national, and internationals has
to be brought home to the children so that they realize the need for cooperative effort. This should of course be done in a careful manner so as not to jeopardize the sense of independence, individuality and spirit of competition in the child which are equally important.

- **Sense of responsibility**: Developing a sense of responsibility can be seen as the readiness of the child to face difficulties and problematic situations with commitment and conviction while performing various tasks. This requires building in the children a positive self-image and confidence in their personal capabilities.

- **Truthfulness**: A quality expected in every individual is the basic urge to be truthful in his or her dealings, in every aspect of work and life. This value is so central in determining the behaviour of the child that it permeates all actions giving them the stamp of legitimacy and authenticity. It is essential that in the school and at home children are properly guided and enabled to develop the strength of mind to subject every idea and action of theirs to this criterion.

- **National identity**: Developing a sense of national identity should be a prolonged and consistent process of inculcating in the minds of the children a sense of respect for the national symbols, and reverence and concern for upholding the basic values enshrined in the constitution. This is not developing a blind loyalty to a set of prescriptions but an enlightened understanding of the commonly accepted framework essential for national unity and integration.

**Development of Specified Qualities**

Development of specific cognitive capabilities can largely be seen in correspondence with particular subjects of study in the school curriculum. But this cannot be applied with regard to development of qualities in the non-cognitive domain. Objectives in the non-cognitive domain do not lend themselves to be specifically attached to any particular area or subject of learning; rather they are related directly or indirectly to every learning experience provided in the school. Also, while the school will occupy a place of prime importance in developing these qualities, family and community will continue to play significant roles in helping the children internalise these qualities and making them a part of their personal life style. This makes the task of the school with respect to non-cognitive domain a complex and difficult one. Some suggestions are placed here regarding the role to be played by the school, and the parents and community in facilitating the children to acquire the key qualities when they undergo primary schooling.

**Role of the School**

The school is the place where children are introduced to acting with understanding, where behaviour and knowledge are integrated and reflected in their actions. It is
the school, which in course of time moulds their attitudes, interests, likes and dislike towards various objects, individuals, issues and problems they are likely to face in their life. Thus, the characteristics of the child passing out of a school is moulded by the kind of curricular inputs prescribed and the way they are transacted in the schools. Needless to say that the schools have to make a conscious effort to organize the learning experiences in such a way that the children acquire desirable cognitive and non-cognitive characteristics in a balanced fashion. As is often pointed out, cognitive objectives have come to dominate the activities in our schools, invariably at the cost of non-cognitive objectives. It is essential that concerted and conscious efforts are made to organize such learning experiences that develop in the children at least the minimum set of outcomes in the non-cognitive domain.

With respect to the specific role to be played by the school in the process of developing the non-cognitive characteristics four important aspects need to be highlighted.

- **School organization:** The qualities of punctuality, cleanliness, sense of service, cooperation and so on are, to a considerable extent, absorbed by the students in an informal manner from the immediate environment provided in the school. Therefore, it is essential that these factors are effectively reflected in the way the various activities and the physical setting of the school are organized and maintained. For instance, if the school surroundings are kept unclean, or the school activities are organized with a gender bias, it is most unlikely that children develop values of Cleanliness and equality of sexes in their own lives. Thus, utmost attention is to be paid for designing the organizational structure, physical setting and learning processes in the school so that ‘school’ as a whole becomes a powerful instrument facilitating the inculcation of various qualities in the non-cognitive domain.

- **Teacher:** It is a well-established fact that a major means through which affective qualities are acquired by children is ‘observation and imitation’ of adult behaviour. Teacher, willy-nilly, is a model that students in the early stage of education tend to follow and, therefore, every teacher bears a great responsibility in his or her personal presentation and external manifestations of attitudes, work habits and styles of living. Teacher should not be seen only as a transmitter of knowledge and skill but also as a trend-setter for the youngsters through personal behaviour inside and outside the classroom.

- **Curricular inputs:** Even though, to a great extent, non-cognitive characteristics in the affective domain are caught rather than taught, learning experiences in different subject areas have a significant role in shaping the attitudes and interests of the children. It is necessary to have great care and caution in selecting appropriate curricular inputs and properly transacting them in the classroom. For instance, wrongly chosen inputs in language lessons may develop the requisite cognitive abilities but instil undesirable qualities.
linguistic, regional or racial disposition in the children. In appropriate choice and inept treatment of social studies content may, instead of developing a sense of national identity, lead to divisive thinking in the children. Similarly, right kind of attitude towards environment and personal hygiene are more likely to develop when supported by a proper knowledge base. Thus, curricular experiences are to be selected with adequate attention to their potential for developing not only the cognitive abilities but also various non-cognitive characteristics in the children.

- Physical education, work experience and art education: While the prescribed curricular activities in scholastic subject areas such as language mathematics, environmental studies may have the potential to develop outcomes in the non-cognitive domain, the emphasis in these is more likely to be on the cognitive outcomes. In contrast, certain areas of school activities such as physical education, work experience, and art education offer more flexibility, freedom of organization and opportunities for natural and creative expression and thus hold greater potential for moulding outcomes in the non-cognitive domain. These areas people the children with opportunities to more freely explore, experience, and interact with their physical and social surroundings and help them realize the values of natural respect and cooperation, dignity of labour, sense of achievement and identity, and so on. Unfortunately, with increasing curricular load in scholastic subjects coupled with book-centred and examination-oriented teaching, schools have been paying scant attention to learning experiences in these areas. It is necessary to reverse this trend and ensure that these areas are given their legitimate place in the total scheme of activities in the school.

- Co-curricular activities: Apart from the various prescribed curricular activities, every educational programme at the first level should have adequate scope for organizing several co-curricular activities and experiences. These activities provide ample opportunity for inculcating various personal and social characteristics in a free and natural context without the constraints of transacting prescribed curricular inputs. It is unfortunate that the potential of co-curricular activities for achieving all-round development of the personality of the children at the primary stage is given very little importance.

Role of Parents and Community

As has already been pointed out, learning outcomes in the affective domain cannot be directly related to any particular set of curricular experiences provided through a formal process. Acquisition of non-cognitive qualities continually take place through informal experiences inside as well as outside the school. The role of parents at home and the community in this process of informal learning is significant. In an ideal situation, the home, the community and the school ought to play a complementary and mutually reinforcing role. But this does not always happen in
actual practice. It is not unusual to find parents and community members also equating schooling with cognitive learning with least concern for a balanced personality development of the children. Further, it would be wrong to expect the school to accomplish more than what it can, particularly with respect to development of non-cognitive outcomes. There is no alternative but to view the task as a joint responsibility of school, home and community and it should be our endeavour to facilitate greater interaction among them towards this purpose.

The school can seek active cooperation of parents and the community in promoting this aspect of learning. For instance, Parent-Teacher Associations can play an important role in this regard. Periodic interaction among parents, teachers and educational administrators of the area can go a long way in setting the tone of the educational programmes to give due emphasis to non-cognitive aspects of learning. The efforts have to be multi-purposed which should reinforce the efforts of the school in developing an ethos where a balanced emphasis on all aspects of learning replaces the current practice of over-emphasizing cognitive outcomes.

Assessment of Identified Qualities

When conscious efforts are made by the school to inculcate certain qualities, it also becomes necessary to evaluate the students and ensure that the students are actually acquiring these qualities. But this is a complex task and poses a number of questions, which cannot be answered with any finality. The school and in particular, the teachers should be adequately made aware of these problems and equipped to tackle them tactfully.

Unlike the cognitive outcomes, affective qualities do not lend themselves to be effectively assessed through paper-pencil tests. The teachers will have to depend greatly on personal observation of student behaviour and infer about the satisfactory development of the qualities. Teachers need to be properly oriented to carry out such observations. A related problem is that non-cognitive outcomes are not as tangible as cognitive outcomes are and they are not to be measured with precision indicating the amount of the quality possessed by the children. This makes the process of assessing the non-cognitive outcomes essentially judicious and to some extent even subjective. This lays a high premium on the capability of the evaluators that evaluation of students is not influenced by their own personal preferences and prejudices. Thirdly, non-cognitive outcomes can at no stage be considered as fully developed and, therefore, they cannot be referred to as terminal outcomes at any point. They have always to be seen in terms of ‘degree of satisfaction’ by the evaluator with respect to the manifestation of different qualities in the behaviour of the students. In a way, non-cognitive aspects of learning will perpetually remain as part of a process of development and change in the students’ personality rather than being the final product of specific inputs and processes. Fourthly, the overt behaviour observed by the teacher is functional and contextual, and can, at times, be misleading. For instance, a child may succumb under unwarranted pressure, and threat, and may behave against his or her own will and conviction. Also emotional
qualities are such that they are never manifested in isolation and it is for the observer to discern the qualities and draw inferences. It is essential that evaluation of non-cognitive aspects is a periodic and continuous affair as one time observations and references can lead to wrong judgement of students.

In order to systematize the assessment procedures, a few important points need special attention. A well-designed preformat may be introduced in all schools which help the teachers to keep a record of their periodic observations. It is essential to make the procedure simple enough so that all teachers can easily adopt them as part of their regular work. Secondly, it should be noted that the procedure of assessment in non-cognitive areas demand the use of a variety of evaluation techniques many of which our teachers are not familiar with. It is, therefore, a precondition that proper retraining of teachers is taken up so that they acquire adequate proficiency in the use of various evaluation techniques. Thirdly, evaluation of non-cognitive outcomes cannot be the responsibility of any single teacher, however proficient he or she may be. It has to be a joint endeavour of all teachers in the school. Appropriate organizational mechanisms need to be evolved to institutionalise such joint evaluation endeavours. Lastly, as has been pointed out earlier inculcation of these qualities is a continuous process of development involving not only the school but also parents and the community. Accordingly, it should be appropriate to solicit the involvement of parents also in assessing non-cognitive aspects of learning.

Check Your Progress

1. What is the ultimate goal of education?
2. How should the value of working together to achieve common goals be imbibed in children?
3. How do the values of regularity and punctuality manifest?

13.3 EVALUATION AS AN ESSENTIAL INPUT TO PRIMARY EDUCATION

A sound evaluation programme, if carefully designed and effectively implemented as an integral part of an overall educational programme, can be of immense value in maintaining and enhancing the quality of learning. On the other hand, if learner evaluation is neglected or if a scheme of evaluation is rigid, ritualistic and lopsided it can prove equally harmful and damaging to the very objective of ensuring the quality of education. Under the MLL programme, therefore, it is one of the essential preconditions that a comprehensive, illuminative and improvement-oriented evaluation plan is properly developed and consistently practised.
While developing an effective evaluation system, the following issues, among others, may be paid particular attention:

- Prerequisites for following the system of automatic promotion at the initial stage of learning
- The need for emphasizing mastery learning at the basic stage of education—the question of quality coupled with equity
- A balanced view of learning and evaluation in respect of both cognitive and non-cognitive aspects of development
- Accountability of the education system and its functionaries as reflected in the actual achievement of learners.

It may be emphasized at this stage that the competencies included in the MLLs become specific educational objectives or minimum expected outcomes of learning in the context of evaluation. The modality of formulating and presenting the minimum essential levels of learning adopted here is such that it not only helps the primary school teacher and NFE instructor in anchoring the task of teaching to a series of competencies in a progressive manner through various units of study within a grade as well as across grades, but it also assists them and others concerned in conducting competency-based evaluation. Each competency constitutes an expected performance target and each cluster of competencies lends itself to unit testing and formative evaluation. Maximum advantage of this arrangement should be taken by teachers, supervisors, evaluators, textbook writers and teacher-educators in instituting an integrative, improvement-oriented and competency-based evaluation scheme as an inextricable part of a system of basic education for all.

In the light of the above-mentioned analysis and observations, it is proposed that a competency-based evaluation system be followed as part of the MLL approach to improving quality together with equity. As MLLs are defined in terms of expected attainment of competencies, these competencies themselves should become the basis of developing evaluation tools and techniques, analysis and interpretation of evaluation data, and other such procedures. In brief, a competency becomes a criterion to organize teaching and learning, and it is also used for conducting criterion-referenced evaluation. Evaluation at the primary stage should be essentially used for two mutually reinforcing purposes:

- To improve students’ learning through the diagnosis of their performance, identifying specific inadequacies in mastering one or more competencies or sub-competencies and taking appropriate remedial measures to enable all learners to reach the mastery level. This is a kind of formative or supportive evaluation and is to be carried out by the teacher or NFE instructor as part of the process of teaching and learning.
- To carry out summative assessment for various other types of decision-making by policy-makers and planners, administrators and community members besides teachers. These decisions may be related to promotion,
NOTES

Continuous informal evaluation integrated with teaching-learning process
Periodical evaluation through unit testing for academic monitoring and improvement of performance to reach mastery
Periodical appraisal of non-cognitive aspects of development
Summative and comprehensive evaluation for checking the attainment of actual standards of performance especially at the end of Classes III and V through achievement surveys and other techniques for various types of decision-making including quality, equity, accountability and efficiency.
Pre-testing and post-testing in different classes during the period when the MLL approach is first introduced and also when an intermediary level of learning is further raised to reach the minimum level proposed.

Assisting Teachers and Supervisors in Strengthening Evaluation Procedures

Normally all teachers prepare their own tests and other evaluation instruments. However, under the MLL programme it is suggested that they should be helped by supplying a pool of competency-based test items, unit tests, observation criteria for non-cognitive aspects of evaluation, criterion-referenced tests and other evaluation material in order to encourage them in practising an effective and comprehensive evaluation system. For this purpose, an item bank may be created at the state or district level, either through SCERTs or DIETs as appropriate, utilizing the services of experienced teachers, teacher-educators and evaluation specialists. Teachers should also continue producing their own evaluation material to supplement the common pool. What is equally important is that teachers should use individual test items for continuous evaluation integrated with teaching besides using unit tests for diagnostic purposes. In addition, they may compile summative tests as and when needed utilizing the item pool.

Supervisors and district-level personnel should also use item pools for academic monitoring during their visits to schools and for constructing criterion-referenced tests or parallel tests for summative evaluation in selected subjects at the end of Classes III and V. When an item pool is established and extensively used, it is simultaneously necessary to introduce the practice of constructing parallel tests based on a common blue-print. This is particularly needed for establishing comparability of results over years as well as across districts or state level (when the time of testing is not the same).

School Clusters for Cooperating Work in Evaluation

Where feasible, school clusters or school complexes may be established to help teachers further by creating conditions for them to work together on common
issues relating to teaching as well as testing, and sharing their evaluation materials, teaching-learning aids, remedial exercises, etc. There may be micro-clusters of 4 to 8 schools for certain functions and also macro-level networks of all schools in a block or neighbouring blocks for certain other functions such as conducting a common achievement test at the end of Class V, or organizing large-scale in-service training programmes.

District-wise and state-wise achievement surveys may be conducted from time to time in different subjects and for different classes. The evaluation results should be fed back to the teachers concerned so that they can carry out necessary modifications in their instructional programmes with a view to improving the performance of their respective schools and classes. When the National Evaluation Organization is established such results should be made available to teachers for inter-state as well as national comparisons. This should also help individual schools, districts and states to revise and raise expected levels of achievement in relation to MLLs.

As a further support to teachers and learners, it is proposed that competency-based textual materials be produced by integrating learning material with evaluation exercises, unit tests and comprehensive tests, and supplied to teachers for their use in the classroom. This may be developed on the pattern of the IPCL textbooks produced by State Resource Centres for adult literacy. The minimum learning competencies given here for the subjects of language, mathematics and environmental studies are formulated in such a way that they have horizontal sequencing within grade and vertical articulation across grades where feasible. These competencies can be conveniently utilized for producing graded textbooks having different types of evaluation exercises, remedial exercises, unit tests, etc. integrated with the text itself. They can also promote a good deal of self-learning and self-evaluation in the upper classes of the primary stage. There are other similar advantages offered by integrated and graded textbooks of the type stated above. In brief, such teaching-learning material intertwined with evaluation material should provide significant help to teachers and learners in reaching the mastery level of achievement.

**The Issue of Equivalence**

For various practical reasons it appears inescapable that some basic equivalence will have to be established between the products of formal primary schools and NFE centres. The stigma of treating the non-formal mode of acquiring primary education as inferior to the formal one can be removed only when the quality of education achieved through the former is highly comparable with that acquired through the latter especially in key areas of learning. Such comparability will ensure the possibility of lateral as well as vertical transfer of students particularly from non-formal to the formal system.

The equivalence issue should not be seen just as an administrative measure. While an administrative equivalence will be necessary, what is more significant in
terms of quality and equity is to establish academic equivalence as well. The MLL statements provide the first major operational step in this direction because they have been prepared by keeping both formal and non-formal learning systems in view and by involving NFE instructors and other functionaries in non-formal primary education together with teachers and others working in formal primary education.

Holding Achievement as Constant and Programme Parameters as Variable

For establishing equivalence between the products of formal and non-formal primary education and also for raising the standard of non-formal education, it is proposed that the level of achievement of NFE students should be expected at the mastery level in respect of MLL competencies and no compromise should be made regarding the expected standard of attainment. The MLL statements suggest the minimum competencies to be mastered by all learners, be they in the formal stream or the non-formal one. The mastery of the levels of achievement indicated by the MLL specification should be the target to reach for ensuring equivalence. Accordingly, various programme parameters of non-formal primary education should be examined and modified as necessary to achieve the target. These parameters may include time and duration of study, nature and quality of learning materials, styles of teaching and learning, competency and training of teachers, evaluation procedures and the like.

Check Your Progress

4. What can happen if the scheme of evaluation is rigid or ritualistic?
5. How should competency based textual materials be produced?

13.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. All-round development of the personality is the ultimate goal of education and, therefore, the learning experiences provided in the school should contribute towards the achievement of this end.

2. The value of working together to achieve common goals needs to be imbibed in all children through appropriate experiences of working and living together inside and outside the school.

3. The values of regularity and punctuality manifest as appreciation for and sensitivity to the value of time and time-bound commitments.

4. If a scheme of evaluation is rigid, ritualistic and lopsided it can prove harmful and damaging to the very objective of ensuring the quality of education.

5. Competency-based textual materials should be produced by integrating learning material with evaluation exercises, unit tests and comprehensive tests, and supplied to teachers for their use in the classroom.
13.5 SUMMARY

- All-round development of the personality is the ultimate goal of education and, therefore, the learning experiences provided in the school should contribute towards the achievement of this end.
- Accordingly the expected outcomes of learning cannot be limited only to the cognitive domain; it is necessary to delineate learning outcomes expected in the affective and the psychomotor domains also.
- Unlike learning outcomes in the cognitive domain, those in the non-cognitive domain, particularly the affective characteristics, cannot be specified in terms of minimum levels.
- Objectives in the non-cognitive domain do not lend themselves to be specifically attached to any particular area or subject of learning; rather they are related directly or indirectly to every learning experience provided in the school.
- Acquisition of non-cognitive qualities continually take place through informal experiences inside as well as outside the school.
- Unlike the cognitive outcomes, affective qualities do not lend themselves to be effectively assessed through paper-pencil tests.
- A sound evaluation programme, if carefully designed and effectively implemented as an integral part of an overall educational programme, can be of immense value in maintaining and enhancing the quality of learning.
- Normally all teachers prepare their own tests and other evaluation instruments. However, under the MLL programme it is suggested that they should be helped by supplying a pool of competency-based test items, unit tests, observation criteria for non-cognitive aspects of evaluation, criterion-referenced tests and other evaluation material in order to encourage them in practising an effective and comprehensive evaluation system.

13.6 KEY WORDS

- **Parameters:** It means a numerical or other measurable factor forming one of a set that defines a system or sets the conditions of its operation.
- **Non-Cognitive Areas of Learning:** They are the areas of learning which cover a range of abilities such as conscientiousness, perseverance, and teamwork. These skills are critically important to student achievement, both in and beyond the classroom.
- **Evaluation:** It is a systematic determination of a subject’s merit, worth and significance, using criteria governed by a set of standards.
• Egalitarianism: It is the doctrine that all people are equal and deserve equal rights and opportunities.

13.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions
1. Write a short-note on how a sense of responsibility is a non-cognitive area of learning.
2. What is the role of the school in developing non-cognitive areas of learning?
3. How can non-cognitive areas of learning be assessed?

Long Answer Questions
1. Examine the non-cognitive areas of learning in a child.
2. Discuss the prerequisites of an effective evaluation system.

13.8 FURTHER READINGS

UNIT 14 OVERVIEW OF CURRICULUM

Structure
14.0 Introduction
14.1 Objectives
14.2 Definition of Curriculum
   14.2.1 Curricular Load for Children
14.3 Planning Curriculum for Pre-Schools and Primary Education
   14.3.1 Develop Self-Esteem and Optimistic Attitudes
   14.3.2 Objectives and the Content of Planning Preschool and Primary Curriculum
14.4 Answers to Check Your Progress Questions
14.5 Summary
14.6 Key Words
14.7 Self Assessment Questions and Exercises
14.8 Further Readings

14.0 INTRODUCTION

In the previous unit, you learnt about the non-cognitive areas of learning. In the final unit, the discussion will turn towards the curriculum for the education of children. To put it simply, a curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. Here we will focus on planning the curriculum for the education of young children.

14.1 OBJECTIVES

After going through this unit, you will be able to:
- Define curriculum
- Discuss how to develop curriculum for pre-school and primary education
- Describe what should be the content of the curriculum in various fields

14.2 DEFINITION OF CURRICULUM

In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or schools' instructional goals. In a 2003 study Reys, Reys, Lapan, Holliday and Wasman refer to curriculum as a set of learning goals articulated...
across grades that outline the intended mathematics content and process goals at particular points in time throughout the K–12 school program. Curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Curriculum is split into several categories, the explicit, the implicit (including the hidden), the excluded and the extra-curricular.

Curricula may be tightly standardized, or may include a high level of instructor or learner autonomy. Many countries have national curricula in primary and secondary education, such as the United Kingdom’s National Curriculum.

UNESCO’s International Bureau of Education has the primary mission of studying curricula and their implementation worldwide.

There is no generally agreed upon definition of curriculum. Some influential definitions combine various elements to describe curriculum as follows:

Kerr defines curriculum as, ‘All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school.’

Braslavsky states that curriculum is an agreement among communities, educational professionals, and the State on what learners should take on during specific periods of their lives. Furthermore, the curriculum defines “why, what, when, where, how, and with whom to learn.”

Outlines the skills, performances, attitudes, and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils attain the outcomes.

The total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized.

The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades.

Curriculum can be ordered into a procedure. These are as follows:

- Step 1: Diagnosis of needs.
- Step 2: Formulation of objectives.
- Step 3: Selection of content.
- Step 4: Organization of content.
- Step 5: Selection of learning experiences.
- Step 6: Organization of learning experiences.
- Step 7: Determination of what to evaluate and of the ways and means of doing it.
14.2.1 Curricular Load for Children

The load on the children because of the extensive curriculum is one major flaw of our system of education. This flaw can be identified briefly by saying that “a lot is taught, but little is learnt or understood”. The problem manifests itself in a variety of ways. The most common and striking manifestation is the size of the school bag that children can be seen carrying from home to school and back to home every day. A survey conducted in Delhi revealed that the weight of school bag, on an average, in primary classes in public schools is more than 4 kg while it is around 1 kg in MCD schools. Nevertheless the load we want to discuss is not only the physical load but the load of learning which is there for all children irrespective of the category or type of schools where they study. Eminent writer R. K. Narayan had drawn the country’s attention to this daily sight by making a moving speech in the Rajya Sabha a few years ago. The situation has become worse over these years, with even pre-school children carrying a bag of books and notebooks. And the sight is not confined to metropolitan cities alone; it can be seen in small towns and the bigger villages too.

The weight of the school bag represents one dimension of the problem; another dimension can be seen in the child’s daily routine. Right from early childhood, many children especially those belonging to middle classes, are made to slog through home work, tuitions and coaching classes of different kinds. Leisure has become a highly scarce commodity in the child’s, especially the urban child’s life. The child’s innate nature and capacities have no opportunity to find expression in a daily routine which permits no time to play, to enjoy simple pleasures, and to explore the world.

Learning is not joyful for Children: It is hard to reconcile the rigorous ‘academic’ regime that is imposed on children from an early age with the widespread complaint made about the declining norms and performance of the formal system of education. Teachers routinely complain that they do not have enough time to explain anything in detail, or to organise activities in the classroom. ‘Covering’ the syllabus seems to have become an end in itself, unrelated to the philosophical and social aims of education. The manner in which the syllabus is ‘covered’ in the average classroom is by means of reading the prescribed textbook aloud, with occasional noting of salient points on the blackboard. Opportunities for children to carry out experiments, excursions, or any kind of observations are scarce even in the best of schools. In the average school, especially the school located in a rural area, even routine teaching of the kind described above does not take place in many cases. In several states, school teachers encourage children to attend after-school tuition given for a fee while regular classroom teaching has become a tenuous ritual.

One message of this situation is that both the teacher and the child have lost the sense of joy in being involved in an educational process. Teaching and learning have both become a chore for a great number of teachers and children.
Overview of Curriculum

**NOTES**

**Contribution of Teachers in Joyless Learning:** The contribution that teachers make towards this kind of socialisation is especially worrisome. Trained teachers are expected to be aware of the wider aims of education; indeed, aims like ‘development of the child’s total personality’ are the shibboleths of teacher training institutions everywhere in the country. It appears that teachers feel they can do little to pursue such lofty aims in any realistic sense under the harsh circumstances created by factors like excessively large classes, a heavy syllabus, difficult textbooks, and so on. Moreover, majority of them neither know nor have the necessary skills to realise the goals of education. The recommended pupil-teacher ratio of forty to one is now more an exception than a norm, and in many parts of the country it is customary to have sixty to eighty students in one class. This kind of class-size understandably generates a feeling of helplessness among teachers, but why must teachers feel helpless in the face of curriculum-related problems such as heavy syllabi, poorly produced textbooks, etc.? Why don’t they act in more vocal ways and involve themselves in curriculum reform? Apart from the fact that there are very few forums encouraging curriculum inquiry and reform in any systematic manner, it seems to be an entrenched attitude among teachers to regard all decisions about curriculum and textbooks as the responsibility of ‘authorities’. The fact is that while the teachers’ involvement in the preparation of syllabi and textbooks is verbalised as a matter of principle, in practice it takes the shape of token involvement of a handful of teachers. Most teachers have reason, therefore, to think that they have little to say about the changes made from time to time in syllabi and textbooks. Even in such extreme cases where a textbook has a factual mistake, no complaints are made by teachers asking for correction of error. There is no established procedure or official forum to mobilise teacher vigilance and participation in curriculum improvement. On the contrary, there are cases where an individual teacher who complained about an error in a state-published textbook, was taken to task. Even if such cases can be described as rare or exceptionally unfortunate, they explain why the majority of teachers intuitively feel that it is not their business to critically examine the syllabus and texts they teach.

**Examination System:** The major, well-understood defect of the examination system is that it focuses on children’s ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems, or simply to think. The awe they generate, the responses they trigger, and the kind of preparation they demand have all got so entrenched into the social lore that minor improvements in the style of question papers do not make difference to the dominant influence that the examination system has on the processes of learning and teaching. The influence is so strong that schools start holding a formal written examination several years prior to Class X indeed, in the primary classes in many parts of the country. And children receive the message almost as soon as they start attending school that the only thing which matters here is one’s performance in the examination. Both the teacher and the parents constantly reinforce the fear of examination and the need to prepare for it in the only manner that seems practical, namely, by memorising a whole lot of information from the
textbooks and guidebooks. Educated parents, who have themselves gone through examinations, and the uneducated parents, whose knowledge of the examination system is based on social lore, share the belief that what really matters in education is the score one gets in the final examination. This belief is undoubtedly rooted in social or market reality.

**Textbook as the ‘Truth’**: The pervasive effects of the examination system can be seen in the style and content of textbooks, and not just guidebooks which are specifically manufactured to help children pass an examination. If ‘facts’ or ‘information’ constitute the main burden of an examination, the same is true of textbooks. Barring exceptions, our textbooks appear to have been written primarily to convey information or ‘facts’, rather than to make children think and explore. The problem of readability in textbooks becomes grim in the context of a system which often leaves the child with no resource other than the prescribed textbook. The extent to which the child can rely on a teacher to elucidate tersely written text material is dependent on the quality of teachers, their training, and their accountability. The perception and urge to ‘cover’ the chapters of the prescribed textbook turn all knowledge into a load to be borne by the child’s memory. The distance between the child’s everyday life and the content of the textbook further accentuates the transformation of knowledge into a load. The most common message that children get from the textbooks is that the life ordinary people live is ‘wrong’ or irrational. And this kind of didactic rejection does not apply to non-middle class life alone. All simple joys of childhood are also criticised. No better example of this can be given than the message conveyed in a Class V exercise which asks children to decide whether the statement ‘Road is also a playground’, is correct or wrong. The right response is that this statement is ‘wrong’, the message of the lesson being that playing on the street can be dangerous. This message is of course true in a normative sense, but it ignores the reality of the overwhelming majority of urban children who have no other space except the street to play.

**Language Textbooks**: We hardly need to assert that our textbooks are not written from the child’s viewpoint. Neither the mode of communication, nor the selection of objects depicted, nor the language conveys the centrality of the child in the world constructed by the text. Not just the textbooks used for the teaching of the natural and the social sciences, but even the textbook used for the teaching of the mother tongue are written in such stylised diction and sentence-structure, that children cannot be expected to see the language used in them as their own. Words, expressions and nuances commonly used by children and others in their milieu are all absent from textbooks. So is humour. An artificial, sophisticated style dominates textbook lessons, reinforcing the tradition of distancing knowledge from life. The language used in textbooks, thus, deepens the sense of ‘burden’ attached to all school-related knowledge.

**Observation Discouraged**: A highly disturbing tendency we discovered in text writing, which exacerbates the problem we are discussing, is that of treating pictures as substitutes for experience. We found textbooks asking children to observe a
picture of the object under study rather than asking children and the teacher to go out and observe the object itself in nature. For example, a Class V science text says: ‘Look at the picture of a cactus plant. Observe the thick green structure...’ Such an instruction pre-empts what motivation there may be in a teacher or child to bring an actual cactus plant to the class or to grow one.

**Structure of Syllabus:** The absence of the child's viewpoint is also reflected in the organisation of syllabi in different subjects. Syllabi lack an overall organisation or coherence. Gaps in the syllabi between the lower and the higher secondary stages are as common as repetitions of the same content. These weaknesses of organisation apparently lead to memorisation and poor comprehension; both exacerbate the sense of curriculum load. Repetitions of concepts and information also leads to boredom and a sense of load. The need to repeat is rooted in the flawed structure of syllabi. In the primary classes, ideas and information are presented in a synoptic manner, making the text look deceptively simple. In the later classes, the same ideas are repeated, with some elaboration which does not prevent the child from viewing the ideas as trivialised by repetition. In the study of nutrition and health, for example, virtually the same ideas and information are given in the syllabi and texts of Classes III, IV, V, VII and X. Even the questions given at the end of the lessons in the texts are almost of the same kind. Apparently, the structure of syllabi is not carefully thought out.

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**14.3 PLANNING CURRICULUM FOR PRE-SCHOOLS AND PRIMARY EDUCATION**

The first three to six years play a key role in a child’s life as they begin to absorb the world around them and develop. These experiences that children have early in their lives affect their physical, cognitive, emotional and social development. Children develop the healthiest when they are provided environments in which they can explore the world around them, play with others, and learn to speak and listen to others. To ensure the future success of a child, it is important to provide a strong start by providing experience which are based on sound theoretical foundations and are developmentally appropriate.

Preschool is an important stage which lays the foundation for life-long learning and all round development of the child. It is also the starting point of formal education. What the child needs at this stage is a curriculum that is play based and caters to the all round development.
Principles of the Curriculum

At the preschool stage children are curious and enchanted about the world – its colours, shapes, sounds, sizes and forms. But most of all they are enchanted with the people – to begin with their immediate care givers and others. This ability to connect with others and to share feelings with them lays a special basis for learning. The child’s ability to experience the world gets richer and more differentiated over the years. In this process they construct, modify, and develop a broad range of scientific concepts and ideas.

The curriculum, therefore, should include the specific content and pedagogy to suit the age and developmental requirements of this stage. The curriculum finds its base from the theoretical and conceptual frameworks in the form of the guiding principles. This not only provides the required flexibility in terms of age, given the diversity in policies, but also caters to the realities of multilevel; multi age classrooms and ensures a smoother transition from preschool to early primary classes leading to better performance and better retention rates.

Guiding Principles for Preschool Curriculum

In the light of emerging needs and new developments in preschool education, an attempt is being made to ensure that the present curriculum is holistic, developmentally appropriate, indigenous, and most importantly play and activity based. Thus, the curriculum drawn from the following guiding principles:

- Learning is non-stop and accumulative
- All children are different and so is their intellect
- Play and activity are the primary context of learning
- Open and compassionate interactions with adults are essential to children’s learning
- Children learn by constructing knowledge through tasks, repetition, and benefit from instruction by teachers and peers
- Communicative teaching enhances learning experiences
- Development and use of indigenous material enhance learning opportunities
- Responsiveness to the context and diversity of status and experiences support learning
- Needs to have the involvement of the family

14.3.1 Develop Self-Esteem and Optimistic Attitudes

“The winners of the 21st century, will be those who can transform themselves into a wheel – which is lean, mean, highly manoeuvrable and can drive on any terrain, with any vehicle and in any climate”

Peter Drucker, Father of Business Management
Critical thinking and creativity are the keys to success in any profession. The ability to analyse, think laterally or look at things differently is what makes a person special in the competitive world. Varied applied activities are given to the students to enhance their intellectual capabilities. The academic curriculum should be designed to achieve the following:

- Train students to enquire into the nature of existence
- Guide them to analyse the how and why of occurrences
- Collect facts and information and analyse them
- Correlate-Synthesize various branches of knowledge
- Acquire skills of Integration and judgment
- Application of skills and values to real-life situations
- Filter before a judgment and weigh the possible outcomes
- Motivate children to critically question existing beliefs
- Identify new problems that need creative solutions
- Develop intuitive insights into unfathomable phenomena.
- Constantly innovate for beneficial application to life
- Enable students to effectively communicate what they think

14.3.2 Objectives and the Content of Planning Preschool and Primary Curriculum

The objectives and the content of planning preschool and primary curriculum are as follows:

- learn skills of understanding and accepting oneself and others
- learn skills of negotiating and discussing, respecting diversity and team working or cooperating
- learn skills of empathising, as well as encourage emotional experience or expression
- learn the sense of curiosity, foster the research spirit, stimulate imagination and intuition, as well as develop critical thinking
- support language development for efficient and creative use of speech, later reading and writing
- teach and motivate for experiencing art and artistic expression
- teach in different fields of science and everyday life
- support physical development and teach locomotive skills, as well as
- learn to settle into independent hygiene and health routine
Content of the Curriculum

The content of the curriculum should be such that it is able to achieve the following while teaching topics of different fields,

In the field of locomotion:
- enabling and encouraging movement activities for children
- being aware of one’s own body and enjoying in movement activities
- enabling children to get to know their movement skills
- developing movement skills
- gaining trust in one’s own body and movement skills
- adopting basic movement concepts
- gradual learning about and adopting basic elements of different sport disciplines
- learning about the meaning of cooperation, as well as respect and consideration of being different.

In the field of language:
- language through games
- being aware of the existence of one’s own and other languages and one’s own and other cultures
- listening, understanding, and experiencing language
- experiencing and learning about basic literary works for children
- developing language from the viewpoint of a morally-ethical dimension
- encouraging creativity
- developing non-verbal communication skills
- encouraging linguistic skills (articulation, vocabulary, texts, communication etc.)
- learning about symbols of the written language
- experiencing the status of the Slovenian language as the national official language.

In the field of arts:
- experiencing, learning and enjoying art
- developing aesthetic perception and artistic conceivability
- learning about individual art genres
- developing means of expressing and communicating through art
- developing creativity and specific art skills.
Overview of Curriculum

In the field of society:
- experiencing kindergarten as an environment with equal opportunities to participate in activities and everyday life regardless of the sex, physical and mental constitution, national origin, cultural background, religion, etc.
- learning about oneself and other people
- shaping basic living habits and learning about the differences between living habits of our own and of other cultures and between different social groups
- learning about the closer and wider social and cultural environment and learning about multicultural and other differences
- encouraging sensitivity for ethical dimension of diversity
- building a foundation to understand historical changes; learning that people and the environment, society and culture change with time
- ability to learn about new cultures and traditions
- learning about safe and healthy lifestyle.

In the field of natural environment:
- experiencing and learning about live and not-live nature and its diversity, connectivity, constant changing and aesthetic dimensions
- developing a friendly, respectful and responsible attitude towards live and not-live nature
- learning about one’s body and the cycle of life and about a healthy and safe lifestyle
- learning about substances, space, time, sound and light
- learning about technical objects and developing skills in the field of technique and technology
- encouraging different approaches to learning about nature.

In the field of mathematics:
- learning about mathematics in everyday life
- developing mathematical expressions
- developing mathematical thinking
- developing mathematical skills
- experiencing mathematics as a pleasant experience.

Check Your Progress

3. What is the starting point of formal education?
4. What makes a person special in a competitive world?
### 14.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school.'

2. The load on the children because of the extensive curriculum is one major flaw of our system of education.

3. Preschool is an important stage which lays the foundation for life-long learning and all round development of the child. It is also the starting point of formal education.

4. The ability to analyse, think laterally or look at things differently is what makes a person special in the competitive world.

### 14.5 SUMMARY

- In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process.
- The term curriculum often refers specifically to a planned sequence of instruction, or to a view of the student’s experiences in terms of the educator’s or schools’ instructional goals.
- Curricula may be tightly standardized, or may include a high level of instructor or learner autonomy. The load on the children because of the extensive curriculum is one major flaw of our system of education.
- The weight of the school bag represents one dimension of the problem; another dimension can be seen in the child’s daily routine.
- The first three to six years play a key role in a child’s life as they begin to absorb the world around them and develop. These experiences that children have early in their lives affect their physical, cognitive, emotional and social development.
- Children develop the healthiest when they are provided environments in which they can explore the world around them, play with others, and learn to speak and listen to others.
- The curriculum should include the specific content and pedagogy to suit the age and developmental requirements of the preschool stage.
- Critical thinking and creativity are the keys to success in any profession. The ability to analyse, think laterally or look at things differently is what makes a person special in the competitive world.
- The curriculum should help children learn skills of negotiating and discussing, respecting diversity and team working or cooperating.
- The content of the curriculum should be such that it enables and encouraging movement activities for children.
14.6 KEY WORDS

- Creativity: It means the use of imagination or original ideas to create something; inventiveness.
- Critical Thinking: It means the objective analysis and evaluation of an issue in order to form a judgement.
- Textbook: It means a book used as a standard work for the study of a particular subject.
- Locomotion: It means movement or the ability to move from one place to another.

14.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Define curriculum.
2. What should the academic curriculum be designed to achieve?
3. List the objectives and the content of planning preschool and primary curriculum.

Long Answer Questions

1. Discuss how an extensive curriculum is a huge load on children.
2. Describe the guiding principles of preschool curriculum.
3. Examine what should be the content of the curriculum in various fields.

14.8 FURTHER READINGS