

Regular Evaluation of Assignments: A good deal or success of the distance education depends on the regular receipt of studiously prepared lessons and honesty done assignments by the students. But just as in the case of colleges, the house tests have lost their relevance or seriousness so in the same manner, the assignments in correspondence institutions are not taken in a very serious manner by the students. The universities must insist that at least 50% of the total number of assignments given to the students are responded by them. The quality of education imparted through correspondence courses would greatly depend on the steady and continuous two-way flow.

Arranging Contact Programmes: Contact programmes should be properly planned and executed.

Setting Up Study Centres: Study Centres should be set up at places convenient to students and having requisite infrastructure.

Provision of Travel Facilities to Students: Concerned transport authorities should be contacted to ensure the availability of reasonable facilities to students.

Provision of Board and Lodging Arrangement: All efforts should be made to make proper arrangements at reasonable cost.

Use of Electronic Media and Proper Communication: One of the most important features of the Distance University is the effective utilisation of the latest educational technology and audio-video media and their integration in an effective manner with the print material. This pre-supposes a well-equipped audio-video studio for the purpose of producing the audio-video tapes and also getting them ready for broadcasting the lessons.

Cost Factor: The expense of distance education is another constraint to its full development. One of its most important goals is to provide new opportunities to those who for socio-economic reasons could not remain in the formal system. As it is, in most cases, not designed for learners who can pay, distance education will remain largely dependent on government support and subsidies; it must, therefore, be viewed as a long-term investment in a country's future. In terms of its cost effectiveness and the large numbers of people it can reach, however, distance education does not appear to be an extravagance.

Training of Personnel: On a more practical level, the lack of trained personnel to develop distance education materials is a stumbling block. Most of the people working in distance education have come from the formal system and are attuned to the methods of traditional education. Their new roles demand a new set of skills and attitudes. Personnel must be reoriented and retrained for their changed task. Qualified producers, script-writers, technical support staff and presenters are all required. On the receiving end, the classroom teachers who will use distance learning methods must be trained to take full advantage of them.

Study Habit of Students: Since time for individual study is quite limited at the disposal of a correspondence student, only selected Indian books should be recommended.

Notion of Second Rate Education: As an alternative to face-to-face teaching, distance education has yet to gain full acceptance. Many students and educators

Major Commissions on Women's Education

DURGABHAI DESHMUKH COMMITTEE (1959)

The Government of India in conjunction with the Ministry of Education and Smt. Durgabhai Deshmukh as the chairperson set up a National Committee on Women's Education,

- to suggest special measures for women's education at the primary and secondary levels,
- to examine the problem of wastage,
- to examine the problems of adult women, and
- to survey the nature and extent of educational facilities offered by welfare organizations.

MAJOR RECOMMENDATIONS

- A National Council for education of girls and women should be set up.
- Wastage and sanitation to be reduced.
- Educational facilities to be provided for adult women especially for the
- Emphasis on professional and vocational education for girls.
- Pay scales of teachers to be revised.

BHAKTAVATSALAM COMMITTEE (1964)

The National council for women's education appointed a committee with Shri. M.Bhaktavatsalam, Chief Minister, Madras as the chairman to enquire into the causes of lack of public support, particularly in rural areas for girls education and to enlist methods for public co-operation.

Major Recommendations were:

Direct co-operation of public shall be encouraged by:

- Establishing private schools.
- Constructing a school building (contribute labor)
- Helping in the maintenance of the school building.
- Providing suitable accommodation for teachers and students in the rural areas.
- Creating public opinion in favor of teaching profession.
- Supplying uniforms, books, mid-day meals to encourage girls to study.
- Recruiting women teachers.

Other commissions, which have expressed concern regarding women's education, are:

- University Education Commission, 1948-49.
- Hansa Mehta Committee, 1962.
- Indian Education Commission, 1964-66.
- National Policy on Education - NPE, 1968, 1986
- Program of Action, 1986
- Ram Murti Committee, 1990
- Modified National Policy on Education, 1992
- Program of Action, 1992

of special teaching and learning behaviours. It is the physical separation that leads to a psychological and communication gap, a space of potential misunderstanding between inputs of instructor and those of the learner, and this is the transactional distance."

(5) Mackenzie N., Postgate R. and Scupham (1975) use the term 'Open Learning'. According to them Open Learning Systems are designed to offer opportunities for part-time study, for learning at a distance and for innovations in the curriculum. They are intended to allow access to wider sections of adult population, to enable students to compensate for lost opportunities in the past or to acquire new skills and qualifications for the future. Open Learning systems aim to redress social and educational inequality and to offer opportunities not provided by conventional colleges or universities."

(6) Wedemeyer (1971) discusses the concept 'Independent Study' which "consists of various forms of teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways for the purpose of freeing internal learners from inappropriate class pacing or patterns, of providing external learners with opportunities to continue learning in their own environment, and of developing in all learners the capacity to carry on self-directed learning."

A perusal of the above definitions indicates that the educators and researchers have defined the term distance education in different ways, each stressing certain aspects of the system.

Distance education is known by different names. On account of a variety of terms used for distant education, Prof. F.R. Jevons (1983) called it a "bewildering nomenclature". Important terms associated with this type of education are as under:

(1) Continuing Education; (2) Correspondence Education; (3) Correspondence Learning; (4) Correspondence Course; (5) Correspondence School; (6) Correspondence Teaching; (7) Distance Education; (8) Distance Learning; (9) Distance Teaching; (10) External Degree Programme; (11) External Studies; (12) Extra-mural System; (13) Home Study; (14) Home Tuition; (15) Independent Learning; (16) Independent Study; (17) Life Long Education; (18) Non-Formal Education; (19) Off-Campus Study; (20) Open Education; (21) Open Learning; (22) Open School; (23) Open; (24) Open University; (25) Out of School Education; (26) Postal Courses; (27) Teach Yourself Programme; (28) Tele University; (29) University of the Art; (30) University without Walls.

All the above mentioned terms are associated with non-traditional and non-conventional teaching-learning programme. These terms derive their names from the medium of communication. By and large, they are based on same economic, educational, philosophical and psychological basis.

21.2 CHIEF CHARACTERISTICS OF DISTANCE EDUCATION

1. There is physical distance between the teacher and the learner.
2. There is little face-to-face relationship.
3. There is no fixed classroom or lecture room.
4. There is less of oral instruction.

still consider it to be second-rate and the second-choice education for those who for some reason did not make it in the formal system. A way round this constraint is found where equal status is awarded to the degrees given in the conventional and the distance teaching systems. As the two systems are fully integrated, learners can transfer from conventional to distance education and vice-versa. This situation points out the strong need to take a more confident approach to distance education.

Present Position of Distance Education System

Besides IGNOU, there are nine Open Universities and 64 Institutions of Correspondence Courses and Directorates of Distance Education in Conventional Universities in India.

Total enrolment through this non-formal system of learning is nearly 13 per cent of the total enrolment of nearly 7.8 million students enrolled in Universities and Colleges.

National Open School, now called National Institute of Open Schooling

At the school level, the Central Board of Secondary Education set up the National Open School in July 1979 which subsequently became an autonomous organisation under the Ministry of Human Resource Development, Department of Education, Government of India. It offers a number of programmes.

21.10 SUMMING UP

Demand for higher education places is constantly rising. The average rate of growth in enrolment in the traditional higher education system is currently about 5-6% per annum. The participation ratio in higher education is about 6.5% of the relevant age group. On the other hand there is an ever increasing number of mature learners, including working people, who are looking for opportunities for higher education. All indications are that the demand for initial education (age group 17) and continuing education (mature persons) at advanced levels will increase further.

The development in communication technology have opened up unprecedented opportunities for large scale dissemination of knowledge and information. The multimedia learning packages are fast replacing the traditional practice of classroom instruction. The adoption of these technologies in India will provide the education system with the means to reach out to large numbers and transform the teaching-learning process significantly. There is, therefore, an urgent need to strengthen distance education system in India.

21.11 SOME WELL KNOWN OPEN UNIVERSITIES OF THE WORLD

1. United Kingdom Open University, Walton Hall, Milton Keynes, MK7 6 AA, United Kingdom (1969).
2. Universidad Nacional de Educacion a Distancia, Madrid, Spain (1972).
3. Allama Iqbal Open University, Islamabad, Pakistan (1974)
4. Everyman's University, Israel (1974).
5. Fern Universitat, Fleyer Strasse 204, D 5800 Hagen, West-Germany (1974).

5. There is no immediate supervision by the tutor present with his students.
6. Learning is on an individual basis and not on group basis.
7. There is multi-media use i.e., use of postal services, radio, TV, etc.
8. Industrial form of production is used.
9. Learning is on part-time basis.
10. Learner is more motivated.
11. It also provides for a two-way communication when contact courses are organised.

21.3 CORRESPONDENCE EDUCATION, OPEN EDUCATION, FORMAL EDUCATION AND DISTANCE EDUCATION

Correspondence Education and Distance Education: The basic difference between the correspondence education and distance education is the use of mode of communication. In correspondence education, postal system is the mode whereas in distance education postal system and multimedia are used.

Distance Education and Open Education: In distance education there may be minimum educational qualifications prescribed for joining a course but in open education there may not be any such qualifications required for pursuing a course. Open education is not limited to geographical boundaries.

<i>Distance Education</i>	<i>Formal Education</i>
1. It is indirect education, as it is not centred on face-to-face communication.	1. It is direct education, as it is centred on face-to-face communication.
2. It is part-time education.	2. It is usually full-time education.
3. It concentrates on the needs of the learner.	3. It puts the institution first.
4. It is flexible in the sense that a course can usually be completed in number of years.	4. A course is to be completed within a given period.
5. It takes into account the convenience of the learner.	5. It is teacher centred.
6. It looks for unorthodox modes and means of educating all those who are willing to be educated.	6. It depends upon conventional means of education.
7. Its place of instruction is not fixed.	7. Its place is fixed usually four walls of the school or college.
8. There is separation of the learner from his peer group.	8. Learners are in close contact.
9. It lacks a certain kind of vitality which only the presence of a teacher can generate.	9. It provides vitality with the presence of the teacher.
10. It uses media like computer, radio and television.	10. Print word is the most prominent element.
11. It is flexible with regard to qualifications for entry	11. It is rigid.
12. It may or may not be for a degree or diploma.	12. It is for a degree or diploma.

(Contd.)

21. To provide instruction in technical and vocational courses.
22. To impart basic knowledge to the farmers regarding modern ways of farming.
23. To enhance the technical knowledge of the farmers to such a level that they would take full advantage of printed literature dealing with agricultural sciences.
24. To enable farmers to pass on the acquired knowledge to others.
25. To assist elderly people, people in armed forces, dependents of embassies abroad, and others in improving their qualifications.
26. To solve the problem of increasing pressure on formal education.
27. To minimise the gap in the academic standard of the regular and private students through planned and regular postal education.
28. To ease the problem of financial constraints on the part of the government to start new educational institutions.

21.5 MERITS AND LIMITATIONS OF DISTANCE EDUCATION

Merits and Salient Features of Distance Education

1. It fulfills the needs of various categories of persons who are unable to make use of the formal system of education.
2. It is a very flexible educational system which is not limited by time and place restrictions.
3. Under this system a learner can progress at his own speed.
4. Distance education makes higher education accessible to all sections of society.
5. The courses cater to all segments of society.
6. There is no need to spend on buildings and other equipment.
7. In-service personnel, housewives, disabled persons, under-privileged people, people residing in remote areas, school drop-outs, etc., can all avail of the courses offered.
8. The inherent flexibility of distance education system is conducive to a greater variety of subjects of study.
9. It leads to self-learning.
10. It can reach remote areas through postal service or radio or TV.
11. It is an economical method of teaching-learning as compared to the regular formal system.
12. Teaching-learning can be made more efficient and powerful through the media like radio and TV.
13. It can supplement the studies of regular students.
14. It can be used at various levels.
15. Learners can take advantage of the lectures of the most efficient teachers which is not always possible in all conventional educational institutions.
16. Contact courses provide opportunities for face-to-face learning also.
17. Limited full-time academic staff is needed. Part-time teachers can deliver the goods.
18. Students are not concentrated in the campuses and there is little chance of student unrest.
19. Number of students in an open university system may be unlimited.

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20. The Indira Gandhi National Open University has its jurisdiction over whole of the country.
21. The likely higher quality of the self-instructional package produced by multidisciplinary team of experts for use in distance education seems likely to enhance the learning experience of distance students.
22. It suits all age groups.
23. It is very flexible. It even arranges courses as demanded by specific groups.
24. It provides equality of opportunity irrespective of income and status of individuals.

Limitations of Distance Education

1. The system of distance education has very limited scope for making people aware of cultural change and social development.
2. The courses become stereotyped in due course.
3. The scope for practical experience is very negligible.
4. Usually the provision for study-centres and book banks is very meagre.
5. The experts do not have the adequate means to ensure whether the students are entirely satisfied with the material given.
6. Normally suggestions are not invited from the students about the utility of the material.
7. The students are given extensive written material through post but the same is not suitably supplemented by discussion on radio or TV.
8. Periodic review of the courses is not frequent.
9. The students hardly get opportunities for different types of co-curricular activities during contact programmes except listening to lectures.
10. Opportunities of learning through social contact among students are very limited.
11. Generally speaking, same importance or weightage is not given to distance education degrees as is given to the degrees and diplomas obtained through formal education. By and large, it is considered an inferior type of education.

21.6 BRIEF HISTORY OF DISTANCE EDUCATION IN INDIA

University of Delhi was the first University to start correspondence course in higher education in 1962.

Andhra Pradesh was the first Open University to be opened in the country in 1982.

The National Policy on Education – 1986 (revised in 1992) says:

“The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education and to make it a lifelong process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.

The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened. It would also provide support to establishment of Open Universities in the State.”

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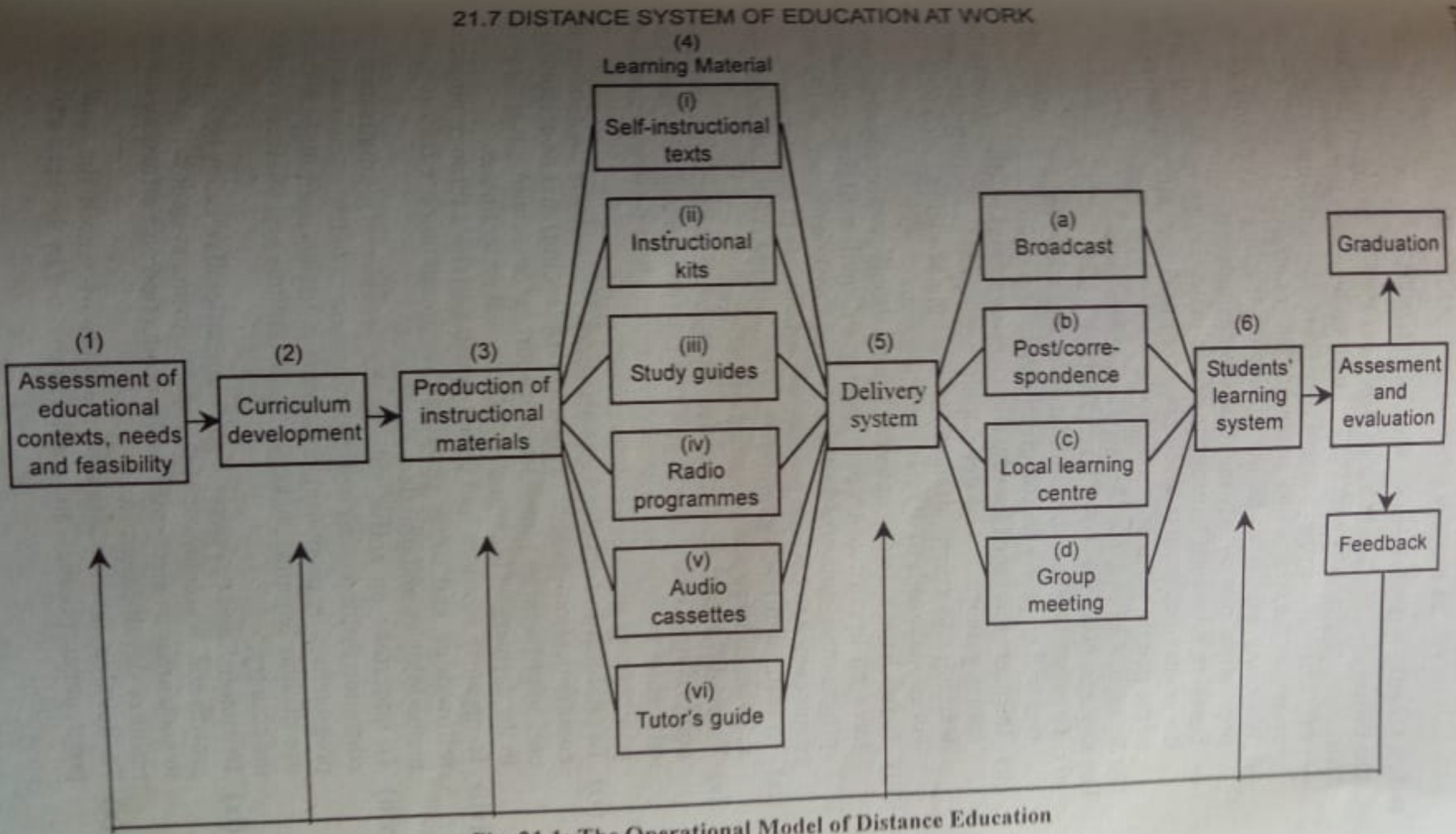


Fig. 21.1: The Operational Model of Distance Education

and teleconferencing system to electronically link all distance-teaching institutions in the country.

21.9 PROBLEMS OF DISTANCE EDUCATION AND MEASURES FOR STRENGTHENING IT

1. Selection of Need Based Courses.
2. Preparation of Material Reviews.
3. Selection of Course Writers Editors
4. Printing of Material
5. Provision of Infrastructural Facilities
6. Coordination with Postal Authorities
7. Guidelines for Correspondence Students
8. Timely Dispatch of Material
9. Evaluation of Response Sheets
10. Arranging Contact Programmes
11. Setting up Study Centres
12. Provision of Travel Facilities to Students
13. Provision of Board and Lodging
14. Use of Electronic Media
15. Cost Factor
16. Training of Staff
17. Study Habits of Students
18. Notion of Distance Education as Second Hand Education

Selection of Need-Based Courses: Courses should be need-based. Before starting a course, its potential users should be kept in view.

Preparation of Material: Material should be prepared in the regional language to be used in the course. Translation of material from English does not serve the purpose as sometimes it becomes superficial.

Selection: Sufficient care should be exercised in the selection of course writers, editors and reviewers. Experts and scholars are not necessarily most suited for this purpose. Persons with experience should be selected. Guidelines for each category of staff should be prepared.

Printing of Material: Printing of thousands of copies is a very challenging task. Related to this process are items like selection of printing press, type face, size of the booklet, procurement of white paper, art work, etc.

Infrastructural Facilities: The Open University will have to make use of the infrastructural and other facilities of the existing colleges. It will, therefore, be very necessary to maintain proper liaison with them. Programmes will have to be organised in such a way as to get the optimum results. The timings of the contact courses, will have to be adjusted suitably.

Timely Preparation and Dispatch of Material: It must be ensured that the material is prepared in time and dispatched properly.

Coordination with Postal Authorities: Dispatch of course materials requires proper planning and coordination with the postal authorities.

Guidelines for Correspondence Students: A correspondence student first be helped by supplying him with a brochure which should enable him to understand the method of studying the lessons before the first lesson is set to him.

- | | |
|---|--|
| 13. It is a system of mass education | 13. Education is imparted in a group. |
| 14. It is available even in the areas where there is no school or college. | 14. It is not possible without educational institution. |
| 15. It is available even to those with poor health or disadvantageous psychological conditions that inhibit them from undergoing institutionalised education. | 15. It is not available to such groups as they cannot attend educational institutions. |

21.4 MAIN OBJECTIVES OF DISTANCE EDUCATION

1. To provide a suitable alternative path to wider opportunities in education and especially higher education.
2. To provide an efficient and less expensive system of education.
3. To provide opportunities to students who had to discontinue their formal education on account of various circumstance—pecuniary etc.
4. To cater to the educational needs to people residing in geographically remote areas.
5. To provide for educational opportunities to students who had to discontinue studies because of lack of aptitude and motivation but who may later on become motivated.
6. To provide opportunities for citizens who are willing to improve their standard of knowledge and learning through continuing education while in business.
7. To provide opportunities to students who cannot find a seat or do not wish to join a regular college or university department although they possess the necessary qualifications to pursue higher education.
8. To provide opportunities to persons engaged in different professions to get higher degrees or certificates which may enable them to get higher jobs or promotions or better emoluments.
9. To cater to the needs of citizens who look upon education as a life-long pursuit and may like to refresh their knowledge and skill or to acquire knowledge and skills in new areas.
10. To provide opportunities for promoting aesthetic, citizenship and cultural values.
11. To provide courses according to the specific needs of individuals.
12. To provide opportunities for in-service training to teachers.
13. To provide opportunities for pre-service training to teachers.
14. To enable the students to learn while they earn.
15. To enable the students to earn while they learn.
16. To provide opportunities for getting education, vocational and personal guidance.
17. To help socio-economically backward students to receive education.
18. To make the educational institution go to the students, rather than the students coming to the university.
19. To provide opportunities to the educated citizens to study further while remaining at the places of their work.
20. To train in-service personnel in different fields to make them more efficient in their work.

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Distance Learning

21.1 MEANING OF DISTANCE EDUCATION AND ITS NOMENCLATURE

Distance education as the name indicates is a form of education in which there is usually a long distance between the learner and the teacher. (The word 'long' is a relative term and it has no limits). It is in a sense a remote control system of education wherein the learner and the teacher may not be face to face. They are separate by physical distance. Some of the important definitions of distant education are given below:

(1) In the words of Dohmen (1967) "Distance education is a systematically organised form of self-study in which student counselling, the presentation of learning material and the securing and supervising of students success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distances. The opposite of 'distance education' is 'direct education', or 'face-to-face education' : a type of education that takes place with direct contact between lecturers and students."

(2) Peter (1973) defines distance education as "Distance teaching/education (Fernunterricht) is a method of imparting knowledge, skills and attitudes which is rationalised by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialised form of teaching and learning. It is a method of indirect instruction implying geographical and emotional separation of the teacher and the taught. Whereas in mainstream of education, the relationship between teacher and students in the classroom is based upon social norms, in distance education it is based upon technological norms."

(3) In the words of Holmberg (1979) "The term Distance Education covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organisation". It is 'guided didactic conversation' with 'two-way communication'."

(4) Moore's (1991) definition is "The transaction that we call distance education occurs between individuals who are teachers and learners, in an environment that has the separation of one from another, and a consequent set

25. *Remedial instruction:* Students coming from Scheduled Castes and Scheduled Tribes are also likely to be deficient in the scholastic areas. The school may provide some remedial education programmes. Adoption of instructional strategies, such as peer group learning, monitorial assistance, diagnostic testing and tutoring would help to improve the educational levels of these learners.

Provision of outdoor games and activities, co-curricular and work experience activities will also help in the retention of such children in the schools and create an interest in them for continuing schooling.

26. *Monitoring of programmes:* A standing Committee of the Central Advisory Board of Education (CABE) under the chairmanship of Minister of Human Resource Development may be constituted to monitor and review implementation of all educational programme for the deprived sections.

27. *Special role of the teacher in the education of children of backward sections:*

Following are the important points which a teacher should take into account while teaching the students.

1. The teacher should take interest in meeting the needs of every type of child.
2. The teacher should ensure that his own behaviour and behaviour of students is free from bias.
3. The teacher must ensure that the interaction amongst the students is normal.
4. The teacher should understand the learning process in the context of characteristics of learners.
5. The teacher should appreciate that the special educational needs of the students reflect the special requirement of a learner calling for specific adjustment in regular educational programmes.
6. The teacher should keep in view that special needs can arise from physiological, intellectual, social and economic reasons.
7. The learner should be given importance as an individual rather than as a disabled or as a scheduled caste or scheduled tribe or a girl.
8. Educational adjustment has several dimensions like curriculum decision, class-room organisation, special teaching techniques and aids etc.
9. A teacher should be sensitive to the needs of socially disadvantaged learners.
10. The teacher should have a close link with parents to ensure regular attendance.
11. The teacher should make the parents aware of the special educational and other facilities in the school and the neighbourhood and impress upon them to make use of them.
12. The teacher should find out specific areas of deficiency in learning.
13. The teachers should take all possible steps to develop self-concept and positive image among such learners.
14. Special incentives be provided to such students.

15. The teacher's own example in his behaviour towards students belonging to these castes is the most effective and powerful way to build up a congenial climate.
16. The school staff should ensure non-discrimination between the children of Scheduled Castes, Scheduled Tribes and other communities.
17. The school staff should avoid the use of the caste names or derogatory words while calling roll calls or naming children.
18. Teachers should provide equal opportunities to all the children to participate in the curricular and co-curricular activities of the school, including games.
19. Frequent meetings between the staff, school teachers and parents of Scheduled Castes and Scheduled Tribes children should be arranged. The details of the schemes for promoting education amongst Scheduled Castes and Scheduled Tribes should be explained to the parents at these meetings. It should be impressed upon them that they must continue the education of their children.
20. Special attention should be paid to motivating parents to educate girls.
21. Teachers should suggest to illiterate parents the advantages gained by attending functional literacy classes in the adult education centre.

Summing Up: For the successful working of Indian democracy and the achievement of national objectives as contained in the Constitution, it is very important to take speedy measures for the promotion of education among the children of the weaker sections.

system is assured and mobility of students among open universities and between the open and the traditional systems is promoted through credit transfer, provision of multiple entry and exit points, modularity of programmes, and so on.

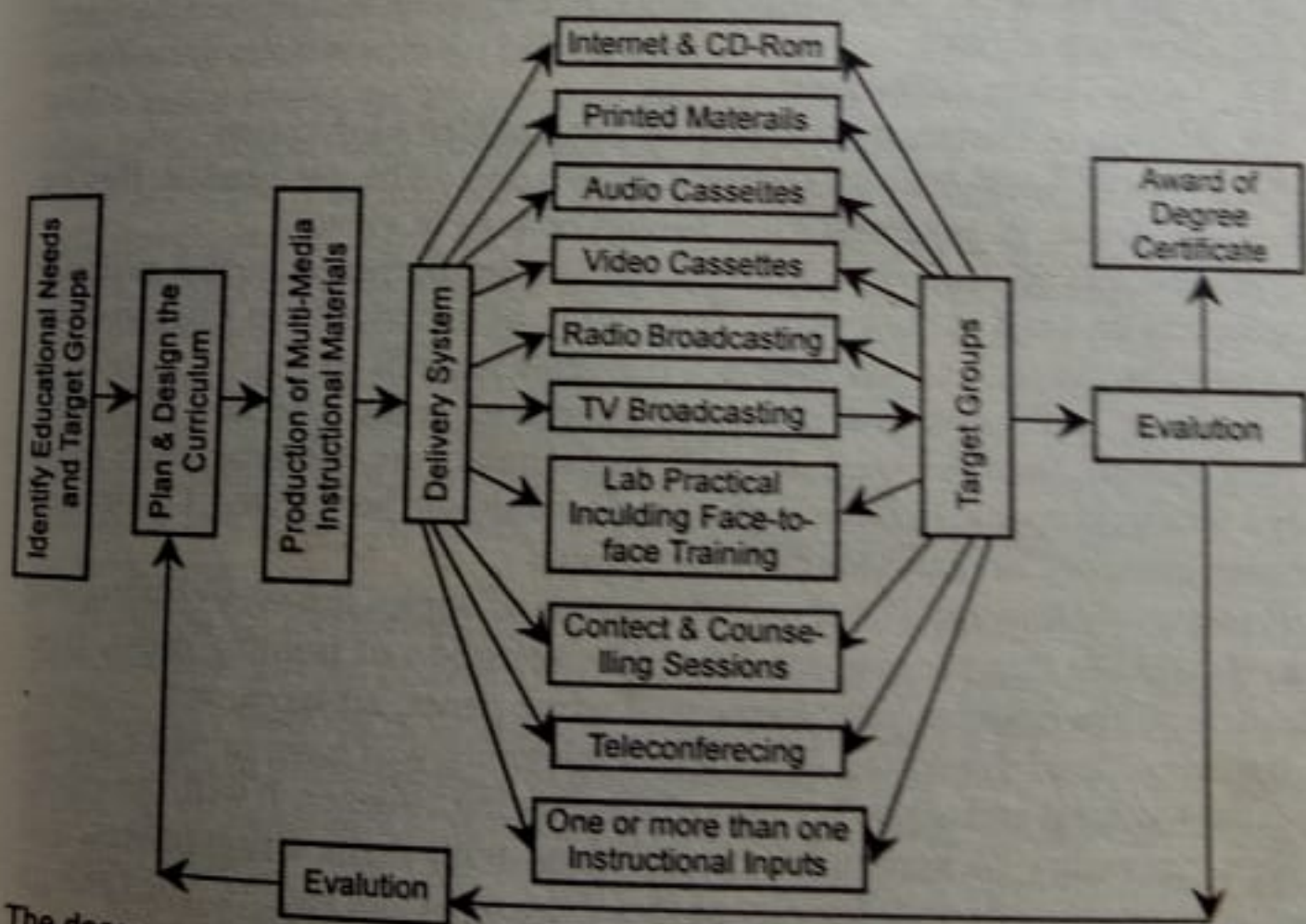
- (xi) To develop a cutting edge for Indian education in the global context and establish a healthy competitiveness for Indian degrees.

(Source : *Open and Distance Education—2002 : IGNOU*)

Special Features of IGNOU

University stands significantly apart from others because of:

- national jurisdiction;
- flexible admission rules;
- individualised study : flexibility, in terms of place, pace and duration of study;
- use of latest educational and communication technologies;
- student support services;
- cost-effective programmes;
- modular programmes;
- resource sharing, collaboration and networking between other Open Universities.



The degree and diplomas of this University are recognised and have the same status as those of any other Central or State University in the Country
(IGNOU, Public Information Unit)

Fig. 21.2: Instructional System in IGNOU

The Indira Gandhi National Open University (IGNOU) established in 1985, has 1.2 million students on its rolls and offers 72 programmes. The University has created a countrywide network of student support structures, with 46 regional centres and 765 study centres. It has also created a media network

21.8 OPEN SYSTEM OF EDUCATION

Indira Gandhi National Open University (IGNOU)

The University came into being on December 1985 by an Act of Parliament. *Mission and Objectives of IGNOU*. These included the following:

- Introduction and promotion of open university and distance education system in the educational pattern of the country.
- Widening access to higher education for large segments of the population, particularly the disadvantaged groups.
- Ensuring relevance to programmes of education by relating them to the needs of economic development, employment and empowerment of the people of India.

The Strategic Goals of the Open System of Education

The strategic goals the IGNOU sets for itself are:

- (i) To expand higher education facilities and widen access to education that will empower increasing diversity of people.
- (ii) To ensure relevance for educational programmes by diversifying the course provisions and developing high-quality, multi-media open learning curriculum, designed to meet the academic, technical and vocational needs of diverse student groups.
- (iii) To reach out to large number of learner groups, especially those who have no opportunities to pursue good quality higher education programme, and enable them to acquire knowledge, skills and competence to become productive participants in development.
- (iv) To foster and lead development in knowledge related technologies relevant to large scale distance education.
- (v) To establish and operationalise a major open education network comprising IGNOU, the State Open Universities and other distance education institutions to extend the outreach of distance education programmes to all parts of the country.
- (vi) To establish and develop large networks, especially in the spheres of communication (broadcasting teleconferencing) and of computers, etc., of physical and intellectual resources for technological support in the delivery of high-quality educational programmes.
- (vii) To organise research and development activities through projects, fellowships and other programmes in distance education, its methodologies and practices.
- (viii) To undertake an active role in the process of globalisation of education by increasing world-wide access to Indian open education programmes by promoting enrolment in Indian institutions and the use of their learning packages by institutions and students outside the country.
- (ix) To establish and develop a significant national resource base for the growth and development of the open learning system in the country in such areas as electronic media production and diffusion, human resource development etc.
- (x) To develop instruments and methods by which the quality of programmes, products and services provided by the open university

- (iii) Educated and promising Scheduled Tribe youths are encouraged and trained to take up teaching in tribal areas.
- (iv) Residential schools, including Ashram Schools have been established on a large scale.
- (v) Incentive schemes have been formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education will emphasise technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments are provided to improve their performance in various courses.
- (vi) Anganwadis, Non-formal and Adult Education Centres are being opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- (vii) The curriculum at all states of education has been gradually designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

24.6 OTHER BACKWARD CLASSES (OBCs) AND THEIR EDUCATION

Constitutional Provisions

1. *Article 15(4) of the Constitution:* It enjoins upon the state the creation of special provisions for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and Scheduled Tribes.
 2. *Article 16(4):* It enables the State for making provisions for the reservation of appointments or posts in favour of any backward class of citizens which in the opinion of the state is not adequately represented in the services under the state.
 3. *Article 38:* It makes it obligatory for the State to "strive to promote the welfare of the people by securing and protecting as effectively as it may a social order, in which Justice; Social, Economic and Political shall inform all the institutions of the National Life".
 4. *Article 46:* It contains a very significant directive regarding promotion of educational and economic interests of other weaker sections and protecting them from social injustice and all forms of exploitation.
 5. *Part XVI of the Constitution:* It contains "special provisions relating to certain classes" and under this part, Article 340 envisages the appointment of a Commission to investigate the conditions of Backward Classes.
- With a view to consider measures for the improvement of the conditions of the Other Backward Classes, the Government of India appointed the Mandal Commission in 1978. As far as promotion of education among these sections is concerned, following special measures are being taken:
1. Special schemes for the OBCs after their educational training.
 2. Reservation of seats for OBC students in all scientific, technical and professional institutions run by the Centre as well as the State Governments.

24.7 POPULARISING EDUCATION AMONG THE WEAKER SECTIONS

It is observed that well-planned, sustained and vigorous efforts as stated below would go a long way in promoting education among the weaker sections.

1. *Introduction of tribal dialects and medium of instruction:* In tribal areas, having a large population where people do not understand the regional language, tribal dialects may be introduced as the medium of instruction wherever possible in the initial stages and then they should be integrated with the general educational system and may be taught regional languages. But in the tribal areas where the children understand the regional language, it can be used as medium of instruction. Such practice will reduce the rate of wastage and stagnation and also create interest among the children.

2. *Suitable curriculum for the schools:* There is a need for evolving a suitable curriculum for the schools functioning in tribal areas. This curriculum may be science-oriented but culture-based. The curriculum should be so framed that this should include the various aspects of tribal life and culture.

3. *Training of teachers:* Such teachers working in the tribal areas who do not possess enough knowledge about the tribal life and culture may be given training in these aspects. The teachers posted in tribal areas should also acquire knowledge of tribal dialects.

4. *Provision of suitable school accommodation:* All the schools functioning in tribal areas should be provided with suitable accommodation.

5. *Provision of hostels and extension of Ashram schools:* Whenever possible, the schools functioning in tribal areas may be provided with hostels which will solve many problems. Extension of Ashram schools, use of youth dormitories may also solve some of the problems.

6. *Encouragement of participation of tribal parents:* Participation of tribal parents in the educational programmes may also be encouraged. The awareness and interest regarding the utility of education for the children should be created among the parents.

7. *Flexibility in schools hours:* In the tribal areas, the school hours and the duration will have to be adjusted according to the needs of the community. Children in these areas are by nature, playful and not work-oriented. They cannot sit for long hours in the classrooms. In some cases, therefore, schools might have to be opened in the morning and evening hours with a break in between.

8. *Medium of instruction:* To sustain the interest of the little children, it is necessary that at least up to class-III the mother-tongue of the children should be used as the medium of instruction. It will help to reduce the drop-out and stagnation of children in the lower class. There is also a need to develop special reading materials for these children.

9. *Economic incentives to parents:* Since the tribal people are economically backward and the children have to take part in different activities of the economic pursuits, the parents do not care for the education of their children because this sustains economic loss. Thus some economic incentive may be given to students, but not to parents to prosecute their studies.

10. *Special training for talented tribal students:* A scheme to help the talented tribal students may be started. They may be given different types of training and they may be asked to work in tribal areas.

11. *Provision of audio-visual aids:* Provision of audio-visual aids for the development of education of tribal children is essential and may be made available as soon as possible.

12. *Improvement of teacher-community relationships:* Steps to improve the Ashram School education may be taken. The teacher-community relationship may be improved. The cleanliness of the buildings, discipline in the Ashram Schools may be improved and adequate freedom to students for participating in various games may be given. Some courses to train these teachers may be organised. *inspirational directions*

13. *Relaxation in prescribed norms:* Where needed, prescribed norms for the opening of educational institutions catering to the needs of the backward sections, may be relaxed.

14. *Opening of non-formal centres:* One of the solutions for the problems of education of tribals and nomads would be to open non-formal education centres. These centres would cater to the needs of both parents, dropped out and unenrolled children, mothers, and other adult women folk of the community. The educational programmes will have to be integrated with the development and social welfare activities of the community. It would include both health, sanitation, agriculture, work-experience and community developmental programmes. It is through this package programme of the non-formal education centres that tribal and normal children could be brought and retrained in large numbers in the folds of education.

15. *Intensive programme of adult education/social education:* In backward areas and among backward sections, intensive adult education and social education programmes may be undertaken for educating the parents.

16. *Relaxation or prescribed pupil-teacher ratio:* Wherever necessary, the prescribed teacher-pupil ratio may be relaxed while sanctioning staff in schools located in backward areas.

17. *Guidance facilities:* A special drive may be launched for acquainting the people with all types of facilities available for weaker sections.

18. *Incentives for students:* Students of weaker sections should be provided with various incentives like tuition free education, free books, free stationery, free uniform and free mid-day meals.

19. *Scholarships:* A special scheme for providing liberal scholarships to students belonging to backward sections should be operated.

20. *Study camps:* During summer, winter and other holidays study camps for students may be organised. Services of teachers from well-established schools may be utilised for the improvement of standards.

21. *New initiatives for universalisation of elementary education:* Preference may be accorded while launching new initiatives to the backward areas/backward sections of the society. In fact, it would be highly desirable where possible to limit these initiatives to such areas.

Preference should be given for admission to children belonging to backward sections in the following types of programmes: (1) District Primary Education

(DPEP), (2) Lok Jumbish (LJ), (3) Non-formal Education Centres (NFE), (4) National Programme of Nutritional Support to Primary Education (NPNSPE), (5) Operation Black Board (OBB), (6) Shiksha Karmi Project (SKP), (7) Sarva Shiksha Abhiyan — SSA (Education for All), (8) Navodaya Schools, (9) Sainik Schools.

22. *Facilities for teachers:* (1) It may be made obligatory for teachers to stay in the vicinity of the school as far as possible. As an incentive, payment of backward area accommodation allowance to teachers who live within the vicinity of the school, may be considered.

(2) Suitable facilities may be given to the children of school teachers studying in high schools.

(3) Residential type of schools (Ashram Schools) may be established for children of teachers working in very backward areas and the full cost of their education may be borne by the Government.

(4) Reservation of some seats in the Public Schools, Sainik Schools, Navodaya Schools, professional institutions for the teachers working in such remote areas may be made.

23. *Conducive environment in educational institutions:* The students should be made to feel that teachers appreciate their problems and difficulties. The teachers, therefore, should demonstrate an encouraging attitude and be patient and sympathetic with them. They should show no discriminatory feelings. They should in no case use sarcastic language as to their caste or family backwardness. *background.*

24. *Educational provision in terms of content, teaching methodology and evaluation of the children of weaker sections:* *need to be supervised from time to time*

Preparatory classes and compensatory instruction: Many children belonging to the Scheduled Castes and Scheduled Tribes come from a comparatively poor environment. They may not be neat or smart. Their usage of standard language may be poor. Their vocabulary is underdeveloped as compared to their peers. They may not have formed the initial mathematical concepts. On the other hand they may be more enthusiastic to learn. Because of the lack of a congenial home environment, these children may not be in a position to complete their home assignments. Their parents are usually employed as landless labour or in other manual or agrarian activities. Therefore, such children are not able to conceptualise their future as educated persons.

There is the need to conduct some preparatory classes for children coming from the Scheduled Castes and Scheduled Tribes. The primary objective of conducting such classes is to raise the school entry ability level of such children. This is also helpful in having a somewhat homogeneous grouping in the class. The classes may be conducted two to three weeks in advance of the general admissions. Classes may be conducted on healthy habits, personal and environmental cleanliness, eating habits etc. The children may also be helped in improving the pronunciation of the words and picking up standard language. For this, they may be motivated to participate in discussions, recitation and story-telling etc. Initial concepts of mathematics may also be introduced.

- (vi) Location of school buildings, *Balwadis* and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes; backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

24.4 PRESENT STATUS OF THE EDUCATION OF SCs

Table 24.1: Literacy Rates of SCs and Total Literate Population

Category	1971	1981	1991	2001
Total Population*	29.45	36.23	52.21	65.38
Scheduled Castes	14.67	21.38	37.41	Not available
Gap between SCs and Total Population	14.78	14.85	14.80	Not available

Note: * Includes SC population.

Educational Status

Education, being the most important instrument for empowering weaker sections of the society, every effort is being made to improve the educational status of SCs on priority basis. Between 1971 and 1991, the literacy rate of SCs increased by 2.6 times, while that of total population increased by 1.8 times (Table 24.1).

Table 24.2: Female Literacy Rates of SCs and Total Literate Population

Category	1971	1981	1991	2001
Total Population*	18.69	29.85	39.29	54.16
Scheduled Castes	6.44	10.93	23.76	NA
Gap between Female literacy of SCs and Total Population	12.25	18.92	15.53	NA

Note: * Includes SC population.

Table 24.3: Gross Enrolment Ratios of SCs and Total Population Enrolment

Year	Classes	1990-91		1999-2000	
		I to V	I to VIII	I to V	I to VIII
Total Population*	Total	100.1	62.1	94.9	58.8
	Boys	114.0	76.6	104.1	67.2
	Girls	85.5	47.8	85.2	49.7
Scheduled Castes	Total	102.2	47.7	92.4	62.5
	Boys	122.7	61.4	103.6	73.6
	Girls	80.6	33.3	80.5	50.3
GAP	Total	(+2.1)	(-14.4)	(-2.5)	(+3.7)
	Boys	(+8.7)	(-15.2)	(-0.5)	(+6.4)
	Girls	(-4.9)	(-14.5)	(-4.7)	(+0.6)

Note: * Includes SC population.

21.5 EDUCATION OF THE SCHEDULED TRIBES

Origin of the Term Scheduled Tribes (ST): As distinct from the so-called mainstream population, the British used this term with respect to groups living in forests and hills, etc. It was also used with the prefix like indigenous people, etc. The term Scheduled Tribes denoted that people belonging to these groups did not have much contact with the main culture.

Traditionally Considered Characteristics of the Tribal People

1. The tribal people live in the rather inaccessible parts of the country.
2. The tribal people live away from the civilised world.
3. They belong to these races—Australoid or Mongoloids or Negrito.
4. They speak tribal dialect.
5. They believe in ghosts and spirits and worship them.
6. They profess primitive religion known as 'Animism'.
7. Their chief occupations are gathering forest products, hunting, etc.
8. They are, by and large, meat eaters.

Total Tribal Population

The population of tribal people in 2001 was estimated to have reached 88.8 million on the basis of the projected figures. This represented 8.6 per cent of country's total population.

Population Profile of the Tribal People

1. The largest concentration of ST population is found in the north-eastern states: Mizoram (94.8 per cent); Nagaland (87.7 per cent); Meghalaya (85.5 per cent); and Arunachal Pradesh; (63.7 per cent).
2. Union Territories: Lakshadweep (93.2 per cent); Dadra and Nagar Haveli (79 per cent); Andaman and Nicobar Islands (5.5 per cent).
3. Madhya Pradesh (23.3 per cent); Orissa (22.2 per cent); Rajasthan (12.4 per cent); Maharashtra (9.3 per cent); Bihar (7.7 per cent); and Madhya Pradesh (6.3 per cent).
4. Almost nil in Haryana, Punjab, Chandigarh, Delhi and Pondicherry.

Promotion of Education among the STs in Accordance with the Provisions of the NPE and Programme of Action (1986 and 1992)

The following measures are being taken urgently to bring the Scheduled Tribes at par with others:

- (i) Priority is accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the Jawahar Rozgar Yojna, Tribal Welfare Schemes, etc.
- (ii) The socio-cultural milieu of the ST has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise institutional materials in tribal languages at the initial stages, with arrangements for switching over to the regional languages.

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24

Education of Weaker Sections

24.1 MEANING OF WEAKER SECTIONS

According to the National Policy on Education, the socially disadvantaged children are those children who belong to the following categories:

1. Scheduled Castes Children.
2. Scheduled Tribes Children.
3. Other Backward Classes (OBC's) Children.
4. Tribal Areas Children.

Constitutional Provisions Regarding Deprived Socially Disadvantaged Sections of Society

Article 15: Prohibition of Discrimination on grounds of religion, race, caste, sex or place of births sub-section (4) states, "Nothing in this Article or in clause (2) of Article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes or for the Scheduled Castes and the Scheduled Tribes."

Article 46: It reads, "the State shall provide with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation."

Article 338: It makes provision for the appointment of a Special Officer for SCs and STs.

Article 390: It envisages the appointment of a Commission to investigate the conditions of the Backward classes.

24.2 WHY PROMOTION OF EDUCATION OF THE WEAKER SECTIONS' CHILDREN?

The Education Commission 1964-66, in Chapter VI entitled 'Equalisation of Educational Opportunity and Social Change' very aptly observed, "One of the important social objectives of education is to equalise opportunity, enabling the backward or under-privileged classes and individuals to use education as a lever for the improvement of their conditions. Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and humane society in which the exploitation of the weak is

minimised." The Commission further stated, "The education of the backward classes in general and the tribal people in particular is a major programme of equalisation and of social and national integration. No expenditure is too great for this purpose." Alas! We have not paid heed to these words of wisdom. Non-implementation of this vital recommendation has led to disintegrative tendencies, hatred and strife.

Policies on education—the National Policy on Education, 1968, 1986 and modified Policy Formulation 1992—all stress upon speedy action for the promotion of education of the deprived sections.

24.3 EDUCATION OF THE SCHEDULED CASTES

Population of Scheduled Castes: In 2001, the population of Scheduled Castes was 179.7 million, which accounted for 17.5 per cent of the total population (projected on the basis of the trend of their decadal growth rates).

Almost half of the total population of SC is concentrated in the states of Bihar, Haryana, Madhya Pradesh, Punjab, Rajasthan and U.P.—popularly known as Hindi belt in the North.

In the South, SCs are concentrated mainly in Andhra Pradesh and Tamil Nadu. In the East, they are in Bengal and in the West in Maharashtra.

Origin of the Term Scheduled Caste

The Simon Commission (1928), which was boycotted in India and became responsible for the death of Lala Lajpat Rai on account of 'Lathi Charge' coined the term Scheduled Caste.

Thereafter, it was used in Government of India Act, 1935. After independence, it found expression in the various provisions of the Constitution.

The Education of Scheduled Castes

The central focus in the SCs' educational development is their equalisation with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions-rural male, rural female, urban male and urban female.

The Measures Contemplated for Education of SCs Include:

- (i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;
- (ii) Pre-matric Scholarship scheme for children of families engaged in occupations such as scavenging, flaying and tinning to be made applicable from Class I onwards. All children of such families, regardless of incomes, will be covered by this scheme and time-bound programmes targeted on them will be undertaken;
- (iii) Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fail at any stage, and provision of remedial courses to improve their prospects for further education and in employment;
- (iv) The recruitment of teachers from Scheduled Castes;
- (v) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme;

economic evils. Ajith Kumar and George (2009) have specifically mentioned that the facilities for higher and technical education are available to rural students at a reasonable distance. The literacy rates of SCs population, though lower than those of the general population in the state, are higher than the literacy rates of the tribal population in India. The government will seriously consider the own policies that relate to our own conditions and future. Even now the literacy rate of SCs has not reached 50 per cent (Devi 2009). Their formative years of education pick up necessary social skills and cultivate attitudes and value systems are necessary for a harmonious living. Ashappa and Sultana (2009) have observed that in case of rural environment, girls born in the backward families (particularly SC/ST), it is still more difficult to get education and employment. In higher education the performance of SC students both in enrollment and their performance are poor when compared to the general population. Further the female ratio is very poor in the country on these aspects. Gurupandi and Amutharani (2010) have noticed that the higher education in India is made up of regular education and distance education. There are four type of regular education general, technical, medical and agriculture with each type divided into university level and research in science, technology status of deemed universities or autonomous institutions and provide higher education. Distance education is university based and it is limited to undergraduate, post-graduate degree and diploma courses in general and technical education. Higher education cannot solve all the society's problems; it can act as a resource. Gurupandi and Amutharani (2010) have focused the need for uniform education to the state of Tamil Nadu. The Uniform Education System explains the purpose of the scheme and it will provide the same type of education to all children in all schools without any discrimination to create equality among the people. The uniform quality education will reach all sections of the society and it will remove the discrimination between the rural students and the urban students.

III. Scheduled Castes in India

Many other nations are characterized by social inequality but nowhere else in the world inequality been as extremely constructed by the institution of caste as in the India. It is a known fact that education is closely linked to development. Historical evidences in this regard indicate that Dalit community has been excluded from the whole process of education since centuries. After the formation of the Constitution of India, education was supposed to be made "accessible to all". Caste has long existed in India, but in the modern period it has been severely criticized by both Indian and foreign observers. Although some educated Indians tell non-Indians that caste has been abolished or that no one pays attention to caste anymore; such statements do not reflect reality. Caste has undergone significant change since independence, but it still involves hundreds of millions of people in its preamble, India's constitution forbids negative public discrimination on the basis of caste. However, caste ranking and caste-based interaction have occurred for centuries and will continue to do so well into the foreseeable future, more in the countryside than in urban settings and more in the realms of kinship and marriage than in less personal interactions (Chauhan 2008). The SC Population numbering 138 million (1991) in India accounts for 16.48 per cent of the total population of the country now increased to 166 million (2001) accounts for 16.63 per cent of total population of the country which shows that there has been increase a share of SC population in the last decade. The states with higher concentration of SC population are Uttar Pradesh, Bihar, West Bengal, Andhra Pradesh and Tamil Nadu, these five states together account for around 58 per cent of the total SC Population of the country (Chauhan 2008).

IV. Scheduled Castes in Post-Independence Period

After independence, the Scheduled Castes (SCs) and Scheduled Tribes (STs) received special attention through the Constitution of India with special provisions in education, employment and political representation. Article 46, for instance, declares: "The State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation." Untouchability was declared abolished under Article 17. Consequently, avenues had been opened to these people to enter into modern and secular sectors of development which are based on rationality as against the tradition and religion. As a result, the philosophy of equality and equal opportunity was cherished during the period. However, as revealed by many studies, restricted access to education has been a matter of great social concern ever since the notion of equality of educational opportunity gained recognition as a basic human right. Studies have established that access to and performance in education continues strongly to be a function of social background-caste, class, race and sex are the major factors that operate. The UNICEF and UNESCO (2014) have reported that Dalit girls have the highest primary school exclusion rate in India. The report also indicates that half of the pre-school aged dalit children are not attending school and the contributing factors to higher rates of exclusion are deep-rooted social inequalities and poverty among dalits (Scheduled Castes). The report also stated that, humiliation, harassment and abuse by upper caste teachers towards children from scheduled castes de-motivated the children to stay in school. Child labour was identified as another key hindrance to children attending school. According

A Study on Exclusion and Inclusion of Dalits in Education

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Abstract: In India, few systematic studies have been undertaken to evaluate the effectiveness of financing of education in mitigating inequalities in educational opportunity. The study made by Chitnis (1972) presents some facts regarding the situation of scheduled caste students in higher education, in the country in general, and in Maharashtra in particular. In this study, the author has tried to find out the distribution of benefits of educational expenditure among scheduled caste people. By comparing the variables, percentage enrolment and percentage population of scheduled castes, the study tries to find out the quantum of beneficiaries of scheduled caste population.

Keywords: Social Exclusion, Inclusion, Education, Scheduled Caste.

I. Introduction

The development of any country mostly depends upon its growth of education in society. Progress of a society is possible only when its citizens are dynamic, resourceful, enterprising and responsible. Without such citizens, progress of country cannot be achieved in any field. Education herein helps in creating such type of citizens. It is the most important single factor in achieving rapid economic development and technological progress. According to Hiryakkanavar and Patil (2008) it is an established fact that education is an important catalyst of socio-economic transformation. In the advanced industrial societies of the world, education is provided by the states as a matter of right to all citizens. The development of primary education is treated as the foundation for literacy, which is considered as essential for development and more vital for emancipation of men and women. In the development of any country, primary education helps in creating base while higher education is important for providing the cutting edge. Higher educational institutions are contributing much to the national development by the way of providing specialized knowledge and skilled manpower. Therefore, higher education is considered to be an important instrument for the development of any country, particularly for a developing country like India (Ahmad, 2010). Chaudhari (2009) has stressed that overall illiteracy in the country around 70 per cent. It is perhaps not incorrect to point out that almost 70 per cent of people live in rural, tribal and slum areas of the country. The central and state governments are also slashing the services and securities for the working and deprived class to provide lower taxes, and higher subsidies for the rich. To promote a smart and vibrant cultural and educational life in deprived areas, huge financial funding is required. Bose and Velmurugan (2008) have pointed out that, education being the most potent instrument of creation, assimilation and transmission of knowledge, assumes a central role in the process very few educational researchers or theorists have attempted to cultural dimensions of globalization and the policies and practices of education. Mehendale (2010) has argued that the right of children of free and compulsory education Act of 2009 received presidential assent on 26 August 2009. As per the act, it is the duty of the appropriate government and local authority to ensure that children belonging to disadvantaged groups and weaker sections are not discriminated against and prevented from pursuing and completing elementary education. Private unaided schools and schools belonging to 'specified category' are required to admit at least 25 per cent of the total strength of children belonging to SC/ST categories from the neighborhood starting from class 1 or pre-school.

II. Review of Literature

According to Banerji (2000) universal primary education implies that every child lasts through the primary school stage and that every child learns of the poor. A comprehensive data-collection effort was made in 1994-95 to get a better grasp of the issues related to primary education faced by families and schools in the area. Iqbal (2003) is of the view that any reservations of quota by any external agency for non-minority students including SC and ST as such reservations cannot be claimed to promote educational standards or efficiency of the minority institutions. Dutta (2005) has stated that educational and occupational reservations have made lasting impact on India's political system. The dalits have not realized the importance of these courses and therefore remained outside the purview of vocational education. Kanmony (2006) has pointed out that the dalits have been facing various atrocities, which led them poor education in Tamil Nadu. In spite of various acts against socially deprived, even before British period, these groups have not been protected from their social and

20.6 MEASURES FOR THE PROMOTION OF WOMEN'S EDUCATION

Following measures are suggested:

I. Creating Proper Social attitude in the Rural and Backward Areas for the Education of Girls: Following measures may be taken:

- (1) To study the problems relating to women's education and to get detailed scientific data, a thorough research should be taken up by the Institutes of Education and allied institutions in different States and coordinated at the national level.
- (2) Separate schools for girls at the middle and high school stages should be established where needed.
- (3) School Mothers in co-education primary schools should be appointed.
- (4) Creches and nursery classes wherever possible should be opened.
- (5) Public opinion in favour of girls' education should be created.

II. Providing Adequate Educational Facilities in Backward and Rural Areas: The target should be to have at least one primary school within a radius of one kilometre from every home which is within the walking distance of a child. Following steps are needed:

- (1) Hostel for girls at the middle and high school stages.
- (2) Maintenance stipends to girls residing in hostels for meeting their board and lodging expenses, at least in part.
- (3) Subsidised transport facilities, wherever necessary and possible.

VII. *Provision for Providing Adequate Number of Women Teachers:*

Following steps are suggested:

- (1) A large number of training institutions have to be provided for women, especially in the backward states. These institutions should generally be located in rural areas and they should generally recruit their trainees from that area.
- (2) Condensed course centres should be started in these backward areas to open up avenues to adult unqualified women for employment as teachers. Wherever possible such centres should be attached to the training institutions.
- (3) A large number of quarters for women teachers should be provided, particularly in rural areas. Our target should be to provide at least 50 per cent of the women teachers with quarters in primary schools.
- (4) All women teachers employed in rural areas should be given adequate rural allowance.
- (5) Special stipends should be given to girls in high and higher secondary schools with aptitude for teaching.
- (6) Whenever possible husbands and wives should be posted in the same place even if they work in different departments of the Government.
- (7) Free training should be imparted with stipends to all candidates of training institutions.
- (8) In-service education training should be given to untrained women teachers who have put in at least two years of service. The period of training of education should be treated as on duty.

VIII. *Proper Supervision and Guidance:* For providing proper guidance and supervision, following steps should be taken:

- (a) Increase in the number of women inspecting officers, particularly in the backward states, at different levels including State level and Directorate level.
- (b) Provision of adequate transport for all district women inspecting officers.
- (c) Adequate office staff and equipments.
- (d) Residential facilities to all women officers at all levels.
- (e) Adequate funds at the disposal of the State Council for closer contact with rural areas.

IX. *Facilities for Education of Adult Women:* Girls education and education of adult women suffers on account of lack of social education. This problem can be tackled in the following ways:

- (1) By opening adult literacy classes in large number.
- (2) By teaching simple skills like sewing, knitting, handicrafts etc., and knowledge of basic principles of health and food habits.
- (3) New attitudes towards community living, family planning, superstitions, caste, etc.

This programme can be tackled effectively with the help of the Education Department in cooperation with other departments concerned like the Community Development, Health and Social Welfare.

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to the ILO, India has the highest number of working children in the world. Most of these children belong to the poorest, most marginalized communities, including Scheduled Castes and Scheduled Tribes.”

V. Literacy Rates of SC and ST population

		2001	2011
11	Male Literacy rate	75.3	84.14
12	Female Literacy rate	53.7	65.46
13	Gender Gap in Literacy	21.6	16.68
		1991	2001
14	Literacy rates for SC	37.41	54.69
15	Literacy rates for SC (Male)	49.91	66.64
16	Literacy rates for SC (Female)	23.67	41.9
17	Literacy rates for ST	29.6	47.1
18	Literacy rates for ST (Male)	40.65	59.17
19	Literacy rates for ST (Female)	18.19	47.1

Source: Human Development Report, 2000 and 2011.

VI. Conclusion

Scheduled Castes have been considered the weakest constituents of the Indian social structure followed by the Scheduled Tribes. However crimes committed against women have increased over time. Human development indicators are much lower for SC and ST. Multidimensional poverty among SC and ST is alarmingly high with over 2/3rd of SC and over 3/4th of ST population deemed multi-dimensionally poor. Indian supporters believe that only a private schooling system can save education from its awfully degraded quality and make it available to the darkest corners of illiterate households. The SC children, while consisting nearly 45 per cent of the total enrolment in the general public school, and only about 18 per cent of the total enrolment in private schools. A large variation in the cost of schooling was found among different social groups like Muslim, Hindu and others. The average cost of schooling among the SCs is higher than that of ST and less than that of general and minorities (Kumar Rana et.al, 2005). Primary role of various governmental development schemes and various public services in villages like Anganwadi, public health centers etc and school is development of general public with respect to education, health and nutrition. The government monitoring and reporting system must work promptly to make sure that anganwadi people work more effectively and efficiently without discrimination. There is a need to create an environment to join Dalit community to public services and to eliminate the reasons for their social exclusion. Continuous and intensive efforts are required to eliminate this problem from the society.

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X. *Eradicating Social Ills: The Purdah System* (in some States such as in Orissa, Uttar Pradesh, Bihar and Rajasthan) and certain other harmful social customs in these States and in others stand in the way of the development of girls' education. In some places caste barriers also contribute to this. Social reformers and other voluntary organisations may be motivated to take up this work.

XI. *Wide Systematic Publicity*: For educating the parents to take interest in the education of girls, press and electronic media may be used extensively.

XII. *Awards to Panchayats*: Panchayats should be given some motivation to take up work in this area.

Concluding Remarks: The role of women outside the home has become an important feature of the social and economic life of the country and in the years to come this will become still more significant. From this point of view greater attention will have to be paid to the problems of training and development of women. The education of girls, therefore, should be emphasised not only on grounds of social justice, but also because it accelerates economic and social transformation.

20.7 COMMITTEES AND COMMISSIONS ON WOMEN EDUCATION

Following Committees and Commissions have discussed the various issues relating to women's education:

1. The University Education Commission (1948-49).
2. Smt. Durgabai Deshmukh Committee (1959).
3. Smt. Hansa Mehta Committee (1962).
4. M. Bhaktvatsalam Committee to look into the causes of Public Support particularly in Rural Areas for girls Education and to enlist Public Cooperation.
5. Education Commission (1964-66).
6. Resolution on the National Policy on Education (1968).
7. Report of the Committee on the status of Women in India (1974).
8. Challenge of Education 1985.
9. National Policy on Education 1986.
10. Programme of Action 1986.

20.8 NPE (1986 AND 1992) AND PROGRAMME OF ACTION (1992)

Education for Women's Equality

Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well conceived edge in favour of women. The National Education system will

(4) All priority to be given to the construction of suitable buildings for girl's schools.

(5) Free education for girls.

III. *Removing Economic Backwardness of the Rural and Backward Areas:*

The girls are very useful at home for carrying out domestic duties and so mothers are reluctant to send them to school. A large number of children in the rural areas are under-nourished. They hardly have a square meal a day. Unless the parents are given some kind of economic relief, it will be impossible to achieve the targets.

Following measures should prove very useful:

(1) Free uniforms and free books to the needy and deserving children should be provided.

(2) Attendance scholarships which serve as a compensation to the parents should be given. This will also ensure reduction of wastage and stagnation.

(3) Mid-day meals should be made available free of charge.

IV. *Conservative Nature of Parents and Co-education:* Parents in rural areas and backward communities tend not to send the girls to co-educational schools. Their apprehensions have to be removed with a thought-out plan of educating them in this regard (see next part).

V. *Provision of Suitable Curriculum:* Curriculum, by and large, has not met the requirements of women.

Following suggestions made by Smt. Hansa Mehta Committee (1962) deserve careful consideration:

(1) No differentiation should be made in the curricula for boys and girls at the primary and middle stages of education.

(2) Steps should be taken to improve the instruction of home economics.

(3) Steps should be taken to improve the teaching of music and fine arts and liberal financial assistance should also be made available to girls' schools for the introduction of these courses.

(4) Universities should review periodically the provision they have made for the courses designed to meet the special needs of girls and take necessary action to remove the deficiencies discovered.

VI. *Proper Incentives to Parents and Girls:* The following measures have been suggested:

(1) The number of attendance scholarships should be doubled in the Ninth Plan.

(2) The allowance of the School Mothers should be enhanced so that qualified women may be attracted to take up the work.

(3) The number of maintenance stipends should be doubled in the Ninth Plan and the rate of such stipends should be adequately increased in view of the rising prices all over the country.

(4) The number of sanitary blocks in co-educational primary schools be adequately increased during the Ninth Plan.

(5) Larger allocation of funds should be made in the budget for construction of hostels for girls during the Ninth Plan.

Policies for Women Development

- **National Commission for Women (NCW):** A statutory body was set up under the NCW Act 1990, to safeguard the rights and interests of women, review laws, intervene into specific individual complaints and take remedial action. Its highest priority is to secure speedy justice to women.
- **Employment programs for Women:**
 - **Swarnajayanthi Gram Swarozgar Yojana (SGSY):** A self-employment program, which fixed 40% as the level of women beneficiaries to be covered under this program. It was launched on April 1st 1999, and aimed to bring the assisted family above the poverty line in 8 years.
 - **Swa-Shakti:** The Rural Women's Development and Empowerment Project was launched in October, 1998 to establish a self-reliant women's Self-Help Groups (SHGs) to empower women which will and enhance their access to resources, through their involvement in income generation activities and help indirectly in poverty alleviation.
- **Rashtriya Mahila Kosh (RMK):** Rashtriya Mahila Kosh was setup in March 1993, sponsored by the Department of Women and Child Development, MHRD. Its main objective is to credit support or finance poor women and support the women SHGs (Self Help Groups) for efficient functioning.
- **Support to Training and Employment for Women (STEP):** Launched in 1987, its main objective is to improve employment opportunities for women below poverty line in traditional sectors of agriculture, dairy farm, animal husbandry, handlooms, handicrafts, fisheries, sericulture and wasteland development.

The year 2001 had been declared as the Women's Empowerment Year by the Government of India with the objectives of

- Creating a nation-wide awareness about the problems and issues affecting women and their importance for national development.
- Program of action to enhance access to and control of resources.
- Creating a proper environment to enhance self-confidence and autonomy of women so that they can take their rightful place in the mainstream of the nation's social, political and economic life.