UNIT – X

Initiatives for Educational development in India

Publication of dispatches – implementation of policies – education in five year plans – role of education in community mobilization – integration of school and community work – role and responsibilities of teacher – Education policy under debates over time – problems in implementation, financial allocation, field condition and pressure groups – comparison of issues between pre and post independence period.

Education in five year plans

Introduction

Five-Year Plans (FYPs) are centralized and integrated national economic programs. [Joseph Stalin](https://en.wikipedia.org/wiki/Joseph_Stalin) implemented the first [FYP in the Soviet Union](https://en.wikipedia.org/wiki/Five-Year_Plans_for_the_National_Economy_of_the_Soviet_Union) in the late 1920s. Most communist states and several capitalist countries subsequently have adopted them. China and India both continue to use FYPs, although China renamed its Eleventh FYP, from 2006 to 2010, a guideline (guihua), rather than a plan (jihua), to signify the central government’s more hands-off approach to development. India launched its First FYP in 1951, immediately after independence under socialist influence of first Prime Minister Jawaharlal Nehru.

The First Five-Year Plan was one of the most important because it had a great role in the launching of Indian development after the Independence. Thus, it strongly supported agriculture production, education and it also l

1st Five year plan

In 1951-52 the policy for planned development was adopted for the first time in the country. Out of the total state allocation of Rs.101.15 lakhs for the First Five Year Plan and amount of Rs.43 Lakhs was allocated for University Education. However, the actual expenditure was Rs.62 lakhs during the period. During this plan period main emphasis was on construction and also reorientation of the education system. The construction of Gauhati University building was taken up during the period and an amount of Rs.43 lakhs was allocated for the purpose.

Second Five Year Plan

period the total state plan allocation for General Education was Rs.608.09 Lakhs. Out of this Rs.66.50 Lakhs was for University Education and the expenditure was Rs.54.90 Lakhs. In the second plan improvement rather than expansion was the guiding factor in the field of Higher Education.

The construction of the building of the Gauhati University undertaken during the first plan period was completed. To maintain the Higher Secondary and Multipurpose Schools with qualified te

aching staff, schemes like deputation for Post-Graduate course were taken up.

For the first time Govt. approved the regular scale of pay to the teachers of non-Govt. Colleges.

A Govt. Post-Graduate Training College for training of Secondary teachers was established at Jorhat.

Third Five Year Plan

Total allocation was fixed at Rs.85 Lakhs for University Education and the expenditure was Rs.104.80 Lakhs. In this Plan emphasis was laid on teaching of Science in the post graduate level.

The highlights of the third plan were establishment of Board of Secondary Education, State Institute of Education, Dibrugarh University, removal of disparity of pay and allowances of Aided Institutions with that of Govt. Institutions etc. In other words teachers got covered by equal benefits of pay and D.A. at Govt. rate. Sanskrit Education was also reorganized in the state. This scheme envisaged the establishment of 50 reorganized Tols and establishment of a Sanskrit College. The scheme was implemented in a phased manner and 18 tols were covered during the third plan period.

During the three adhoc plan periods the tempo of National development that was inherited from the third plan was maintained. The allocation for general Education including cultural Programmes was Rs. 463.63 Lakhs and the expenditure was Rs. 444.68 Lakhs.

For University Education the provision was Rs. 156.22 lakhs and expenditure was Rs.138.96 lakhs. During the period under review construction of building of Science College at Jorhat was taken up.

The Fourth Five Year Plan

Allocation was fixed at Rs.1,575 Lakhs for general Education including cultural programmes. The expenditure was Rs.1559.46 Lakhs. For University Education Fourth Plan allocation was Rs.470.29 Lakhs but the expenditure was only Rs.405.02 Lakhs.

In the fourth Plan the emphasis was shifted from rapid expansion to consolidation and qualitative improvement. Considering the low percentage of trained teachers in the secondary stage, necessary provision has been made for expansion and strengthening of existing B.T. Colleges and establishment of new B.T. Colleges during the Plan period. The main highlights of development during the 4th Plan period are the introduction of the new schooling pattern with effect from 1973 in the light of the recommendation of the Kothari Commission. Subsequently, keeping in line with the introduction of above schooling pattern in the secondary schools the University authority has taken a decision to convert the one year Pre-University into a two year class.

The Fifth Five Year Plan and the annual plan 1979-80, an amount of Rs. 369.18 Lakhs was spent for University and Collegiate Education.

In the field of Collegiate Education, 61 colleges have been brought under deficit system of grant-in-aid and 45 non-Govt. colleges under adhoc recurring system of Grant-in-Aid.

During the plan period, 250 additional posts of lecturers were created for non-Govt. colleges. A Govt. Law College was established during 1975-76. Post Graduate Classes were opened in selected subjects.

The Govt. provided assistance to setup the ‘Guru-Nanak Chair’ and to start pre-examination course in Guwahati University.

Grant was sanctioned to Assam Science Society during 1979-80 for setting up “Institute of Advance Studies”. During this period 27 Madrassas and 4 Sanskrit Tols were brought under full system of grant-in-aid.

The Sixth Five year plan

Outlay for various sub-sectors under General Education in respect of programmes under the erstwhile Directorate of Public Instruction was Rs.2,199 Lakhs of which Rs. 901.57 Lakhs was for Higher Education. The expenditure in respect of Higher Education during the 6th Plan was Rs. 829.30 Lakhs.

The agreed outlay for the Seventh Five Year Plan 1985-90 was Rs.1,430 Lakhs for programme under Higher Education. During the Seventh Plan period 24 colleges 9 part (Stream) Colleges were brought under deficit system of Grants-in-Aid and 678 additional posts of lecturers were created. Non-recurring building grants @ Rs.50,000 each was provided to 116 non-Govt. colleges. 25 M.Phil Scholarships, 5 under graduate Scholarships. 12 additional P.G. Scholarship were created. The benefit of U.G.C. revised scale of pay has been extended to the teachers of Universities and non-govt. Colleges with effect from 1.1.86. The flow to T.S.P. during 8th Five year Plan was Rs.170 Lakhs against which an amount of Rs.168 lakhs was incurred during the 8th Five year plan.

The flow to S.C.C.P during 8th Five year Plan was fixed at Rs. 90 lakh against which an amount of Rs.62.12 lakh was incurred for development of Non-Govt. Colleges.

The 9th Five year plan outlay was fixed at Rs.29,434 Lakh. The flow to T.S.P. and SCCP was Rs. 642 lakh and Rs.336 lakh respectively. The capital outlay was for Rs.372 lakh only.

The Tenth Five Year Plan was fixed at Rs.30,162 Lakhs. The flow to TSP, SCCP and PWD projects were follows:

TSP - 145 Lakhs

SCCP - 225 Lakhs

P.W.D. - 200 Lakhs

During 10th Five Year Plan period the following development works was undertaken by the Govt.:

Normalisation of Plan Posts.

Establishment of [The K.K. Handique State Open University](http://www.kkhsou.org)

Introduction of 5 years L.L.B. Courses in B.R.M. Govt. Law College.

Establishment of F.M. Radio Station.

Introduction of Private University Bill.

Sanction of Rs.10 Lakhs to each Provincialised colleges and Rs.4 Lakhs to all provincialised Sanskrit Tols under the scheme "Buniyad".

Financial assistance to all affiliated Non-Govt. colleges (133 numbers) and 16 Sanskrit tols under "State Priority Schemes".

TENTH FIVE YEAR PLAN

The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters:

(i) Universal Access, (ii) Universal Enrolment,

(iii) Universal Retention, (iv) Universal Achievement, and (v) Equity

The major schemes of elementary education sector during the Tenth Plan

District Primary Education Programme (DPEP),

National Programme of Nutritional Support to Primary Education,

commonly known as Mid-Day Meal Scheme

(MDMS),

Teacher Education Scheme,

Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

Performance of SSA and Related Schemes in Tenth Plan

All children to be in regular school, EGS, AIE, or ‘Back-to-School’ camp by 2005;

Bridging all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;

Universal retention by 2010;

Focus on elementary education of satisfactory quality with emphasis on education for life.

Adult Education and Literacy: Goals,Targets, and Strategies for the  
Eleventh Plan

Eleventh Plan Targets

Achieve 80% literacy rate,

Reduce gender gap in literacy to 10%,

Reduce regional, social, and gender disparities,

Extend coverage of NLM

programmes to 35+ age group

Twelfth Five Year Plan (2012–2017) and beyond

Expansion

Excellence

Equity

Expansion

India’s GER of16% was much below the world average of 27%, as well as that of other emerging countries such as China (26%) and Brazil (36%) in 2010

Excellence

Faculty shortage - there is 40% and 35% shortage of faculty in state and central universities, respectively.

Accredited institutions - 62% of universities and 90% of colleges were average or below average in 2010, on the basis of their NAAC accreditation.

Low citation impact - India’s relative citation impact is half the world average

Equity

Inter-state disparity - 47.9% in Delhi vs. 9% in Assam.

Urban-rural divide - 30% in urban areas vs. 11.1% in rural areas.

Differences across communities - 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims.

Gender disparity - 15.2% for females vs. 19% for males.

NEXT STEP

Merit-based student financing: This should ensure admissions to meritorious students independent of financial background

Internationalization of education: This would entail aligning different aspects of education (curriculum, faculty, etc) to international standards

Enabling a research environment. This would involve creating adequate means of research funding and practical application of research

High quality faculty: The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty

Improved technology for education delivery: Leveraging technology for enhancing the teaching-learning experience will ensure better outcomes

Nature and Meaning of Community in Social, Economic and Cultural Context.

Meaning of Community

Allen and Cook look at the community as the ‘population aggregate’ inhabiting a delimitable contiguous territory, sharing historical heritage, possessing a set of basic service institution participating in a common mode of life, and being conscious of its under to enable it to act in a corporate way.

G.D.H. Cole, “By a community I mean a complex of social a complex including a number of human beings, living together un conditions of social relationships, bound together by a common however constantly changing, stock of conventions, customs traditions and conscious to some extent of common social objects interests”.

Difference between “Society” and “Community”

Ottawa’s Concept of Society and Community: “Society” “Community” are usually used as synonymous terms. But this is a very fine difference between the two organizations which people live together. It refers to a definite group of people by in a geographical territory and being conscious of their life sting and aims of life. A community also means a group of people living in a geographical territory. But they are not conscious their lifestyles and purpose of life. That is why children constitute the community, not the society. Unless they conscious of the way their society functions and of their ri and duties as its full citizens, they cannot be taken as member the society.

According to Ottawa (1962). “A community is everybody, adult and children, social and non-social persons, living in a centre territory or purpose. A society is a kind of community (or ad of a community) whose members have become social conscious of their mode of life and are united by a common of aims and values”.

Society is more conscious and organised: A society is therefore a part of the community. It is well organised and specific, whereas a community is not properly integrated and it is general or broad. A community or society is never static. Both are dynamic, always changing. But in a society its members are more conscious of their values, needs hopes and aspirations. The members of the society are socially more conscious and emotionally more organised than those of a community.

Both the society and community possess some common characteristics: These are characterized by a group of people, a geographical territory and a spirit of belongingness.

Nature of Community

Thus, a community is a social group living in a particular area and sharing a common cultural heritage.

Its members are driven by “community belongingness” and community sentiment.

The members are governed by common needs, purposes, objectives and ideals.

The members of the community celebrate common festivals, cultural items, and literal activities to strengthen the bond of universal brotherhood.

The members will sacrifice ‘self’ before ‘common cause’ and work for the common cause.

Ideals, vision and progressive thoughts of individual members will influence the community and change their outlook.

The concept that they are members of the community will develop ‘security’ among the members.

Objectives of Community Education

To understand the community.

To develop sensitivity of students towards the needs, problems and aspirations of the community.

To develop communicative and social skills of students.

To develop specific traits in students like adaptability, involvement, leadership and cooperation.

The break isolation between the school and the community through social service and collaboration with various agencies of the community.

Components of Community Education

Study of community functions.

Organisations of parent-teacher meetings.

Establishment of youth clubs.

Organising community surveys.

Interviewing community leaders, professional workgroups.

Establishing links with community services like hospitals, transportation agencies, telephone exchanges, post offices, etc.

Study of communities tension areas of social prejudices, discrimination and backwardness.

Study of local needs and problems.

The curricular use of community resources – both human and material.

Inviting professionals from the community for special talks in schools can be very educative for students. Also, outings, visits and field trips to community resources can be helpful.

Relationship between School and Community

Ryburn (1970) emphasizing the close relationship between the school and the community has rightly said. “There must be vital connection between the life of the pupils in schools and the life of the community from which they come. There must be a vital connection between the school, which is the corporate life of pupils, and teachers and the community. Otherwise, the school can never succeed in its aim of enabling its pupils to go out and to face society and make necessary adjustments nor can act as a corporate body, even have the vital influence on the community which it ought to have”.

In a democratic set up, relationship between the school and the community is essential in the interest of national welfare.

There should be mutual exchange of resources and sharing of facilities between the school and the society. The channel of communication should be made free and open for facilitating such co-operation and collaboration. Blass Bacher (1962) has said, “No communication, no community”. Communication promotes the real meeting of minds, which facilitates should communication and interaction of the community.

Utilisation of Community Resources For Schools

Vast resources are available in the community which can be utilized for school programmes. Firms and farms, temples and monuments, flora and fauna, fairs and festivals, rives and hill can be utilized for the benefit of the school particularly, for effective learning experiences. The teacher should recognize communities and plan for their utilization for curricular and co-curricular programmes.

Similarly, there are local artisans, artists, carpenters blacksmiths, ironsmiths, painters etc. whose expertise can be utilized for teaching SUPW in the school children. They can be invited to schools for talking and demonstrating various skills to children. Retired teachers, doctors, engineers, etc. as well as unemployed educated youth may be engaged for teaching children in their own fields.

Such utilization of local resources for organizing curricular and co-curricular programmes leads to bringing about awareness about the needs, deficiencies and paucity of resources. This helps in collecting funds and supplying necessary equipment etc. on the hand, and ensuring better school community relations on the other. In the initial stages even the community provides its clubhouse, temple or churchyard and such other public places for accommodating new schools.

Sparing of School Resources for the Community

Both the physical and human resources of the school directly or indirectly belong to the community.

For example the school halls can be used for organizing village meetings. The school playground can be utilized for village sports and games; the school furniture and equipment can be borrowed for holding meetings and functions. The Education Commission 1964-66 has aptly remarked that since it is very costly to provide and maintain the physical plant of educational institution, it is necessary to utilize it fully as far as possible for the longest period on each day and for all the days in the year by making suitable administrative arrangement. The libraries, laboratories, workshops, etc. can be utilized for the community programmes.

The modern school is a community center. By organizing community programmes and providing school resources community work, the position of school is improved and confidence and respect in the community.

Strategies for Community Mobilization

Community Participation – Strategies

It goes without saying that the school is for the community and the community is for the school. The school should contribute to development of the community and the community must contribution the development of the school. The school has to share its resources the use of the community and the community is to make its resources available to the school for organizing various programmes. Thus it should be a two-way traffic between the school and the community utilizing their resources both human and the physical, toor bring about their natural improvement.

It is also understood that community participation is necessary for improving the school-community relations in general and school programmes in particular. Generally, there are three categories of community participation.

Spontaneous – Persons come forward on their own to participant without, any external support or force. E.g. School improvement programmes.

Sponsored – Persons participate because some office instructions or endorsements are issued. No force is imposed it has’ been externally supported E.g: Enrolment drives.

Compulsory – Persons participate because it has been main compulsory. Violating it may lead to coercion and punishment E.g: Enrolment drives, supervisions of mid-day night programme, distribution of free text books and scholarships.

Role of Teacher in Bringing Co-ordination (OR) Integration of School and Community

Concept

Unless the parents of all the students, who are attending home-school partnership of educational institution and all teachers are brought together and enter into an intimate dialogue, no educational endeavor will succeed. School-home and school and community partnership is basic for education of the child for the following reasons.

Home-School Partnership

The relationship of a teacher and a parent with a child are obviously different. For the teacher, a child is one of the large numbers of students in his class. To the parents, however the child is part of their own self and their future hope. The parent’s estimates of a child’s above attitudes, and behaviour differ with that of teachers. It is only when there is a perfect understanding between the parents and the teachers that the educational development of the child can be planned in the right direction. Parent-teacher co-operation is thus based on a bilateral understanding of a triangular relationship between the parent, the teacher and the child.

A very happy stage in the education of the child will be reached when the teacher becomes the true parent of the child and parent the only true teacher of his children.

Areas of Parental Co-operation

-Timely completion of homework

-Health care of the child

-Midday meal programme

-Good health habits

-Sex education

-Moral and religious education,

-Curricular and co-curricular activities

School’s developmental projects.

Values of Home-School Co-operation

The values which we derive out of good home-school operation provide a rich, fuller, more nourishing life in school and outside than would otherwise be open to them.

Children get more consistent guidance in school and outside they stand a better chance of living up to the peak of the powers.

Measures for Improving Home-School Relations

Parent-Teacher Association is one important strategy with brings the two on a common platform. The meetings of association may be held as frequently as possible according the convenience of the two sides. This forum will enable them to understand each other’s limitations and difficulties. They be able to evolve the best possible procedures to tackle numerous problems of education.

Parent’s Day is one more occasion, which will enable parents to come to the school and be with teachers of the children for some time. It is very important that whenever two happen to meet, the child’s interest and welfare should kept uppermost in their minds. They should adopt a construct outlook in their exchange of views and in the discussion all the child’s progress, difficulties etc.

Visiting the homes of children by the teachers is another suggested in this respect. Some of the school teachers may deputed to visit the homes of children (with special difficult after the school hours. Parents of problematic and mention handicapped children should be more frequently contacted. The teachers will be able to understand the physical, social, economic and emotional conditions of the children placed in their children for development.

Inviting parents to functions of the school will be an opportunity to be availed of for bringing the school and his closer. These functions may include Sports Day, Prize Distribution, Exhibitions, Fairs, Independence Day, Republic Day etc. Parents may be invited to speak on such occasions only.

Reporting the work and progress of the children is and the important means of securing co-operation between the teachers and parents. This keeps the parents in touch with the physical academic, social and moral development of their children.

Community and School Partnership

Although improving the school-community relations is a two-way process, the onus or the main responsibility lies with the school. The teachers, particularly the headmaster should take initiative in promoting better school-community relations through various methods and strategies. Some of them are as follows:

It is essential that teachers should know the community well; its culture, values and lifestyles, its problems and prospects etc. It can be done through mixing with the people, and participating in their social and cultural functions.

Teachers should identify themselves with the community and try to approach the community on equal terms and with due respect.

It is also desirable that teachers should appreciate and understand the problems of the community with sympathy and instead of imposing their own ideas or preconceived notions on them should try to persuade and motivate.

Teachers should give positive suggestions for removing the deficiencies or solving the problems of students.

The cooperation of the community leaders should be enlisted for solving the school problems. These leaders may be from among the emerging youth or elders.

Teachers should attend the social, religious and other functions on the community, so that they can come closer to the people who can take interest in the school and its improvement.

There should be some formal organizations or forums for facilitating school community relations and coordination. Some of them are parent teacher associations, guardians meetings, parents day etc.

Teachers should live in the village and work sincerely.

Role of responsibilities of teacher

Introduction about teacher:

The efficiency of school system depends on *two* factors.

*Physical equipment:* Buildings and classrooms, playgrounds,

*Human equipment:* Students, teachers and administrators. Here the teacher’s role is very important.

In ancient days the teachers are classified into *three* categories namely,

*Upadhaya:* One who taught only a portion of the Vedas?

*Acharya:* One who taught only the Vedas after having performed the ceremony of Upadhaya?

*Guru:* One who having performed all he rights beginning with Gowardhanam delivered instructions.

The teacher was regarded as the spiritual and intellectual father of students. It was the function of the teacher to lead the students from the darkness of ignorance to the light of knowledge. The lamp of learning was concealed under a cover and the teacher removed it and let out the light. The teachers were not only embodiment of knowledge but also ideals of all that is good and great in man. They practiced what they preached. Their lives were exemplary.

Teachers can make learning a thing of joy and success or make it miserable and confusing. It has been agreed by academicians, school administrators, policy makers, planners teacher- educators, and parents that the success of an educational programme is largely determined by how teacher to do their job. Committed teachers are vital necessity to the progress as well as the safety of our nation. Society has the right to expect certain effectiveness in promoting the purpose and objectives for which schools exist.

*According to Dr. Radha Krishnan,* ‘the teacher’s place in the society is of vial importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say, the destiny of the nation’.

Qualities of teacher:-

T - Truth

E - Efficiency

A - Affection

C - Command over taught

H - Health

E - Eagerness

R - Resourcefulness.

*The philosophy of the teacher:* It is necessary for the teachers to have a broad, deep and thorough understanding of life. A teacher does not confine himself to the mere giving of information he goes far beyond it. He links his teaching with the ultimate values of life. He must be conscious of the inadequacies of the resent social, economic, religious and moral environment and strive to create in his pupil a desire to leave the world a better place than he found it. His way of life should be memorable for his students.

*Personality:* A teacher teaches not only by what he says and does but very largely by ‘what he is’. Children are imitative and suggestive by nature. They imitates the dress, voice, habits and manners of their teachers know thyself is the most important advice fir a teacher. Self analysis and self appraisal on the part of teacher is necessary equipment.

The teacher is frank, sincere, honest, humble, sympathetic, agreeable, fair, impartial, helpful, straightforward, dutiful and what now. He is to avoid everything that is petty, small and mean. He must be punctual in his programme, must avoid mannerism, be always cheerful and humorous, handle controversial topics skillfully, use polite language, show sincere interest in the students and school, cultivate initiative and resourcefulness and be true to the ethics of the teaching profession.

*Health and appearance:* It is also under the traits of personality. He has to be very active, alert, energetic, enthusiastic and dynamic. To fulfill the need of appearance, the teacher should possess a charming and pleasant personality. i.e. he should be able to put up a cheerful and smiling face.

*Intelligence:* The teaching profession demands deep understanding, reasoning power, power of discrimination, originality, imagination, memory, alertness, tactfulness, resourcefulness and foresight. It is desirable for a teacher to possess and intellectual bent of mind and his pursuits and engagements must be intellectual in nature rather than recreational and materialistic.

*Mental health:* Various resources show clearly that the emotional stability of teachers affects that of pupils. Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well adjusted young people. He has to avoid projecting pessimism frustration, complexities and prejudices. Positively, he should be a happy cheerful, good-humored, optimistic and a balanced individual.

6. *Character:* “The teachers own character should be such that, there is no difference between what they say and do” – by Dr. Rajendra Prasad. The teacher has to regulate his life in accordance wit approved social and ethical standards. He must possess al those moral qualities which constitute good character.

7. *Sociability:* He should live in his social, environment with the purpose of improving upon the same. He must equip himself to make his best contribution to the society. By his sociability, he must earn popularity among students, colleagues and other citizens.

8. *Love of profession:* The teacher should enter this profession with a sense of devotion and dedication and commitment

9. *Love for children:* A good Teacher will Endeavour to win the love and confidence of his students and establish his prestige on sincerity, hard work and a sympathetic handing of their problems.

10. *Qualifications:* The Teacher must possess sufficiently higher qualification as compare to the level of the class which he has to teach.

11. *Thirst of knowledge:* “A Teacher can never truly teach unless is still learning himself”-Tagore. The knowledge already acquired by him becomes up to dated.

12. *Professional efficiency:*  The Teacher should continue grow on the job from year to year. He should constantly remain on the move on the road to improvement. Every period of improvement must be leaving behind its mark on his professional efficiency. The Teacher must avail of the opportunities of academic discussions, extension lectured, seminars, refresher courses, educational tours, exhibitions, etc.

13. *Expression:* Fluency in expression is a very important quality of teacher. His voice must be clear, audible, pleasant, well modulated sweet and captivating.

14. *Varied Interest:* It is desirable that not only subject knowledge, but he has a genuine interest in games and co curricular activities.

15. *Human relation:* The teacher must be very strong and perfect in this quality. This subject of human relations in respect of a teacher can be divided into a number of aspects:

1. Relations with his pupils.

2. Relations with his colleagues.

3. Relations with his superiors.

4. Relations with the parents

5. Relations with the community.

16. *Experiment and research:* He should be something of research works in his own sphere of work.

ROLE OF A TEACHER / FUNCTIONS OF A TEACHER:

The teacher’s job is a challenge for even the most capable. Its duties and functions are unlimited in number. Some of the functions are given below.

Planner: He has to go about his work after careful and thorough planning. This primarily involves planning of lessons or preparation of lessons. He should pan the use of audio-visual apparatus, etc and procure and test them in advance.

Teacher: In order to discharge this function creditably, he must possess thorough knowledge and mastery of his subjects, study and adopt the effective methods and techniques, select learning materials and ensure discipline in his class. His duty in respect of correction of their written work and home work is a part of teaching process.

Organizer: He has to look to the organization n of syllabus, classification of pupils, construction of time table, and assignment of duties o colleagues and students.

Maintaining records: He has to keep a number of records like attendance records of the class, progress record, record of collection of fees, furniture record, laboratory record and other stock records.

Evaluator: He has to carryout frequent evaluation of the progress of the students. It gives an opportunity to discover the student’s deficiencies, difficulties and possibilities.

Maintaining relations: The teachers teaching activities will be adversely affected if he does not enjoy healthy relations with other members of the school population.

Guide: The students have to select their subjects and consult the teachers for their future courses of education and vocation. They suffer from a number of emotional and adjustment problems. It is an important duty to give educational, vocational and personal guidance to the needy students.

Supervisor: He has to supervise the work of the students, and ensure regularity in attendance, regularity and accuracy in class room work as well as home work and efficiency in practical work in the laboratory.

(In class - their progress and behaviour,

In play ground – their games activities

In hostel – their conduct and discipline

In library – their self study

In laboratory – their actual performance)

Miscellaneous duties: professional growth

leadership role in community.

social service in he neighborhood

healthy cooperation with the supervisors, etc. are some of the

miscellaneous duties.

General: The teacher is to arouse the interest of the people in the field of study for which he is responsible. He has to stimulate the spirit of enquiry and of criticism, so that minds may acquire the habit of exercising independent and unbiased judgments and to discriminate between adequate and inadequate relevant and irrelevant date and to avoid the extremes, of haste and decision in arriving at conclusions.

The teacher is a stage maker, the director, the elevator, social rejuvenate, inculcator of information and knowledge, feeder of good qualities and producer of intelligence and well adjusted citizens.

**Implementation policy/publication of dispatches**

**Comparison of issues between pre and post independence period:**

1600 - East India company trading

1614 - Oxford (Arabia)

Trained machineries taught Arabic

1673 - according to pringle

“We have to provide education to the person who work in east India

Company”

1698 -madras, Calcutta,Bombay,schools were started

1813 - The charter was introduce (act) “education to provide those who are in need”

1833-1853- westernization enter

- tremendous growth in education took place in Bengal, Punjab, Utterpradesh,Madras,Bombay,etc. along with normal education they taught professional and vocational.

1834 - Lord Macaulay introduced English language

-scholarship was provided and emphasis was laid on religious activities

1834 - Auckland opposed macaulay’s grant in aid scholarship and ‘Adam’ brought

renaissance in India

1844 - lord Hardinge - “education should be linked with livelihood”(teaching craft and

carpentry)

1854 - Woods Dispatch 1813 charter was alerted by woods dispatch.

Started education department in each province

* Director of public education was appointed
* Higher education was introduced in Madras,Bombay,Calcutta.
* Government should undertook education
* Grand in aid to be provided
* Teacher training institute was set up
* Education for women were started

1852-1947 - Education under British Commission in 1882 Hunter commission.

1. Primary education should be given importance
2. Syllabus was given importance
3. Training for teachers
4. Grant- in- aid

1.Secondary education

Started many government schools

One secondary school in one district

Concentrate medium of instruction

Training for teachers

Vocational education was concentrated

2.Higher education

Adopted more number of teachers

Concentrate on infrastructure of the school

The library up dation

Provide free education

Scholarship was given for studying in abroad

Education for women given with separate curriculum and free education

Separate schools were introduced in needed places.

1902 -Indian university commission

Lord Curzon introduced policy “divide and rule policy”

education system should be under Indian control but western knowledge ,science and vocational education should be given important

1917-Calcutta university commission - Dr.M.P.Sadlar (chairperson)

-main purpose is to “Revamp Indian education”

1929-Hartog committee

-He defined “what is wastage and stagnation”

-Matric education was introduced

-Primary education problems were solved in this committee (wastage and stagnation)

-Opened more number of libraries

1936-1937-Abort and Wood Recommendation

Professional and industrial education should be independent

Started many polytechnic institutes throughout the country

Primary and women education were given importance

1937 -Basic education introduced by Gandhi (“Waradha scheme”)

1944 - Sergent recommendation

-10 th is the basic qualification for all the job

Demerits of British education system

##### 1.Contravercy to the atmosphere of the country.

2.Through education they wanted to spoil the nation’s character

3.They did not have objectives

4.They neglected in local educational institution

5.Encouraged secularism

6.Education become dependent upon the government

NATIONAL SYSTEM OF EDUCATION

Introduction

Education to continued to evolve and extend its reach and coverage since the down of human history. Every country develops a system of education to express and promote its unique socio-cultural identity and also to meet challenges of the times. There are movements in history when a new direction is to be given to and age-old process, that movement is today. The country has reached a stage in its economic and technical development when a major effort must be made to drive maximum benefits from the assets already crated and to ensure that fruits of change reach all sections. Education is the high way to that goal.

Concept of the National System of Education:

The concept of the national system of education as given in the National Policy on Education, 1986 and as amended in 1992 is explained as under:

The concept of national system of education implies that up to a given level all students, irrespective of cast, creed, location or sex have access to education.

The education provided must be of a comparable quality.

The national system of education must embody the principles as laid down in the constitution of a nation.

The national system of education should have a national curricular framework. This should contain a common core.

The contents should reflect unity in diversity.

The curriculum should promote common national values.

The curriculum should include secular values.

All regional languages should be given maximum opportunity to flourish.

There should be inter-regional mobility of scholars.

There should be a meaningful partnership in education at the national level, state level and local level.

ADVANTAGES: The National System of Education ..

1. Will strengthen national integration .

2. Will be a step toward egalitarian society.

3. will ensure quality education .

4. Will help the educated men and women of one state to secure job and work in other

states.

5. Will promote education making fuelled possible use of educational technology .

6. Will nationalize and strengthen school education.

7. Will facilitate the implementation of educational programmes , production of books

and other related materials owing to its broad uniform pattern of education (10+2+3)

8. Will promote understanding between people of various states owing to its broad

uniform language policy .

9. Will send more knowledge able and mature students to the university . 10. Will

provide an opportunity and a means to modernize and strengthen school and college

curriculum .

10.Will facilitate education of the children of the mobile population. 12.Will promote

secularism, cultural heritage of India and essential values .

Need for National System of Education

Education is considered as the mirror of a Nation and an educational institution as a nation in miniature. Education is also considered as one of the most important agents of social change or national progress and prosperity. The Education Commission 1964-66 observed, “The destiny of India is being shaped in her classrooms.” The National Policy on Education observed, “Education is fundamental to our all round development, material and spiritual.” On account of the important of education, it is essential that there should be a national system of education.

A national system of education is needed on account of the following considerations:

Every individual is different from every other. Similarly nations differ. Every nation wants its own identity. This identity must be preserved. Education plays a pre-dominant role in preserving its identity.

Nationalism promotes national feelings and education develops values of nationalism among the students.

National system of education develops feeling of harmony among people residing in different regions and belonging to different sections.

National system of education is needed to develop a feeling of patriotism among students.

National system of education is needed to develop a feeling of oneness.

National system of education is needed to develop a feeling of solidarity.

National system of education is needed to develop a feeling of tolerance of each other’s belief.

National system of education is needed to provide equality of opportunity irrespective of any consideration.

National system of education is needed to acquaint the students with the national heritage.

National system of education is needed to establish an egalitarian nation by developing values of equality and socialism.

National system of education is needed to pay equal attention to the development of all regions by establishing all types of educational institutions.

National system of education is needed to develop democratic and secular values.

National system of education is needed to facilitate admission of students on transfer or migration of people.

The National Policy on Education, 1986 (NPE)

By New Education Policy we refer to three documents which were published one after the other in a logical sequence;-

Challenge of Education (1985)

National policy on Education (1986)

Programme of Action ( 1992 Revised )

The policy was initiated by Shri. Late Rajiv Gandhi, the then Prime Minister soon after assuming charge as Prime Minister in 1984, Shri. Rajiv Gandhi addressed the nation and indicated the need for a New Education Policy. Justifying his claim he said that as we are placed on threshold of 21st Century which will be a century of unprecedented scientific inventions and discoveries and technological progress we should prepare the younger generation to face the challenges of this century.

His announcement evoked mixed response. But teachers, educational administrators did not feel that there is a need for a New Education Policy as they were busy implementing Kothari commission policy (1968). This policy deviated from usual convention. No committee was appointed. No chairman was entrusted with the responsibility of formulating a policy. On the other hand the draft document was prepared by the Ministry of Human Resources Development. Copies of the draft were sent down to people for discussion and comments. Suggestions were incorporated and the policy was released in 1986.

Characteristics of the National System of Education as given in NPE, 1986

Following are the important characteristics of the National System of Education as given in the NPE, 1986.

Based on constitutional directives:

The national system of education derives its inspirational from the ideals and values of Democracy, Secularism and socialism enshrined in the constitution of India.

Access of education:

The national system of education implies that up to a given level, all students; irrespective of caste, religion or sex have access to education of a comparable quality. To achieve this government will intimate appropriately funded programmes. Effective measures will be taken in the direction of the common school system recommended in the 1986 policy.

Common educational structure ( 10 + 2 + 3 ) :

The national system of education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further breakup of the first 10 years efforts will be made to move towards an elementary system, comparing 5 years of primary education and 3 yrs of upper primary education, followed by 2yrs of high school.

National Curricular Framework with a common core:

The national system of education will be based on a national curricular frame work 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 obligation and other contents essential to national identity. These elements cut across subject areas and will be designed to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, quality of the sexes, protection of the environment, removal of social barriers, and observance of the small family room and inculcation of the scientific temper. All educational programmes will be covered on strict conformity with secular values.

National Integration:

Steps will be taken to foster among students an understanding of the diverse cultural and social system of the people living in different parts of the country.

Education for international understanding:

India has always worked for peace and understanding between nations treating the whole world as one family. True to this lofty tradition, education has to strengthen this world view and motivate the younger generation for international co operation and peaceful co- existence. This aspect cannot be neglected.

Equality of opportunity in education:

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

Minimum levels of learning:

Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster unity among students of the people living in different parts of the country.

Promotion of Languages:

Besides, the promotion of the link language programmes will also be launched to use substantially the translation of books from one language to another and to publish multi lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India. Each in his own image and perception.

Universal character of Higher Education:

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 merit, regardless of his origins. The universal character of universities and other institution oh higher education is to be underscored.

Pooling of Resources:

In the areas of research and development and location in science and technology, special measures will be taken to establish network arrangement between different institutions in the country to pool their resources and participate in projects of national importance.

Priorities to Educational Reforms:

The nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation reducing disparities , universalisation of elementary education , adult literacy, scientific and technology research etc.,

Open and Distance Learning:

Life -long education is a cherished goal of the educational process. This pre supposes universal literacy, opportunities will be provided to youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the place suited to them. The further the thrust will be in the direction of open and distance learning

Strengthening of National Institutions:

It is proposed to strengthen national institution like the university grants commission , NCERT ,NIEPA, All India Council Of Technical Education, Indian Council Of Agricultural Research etc.,

Adult Education:

The nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age groups. A vast programme of adult and continuing education will be implemented through various ways and channels.

Meaningful partnership:

The center and states will make their partnership in the field of education meaningful.