On 1st April 1972, the JK Govt. issued a notification which said in the year since Independence, much has been made by the state in the field of education. The state government considered progressive and developed an educational system which would be suitable to the needs of the country and the same might suit all to be done and done effectively. The state's educational system is to play its role in the progress of modernization and development and if the educational system is to be effective, more closely related to employment opportunities. This calls for quick appraisal of educational policies. A committee on education was constituted to examine the problems and recommended early to the government, suitable policies and programmes for implementation. Under the notification, a committee on education was constituted to examine the problems and programme for suitable policies.
2. Economic, political, social and educational

This whole nation shall have to make efforts for the total reconstruction of the society.

3. Equality of Opportunity

Every individual is worthwhile and is able to make his unique contribution to the society. We have sufficient human resources but unfortunately we have failed to develop and grow the potentialities of all. We shall have to devise the means to achieve the concept and objectives of equality of opportunity on all fronts.

4. Science and Education

Moreover, the importance of science in the present day world cannot be ignored. It is a powerful instrument for modernization. It helps to rational outlook and stimulates curiosity in the students and cultivates problem-solving attitude and scientific outlook. Our education should develop problem-solving attitude and scientific outlook. Our education should also stimulate curiosity in the students and cultivate the ability to formulate and conduct experiments. It should also impart basic knowledge and skills and improve the overall education.

5. Present defects to be removed

We have not yet achieved the concept of universal education. Every individual does not get the opportunity to receive education. Our curriculum is planned in such a manner that it works against the concept of universal education. Moreover, the teaching of science should be related to the environment and the problems of life.

6. Education as an instrument of social reconstruction

Education can become a powerful instrument of social progress provided that it has proper character, coverage and quality. Before embarking upon the work of transformation of our education system, the powerful instrument of social progress provided that it has proper character, coverage and quality. Before embarking upon the work of transformation of our education system, due consideration needs to be given to the basic postulates that shall guide this process.
The commission was named after its Chairman Dr. A Lakshmanswami Mudaliar. He was Vice Chancellor of Madras University and an eminent educationist. The commission is popularly known as Secondary Education Commission because it aimed at bringing about important reforms in the field of secondary education. The other members of the Commission were educationists like Dr. K L Shirmali and Shri K.G Sayidian, etc. The principal of Central Institute of Education (CIE), Delhi S.N. A.N. Basu worked as secretary.

The Commission gave detailed recommendations with regard to aims, curriculum, teacher training, their conditions of work and service, methods of teaching, examination and evaluation, student welfare, medium of instruction, health, recreational activities and administration.

The main recommendations of this commission have been the following recommendations in regard to education:

1. Development of democratic citizenship:
   - India, before the appointment of this Commission, had declared itself a democratic nation. The commission aims to develop democratic citizenship among children so that in the years to come they may be able to provide effective leadership to the country and bear the responsibilities of an efficient citizen.

2. Improvement of vocational capability and efficiency:
   - The Commission aimed at the development of vocational efficiency among students. This was necessary for the progress of vocational, technical, professional and industrial education.

3. Education for leadership:
   - To provide training for leadership to children so that in the time to come they may be able to provide effective leadership to the country.

4. Improvement of educational capability and efficiency:
   - The Commission aimed at bringing about important reforms in secondary education.
Main Recommendations

1. Reorganization:
The commission recommended for the reorganization of the system of education at primary, junior and secondary level. It recommended 4 or 5 years primary or junior basic, 3 years junior or senior basic and 3 years secondary education in the country. In this way indirectly the Commission recommended higher secondary system instead of intermediate colleges.

2. Diversification of Courses:
- It laid special emphasis on diversification of courses at the secondary level. It is to proceed keeping in view the ability, interest, inclination, aptitude and individual differences among the pupils. This led to the establishment of multipurpose secondary schools in the country.

3. Establishment of technical schools:
The Commission recommended for establishing technical and industrial schools in large numbers. These institutions should be in the proximity of industries and provide training of various types.

4. Schools for handicapped:
- It emphasized on opening schools for the handicapped and backward children including deaf, dumb, blind and retarded ones.

5. Medium of instruction:
- With regard to the medium of instruction, the commission recommended that at the secondary stage each student should study at least two languages out of which one should be the regional.

6. Diversification of curriculum:
- The scope of secondary curriculum needed to be widened. It should be diversified with due emphasis on practical aspect and students should have ample freedom in the selection of subjects.

7. Improvement of textbooks:
- For raising the quality of textbooks, high power committees should be constituted both in the centre and states.

8. Co-curricular activities:
- Schemes like self discipline, religious and moral education, National Cadet Corps (NCC), Red cross, first aid, scouting and co-curricular activities etc should be introduced in schools.

9. Provision of sports:
- For improving health of boys games should be organized on a regular basis. Provision of physical instruction and periodic inspection by the doctor should be made in schools.

10. Improvement of education system:
- In examinations, the new concept of evaluation should be adopted. They should be objective type instead of marks. Symbols should be used in evaluation. Cumulative record of each student should be maintained. It should be reviewed at least once at the secondary stage or each student should study at least two subjects at the secondary stage. The commission recommended that the medium of instruction at the secondary stage should be the regional. This led to the establishment of multipurpose secondary schools in the country. The above discussion leads us to conclude that Mudaliar Commission made some very important recommendations for raising the quality and standard of secondary education in the country.
Contribution to Education

a). Reorganisation:
The Commission studied the secondary education from the original point of view. In this regard it has made a novel contribution. Its suggestion in regard to reorganisation of secondary education are also very useful and important.

b). Development of democratic qualities:
The Secondary Education Commission has laid down that the aim of secondary education should inculcate and develop democratic qualities in the students. This recommendation has been very correct in regard to reorganisation in reorganisation in regard to reorganisation in reorganisation in reorganisation in regard to reorganisation in regard to reorganisation in regard to reorganisation in regard to reorganisation in regard to reorganisation in regard to reorganisation

c). Diversification of courses:
The Commission has suggested for the diversification of the courses, at this stage of education, in order to satisfy the individual interests and aptitudes of the students going in for this stage of education.

d). Establishment of multipurpose schools:
It has also recommended for the establishment of multipurpose schools. This recommendation has been made with a view to make the students self dependent from occupational or professional point of view.

e). Improvement of service conditions of teachers:
The commission has been very correct in realizing that the teachers form the backbone of the entire setup. It has therefore, been very correct in proposing the improvement of service conditions of teachers.

f). Arrangement of physical education:
The suggestion of the commission in regard to physical welfare of the students are also very valuable. It has correctly been said that a sound physical welfare of the students are also very valuable.

Body can also have sound mind. Unless the body is well kept, the mind cannot be healthy.
To throw light on the comprehensive and integrated aspect of education and suggest measures for its improvement, the Government of India appointed a Commission in 1964 under the chairmanship of Dr. D.S. Kothari, the then Chairman of University Grants Commission. The Commission consisted of several eminent Indian and foreign educationists like Dr. P.N. Kirpal, Dr. V.S. Jha, Prof. M.V. Mathur and Dr. K.G. Sayidian. Later Shri J.P. Naik acted as its secretary. The whole work was divided into 12 task forces and 7 working groups consisting of specialists and other general members. The Commission visited different parts of the country for about 100 days and collected relevant data and other information through questionnaires, interviews and other devices.

I. National Development: The main problem before the country was to bring about self-sufficiency in food, economic progress, full employment, social and national unity and political development.

II. Education Related to Life: Education should be directly related to the life, need and aspirational level of the people.

III. Productivity in Education: It should be related to productivity and work experience.

IV. Social and National Integration: For strengthening social, national and emotional integration, the scheme of common school and extension of education, social service, vocationalisation, developmental aspects of secondary education, technology, scientific research and development etc. should be encouraged.

At the outset, the Commission discussed education in context of national goals. The main goal set by the Commission was to advise the Government of India on the general principles and policies for the development of education at all stages and in all its aspects. The Commission was to advise the Government of India on the general principles and policies for the development of education at all stages and in all its aspects. The terms of reference of the Commission were to advise the Government of India on the general principles and policies for the development of education at all stages and in all its aspects.

The Commission submitted its report in 1966 and provided a detailed plan of 2 decades of the development of education for the country. The name of the report is popularly known as the Kothari Commission report. The Commission consisted of several eminent Indian and foreign educationists like Dr. P.N. Kirpal, Dr. V.S. Jha, Prof. M.V. Mathur and Dr. K.G. Sayidian. The Commission was to advise the Government of India on the general principles and policies for the development of education at all stages and in all its aspects. The report is considered one of the most important educational documents in India and has had a significant impact on the development of education in the country.
5. Education for modernization: Education was supposed to be an important means of modernization and change and hence there was need to develop it in a balanced way.

6. Education for social and moral values: An important role of education was to instill among students social, intellectual and moral values in order to bring about proper coordination between atom and ahimsa.

Main Recommendations

1. Educational structure: The commission revamped and reorganized education and prescribed a clear cut structure for each stage of education. The age for initiating the child into education was fixed at 6+. The pre primary or nursery stage may vary from 3 to 6. The primary stage has been divided into two parts i.e. lower primary of 4 or 5 years and higher primary of 3 years. Similarly, secondary education has also been divided into two parts i.e. lower secondary of 2 years and higher secondary of 2 years. According to the commission, at the lower secondary stage vocational education of 1 to 3 years could be imparted in place of general education. The first public examination would be held in class X. In this way, the commission recommended the establishment of higher secondary schools in the country.

2. Teachers status: Kothari Commission, 1966 gave healthy suggestions for the improvement of teaching profession. It earnestly hoped to attract talented persons to this profession. The commission suggested radical reforms with regard to their qualifications, pay scales and conditions of work and service. The commission also considered the possibilities of their promotions and other benefits. It clearly laid down the basic qualifications of teachers and prescribed a minimum of Rs. 150 as a basic pay. The commission also considered the possibilities of their promotions and other benefits. It clearly laid down the basic qualifications of teachers and prescribed a minimum of Rs. 150 as a basic pay. The commission also considered the possibilities of their promotions and other benefits. It clearly laid down the basic qualifications of teachers and prescribed a minimum of Rs. 150 as a basic pay.

3. School curriculum: With regard to curriculum, the commission recommended the inclusion of the following subjects in the curriculum:

   - An important role of education was to instill among students social, intellectual and moral values in order to bring about proper coordination between atom and ahimsa.
The commission recommended in addition to three languages - mother tongue, Hindi and English.

The commission emphasized the adoption of the principle of diversity in prescribing curriculum for boys and girls. It was one of the views that in a democratic setup education should proceed keeping in view the ability, interest, capacity, capability and inclination of individual children. Apart from these, the commission recommended 20% vocationalisation at the lower secondary and 50% at the higher secondary stage.

4. Methods of teaching:

The commission recommended for the adoption of dynamic methods of teaching. To achieve this, it was necessary to hold seminars and workshops from time to time. It was the prime duty of the educational authorities to create a congenial atmosphere in educational institutions that promote the search of truth and attainment of excellence. The commission recommended creating a central testing organization for the search of talent and achievement of excellence. The commission emphasized the need for the development of the personal qualities of the students and hence they should be motivated as far as possible.

5. Equalization of educational opportunities:

On a democracy, it is necessary to provide equalization of educational opportunities to all sections of the community without any discrimination or partiality. Apart from this, regional inequalities should be reduced as far as possible. A special emphasis should be laid on the provision of educational facilities to children from rural areas, girls, and poor children on liberal basis. Any discrimination on the basis of boys and girls, rich and poor, urban or rural, should be annihilated. The commission pointed out that any differentiation of educational opportunities to all sections of the community, without any discrimination, is necessary to provide equal opportunities to all.

6. Higher education:

In the field of higher education, the commission made a special reference to the objectives of setting up universities. According to the commission, the chief aim of a university should be to search and develop new knowledge. All should work freely and earnestly for the search of truth and attainment of excellence. The commission recommended creating a central testing organization for the search of talent and achievement of excellence. The commission made a special reference to the objectives of setting up universities. According to the commission, the chief aim of a university should be to search and develop new knowledge. All should work freely and earnestly for the search of truth and attainment of excellence. The commission recommended creating a central testing organization for the search of talent and achievement of excellence.

For qualitative improvement of higher education, major universities should be established in the field of arts, science, agriculture, technology, and commerce, etc, and their standards should be comparable with any university of this type in the world. The commission emphasized the adoption of English as the medium of instruction but gradually we should switch over to regional languages, as far as possible. The commission also threw light on the working of the University Grants Commission and the inter-university board. It suggested to the central and state governments to provide liberal grants to the universities and colleges but not to interfere in their academic matters.
Agriculture, technical and vocational education:-
Kothari Commission, 1966 made detailed recommendations with regard to research, training and extension work in the field of education for agriculture. Apart from these, help of the primary extension centers and community development blocks should be sought for extension works in the vicinity. With regard to the development of technical education, semi skilled and skilled workers be trained for industry. Training should also be made possible through part time, sandwich and correspondence courses. In vocational education most important areas are engineering, medical, veterinary, teaching and law. It would be of utmost importance to develop a national policy for the progress of science and technology in the country.

Educational planning and administration:-
In this era of planning, it is very essential to evolve a national educational policy. This will depend upon the country’s capacity and the capacity of the society. This involves provision of educational policies, curricula, standards, etc. The initial stage of education should be taken for the development of educational policies. At national and state levels, adult education boards can be constituted and emphasis be laid on the functional aspect of adult education. Adult education: For the success of democracy, national development and technology in the country, educational administration through a planned programme in phases.

9. Enrolment and manpower:- In order to establish proper liaison between enrolment and manpower, it is necessary to evolve a national enrolment policy. This will depend upon the country’s capacity and the capacity of the society. This involves provision of educational policies, curricula, standards, etc. The initial stage of education should be taken for the development of educational policies. At national and state levels, adult education boards can be constituted and emphasis be laid on the functional aspect of adult education.

10. Educational planning and administration:-
In this era of planning, it is very essential to plan for education also. Education planning should proceed according to the national development and aim at qualitative improvement. Kothari Commission, 1966 gave detailed recommendations with regard to the working of NCERT, UGC and Central Ministry of Education and Culture. Financing of education had also been dealt by the Commission. In this way, effort has been made for the improvement of educational administration through a planned programme in phases.
Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an old age process. These moments are referred to as the dawn of a new direction. Education has continued to evolve, diversify and expand its reach and coverage since the dawn of human history.
The Education of Scheduled Castes

The central focus in SC's educational development is their equalization 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 Education of Scheduled Tribes

Priority will be 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 and under the NRIDP, Tribal Welfare Schemes, etc.

Other Educationally Backward Sections and Areas

Suitable incentives will be provided to all educationally backward sections of the society, particularly in the remote, hilly, desert, and inaccessible areas and islands. Subsidy incentives will be provided to all educationally backward sections of the society.

The Handicapped

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face the challenges of life with confidence and courage.

Adult Education

Our ancient scriptures define education as that which liberates—i.e., provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education. The literacy programme, which is aimed at providing education to those who have not received it, is an essential part of adult education.

Reorganization of Education at Different Stages

Early Childhood Care and Education

Recognizing the holistic nature of child development viz., nutrition, health, and social, early childhood care and education (ECCE) will receive high priority and be suitably integrated with the integrated child development (ICD) scheme.

Elementary Education

The new thrust in elementary education will emphasize two aspects: (i) universal enrollment and improvement in the quality of education, and (ii) a substantial improvement in the educational attainment of children aged 14 years or above.

The objective of education is to ensure that every child has the opportunity to realize his full potential in a happy and democratic society. Hence, the central theme of early childhood care and education is to prepare the child for a happy and healthy future.
Provision will be made of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather and the necessary toys, blackboards, maps, charts and other learning material. A phased drive, symbolically called Operation Black Board will be undertaken with immediate effect to improve Primary Schools all over the country. Construction of school buildings will be the first charge on NREP and RLEGP funds.

Non Formal Education

A large and systematic programme of non formal education will be launched in primary schools, including at least two

Open University and Distance Learning

Rural University

Institutional.

Secondary Education

Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened to cover areas unserved by it at present. In other areas, the main emphasis will be on consolidation.

Vocational Education

Vocational Education will be a distinct stream, intended to prepare students for identified occupations in several areas of human activity. The courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII.

Higher Education

In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, incorporating new technological aids to improve the learning environment of existing institutions. Higher education has to become accessible by all, especially in areas where access to secondary education is presently low.

Secondary Education

Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened to cover areas unserved by it at present. In other areas, the main emphasis will be on consolidation.

Modern methodological aids will be used to improve the learning environment of NPE centres.

Non Formal Education

A large and systematic programme of non formal education will be launched for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools. Modern methodological aids will be used to improve the learning environment of NPE centres.

Construction of school buildings will be the first charge on NREP and RLEGP funds.
Delinking will be applied in services for which a university degree need not to be a necessary qualification. Its implementation will lead to a re-fashioning of job specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

Technical and Management Education

The infrastructure and services sectors as well as the unorganized rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. This will be undertaken by the Government through its Technical Education and Training Board. The Education Policy of 1968 had examined the question of the development of the development of languages in the country and processes of education will be enriched by cultural content in as many languages as possible. Children will be enabled to develop sensitivity to beauty, harmony, and refinement. To sustain and carry forward the cultural tradition, the role of old masters, who mentor and pass it on, should be recognized and supported. The Cultural Perspective.

Languages

The curricula and processes of education will be enriched by cultural content in as many languages as possible. Children will be enabled to develop sensitivity to beauty, harmony, and refinement. To sustain and carry forward the cultural tradition, the role of old masters, who mentor and pass it on, should be recognized and supported.

Research, Exposure and Development

In order to improve the situation regarding manpower information, the recently set up Technical and Professional Education Board will be accorded the required status.

Technical and Professional Education

Because of an unnecessary preference for graduate candidates, the Pre-service Training Institute has decided to reduce the number of places reserved for graduate students. This will lead to a re-fashioning of job specific courses and greater justice to those candidates who, despite being equipped for the given job, are unable to get it because of an unnecessary preference for graduate candidates.
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- Inculcate more women in the planning and management of education and
  - Involvement of teachers, both male and female.

Cultivate the spirit of a spirit of autonomy for educational institutions.

Interaction with country's developmental needs.

Establishing a joint training and management perspective of education and its

The Ministry of Education

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The Teacher

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Universalisation of Elementary Education

Elementary Education also known as primary education is the foundation of the entire super structure of the nation which we intend to build. The strength and progress of a nation rests upon the educational foundation of her people. Education is said to be the third eye of a man.

Mr. K G Sayidain in his book "Problems of Educational Reconstruction" observed, Elementary Education is not concerned with any class or group but has to deal with the entire population of the nation. It is not concerned with any other single activity, social, political or educational.

Meaning of Elementary Education (Primary Education)

Meaning of Elementary Education according to Kothari Commission:- According to Kothari Commission, Primary (Elementary Education) can be divided into sub stages:
1. Lower Primary: It is of four year duration. It is comprised of age group 6-10.
2. Higher Primary: It is of 3 year duration. It is comprised of age group 10-13.

Meaning of Elementary Education according to the Indian Constitution:- The constitutional directive to strive towards universal education of all children between the ages of 6 and 14 implies an eight year course. According to the constitution adopted by Free India. The State shall endeavour to provide within a period of ten years from the commencement of the constitution, free and compulsory education for all children between the ages of 6 and 14.

Objectives of Elementary Education (Primary Education)

According to Regional Meeting of Representatives of Asian Member States on Primary and Compulsory Education held at Karachi in December 1959 and January 1960, the objectives of Elementary (Primary) Education should be:
1. Mastery over the tools of learning: To give an adequate mastery over the tools of learning.
2. Harmonious development: To bring about a harmonious development of the child's physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.
3. Good citizenship and national integration: To prepare children for good citizenship, to develop in them a love for their country, its traditions and its culture, and to inspire in them a sense of service and loyalty.
4. International understanding: To develop international understanding and the spirit of patriotism by providing for his physical, intellectual, social, emotional, aesthetic, moral, and spiritual needs.

NCERT through a document "Curriculum for Ten Year School" has identified the following objectives of elementary (Primary Education):
1. Literacy
2. Numeracy
3. Technicacy

The child should develop a respect for national symbols like the flag and the anthem, and for the democratic processes and institutions of the country.

The child should acquire healthy attitudes towards human labour and its dignity.

The child should develop habits of cleanliness and healthful living.

The child should learn to cooperate with others and appreciate the usefulness of working together. The common good

The child should learn to cooperate with others and appreciate the usefulness of working together for the common good.

The main features of the revised Constitution (93rd Amendment) Bill passed by the Lok Sabha on 28th November 2001 and considered by Rajya Sabha on 14th May 2002 as follows:

i). Insertion of a new Article 21A to provide for free and compulsory education to all children of the age of 6-14 years; ii). Substitution of existing Article 45 of the Constitution with the following: The State shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years; iii). Insertion of the following New Clause in Article 51(A) of the Constitution relating to Fundamental Duties of Citizens.

The Scheme of Sarva Shiksha Abhiyan (SSA) was evolved from the recommendations of the Kothari Commission (Indian Education Commission, 1964-66) to pursue UEE as a mission. According to Kothari Commission (Indian Education Commission, 1964-66) the following are the causes of the multiphase of Constitutional Directive:

1. Universalisation of Education

- Illiteracy and poverty of parents
- General poverty of the people
- Resistance to education of girls
- Tremendous increase in population
- Lack of adequate resources

The causes of the multiphase of Constitutional Directive:

1. The child should develop a respect for national symbols like the flag and the anthem and}

2. The child should develop a respect for national symbols like the flag and the anthem and
The aspect of universalisation to a great extent that about 94% of the children find a school within the walking distance of less than a mile away from their home.

2. Universality of Enrolment:
It means that enrolment of every child of the prescribed age into Class I of a school through propaganda, persuasion and even penal action, if necessary. Obviously, there are two main points at which fresh enrolments are made at this stage: Class I and Class V.

3. Universality of Retention:
It means the retention of every enrolled child in school till he reaches the prescribed age. It implies that every child progresses regularly from year to year and there is no stagnation.

It has been observed that a large number of students leave the school without completing their elementary education. According to Kothari Commission, three stages of universalisation—universal provision, universal enrolment and universal retention—are not mutually exclusive and generally overlap. Hence, they do not want to send their children to school.

2. Problems Concerning Universalisation of Elementary Education (Free and Compulsory Primary or Elementary Education).

1. Non-cooperation of Parents:
Most of the parents in India are illiterate. They do not cooperate with teachers and refuse to send their children to school. They do not provide the necessary books and education to their children away from school. They consider it wrong to allow the girls to go out of their homes for education. Some orthodox parents refuse to send their daughters to school.

2. Poverty of Parents:
Due to poor economic conditions, parents are forced to keep their children away from school. What to say of providing books and education to their children? They do not cooperate with teachers and refuse to send their children to school.

3. Resistance to the Education of Girls:
Orthodox parents offer traditional resistance to the education of girls. They consider it wrong to send their daughters to school.

4. Universalisation of Education:
It means the retention of every enrolled child in school till he reaches the prescribed age. It implies that every child progresses regularly from year to year and there is no stagnation.

5. Lack of Finance:
Money makes the mare go. Lack of finance is possibly the main hindrance in the way of expansion of elementary education. The economy of the country is not able to bear the cost of the education of all children.

6. Lack of Suitable Machinery for Compulsory Attendance:
Lack of machinery makes the mere go is well known proverb. Lack of financial provision does not allow us to improve the condition. Hence, they do not want to send their children to school.

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Problems Concerning Universalisation of Elementary Education (Free and Compulsory Primary or Elementary Education).
Dearth of teachers and adequate equipment: Universal free and compulsory elementary education would need a large number of teachers and adequate equipment. Shortage of teachers generally results in indiscipline and inefficient teaching.

Suggestions for Universalisation of Elementary Education

1. Education of the parents: Illiteracy of masses is a great hurdle in expansion of elementary education. Unless the parents are educated they will not cooperate with authorities. Education for "Wise Parenthood" should be given. It will make them aware of the necessity of universal education, and cooperate with the authorities.

2. Financial incentive to parents: Financial assistance like books, stationary, mid day meals, uniform etc should be given to the needy parents. Part-time education should be provided so that children can help their parents to supplement their family income.

3. Schools for small and scattered habitations: Single teacher schools should be opened for small and scattered habitations. Special incentives should be given to teachers of small and scattered habitations.

4. Education of the children of backward groups: Expansion of education has to be planned with reference to the under privileged and most backward sections of the society. Facilities for educating the children of backward groups like the scheduled, nomads or tribal people should be arranged.

5. Controlling population: If the population goes on increasing at a fast rate, the possibility of bringing all under the roof of the school will diminish.

6. Make the education purposeful: Elementary education should be less bookish and should be in accordance with the psychology of children.

7. Financial resources: In Fifth National Seminar on Elementary Education it was recommended that at least 20-25% of the state revenue should be allocated for educational purposes. In Sixth National Seminar it was recommended that at least 50% of the allocated budget for education should be spent on educational institutions. At least 30% of the allocated budget for education should be spent on educational institutions.

Recommendations of Kothari Commission Regarding Primary Education (Elementary Education)

1. Expansion of primary education: The objective of primary education should be to raise the educational level of the masses. It is a national obligation to raise the educational level of the masses.

2. Financial incentives to parents: Financial incentives should be given to encourage parents to send their children to schools.

3. Education of the parents: Education for "Wise Parenthood" should be given. It will make them aware of the necessity of universal education, and cooperate with the authorities.

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The Indian Constitution recognizes a higher priority in education. Article 45 of the Indian Constitution guarantees free and compulsory primary education until the age of 14 years. Article 45 also mentions that the State shall be provided with a system of education which shall include primary education as a fundamental right of children between the ages of 6 to 14 years.

The Ninth Five Year Plan (1997-2002) aimed to provide elementary education to all children in order to meet the constitutional mandate. The plan emphasized the need for universal primary education, which included:

1. **Expansion of facilities:** The expansion of primary education should be planned to ensure that a lower primary school is available within a distance of about one mile from the home of every child. A higher primary school should be available within a distance of one to three miles from the home of every child.

2. **Universal enrolment:** A programme of universal enrolment should be implemented with the following objectives:
   - To reduce heterogeneity
   - To introduce system of pre-registration
   - To raise the transfer rate

3. **Universal retention:** An important programme to be implemented is to improve the quality of elementary education. The target should be to eliminate wastage and stagnation and improve the quality of elementary education. The Indian Education Commission recommended the following:
   - To reduce wastage and stagnation in class I
   - To reduce wastage and stagnation in other classes

4. **Education of girls:** Special attention was required for the education of girls, particularly in weaker sections and rural areas.

5. **6. Improvement of quality:** Expansion of facilities at the primary stage should be accompanied by qualitative improvement. Programs of universal enrolment and retention should be accompanied by qualitative improvement.

6. **Vocational courses of choice:** Children who are not fourteen years old at the end of Class VII and who do not wish to study further should be retained in the educational system till they complete 14 years of age. Further, a perspective plan in the light of targets and local conditions is recommended for each state and district.
School Improvement Programme:

1. Broad Approach: The action plan needed to address the critical issues and achieve the desired objectives will be based upon ground realities. It will resort to a multi-pronged strategy which is both imaginative and innovative and also carries with it the attributes of flexibility, decentralization, improvement of quality, cost effectiveness, result oriented and time bound commitment. This can be achieved through micro-planning with a focus on area approach and larger population.

2. Phases: Under the Continuous Improvement Programme, Government is to provide free and compulsory education up to Class VIII. Greater emphasis will have to be laid on compensatory education up to Class XI.

3. Mobilization of community support for school improvement programme: The action plan needed to address the critical issues and achieve the desired objectives will be based upon ground realities. It will resort to a multi-pronged strategy which is both imaginative and innovative and also carries with it the attributes of flexibility, decentralization, improvement of quality, cost effectiveness, result oriented and time bound commitment. This can be achieved through micro-planning with a focus on area approach and larger population.

4. Availability of teachers: A high priority is given to the availability of primary teachers. The survey further points out that about 4000 schools were without teachers and 1.15 lakh primary schools were being run by single teachers.

5. Equity and regional disparities: There are regional disparities. Some states have done well in providing physical access to school facilities, while others have lagged behind. The survey also revealed that about 41,198 primary schools were being run in thatched huts, tents and open space.

6. Backlog of unenrolled children: In order to achieve Universalisation of Primary Education (UPE), it had been estimated for the year 1993-94 that approx. 142 million children in the age group of 6-11 years would have to be provided primary schooling. The survey further points out that about 1.15 lakh primary schools were being run by single teachers.

7. Drop outs: The problem is further complicated by high drop out rates among those who drop out during the first phase of education (up to Class VIII). The survey further points out that about 1.15 lakh primary schools were being run by single teachers.

8. Uncovered habitations with primary/upper primary schools/sections: According to the survey, there are still many areas where primary schools are not available.


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Areas of concern of VEC’s in the development of SIP will be:

i). Door to door survey of children of school going age and help in enrolment, particularly of girls.

ii). Planning and execution of civil works of school buildings.

iii). Mobilization of physical and financial resources.

iv). Provision of free accommodation of teachers, wherever possible.

v). Improvement in children’s attendance.

vi). Other functions delegated by the State Governments.

4. Strengthening Teacher Education Programme:

(a) Curriculum development: The draft curriculum framework developed by NCTE will be launched in collaboration with the State Governments.

(b) Initiative for North Eastern States: The North Eastern States which have large percentage of untrained teachers in elementary education will launch programs to cover this gap by:

i). A diploma programme for Primary Education developed by IGNOU will be launched in collaboration with the State Governments.

ii). NCTE will establish a Regional Committee for North Eastern States to provide the necessary fillip to the teacher training institutions.

5. Alternate education: In order to provide access to dropouts working children, girls, migrant population and other similar categories, alternative education will be provided through non-formal education centres in hilly, desert and forest areas. The National and State Open Schools will be expanded by:

(a) Reaching out to primary school teachers in remote areas.

6. Education of working children: According to the 1991 census, there were 11.2 million

working children in the country. More than 90% of them were engaged in agricultural labour.
Education of the Deprived Groups: Scheduled Castes, Scheduled Tribes, Women and Economically Backward Communities.

Meaning of Deprived Groups (Sections) of Society

There are socially, culturally, economically deprived groups or sections of society. By socially, culturally and economically deprived groups or sections of society, we mean those groups or sections of society who are socially disadvantaged and underprivileged and are not in a position to avail the benefits of education, health and other developmental programmes and schemes for the upliftment of the society. They are socially, culturally and economically deprived groups or sections of society who are unable to avail the benefits of education, health and other developmental programmes and schemes due to their social, cultural and economic status.

Major Areas of Deprivation are:

1. **Social deprivation:** In social deprivation, the people belonging to lower castes and tribes are not allowed to have their social contacts and relations with people of higher castes and tribes. They are not allowed to use public properties.

2. **Cultural deprivation:** In cultural deprivation, people belonging to lower castes and tribes are not allowed to enter religious places of worship, say prayers in temples or before idols of deities or the gods.

3. **Economic deprivation:** In economic deprivation, people belonging to lower castes and tribes are not allowed to possess wealth, land or property. They are not allowed to take up higher occupations.

4. **Political deprivation:** In political deprivation, people belonging to lower castes and tribes are not allowed to exercise their franchise.

In India, socially, culturally, and economically deprived groups of society are:

1. Scheduled Castes and Scheduled Tribes.
2. Other Backward Classes (Lower Castes).
3. Woman in General.
4. Handicapped and Shudra Classes.
5. Minorities.

Characteristics of People of Deprived Groups of Society

1. Poor living conditions and unhygienic surroundings.
2. Backwardness and negative attitude.
3. Frustration and aggression.
4. Inferiority complex.
5. Alienation and lack of proper motivation.
7. A sense of disappointment.
8. A sense of inferiority.
10. Delinquent behavior.

Fields of activity:

1. Social deprivation: Social deprivation is the most significant of all disabilities of low caste people (groups) and Scheduled Tribes. They are socially disadvantaged and underprivileged groups or people in the society.

2. Cultural deprivation: In cultural deprivation, people belonging to lower castes and tribes are not allowed to have cultural contacts and relations with people of higher castes. They are socially, culturally, and economically deprived groups or sections of society.

3. Economic deprivation: In economic deprivation, people belonging to lower castes and tribes are not allowed to have economic means of their existence.

4. Political deprivation: In political deprivation, people belonging to lower castes and tribes are not allowed to exercise their franchise.

5. Others.

The Constitution makes it obligatory responsibility of the Government of India to promote the educational interest of socially, culturally and economically deprived groups of the society.

Equality before the law is a basic Fundamental Right guaranteed under Article 14 of the Constitution. But the principle of equality is a double-edged weapon. It is a dictum of social justice that there is equality among equals. Equality of opportunity and equality of treatment places the weak and the strong on par and to that extent, it amounts to denial of social justice. It was in view of these considerations that our Constitution makers made special provisions to protect the interests of SC's, ST's and economically weaker sections of the society.

Article 46: Promotion of Educational and Economic Interests of Scheduled Castes and Scheduled Tribes.

Article 46 of the Constitution provides that the federal Government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes. Article 46 states, "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."

Constitutional Provisions.

1. There shall be a Special Officer for the Scheduled Castes, Scheduled Tribes and Other Backward Classes and Scheduled Tribes, etc.

2. Article 338: Special Officer for Scheduled Castes, Scheduled Tribes, and Other Backward Classes and Scheduled Tribes.

3. Equality before the law is a basic Fundamental Right guaranteed under Article 14 of the Constitution. It is a dictum of social justice that there is equality among equals. Equality of opportunity and equality of treatment places the weak and the strong on par and to that extent, it amounts to denial of social justice. It was in view of these considerations that our Constitution makers made special provisions to protect the interests of SC's, ST's and economically weaker sections of the society.

The Constitution makes it obligatory responsibility of the Government of India to promote the educational interest of socially, culturally and economically deprived groups of society and Scheduled Castes and Scheduled Tribes.
Article I3(1) reads, "The President may by order appoint a Commission to investigate the conditions of education of women within the territory of India and to report on such investigating the conditions of education of women and difficulties under which they labour and to make recommendations as to the steps that should be taken by the Union or any State to remove such difficulties and to improve the condition of women in education.

Article 15(3) reads, "Nothing in this article shall prevent the State from making any special provision for women and children."

Article 15(1) states that, "The State shall not discriminate against any citizen on grounds only of sex.

Article 340 reads, "Nothing in this article shall prevent the State from making any special provision for women and children."

Article 339 reads, "It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for the Scheduled Classes and Scheduled tribes under the Constitution and report to the President upon the working of those safeguards.

Article 340: Appointment of a Commission to Investigate the Conditions of Backward Classes:

1. The President may by order appoint a Commission consisting of such persons as he thinks fit to investigate the conditions of socially and educationally backward classes within the territory of India and difficulties under which they labour and to make recommendations as to the steps that should be taken by the Union or any State to remove such difficulties and to improve their condition.

2. A Commission so appointed shall investigate the matters referred to them and present to the President a report setting out the facts as found by them and making such recommendations as it thinks fit.

3. The President shall cause a copy of the report so presented together with memoranda on recommended steps to be laid before each House of Parliament.

Education of Women

The expression weaker sections of the people as used in the Article 46, is not restricted to the Scheduled Castes and Scheduled Tribes only. For example it will obviously include women. Consequently the development of education of girls and women becomes a special responsibility of the Government of India.

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The handicapped children are a weaker section (socially deprived group or section) of the people. Their education and economic improvement thus becomes a responsibility of the federal government under Article 46 of the Constitution. Education of Minorities. The Constitution provides certain safeguards for the cultural and educational interests of minorities.

**Article 29—Protection of Interests of Minorities:**

1. Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

2. No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

**Article 30—Right of Minorities to establish and Administer Educational Institutions:**

1. All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

2. The States shall not discriminate against any educational institution in respect of grant in aid, on the ground that it is under the management of a minority, whether based on religion or language.

Educational Programmes for Deprived Groups of Society

Infrastructures are suggested for the socially, culturally and economically deprived groups of society. The educational and economic status of the society in various countries, the cultural and educational levels of the various groups of the society, and the extent to which the society is inclined to the education of the poor and all round development of the society, are the factors upon which the programmes are based.

We are living in the age of democracy, socialism, secularism, humanism, etc. More and more concern is being felt for the liberation, uplift, welfare and all round development of the socially, culturally and economically deprived groups of society. More and more educational programmes are suggested for the socially, culturally and economically deprived groups of society. The educational and economic status of the society in various countries, the cultural and educational levels of the various groups of the society, and the extent to which the society is inclined to the education of the poor and all round development of the society, are the factors upon which the programmes are based.

1. **Universal primary education:**

   Universal primary education assumes utmost importance in this context. Free and compulsory education for all children until they complete the age of fourteen years is a constitutional directive under Article 45.

   Strenuous efforts will have to be made to bring all children (between 6 to 14 yrs) of the deprived groups of the society within the fold of primary education. For this:

   i. Parents have to be well educated and social education programmes may be intensified in backward areas and among socially backward groups.

   ii. Social orthodoxies will have to be ended.

   iii. Special encouragement is needed for SC, ST and other backward classes. The government has to be faced by in backward areas and among socially backward groups.

   iv. Special emphasis has to be given for the education of girls.

   v. Maximum number of schools will have to be opened.
2. **Secondary Education:**

More attention has to be paid to the secondary education for the socially and economically deprived sections of society. For this purpose:

(i). Provision of schools, hostel facilities and scholarships has to be expanded.

(ii). Provision of vocational institutes, hostel facilities and scholarships has to be greatly expanded.

(iii). Provision of vocational instruction, hostels, technical centres and scholarships has to be greatly expanded.

(iv). There should be no tuition fee.

(v). Special coaching facilities have to be expanded for career placement of talented and energetic students.

(vi). The administration of scholarship programmes has to be decentralized and more efficient.

(vii). Work experience will have to be introduced and emphasis has to be placed on craft work.

5. **Teacher Training Programmes:**

Teacher training programmes should be revised to meet the challenges of educating the socially disadvantaged. They must be tailored to instil the principles of inclusiveness to ensure that the socially disadvantaged are not disadvantaged further. Continuous education is hence adopted. Some universities and institutions now have departments or institutes to organize such a programme.

4. **Adult Education and Continuing Education:**

Any programme for the education of deprived sections of society must include effective programmes of adult education and continuous education. Adult education centres are to be set up in larger numbers in rural and backward areas.

(i). A priority should be given to vocational and technical courses, including those at ITI's and Polytechnics.

(ii). Special preference should be given to vocational and technical courses, including higher education for the socially and economically deprived groups of the society.

(iii). Parent teacher associations will have to be organized.

(iv). Non formal education will have to be provided.

(v). Work experience will have to be introduced and emphasis has to be placed on craft work.

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Meaning of Distance Education:

Distance education is a modern system of non formal education. It is imparted through correspondence or postal courses, contact programmes, electronic media like radio, television, video and audio cassettes etc. and other audio visual aids.

Terminologies used for distance education are: Distance Learning, Distance Teaching, Open Education, Open Learning, Open School, Open University, Correspondence Learning, Correspondence School, Correspondence Teaching. According to Jack P. Foks, "Distance education is a mode of learning which is not centered on face to face communication. The harness education is a system of mass education. It is a method of teaching open universities from the students, which is not centered on face to face communication. The harness education is a system of mass education which is not centered on face to face communication. The harness education is a system of mass education.

Characteristics of Distance Education:

1. Non formal education: Distance education is a system of non formal education which is not centered on face to face communication. It presupposes that:
   a. Education is a life long process.
   b. No one is too old, too big or too small to learn at any moment.
   c. No one is too knowledgeable to learn new ideas, methods and concepts.
   d. One's inability to be a regular student of a school, a college or a university or any other.
   e. No one is too small or too big to learn an any moment.

2. Education is a life long process.

3. Distance education is learner centered. The learner learns at one's own pace and convenience.

4. Distance education is flexible with regard to qualifications for entry. Secondly, it is flexible in the sense that a course can be completed in a number of years.

5. Distance education is economical.

6. Distance education is economical in an institution.

7. Distance education uses mass media like radio, television, computer etc.

Basic Philosophy of Distance/ Correspondence Education.

Prof. S.S. Chib writes that the basic philosophy of Distance/ Correspondence education is very simple. It expresses itself as:

1. Non formal education: Distance education is a system of non formal education which is not centered on face to face communication. It presupposes that:
   a. Education is a life long process.
   b. No one is too old, too big or too small to learn at any moment.
   c. No one is too knowledgeable to learn new ideas, methods and concepts.
   d. One's inability to be a regular student of a school, a college or a university or any other.
   e. No one is too small or too big to learn at any moment.

2. Education is a life long process.

3. Distance education is learner centered. The learner learns at ones own pace and convenience.

4. Distance education is flexible with regard to qualifications for entry. Secondly, it is flexible in the sense that a course can be completed in a number of years.

5. Distance education is economical.

6. Distance education is economical in an institution.

7. Distance education uses mass media like radio, television, computer etc.
Objectives of Distance Education.

1. To carry the school/college to the pupil or to take the fruits of useful learning to the very doorstep of pupils.
2. To provide a suitable path to wider opportunities in education especially in higher education.
3. To provide an efficient and less expensive process of education.
4. To provide educational facilities to those persons who have the necessary desire to acquire further knowledge and improve their professional competence.
5. To provide facilities to pursue higher education to all qualified and willing persons who had failed to join regular college/university courses due to personal and economic reasons or because of their inability to get admission in a regular college/university.
6. To provide education to those persons who have the necessary desire to pursue higher education to all qualified and willing persons who had failed to join regular college/university.
7. To provide educational facilities to those persons who have the necessary desire to pursue higher education to all qualified and willing persons who had failed to join regular college/university.
8. To provide educational facilities to those persons who have the necessary desire to pursue higher education to all qualified and willing persons who had failed to join regular college/university.

4. Earning while learning: Distance education is especially needed for those who want to earn while learning.

Need or Importance of Distance Education.

The concept of distance education has emerged in various advanced countries of the world. The concept of distance education has resulted in the achievement of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost finds it difficult to incorporate new changes. It is therefore, necessary to meet the new aspirations of the people. It is therefore, necessary to meet the new aspirations of the people.

The concept of distance education has met with brisk response in various advanced countries of the world.

Merits of Distance Education.

1. Self learning: Distance education leads to self learning and self improvement.
2. Flexible system: Distance education is very flexible educational system which is not hindered by time and place restrictions. The inherent flexibility of distance education is very helpful educational system which is not hindered by time and place restrictions.
3. Easy access: Distance education is needed because it provides opportunities to learn where and when one wants to learn.
4. Meaningful learning: Distance education is needed to satisfy the varied needs of varied students and prevent examination anxiety.
5. Reduced need: Distance education is needed to satisfy the varied needs of varied students.
6. Universal education: Distance education is needed to achieve the cherished goal of the nation for the universalisation of education.
7. Self improvement: Distance education leads to self learning and self improvement.

2. Population explosion: There is explosion of knowledge because of rapid scientific and technological developments. The formal education system is not able to incorporate new changes.

1. Explosion of knowledge: There is explosion of knowledge because of rapid scientific and technological developments. The formal education system is not able to incorporate new changes.
2. Explosion of population: There is explosion of population because of rapid scientific and technological developments. The formal education system is not able to incorporate new changes.
3. Varied needs: Distance education is needed to satisfy the varied needs of varied students.
4. Earning while learning: Distance education is especially needed for those who want to earn while learning.
5. Easy access: Distance education is needed because it provides opportunities to learn where and when one wants to learn.
6. Universal education: Distance education is needed to achieve the cherished goal of the nation for the universalisation of education.
7. Self improvement: Distance education is needed from the point of view of self learning and self improvement of an individual who, otherwise, is deprived of receiving proper education.

3. Need or Importance of Distance Education.

2. Population explosion: There is explosion of knowledge because of rapid scientific and technological developments. The formal education system is not able to incorporate new changes.

2. Population explosion: There is explosion of knowledge because of rapid scientific and technological developments. The formal education system is not able to incorporate new changes.
Improvement of skills:

Distance education can be utilized for improving technical and vocational skills.

Various categories of persons:

Distance education fulfils the needs of various categories of persons who are unable to make use of the formal system of education.

Any level:

Distance education can be used at any level from primary to college/university level or for professional growth.

New courses:

The institutions organizing distance education can introduce new courses according to the needs of the learners.

Universalisation of education:

The cherished goal of the nation for universalisation of education can be achieved with the help of distance education.

Study in privacy:

In distance education system learners can pursue their studies in privacy at their homes. They can study at any time convenient to them.

Limitations of Distance Education:

1. Stereotyped courses: The courses become stereotyped in due course.
2. Limited awareness: The system of distance education has very limited scope for making people aware of cultural change and social development.
3. Limited range: Television telecast has limited range but using satellite its range has been extended. It can disseminate information about specific aspects of science, culture, health, family planning, etc.
4. Limited study centres: The provision for study centres and book banks is very meagre.
5. No suitable discussion: The students are given written material through post but the same is not suitably supplemented by discussion on radio and television.
6. No suggestions: Generally suggestions are not invited from the students about the utility of instructional material.
7. No activities: The students do not get opportunities for different types of activities during contact programmes.
8. No Centre: Absence of the teacher is greatly felt in distance education. Learners find it difficult to learn without the guidance of a teacher.
9. No informal discussions: Generally suggestions are not invited from the students about the utility of instructional material.
10. No feedback: The students are given written material through post but the same is not suitably supplemented by discussion on radio and television.
11. No response sheets: The students do not get opportunities for different types of activities during contact programmes.
12. Absence of Centre: Absence of the teacher is greatly felt in distance education. Learners find it difficult to learn without the guidance of a teacher.
13. Limited range: Television telecast has limited range but using satellite its range has been extended. It can disseminate information about specific aspects of science, culture, health, family planning, etc.

Modes of Distance Education:

1. Correspondence Education: Correspondence education is essentially based on the supply of instructional material for home study, i.e., study material, response sheets, personal contact programmes, library facilities, study centres and audio-visual aids. Thus, the essentials of correspondence scheme of education are study material, response sheets, personal contact programmes, library facilities, study centres and audio-visual aids. However, in the essentials of correspondence scheme of education, the students do not get opportunities for different types of activities during contact programmes.
2. Television: It is another important medium of providing distance education. It took shape of educational media in 1972 in Second Five Year Plan. It has a definite role to play in eradication of illiteracy and in the education and training of all categories of people. It has turned out to be a powerful and effective medium of providing distance education.
3. Satellite Instructional Television Experiment (SITE): It is an innovation in the media communication. The instructional material for home study is disseminated on television. The television telecast helps in disseminating information about specific aspects of science, culture, health, family planning, etc.

College/university level for professional growth.

5. Any level: Distance education can be used at any level from primary to college/university level for professional growth.
6. New courses: Distance education can introduce new courses according to the needs of the learners.
7. University level: The institutions providing distance education can introduce new courses according to the needs of the learners.
8. Study in privacy: In distance education system learners can pursue their studies in privacy at their homes. They can study at any time convenient to them.
9. Improvement of skills: Distance education can be utilized for improving technical and vocational skills.
Indian National Satellite (INSAT 1-B):
INSAT 1-B has become operational in October 1983. The two distinct features of INSAT programme are: (i) Direct broadcast and (ii) National networking using existing terrestrial transmitters.

Open University:
It is the latest development in the field of distance education. The IGNOU has been assigned the responsibility to coordinate the distance teaching learning system in the country and determine its standards. The two distinct features of INSAT programme are: (i) Direct broadcast and (ii) National networking using existing terrestrial transmitters.