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M.E.S.- 15

Operational Dimensions of Education

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of the
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QUESTION PAPER

June – 2023

(Solved)

OPERATIONAL DIMENSIONS OF EDUCATION

M.E.S.-15

Time: 3 Hours]

[Maximum Marks: 100

Note: All questions are compulsory.

Q. 1. Answer the following questions:

Describe historical development of higher education during the British and post-independence periods in India.

Ans. Ref.: See Chapter-1, Page No. 2, 'Development During the British Period'.

Or

Describe different phases of development of teacher education in India.

Ans. Ref.: See Chapter-2, Page No. 16, 'Teacher Education'.

Q. 2. Answer the following question:

What is Education Guarantee Scheme/ Alternative Innovative Education (EGS/AIE)? Discuss its main strategies and salient features.

Ans. Ref.: See Chapter-3, Page No. 28, 'EGS/AIE' and 'Salient Features of EGS/AIE'.

Or

Explain the concept of informal education. Discuss the role of any two agencies in informal education.

Ans. Ref.: See Chapter-5, Page No. 48, 'Informal Education' and Page No. 49, 'Agencies of Informal Education'.

Q. 3. Write short notes on the following:

(a) Central Advisory Board of Education (CABE)

Ans. Ref.: See Chapter-7, Page No. 72, 'Central Advisory Board of Education'.

(b) Village Education Committee (VEC)

Ans. Ref.: See Chapter-7, Page No. 68, 'Village Education Committee'.

(c) Indira Gandhi National Open University (IGNOU)

Ans. Ref.: See Chapter-7, Page No. 74, 'IGNOU'.

(d) Common Wealth of Learning (COL)

Ans. Ref.: See Chapter-7, Page No. 77, 'COL'.

(e) National Assessment and Accreditation Council (NAAC)–Its Assessment Procedure

Ans. Ref.: See Chapter-9, Page No. 94, 'NAAC'.

(f) Computer Assisted Instruction (CAI)

Ans. Ref.: See Chapter-10, Page No. 105-106, 'Computer Assisted Instruction (CAI)'.

Q. 4. Answer the following questions:

What is meant by HRD? Discuss the need of teacher empowerment and describe the role of different agencies in your state for teacher development.

Ans. Ref.: See Chapter-8, Page No. 87, Q. No. 3.

■ ■

QUESTION PAPER

December – 2022

(Solved)

OPERATIONAL DIMENSIONS OF EDUCATION

M.E.S.-15

Time: 3 Hours]

[Maximum Marks: 100

Note: All questions are compulsory.

Q. 1. Answer the following questions:

Explain the importance of resource management in education. Discuss resource management at the macro level in the context of your State.

Ans. Ref.: See Chapter-8, Page No. 85, Q. No. 2 and Page No. 80, 'Resource Management at the Macro Level'.

Or

What are the different dimensions of institutional effectiveness? Discuss the procedure adopted by National Assessment and Accreditation Council (NAAC) in India for the assessment of institutions.

Ans. Ref.: See Chapter-9, Page No. 93-94, 'Dimensions of Institutional Assessment Specified by National Assessment and Accreditation Council (NAAC)', 'Methodology of Assessment and Accreditation' and 'Benefits of Assessment of Institutions by NAAC'.

Q. 2. Answer the following questions:

Describe the administration and management of education in your State.

Ans. Ref.: See Chapter-7, Page No. 68, 'Introduction' and Page No. 70, 'State Level Bodies for Educational Operations'.

Or

List general objectives for teacher education and in-service teacher education prescribed by the NCTE (1998). Discuss different types of teacher education institutions in India.

Ans. Ref.: See Chapter-2, Page No. 17, 'National Council for Teacher Education (NCTE)', 'General Objectives of Teacher Education', Page No. 18, 'General Objectives for In-Service Teacher', Page No. 16, 'Academic Staff College (ASC)', 'District Institute of Education and Training (DIETs)' and Page No. 17, 'Regional Institutes of Education', 'Pre-Primary School Teacher Training' and 'Primary School Teachers Training'.

Q. 3. Answer the following questions:

(a) Discuss the role of Information and Communication Technology in impacting informal education.

Ans. Ref.: See Chapter-4, Page No. 53, 'Information and Communication Technology (ICT)'.

(b) Describe the steps involved in organising learning experiences through cooperative learning method.

Ans. Ref.: See Chapter-10, Page No. 107, 'Cooperative Learning Method' and 'Organising Cooperative Learning'.

(c) Distinguish between formative and summative evaluation with examples.

Ans. Ref.: See Chapter-9, Page No. 95, 'Formative and Summative Evaluation'.

(d) Discuss the role of Commonwealth of Learning (COL) as an international body in the educational development.

Ans. Ref.: See Chapter-7, Page No. 77, 'The Commonwealth of Learning (COL)'.

(e) Describe different stages of academic counselling.

Ans. Ref.: See Chapter-11, Page No. 113, 'Stages of Academic Counselling'.

(f) Discuss the need and importance of financial management at the macro level.

Ans. Ref.: See Chapter-8, Page No. 84, 'Management of Financial Resources'.

Q. 4. Answer the following questions:

Describe theoretical views on organisational effectiveness. Discuss your role as head of an educational institution in the organisational effectiveness, using suitable illustrations.

Ans. Ref.: See Chapter-16, Page No. 157, 'Theoretical Views on Organisational Effectiveness' and Page No. 161 'Role of the Head of the Organization in Organizational Effectiveness'.

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Sample Preview of The Chapter

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OPERATIONAL DIMENSIONS OF EDUCATION

EDUCATIONAL OPERATIONS AT MACRO-LEVEL:
DIFFERENT SITUATIONS



Organised Operations of Education–I

INTRODUCTION

Educational practices happen in different environments - formal, non-formal and informal environment. In formal and non-formal environments, educational operations are organized and structured. In informal environment, the operations are unorganized and unstructured. In this chapter, we will discuss organized operation of education in formal environment. This will cover educational operations at school and higher education levels including background and status of pre-primary, primary, secondary, higher secondary and higher education. Besides, it will include the administrative mechanisms of the related programmes on education and various innovative programmes adopted at various levels in order to achieve the objectives of our national educational policies from time to time.

CHAPTER AT A GLANCE

SCHOOL EDUCATION SYSTEM

School education has four levels - Primary, Upper Primary, Secondary and Higher Secondary. We have a uniform (10 + 2) pattern of school education across the country. The National Policy on Education (1968) and (1986) envisaged this uniform pattern. Primary is from Class I to V, Upper Primary from VI to VIII, Secondary from IX to X. Classes XI and XII are Higher Secondary. The two years of Higher Secondary/Junior College is followed by three years of study leading to a first degree and two years of study leading to a post-graduate degree.

Pre-School/Pre-Primary/Nursery Education:

The pre-primary education includes parental education, pre-natal, post-natal and pre-school care till child enters the regular primary school. It extends from birth to school entry up to six years of age.

Need: Pre-primary education is essential for the physical, social, intellectual, psychological and emotional health of children. This has been emphasized by educators right from Plato to Maria Montessori and Gandhiji. An eminent educationist even once said, "Give me the first years of the child and take the rest of my life." The early years are a very impressionable and formative period in the growth and development of the child. Education commissions and committees appointed from time have also given the same view. The aims of pre-primary education are:

1. To give the child healthy external conditions such as light, sunshine, open space and fresh air;
2. To conduct a healthy, happy and regular life and provide children constant medical care;
3. To help the child to form wholesome personal habits;
4. To offer the child opportunities for the exercise of their imagination and for the development of their interests and skills, and
5. To achieve a real unity between the external environment and home life.

Development of Pre-Primary Education in

India: The concept of the modern kindergarten, where education aimed at development through play activities, was given shape by Froebel in the 19th century. However, the idea of pre-primary/nursery education is more than 2000 years old. It goes back to the time of Plato.

Comenius gave the idea of the 'School of the Mother's Knee'. Early in the 18th century, in Italy, Germany and England 'infant schools' were founded. Rousseau and Pestalozzi reiterated the principles of 'knowing and doing', and 'nature' and 'nurture'. The

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Macmillan sisters started the first nursery school in London in 1909 with the goal of raising the neglected children of poor parents. They said “educate every child, as if he were your own.” During that time, Madam Montessori, a young physician in Italy, set up schools where children were encouraged to use various materials for developing their motor and mental skills. Her school was named a “CASABAMBINI” which means the atmosphere was not strict, formal or business-like, but affectionate and intimate as at the child’s home.

In India, initially missionaries organized and run such schools. From 1940 to 1948, Madam Montessori lived in India and trained several groups of teachers and opened schools in big cities. These schools however, for a long time were meant only for the privileged few. Considering it an essential adjunct to any national system of education, the Sargent Report of 1944 urged the government to make adequate provision for pre-primary education.

Besides, the Education Commission (1964-66) recommended the pre-primary education for all children. It suggested a target of 50 per cent of children in the age group of 3 to 5 years for enrolment at this stage. In 1967, a Committee of Members of Parliament set up to draft a ‘Statement of National Policy’ also emphasized the significance of pre-school education.

In 1972, a study group on the development of the pre-school child organized with Mrs. Swaminathan as Chairperson gave detailed suggestions and support to take up the programmes such as integrated services for child development countrywide, followed by greater expansion of schools and teacher training programmes. The Five Year Plans also allocated special targets and funds for the pre-primary education.

Types of Pre-Primary Schools Prevailing in India: Following are different types of pre-primary schools prevailing in the country:

1. Kindergartens run by convents or missionaries.
2. Nursery schools, managed privately, catering to the needs of the richer sections of the society.
3. The Montessori schools (influenced by Madam Montessori’s ideology). These types of schools form the largest group of schools.
4. Pre-basic schools are inextensive schools run without even the minimum necessary equipments or teaching aids based on Gandhiji’s ideology.
5. Privately sponsored schools try to combine ideas of Montessori and pre-basic education.
6. *Anganwadis*, *Balmandirs*, single-teacher schools and single-room schools are also being run by various agencies.

Teacher Preparation: For pre-primary school teachers, there are specialized courses such as Montessori training and diploma and degree courses run by home science departments of different

universities, Bharatiya Vidya Bhavan and many other institutions. The pre-primary school curriculum provides many learning experiences, carefully planned and based on the spontaneous interests of children such as music, play, literature, story telling, science and field trips.

Even as this stage of education is a sound foundation for future of the child, it has remained neglected for reasons like lack of political will, poor community support and indifferent parental care.

In 1992, the Reddy Committee of Central Advisory Board of Education (CABE) recommended some measures for the development of children before schooling. It suggested that Integrated Child Development Scheme (ICDS) relating to Early Childhood Care and Education (ECCE) should continue from the Eighth Plan onwards. The *Anganwadi* workers should play an expanded role and should be point of focus for a number of activities and support services for women and children. The recruitment and training of *Anganwadi* workers should be so organized as that they have the necessary skills to discharge this expanded role.

Primary Education: Primary education is vital for spreading mass literacy, which is a basic requirement for economic development, modernization of social structure and the effective functioning of democratic institutions. It is a significant stage as the foundation for the entire structure of education. It deserves the top priority from the government because of the constitutional obligation to provide universal compulsory and free education for children between 6 and 14 years of age.

The Historical Perspective: There was no proper education system in India during pre-British rule. An Indian village was self-sufficient and most villages had their own schools known as ‘Pathshalas’ or ‘Maktabs’. These institutions were woven in to the texture of the social and cultural life of the people.

Bengal and Bihar, according to a missionary (Adam’s) report in 1835, had about 100,000 schools. There were roughly 2 schools for every three villages and a school for every 400 persons. The curriculum of such schools was not ambitious and comprised only the 3 R’s and accounts. These schools also lacked in teaching-learning aids. The textbooks were unsuitable and the teaching methods were obsolete. Most of them were single-teacher schools. There was no discipline in schools, but the punishment was severe. Attendance was irregular and holidays were numerous. Children used to meet generally in the houses of teachers or community centers such as temples or mosques. Teachers were paid poorly and teacher training was unknown.

The present system of primary education in India can be attributed to the efforts of Christian missionaries. Given below are the striking features of missionary schools:

1. The tenets of Christianity were compulsory.
2. The syllabus covered grammar, history and geography in printed textbooks.
3. Classes were held regularly at fixed intervals.
4. Regular classes based on timetable were introduced, as more than one teacher was available.
5. Sundays were declared holidays.
6. Instructions were imparted through the language of the people.

Development during the British Period: After the recommendations of Wood's Despatch, the first important step towards the spread of primary education was taken in 1854. For the spread of primary education, the 'Despatch' favoured improvement of indigenous schools and opening of new government schools and providing grants-in-aid to private schools.

Primary education made greater strides forward during 1870 to 1881 as a result of Local Cess Acts in 1864. During 1883-84 under the Local Board Act, the control of local bodies over local resources was enlarged. But progress was not satisfactory as local bodies failed to show a crusading spirit. The reason was the local bodies did not receive proper financial aid from the government.

The progress of primary education during the 19th century was very disheartening. Several questions may be raised over its slow progress. This was mainly due to several mistaken policies of the British Government. These were:

1. The British Government stopped the indigenous system of primary education. During the second half of 19th century indigenous schools ceased to exist. However, very few new schools were established to replace the network of the indigenous system.
2. It adopted a Downward Filtration Policy for educational development. The Charter Act of 1813 sanctioned only one lakh rupees and General Committee on Public Instruction set up in 1823 in Kolkata (Calcutta) found it impossible to cater to the needs of masses. Thus, higher education of the richer classes became the immediate concern and not the education of the masses.
3. The British Government neither reorganized the principles of compulsory education nor acknowledged the duty of the state in providing free and compulsory education to all children of school-going age. Such an idea was considered utopian for India when England itself had not recognized the principle of compulsory primary education.

The neglect of rural India, industries and failure to raise the standard of the life of the people and

imbalanced allocation of funds for education are some of the other factors for the slow progress of primary education during this time.

The Movement for Compulsory Primary Education: For the first time in 1884, the Deputy Education Inspector of Broach, Mr. Shashtri, expressed his demand for compulsory primary education. During 1890 to 1918, the demand for compulsory primary education increased. In 1906, Baroda was the first to introduce compulsory primary education for the whole of Gaikwad State. G.K. Gokhale made two attempts in 1910 and 1911 to move a resolution and a bill to Imperial legislation for making provision for compulsory elementary education, but he failed in his attempts. However, the initiative had an impact. After the First World War, the Act of 1919 created greater interest in education. During 1919-1947, Indian ministers who took up the direct responsibility of the state legislature showed greater interest in the spread of education. The insufficient budget for education however, was the main reason for the lack of development of primary education.

In 1943, primary schools were set up in 229 towns and 10,617 villages across the country. This has a great impact on the education scenario in India.

Position after Independence and Current Developments: After Independence, the national educational policy focused on free and compulsory education at least up to the elementary stage. Targets were set for each plan period, but they have been continuously revised due to the inability to attain them. In 1957, the All India Council of Elementary Education was set up. Later on, C.A.B.E set up one Standing Committee on Elementary and Basic Education through which the Central Government took up several activities related to elementary education. The activities included draft model legislation for compulsory primary education, expansion of training facilities for primary school teachers, emergency teacher training, educational survey, housing for teachers in rural areas, expansion of education for girls and production of textbooks and literature for primary school children. Due to the amendments of the Constitution, local bodies like Zilla Parishad and Village Panchayats became directly responsible for the administration of primary schools. This we will discuss in more detail in chapter entitled *Institutional Arrangements of Educational Arrangements*.

Article 45 of the Constitution made primary education a national priority. It states that "the State shall endeavour to provide within a period of ten years from commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

Primary education in the country has made remarkable progress, but the target of 100 per cent

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access, retention and accomplishment has not been achieved even after the 10th Plan.

The hurdles that come on the way include problem in enrolling tribal and aboriginal communities and those living in remote hilly areas, the socio-economic backwardness of weaker sections of society, migrating population and ineffective use of resources.

The 1986 National Policy on Education and the Programme of Action of 1992 again recommended that priority should be given to adult literacy and Universalisation of Elementary Education (UEE). They called for total support to all programmes in these two areas.

A few major processes were worked out in consultation with States and Union Territories to achieve UEE. This involved the following measures:

1. To solve the problem of school dropouts and emphasise retention and achievement rather than merely enrolment;
2. To strengthen the alternative systems of schooling, particularly the non-formal education system for working children, girls and children from weaker sections of society;
3. To adopt a decentralized approach by improving the involvement of the community and Panchayati Raj institutions in planning and management;
4. To improve effectiveness of the school, teacher competence, training and motivation; and
5. To introduce minimum levels of learning for achieving the objectives.

Here, we will analyse these strategies in detail.

Minimum Levels of Learning: India took the initiative in 1991 to lay down the Minimum Levels of Learning (MLL) to be attained at the primary school level. Various elements of curriculum, classroom transaction and evaluation and teacher orientation were integrated. Its first phase was implemented through voluntary agencies, research institutes and State Council for Educational Research and Training (SCERTs).

Efforts are now being made to upgrade the MLL programme through institutional mechanisms. National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), SCERTs and District Institutes of Education and Training (DIETs) have been networked for this purpose. In 1996-97, more than half of the States were implementing the programme. Activities such as curriculum revision, rewriting of textbooks to enhance their pedagogical value and training of teachers in the classroom processes were being undertaken.

Legislative Measures: A sufficient change has taken place in the perspective towards elementary basic education. It is now viewed not only as a service provided by the State but as a right of every individual.

The Supreme Court of India has recognized education as a fundamental right flowing from the right to life and liberty. Thus, efforts were made to incorporate education as a fundamental right of all children up to 14 years of age in the Constitutions.

Operational Blackboard (OB): 'Operation Blackboard' is a drive started in 1987-88 for substantial improvement in the quality of primary schools. The NPE 1986 suggested the programme in recognition of the fact that unattractive school environments, unsatisfactory conditions of school buildings and insufficiency of instructional materials in primary schools act as demotivating factors in enrolment and retention in primary schools. The scheme recommended that every primary school should have:

1. At least two reasonably large rooms with separate toilet facilities for boys and girls;
2. Essential teaching-learning resources including blackboards, charts, a small library, toys, games and equipments for work experience; and
3. At least two teachers, one of them a woman.

The Central Government funded fully for items No. 2 and 3 and the school building is mainly the responsibility of the state wherein funds could be availed from the Jawahar Rozgar Yojna (JRY). The expanded version of this scheme included an additional classroom, office provisions and an additional teacher to the earlier recommendations.

Special Orientation Programmes for Primary Teachers (SOPT): The Special Orientation Programme for Primary Teachers (SOPT) is an initiative taken up by NCERT since 1993-94 to give training to primary teachers with focus on the teaching of Language, Mathematics and Environmental Studies. This programme gave a boost to OB and MLL initiatives.

Besides, there are some other programmes which have been implemented to achieve the targets of UEE through community participation, empowerment and capacity building. They are Shiksha Karmi Project (SKP) in Rajasthan which functions with assistance from the Swedish International Development Agency (SIDA), the National Programme of Nutritional Support to Primary Education (NP-NSPE) which has been operational from 1995 onwards and which ensures that school children get sufficient nutrition in the form of either cooked meals or supply of food grains, DPEP, a centrally sponsored World Bank supported programme which operated in 1994 (DPEP-I) and in 1996-97 as DPEP-II, Lok Jumbish Project which functions with the help of SIDA in Rajasthan.

Sarva Shiksha Abhiyan: Sarva Shiksha Abhiyan (SSA), a new educational development programme, has been designed and implemented since 2001 with an objective to achieving the goal of UEE by 2007 and