





In formal school education there are five levels:

- i) Pre-primary School Level (age 3 to 5),
- ii) Primary School Level (age 5 to 11),
- iii) Middle School Level (age 11 to 14),
- iv) Secondary Level (age 14 to 16),
- v) Senor/Higher Secondary Level (age 16 to 18),

Apart from these educational levels, the other levels of education are:

- vi) Professional education (for those who passed the higher secondary course),
- vii) vii) Distance education (those who want to pursue higher education after completing higher secondary course; no need for formally attending educational institutions.),
- viii) Open education (Facilitates to pursue any level of education by any student of age 16 and above and having no minimum formal educational qualification, from the comfort of his/her home



1. Pre-primary or Nursery Level Education and its Objectives

Meaning of Pre-primary Education

Pre-primary education refers to the educational preparation of the child or the desirable learning experiences provided before the child starts going to a regular school. In India pre-primary education is provided for children between the ages 2 1/2 and 5 years.

Pre-primary education aims to promote physical health in children, provide sufficient opportunities to develop desirable social traits and intellectual abilities and fulfill the various psychological, social and emotional needs.

Pre-primary schools, providing for pre-school education are variously known as 'Nursery Schools' 'Kindergarten', 'Montessori schools' etc. Pre- primary education has not yet become compulsory in any of the countries of the world.

Importance of Pre-primary Education

a) Physical Growth

The child is growing out of infancy and continues his period of vigorous physical activity. He needs an affectionate teacher who will understand him in all his moods and help him to be himself and to learn. All houses can not ensure such stimulating atmosphere for the young kids to learn. This need is fulfilled in the pre-primary school- setting.



b) Social Development

Perhaps for his social membership and play, the nursery school may offer him enough opportunity to cultivate desirable social habits and attitudes.

c) Intellectual Development

The child's intellectual growth starts with the desire to explore and know his environment. To stimulate the spirit of enquiry and provide for opportunities to explore and expand, pre-primary education is considered essential.

d) Emotional Development

Young children do not know how to control their emotions; they are adamant and become angry if their wishes are not satisfied then and there. By moving with the peers in the school, children learn to control their emotions and their temper tantrums get mellowed.

e) Fulfilment of Psychological Needs

The pre-school creative curriculum in an atmosphere of uninhibited freedom offers him the challenges for his psychological health.

Thus the programme of pre-school education sows the seeds for the balanced personality development and good mental health.





Objectives of Pre-primary Education

- 1) Development of good health habits and basic skills for personal adjustment, such as toilet habits, dressing, washing, cleaning etc.
- 2) Development of desirable social attitudes and habits in the children so that they should be able to 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.

Teaching Methods in Nursery Education

Morning prayer, spontaneous conversation, songs, stories, creative activities, group games etc. are the daily activities of pre-primary children through which they learn various facts and ideas. Play way method of teaching is given utmost importance. For The main aim of these pre-primary schools is to develop the skills of speaking in children to express their mind and attain language fluency.





2. Primary Education and its Objectives

Primary Education Stage

Formal schooling begins with primary education. Children who have completed the age 5 are admitted to Class I of the primary school and they study for 5 years. Five years of primary education are crucial for pupils since the basic three R's (reading, writing and arithmetic) and fundamentals in sciences, social studies and other vital subject experiences are provided.

Objectives of Primary Education

- 1. Acquire literacy, numeracy, creativity and communication skills
- 2. enjoy learning and develop desire to continue learning
- 3. develop ability for critical thinking and logical judgment
- 4. appreciate and respect the dignity of work
- 5. develop desirable social standards, moral and religious values.
- 6. Develop individual talents
- 7. promote social responsibility and make proper use of leisure time
- 8. develop awareness and appreciation of the role of technology in national development



3. Secondary Education

Meaning of Secondary Education

Those who have completed 5 years of primary education study for another 5 years. Only those who pass the state level public examinations conducted at the end of 10th std. are said to have completed the secondary or high school education.

High school education serves as a bridge between the community and the practical life of pupils. The constituents of Secondary education viz. standards VI, VII, VIII, IX and X could be found in high schools and higher secondary schools.

Importance of Secondary Education

- (i) Secondary education begins where primary education ends. Literacy and learning of 3 R's are considered as the major objectives of primary education.
- (ii) During adolescence individual's potentialities are developed; his ability, aptitudes, and attitudes, interest and character are shaped at this stage.
- (iii) Teachers for primary schools are drawn from those who have completed secondary education and also the 2 year diploma course in teacher education.
- (iv) To develop specialization in areas of knowledge and for undergoing professional competence, students opt for higher education for which the basis is formed at this stage.



Objectives of Secondary Education

- (i) Encourage pupils to continue their education after the primary level.
- (ii) Train them in citizenship so that the pupils may become good citizens of this democratic country.
- (iii) Prepare them for higher education in academic subjects.
- (iv) Impart them vocational skills and prepare for employment.

4. Higher Secondary Education

Meaning of Higher Secondary Education

Our country opted for the uniform pattern of education i.e. 10 + 2 + 3. In this the +2 level is called higher secondary stage of education (Classes XI and XII). The Higher Secondary Course consists of two streams (i) Academic Stream and (ii) Vocational Stream. The academic stream is meant for those who wish to continue their higher education and the vocational stream helps pupils to get self-employed or take up vocations with some more training.

At the higher secondary stage, students are allowed to study subjects of their choice which are generally presented as a block consisting of three or four subjects. Higher secondary classes are generally handled by trained post-graduate teachers or professional experts.





Aims of Higher Secondary Education

- (i) Preparation for higher education and professional education.
- (ii) Development of social and national integration, and consolidation of democratic way of life.
- (iii) Striving to build character by cultivating social, moral and spiritual values.
- (iv) Training in citizenship and rational thinking

5. Higher Education Stage

Meaning of Higher Education

Education pursued after the higher secondary course either in affiliated Colleges or University Departments is called "Higher Education" or "University Education".

Aims of Higher Education

- i) To seek and cultivate new knowledge.
- ii) To engage vigorously and fearlessly in the pursuit of truth.
- iii) To interpret old knowledge and beliefs in the light of new needs and discoveries.
- iv) To provide the right kind of leadership in all walks of life.





Problems in Higher Education

- i) Most of the Universities are ill-equipped and under staffed.
- ii) Universities function in isolation, cutoff from the socio-economic life of the people.
- iii) The educational and research standard in most of the Indian Universities are very low.
- iv) Infrastructural facilities, services of expert teachers, availability of student-services and quality of teaching are all poor, not commensurate with the number of students studying in them.
- v) As the number of graduates coming out

Improving the Quality of Higher Education

- i) Association of Indian Universities should be attempted by establishing a net work arrangement among them to pool their resources and participate in projects of national importance.
- ii) The U.G.C. should develop some "Major Universities" where 'first' class post graduate work and research would be possible.
- iii) New courses of study are to be introduced, periodical revision of curriculum and examination reforms are to be undertaken.
- iv) 'Credit Based Learning' which gives importance for project work, seminars, practical work etc. should be incorporated in all courses.



6. Professional Education

Meaning of Professional Education

In higher education, there are two streams viz. 'Arts and Science' and 'Professional Education'. The aim of the Professional education is to train students to acquire mastery in the professional subjects and thereby to increase the productivity of the country.

Professional education includes faculties such as Engineering, Medicine, Agriculture, Law, Accountancy and Auditing and Teacher Education.

Stages of Education Professional

The important stages of Professional Education are: (i) Graduate Professional Education (ii) Postgraduate Professional Education and Doctoral Professional Education.

The educational qualification prescribed for joining the graduate professional education is a pass in the higher secondary education; for postgraduate professional education, a pass in the graduate professional education with related professional experience and for doctoral professional education, getting qualified in the postgraduate professional education with related field / departmental experience.





7. Distance Education

Meaning and Definition of Distance Education

The distance education programmes are well planned and structured by a panel of experts in the field; proper instructional materials are prepared and arrangements are made for students to get frequent guidance from teachers and periodically get evaluated. In short it could be termed as 'openeducation'.

In this, students have full freedom to learn the subjects of their choice at their own speed and that too at the time of their choice. This is truly a 'New Information Order'.

Need for Distance Education

- i) To manage the ever increasing student population seeking higher education'.
- ii) To regulate the huge rush in formal universities by diverting a sizeable portion to distance education programmes.
- iii) To make available formal education even for those who are outside the regular school and college system
- iv) To provide education in various disciplines as a continuation of non-formal education programmes.



Different Formats of Distance Education

- i) In addition to the correspondence lessons and radio broadcasts, arranging for some week-end contact classes
- ii) Providing support to the school system to offer additional courses or additional information and knowledge through postal lessons, television and radio broadcasts.
- iii) Arranging for usual learning for those who could not reach in the regular school system.
- iv) As a continuation of adult education programmes arranging for agricultural broadcasts, Radio and T.V. Learning, etc.

Salient Features of Distance Education

- i) The presence of teacher is not mandatory for teaching/instruction
- ii) Lessons prepared by a panel of teachers could be put into use at various centres by different teachers while providing instruction.
- Iii) Individual study by learners is emphasized
- iv) Students learn independently through different activities and media.



Correspondence Courses in Distance Education

Correspondence courses depend heavily on printed materials (called learning packages) containing structured lessons along with test papers, the responses of which are periodically evaluated by the Directorate of correspondence courses.

Distance Education in India

Today, more than 80 Indian universities are offering distance education Programmes. Indira Gandhi National Open University (IGNOU) is a pioneer in this field. Almost all universities in Tamilnadu [like' Madras, Madurai – Kamaraj, Annamalai, Alagappa, Bharathiar, Bharathidasan, Mother Teresa Universities] offer open university.

Advantages of Distance Education

- (i) Distance education helps those who have discontinued education in the formal system but willing to continue their education. Further it is also inexpensive.
- (ii) As those in employment could further their promotional prospects in professional career by improving their educational qualifications, vertical mobility takes place in the society.
- (iii) As students of distance education programmes could learn by remaining at home itself, the problem of increasing traffic congestion does not get accentuated.

8. Open School System

Concept of 'Open Education'

No formal educational qualifications are required to join the open school system. Any individual, above the age of 16 knowing reading and writing can join the foundation course in the open school system. Most significant aspect of open education system is that it increasingly employs the various multisensory media like the audio and video cassettes, radio and television 'broadcasts.

Open education system has some unique in-built features like the scope for pupils' self-learning, compensating for the opportunities lost during one's childhood etc.

Emergence of Open School System in India

England's open University is a forerunner for the open education system of many countries in the world including India. The Director of NCERT appointed a committee in 1974 to study this proposal and thus prepared a 'Draft Plan' and submitted to the Ministry of Education, Government of India which was accepted and then a separate Directorate of Open School Education was established in July 1979.

Following this, open school was started at Chennai in 1985 to provide continuing education for those who have completed their two year study successfully in Non-formal Education centres.

Objectives of Open School System

- 1. To provide education to all those who are employed and completed 16 years of age, even if they have no formal education.
- 2. To provide opportunities for the following categories of people who could not study in formal schools.
- (i) Economically poor particularly rural housewives
- (ii) School drop-outs (Discontinued studies after VII Std.)
- (iii) Failed in X or XII Standard in the formal system of education.
- 3. To relax age-restrictions for those who wish to continue their education

Style of Functioning of Open Schools

In the open school system, any one who has completed 16 years of age could seek admission. Lessons are sent by post and personal contact classes are arranged in the weekends and public holidays. Those who could not attend these class can remain at home and learn. Courses are conducted at five levels-III, V, VIII, X and XII standards.

Successful candidates can either continue their studies in the open education system or switch over to the formal system of education. Education in the open school system is highly inexpensive.



Advantages of Open School System of Education

- (i) Democratising education by expanding educational opportunities to all
- (ii) raising the educational qualifications of people.
- (iii) eradicating illiteracy by joining hands with non-formal education
- (iv) continuing education for those who are employed.
- (v) reaching out education to the door steps of individual learners.

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