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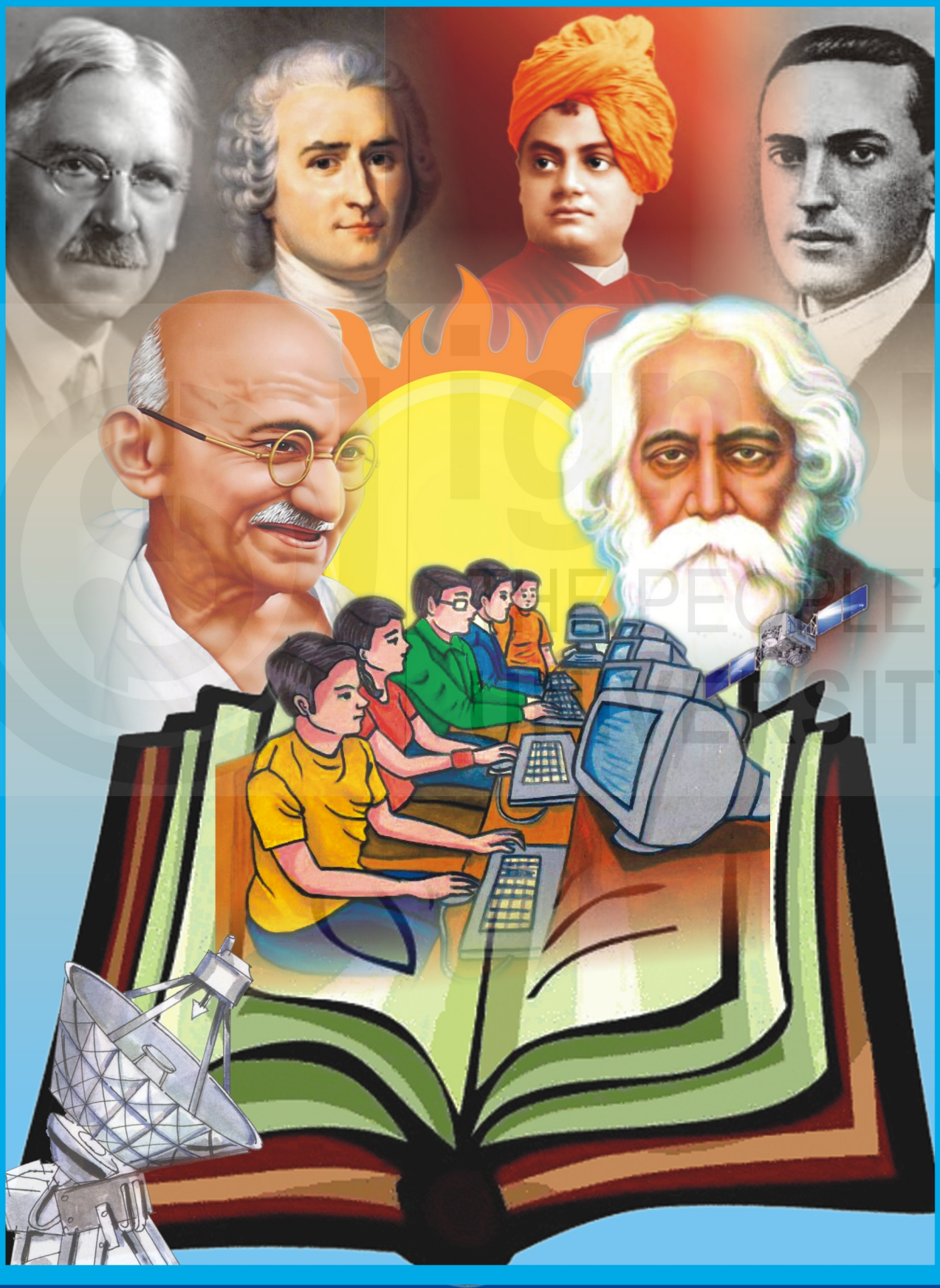
Indira Gandhi National Open University
School of Education

BESC-131
EDUCATION: CONCEPT, NATURE AND PERSPECTIVES



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Education: Concept, Nature and Perspectives

BLOCK 1
CONCEPT AND NATURE OF EDUCATION 7

BLOCK 2
PHILOSOPHICAL PERSPECTIVE OF EDUCATION **87**

BLOCK 3
SOCIOLOGICAL PERSPECTIVE OF EDUCATION **167**

BLOCK 4
SOCIO-PSYCHOLOGICAL PERSPECTIVE OF EDUCATION **233**

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BESC-131 EDUCATION: CONCEPT, NATURE AND PERSPECTIVES

Block 1	**Concept and Nature of Education**	**7**
Unit 1	Concept and Nature of Education	9
Unit 2	Scope of Education	27
Unit 3	Agencies of Education	43
Unit 4	Historical Developments of Education: An Overview	63
Block 2	**Philosophical Perspective of Education**	**87**
Unit 5	Education and Philosophy	89
Unit 6	Schools of Thought	107
Unit 7	Contribution of Indian Philosophers	123
Unit 8	Contribution of Western Philosophers	145
Block 3	**Sociological Perspective of Education**	**167**
Unit 9	Education and Society	169
Unit 10	Education and Socialization	185
Unit 11	Issues and Concerns in Education	198
Unit 12	Interface between School and Community	216
Block 4	**Socio-Psychological Perspective of Education**	**233**
Unit 13	Understanding Education from Psychological Perspective	235
Unit 14	Understanding Education from Socio-Psychological Perspectives	253
Unit 15	Shifting Psychological Theories to Understand Education	271
Unit 16	Understanding Socio-Psychological Attributes	291

BESC-131 EDUCATION: CONCEPT, NATURE AND PERSPECTIVES

Introduction to the Course

This course **'Education: Concept, Nature and Perspectives'** (BESC-131) is basically an attempt to make you understand the meaning and concept of education and its discourses in various educational perspectives. The course aims to achieve the following learning outcomes.

After going through the course, you should be able to:

- Explain the concept, nature and scope of education.
- Discuss the role of different agencies of education and their interface between and among the agencies.
- Analyse the historical development of education in India during pre and post-independence periods.
- Explain the concept of education from different philosophical perspectives with special reference to various schools of thought and viewpoints of Indian and Western philosophers.
- Describe sociological perspective of education with special reference to the process of socialisation of the child and the interface between the school and community.
- Discuss the socio-psychological perspective of education with special reference to the use of constructivist approach to education.

This course has been designed into four different Blocks.

The **first Block** will provide you with the basic understanding of education from various perspectives. This Block deals with the concept, nature and scope of education. This Block also emphasizes the functions of various agencies of education like family, school, community, state, media, etc. in imparting education to the children. This Block also discusses a detailed overview of the historical development of education in India.

The **second Block** deals with the philosophical perspective of education focusing on educational concept of various schools of thought and viewpoints of different Indian and Western philosophers on education.

The **third Block** provides the learners experiences to understand the society where they live, role of education for socialising the children, debate and discussions on social issues and concerns in education and its interface with different agencies of education like, family, school and community.

The **fourth Block** explores and understands the use of socio-psychological attributes of learners and the implications of constructivist approach to education. Specifically, it deals with understanding education from the socio-psychological perspectives and the implications of psychological theories and attributes in the field of educational practices.

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Block

1

CONCEPT AND NATURE OF EDUCATION

Unit 1
Concept and Nature of Education 9

Unit 2
Scope of Education 27

Unit 3
Agencies of Education 43

Unit 4
Historical Developments of Education: An Overview 63

BLOCK 1 CONCEPT AND NATURE OF EDUCATION

Introduction to the Block

'Concept and Nature of Education' is the first Block of the Course, **BESC-131 'Education: Concept, Nature and Perspectives'**. To understand an abstract concept like education, one is required to explicate its meaning or nature from the point of view of the functions such concepts perform or the contexts in which such concepts are appropriately used. Keeping in view of its areas of knowledge and perspectives, the present Block addresses specifically the meaning, scope and nature of education narrating the contribution of various agencies to the understanding of educational discourses. This Block provides an overview of the historical perspective of education. There are four Units in this Block.

The first Unit of this Block, **'Concept and Nature of Education'**, begins with providing you an understanding of the concept and nature of education, including the values that we practice. Specifically, the Unit discusses the aims of education that deals with the development of individuals and the society. Finally, the Unit differentiates the concept of Education from Schooling, Learning, Instruction, Training and Indoctrination.

The second Unit of this Block, **'Scope of Education',** focuses on understanding education from different viewpoints such as different learning environments, focus on the study of knowledge and mode of providing education. Under the viewpoint of learning environments, the scope of education has been explained as formal, informal and non-formal systems of education. Further, from the focus on study of knowledge, education is classified into liberal, professional and vocational & technical education. The Unit ends with illustrating the systems of face-to-face, open and distance learning, and online education.

The third Unit of this Block, **'Agencies of Education'** deals with the contribution of various agencies such as family, school, community, State and media to the education of the children. Education being a continuous and life long process, to the above agencies of education perform educational functions as expected by the society and educate the children.

The fourth Unit of this Block, **'Historical Developments of Education: An Overview'** analyses the historical perspective of education. Specifically, this Unit critically analyses the education system prevailing in India and its influences on shaping educational policies and practices during different periods such as ancient, medieval and modern times. This Unit also explains educational developments in the recent time such as the Niti Aayog, education as a fundamental right and draft National Education Policy, 2019.

UNIT 1 CONCEPT AND NATURE OF EDUCATION

Structure

1.1 Introduction

1.2 Objectives

1.3 Concept of Education

- 1.3.1 Etymological Derivation of Education
- 1.3.2 Definitions of Education and its Analysis
- 1.3.3 Narrow and Broader Meaning of Education
- 1.3.4 Nature of Education

1.4 Goals and Aims of Education

- 1.4.1 Individual Aim of Education
- 1.4.2 Social Aim of Education
- 1.4.3 Democratic Aim of Education

1.5 Cultivating Values through Education

1.6 Education as Differentiated from Schooling, Learning, Instruction, Training, Teaching and Indoctrination

1.7 Let Us Sum Up

1.8 References and Suggested Readings

1.9 Answers to Check Your Progress

1.1 INTRODUCTION

Education is a never ending process. It starts from the very beginning of one's birth and continues till the death. At every moment of our life, we learn something that may be at our home, at the school, in the society, at the workplace, and many other places. Education helps us to realise our potential abilities and helps use those in our actions. Education is a powerful instrument to modify our behavior and it also makes us realize our own self. The aims of education are also very wide in their scope and cater to individual and social need of an individual. The most important aspect of education is to cultivate values among the human beings through schooling, instruction, training and teaching.

In view of the above, the present Unit will help you to understand the concept and nature of education. It will also help you to understand the aims of education for the development of individuals and the society. Finally, this Unit will help you to differentiate the concept of Education from Schooling, Learning, Instruction, Training and Indoctrination.

All of us know that education is an important aspect of our social life. Parents irrespective of different socio-economic background want their children to get good education. Government wants that its citizens must get good education.

Dr. Niradhar Dey, Assistant Professor, School of Education, IGNOU.

1.2 OBJECTIVES

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

- define education with its derivations;
- explain the concept and nature of education;
- discuss the individual, social and democratic aims of education;
- describe the processes to cultivate values among the learners through education; and
- explain the concepts of 'schooling', 'learning', 'instruction', 'training', and 'indoctrination'.

1.3 CONCEPT OF EDUCATION

In layperson's language, we understand education is a capacity that helps an individual to lead him/her from 'darkness to light' or from 'ignorance to knowledge'. More specifically, education helps individuals to acquire information and knowledge; makes them conscious and adjust to different situations; and also change their behavior from undesirable to desirable. John Dewey explains education as a process of living through a continuous reconstruction of experiences. It means the experiences are not static; rather the experiences are reconstructed, which means education helps us to reconstruct our experiences. Dr. Sarvepalli Radhakrishnan says 'Education in Indian tradition is not merely a means of earning a livelihood, not only a nursery of thought, or a school for citizenship, but it is ignition into the life of sprit and training of human souls in the pursuits of truth and the practice of virtue'.

The above discussions depict that:

- Education helps individuals to continuously reconstruct their own experiences.
- Education contributes to the complete development of human beings.
- Education not merely prepares individuals to earn their livelihood but also purifies their soul and mind and enables them to experience the truth and virtues of life.

Let us try to understand the meaning of the concept of education from the etymological point of views.

1.3.1 Etymological Derivation of Education

The word 'Education' has been derived from the Latin words 'Educare', 'Educere' and 'Educatum'. The word 'Educare' means to 'nourish' or to 'bring up'. The word 'Educere' means to 'lead forth' or to 'draw out'. The word 'Educatum' is composed of two terms, i.e. 'E' and 'Duco'. Here 'E' means, a movement from 'inward' to 'outward' and 'Duco' means 'developing' or 'progressing'.

When we analyse the above etymological derivations, we can infer that 'Education' nourishes or brings up the children for complete development of their personality. 'Education' can lead them from ignorance to knowledge. Further, 'Education' helps them develop and express their inward abilities.

'Education', can also be defined in terms of Sanskrit words 'Shiksha' and 'Vidya'. The word, 'Shiksha' is derived from 'shah' which implies, 'to control or to discipline'. The word, 'Vidya' is derived from 'Vidh' which implies 'to know'. So the Sanskrit words 'Shiksha' and 'Vidya' are synonyms to the word 'Education'. Thus 'Education' provides knowledge and makes oneself disciplined'.

Let us now discuss some of the definitions of 'Education' given by the great educationists.

1.3.2 Definitions of Education and its Analysis

Both Indian and western thinkers have defined the concept of education. Let us analyse a few of them.

Indian Thinkers:

'Education is something, which makes the person self-reliant and self-less'.

Rigveda

'Education is for liberation'.

Upanishad

'Nothing is more purifying in the earth than wisdom'.

Bhagvat Gita

'Education means training for the Country and love for the nation'.

Kautilya

'Human education means the training which one gets from the nature'.

Panini

'Education is the manifestation of divine perfection already existing in man'.

Swami Vivekananda

Education is the all-round drawing out of the best in child and man - body, mind and spirit'.

Mahatma Gandhi

The highest education is that which does not merely give us information but makes our life in harmony with all existence'.

Rabindranath Tagore

'Education which will offer the tools where by one can live for the divine, for the country, for one-self, and for others and this must be the ideal of every school which calls itself national'.

Sri Aurobindo

Western Thinkers:

'Education is the child's development from within'.

Rousseau

'Education means the bringing out the ideas of universal validity which are latent in the mind of every man'.

Socrates

'Education is the capacity to feel pleasure and pain at the right movement'.

Plato

'Education is the creation of a sound mind in a sound body'.

Aristotle

'Education is the natural, harmonious and progressive development of man's innate powers'.

Pestalozzi

'Education is the complete development of the individuality of the child'.

T.P. Nunn

'Education is the process of living through a continuous reconstruction of experiences'.

John Dewey

When we analyse the above definitions of Education, we infer the following characteristics of education.

- Education makes the individual self-less, self-reliant, liberated from worldly bondage, and manifests the divine perfection already existing in him/her.
- Education makes the individual realize the divine and work spiritually.
- Education trains individuals for the country and inculcates in them love for the nation.
- Education makes our life in harmony with all existence.
- Education prepares oneself for the society as well as for the country.
- Education helps individuals to adjust to various situations, both favourable and unfavourable.
- Education helps individuals to live through continuous reconstruction of new experiences.
- Education is the natural, progressive and harmonious development of the individuals in body, mind and spirit.

Activity 1

From the above definitions of 'Education', write the name of the educationist(s) against the key points that they have mentioned in their definition:

Individual and all-round development:

.....

.....

Development for the Country:

.....

.....

Spiritual and divine development:

.....

.....

1.3.3 Narrow and Broader Meaning of Education

Education can also be explained in its narrow as well as broad sense. According to narrow meaning of education, education means teaching-learning activities taking place in the formal system of education. Education that we receive from the formal school system explains narrow meaning of education. Under narrow meaning of education, curriculum, teachers, students, time tables, teaching methodologies, teaching materials, evaluation processes are covered. The acts of teachers and students in which teachers provide knowledge as per of the defined curriculum and students receive knowledge whatever is taught to them in the school comes under the narrow meaning of education. In the narrow setting of education, students get very less scope to exhibit themselves and also get less opportunities to transform their potential aptitudes into visible abilities. But this idea of education has been criticized as it is very limited in scope. The acquisition of knowledge is not the one and only purpose of education, but definitely formal education system is one of the prominent aims of education.

On the contrary, broader meaning of education refers to all the life experiences that the child receives at school, home, society, etc. Education that a child gets from formal, informal and non-formal systems of education comes under the broader sense of education. The broader meaning of education explains education as a continuous process. As earlier discussed, the process of education starts from the birth and continuous till the death. All experiences of life that an individual gets while interacting with the family, friends, peers, playmates, environment, club members, social gatherings, culture and festivals, teachers and mentors help him/ her to mould his/her behavior and personality. All these experiences came are the wider meaning of education.

1.3.4 Nature of Education

The nature of education is very wide and complex. This can be understood from the definitions and explanations given in the earlier section. Let us discuss the specific nature of education.

- **Education is a Lifelong Process:** The process of education starts from the very beginning of birth and continues till the death. It includes all the experiences that an individual gets during his/her life time. Continuous reconstruction of experiences is a life-long process of education.
- **Education brings Development of the Country:** Education brings the changes in the society and development of the country. The development of the country depends on how established its education system is. Education is a means of earning one's livelihood. Education helps individuals to earn their livelihood. Therefore, it comes under 'bread and butter' aim of education.

- **Education is a Tri-polar Process:** The process of education is not limited to the teacher and the students (bi-polar process); rather it includes the society as well. Every educational action is for the betterment of the society. Education is, therefore, a tri-polar process, in which there is regular interaction among teachers, students and the society. The ultimate beneficiary of every educational action is the society.

- **Education brings all Round Development of the Personality:** Education brings all round development of the personality of the individual. It includes physical, mental, social, emotional, aesthetic, moral, economic and spiritual development of the individual. Lack of development in one aspect hinders development of total personality. For achieving this goal, emphasis is given in our school curriculum for all round development of individual personality.

- **Education prepares individuals to live their life:** The broader aim of education is not only to educate individuals for their intellectual development but to make them able to live their lives. It helps individuals acquire knowledge and skills to engage themselves in world of works and acquire the skills required for living their lives. Interacting with people, dealing with various situations, maintaining socio-emotional balance, acquiring life skills, values, etc. help them to prepare for their lives. It helps them to acquire ten core life skills given by the World Health Organisation (WHO) such as self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress, and coping with emotion.

- **Education prepares citizens for the country:** Education trains and prepares the citizens to work for the country and develop patriotism for their country. Therefore, citizenship education is a part of every education system and gets practiced in school curriculum.

- **Education is a Systematic Process:** Education is a systematic process wherein teacher (Guru) provides students (Shishyas) new knowledge by organizing varieties of teaching-learning activities.

- **Education is an Art as well as a Science:** Education is both an Art and Science. As discussed earlier education is a systematic process. It means, certain methods, techniques, strategies, curriculum, resources, etc. which are used to teach the students. When we apply the above methods and techniques in our teaching, we follow certain systematic process and scientific principles to teach the students. Hence, it is said that 'Education is a Science'. On the other hand, teaching varies from teacher to teacher in their ways of presentation, citing examples and illustrations, articulations, etc. which constitute art of teaching. Therefore, 'Education is also called as an Art'.

Check Your Progress 1.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. Discuss the etymological derivations of the term 'education'.

.....

.....

2. Explain the meaning of the terms Shiksha and Vidya.

.....

.....

.....

3. Cite one example each of narrow and broader meaning of education.

.....

.....

.....

4. Explain how 'Education is a tri-polar process'.

.....

.....

.....

1.4 GOALS AND AIMS OF EDUCATION

The goals and aims of education are not limited in their scope. Keeping in view different goals of life, the aims of education may also be different. Aims of education may be immediate or ultimate. Immediate aims of education are achievable in a short span of time; say just after the accomplishment of an academic programme, whereas it takes a very long time to achieve ultimate aims. For example, arranging bread and butter for one's living and ensuring shelter, health and security for oneself are the immediate aims of education, whereas, achieving aims like 'national integration', 'emotional integration', 'universal brotherhood', 'international understanding', etc. are the ultimate aims or goals of education. These are broad aims of education.

Aims of education may be specific in terms of achieving individual requirements or they may be broad to achieve the requirements of the society or the nation. In this section, we will discuss the details of individual and social aims of education.

1.4.1 Individual Aim of Education

According to individualist thinkers, an individual is greater than the society. Individual aim, therefore, emphasizes the development of individual to his/her fullest capacities. T.P. Nunn, the ardent supporter of this aim emphasized 'nothing good enters into the human world except in and through the free activities of individual men and women and that the educational practice must be shaped to accord with this truth'. (Quoted in Saxena and Dutt, 2009).

The above statement emphasizes that education should develop individuals according to their interests, capacities and specialties. Naturalists advocate that essential aim of education is the independent progress of an individual. The educationists like Rousseau, Pestalogy, Frobel, T.P. Nuun, and others have given emphasis on individual aim of education. Individual aim of education has both narrow and wider meanings. Let us understand narrow and wider meanings of individual aim of education.

Narrow Meaning of Individual Aim of Education:

The narrow meaning of individual aim of education emphasizes all-round and natural development of the individual. Individual aim of education is based upon the principles of naturalist thinking on education. T.P. Nuun in his book, 'Education', has mentioned, 'Education must secure conditions under which individuality is most completely developed'. Thus, narrow meaning of individual aim of education emphasizes imparting education according to individual's interests, inclinations, capacities, and needs so that he/she is able to choose a vocation according to his/her nature. This is called narrow meaning of individual aim of education as it focuses only on the development of the individual for better living and fulfilling his/her individual needs.

Wider Meaning of Individual Aim of Education:

On the contrary, the wider meaning of individual aim of education emphasizes the individual development of the human being which contributes to the development of the society. As the individual is a component of the larger society, the development of individual has no meaning without development of the society. Therefore, development of the society is as important as the development of individual child. T.P. Nuun highlighted that education of the individual should be planned with a view to achieving individual good as well as the good of the society of which he is an integral part. Further, T.P Nuun mentions, 'Education should help the child to make his original contribution to the variegated whole of human life as full and as truly characteristic as his nature permits'. (Quoted in Saxena and Dutt, 2009). The statement emphasizes that the contribution of individual towards the development of the society constitutes the wider meaning of individual aim of education.

Arguments in favour of Individual Aim of Education:

The following arguments favour the individual aim of education:

- Each individual has distinct interest, abilities, and psychological traits. Therefore, according to their abilities and traits, facilities and opportunities should be provided for their fullest development. This concept is supported by the psychologists.
- The scientists supported the individual aim of education as every individual grows and develops according to his/her developmental pace. The biological development of individual is quite natural but it needs to be supported by providing to the individual.
- As per the progressivists, the individuals create society to preserve and transmit their culture to the future generation so that social progress goes on continuously. It clarifies that the development of the individual leads to the development of the society. Therefore, development of the individual is essential for the development of a society.
- The eminent educationists like T.P. Nuun, Rousseau, Frobel and Pestalozzi support the individual aim of education. Nuun emphatically remarks, 'Individuality is the ideal of life. A scheme of education is to be valued by its success in fostering the highest degree of excellence'.
- Keeping in view the rights of individuals for their own development as good citizens, the advocates of democracy have also supported the concept of individual aim of education. According to them, good citizenship develops

from good human beings. Hence, the aim of education should be the development of unique abilities of the individual. Therefore, individual aim of education is important for the development of the individuals themselves.

Arguments Against Individual Aim of Education:

The following arguments go against the individual aim of education:

- Individual is an active member of the society. The existence of the individual is because of the existence of the society. Therefore, individual aim of education is the secondary whereas social aim of education is the primary. When society develops, individual develops automatically. Therefore, individual aim of education should be given less priority in comparison to social aim of education.
- Every individual is unique. As per the psychological principle, no two individuals are alike so far as their physical and mental traits are concerned. If individual aim emphasized, then, different curricula, methods, techniques may be designed for each individual's development, which is not possible. Therefore, individual aim of education seems to be impractical.
- Because of individual aim of education, there may be disequilibrium in the society as a few individuals may be more powerful and others may be weak in many areas of social action. Social control over individual may be minimized and that may cause a conflict in the society between the empowered and the under-privileged sections of the society.
- Inclusive nature of the society and its inclusive development is the demand of the time. If we emphasize individual aim of education, it may hinder inclusive growth and development of the society. Therefore, social development should be inclusive, in which all individuals in the society may live with love, happiness, sympathy, cooperation and moral values.

1.4.2 Social Aim of Education

Many educationists give more importance to social aim of education than individual aim of education. As individual is a part of the society, the development of society will bring in development of individual. The view of well-known educationist, Raymont, i.e. 'An isolated individual is a figment of imagination' very well explains the social aim of education.

Narrow Meaning of Social Aim of Education:

Narrow meaning of social aim of education emphasizes optimum power to be with the state to control the individual. There may be the apprehension that the individual rights may be violated because of unnecessary control on the citizens by the State. This may further suppress creativity of the individual. The suppression of the individual by the society may happen because the individuals have to adhere to the norms set by the society. The society may be controlled by a few individuals who frame the norms, rules and regulations for the entire society. This section of the society may occupy a prominent position in the society and dominate other members of the society. Therefore, social aim of education, in its narrow sense, gives a lot of importance to the society in comparison to individuals.

Wider Meaning of Social Aim of Education:

Wider meaning of social aim of education takes a mid-way between individual aim of education and social aim of education. Social aim of education is equated with

democratic socialism. It means that both the society and the individual will be given equal importance. Society will be the ideal, and individuals will work for the betterment of the society. At the same time, individual development needs to be addressed by the society. The democratic principles for fulfilling the needs and interests of the individual will be prioritized by the society. In the wider sense of social aim of education, both the society and the individuals work in a cooperative manner for the development of each other.

Arguments in favour of Social Aim of Education:

The following arguments are given in favour of the social aim of education.

- An individual exists within the society. The identity of an individual is known from the society where he/she lives. Therefore, society should be given more importance than individual.
- Human child is born with animal tendencies and instincts. It is the society that makes the individual a social being. It is therefore, society which gets more value than individual.
- An individual is nurtured by the society to realize his/her potentialities. Hence the individual should work for the betterment of the society.
- Development, preservation, and transmission of culture are three major concerns of the society. Therefore, every individual should work for these three major concerns of the society.
- It is the society that protects the rights and fulfills needs of the individual. Hence, it is the responsibility of the individual to safeguard its society and his/her culture.
- In the words of Raymont, 'An isolated individual is a figment of imagination'. Hence, individuals must make society stable and well organized (Quoted in Saxena and Dutt, 2009).
- There is a saying that 'United we stand and divided we fall'. It reflects the benefits of group living. So, every individual should work and live in the society with common social values.

Arguments Against Social Aim of Education:

The following are the arguments against the social aim of education.

- Social aim of education goes against the principles of psychology as individual differences pertaining to human abilities and other aspects of human development are not taken into consideration by the society.
- The ultimate contributors to the social development are the individuals. Therefore, individuals should get more importance than the society.
- According to the narrow meaning of Social Aim of education, society assumes a dominant role in comparison to individuals. Therefore, social aim of education has been criticized as there may not be recognition of the individuals and their contribution towards the society.
- Over emphasis on society and state may undermine individual rights and values. The values of equity and equality and democratic principles of education may not be promoted if the society and state are dominant over the individual.

- No society develops without the development of the individual of that society. If individual abilities like intelligence, aptitude, attitude, creativity, and other such talents are neglected, no society can develop. Therefore, social aim of education can be achieved when emphasis is given on the individual aim of education.

Activity 2

From the above discussion on individual and social aims of education, how can both of them be synthesized for their development? Give your opinions.

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1.4.3 Democratic Aim of Education

Quoting on democracy, the University Education Commission (1948-49), has mentioned, 'Democracy is a way of life and not a mere political arrangement. It is based on the principle of equal freedom and equal rights for all regardless of race, religion, sex or economic status'. This principle guides the framing of the aim of education of a democratic country. In a democratic country, there needs to be equilibrium between the individual need and the social need.

Democratic aims of education involve democratic values such as freedom, equality, fraternity, justice, etc. which are practiced by the citizens of the country for the social and national development. Let us understand some of the aspects/elements of democratic aims of education.

- Equal educational opportunities should be provided to all members of the society.
- Compulsory or universal education should be provided to children up to a particular standard. For example, in India, Right of Children for Free and Compulsory Education Act 2009, popularly known as Right to Education Act 2009, has been implemented from 1st April 2010, onwards to provide free and compulsory education to all the children within the age group of 6-14 years (Class-I to Class-VIII). It is the responsibility of every democratic country to provide free and compulsory education to its citizens till a particular level.
- There should be provision of Adult Education for achieving democratic aim of education. By implementing Adult Education programmes, skills and efficiency of adult illiterate learners are enhanced so that they contribute to the development of the country. Therefore, night school, skill based short-term courses, and other job trainings can be provided.
- Democratic aim of education promotes institutional autonomy. It means that the institutions of education should have the autonomy to develop their own curriculum, and launch academic programmes.

- Democratic aim of education emphasizes personality development and professional development of teachers. Therefore, orientation, refreshers, and theme based training programmes for teachers need to be organized by education system.
- Achieving all round development of the students is another democratic aim of education. It includes development of all aspects of students i.e. physical, mental, emotional, social, and spiritual.
- Developing national and international outlook is also a democratic aim of education. The purpose of this aim of education is to make the citizens practise the values of democracy, love their nation and also to have feeling of universal brotherhood and international understanding.
- Democratic aim of education also emphasizes on a dynamic and diversified curriculum, achieving social aims, fulfilling local and vocational needs and provision for leisure hour activities.
- Democratic aim of education focuses on implementation of varieties of teaching methods and activities so that students with diverse abilities can easily participate and take the benefits of teaching-learning activities.
- Democratic aim of education gives stress on self-discipline of the learners instead of imposing it on them. Democratic discipline does not believe in repression or compulsion rather than self-discipline.
- As per the democratic aim of education, teacher is considered as a friend, a philosopher and a guide. A teacher performs like a good supporter of students and facilitates them in their career paths.
- Democratic aim of education emphasizes the school administration should develop children into capable and responsible citizens and train them as future leaders.

Check Your Progress 1.2

Note: a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

5. Explain the wider meaning of Individual Aim of Education.

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6. State any two important points in support of Social Aim of Education

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7. Explain democratic aim of education in view of facilitating learners with diverse abilities.

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1.5 CULTIVATING VALUES THROUGH EDUCATION

Highlighting the importance of educational values, 'J.S. Brubacher (1962) said, 'to state one's aim of education is at once to state his educational values'. It means that aims of education are rightly associated with the values that the person has acquired. So, education and values are naturally related with each other. Saxena and Dutt (2009) explain values as quality of an individual or thing which makes that individual or thing important, respectable and useful. This quality may be internal or external or both. From philosophical point of view, value signifies neither a thing nor an individual, but a thought or a point of view. A person or a thing, which is useful to an individual, becomes valuable to him/her.

Internal and External Values

Values may be categorized under two types, Internal or Subjective value and External or Objective value. Internal values are our ideas and our qualities that guide us for our activities. Many internal values may not be exhibited but they help the individual in his/her life. Internal values are subjective in nature as they guide the person only.

External values are the qualities of an individual which are exhibited by him/her in many situations. They are outcomes of his/her external observation and judgment leading to actions. External values of practitioners in education influence them while designing curriculum, formulating teaching strategies and choosing teaching-learning resources for instructional activity.

Kinds of Educational Values

Brubacher (1962), in his book, 'Modern Philosophies of Education', has classified educational values into two categories, they are –

1. Immediate values
2. Remote values

1. **Immediate Values:** These values are usually related to satisfaction of biological and psychological needs of the children. If someone is interested in badminton and gets an opportunity to play badminton, he/she can fulfil his/her immediate need of playing badminton. If a child has an interest and liking for fine arts, he/she can fulfil his/her artistic need by engaging in fine arts activities. The above two examples, explain immediate needs and their fulfillment by individual actions.

2. **Remote Values:** These values are related to human intelligence and constitute rational needs. Fulfilling rational needs is sometime difficult. Each student has to make rational selection in order to achieve maximum gain from various

activities of the school. Hence these values are related to rational selection of needs. The remote values are further divided into two categories, i.e. Instrumental values and Intrinsic values.

Instrumental values are judged good because they are good for something. These values are helpful for the person themselves. For an example, if a child wants to become a musician, knowledge of 'Tal' and 'Swar' are useful for him/her. This knowledge of 'Tal' and 'Swar' are the specific abilities of the child which help him/her to be a musician. These instrumental values may not be used for other vocations, but these are valuable for the person him/herself.

Intrinsic values are the values within an individual or an object which make him/her or it good. These values are the inherent quality of a person or of an object. If furniture in a classroom is good and useful for the students and teachers, it may be said that the furniture is having intrinsic values.

3. **Aesthetic Values:** Values which give us pleasure, happiness, etc. are called aesthetic values. Our school curriculum should incorporate a number of aesthetic values. They should be an integral part of our curriculum and teaching learning process.

4. **Democratic Values :** The values enshrined in our Constitution should also be practiced in the educational process. Equity, equality, national integration, unity in diversity, rights and responsibilities, liberty, etc. are the democratic values which need to be integrated in our education system.

5. **Moral Values :** The moral values such as truth, goodness, honesty, sympathy and empathy, belongingness, cooperation, etc. need be to part of our education system.

Activity 3

Explain the following values with examples.

Immediate values: .....

Remote values : .....

Aesthetic values : .....

Democratic values : .....

Moral values : .....

1.6 EDUCATION AS DIFFERENTIATED FROM SCHOOLING, LEARNING, INSTRUCTION, TRAINING, TEACHING AND INDOCTRINATION

People sometimes confuse the concept of education with schooling, learning, training, teaching or instruction. Though these terms have close links with the process of education, they are different from the term 'education'. Let us discuss the distinctions between education and these terms.

Education: Education, in its wider sense is the process of development from birth to death or from 'womb to tomb'. In this sense, education is a lifelong process that includes all knowledge, attitude, skills and experiences. Thus, all experiences in life become educational in nature and the process of education continues in all personal and social situations. Education, in this sense, would certainly include all efforts for inculcation of values, attitudes, and skills that the society desires to be imparted to children.

Schooling: Schooling is an act of consciously imparting knowledge, values and skills in accordance with the requirements (social and individual) in a formal situation. In its essence, schooling is a limited educational exercise in terms of range of experiences provided. It is also limited to a specific period of human life i.e. from childhood till one leaves school, while the process of education continues throughout the life.

Learning: Learning is a process which results in more or less permanent modification of behavior as a result of practice of experience. Any relatively permanent modification of behavior in any aspect of human personality can be the result of learning. In contrast, education is concerned with the harmonious development of human abilities and powers, according to the needs of the individual and the society. While learning results in specific modification of behavior, education seeks to mould the entire personality and takes a global view of an individual's abilities. Another distinction is that, learning may be positive or negative, whereas education is always positive.

Training: Training is a series of activities involving instruction, practice etc. to produce desirable habits or behavior modification in particular aspects of life or vocations for example, teacher training, technical training etc. Thus, training aims at developing and promoting specific skills in a chosen area with a view to making the individual undergoing training an expert in the field or task concerned. Thus, training may be thought of as development of skills in a particular aspect whereas education is concerned with the development of the whole individual.

Teaching: Teaching is the means employed to effect desirable changes in human behavior. Teaching involves communication of ideas, values, skills, information and knowledge to the students. It uses systematic and scientific methods to make communication effective. Teaching aims at effecting learning in individuals with a view to educating them. Thus, teaching becomes an instrument of educating individuals along with other educative experiences.

Indoctrination: Indoctrination is a process of inculcating in the learners ideas, attitudes or a set of beliefs without entering to their rationality. Indoctrination is linked with the knowledge and skills that one acquire through teaching.

*(**Source:** The above section (1.6) has been taken from ES-334, Block-1, Unit-1, Education and its Nature, IGNOU, 2000)*

Activity 4

Compare education, schooling, learning, training, teaching and instruction each with one example.

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Check Your Progress 1.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

8. Explain aesthetic values with an example.

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9. 'Learning may be positive or negative'. Explain with an example.

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1.7 LET US SUM UP

The first unit of this course highlighted the concept of education from different perspectives. The aims of education have been elaborated in the light of the concept and nature of education. The broader meaning of education which prepares the individual for development of the nation and to work for national development is exemplified under the social and democratic aim of education. After reading this unit, you might have understood that the aims of education are to develop the individual abilities that one has and at the same time, to contribute towards the society for its development.

Values are the integral part of our education system. Therefore, cultivating values through education is also one of the important aspects of our school curriculum. In the end, the terms such as schooling, learning, instruction, training, teaching and indoctrination have been explained with examples in this unit.

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1.9 ANSWERS TO CHECK YOUR PROGRESS

1. 'Education' is to nourish or bring up the children for their complete development of personality and "Education" is to provide oneself knowledge and make him/her disciplined.
2. 'Shiksha' means 'control or to discipline' and the word, 'Vidya' means 'to know'. So the Sanskrit words 'Shiksha' and 'Vidya' which are synonyms the word 'Education'.
3. Self-exercise.
4. Tri-polar process of Education : Teachers, Students and the Social Environment
5. Wider meaning of individual aim of education emphasizes the individual development of the human child corresponding with the development of the society.
6. It is the society, that makes individual child a social being. Therefore, social aim of education is more important than the individual aim of education. The identity and the recognition of the individual are gained through the society. Therefore, social aim of education is important than the individual.
7. The democratic aim of education addresses the concerns of learners with diverse abilities and accordingly develops the curriculum to maintain equity and equality.

8. Pleasure, happiness, etc. When we read a poem, we feel happy and appreciate the creation of the poet. (Other examples can be given by the learners)

9. Learning is acquisition of new experiences and formation of habits of these new experiences. Good individual habits result in positive learning and bad individual habits result in negative learning.

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UNIT 2 SCOPE OF EDUCATION

Structure

2.1 Introduction

2.2 Objectives

2.3 Scope of Education from the Viewpoint of Different Learning Environments

- 2.3.1 Informal Education
- 2.3.2 Formal Education
- 2.3.3 Non-formal Education

2.4 Scope of Education from the view point of Major Focus of the Study of Knowledge

- 2.4.1 Liberal Education
- 2.4.2 Professional Education
- 2.4.3 Vocational and Technical Education

2.5 Scope of Education from the Viewpoint of Mode of Providing Education

- 2.5.1 Face-to-Face Education
- 2.5.2 Open and Distance Education
- 2.5.3 Online Education
- 2.5.4 Comparison among the Face-to-Face, Distance and Online Education

2.6 Let Us Sum Up

2.7 References and Suggested Readings

2.8 Answers to Check Your Progress

2.1 INTRODUCTION

In the earlier Unit, we have discussed the concept and nature of education. In this Unit, we will acquaint you with the scope of education. By scope of education, we mean the educational operations in terms of different learning environments, study of knowledge and mode of providing education. As you know the scope of education is very wide. It cannot be equated with the knowledge acquired through formal schooling system alone. The informal and non-formal systems of education also equally contribute to education of individuals. The scope of education is also understood in terms of study of knowledge through liberal, professional, technical and vocational education. All the above branches of education provide a particular knowledge base to the students that include concept, principles and skills for practicing that knowledge. Moreover, education is transacted through face-to-face and distance education systems. Now-a-days, with the development of computer technology and internet, online learning is also getting popular. These can also be considered as the scope of education.

2.2 OBJECTIVES

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

- define the meaning and scope of education;

*[**Note**: Few content points of this Unit has been taken from Unit-3 'Scope of Education', MES-012, MAEDU, IGNOU, New Delhi, 2007]*

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- classify education from the viewpoint of different learning environments;
- discuss the inter linking of informal, formal and non-formal education;
- categorise education from the viewpoint of the major focus of the study of knowledge; and
- categorise education according to the mode of providing education.

2.3 SCOPE OF EDUCATION FROM THE VIEWPOINT OF DIFFERENT LEARNING ENVIRONMENTS

It is rightly said, education is a process from 'Cradle to Grave'. It means the process of education starts from the very beginning of birth of the child and continues till the death. Therefore, education is a lifelong and continuous process. We learn many things during our daily activities at different situations and different places, may be at our home, schools, market places, during travel in playground, during social gatherings, festivals and cultural activities, etc. Learning can happen at different situations, at different places and with different people. The event of learning cannot be restricted to Schools only. School is a formal system of education. Definitely we learn many things through the formal system of schooling but also we learn through various informal and non-formal systems of education. This section of the unit will make you acquainted with the scope of education from the view point of different learning environments, namely informal, non-formal and formal learning environments/systems of education.

2.3.1 Informal Education

Informal education takes place in any kind of informal learning environment that we come across with. As you know, we learn the traditions and cultures of our family by observing the different activities in our family as well as by interacting with the family members. Similarly, we learn many things about our society such as social living, culture and traditions, etc. by observing the social and cultural activities as well as by interacting with the members of the society. When we travel by a bus or a train, we come in contact with many people, interact with them and learn many things that we had not known earlier. All of us are familiar with how the farmers acquire knowledge from their ancestors about farming of different kinds of crops. The farmers cultivate all types of crops without receiving any kind of formal or non-formal training. All the above discussions explain the concept of informal education.

Based on our discussion, we may identify the characteristics of informal education as follows:

- Informal education is the outcome of the interaction between a child/ a learner with his/her social environment.
- Informal education is not organized and structured.
- Only desirable learning in an informal education can be called informal education.
- Informal education is purposeful but many times incidental.

- Informal education can take place in a variety of physical and social settings; there is no regular or prescribed form.
- Informal education is experimental in nature. It means the learner learns a lot through interacting with the learning environment.
- Informal education is a lifelong process which starts at the time of birth and continues till the death of a human being.

In summary, informal education includes all types of life experiences of the child that he/she acquires from different situations, places, persons, environments, etc. This is also called incidental education as the child gains knowledge incidentally through his/her interactions with different learning situations. Further, informal education prepares the learner to benefit from formal education. Therefore, learning starts informally and gets structured in formal system of education.

Activity 1

Define informal education citing at least one example.

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2.3.2 Formal Education

Since informal learning environment is unstructured, transmission of desirable learning experiences by the society requires a formal and structured learning environment. Educational institutions like school and colleges are formal learning environments or systems of education. They are called formal system of education as they enforce a formal process to educate the child. Let us understand what is meant by formal education.

Coombs, Processor and Ahmed (1973), defined "formal education is the hierarchically structured, chronologically graded education system, running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full time technical and professional training".

The above definition of formal education depicts that the learning experiences provided through formal system of education are vertically and horizontally structured. Vertical system of education means, that it starts from primary school education to university education and horizontal system of education means that it caters to all forms of education that include general education, technical education, professional and vocational education. The various aspects of formal system of education are as follows:

- Formal system of education has a particular aim and purpose. The aims of education at different levels of schooling and also in different types of education are different. So before planning any formal system of education, aims and purposes are determined.

- There is a particular time schedule for implementing any formal system of education. We can say that elementary education is of eight years of duration, secondary education is of two years of duration, senior secondary education is of two years of duration and college education is of three years of duration. Again, there is a formal time schedule for planning teaching-learning activities and completing the curriculum within the prescribed time.
- Every formal education has a definite curriculum and courses of study. Students receive necessary knowledge, attitudes, and skills through the prescribed curriculum.
- There are entry requirements for the students to get into a particular level of formal education. For example, to take admission in secondary class, one should have completed the elementary education. Similarly, to take admission in three year degree education, one should have completed senior secondary schooling.
- In formal system of education, teacher uses teaching-learning strategies that include classroom teaching, practical experiences, field-based experiences, participation in co-scholastic activities, etc.
- Formal system of education is operated through a centralized body that may be a Board or a University. For example, there are State Secondary Education Boards in different States for operating School Education. Similarly, Central Board of Secondary Education (CBSE) works for secondary and senior secondary education at the central level. For operating higher education, Universities work as operational bodies. They prepare curriculum, develop guidelines for its implementation, conduct examination and certify students.
- Every formal education is based upon certain learning outcomes. Achieving the specific learning outcomes is the goal of the formal system of education. The learning outcomes are assessed through formal evaluation system by the Education Boards or the Universities.

In a nut shell, we can say that the formal system of education is a structured process of organizing teaching-learning activities that include a pre-defined curriculum, proper plan of its transaction and implementation on a specified time schedule, daily interaction of teachers with students, centralized bodies to operate it, evaluating and certification of the performance of the students.

2.3.3 Non-formal Education

Like formal education system, non-formal education is also an organized system of education which includes centralized body for operating the system, programmes offered to a variety of clientele groups, curriculum and its transaction process, evaluation and certification. The major difference between formal and non-formal education systems is in terms of flexibility in planning and implementation of the system. In formal education, these is rigidity about the clientele groups, time schedule, duration of the programme, regular interaction between teacher and students, etc., whereas in non-formal education system, there is flexibility in terms of time schedule, classes, duration of the programme, examinations, etc.

Non-formal education system is also called as the alternative system of education. This in spirit fulfills the objectives of lifelong and continuous education. Even one can pursue education after entering job fields. This type of education is provided

through distance education system. Distance Education, Open and Distance Learning, Online Education, etc. provide non-formal education. Now let us discuss some of the characteristics of non-formal education:

- Like formal education, non-formal education has certain goals and objectives of the programmes. It offers learners learning experiences that it intends to provide to them.
- Unlike formal education system, non-formal education system is flexible in terms of completing an academic programme. For example, in distance education system, there is minimum and maximum time duration to complete a programme.
- Curriculum and courses of study are formulated keeping in view of the learning needs of the learners. Non-formal education curriculum is mostly customized and individualized as it caters to the needs of out-of-school children as well as the persons who are already in different professions.
- Curriculum and courses of study are formulated keeping in view of the learning needs of the learners. Non-formal education curriculum is mostly customized and individualized as it caters to the needs of out-of-school children as well as the persons who are already in different professions.
- Teaching-learning process is generally learner-oriented and flexible in nature.
- Like formal system of education, there is a centralized body which operates the system, plans and implements the programme, evaluates the achievement of the learners and certifies their performance.
- Assessment of learning outcomes is also carried out in non-formal education system.

From the above discussion, it can be concluded that most characteristics of formal and non-formal education are similar in nature except the rigidities in their implementation. The flexibility in non-formal system of education is as follows:

- Plan and implement short term programmes or courses for a small group of clientele, say illiterate, out-of-school children, the workers, etc.
- No need of regular classes, even the courses can be offered through distance education system.
- There is flexibility in duration of the programme and its completion.
- It addresses special clientele group not only for their professional development but also for development of their basic education.

Activity 2

Based upon your understanding, cite few examples of non-formal education and also explain how it is different from formal system of education.

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Check Your Progress 2.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What is informal system of education?

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2. Explain the major characteristics of formal system of education.

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3. What is the major difference between formal and non-formal education.

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2.4 SCOPE OF EDUCATION FROM THE VIEW POINT OF MAJOR FOCUS OF THE STUDY OF KNOWLEDGE

In the previous section, you have studied different forms of education in terms of learning environments, i.e. informal, formal and non-formal education. In this section, we will discuss the scope of education in view of study of knowledge i.e. liberal education, professional education, vocational and technical education.

2.4.1 Liberal Education

To understand the concept of liberal education, let us analyse the definition given by Lemann (2004) on liberal education. According to him,

"Liberal education is best defined with its most literal meaning. It is the education that liberates, that frees the mind from the constraints of a particular moment and set of circumstances that permits one to see possibilities that are not immediately apparent, to understand things in a larger context, to think about situations conceptually and analytically, to draw upon and muster knowledge when faced with specific situations".

From the above definition, it can be inferred that the pursuit of liberal education is to make the person free from particular set of constraints. It is an intellectual pursuit which makes the individual liberal in his/her thinking, doing and activities. Acquisition and utilization of knowledge with a broader perspective, creation of new knowledge, bringing changes in the existing knowledge structure and practices are objectives of liberal education. The academic pursuit of liberal education is to

create and cultivate human mind for the greater intellectual purpose. The boundary of liberal education is not confined to the areas of humanities and art education, but it extends to other areas of human knowledge and practices. There are many areas of human learning like education, value education, peace education, spiritual education, etc. where the mind plays a great role in conceptualizing and theorizing new ideas. Therefore, many elements of liberal education are also present in other areas of learning other than liberal arts education.

For example, 'Education' is taught as a liberal discipline and also as an area of practice. As a practice, it prepares teachers to transact school curriculum using proper pedagogy, whereas, as a liberal discipline, it focuses on broader dimensions of education as an area of knowledge. As a liberal discipline, 'Education' is taught in the colleges and universities to make students understand the body of knowledge of education; its theoretical, historical and intellectual perspectives; various areas of its practice; its wide research base; and its linkages with other cognate disciplines like Psychology, Philosophy, Sociology, Economics, etc. All these aspects of education as a discipline deal with intellectual pursuits.

2.4.2 Professional Education

One can find a number of definitions to define a profession. We present one of these definitions below:

"A profession . . . is a field of endeavour whose practitioners have a collective idea of the good in their work that does not overlap exactly with the self-interest of either themselves or their employers. Professionals have goals and ideals and purposes having to do with the history, the techniques and the social role of their field, which rise above the daily demands of work. They are in discourse with each other about matters broader than just the completion of the work assignment at hand. Professionals have to deal with complexity in their work. Professionals do work that has a public purpose."

(Lemann, 2004)

From the above definition and many more definitions, we can find out the following important features of a profession:

1) A profession renders a crucial social service.

2) A profession comprises a specialised body of knowledge, skills and attitude.

3) A profession requires continuous updating in the knowledge base and in-service practical training of the members.

4) A profession demands that its practitioners form professional groups or association to enhance and safeguard the interests of group members.

5) A profession expects its members to be guided by a code of ethics and professional values.

6) A profession ensures that its members grow in their professional careers.

7) A profession enables a professional to make his own judgement in relation to appropriate practices.

*(**Source:** MES-012, IGNOU, 2007)*

From the above discussion we can say that professional education is basically related to various aspects of social service, but for an individual the first and

foremost concern is to earn his/her livelihood. Professional education fulfills both the requirements. It prepares for a person to serve the nation and at the same time it also make the person self-sufficient for his/her livelihood.

2.4.3 Vocational and Technical Education

Like professional education, vocational education is deeply in the vocation that a family pursues. For example, during the earlier days, if the vocation of a family was carpentry, the members of the family from generation to generation followed the same vocation without getting a formal training. They learnt carpentry from the seniors of the family. But, now, the concept of vocational education has undergone change. Because of rapid development of industrialization, many training and vocational institutions have been established across the world for providing varieties of vocational training that the industries require. Now vocational education is also a part of higher secondary and higher education. After completion of secondary education, one can go for higher secondary education in general education stream or in vocational education stream.

Vocational education thus refers to education, which prepares a person for a particular vocation or occupation. The concept of getting traditional vocational education from the family or society has been widened to get it from the formal and informal institutions. In India, the concept of vocational education is very old. It was initially recommended in 1854 by Wood's Despatch which suggested for introducing pre-vocational education at the secondary stage. The Calcutta University Commission, in the year 1917, also recommended for establishing intermediate colleges with Arts, Science, Medicine and Engineering subjects. In the Wardha scheme of Basic Education, 1937, Mahatma Gandhi also emphasized the importance of craft centered education. The Secondary Education Commission (1952-53) recommended the introduction of diversified streams in higher secondary schools such as commercial subjects, agriculture, fine arts, etc. The Education Commission (1964-66) recommended work experience and vocationalisation as part of secondary education. For promoting vocational education, the contribution of National Institute of Open Schooling at the school stage and Indira Gandhi National Open University at the higher education level are also significant. Some of the important areas of vocational education are as follows:

Table 2.1 : Areas of Vocational Education

Sl. No.	Areas of Vocational Education	Vocational Education
1	Agriculture	Poultry Farming
		Dairying
		Sericulture
		Floriculture
2	Engineering and Technology	Mechanical Services
		Audio-visual Technician
		Computer technique
		Tanneries
		Sugar Technology

3	Health and Paramedical	Health Worker
		X-ray Technician
		Pharmacist
		Auxiliary Nurse and Midwives
		Primary Health Worker
4	Home Science	Food Preservation
		Interior Design
		Child Care and Nutrition
		Knitting Technology
		Pre-school and Crèche Management
5	Science and Humanities	Library and Information Science
		Photography
		Commercial Act
		Indian Music
		Classical Dance

*(**Source**: MES-012, MAEDU, IGNOU, 2007)*

Apart from the above areas of education, the National Skill Development Corporation (NSDC) has implemented more than 247 skill education programmes under Prime Minister Kaushal Vikash Yojana (2018-19). The skill education programmes are from different sectors such as agriculture, beauty and wellness sector, construction skill development council of India, Capital goods skill council, etc. Some of the skill education programmes are like, gardening, micro irrigation technician, greenhouse operator, tractor operator, organic grower, dairy farming, small poultry farming, Animal health worker, pressman, Export assistant, quality seed grower, etc.

*(**Source**: NSDC, India, 2020; Retrieved from https://nsdcindia.org/contentavailability/1408)*

Apart from the vocational education system, the scope of education for imparting technical education is also one of the prominent developments in India for its development. The development of technical education in India started with the establishment of All India Council for Technical Education (AICTE) in the year 1945.

The structure of technical education in India is given in four stages. The **first stage** is for certificate level programmes which are usually offered in the vocational and technical institutions. The **second stage** of technical education offers diploma level training courses, through the Polytechnic Institutes. At the **third stage**, technical education is provided at the Degree level, is usually offered by the Engineering Colleges, IITs and NITs. The **fourth stage** of technical education which constitutes Post Graduate and Doctoral levels engineering programmes which offered by the NITs and IITs.

Check Your Progress 2.2

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

4. Explain the main focus of liberal education.

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5. Differentiate between professional education and vocational education.

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6. What are the four stages of technical education?

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2.5 SCOPE OF EDUCATION FROM THE VIEWPOINT OF MODE OF PROVIDING EDUCATION

The scope of education can also be understood in view of mode of providing education i.e. education provided through the conventional system, open and distance learning system and online education through Internet. In this section, we will discuss the mode of education: face-to-face education system and distance education system. Let us discuss each of these modes of education in details.

2.5.1 Face-to-Face Education

Face-to-Face education is generally a formal system of education. The concept of face-to-face system of education can be traced back to the Gurukul system of education, wherein there was regular contact and interaction between the Gurus and the Shishyas. That was a type of residential system of education in which the Shishyas were staying at the Gurukul till the completion of their education. Later on, the Gurukul system of education was replaced by formal education system for the common public. The State took the onus of providing formal education to its citizens. Now, Elementary education has become the right of the children. India is the 139th country in the world to provide free and compulsory elementary education to the children within the age group of 6-14 or up to completion of Class VIII. Elementary education in India becomes a fundamental right of the children through the Right to Education Act, 2009. Face-to-face education is provided to the students starting from elementary education to secondary, senior secondary, higher education, vocational and technical education

levels. The characteristics of face-to-face education are as follows:

- This is a formal system of education, in which there are regular classes for the students in a place called a School or a College or a University.
- A stage specific curriculum is designed and developed for implementation at that stage of education.
- Teacher teaches students using methods and techniques suitable for different subjects and topics and also organizes varieties of activities for all round development of the personality of the students.
- Teacher is mostly engaged in verbal communication throughout class lecture for teaching students.
- A proper time schedule is prepared for implementing the process of teaching and learning. The time schedule includes yearly plan, weekly plan, lesson plan, etc.
- Formal certificate is provided to students after assessing their performance through both formative and summative tests.
- Promoting students to a higher class requires acquisition of requisite knowledge and skills in the lower class.

2.5.2 Open and Distance Education

The Open and Distance Education System is alternative mode of providing education. Though it is a non-formal system of education, most of its operations are like a formal system of education. Education which is imparted through distance mode without regular class and interaction of students with teachers at a physical space is called as a distance education system.

Keegan (1986), mentioned the characteristics of distance education as follows:

- Open and Distance Education system is just like a quasi-permanent separation of teacher and learner during the process of teaching and learning.
- Students are provided a well prepared quality learning materials of the entire courses for their study which is called as the Self-Learning Material.
- Students are provided support services at different stages for their smooth study.
- Varieties of methods and media are used for transacting the curriculum such as print, audio-video, teleconferencing and radio counseling systems.

Moore (1990) defines distance education as “all deliberate and planned learning that is directed or facilitated in a structured manner by an instructor…..separated in space and/or time from the learners.” Kulandai Swamy (1992) defined distance education in a different way. He considers distance education as the third stage of the evolution of education. The first stage was the ancient Gurukul system of education, second stage is the conventional classroom system and the third stage is the distance education system which is characterized by flexibility, high productivity and capability to readily respond to market demands. He also considered distance education as an instrument that can satisfy the requirements of equity and universal education.

2.5.3 Online Education

Online education is a recent development in providing education for the learners due to the development of computer networking, internet, and various online learning applications. It is used for general as well as professional education both at the certificate, diploma and degree levels. The Ministry of Human Resource Development (MHRD), Govt. of India, has initiated Study Webs of Active-Learning for Young Aspiring Mind (SWYAM), an online system of pursuing education through Massive Open Online Courses (MOOCs) since 2017. (MHRD, 2019). The MOOCs aim to address the most critical issues in education, i.e. access, equity and quality. SWYAM offers online courses through MOOCs starting from Class-IX to Post Graduate Level.

Due to the popularity of internet and its wide use by learners it is now easy to get the online resources for study from YouTube, Open Educational Resources, National Digital Library (Govt. of India), eGyankosh (an IGNOU initiative), Gyandarshan-1, 2 and Swamprabha (Educational Televisions), and also from important institute, organization and university sites. One can pursue an online course from across the globe by using Internet and computer and mobile. It is cost effective, time saving, self-paced, and individualized. One can get varieties of learning experiences with quality instruction and learning resources. The international organization like Commonwealth of Learning (COL), also promotes online learning in the Commonwealth countries.

Activity 3

Visit the website of Ministry of Human Resource Development, Govt. of India and mention a few lines about the efforts made by the MHRD for promoting online learning.

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2.5.4 Comparison among the Face-to-Face, Distance and Online Education

From the discussions made earlier, we can now compare among face-to-face education, distance education and online education as presented in the Table 2.2:

Table No. 2.2 : Comparison among face-to-face, distance and online education

Face-to-Face Education System	Distance Education System	Online Education
Teacher and students are in regular contact and there are constant face-to-face interactions.	Teacher and students are physically separated but there is limited face-to-face contact between them.	Teacher and students are physically separated but they experience regular online contact and feedback.

Teacher decides the pace of students learning	Self-pacing of learning by the students.	Self-pacing by the students while learning through online media.
Lecture by the teacher and library books are major sources of information and strategies for curriculum transaction.	Self-learning print materials, varieties of electronic materials, along with counseling sessions and workshop are the major curriculum transaction strategies.	E-contents in terms of customized videos, audios, and texts available online are the main sources of information for curriculum transaction along with regular online discussion and assessment.
Constant peer and group interaction.	Individualized and self-pacing learning, less peer and group interaction.	Completely self-pacing learning. Possibility of online peer and group activities.
Education is less democratic; more autocratic.	Democratization of education.	Democratic and laissez-faire approaches to education.
Mostly teacher centered teaching and teacher directed classroom activities.	Learner centered instructional strategies with varieties of self-learning activities.	Learner centered instructional strategies with varieties of online learning activities.
Strict entry qualifications. Number of learners is less.	Relaxed entry qualifications. Learners get benefitted due to reasonable time.	Relaxed entry qualifications. Huge number of learners get benefitted at a time.
Both formative and summative assessment strategies are followed.	Formative assessment (without and with credits), assignments and summative assessment through offline mode.	Formative assessment (self-assessment strategies with credit system) and summative assessment through online mode.

Check Your Progress 2.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

7. Describe any two characteristics of face-to-face education.

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8. Define Open and Distance Education system.

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9. What is Massive Open Online Courses (MOOCs)?

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10. Write any two differences among face-to-face, distance and online education.

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2.6 LET US SUM UP

In this Unit, the main thrust of discussion was to present the scope of education in view of different learning environments, the focus of the study of knowledge and modes of providing education. The presentation of three different perspectives on the scope of education might have helped you to understand the scope of education.

Different learning environments provide us different experiences. Informal education which we get incidentally is very much important to get informed and acquire knowledge that can further help us to pursue a formal education. Both formal and non-formal education also provides us learning experiences in different learning environments. According to the focus of study of knowledge, education can be categorized into liberal, professional, vocational and technical education.

As per the changing scenario of education, education has also been continuously changing. Our system of education has evolved from the Gurukul system of education during the Ancient time through face-to-face education system to the most current online education system. Now, we are capable to address huge number of students at a time by providing them quality education through distance and online education.

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2.8 ANSWERS TO CHECK YOUR PROGRESS

1. Informal education takes place in informal learning environment. The examples of informal education are the family, the neighbourhood, community, market place, etc. Informal education is also called as incidental education.

2. Formal system of education is a time bound education system. It requires a formal curriculum, teacher, student, place of teaching, regular classes, certification, etc.

3. Formal education refers to an organized structure of education and its main aim is to provide individuals learning experiences both in vertical and horizontal learning situations. Non-formal education system provides flexibility in terms of time schedule, programme, and examination.

4. The main focus of liberal education is to undertake intellectual pursuit, which aims at cultivation of mind.

5. Professional education deals with a body of specialized knowledge and application of this knowledge to serve various requirements of the society. Vocational education refers to the forms of education, which provides a person learning experiences required of a particular vocation or occupation.

6. Certificate, Diploma, Degree and Post Graduate/Ph.D.

7. In face-to-face education system, there are regular classes and there is also a definite curriculum at a particular stage of education.

8. Education which is imparted through a distance mode without a regular class and interaction between students and teachers at a particular physical space is called as Open and Distance Learning system.

9. Massive Open Online Courses are offered online using Internet. A large number of students can study online through MOOCs at a time.

10.

Face-to-Face Education System	Distance Education System	Online Education
Teacher and students are in regular contact and there are constant face-to-face interactions.	Teacher and students are physically separated but there is limited face-to-face contact between them.	Teacher and students are physically separated but they experience regular online contact and feedback.
Teacher decides the pace of students learning	Self-pacing of learning by the students.	Self-pacing by the students while learning through online media.

UNIT 3 AGENCIES OF EDUCATION

Structure

3.1 Introduction

3.2 Objectives

3.3 Agencies of Education – Meaning and Classification

3.3.1 Classification of Agencies of Education

3.4 Family as an Agency of Education

3.4.1 Role of Family for the Development and Education of the Child

3.5 School as an Agency of Education

3.5.1 Role of School for the Development and Education of the Child

3.5.2 Relationship between School and Home

3.6 Community as an Agency of Education

3.6.1 Role of Community for the Development and Education of the Child

3.6.2 Relationship between School and Community

3.7 State as an Agency of Education

3.7.1 Role of State for the Education of the Child

3.8 Media as an Agency of Education

3.8.1 Role of Media for the Education of the Child

3.9 Interface Between and Among the Agencies of Education

3.10 Let Us Sum Up

3.11 References and Suggested Readings

3.12 Answers to Check Your Progress

3.1 INTRODUCTION

Every society wants that its knowledge, culture, traditions, etc. are preserved as well as transmitted to its future members. Preservation and transmission of knowledge and culture are performed by many social institutions like family, school, community, etc. For example, before entering the School, the children learn many things in the family when they interact with family members, and observe the things done by them in the family. Similarly, community, school, state and media also perform such functions. All these social institutions act as agencies of education and perform educational functions as expected by the society.

This Unit intends to discuss the role and functions of the above five agencies of education and how these agencies help in shaping personality of the children. The above agencies are not independent themselves. Each agency is linked with other agencies. All the above agencies work collectively for the development of the

Note: *A few sections of the Unit have been taken from 'IGNOU (2016). Agencies of Education (Unit-12). Philosophical Perspectives of Education.*

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children. Therefore, the present Unit will also discuss the interface between and among the agencies of education.

3.2 OBJECTIVES

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

- define the meaning of agencies of education and classify them;
- explain the role of various agencies of education such as family, school, community, state and media in education of the children; and
- analyse the interface between and among the agencies of education.

3.3 AGENCIES OF EDUCATION – MEANING AND CLASSIFICATION

In the Unit-1, we have explained that education is a lifelong process. It starts from the birth of a human being and continues till his/her death. During the entire period of life, human beings come in contact with various institutions. They acquire educational experiences through these institutions. These institutions are called agencies of education. The agencies of education can be classified into Family, School, Community, State, Media, etc. According to Bhatia (1994), 'Society has developed a number of specialized institutions to carry out the functions of education. These institutions are known as 'Agencies of Education'. Among the agencies, some are formal agencies of education, whereas others are informal agencies of education. In the next section, we discuss the classification of the agencies of education.

3.3.1 Classification of Agencies of Education

As mentioned by Brown (1947), quoted in Saxena (2009), classification of the agencies of education can be done in various ways. Let us discuss some of the important classifications of the agencies of education.

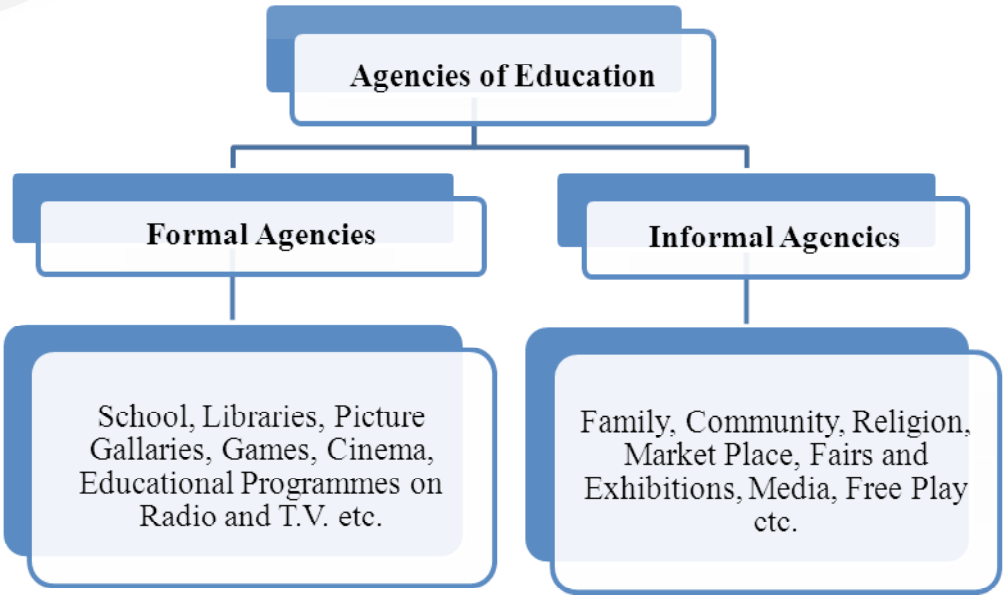

Fig. 3.1: Classification of Agencies of Education (Category-1)

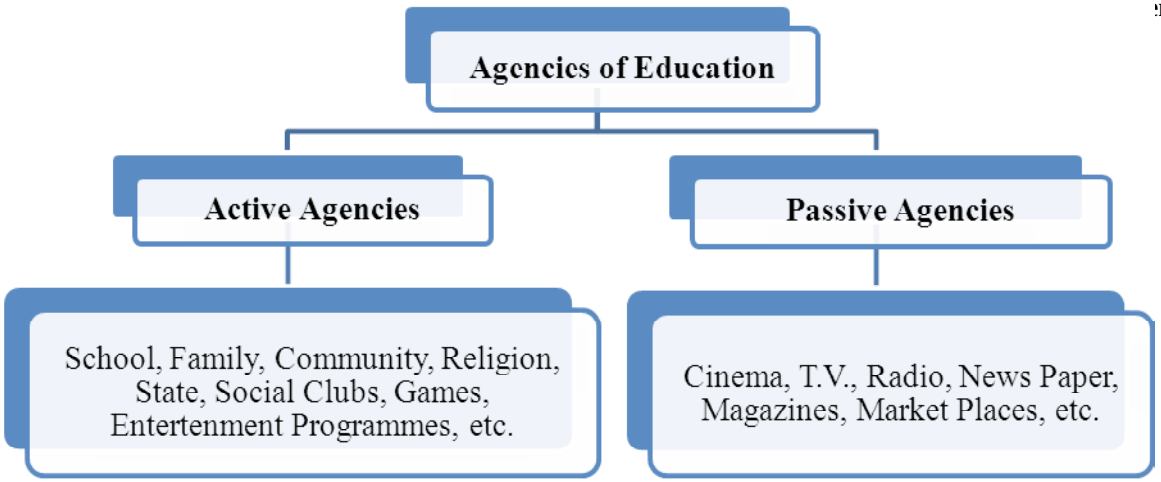

Fig. 3.2: Classification of Agencies of Education (Category-II)

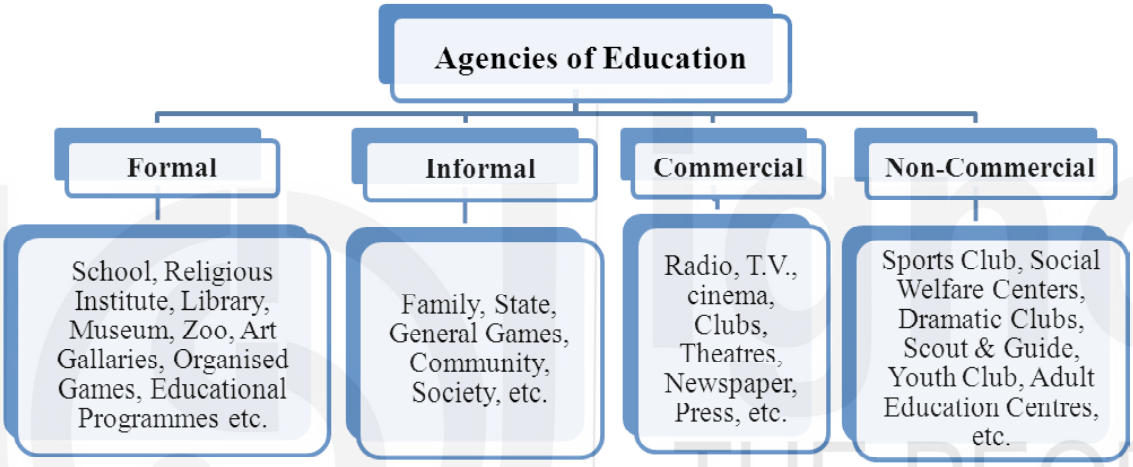

Fig. 3.3: Classification of Agencies of Education (Category-III)

(Source: Saxena, 2009).

As presented in Figure 3.3, agencies of education can be classified into different categories keeping in view their nature and functions of imparting education. It is true that only one agency of education is not enough for the child to get education for his/her development. Children get education from formal as well as informal agencies, active and passive agencies, commercial as well as non-commercial agencies of education. In the subsequent sections, we discuss a few important agencies of education.

Activity 1

Based on the classification of agencies of education given in Figure 3.3, classify agencies of education into some other categories as per your understanding.

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Check Your Progress 3.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What is an agency of education?

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2. Why are family, school and community called as the active agencies of education? Explain.

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3.4 FAMILY AS AN AGENCY OF EDUCATION

Family is an oldest, basic and fundamental unit of human society. Family nurtures the child from the very beginning of the birth of the child even when he/she is in mother's womb. A family consists of persons who interact with one another in different ways. A child in a family comes in contact with the senior and junior members of the family and from them learns culture, customs, values, etc. Therefore, family is called as the first school of the child. Socialization of the child starts with the family wherein he/she learns a lot of societal values from the members of the family. It plays a very important role in laying foundation of the child's personality in terms of physical, emotional, social, moral and cognitive dimensions.

A family has the following characteristics:

- Family is universal. It is found all over the world.
- A family consists of a definite number of persons living together having blood relation or otherwise among themselves.
- A family is a miniature of the society. The values of a society are adopted and practised in the family.
- Family plays an important role in moulding the personality of the child by facilitating his/her all-round development.
- Child develops a sense of responsibility in the family. Generally adult members of the family have greater responsibility than children.
- Family is one of the active agencies of education for inculcating desirable social values among the children for leading effective social life.
- Family is the first institution from where, the child gets formal recognition to be a member of the society.

3.4.1 Role of Family for the Development and Education of the Child

Family is actively involved in the development and education of the child. In the family, there are members who are emotionally attached with the child and play an active role in his/her development. The following are the major educational functions of the family.

- It educates the child by inculcating positive attitude, developing moral and social values, and desirable skills for social interaction.
- It teaches the child about the culture, tradition, and customs of the society and also, teaches him/her fellow feeling, love and sense of living together.
- It helps in physical, mental, and emotional development of the child.
- It facilitates the socialization of the child.
- It identifies the interests of the child and accordingly provides him/her opportunities to develop his/her interests.
- It not only provides the child basic necessities but also prepares him/her for future living.
- It makes the child ready for formal schooling.

Let us discuss the role of family in all round development of the child.

- **Physical Development:** The child spends his/her childhood with the family. During childhood period, the priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished properly. Moreover, it should engage the child in age appropriate plays and games for his/her physical growth.
- **Social Development:** The first act of socialization takes place when the child receives love and affection from his/her family. Family is the first social institution that socializes the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom, etc. which the child receives from the family. The child learns how to conduct in a righteous manner from the parents. He/she also observes day to day activities of the parents which impact his/her social behaviour. The manner in which the family conducts itself influences the future role and performance of the child.
- **Emotional Development:** The behavior of the parents influences the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family, which builds up emotional maturity in the child.
- **Mental Development:** Like physical growth, mental development of the child takes place in the family. From the very beginning of infancy, child learns various signs and symbols, speeches and imitates others in the family. The family educates the child, informally through various actions, plays, and stories.

- **Moral and Religious Development:** The parents are the first role model for the child. The values and behaviours of the parents are usually observed by the children. The parental behaviours create a value system in the children. The parents make them differentiate between the right and the wrong. The immoral acts of the children are checked by the parents at the very initial stage. The value system of the children gets developed by the moral and spiritual activities practised in the family.

Apart from these, the family performs the following functions for the development of the children.

- Develop in them a sense of patriotism towards the country.
- Make them understand their duties and responsibilities to the society.
- Develop in them respect for human life and dignity.
- Encourage them to preserve and transmit family values and culture.
- Develop in them interest and positive attitude towards people, society, etc.

Check Your Progress 3.2

Note: a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

3. Explain any two characteristics of a family

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4. Explain the role of family in the emotional development of the child.

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3.5 SCHOOL AS AN AGENCY OF EDUCATION

School is an important formal agency of education. It develops all-round personality of the children and makes them capable of adjusting themselves to the changing scenario of the society. School is the place where the children get enough opportunities to adjust themselves to various situations and learn many things. After home and family, school is the second important place where the children acquire different learning experiences and modify their behaviours.

The word 'School' has been derived from the Greek word 'Skhole' which means leisure. In ancient times, India had the *Gurukula* system of education where students were accepted as *Shishayas* and stayed with the guru in *Ashrams/ Gurukuls*. Teaching learning process was conducted in the Gurukul system through face-to-face interactions, story-telling, hands-on activities of different

nature, and expose to the nature for true learning. The objectives of learning were to understand life, nature and acquire values. It did not require only memorizing the information rather to reflect upon it for one's life practices. But now the concept of schooling has changed; it denotes a formal centre of education where the children need to be taught about the societal system, governance, civic structure, democracy, Country, demography, History, Languages, Mathematics, vocations, etc. The school system, thus, becomes an important agency of education.

3.5.1 Role of School for the Development and Education of the Child

The School is an agency of education and also is a miniature form of the society. It comprises the different stakeholders like teachers, students, parents and the government. The Schools has its own culture and social setting. Socialization is also an important function of the School. The process of socialisation of the child which takes place in family extends to school when he/she enters it.

Besides socialization, another significant function of School is the transmission of cultural norms and values to new generations. Students coming from different strata of the society are made to follow the rules and regulations of the School. School undertakes different activities at different levels to ensure overall personality development of the child. School, therefore, plays a significant role in laying the foundation of child's personality in terms of physical, cognitive, social, emotional, moral and spiritual development. In the changing scenario of education, the school basically performs two types of roles: manifestation role and emerging role. Let us discuss the two types of roles of a school.

Manifestation Role:

The following manifestation roles are performed by school.

i. **Transmitting Traditional Culture:** School, as an agency of education, transmits social culture, a process by which the culture of a society is passed on to its future members. Children are taught about culture, beliefs, values, and norms of the society. School helps the children develop self-concepts, emotions, attitudes and desirable behaviours for proper adjustment to the society. Every society has its own heritage and history. The main function of the School is to make the students aware of the cultural history and heritage of the society. This is done through formal teaching of History, Literature, etc.

ii. **Teaching Basic and Vocational Skills:** The School responds to society's need and complies with society's demands for preparing trained workers, intellectuals and well-educated citizens. The School trains the individuals for developing occupational and vocational skills. For accomplishing this job vocational abilities and interests of individuals are identified and are developed. Presently, the government of India is focusing more on skill based education starting from school stage. Even in the higher education curriculum, as per the Choice Based Credit System (CBCS), the ability and skill enhancement courses have also been included at the graduation level. It is because the main focus of education is to produce skills based human power.

iii. **Character Education:** The School inculcates values among the children. In school curriculum, moral science is integrated into different subjects. The stories of national heroes are also part of the curriculum. The School has a responsibility to create individuals of high morals and character. In School, students learn to follow rules and regulations; learn patience, learn to respect different beliefs and thoughts. School also teaches the learners to learn the ethics, values, morals, and life skills required for becoming responsible citizens of the country. The above aspects which are taught by the schools lead to character development of the students.

Emerging Role:

The school performs the following emerging roles among the children.

i. **Imparts Life Skills Education:** Today's society expects school to teach students life skills such as self-awareness, effective communication, creative thinking, critical thinking, problem solving ability, coping with stress, coping with emotions, etc. According to World Health Organization (WHO), life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and everyday challenges. WHO has prescribed ten life skills. Those are, Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, coping with stress, and Coping with emotions.

ii. **Promotes Functional Literacy:** School develops basic academic skills like reading, writing and arithmetic among students. Literacy generally means knowledge of 3Rs (Reading, Writing and Arithmetic). Apart from promoting general literacy, school also makes students functionally literate. Functional literacy implies knowledge, skills, attitudes and values by acquiring which an individual can face the challenges of life and lead a smooth life in the society.

iii. **Fosters Creativity:** School provides an environment for fostering creative minds of the children. It encourages children to think divergent and create new ideas. It promotes creative thinking among young children. There are activities in the school like projects which expect children to exhibit their creativity. Scientific exhibitions provide children a scope to exhibit their creative abilities by demonstrating innovative scientific innovations. School provides students opportunities for creating new knowledge and dissemination of that knowledge. School is, thus a rearing ground for fresh minds, novel ideas, innovative thinking, scientific observation, inquiry, etc.

iv. **Teaches Learners to Live Together:** According to Delors Commission (1996), 'the task of education is to teach at one and the same time, the diversity of human race and an awareness of the similarities between and the interdependence of all humans'. From the early childhood period, school must, therefore, take every opportunity to teach these two things. School actually allows children to explore the culture of their fellow beings. Students are made to respect viewpoints of other ethnic or religious groups and develop an attitude of acceptance of feelings and beliefs of other members in the group. School promotes religious harmony among the children. The children learn to co-exist with other members of other groups. It helps them to develop a receptive mind.

3.5.2 Relationship between School and Home

Parents send their children to School with the hope that their children will acquire knowledge, develop basic skills, and inculcate moral and ethical values. The contributions of home and school in the development of child are inter-depended. Both these agencies play an important role in the process of socialization of the children. Both the agencies of education are dependent on each other in terms of educating children and nurturing values among them. Schools organize parent teacher meetings for ensuring parental involvement and participation in the development of the school. Home, on the other hand, fulfils the basic requirements of the children and prepares them for school. Conducive environment at home influences the children in their involvement in school activities and solving the problems faced by them. Therefore, both the school as well as the home plays a critical role in the development of the children.

Moreover, in the Right to Education Act, 2009, it has been recommended to form School Management Committee (SMC) through which the parents can contribute to the school development activities and establish better relationship between the school and the home. This is quite evident that without the cooperation of home, school cannot function well and vice versa.

Activity 2

As a teacher, how can you improve the relationship between School and Home? State your suggestions.

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Check Your Progress 3.3

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

5. What manifest functions does the school perform?

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6. Explain the concept, 'Learning to Live Together'.

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3.6 COMMUNITY AS AN AGENCY OF EDUCATION

The term 'community' has been derived from two distinct words 'com' and 'munis', 'com' means togetherness and 'munis' means to serve. Thus the term 'community' means 'to serve together'. A group of people having commonality in their ways of living, principles and ideals is called a community. According to Ginsberg, 'community is to be understood as a group of social beings living a common life including all the infinite variety and complexity of relations which result from common life'. (Quoted in Swaroop Saxena, 2009).

Community is considered as an agency of education because community provides its members all sorts of facilities for getting education by using different means. It provides formal education by establishing schools and also provides non-formal education by establishing education centres for adult learners during evening hours. Community also provides its members all types of informal learning experiences. School run by a community is, therefore, called a miniature form of the society. As mentioned in the previous section, the RTE Act, 2009, has recommended to form a School Management Committee (SMC) for every school with an aim to bring community closure to school and establish good school community relationships.

3.6.1 Role of Community for the Development and Education of the Child

Community is an informal agency of education. Community is a larger social unit as compared to family. We have already studied that socialization, awareness about culture, development of the 'we feeling' and providing moral and religious education are the main functions of family. Community is a part of the larger society and family is a part of the community. Socialization is the main function of the community. By attending many community functions like marriage, festivals etc., children get to know about the value system and social culture. Through community, children learn customs and traditions which influence their social behaviour.

Role of the Community in Education:

As discussed, socialization is the main function of the community. School is also a part of community. Community plays an active role by interacting with the School and improving its quality. Community makes all efforts for the all-round development of the children. It establishes hospitals, parks, and playgrounds for the physical development of the children. Community also takes the responsibility to establish, Zoo, Libraries, etc. which influence the life and activities of the children. Every community has its leaders and performers and wants its future generations to emulate them.

According to the Delors Commission (1996), 'the main parties contributing to the success of educational reforms are first of all the local community including the parents, the school heads and teachers"….. Again in RTE Act 2009, the main role that has been entrusted to the community through the School Management Committee (SMC) is to prepare and implement the School Development Plan (SDP) which includes all aspects of the development of the school. It is obvious that local community plays a paramount role in the development of the school. The community wants its members to be responsible

citizens and add to the productivity of the nation. Therefore, educational development depends on the effective participation of the community in the schooling process.

Apart from the above, the community also undertakes the following roles:

- Establishes school for the education of the children.
- Actively participates with school authorities to prepare School Development Plan and observe closely for its implementation.
- Extends support to the development of school infrastructure, human resources and generation of finance for various developmental activities of the school.
- Provides the school support for organisation of adult education, vocational and skill based education.

3.6.2 Relationship between School and Community

Learning is a continuous process which encompasses Home, School, Peer Group, Community etc. School, as a social institution and as an agent of socialization, needs to have a good relationship with community. The community can involve itself in various activities of the school and can also contribute to the curriculum process. According to the National Curriculum Framework, 2005, (p.88), the participation of the community in the child's world of education and learning should be allowed to:

- transfer oral history and traditional knowledge to children, while the school encourages critical thinking and reflection wherever it is required;
- influence the content of subjects and add local, practical and appropriate examples;
- support children in their explorations and creation of knowledge and information;
- support children in their practice of democracy through their participation in information generation, planning, monitoring and evaluation with local governments and Schools;
- participate in addressing the constraints faced by children;
- participate in setting criteria for vocational training; and
- enable the village to become a learning environment for children realizing the concept of "village as a school".

*(**Source:** NCF, 2005)*

Bakwai (2013) was of the view that, 'School community relationship is a two-way symbiotic arrangement through which the school and community co-operate with each other for realization of goals of the community and vice versa'. Therefore, a school is a mini society that needs good relations with the community to function effectively. On the other hand, the community also needs the school for its survival and progress. Madumere (2004) was of the view that, 'School as a social system means that the School is a part and parcel of the society'. He added that since school belongs to the community, cordial relationship

between the school and community is the pre-requisite for achieving meaningful educational objective for the community and nation at large. Sadker (2008), was of the view that, 'community transmits its culture and views to the world'.

The community would only add to the overall performance of the school. In order to encourage community participation, schools invite parents and dignitaries from the community on the occasion of national festivals, and on other occasions like sports day, cultural day, School's annual day, etc. Schools have also parents' teacher associations, alumni associations, etc. which strengthen the relationship and co-ordination between the school and the community. Communities can also contribute to the development of school's infrastructure. Similarly, school can provide its infrastructure for community service. Community can be asked to pool in resources for education of the weaker sections of the society.

Activity 3

1. *Read the provisions of School Management Committee given in the Right to Education Act 2009 and point out the role of SMC for the development of the School.*

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2. *How can community be better associated with the activities of the school? Give suggestions.*

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3.7 STATE AS AN AGENCY OF EDUCATION

I. L. Kandel (Quoted in Swaroop and Saxena, 2009) defines 'State as an organized political community with government recognized by people'. The role of State is for the overall development of its citizens in terms of education, health, infrastructure, economy and other socio-cultural aspects. Being a major stakeholder in school system, State cannot be kept isolated for education of the children. In the hierarchy of school management, State occupies the top position to exercise its control over the education system in the country. It ensures that all children irrespective of caste, creed, religions, socio-economic backgrounds, etc. have access to educational facilities. Thus, it promotes the constitutional provision of equality of educational opportunity. It regulates the entire education system by preparing plans, executing them and providing educational supports to the students through various schemes of education. Let us discuss the role of state for the education of the Children.

3.7.1 Role of State for the Education of the Child

A democratic and liberal state takes the responsibility of educating its citizens. State as a major stakeholder in education in general and School in particular undertake the following roles for the education of the child.

Formulation of a National Policy on Education :

A liberal State takes the responsibility to develop an education policy for implementing it across the country. For that, the State constitutes committees to look into the matter by consulting various stakeholders in education, organizing seminars and workshops before making it final. Similarly the state also sets up various commissions from time to time give recommendations pertaining to different aspects concerned with different levels of education, like school education, higher education, teacher education, technical and professional education, etc. For example, the Secondary Education Commission (1952-53), was set up to recommend for school education system in India. National Policy on Education, 1986 provides detailed guidelines for education system of India which includes education at all levels. 10+2+3 system of education (10 Years of Secondary School Education, 2 Years of Higher Secondary School Education and 3 Years of Graduation Degree) was recommended by the National Policy on Education (1986) and subsequently, it was implemented across the country.

Implementation of National Policy on Education:

For effective implementation of National Policy on Education, the State launches different schemes of education. Through these schemes of education, different stakeholders get the benefits of education. The following are some of the schemes of education which have been implemented for the educational development of our country.

Table 3.1: Schemes of Education

S.N.	Name of the Schemes	Main Objective
1	Right to Education Act, 2009 (Implemented since 1st April 2010)	• To provide the children right to get free and compulsory Elementary Education (from Class I to VIII) within the age group of 6 to 14 years.
2	Mid-Day Meal Scheme (Launched on 15th August 1995)	• To enhance enrollment, retention, attendance and simultaneously to improve the nutritional status of children.
3	Kasturba Gandhi Balika Vidyalaya (KGBV) (2004)	• To provide the upper primary schools residential facilities for the girls from SC, ST, OBC and Muslim communities.
4	National Bal Bhawan(1956)	• To provide opportunity to the children for enhancing their creativity through creative art, writing, performance, physical education, scientific innovation, photography, etc. in a joyful environment.

5	Rashtriya Madhyamika Shiksha Abhiyan (RMSA) (2009)	• The scheme envisages interalia, to enhance the enrollment at secondary stage by providing a Secondary School within a reasonable distance of habitation, and with an aim to ensure Gross Enrollment Ratio (GER) of 100% by 2017 and universal retention by 2020. • To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc.
6	UDAAN(2014)	• To address the quality gap between school education and engineering entrance, by addressing three dimensions of education – curriculum design, transaction and assessment. • To enrich and enhance teaching and learning of science and Mathematics at Senior Secondary level. • To provide a platform that empowers the girl students and provides better learning opportunities to them.

(***Source*** : Govt. of India, 2020)

Activity 4

Write the names of at least two schemes of education with their objectives and beneficiaries which were launched by your State Government.

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Provision for Schools:

The State makes provision for Schools at different levels within the proximity of the students. As per the Right to Education Act, 2009, a child has the right to get free and compulsory elementary education up to the age of 14. There should be a school within the radius of one kilometre from the house of the children and the ratio of students and teachers will be 30:1 and 35:1 at the lower primary (Class I-V) and upper primary (Class VI-VIII) levels respectively. Therefore, the role of the State is to provide a school to the children within their reach.

Adult Education Centre:

Like the provision of Schools, the State makes provision for an Adult Education Centre at the village level to educate the illiterate adult learners and make them skilled in various occupations.

Finance of the School:

The State provides financial assistance to the schools and educational institutions for their proper functioning. It includes salary for the teachers, funds for infrastructure development in the schools as well as recurring amount for day-to-day expenses of the schools.

Appointment of Teachers:

The State appoints teachers in all schools as per the requirements and strength of students in the schools. As it was mentioned earlier, the State should maintain the ratio of students and teachers as 30:1 at the lower and 35:1 at the upper primary classes respectively (RTE Act, 2009). The responsibility of the State is not only to appoint the teachers, but also to ensure quality education in the schools.

Provision of Text Books and Study Materials:

The State provides textbooks and other study materials to the students free of cost. In every State, there is a State Council of Educational Research and Training (SCERT). The major functions of SCERT are to develop school textbooks and supply them to students timely and free of cost.

Provision of Scholarship:

The State provides scholarships to the poor and meritorious students and motivates them for studies. This is one type of incentive to the students for their study. National Talent Search (NTS) examination is conducted by the National Council of Educational Research and Training (NCERT) to identify the talented students at the school level and support them with scholarships and incentives. This is an example of how the state makes provision of scholarship for students at the school level.

Coordinating between School and Communities:

The State also acts as a coordinator between the School and Community for their proper functioning. As per the Right to Education Act, 2009, there is the provision of establishment of School Management Committee (SMC) in each school. The work of the SMC is to prepare the School Development Plan (SDP) and to observe its implementation with a close monitoring of the activities conducted in the schools.

Check Your Progress 3.4

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

7. How does the State implement Education Policy in the Country?

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3.8 MEDIA AS AN AGENCY OF EDUCATION

Like family, school and home, media also play a vital role in socialization of children. With advancement in the field of educational technology, media is being used for the purpose of formal and informal education. We are living in the age of science and technology. Mass media like radio, television, etc. can improve the quality of education as they make educational contents reach a large number of people. Mass media may be defined as the medium or agency through which ideas, attitudes or impressions are communicated to a large number of people. Currently, we find a number of interactive media like interactive radio, interactive television, teleconferencing, mobile, email, online conferencing which are used to interact with students in real time. Moreover, online education supports like Open Educational Resources, e-learning and Massive Open Online Courses are getting popular in the education system all over the world. Therefore, media play a significant role in education of students.

John Dewey has stated that education cannot be limited to the teacher or taught without social environment. So, mass media is used to create a virtual social environment in teaching-learning process. Due to mass media, education is not any more confined to the four walls of the classroom. Teaching-learning can take place without a formal classroom with the help of latest online technologies. Mass media can be used beyond the boundaries of a country and can make the entire world a family. Various media such as newspaper, TV, radio, films, internet, World Wide Web, social media, etc. can be used for educating the children.

3.8.1 Role of Media for the Education of the Child

Media is one of the means of educating the society. It is one of quickest means of providing education to the masses. Media is also now an important tool in the hands of the teacher. It is now used in the classrooms in the form of multi-media packages and social media. Success of education cannot be achieved merely by substituting human beings with technological aids, but by developing new teaching-learning methodologies using both human beings and technological aids. Information technology is undoubtedly providing knowledge, skills, improving understanding and changing attitudes.

Educational media has gained popularity both for individual learning and mass education. Information Communication Technology (ICT) is used in both formal and non-formal education systems. Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS), etc. are offering educational programmes throughout the country and in oversea countries through ODL, radio, television, and online learning. The Central Institute of Educational Technology (CIET) under the NCERT is mainly concerned with the development of audio-video programmes and online learning resources and is using these resources for School education. It is engaged in the use of television through INSAT to reach both school children and out of school children and teachers throughout the country. It produces Educational Television (E.T.V.) programmes and these programmes are being telecast via INSAT. The Electronic Media Production Center (EMPC) of IGNOU, also develops audio-video materials, conducts direct virtual teaching telecast through Teleconferencing and Interactive Radio Counselling for different learners.

The Delors Commission (1996; p.173), also observes that new technology has created a host of new tools for use in the classroom as under:

- Computer & Internet
- Cable and satellite TV education
- Multimedia equipment
- Inter-active information exchange system including e-mail and online access to libraries and public data base.

*(**Source:** IGNOU, 2000)*

NPE, 1986, has emphasized, 'modern communication techniques have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance become manageable. In order to avoid structural dualism, modern educational technology must reach out to most distant areas and most deprived sections of beneficiaries'. The National Knowledge Commission (NKC)) in its report also recommended online learning and use of varieties of media in the process of teaching and learning. Most importantly, the progress of Massive Open Online Courses (MOOCs) throughout the world and the present initiative of the Govt. of India for 'Digital Literacy' add further boost for the use of multimedia in education.

The multimedia system has promoted personalized learning which means a learner can learn on his/her own pace and according to his/her convenience. Online programmes are available on the Internet which enables the learners to pursue courses of their choice. Learning materials are also available online. No longer are students dependent solely on the classrooms and teachers. They have new opportunity to expand their learning by going beyond the classroom and accessing a lot of information online. All new technologies also contribute a lot to informal education of the masses.

According to NCF 2005, 'mass media can be used to support teacher training, facilitate classroom learning and be used for advocacy. Possibilities of teaching and learning at varied paces, self-learning, dual modes of studies, etc. could all benefit from the use of technology particularly ICT'.

Check Your Progress 3.5

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

8. What media does IGNOU use for delivering its programmes? Make a list of it

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3.9 INTERFACE BETWEEN AND AMONG THE AGENCIES OF EDUCATION

The agencies of education discussed in this unit supplement each other for overall development of the children. These agencies influence the children in their own ways. Continuous interface among Home, School and Community enhance the capabilities of the children. Home, school, the peer group, the community and the media could contribute a lot to education of children if these agencies work in a concerted manner.

Today's School is different from the ancient Gurukul system of education. Knowledge that the students acquire today is not solely from the face-to-face interaction that takes place between students and teachers at the school, students also acquire knowledge and get informed by using other media. Now-a-days, school is using multi-media approach for teaching the students. School uses text books, reference books, audio-video materials, television, radio, internet, and other e-learning tools for teaching the students. Therefore, learning takes place by using varieties of agencies of education with proper coordination among and between the agencies of education. Without the support and cooperation of the community, school cannot function well. Again the development of the community depends upon the involvement of schools in the community activities. Home is of course, one of the primary agencies of education which links the child with school and community. The State is at the apex. It prepares policies of education and implements it in the school by using various agencies of education like, media, community, family, school, etc. Therefore, the purpose of educating the child cannot be fulfilled neglecting any agencies of education.

The above agencies of education supplement each other for overall development of the child. These agencies influence the child in their own ways. A perfect environment created by the family, School and Community enhances the capabilities of the child. In this way the total environment comprising the family, school, peer group, community and the media influences the child in the process of learning and education. Thus, these agencies influence the child separately and further influence each other.

3.10 LET US SUM UP

We have dealt with various agencies of education in this Unit and their relationship in influencing the overall development of a child. The roles of formal and informal

agencies are intertwined and interweaved where one impacts the other. These agencies consciously and unconsciously educate a child and have their own utility. While a formal agency like School educates in a systematic manner through a planned curriculum and methodology, informal agencies provide knowledge informally. The family teaches children values and looks after their social development. At the same time, it remains an active partner with schools helping the children to study. Though today, a larger role is being played by the schools which are termed as emerging functions. The community shares responsibility with family in providing moral and religious education to the children. Apart from that, the community as an informal agency that provides facilities, and is involved in the development of the schools. It also regulates the curriculum of the Schools. The School actually works in collaboration with the community. Media, no doubt, plays a very effective role in providing information and knowledge which are a part of school curriculum and learning practices.

On the whole, these different agencies of education supplement each other in the overall development of the children. These agencies influence the children in their own ways. A perfect environment created by the family, school and community, State and Media enhance the capabilities of the children.

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3.12 ANSWERS TO CHECK YOUR PROGRESS

1. Agencies of Education are the social institutions like school, community, media, family, state, etc. which function as knowledge providers and educate the children.

2. Family, school and community are called as the active agencies of education as nourishment, grooming and education of the children are done directly by these agencies.

3. Two characteristics of a family are : (i) A family is having a size i.e. a number of persons living together with having blood relation or otherwise and (ii) family is a permanent institution for the child because from the family, the child gets formal recognition to be a member of the society and to lead a social life.

4. Family is a place where the child develops an emotional bonding as the members of the family are emotionally attached with each other. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the children.

5. School transmits culture and tradition, teaching skills and vocation and helps in character building and practice of values.

6. The concept, 'Learning to Live Together' helps the students develop a sense of living together, accept the feelings and culture of others, and to understand the whole universe as a large family.

7. The responsibility of a State is to develop a policy of education by consulting all the stakeholders of education and to implement the policy in its true sense.

8. For transacting academic programmes, IGNOU uses the media like Self-Learning Print materials, Radio and Television, internet, webcasting, online and also face-to-face interaction.

UNIT 4 HISTORICAL DEVELOPMENTS OF EDUCATION: AN OVERVIEW

Structure

4.1 Introduction

4.2 Objectives

4.3 Ancient Indian Education

- 4.3.1 Education during the Vedic Period
- 4.3.2 Education during the Buddhist Period

4.4 Education during Medieval Period

4.5 Indian Education in Modern Time

- 4.5.1 Education during the Pre-independence Period
  - 4.5.1.1 Macaulay's Minutes 1835
  - 4.5.1.2 Wood's Despatch 1854
  - 4.5.1.3 Hunter Commission 1882-83
  - 4.5.1.4 Indian University Commission 1902
  - 4.5.1.5 Calcutta University Commission 1917-19
  - 4.5.1.6 Hartog Committee 1928-29
  - 4.5.1.7 Govt. of India Act 1935
- 4.5.2 Education during the Post-independence Period
  - 4.5.2.1 University Education Commission 1948-49
  - 4.5.2.2 Secondary Education Commission 1952-53
  - 4.5.2.3 Education Commission 1964-66
  - 4.5.2.4 National Policy on Education 1968
  - 4.5.2.5 National Education Policy 1986
  - 4.5.2.6 Revised National Education Policy 1992
  - 4.5.2.7 Five Year Plans
  - 4.5.2.8 Niti Aayog
  - 4.5.2.9 Education as a Fundamental Right
  - 4.5.2.10 Draft National Education Policy 2019

4.6 Let Us Sum Up

4.7 References and Suggested Readings

4.8 Answers to Check Your Progress

4.1 INTRODUCTION

Development of education in India has a long historical past. The history of education in India can be traced back to the Gurukul system of education during the Ancient times. Since then, it has passed through several centuries of Indian civilization and reached the current stage of technology based education system. Development of education in every period beginning from the Ancient times has its own importance. India has witnessed many ups and downs of education during different periods, say, the Ancient, the Medieval, and also the Modern which includes both the pre-independence and the post-independence periods.

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The present Unit will help you understand and analyse the education system prevailing in India during different periods as mentioned above. This Unit will also help you understand the present development of education in terms of transformation of quality education at the School and the Higher education levels.

4.2 OBJECTIVES

At the end of the Unit, you should be able to:

- explain the education system prevailing during the Ancient period;
- critically analyse the education system practiced during the Medieval period;
- discuss the educational developments which took place during the pre-independence period; and
- critically analyse the developments and issues of education during the post-independence period.

4.3 ANCIENT INDIAN EDUCATION

India has a long history of well-established education system. The modern educational systems are the outcomes of educational systems prevailing during the past. Modern or contemporary systems of education draw their essence from the past educational systems. It is the historical outlook which helps in studying the problems of education. India has a magnificent history of education since the Vedic age. Indeed, there was an ideal education system during Vedic, Brahmanic and Buddhist era. Further, the ancient system of education was nourished by the Mughals who came to this land and settled in this country. With the advent of British in India, reform of the traditional system began and foundation of modern education system in India was laid down. After independence, Government of India improved the status and promoted the system of education to a new culminating point.

4.3.1 Education during the Vedic Period

The Vedas were the original source of the philosophy of life and system of education during ancient India. Education, during ancient India, consisted of teachings of the Vedas. Four Vedas, such as Rig-Veda, Samveda, Atharveda and Yajurveda are the sources of knowledge about the culture, civilization, life and philosophy of the people of Ancient India. They contain the philosophy of life. Rig-Veda is the essence of the basic teachings of the great Indian thinkers, teachers, rushis and munis. Education, during the Vedic period, was based on the text of Rig-Veda. Vedic education thus consisted of teachings of the Vedas.

Aims of Education

The ultimate aim of education during the Vedic period was to enable an Individual to understand truth and to attain Moksha. Moksha means 'liberation' and 'emancipation'. Also known as *Mukti*, it is derived from Sanskrit word *'mukt'*which means to be liberated from the life-death cycle. It is the final stage into which dharma, artha and kama automatically culminate. Dharma means living a virtual and moral life. Artha means attaining the means of wealth, security and prosperity. Kama means appreciating sensual pleasures, love and enjoyment. There are three goals of Purusarthas through which individuals move towards

achievement of Moksha. Other important aims of Vedic education were development of character and personality, sublimation of instincts, preservation of culture, character building and physical efficiency. Vedic education also intended to develop piety and sense of respect; to train the human cognition, intellect and memory; to make one fit to have healthy progeny; to make one live long, and to bring immortality within reach (Dash, 2008, p. 20).

*(**Source:** http://www.yogapedia.com, "Moksha", What is Moksha?)*

Methods of Teaching

Methods of teaching during, the Vedic period, emphasised repetitive recital or *avritti*. Mostly, three methods of teaching were being used by teachers during that period:

(i) Sravana (Listening): Students listened to the words or texts uttered by the teacher and memorized them.

(ii) Manana (Deliberation): It was an advanced method of teaching through which students were taught how to reflect on the topic taught by the teacher. Intellectual appreciation of truth was the prominent feature of this method.

(iii) Nidhidhyasana (Meditation): Through this method realization of truth was to be accomplished.The individual was helped by this method to realise the self.

Duties of students (Shishyas) : According to Rai (2001), the duties of the students who lived in 'Gurukul'were : (a) a student had to do the service of the 'Guru' and required works of the 'Gurukul'. He also prepared the necessities for the rituals like, Yajnas. (b) The student had to go out for alms. This developed the spirit of generosity in them. (c) His main duty was to study. He learnt and attended to the instruction of the 'Guru'very gently.Thus, it is clear that while living in 'Gurukul' he spent the life of an ideal student, which was simple and well regulated.

Relation between Guru and Shishyas : During the Vedic age, the Shishya considered his Guru as his father. "Guru, very affectionately looked after his taught" (Rai, 2001, p. 11). He never let him suffer in any way and always worked towards his all-round development.

Gurukulas : "The Gurukul system which necessitated the stay of the student away from his home at the home of the teacher or in boarding house of established reputation, was one of most important features of the Ancient Indian Education" (Altekar, 1944, p.30).

Qualities of Guru : Teachers of the Vedic age were of the uppermost calibre in the society in terms of knowledge and spiritual development. Residing in their 'Gurukulas', they always emphasised on religious and spiritual development of their thoughts. Thus, every obligation of the Shishyas (learners) was on 'Gurus', who continuously tried to improve the qualities of their learners so that they might become better than themselves. The teacher's responsibility was to show the correct path to learners for realization of ultimate truth (Nayak, 2012).

Curriculum

Curriculum, during the Vedic period, was chosen to enhance the process of all round development of the learner's personality.The students were taught to learn the four Vedas by heart and side by side they studied Sanskrit language and six Vedangas *Kalpa* (ritual), *Vyakaran* (grammar), *Jyotish* (astronomy), *Chhanda* (metrics), *Nirukta* (etymology) and *Shiksha* (phonetics).As far as courses of study and literature were concerned, the Vedic education was remarkable. Physical Education was also included in the curriculum. Some professional and technical subjects like Ayurveda or Chikitshavidya (Medicine and surgery), Astronomy, Ethics, Philosophy, Astrology, Military Education, Artha-sashtra, etc. also comprised the Vedic curriculum.

Fullness in Education – The comprehensive knowledge of some specific subjects was emphasized after knowledge of several basic subjects was acquired by students.

Importance of religious education – Ancient Indian education was dominated by religion. Kindness, forgiveness, perseverance, nobleness etc. were inculcated in students. "The knowledge of the sacred hymnology and sacrificial rituals was considerably systematized and it was transmitted orally word by word by the teacher to pupil" (Nayak, 2012, p.24). Teaching of hymns and rituals were emphasized by teachers.

Emphasis on character building – The Gurus thought that if the students would learn good habits from the early life then their future would be peaceful and happy. The learners were under the direct and personal supervision of their teacher, who was to look after not only their intellectual development but also their moral conduct (Altekar, 1944).

Women education- Women education also received proper attention during the Vedic age with the result that women became Rishikas after receiving education. They composed hymns too. They used to take part in religious rituals. They were also taught practical and useful handicrafts and household duties.

Physical education – Though the Vedic education was religious in nature, yet useful and needful subjects for general public were included in the Vedic curriculum. People could gain education of various arts and crafts side by side. Subjects like Agriculture, Animal Husbandry, etc. were taught through the Vedic education.

To conclude, we can say that the aim of 'Vedic' Education was very lofty. It aimed at providing students full opportunity for the development of human qualities. It is beyond doubt that 'Vedic' education was fully capable of building goodcharacter, providing knowledge in various subject areas, ensuring social prosperity, etc.

4.3.2 Education during the Buddhist Period

'Buddhism' evolved in India and was started by Gautam Buddha who was an Indian Prince of Sakya dynasty. Buddhism had spread over India by 600 B.C. and developed in the form of 'Sanghas'. Buddhism was not a sudden outcome of any thought. It was the natural evolution of the Indian thinking which was expressed in the ancient Indian religious, philosophical, social and political spheres

of the society. Buddhism spread through the 'Monasteries' and 'Vihars', where educational activities were carried out by the monks. In short, the history of education during the Buddhist period is closely related with the history of these monasteries and 'Vihars,' as there were no independent educational institutions or centres, other than those religious centres. Moreover, only monks or 'Shramans' were authorised to impart education to the people. Thus, the monasteries and 'Vihars' took the places of sacrificial altars and as a result, these places became the centres of leaving as well as cultural life.

Aims of Education

The aims of Buddhist education were individual as well as social. Under the individual aim, the development of moral character was emphasised; under the social aim, promotion of culture and social efficiency were more focused.The aim of education was to disseminate worldly and practical knowledge (Nayak, 2012).The most important aim of education was to show the path by which an individual can overcome the desires and ultimately achieve Nirvana.

Admission to Educational Institutions (Sangha)

Pabbja/*Phahajja* (The first Ordination) - In order to take admission in any sangha, monastery or vihar, one had to go through the initiation ceremony. Like the 'Upanayan' during the Vedic period, 'Pabbja' was performed during the Buddhist period, before a student could get into the Sangha. The novice, if he was eight years old, had to perform the *Pabbja/Phahajja* (orientation or initiation ceremony). Generally, everyone had the opportunity to undergo 'Pabbja' and become a part of the Sangha. It was ensured that parents permitted the pupil to join the monastery. There they received education for twelve years and during this period they were getting prepared for the Sangha –life.

Upasampada (The final Ordination) -After undergoing education for twelve years, the 'Monk at the age of 20 years had to go through the 'Upasampada' ceremony and then he became the permanent member of the 'Sangha'. Generally, the methods of performing 'Upasampada' were slightly different from Pabbja. After 'Upasampada', a student became a full-fledged monk, having no concerns with family life. Pabbja was a ritual for limited time but 'Upasampada' was permanent and for the whole life.

Curriculum

The curricula were oral, ceremonial and book-based. Monks passed on the religious knowledge to the learners. Most of the monks were carrying on the study of teaching of Buddha and 'Dharmshastras'. The curriculum of the Buddhist monks included the subject matters contained in the Tripitaka: (i) Sutta Pitaka was a collection of discourses on various subjects by the Buddha; (ii) Vinaya Pitaka comprised monastic code; and (iii) Abhidharma Pitaka contained the philosophical interpretations of the doctrines of Buddhism. So far as arts and crafts were concerned, students were taught spinning, weaving, painting, tailoring, writing, arithmetic, printing, etc.

Buddhist education was divided into two stages:(i) Primary and (ii) Secondary. At primary education stage, Reading, Writing and Arithmetic were taught and at Higher education stage, Religion, Philosophy, 'Ayurveda', Logic (Hetuvidya),

Metaphysics (Abhidharmakosa), Military training, etc. were taught. Everyone was free to choose his subject without any restrictions.

Medium of Instruction

The mediumof Buddhist education was the local language followed in the community. Lord Buddha himself gave his teachings in local languages at different places. It is, therefore, clear that there was not much importance given to Sanskrit in Buddhist education.

Methods of Teaching

The methods of teaching during the Buddhist period seem to have been oral. Teaching through questions and answer was mostly followed by teachers. To impart moral instruction, teachers took the help of telling stories through illustration. The stories, thus told, had a dramatic effect on the moral development of the students. Thinking and questioning were adopted as methods for promoting intellectual development. "The Buddhist system of education, like the Brahmanical, lays equal stress upon the efficacy of the method of debate and discussion in education" (Mookerji, 2011, p.452).

Buddhism aimed to answer to the old philosophical question: "How to attain Salvation?" Looking at the Buddhistic system of education from every point of view, it can be concluded that the system began to face downfall due to its own shortcomings and demerits, which developed in the later period in the monasteries and vihars. Even then, we find that 'Buddhist system of education" had more qualities than its demerits. Doubtlessly, Buddhist education laid the foundation stone of a rich culture and inspired people to lead pure, simple and ideal life.

Check Your Progress 4.1

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

1. What were the aims of education during the Vedic period?

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2. What was the medium of instruction during the Buddhist period?

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4.4 EDUCATION DURING MEDIEVAL PERIOD

During the medieval period, the Muslim rulers established their empires in India, they introduced a new system of education. Subsequently, the ancient system of education was greatly changed. No Muslim ruler apart from Akbar did praiseworthy works in the area of education (Rai, 2001). It was due to the fact that in maximum

cases praiseworthy work done by a ruler had been undone by his successors due to their indifferences and neglect (Dash, 2008).

Aims of Education:

The aims of education during the Muslim period in India were multifarious and they changed with change in rulers. The entire education system was influenced by religious principles which shaped the aims, the contents of the study and even the daily life of the pupils. Pupil acquired knowledge as a religious obligation. The Muslim education also aimed at the achievement of material prosperity.The aims of education during the Muslim rule in India may be summed up as follows:

i) Education was being imparted to strengthen the political position of rulers and to employ educated employees for smooth running of the administration.

ii) Education of this period aimed at the propagation of Islamic values, laws and social conventions. Therefore, the aim of education was to acquaint the students with the verses of Koran and Islamic culture (Nayak, 2012).

iii) Dissemination and mastery over social and moral codes of conduct were the chief aims of education. Masses were informed about the Muslims laws and shariyats of the holy Koran through Muslim Education.

Initiation Ceremony

The initiation ceremony was called 'Bismillah Khani'. It means the child was introduced to education after invoking God. Admission to maktabs was marked by a colourful ceremony called Bismillah. Initiation into religious studies commenced on the day when a Muslim boy would be four years, four months and four days old.

Types of Educational Institutions

During the Muslim period, there were basically two types of institutions, Maktabs and Madrasahs:

Maktabs: Primary education was provided in 'Maktabs'.These were elementary schools attached to mosques or run by private individuals imparting Muslim education in the three Rs (reading, writing and primary arithmetic) and the prayers were based on the Quran. The 'maktabs' attached to the mosque were perhaps the most permanent of Muslim educational institutions in India (Dash, 2008).

Madrasahs: Higher education was disseminated through Madarsahs. After completing the primary education, children were sent to 'Madarsahs' to receive higher education. Madrasahs were seats of higher learning patronised by royal families.There were separate teachers for different subjects. Special emphasis was also given to religious education and secular subjects.

Methods of Teaching

The methods of teaching in the Muslim educational institutions were Recitation and Cramming. Cramming and memorising were practiced in educational institutions.

Curriculum

Curriculum at elementary stage was focused on reading, writing, arithmetic and religious education. In 'Maktabs' children were made to remember the 'Ayats' of

'Quran'. After children had learnt the Arabic script, they were taught Persian language and script. The stories of Prophets and Muslim 'Fakir' were also taught to the children. Children were also imparted the knowledge of art of writing letters and conversation. The system of oral education was mostly prevalent in the educational institutions.

At the higher education stage, the curriculum was broad and comprehensive enough to contain the religious education and general education (non-religious).The religious education included the study of Quran, Mohammad Saheb and his conventions, Islamic laws and Islamic history, etc. The secular/general education included the study of Arabic literature, grammar, rhetoric, history, philosophy, mathematics, geography, politics, economics, Greek language, and astrology.

Medium of Instruction

Persian, which was the court language of the Muslim kings, was the popular medium of instruction. The study of Arabic, the language of the Quran was compulsory for Muslim

Education of Women

Women education was mostly ignored during the Medieval period. 'Paradah' system was present during the Islamic period. But during the Muslim period in India, education of girls received a great set back particularly at the secondary level (Nayak, 2012).Sometimes, young girls were taught in schools. Since they left school at an early age, they could not continue their education up to the higher level.

Examination system

There was no provision for annual examination of the modern type in the education system. Evaluation was a built-in, continuous process. Upgradations were based on assessment by the educators themselves. Degrees were awarded for specialised and in-depth study in various branches of learning **(Dash, 2008).**The most important of these degrees were: Fazil (specialised in logic), Atim (specialised in theology), and Qubil (specialised in literature).

In medieval India, the Islamic system of education as discussed above conformed to the ideals and objectives of life as laid out in the Quran, the religious scripture of the Muslims. Hence education was religion oriented. Much stress was laid on the teachings of the principles of Islam through the study of the holy Quran and also the propagation of Islam among the people of India.

Check Your Progress 4.2

Note: a) Write your answer in the space given below.

b) Compare your answers with the ones that are given at the end of the Unit.

3. What was the main aim of education during the Muslim rule?

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4. What is a Madrasahs?

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4.5 INDIAN EDUCATION IN MODERN TIME

The modern system of education was started by the Portuguese missionaries as early as 1510. Thereafter, the British Christian missionaries came to India and the education in modern India started with the advent of the Britishers. After coming to India, the Britishers established the East India Company, but in a short time the reign of the government was in the hands of the British Parliament. The education during the reign of East India Company was initially neglected as the company was busy in consolidating its rule in India. When one lakh rupees was sanctioned in the budget for the education in India in 1813 (Charter Act), Macaulay Minutes (1835) was written and submitted to William Bentinck, the then Governor General of India. The minute shaped the destiny of Indian education. However, the significant educational reforms under the East India Company began after the Wood's Despatch of 1854.

4.5.1 Education during the Pre-independence Period

The major developments in Education started during the pre-independence period, notably from the recommendations of the Macaulay's Minutes (1835). It continued till the independence of India with many other developments in education. Let us discus major landmarks in educational development during the British period.

4.5.1.1 Macaulay's Minutes 1835

The beginning of the state system of education in India under the British rule may be traced back to the year 1813 when the East India Company was compelled by then circumstances, both socio-economic and political, to accept responsibility for education of the Indians. However, it has its real roots in Elphinstones's 'minutes' of 1823 in which it was stressed on establishing schools for teaching English. Subsequently, Macaulay advocated education of the upper classes in India and advised the government for the dissemination of western learning through the medium of English. Macaulay's intention was to 'create a class of people, Indian in blood and colour but English in taste, opinions, morals and intellect' (Nayak, 2012, p. 139). The Minute submitted by Lord Macaulay was further endorsed by Lord William Bentinck which paved the way for educational development in India.

4.5.1.2 Wood's Despatch 1854

Through out the nineteenth century, downward filtration theory was the acknowledged goal of education. It dominated the scene of education throughout the century. Between 1813 and 1853, there was significant educational progress in the country. But there was no definite educational policy. When the Charter of East India Company was to be renewed in 1853, the government felt the necessity to conduct a thorough survey of education prevailing in the country and prescribe, in the light of this survey, a systematic policy for the future educational development

in the country. The Despatch of 1854, popularly known as the Wood's Despatch, observed the situation and gave a directive for the promotion of mass education. The recommendations of the committee were positively considered by the Board of Directors. Wood's Despatch derives its name from Sir Charles Wood who was the President of the Board of Control for India (Aggarwal, 2011).

Recommendations:

In order to achieve the major recommendations, the Despatch suggested the introduction of the following initiatives:

1. The Despatch declared that in all the provinces, the Department of Public instruction should be set up. Its highest official should be designated as the Director of public Instruction, and he should be assisted by Deputy Education Director, Inspector and Deputy Inspectors of Schools.
2. The Despatch suggested for the setting up of the Universities at Calcutta, Bombay and Madras and if necessary, at any other places too. All the Universities were to be modelled on the London University which was then an examining body.
3. The third scheme suggested by the Despatch was the establishment of a network of high schools in the country. The Despatch emphasised on the graded schools.
4. The Despatch suggested the Grant-in-aid system for the institutions which fulfilled certain qualifications. It also suggested that the rules and regulations for Grant-in-aid should be framed on the lines practised in England.
5. The Despatch laid importance on vocational education and to that end suggested the requirement of establishing vocational colleges and schools.
6. It recommended for the inclusion of Indian Languages and literature in the course of study.
7. In order to secure properly qualified teachers, the desire for opening training schools in every province of India was suggested by the Despatch.

Wood's Despatch, with all its merits and demerits, has an important place in the history of Modern Indian Education. It has contributed much to the organisation and stabilization of the present Indian educational system. As a result of this Despatch, three universities were established in the Presidencies of Bengal, Bombay and Madras.

4.5.1.3 Hunter Commission, 1882-83

As a result of the recommendations of Wood's Despatch, Universities were established in 1857 by the various Acts in Calcutta, Bombay and Madras on the pattern of the London University. There was a quick growth of colleges and other educational organisations but no appreciable progress was made in the field of primary education since 1854. However, the missionaries which ran English medium educational institutions introduced an organization in London identified as the 'General Council of Education in India (1878) to achieve their goals. The first Indian Education Commission was appointed in February 3, 1882 by Lord Ripon with Sir William Hunter (Member of Viceroy's Executive Council) as Chairman with other twenty persons as members, besides the President. The Commission is also well-known as the 'Hunter Commission'. It was the outcome of an agitation began by the Council in London.

The Hunter Commission was appointed primarily to assess the problems and development of primary education. But this Commission also made its suggestions in regard to secondary, higher, women and modern education. The Commission made very important recommendations regarding the expansion of education at different phases and recommended to initiate the system of grant-in-aid in the field of education. It was on the basis of suggestions of the Commission that a network of the primary schools was spread through out the country with secondary and higher education as well.

4.5.1.4 Indian University Commission, 1902

This Commission was set up essentially for two significant reasons. Initially, the university education system was extremely defective and nothing had been done till date to reorganise the system since its beginning. Secondly, the London University which acted as an ideal for the Indian universities had gone through a change in the year 1898. So, it was the correct time for the Indian university education system to undergo modification. Therefore, the Indian University Commission was set up by Lord Curzon on January 27, 1902 and in the same year by the month of June, the Commission gave its recommendations. The Commission's recommendations were accepted in the interest of strengthening and revamping of the present education system. On the basis of the Indian University Commission 1902, Indian University Act 1904 was enforced.

4.5.1.5 Calcutta University Commission, 1917-1919

Under the Chairmanship of Dr Michael Saddler, the Vice Chancellor of the Leeds University, the Calcutta University Commission was set up in 1917. The Commission was also known as the Saddler Commission. Although the Commission was mainly appointed to examine the problems of the Calcutta University, it found that the problems were very much related to the problems of other Indian Universities; thus it provided recommendations which were of great value to the higher education system in India as a whole. This report had a great effect on the progress of secondary and higher education in India. The Commission recommended for the establishment of secondary and intermediate boards in each province. It, moreover, advocated separation of intermediate courses from the university education and made important recommendation regarding the re-structuring of secondary schools. The recommendations in respect to the introduction of technological, professional and vocational courses contributed a lot to the subsequent educational developments in the country.

4.5.1.6 Hartog Committee, 1928-29

In May 1928, the Simon Commission (an Indian Statutory Commission set up for examining into social, political and economic developments of India) appointed an Auxiliary Committee, also called as the Hartog Committee, named after its chairman, Sir Philip Joseph Hartog. The Committee arrived at the conclusion that the expansion in the field of education was taking place at the cost of quality and that the immediate need of the hour was to improve the quality of education rather than to struggle to increase the quantity education. The Committee inquired into all the aspects of education in India and presented its report in September 1929. The Hartog Committee proposed various recommendations on primary education, secondary education and Higher education.

4.5.1.7 Government of India Act, 1935

The Government of India Act, 1935 was an important step towards the advancement of education leading to the attainment of the political freedom.A new system of administration called as the Provincial Autonomy came into force from the year 1937 in eleven provinces of British India. The hopes of educational advancement were not realized as the congress remained in power for a short duration of just three years. The Act of 1919 had made education partly for all the Indian and partly for the reserved category. But the Act of 1935 removed all classifications and brought the whole educational system to be administered by the Central government and the Provincial governments.

Check Your Progress 4.3

Note: a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

5. State two initiatives mentioned in the Wood's Despatch.

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6. What was the main focus of the Calcutta University Commission?

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4.5.2 Education during the Post-independence Period

This section focuses on major landmarks in the development of education during the post-independence period.

4.5.2.1 University Education Commission, 1948-49

The first major initiative in education taken by the Government after Independence was appointment of the University Education Commission 1948-49. The Commission was appointed under the Chairmanship of Dr. S. Radhakrishnan. This Commission is better known as Radhakrishnan Commission. The recomendations of the commission wee as follows:

- The maintenance of the highest standards of teaching, research and examination in the universities and colleges under their control.
- The courses of study in the universities with special reference to the maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of such courses.
- The standards of admission to university courses of study with reference to the desirability of an independent university entrance examination.
- The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.

- The need for more universities on a regional or other basis.
- The qualifications, conditions of service, salaries, privileges and functions of teachers and the encouragement of original research by teachers.

4.5.2.2 Secondary Education Commission, 1952-53

With the recommendation of an All-India Policy on Secondary Education laid down by the Central Advisory Board of Education made at its 14th meeting held in January 1948, the Government of India appointed the Secondary Education Commission in September, 1952 with Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University as its Chairman. The Commission was directed to suggest measures for re-construction of secondary education with particular reference to its aims, organization, content and relationship with other levels of education.

In spite of its limitations and inadequate treatment of certain problems, the Report presents a complete progressive blueprint for the future development of secondary education in India.

Its terms of reference were:

- to enquire into and report on the existing position of Secondary Education in India in all its aspects; and
- to propose measures for its reorganization and progress with particular reference to:
  - the aims, organization and contents of Secondary Education;
  - its relationship to Primary, Basic and Higher Education;
  - the inter-relationships among different types of Secondary Education; and
  - Other allied problems.

Moreover, the Commission was of the opinion that both the state and the central government should make every effort to find the necessary funds to implement these recommendations and adopt a planned and coordinated policy for the purpose of establishing standards in education.

4.5.2.3 Education Commission, 1964-66

Several recommendations of Radhakrishnan and Mudaliar Commissions had remained to be implemented and some of them were out of date. On account of all these there was the need for a new system of education. It was, therefore, felt that there should be re-organisation and re-orientation of all the stages of education; Primary, Secondary, University and Technical. Therefore, the Government of India appointed the Education Commission in 1964 under the Chairmanship of Dr. D.S. Kothari which is popularly known as Kothari Commission (Nayak, 2012).

The main objective of this Commission was to assess the whole educational system in India. The report comprises recommendations on all aspects of education. It covers education at all stages from the pre-primary through the secondary to the higher. The Commission's recommendations covered different areas such as reforms needed in education including a language policy; structure and quality in

education; and various aspects of school education including achieving the universal retention. It highlights not only the present defects in the system at each level, but also offers practical recommendations for eradicating them.

4.5.2.4 National Policy on Education, 1968

Based on the Kothari Commission's report, the National Policy on Education, 1968, was formulated. It was, for the first time, in the recent history of education that the members of all the political parties discussed together and prepared the draft of the statement. This draft was accepted by the Central Advisory Board on Education (CABE). Subsequently, the Government of India passed the resolution on National Policy on Education in 1968 and this formed the foundation of education reforms in India until the approval of the New Policy in the year 1986. It aimed to encourage national progress, a sense of common citizenship and culture and to strengthen national integration. The National Policy had given its recommendations on the following aspects:

- Free and compulsory education
- Status, emoluments and education of teachers
- Development of languages
- Regional languages
- Implementation of three language formula
- Achieving equal educational opportunity

4.5.2.5 National Policy on Education, 1986

Before the finalization of the National Policy on Education (NPE), 1986, it was made open to the general public for thoughtful debates under the title of "Challenge of Education". The declaration for the same was made on 11 August 1985.

The emphasis of the National Policy on Education was on the vocationalization of education. The term vocationalization was used to align education with areas like agriculture, rural development programmes, communication and other areas concerned as they were with the overall development of the economy. The policy also stressed the significance of Open University System of education to expand faster the level of higher education. The National Policy on Education specified that the nation should produce men and women with skills to use the recent and modern technology so that they can earn their livelihood without much suffering. The National Policy on Education 1986 considered education as a continuum. To earn the maximum benefits of the productive human resources of the country, the best mode is through spreading education. Accordingly, on the 7th May, 1990, the Government of India announced the appointment of a new committee "to review the National Policy on Education 1986".

4.5.2.6 Revised National Policy on Education, 1992

The National Policy on Education 1986 was modified in 1992 by the Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986. The revised recommendations were implemented on certain aspects like equity, social justice and education; early childhood care and education; adult and continuing education; education and right to work; higher education; technical and management education; and resources of education.

4.5.2.7 Five Year Plans

Planning is absolutely essential for the progress and advancement of a democratic country like India. Understanding the importance of planning for national development, Government of India set up Planning Commission of India in the year 1951. Five year plans were formulated since the year 1951. So far, India has formulated and complemented 12 five year plans and 12th five year plan was the last five year plan. Niti Aayog came into existence in the year 2015 to take over functions performed by Planning Commission.

First Five Year Plan 1951-56

In the year 1951, the First Five Year Plan was formulated with a vision of achieving the national goals and fulfilling desires of the people of India. For the improvement and promotion of education at primary, secondary and university levels, the following suggestions were made:

- ***Primary Education:*** The Plan suggested for the provision of educational facilities to 60 percent of children with the age group 6 to 11 and also recommended to bring the children to school up to the age group of 14.
- ***Secondary Education:*** The then secondary education was considered as stereotyped, examination-dominated and poorly equipped. In order to make secondary education self-supporting, steps were taken for the development of activities like agriculture, cottage industry and small scale industry. The central government decided to appoint the Secondary Education Commission in the year 1952.
- ***University Education:*** By the year 1951, there were 30 universities in the country. The plan sanctioned Rs. 14.03 crores for the advancement of university education. The shares of state and centre were 10.6 crores and 3.43 crores. The Planning Commission had also recommended for the establishment of University Grants Commission for managing higher education and administration of various universities in the country.

Second Five Year Plan 1956-1961

The second five year plan laid stress on education as follows :

- ***Primary Education:*** During this period, importance was laid on the expansion of primary education. The Plan viewed that "The problems of education at the elementary level are mainly two: the expansion of the existing facilities and the reorientation of the system of education on basic lines." The plan also mentioned about the wastage and stagnation at the primary level.
- ***Secondary Education:*** On the basis of the recommendations of Secondary Education Commission, the following measures were drawn up for the promotion of secondary education (Brahma, 2012).
    - High schools were to be upgraded up to higher secondary schools.
    - Junior technical schools and multipurpose schools were established.
    - New teacher training colleges were to be established for the provision of training facilities.
    - Conditions of teachers were to be improved by revising the pay scales of the teachers.
    - Proper guidance and counseling were to be given to the children.

- ***University Education:*** During this period, suggestions were made to introduce the three year degree course. Suggestions were also made to improve the university education and to increase the pay scale of teachers and to provide facilities for the professional growth of the university teachers.

Third Five Year Plan 1961-1966

The third five year plan laid emphasis on the following aspects:

- ***Primary Education*:** Much importance was given on the universalisation of education for the age group of 6-11. But the expansion of primary education was not in accordance with the growth of population.
- ***Secondary Education*:** As the recommendations of the Secondary Education Commission were carried out, it was observed that there was significant development in Secondary Education. Emphasis was also given on science education, establishment of multipurpose schools, and establishment of higher secondary institutions.
- ***University Education*:** Twelve more universities were established during this Plan period. For the qualitative improvement of university education, some measures were taken. The important measures were:
  - Introduction of three year course
  - Improvement of laboratories and libraries
  - Development of Post Graduate Studies and Research
  - Hostel facilities
  - Strengthening of scale of pay for teachers
  - Provision of evening and corresponding courses

Fourth Five Year Plan 1969-74

With a focus on Primary, Secondary and University Education, the Plan laid down the following plan of actions (Brahma, 2012).

- **Primary Education:** The Plan emphasized that priority must be given to the expansion of primary schools in educationally backward areas, minor communities and girls. The Plan suggested for the improvement of teaching standards and good evaluation methods. Text books were to be made available with lower price. The Plan also suggested for the extension of mid-day meal programme.
- **Secondary Education:** The Plan emphasized on a diversified system of education courses i.e. technical, commercial, agricultural, etc. Work experience came out as a significant aspect of education. Importance was given on national integration, cultural and religious tolerance, and healthy living.
- **University Education:** As there was substantial increase in secondary schools, the Plan suggested for the strengthening of university education. The Plan suggested for research facilities in Humanities, Science and Technical subjects.

Fifth Five Year Plan 1974-79

- ***Primary Education*** **:** During this Plan period, emphasis was given on addressing the causes of wastage and stagnation. The Plan emphasized on the improvement of the quality of education through work experience, co-curricular activities, etc.
- ***Secondary Education*****:** The Plan suggested that fulfillment of economic and social needs should be the main objective of the Secondary Education. It also suggested for setting a uniform pattern of 10 years of Secondary and 2 years of Higher Secondary schools.
- ***University Education*****:** The Plan emphasized on the opening of evening colleges, correspondence courses with an encouragement for private study. By providing more scholarships, research at higher level was also encouraged.

Sixth Five Year Plan 1980-1985

The Sixth Plan was prepared by considering the achievements and the short-comings of the past three decades of planning. The Plan had to cover a period of five years with effect from April 1980 to the end of March 1985. It emphasized on the qualitative improvement of education in building up the character and integrity of the student community.

Seventh Five-Year Plan 1985-1990

The Seventh Plan laid stress on improving the productivity level of industries through the up-gradation of technology. The important objectives of the Plan were to increase economic productivity, production of food grains, and generation of employment. Development of education was considered as one of the felt need since it is the tool for development of other sectors.

Eight Five-Year Plan 1992-1997

(Brahma, 2012) mentioned that outstanding feature of the Eighth Plan was modernization of industries. The gradual opening of the Indian economy was emphasized during this Plan period. During this Plan, India became a member of the World Trade Organization (WTO). The Plan period emphasized on control of population growth, reduction of poverty, generation of employment, strengthening of the infrastructure, institutional building, tourism management, human resource development, Nagar Palikas, N.G.O's and decentralization.

Ninth Five-Year Plan 1997-2002

The main objectives of the Ninth Five Year Plan of India were: (i) emphasis on rural development and prioritizing agricultural sector; (ii) adequate employment opportunities and reduction of poverty; (iii) accelerating the growth rate of the economy; (iv) ensuring nutritional security; (v) provision of basic infrastructural facilities like education for all, safe drinking water, primary health care, transport, energy, etc.; (vi) control of the population growth; and (vii) creation of liberal market for increase in private investments.

Tenth Five-Year Plan 2002-2007

The major objectives of Tenth Five Year Plan were to attain 8% GDP growth per year, reduction of poverty ratio by 5 percent by 2007, providing gainful and high-quality employment to the labour force, all children to complete 5 years of schooling

by 2007, reduction in gender gaps in literacy and in wage rates by at least 50% by 2007. Within the Tenth Plan period, it was aimed to literacy rates up to 75%.

Eleventh Five-Year Plan 2007-2012

The 11thFive Year Plan aimed to provide the opportunity to restructure policies to achieve a new vision based on faster, more broad-based and inclusive growth. It aimed at reducing poverty and focusing on connecting various splits that broke up our society. The 11th Plan aimed at putting the economy on a sustainable growth with the growth rate of approximately 10% by the end of the period. It aimed to create productive employment at a faster pace than before.

12th Five Year Plan 2012-2017

The 12th Five Year Plan was the last Five Year Plan in India. The Niti Aayog was set up replacing the Planning Commission aiming to provide policy direction to the Government. The main objectives of the 12th five year plan were : reduction of poverty; enhancement of regional equality within and across the states; improving living conditions of SC,ST,OBC and minority sections of society; creation of employment opportunities for the youth of India; and removal of gender gaps by 2017.

4.5.2.8 Niti Aayog

As a modified form of Planning Commission, National Institution for Transforming India, popularly known as NITI Aayog, was formed on January 1, 2015 through a resolution of the Union Cabinet. NITI stands for National Institution for Transforming India. It has been functioning since 1st January, 2015 with its focus on reform agenda by replacing Planning Commission which was formed on 15 March 1950. NITI Aayog is the Premier Policy Think-Tank of the Government of India which provides both directional & policy inputs. Contrary to the Planning Commission, which went with top to bottom approach in planning, in which, state has no right and representation in the body, NITI Aayog follows the bottom to top approach in which state can influence the decisions of the Centre. NITI Aayog consists of Prime Minister of India as the chairperson, Vice Chairperson, CEO, Permanent members, Ex officio and Chief Ministers and LG's and special invitees.

Functions of Niti Aayog

Niti Aayog performs the following major role and functions:

- To evolve a shared vision of national development priorities sectors and strategies with the active involvement of States in the light of national objectives.
- To foster cooperative federalism through structured support initiatives and mechanisms with the States on a continuous basis, recognizing that strong States make a strong nation.
- To develop mechanisms to formulate credible plans at the village level and aggregate these progressively at higher levels of government.
- To ensure, on areas that are specifically referred to it, that the interests of national security are incorporated in economic strategy and policy.
- To pay special attention to the sections of our society that may be at risk of not benefiting adequately from economic progress.

- To design strategic and long term policy and programme frameworks and initiatives, and monitor their progress and their efficacy.
- To provide advice and encourage partnerships between key stakeholders and national and international like-minded Think tanks, as well as educational and policy research institutions.
- To create a knowledge, innovation and entrepreneurial support system through a collaborative community of national and international experts, practitioners and other partners.
- To offer a platform for resolution of inter-sectoral and inter--departmental issues in order to accelerate the implementation of the development agenda.
- To maintain a state-of-the-art Resource Centre, be a repository of research on good governance and best practices in sustainable and equitable development as well as help their dissemination to stake-holders.
- To actively monitor and evaluate the implementation of programmes and initiatives, including the identification of the needed resources so as to strengthen the probability of success and scope of delivery.
- To focus on technology upgradation and capacity building for implementation of programmes and initiatives.

*(**Source:** Official Website of Niti Aayog, https://niti.gov.in/content/functions retrieved on 14.06.2020)*

4.5.2.9 Education as a Fundamental Right

The 86th Constitutional amendment was made in 2002 and inserted Article 21-A in the Constitution of India to make education as a fundamental right.The Right of Children to Free and Compulsory Education or Right to Education (RTE) Act was enacted by the Parliament of India in 2009. But the RTE Act came into effect on April 1st 2010. It provides the children the right of free and compulsory education in the age group of 6-14. It is responsibility of the state governments and local bodies to ensure that every child gets education in a school in the neighbourhood.

The main aim of the Act is to provide the opportunity of quality education for all the children belonging to the age group of 6 to 14. The Act makes provision for the children free and compulsory education in neighbourhood school till the completion of elementary education. It makes clear that 'free' means no child shall be liable to make any kind of payment or expenses which may prevent the child in the pursuance and completion of primary or elementary education. Compulsory education refers to commitment of the appropriate government to provide free education at elementary level and to make certain the compulsory admission; attendance and completion of elementary education for the children in the age group 6-14. Making elementary education a prerogative entitlement for children in the age group 6-14, the Act will directly benefit the children, who do not go to school at present. The School Management Committee (SMC) or the local bodies will identify the out-of-school children aged above six and admit them in classes appropriate to their age.

4.5.2.10 Draft National Education Policy 2019

The recent development in the field of education in India was the formulation of National Education Policy, 2019 by a Committee under the Chairmanship of K.

Kasturirangan. The draft report has been prepared and in circulation since 2015 to obtain suggestions before it is made final. The National Education Policy, 2019 envisages an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Check Your Progress 4.4

Note: a) Write your answer in the space given below.
b) Compare your answers with the ones that are given at the end of the Unit.

7. Write any two recommendations of the University Education Commission 1948-49.

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8. What was the terms of reference of the Secondary Education Commission?

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9. Mention any two functions of the NITI Aayog.

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10. What is the main objective of Right to Education Act, 2009?

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11. Discuss the vision of Draft National Policy on Education 2019.

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4.6 LET US SUM UP

Education is the responsibility of the State. Every liberal Government undertakes the responsibility to educate its citizens for the development of the country as education is the tool for all other developments. India has a unique history in the development of education at different periods. Presently, the realisation of the democratic form of education has reached after a long way experiencing many

ups and downs in education. To make education as a right is not the development of overnight matter rather it is the will power and continuous progressive work of the Government of the Country. The present Unit must have made you acquainted with the development of Education in India beginning from its Ancient times to the modern period. It must have familiarised you with the works and contributions of various Committees and Commissions towards achieving education in its quantitative and qualitative aspects.

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4.8 ANSWERS TO CHECK YOUR PROGRESS

1. The main aim of education during Vedic period is to enable an Individual to understand truth and to attain Moksha.
2. The medium of Buddhist education was the common and the local language of the persons.
3. The aim of Education during Muslim rule was mostly religious and was imparted for the propagation of Islamic principles, laws and social conventions.
4. Madrasha was the centre for Higher Learning during the Muslim rule.
5. Set up of Department of Public instruction and setting up of the Universities at Calcutta, Bombay and Madras.
6. The major focus point of Calcutta University Commission was in general to provide the recommendations for solving problems of Higher Education in India and in particular Calcutta University.
7. The maintenance of the highest standards of teaching and examination in the universities and colleges and maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of courses.

8. The term of reference of Secondary Education Commission was to enquire into and report on the existing position of Secondary Education in India in all its aspects; and to suggest measures for its reorganization and progress.

9. (i) To evolve a shared vision of national development priorities sectors and strategies with the active involvement of States in the light of national objectives.

   (ii) To foster cooperative federalism through structured support initiatives and mechanisms with the States on a continuous basis, recognizing that strong States make a strong nation.

10. Main objective of Right to Education Act, 2009 is to provide free and compulsory education to all the children within the age group of 6-14. It is the responsibility of the State to provide compulsory elementary education to the children.

11. The vision of National Policy on Education (2019) is to prevail India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

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