

TYPES OF EDUCATION

- FORMAL EDUCATION
- INFORMAL EDUCATION
- NON FORMAL EDUCATION

⦿ Types of Education

It has 2 categories (i)Broader (ii)Narrower

(i)Broader=> Education is limited to what we receive in educational institutions.

(ii)Narrower=> Education is lifelong comprehensive process.

- ⦿ Education means the process of qualitative development from infancy to maturity.
- ⦿ It begins at birth and continuous throughout life till death from womb to tomb.
- ⦿ Education becomes the sum-total of experience that the child receives inside the school or outside through the study of different subjects, various activities, through the library, playground, the workshop or through the other agencies.

(I)Formal Education

- ⦿ Formal education is that which is consciously and deliberately planned for the modification of behaviour with a particular end in view.
- ⦿ The formal education came into importance and its need increased with the increasing development in social life.
 1. Schooling
 2. Tution
 3. Instruction

⇒ In a school not only the atmosphere is formal but the curriculum and methods of teaching are also formal.

⇒ Home,libraries,religious institutions and the state are also important agencies of formal education to certain text.

(II)Informal Education

- Informal education is not pre-planned. It is quite incidental.
- The child gets while moving and living in the community with other persons.
- It is a general term of education it can occur outside of a structured curriculam.
- It can help the individuals learn to react to and control different situations and settings.
- It combines social entities that are important for learning.
- The learning comes a part of being involved in youth community organizations.examples:-
 1. Watching videos
 2. Self study
 3. Team building activities
 4. Games and simulations

(III)Nonformal Education

- Informal education is “LEARNING TO BE”
- They may find it difficult, due to their preoccupations in earning, to join formal educational institutions during specific working hours.
- It is a general term of education it can occur outside of a structured curriculum.
- It can help the individuals learn to react to and control different situations and settings.
- It combines social entities that are important for learning.
- The learning comes a part of being involved in youth community organizations. examples:-
 1. Postal tuition
 2. Contact Programmes
 3. Vacation Programmes
 4. Summer Institutes
 5. Broadcast Programmes
 6. Television Programmes

LEVELS OF EDUCATION

1. PRE-PRIMARY EDUCATION
2. PRIMARY EDUCATION
3. SECONDARY EDUCATION
4. SENIOR SECONDARY EDUCATION
5. HIGHER EDUCATION
6. PROFESSIONAL EDUCATION
7. DISTANCE EDUCATION
8. OPTIONAL EDUCATION

■ Levels of Education

Indian Education Commission's Report(1964) mentions that education is a powerful instrument of social, economic and political changes and therefore is to be related to the long-term national aspirations and the short-term problems it is called upon to face.

(I)Pre-Primary Education

- In India Pre-Primary Education is provided for children between the ages 2.1/2 and 5 years.
- The young kids joyfully participate and develop their physical, Intellectual and social skills.
- Pre-primary schools known as Nursery School,Kindergarten,Montessori schools.

a)Importance of Pre-Primary Education:-

1. **Physical Growth** : The child is growing out of infancy and continuous its period of Vigorous physical activity.
2. **Social Development** : it perhaps for social membership and play, the nursery school may offer the child enough opportunity to cultivate desirable social habits and attitudes.

3. Intellectual Development :

- the child's intellectual growth starts with the desire to explore and know his environment.
- The child is at the pre-operative stages of cognitive development it is full of questions about things and people around it.
- The child imagines,sings,plays,identifies people and objects and mentally is ever on the alert.

4. Emotional Development :

- the young children don't know how to control their emotions.
- They are adamant and become angry if their wishes not satisfied.
- They are highly possessive and don't stop their crying till their demands are fulfilled.

5. Fulfillment of Psychological Needs

- Children in the pre-school stage are highly adaptable and hence one could quickly bring desirable changes in the behavior.
- The programme of pre-school education sows the seeds for the balanced personality development and good mental health.

b) Objectives of Pre-Primary Education

- The Indian Commission(1964-66)had recommended the following 8 categories of Pre-Primary Education.
 1. To develop the Children's good health, habits and basic skills for personal adjustment such as toilet habits, dressing, washing, cleaning etc.
 2. Children's are participate effectively in group activities and should be sensitive to the rights and privileges of others.

3. **Development of aesthetic sense in children.**
4. **Development of emotional maturity in children so that they should be able to understand, accept, control and express their feelings and emotions.**
5. **Development and stimulation of intellectual curiosity of the children concerning the environment**
6. **Creativity should be encouraged and developed.**

(II)Primary Education(std I to V)

- Children who have completed the age of five are admitted to class I of the primary school and continue studying for 5 years.
- The basic 3R's(Reading, writing, arithmetic) and fundamentals in science and social studies are followed in primary school.

Objectives of Primary Education

- Enrolling all the 5 year old children(100% enrollment) in class I and see that all of them complete the primary education successfully.
- Providing essential infrastructural and educational facilities to all primary schools through SSA(Sarva Siksha Abhiyan Scheme).
- Appointing only trained women teachers as far as possible.
- Arranging for fee noon meal, uniform and text books to all children.
- Adopting ‘ABL(Activity Based Learning) Method’ for classroom instructions.
- Teaching all children their mother tongue or regional language, EVS, Mathematics and Social Science.

(III)Secondary Education(std VI to X)

- Those who have completed 5 years of primary education study for another 5years.
- Those who have completed secondary course or the 2 year Industrial Trade Certificate course in ITI's or in the first year of the 3 years diploma course in polytechnics.
- High school education serve as a bridge between the community and the practical life of pupils.

Objectives of Secondary Education

- During the adolescent period individual potentialities are developed. his interest, ability, aptitudes, attitudes and character are shaped at this stage.
- The seconday education establishes the link between primary and higher education.

- To encourage pupils to continue their education after primary level.
- To train them in citizenship so that the people become good citizens of this democratic country.
- To prepare them for higher education in academic subjects.
- To impart vocational skills and prepare them for employment.
- To arrange for learning a third language at the lower secondary stage.
- To focus on improving the standard of general education.
- To provide students subsided transports and text books.
- To establish separate Girls Schools wherever necessary.
- To establish a peace-setting school(Navodaya School) in each district.

(IV) Senior Secondary Education(std XI and XII)

- The general education period of 10 years the Hr.Sec stage is meant to provide pupils with knowledge and skills in certain specific directions.
- During this stage or end of it, the students mostly decide their future course of action or their vocation or profession.
- Kothari education commission(1964-1966) recommendations were accepted, our country adopted pattern of education 10+2+3.
- Higher Secondary Course
 - Academic
 - Vocational
- Higher Secondary Classes are generally handled by trained PG Teachers or Professional Experts.
- Higher Secondary education gives more importance for practical work and in-depth study of subjects.

(V) Higher Education(UG and PG)

- Higher education provides people with an opportunity to reflect on the critical, social ,economic ,cultural ,moral and spiritual issues facing mankind.
- After completion of 12 years school education students can join colleges or university to pursue 3/4 year degree courses.
- On completing degree courses students can join PG courses of 2years duration.

Aims of Higher Education

- **to seek and cultivate the new knowledge.**
- **To engage vigorously and fearlessly in the pursuit of truth.**
- **To interpret old knowledge and beliefs in the light of new needs and discoveries.**
- **To identify gifted youth and help them to develop their potentials to fulfill by cultivating physical fitness, developing the powers of mind and cultivating right interests, attitudes, moral and intellectual values.**

- To provide society with competent men and women trained in agriculture, medicine , arts , science and technology and various other professions.
- To promote equality and social justice.
- To reduce social and cultural differences through diffusion of education.
- To develop research attitude and enquiry spirit among the intellectuals.
- To help to spread adult education.
- To develop values needed for good life in individuals and society.

Enhancing the Quality of Higher Education

- Association of Indian Universities(AIU) should establish a network arrangement among them to pool their resources and participate in projects of national importance.

- The University Grants Commission(U.G.C) should develop some “Major Universities” where ‘First Class’ post graduate work and research would be possible and whose standard would be comparable to best institutions of their type in any part of the world.
- Centre of advanced study in specific subjects are to be developed to take up quality research and impart pg education
- New courses of study are to be introduced, regular revisions of curriculum and examination reforms are to be undertaken.
- The infrastructural , Laboratory and library facilities are to be increased significantly in major universities.
- ‘Credit Based Learning’ which gives importance for project work, seminars, practical work and value the learning achievements etc.
- Regional languages should be adopted as medium of education at the university stage in a phased manner.

(VI) Professional Education:-

- Profession is an occupation that requires special training, education and skill.
- Professions have evolved with the progress of civilization, science, technology and the society.
- The common professions in India are Medicine, Law, Accountancy, Engineering and teaching.
- Among all teaching is the noblest profession.

A) Need & Importance of Professional Education:-

- Professions easy and modernize our living standard.
- They help to reduce unemployment problem from our society.
- Professionals are more creative and help for development of country.
- Professions are paid jobs. they help to earn money and uplift living standard.

B)Professional Standards:-

- Professional standards are set of practices , ethics and behaviours that members of a particular professional group.
- Some examples of professional standards include:
 1. Accountability
 2. Confidentiality
 3. Honesty
 4. Integrity
 5. Law-abiding
 6. Loyalty
 7. Objectivity
 8. Transparency

C)Teaching as a Profession:-

- Teaching as an art as well as science.
- Teaching is a complex social process.
- Teaching is a professional activity.
- Teaching as an organized system of teacher's classroom actions.
- Teaching is amendable for scientific observation and analysis.
- Teacher's communication skills occupy a primary place.
- Teaching has different forms and styles.
- Teaching is an interactive process.
- Teaching may be called as therapy for learners.
- Teaching includes 3 types of functions.
- Teaching is a specialized task comprising different teaching skills(Micro Teaching)

D)Characteristics of a professional Teacher:-

- Every teacher must possess the following professional qualities:
 1. Teaching competency
 2. Commitment of teaching
 3. Serve as a role model
 4. Serve as an efficient transmitter of knowledge
 5. Serve as a facilitator of knowledge
 6. Serve as a Negotiator
 7. Serve as a co-learner with students

VII) Distance Education

- Distance education is a supplementary, complementary and alternative to conventional system of education, depending on the situation it was practiced.
- Wedmeyer(1977) has used the terms ‘Open Learning’ ‘Distance Learning’ and ‘Independent Study’

A)Scope of Distance Education

- Distance education at present has lot of potential and scope to provide for educational needs and demands of all those individuals who:
 - Don't have access to conventional education
 - Are deprived of proper educational facilities
 - Couldn't continue their education in conventional institutions.
 - Are unemployed and want to improve their education from their homes itself.

- Are employed and want to improve their educational qualifications.
- Want to undergo professional training and orientation.
- Want to pursue general , vocational ,professional or technical education outside conventional system

B) Need for Distance Education

- The need for Distance education in India has increased in manifolds during the last 10 years as is evinced by the number of students learning through distance education mode.
- To manage the increasing demand of student population seeking higher education.
- To regulate the huge rush in formal universities by diverting to distance education programmes.
- To provide education to the working population.

- Along with the correspondence lessons and radio broadcasts , arranging for some week-end contact classes.
- Providing support to the school system to offer additional courses or additional information and knowledge through postal lessons , television and radio broadcasts.
- Arranging for usual learning for those who couldn't reach the regular school system.
- As a part of adult education programmes arranging for agricultural broadcasts , radio and TV learning movements , radio schools as found in some American countries.

C) Characteristics of Distance Education:-

- Separation of teacher and student
- the presence of teacher is not mandatory for teaching or instruction
- Individual study by learners is emphasized

- Organized efforts of an educational organization.
- Use of multimedia
- Provision of two-way communications
- Importance is given for the instructional materials prepared by the educational Institution offering distance Education.
- Absence of face to face group learning with students taught largely as individuals through the possibility of occasional meetings with peers and teachers are there.
- Students can learn by remaining at home or ‘Learning while earning’
- Industrialized form of education
- Students and teachers meet in the classroom only for certain educational activities.
- Education gets democratized reach out the doors of individual learners.

D) Methods of Imparting Distance Education:-

- ❖ Correspondence Education
- Correspondence education is an important method of providing education under distance education mode.
- The main features of correspondence scheme of education are;-
 - Study Material
 - Assignment
 - Personal Contact Programme
 - Guided study centre of groups
 - Television
 - Open University(IGNOU-1985)
 - Distance Education in India(Delhi University-1962)
(In India more than 80 Universities are offering distance Education Programme.Ex. BU, Annamalai, Madurai Kamarajar, Mother Teresa, Bharathidasan, Alagappa)

❖ Advantages of Distance Education:-

- Distance Education helps those who have not received education in the formal system but interested and willing to continue their education.
- It is also inexpensive.
- As those in employment could further their promotional prospects in professional career by improving educational qualifications, vertical mobility takes place in the society.

E) Open Education:-

- Open Education is a concept of opening access to education to all. it is based on the belief that education and knowledge are public goods and that everyone has the right to access quality education.
- NIOS=> the open school is affiliated to CBSE converted into an autonomous NIOS in 1989 and by 1991-92.
- It has developed and introduced vocational courses, especially in the areas of agriculture and rural development in collaboration with the concerned departments.

VIII) Optional Education:-

- The concept of optional Education refers to the alternative educational program designed for truant and dropout students.
- Consisting students aged between 16-18 years. At this level of education students have the freedom to choose their preferred stream and subjects .They can pursue Arts, Commerce, Science (medical & non medical)

EDUCATION POLICY



*Social
justice*

trading

universality

Devotion

Way of
curriculum must
need to be on

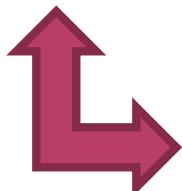


DECREASE
BURDEN



In curriculum

Creative ability



originality



Channels of expression



*must be
placed*

Tamilnadu education policy

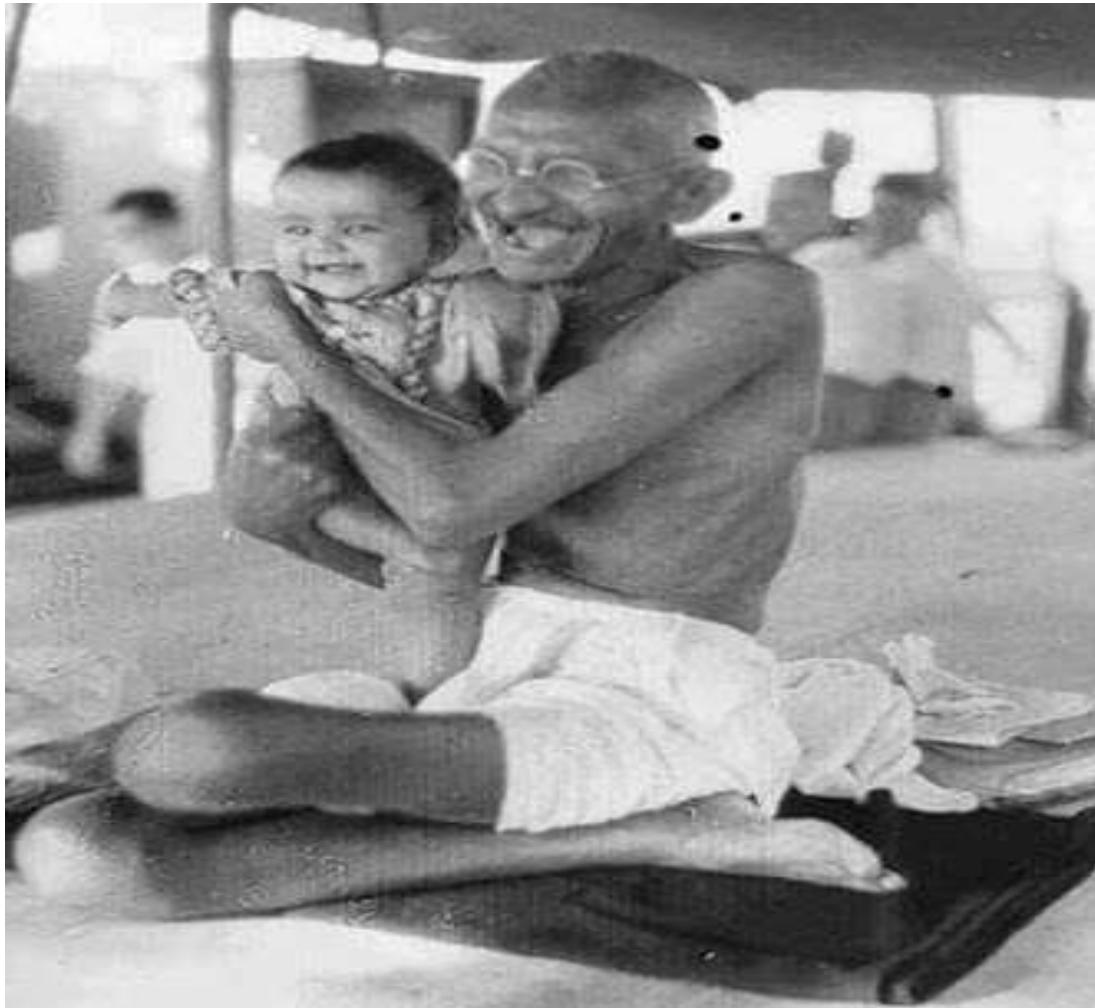
Primary ----- 4 years

Middle----- 3 years

Secondary----- 3 years

Higher secondary----2 years

MAHATMA GANDHI



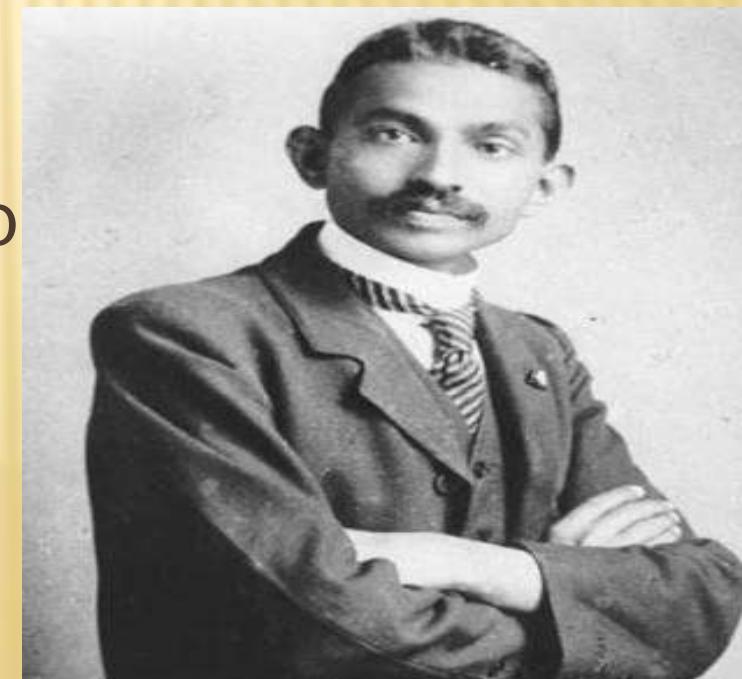
MAHATMA GANDHI

- ❑ Name: Mohan Doss Karamson Gandhi
- ❑ Birth : 2 October 1869
- ❑ Birth place: Porpandar, Gujarat
- ❑ Father :Karasandh utma Sandh
- ❑ Mother :Putibai
- ❑ Death : 30 January 1948

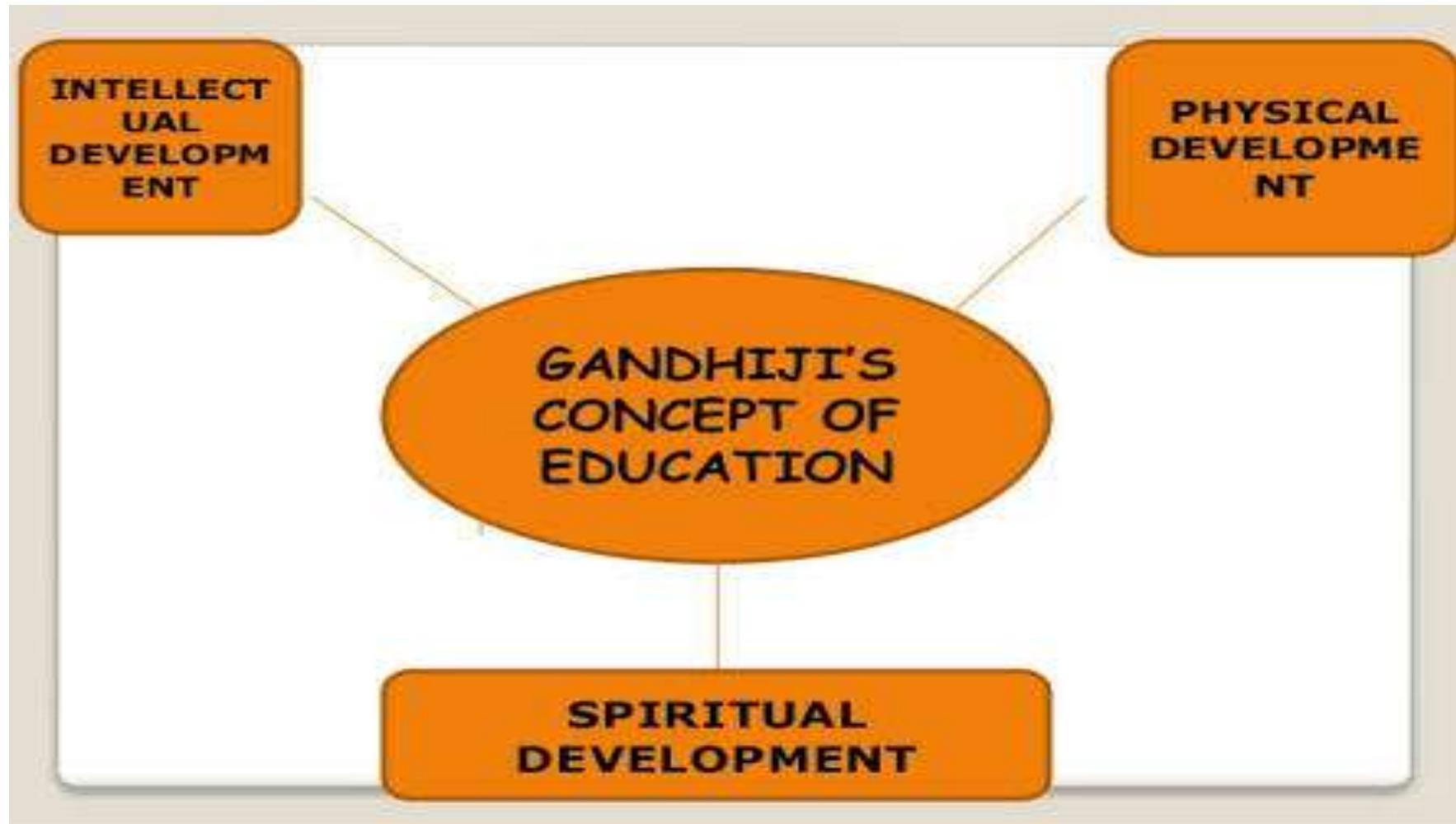


LIFE

- ✖ After pass of matriculation went England for higher studies at the of 18
- ✖ After getting degree of Parister, he came to native, and work as lawyer in Bombay
- ✖ 1893 went to South Africa
- ✖ He stayed 20 years there
- ✖ After knowing about situation in India he came.



- Best leader, philosopher, he made renaissance in the modern Indian politics
- Father of our country
- Leader of non-violence
- According to Gandhi, only through education can abolish illiterate, superstitious beliefs, unknown about anything.
- Starts his education institutions{ basic education} in Seva, Sabarmathi near Vardha.
- According to Gandhi the function of education is to create ideal citizens.



MEANING OF EDUCATION

- ◎ Mahatma Gandhi says, “Genuine education does not consist of cramming a lot of information and numbers in mind. Nor it lies in passing the examination by reading a number of books, but it lies in developing character. It is a real education which inculcates internal virtues[values} in human beings. If you can develop such virtues, it will be the best education.

MEANING OF EDUCATION ACCORDING TO GANDHIJI

*"An all round drawing out of the best
in child and man- body, mind and
spirit."*

All round- harmonious development

*Drawing out of the best- recognizes a great
potential coiled up in human*

Body, mind and spirit- vision of the whole man

BASIC EDUCATION

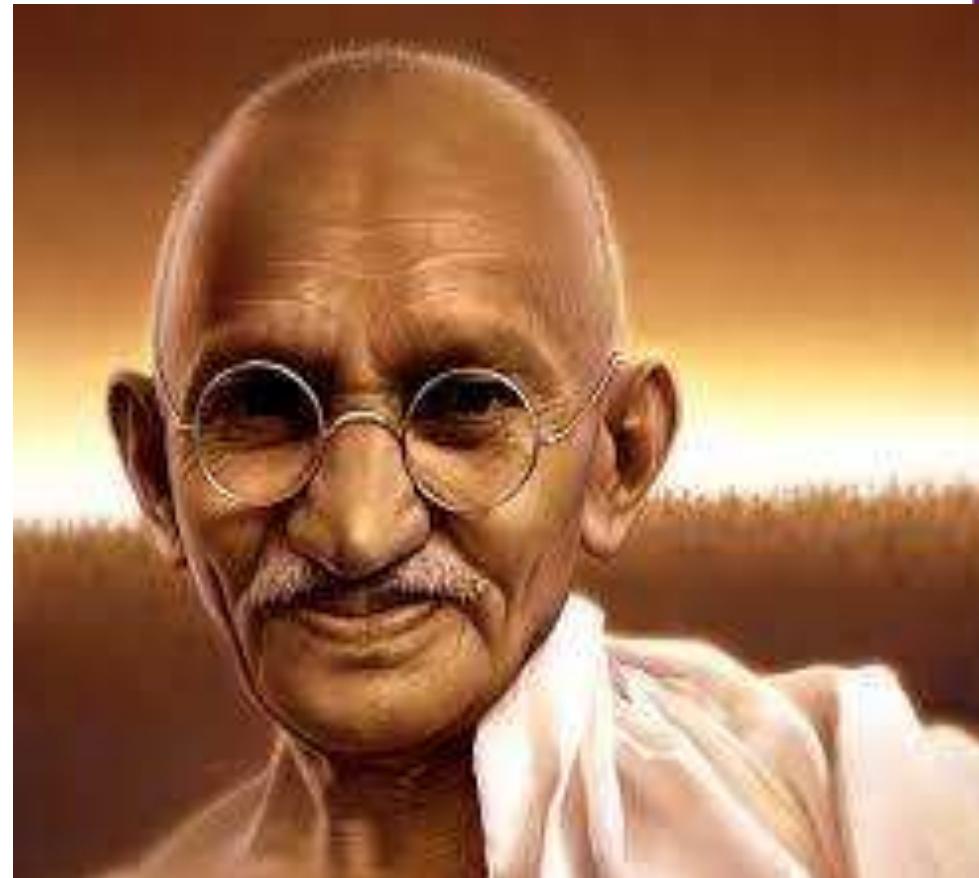
- Starts at 1937
- Also known as Vardha Education
- AIM
- Get education in low cost
- To get self-job
- To be independent

CHARACTERISTICS OF GANDHI'S EDUCATIONAL CURRICULUM

- Stress on co-operative activity, accuracy of planning and individual responsibility.
- Providing useful activities, experiences and stressing on correlation of subjects.
- Craft centred education leads to fullness of culture, it saves people from exploitation.
- Instills dignity of labour in the learner.
- Makes schools self sustaining to a certain extent.
- Craft selected according to locality so that education becomes life centered.

OBJECTIVES

- Idealism
- Realism
- Pragmatism



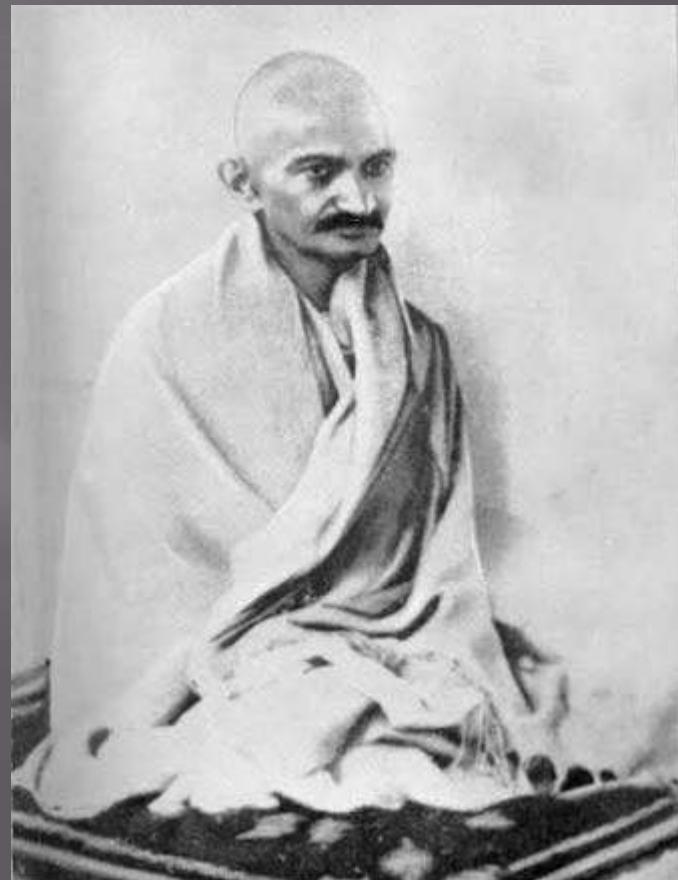
SPECIAL FEATURES

- 6-14 age children to get compulsory education
- Main backbone- handcrafts [spinning, agri.....]
- All subjects are combined with handcrafts.
- Earning while learning
- Hostel residence and community life
- Medium- mother tongue
- Moral education through character and good conduct
- Practical learning

- To be good citizen
- Self - evaluation
- Engage in social activities

AIMS OF EDUCATION:

- 1.Immediate aims
 - productive efficiency
 - imparting culture
 - build character
 - integrated development
 - training in citizenship



- **2. Ultimate Aim:**

- Education has to create equality to achieve spirituality
- **MAIN MOTTO OF CURRICULUM:**
- Learning by doing
- Earning while learning



Educational Implications of Gandhiji

- School Education to the needs of the Society
- Learning while Earning
- Important place to the Learning of Craft
- Work Experience and Socially Useful Productive Work
- Education through Mother-tongue
- Stress on Inculcating dignity of labour
- Develop elements of Spirituality in our life

EDUCATIONAL PHILOSOPHY

- Equality
- To improve the rural place in India
- Education for noble embellishment and personality development.
- Education has to create new social structure like no caste, no religion , no class.
- Vocational education

Revisiting Gandhian views on vocational education



"Taken as a whole, a vocation or vocations are the best medium for the all-round development of a boy or a girl and, therefore, the syllabus should be woven round vocational training, primary education thus conceived as a whole is bound to be self-supporting..."

Gandhi's scheme of Basic Education
or the Wardha Scheme of Education.

CURRICULUM

- Basic craft work
- Mother tongue
- Maths, science, social science, arts, music, natiyam.
- TEACHERS ROLE:
 - Well qualified with professional training
 - Models to imbibe
 - Faith to work, guide like parents

TEACHING METHOD

- ✖ Mother tongue
- ✖ Not to memorize
- ✖ Integrate
- ✖ Learning by doing
- ✖ Correlated method

EDUCATIONAL PLANNING

- Free and compulsory education for children between 6-14 age
- Government should provide fund
- In matriculation to avoid English
- Should end at primary education

UNSUCCESS OF BASIC EDUCATION

- Not based on student psychology
- Not given importance to physical education
- Related to rural standard people. So it was no useful for urban students
- Much gave importance to self- reliance, so the most teachers dump the students
- Not given importance to science, maths.
- All subjects are not related to handcrafts

- Basic education was different from the common education system, so the parents were not interested to testify their children.
- Neglected English

EFFECTS OF BASIC EDUCATION IN TODAY'S EDUCATION

- Kothari commission: work experience
- Iswar Bhai Patel Committee: socially useful productive work like creativity
- New Education Policy: Vocationalisation of Secondary Education.
- Due to the time, though Basic Education was hidden , but it wake up through different education policy.



RELATION BETWEEN GANDHI AND VIVEKANANDHA EDUCATIONAL PHILOSOPHY

- Spirituality
- To form equal community
- Self-evaluation
- To develop their skills
- No religion no class no caste
- Not accepted[only high class people having creativity]
- Freedom of student

CURRICULUM



- GANDHI
- Handcrafts
- Social welfare
- Only mother tongue
- Common curriculum
- VIVEKANANDHA
- Science, information technology
- Only to get higher education
- Supported English
- Separate curriculum for girls

METHODS OF TEACHING

❖ GANDHI

- ❖ Learning through handicrafts is related correlated approach
- ❖ Encourage learning by doing.
- ❖ He did not against the use of books

VIVEKANANDHA

- ❖ Science , IT
- ❖ Through meditation, a student must learn through their own experience
- ❖ Bhramachariyam
- ❖ Books in higher education, but not in primary education/D

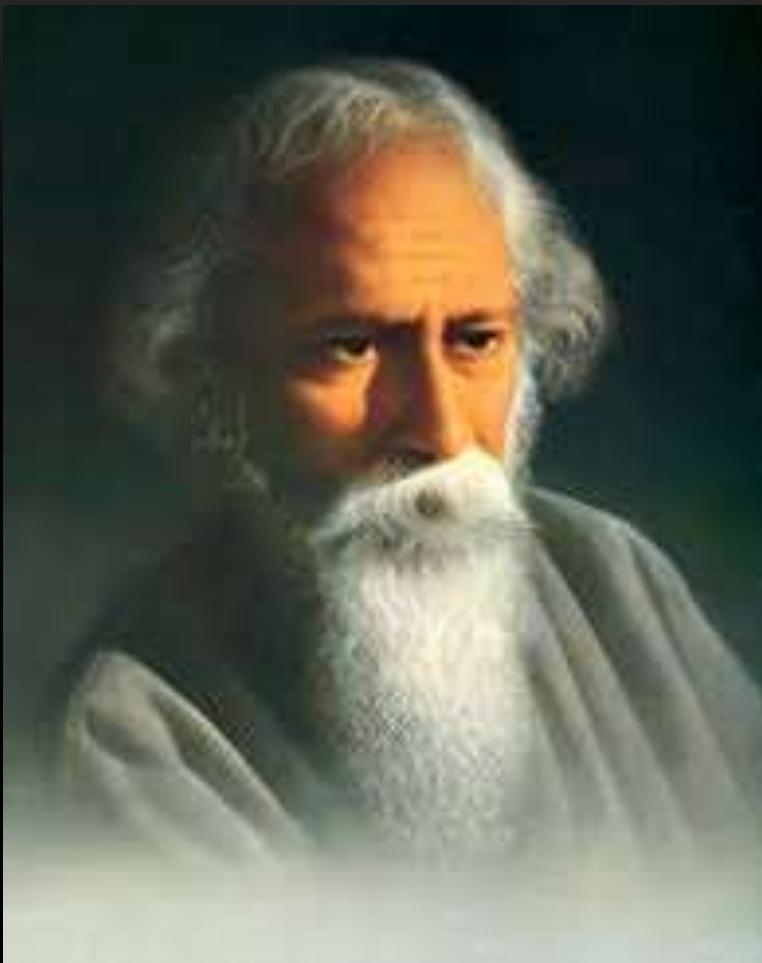


GANDHI AND JOHN DEWEY

- Both lived at same period
- Both gave importance to human welfare
- Child's interest and skills
- Learning by doing
- Arts and crafts supported
- Aimed on democracy
- Education must relate to our own life

DIFFERENCE

JOHN DEWEY	GANDHI
Non spiritual minded	Spiritual minded
He did not mention the aim of education	Education changes depend on the child's experience
Practical method	Handcrafts related
Education based on urban students	Education based on both rural and urban



Gandhi and Tagore

- Both are Indians
- They show a way to our country through education
- Aim on equality
- Education should satisfy the need of our country

Difference

Tagore	GANDHI
Creativity of child	Education to give productivity and handcrafts
Gave full freedom to develop their skills	Gave importance to experience gain from handcrafts
Education policy can be useful for national and international education	6-14 age only
Only to get education	Social and economic related education
Not based on earning	Based on productivity and earning
Education policy –not gave fulfillment	Useful and fulfillment

Conclusion

- We have seen that Gandhiji's Education policy, his life, concept of education, aims of education, basic education or vardha education, special features, Gandhi's educational philosophy, curriculum, educational planning, unsuccessful of basic education, and Gandhi and Vivekananda's educational philosophy relations and difference likewise John Dewey and Tog ore .



Thank you