
UNIT 13 EDUCATION*

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13.1 INTRODUCTION

Education nowadays has become prominent thing as it involves most people to take part in this matter. In addition, it cannot be separated from human's life. Both males and females need to be educated. They have indistinguishable appropriate to get as much as they want because there is no limitation for education. No matter how old a person is, he/she can still taken education amid whatever remains of their lives. Hence, there is no such thing as too late to get education.

Education is the only bridge that leads people to their better futures. Education an imperative part in the improvement of a nation. If a country does not have proper education, it might be abandoned by different nations which bolster countries which support education.

The development of a country can be determined by whether its citizens have good education or not. The better the quality of education that a country has, the faster it is likely to develop. No matter what global problems that a country is facing, whether it's the elimination of poverty, the creation of peace, or environmental energy problems, the solutions will always include education. It is never managed without an education.

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Aims and Objectives

By going through this Unit you will be able

- To know the meaning and concept of education
- To know the aims and scope of education

13.2 MEANING OF EDUCATION

In English the term “Education” has been derived from two Latin words Educare (Educere) and Educatum. “Educare” means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term “Educatum” denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates development of the latent faculties of the child. But child does not know these possibilities. It is the educator or the teacher who can know these and take appropriate methods to develop those powers.

In Hindi, the term “Siksha” has come from the Sanskrit word “Shash”. “Shash” means to discipline, to control, to order, to direct, to rule etc. Education in the traditional sense means controlling or disciplining the behaviour of an individual. In Sanskrit “Shiksha” is a particular branch of the Sutra literature, which has six branches – Shiksh, Chhanda, Byakarana, Nirukta, Jyotisha and Kalpa. The Sutra literature was designed to learn the Vedas. Siksha denotes rules of pronunciation. There is another term in Sanskrit, which throws light on the nature of education. It is “Vidya” which means knowledge. The term “Vidya” has originated from “Bid” meaning knowledge.

13.2.1 Narrower and Broader Meaning of Education

13.2.1.1 Education in the Narrower Sense

In its narrow sense, school instruction is called education. In this process, the elders of society endeavor to achieve foreordained points amid a predefined time by giving pre-organized information to children through set methods of teaching. The purpose is to achieve mental development of children entering school. John Stuart Mill is of the view that “The culture which each generation purposefully gives to those who are to be its successors, in order to qualify them for at least keeping up, and if possible for raising the level of improvement which has been attained.”

According to Professor Drever, “Education is a process in which and by which knowledge, character and behaviour of the young are shaped and moulded.

Education, in the narrower sense, is regarded as equivalent to instruction. It consists of the “specific influences” consciously designed in a school or in a college or in an institution to bring in the development and growth of the child.

13.2.1.2 Education in the Broader Sense

In its wider sense, education is the total development of the personality. In this sense. Education consists of all those experiences, which influence the person from birth till death. Therefore, education is that process by which an individual openly builds up his self-as indicated by his inclination in a free and uncontrolled environment. In this way, education is a life-long process of growth environment.

According to S.S.Mackenzie, “In the wider sense, it is a process that goes on throughout life, and is promoted by almost every experience in life.” While Dumvile viewed “Education in its widest sense includes all the influences, which act upon an individual during his passage from cradle to the grave.

John Dewey says “Education, in its broadest sense, is the means of the social continuity”.

Education in the wider sense is a life-long process. It begins with the birth of a child and ends with his death. It is a continuous process. Continuity is the law of life.

Education, in the broader sense, is transmission of life by the living, to the living, through living and for living”. Education is a means for the development of balanced all-round harmonious development of personality. Personality includes not only body and mind but also spirit.

Check Your Progress Exercise 1

Note: i) Use the space given below for your answer.

ii) See the end of the unit for tips for your answer.

1) Discuss the meaning of education.

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13.3 AIMS OF EDUCATION

Aims of education are not fixed, eternal and universal. These are variable and relative. The nature of the aims of education can appropriately be comprehended in the light of two particular methods of insight of life-idealism and pragmatism. Vision remains for outright, extreme, unceasing and widespread qualities. It advocates high beliefs of life, which are essentially profound in nature. It advocates high ideals of life, which are mainly spiritual in nature. Idealism pleads “knowledge for knowledge’s sake.” In an idealist society, education is for the general and good improvement of a man. According to idealism, the aims of education are otherworldly and optimistic in nature and they are foreordained, total, unchangeable and all inclusive. The aim of idealist education is to realize these pre-existing, absolute and universal values. It is “Education for complete living.”

Pragmatism deals with life as it is and not as it ought to be. It is otherwise called the practical way to deal with life. In realism the existing or prevailing social, political and economic states of life are mulled over. The existing conditions of life determine the aims of pragmatic education. Pragmatism does not believe in absolute and eternal values: philosophy of life is always reflected in the aims of education.

13.3.1 Historical Evolution of Aims of Education

In Ancient India the ideal of life was spiritualistic. Educational aim was determined by the conception of life. Thus, the aim of education was self-realization or the realization of Brahma or the Absolute.

In ancient Sparta education was not individualistic but socialistic. Each man was born not for himself, but for the state. The state itself was a school. The immediate aim of this state-controlled system of education was to train the youths in military barracks away from home, to develop a hardy mind in a hardy body, to produce courageous soldiers. Individual liberty was thus not allowed. Education was primarily physical.

In Athens, the individual occupied the pivotal position in the education field. Athenian education aimed at harmonious development of personality physical, intellectual, moral and aesthetic. It secured harmony between the individual and the state, between physical and mental development, between thought and action. Its immediate aim was to develop a beautiful mind in a beautiful body.

Amid the medieval times, education was completely a holy issue. Magic, asceticism, gallantry and scholasticism overwhelmed life in each field. Education was completely formal in character and religious in viewpoint.

With the passage of time this liberal humanistic education degenerated into an artificial and formal system. Against this artificial education the Realistic movement started under the leadership of Bacon and Comenius. According to them, ignorance was at the root of all evils. So, they pleaded spread of universal and integrated knowledge.

A true individualistic ideal of education came into existence in the 18th century. J.J. Rousseau revolted against the existing artificial and demoralized system of education. He not only championed the cause of the common people but also the cause of the child in the field of education. Thus, naturalism appeared in education.

13.3.2 Different Aims of Education

The Vocational Aim

The vocational aim is also known as “the utilitarian aim or the bread and butter aim.” Education must help the child to earn his livelihood.

The Knowledge or Information Aim

Educationists who hold the knowledge or information aim of education justify their stand with powerful arguments. They argue that knowledge is indispensable for all right action and it is the source of all power. “It is knowledge which makes a realist a visionary successful in any profession.

The Culture Aim

The cultural aim of education has been suggested to supplement the narrow view of knowledge aim.

The Character Formation Aim or the Moral Aim

Character is the cream of life and, as such, it should be the aim of education. Vivekananda and Gandhi both emphasized character building in education.

Character formation or moral education is concerned with the whole conduct of man.

The Spiritual Aim

The idealist thinkers have opined that the spiritual development of an individual should be the supreme aim of education.

The Adjustment Aim

Adjustment is the primary rule of human life. Without adjustment to environment none can survive. Life is a struggle for adjustment.

The Leisure Aim

“Free and unoccupied time” of an individual is generally known as leisure. It is a time when we can use it in a creative way. Leisure can make our life dynamic and charming.

The Citizenship Training Aim

A citizen has to perform multifarious civic duties and responsibilities. Children should be so trained by education that they can successfully discharge their various civic duties and responsibilities.

The Complete Living Aim

Some educationists have insisted upon the need of an all-comprehensive aim of education. This viewpoint has led to the development of two aims- “the complete living aim” and the “harmonious development aim.”

The Harmonious Development Aim

Educationists are of the opinion that all the powers and capacities inherited by a child should be developed harmoniously and simultaneously. Gandhiji is a strong advocate of the harmonious development

The Social Aim

No individual can live and grow without social context. Individual life became unbearable to man and that is why he formed society. Individual security and welfare depend on the society. Individual improvement is conditioned by social progress.

13.4 BASES OF EDUCATION

Bases are the pillars upon which the building lies. The building of Education also has several bases.

13.4.1 Philosophical Bases of Education

Since the inception of this world man has been continually attempting to know reality. This “knowing” is philosophy. It is philosophy, which has interpreted man and his activity in general. Human life cannot properly be understood without philosophy. There is close relationship between philosophy and life. Conception of life originates from philosophy. Philosophy gives reluctance and builds up a soul of enquiry after truth. Life and education are inseparably connected.

Etymologically, the word Philosophy has been derived from two Greek words “Philo” (love) and “Sophia” (wisdom) means love of wisdom. Wisdom is not the same thing as knowledge. Knowledge can be acquired, but wisdom is realized truth. Philosophy is love for the truth and a life’s necessity. Education in the widest sense of the term is life itself and, in a narrow sense it is the preparation for complete living.

13.4.2 Sociological Bases of Education

Education takes place in society constituted of individuals. It is a social procedure. It has a social capacity and in addition social pertinence. A school is made by the general public and the general public is formed and shaped by the school. Subsequently, education is both a cause and product of society. It starts in the general public and it must satisfy the necessities and yearnings of the general public. There is thus an intimate relationship between education and society.

Sociology has come from two words Societas and Logos meaning “society” and “science” respectively. Hence scientific study of society is commonly known as sociology. Society is more than a mere assemblage of individuals. It involves interaction and interrelation between individuals and groups.

13.4.3 Psychological Bases of Education

Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are manifold. Educational theory and practice are conditioned by the nature of human behaviour.

The term psychology has been derived from two words “Psyche” meaning mind and “Logos” meaning science. Hence psychology is the science of mind.

Check Your Progress Exercise 2

- Note:** i) Use the space given below for your answer.
ii) See the end of the unit for tips for your answer.

- 1) What are the bases and aims of education?

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13.5 CURRENT STATUS

Providing education to a large population has been a challenging task after independence. The illiteracy has been widespread throughout the country. Government was totally committed to avail the infrastructure and other facilities to its people. So as to accomplish these errands, it has constituted different advisory groups and commissions every now and then. The first ever commission namely University Education Commission towards this effort was appointed in 1948. Later, in 1952, the secondary Education Commission was constituted. The

development of Education in India particularly after independence has been guided by goals as encapsulated in Indian Constitution. Education has been regarded in the constitution of India as the fundamental right of each and every citizen. Since the adoption of the constitution, the government has been attempting gigantic endeavors to benefit education to all sections of the society.

Development in Elementary Education

The Parliament has passed the Constitution's 86th Amendment Act, 2002 to make elementary education a Fundamental Right for children in the age- group of 6-14 years.

Sarva Shiksha Abhiyan

The Scheme of Sarva Shiksha Abhiyan (SSA) was launched in 2001. The goals of SSA are as follows: (i) All 6-14 age children in school/ Education Guarantee Scheme Center/bridge course by 2003. (ii) All 6-14 age children complete five year primary education by 2007 (iii) All 6-14 age children complete eight years of schooling by 2010 Focus on elementary education on satisfactory quality with emphasis on education for life (v) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010 and (vi) Universal retention by 2010. The programme covers the entire country with special focus on education needs of girls, SCs/ STs and other children in difficult circumstances.

Education Guarantee Scheme and Alternative and Innovative Education

Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE) are an important component of Sarva Shiksha Abhiyan (SSA) to bring out of school children in the fold of Elementary Education. EGS addresses the inaccessible habitation where there is no formal school within the radius of one km. and at least 15-25 children of 6-14 years age group. Alternative Education intervention for specific categories of very deprived children e.g., child street children, migrating children, working children, children living in difficult circumstances and older children in the 9+ age group especially adolescent girls are being supported under EGS and AIE all over the country.

Mid-Day Meal Scheme

The National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as the Mid-Day Meal Scheme, was formally launched on 21st, August 1995. The objective of the programme is to give a boost to universalisation of primary education by increasing enrolment, attendance and retention, and also improving nutritional status of children in primary classes studying in Government, Local Body and Government- aided schools. From October 2002, the programme has been extended to children studying in Education Guarantee Scheme (EGS) and other Alternative and Innovative Education (AIE) Learning Centres also.

District Primary Education Programme

The Centrally sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalisation of primary education. DPEP adopts a holistic approach to universalize access, retention and improve learning achievement and to reduce disparities among social groups.

Adopting an area-specific approach' with district as the unit of planning, the key sensitivity to local conditions and ensuring full participation of the community.

Operation Blackboard

The scheme of Operation Blackboard (OBB) was launched in 1987-88 with the aim of improving human and physical resource available in primary schools of the country. Provision of at least two reasonably large rooms, at least two teachers and essential teaching/ learning materials for every existing primary school were the components of the scheme. The scheme has been subsumed in Sarva Shiksha Abhiyan (SSA) from 2002-2003.

Lok Jumbish Project

An innovative project "Lok Jumbish" with assistance from Swedish International Development Agency (SIDA) was launched in Rajasthan to achieve education for all through peoples' mobilization and their participation.

Shiksha Karmi Project

The shiksha Karmi Project (SKP) aims at universalisation and qualitative improvement of primary education in remote and socio-economically backward villages in Rajasthan with primary attention given to girls.

Mahila Samakhya

The Mahila Samakhya Programme (Education for Women's Equality) started in 1989 is a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. It is being implemented in more than 14,000 villages in 60 districts of nine states.

Janshala Programme

Janshala (GOI-UN) Programme is a collaborative effort of the Government of India and five UN agencies – UNDP, UNICEF, UNESCO, ILO and UNFPE to provide programme support to the ongoing efforts towards achieving UEE. Janshala, a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups, SC/ ST minorities, working children and children with specific needs.

Development in Teacher Education

As envisaged in the National Policy on Education (NPE) and Programme of Action (POA) 1986, the Centrally-Sponsored Scheme of Restructuring and Reorganizations of Teacher Education of Teacher.

National Council for Teacher Education

The National Council for Teacher Education (NCTE) was established in August 1995 with a view to achieve planned and co-ordinate development of teacher education system throughout the country and for regulation and proper maintenance of norms and standards of teacher education.

National Bal Bhavan

National Bal Bhavan (NBB), New Delhi is an autonomous body fully funded by the Ministry of Human Resource Development, which was established for children

in the age group of 5-16 years. Objectives of the National Bal Bhavan are to enhance the spirit challenge, experiment, innovate and create. National Bal Bhavan was founded by Pt. Jawahar Lal Nehru in 1956.

Development towards Education of Scheduled Castes and Scheduled Tribes

Article 46 of the Constitution states that, “The State shall promote, with special care, the education and economic interests of the weaker sections the people, and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of social exploitation.”

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State.

District Primary Education Programme (DPEP)

The thrust of the scheme is on disadvantaged groups like girls, SCs/STs. Working children, urban deprived children, disabled children etc.

Janshala

The objective of Janshala is to support the efforts for UEE by providing primary education to the children from SCs, minorities, working children and children with special needs.

Mahila Samakhya

Mahila samakhya addresses traditional gender-imbalances in educational access and achievement. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with customs and struggle for survival, all of which inhibit their empowerment.

National Programme for Education of Girls at Elementary Level

The NPEGEL, under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/ disadvantaged at the elementary level.

Shiksha Karmi Project (SKP)

SKP aims at universalisation and qualitative improvement of primary education in remote, arid and socio-economically backward villages in Rajasthan with primary attention to girls.

Kasturba Gandhi Balika Vidyalayas

Under the scheme of Kasturba Gandhi Balika Vidyalaya, 750 residential schools as being set up in difficult areas with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities.

Jan Shikshan Sansthan (JSS)

JSS or Institute of People’s Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of the beneficiaries.

Kendriya Vidyalayas (KVs)

15 per cent and 7.5 per cent seats are reserved for SCs and STs respectively in fresh admissions. No tuition fees are charged from scheduled caste and scheduled tribes students up to class XII.

Navodaya Vidyalayas (NVs)

Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5 per cent.

National Institute of Open Schooling (NIOS)

The SC/ST students are given concession in admission fees to the extent of Rs 200 for bridge courses, Rs 250 for secondary courses and Rs 300 for senior secondary courses.

Development Towards Quality Improvement in Schools

During the Tenth Plan, it has been decided to introduce a composite Centrally Sponsored Scheme “Quality Improvement in Schools”.

Environmental Orientation to School Education

Centrally-sponsored Scheme “Environment Orientation to School Education” was initiated in 1988-89. The scheme envisages assistance to voluntary agencies for conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions.

Introduction of Yoga in Schools

A Centrally Sponsored Scheme for Introduction of Yoga in Schools was launched in 1989-90. This scheme aimed at giving financial assistance to States/UTs/NGOs.

Navodaya Vidyalaya Samiti

The National Policy on Education-1986 envisaged setting up of model school, one in each District of the Country. A scheme was formulated under which it was decided to set-up co-educational schools.

Kendriya Vidyalaya Sangathan

The Government approved the scheme of Kendriya Vidyalaya Sangathan in 1962, on the recommendations of the Second Pay Commission. Initially, 20 regimental schools in different States were taken over as Central School. In 1965, an Autonomous Body called Kendriya Vidyalaya Sangathan was established with the primary objective of setting-up and monitoring Kendriya Vidyalaya to cater to the educational needs of the children for transferable Central Government Employees including Defence Personnel and Para-Military force by providing common programme of education.

Development towards Integrated Education for Disabled Children

The scheme of IEDC was started in 1974, provided for 100 per cent financial assistance, to State Governments UTs and NGOs towards facilities to disabled children integrated in the normal schools for Books and Stationary, Uniform, Transport Allowance, Escort Allowance, Readers Allowance for Blind Children, Equipment, Salary of teachers recruited for teaching Disabled Children.

Educational Development in North Eastern Region

The NE Region comprising of eight States has a high literacy level and is rich in ethnic cultural heritage with linguistic diversity.

Development in University and Higher Education

As present there are 342 universities and university-level institutions in India including 18 Central Universities, 211 State Universities, 95 Deemed Universities, 5 institutions established under State Act and 13 institutes of national importance apart from around 17,000 colleges including 1800 women colleges in India.

Indira Gandhi National Open University

The Indira Gandhi National Open University (IGNOU) established in September 1985 is responsible for the promotion of Open University and distance education system in the educational pattern of the country and for coordination and determination of standards in such systems.

Minority Education

The National Policy on Education 1986, updated in 1992 envisages paying greater attention to the education of the educationally backward minorities in the interest of equity and social justice. In pursuance of the revised Programme of Action (POA) 1992, two new Centrally-sponsored schemes, i.e. (i) Scheme of Area Intensive Programme for Educationally Backward Minorities; and (ii) Scheme of Financial Assistance for Modernisation of Madarsa Education were launched during 1993-94.

Technical Education

The Technical Education System in the country covers courses in engineering, Technology, management, architecture, pharmacy, etc. The Ministry of Human Resource Development caters to programmes at undergraduate, postgraduate and research levels. The technical educational system at the central level comprises, among others, the following: a) The All India Council for Technical Education (AICTE), which is the statutory body for proper planning and coordinated development of the technical education system; b) Seven Indian Institutes of Technology (IITs); c) Six Indian Institutes of Management (IIMs); d) Indian Institute of Science (IISc), Bangalore; e) Indian Institute of Information Technology and Management (IITM), Gwalior; Indian Institute of Information Technology (IIIT), Allahabad; and its Extension Campus at Amethi; and Pt. Dwarka Prasad Mishra Institute of Information Technology Design and Manufacturing Jabalpur; and f) Eighteen National Institutes of Technology (NITs) (converted from RECs with 100 per cent central funding).

Check Your Progress Exercise 3

Note: i) Use the space given below for your answer.

ii) See the end of the unit for tips for your answer.

1) Discuss the different schemes/initiatives introduced by the Government of India in recent years to improve the quality of education in India.

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13.6 GANDHI'S SCHEME OF EDUCATION

In the Gandhian constructive program, the most vital component is '*Nai Talim*,' or the new education. He regarded his scheme of education as initiating the quiet social upheaval and anticipated that it would give a sound connection between the city and the village, which would go a long way in eradicating the poisoned relationship between the classes.

Gandhi had said, "by education, I mean an overall all around drawing out of the best in child and man, in body, mind, and spirit." This concept of education serves both goals at the same time. The application of Gandhi's concept of education was first suggested for children between the ages of 7 and 14. This is called basic education. This was later on extended to all the stages. Gandhi felt that it should include the education of everybody, at every stage of life; including the university stage.

Basic education stands for a new outlook, a new approach. The origin of the considerable number of contentions on the planet is that knowledge has been separated from work. They have been separated in thoughts by a faulty psychology. They have been separated in life by a faulty sociology. They have been relegated distinctive market esteems by defective financial matters. One of the basic principles of education is that work and knowledge must never be separated. Separation of learning from labor results in social injustices.

Gandhi aimed at developing a society, "a socially conscious 'man' dedicated to truth and nonviolence." His educational scheme was nationalist in setting, idealist in nature and pragmatic on one hand while social in purpose and spiritual in intent on the other hand. It was also an essential instrument for materializing his dream of *Sarvodaya Samaj*, in which the vertical and horizontal distance between people is reduced to a minimum. Gandhi formulated his scheme of basic education in the context of poverty, illiteracy, backwardness, frustration, and the degeneration of our masses, resulting from the disruption of traditional social institutions and the destruction of the small-scale cottage industry.

He says that we must draw out the best in adult and child. This radical scheme was geared up, checking the progressive decay of our villages, reviving the village economy, laying the foundations of a just social order, in which there is no unnatural division between the 'haves' and the 'have-nots' and everybody is assured of achieving acceptable standards. By free education, Gandhi did not mean an education fully supported and subsidized by the state or other outside agencies. Rather, he suggested a framework that had the most extreme conceivable limit of self-bolster from the general population's work understanding, which is both an instrument of instruction and a wellspring of wage.

He had very specific ideas about research, higher education and the accumulation of knowledge. In Gandhi's scheme, higher education performed the essential function of providing training and properly motivating human power for national needs and there was an urgent need for the purposive expansion of such education. He declared, "... under my scheme, there will be more and better libraries, more and better research institutes. Under, it we should have an army of chemists, engineers, and other experts who will be the real servants of the nation and answer the varied and growing requirements of the people who are becoming increasingly conscious of their rights and wants.

Check Your Progress Exercise 4

Note: i) Use the space given below for your answer.

ii) See the end of the unit for tips for your answer.

1) How is Education Scheme or Basic Education or Nai Talim envisaged by Mahatma Gandhi is important today? Discuss.

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13.7 SUMMARY

Need of great importance is to reorient education in order to channelize the manpower in the right direction. In the reports of the different councils and commissions the need and the significance of education has been accentuated to make it professional i.e. job oriented and productive for self-employment. With the difficult issue of mounting instructed jobless young fellows and ladies, developing distress among the students, re-introduction of the educational system on the soul of Gandhian conception of education is by all accounts the need of the 21st century.

Consequently, it is very supported to state that the major standards of fundamental principles of basic education are as yet substantial and productive with regards to our present educational reform. They are pertinent to be utilized as managing standards of modern education. Indeed, it should be changed on modern lines then it might fill in as a standout amongst the most intriguing and productive procedures of guideline at elementary stage.

13.8 SUGGESTED READINGS

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13.9 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) Include in the answer both the narrower and broader view of education that include personality development and ethical education besides the school education .

Check Your Progress Exercise 2

- 1) Here the sociological, emotional, philosophical and cultural dimension needs special focus.

Check Your Progress Exercise 3

- 1) Elaborate discussion of different schemes under Education Guarantee Scheme and Alternative and Innovative Education should be added in the answer.

Check Your Progress Exercise 4

- 1) Answer should highlight Gandhi's emphasis on moral learning and personality development.



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