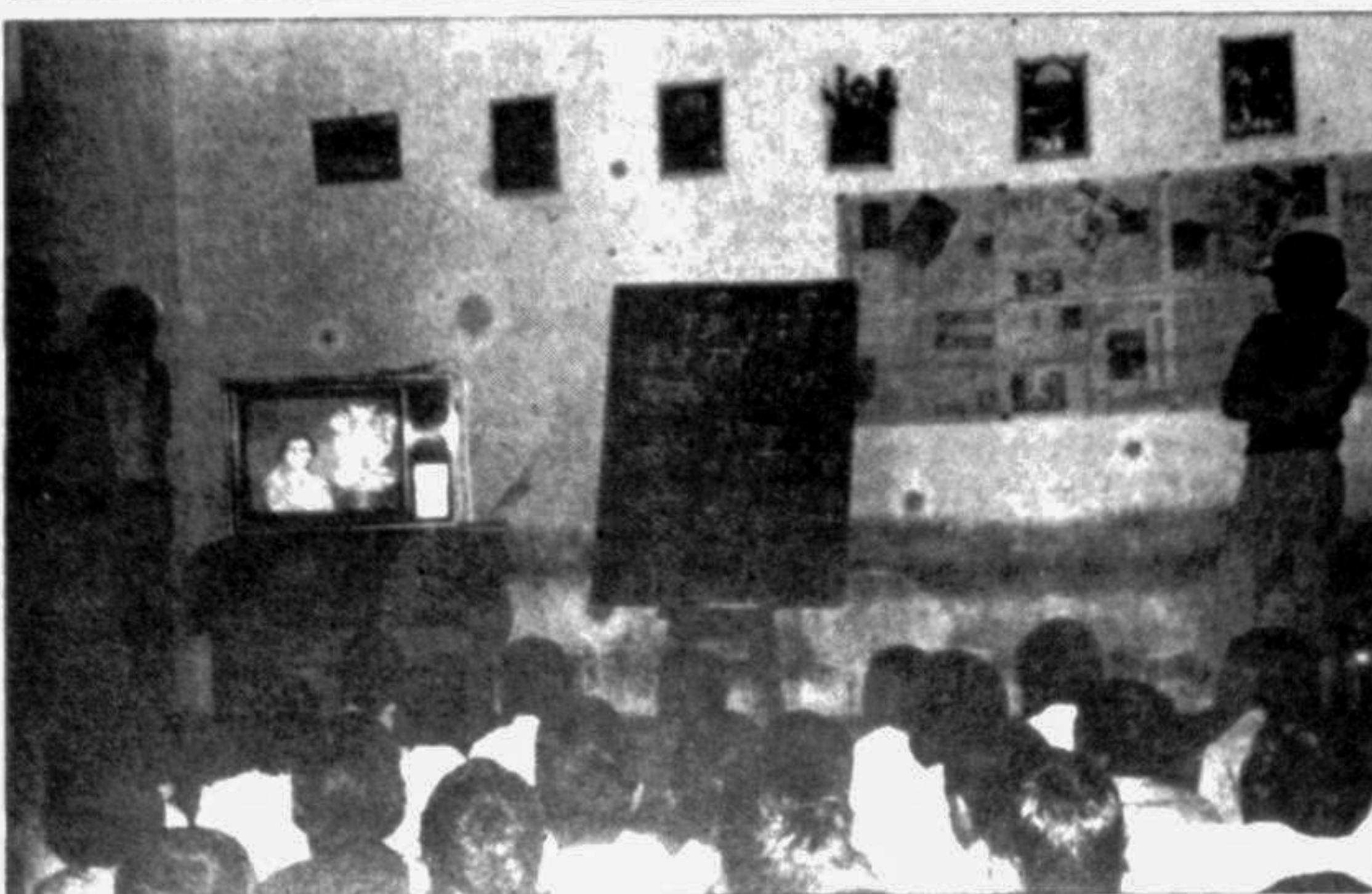


Educational Television in India

by Latika Padgaonkar

Every urban Indian mother with a child in school is conscious of the travails of education: an overkill of books, homework, facts, figures, and do-or-die examinations. A Unesco supported project on the sub-continent aims to take some of the toll out of learning.



Not sheer entertainment, media today plays a vital role in educational promotion

The CIET and its counterparts, the SIETs (State Institute of Education Technology) which have been set up in six states, set out to design alternative learning systems using television, in an effort to broaden the scope of education and to further its reach. Its three-pronged thrust was to train people, produce material and orient educational planners.

Unesco provided consultants, equipment and training. Since its beginnings the project has seen 600 people trained in production, technical hardware, operations, maintenance, camerawork, scripting and management of

Education Television (ETV) systems.

It has also resulted in the design of some 400 original language programmes which are beamed by satellite across 11 states in five languages for just under four hours each morning.

Each programme is 45 minutes long. This means that geographically half the country is covered.

The CIET's overall thrust is commendable. Its target audience (5-12 years) has been divided in two groups: 5-8 years, for whom stories, games and puzzles have been devised; and 9-12 years where programmes are basically enrich-

ment-oriented, conceived to encourage a scientific temperament.

These simple, direct, humorous films are not replete with facts and figures. Rather, they bring out relationships between humans and nature, dwell on concepts, are full of fun and games and laughter.

No turning back, despite problems

But ETV's major hurdle — even greater than the inadequacy of trained manpower — is infrastructure: making TV sets available in every school, then working out who pays for them, installs them, who maintains and operates them.

To start with, there are only about 6,000 TV sets in well over 500,000 primary schools in the country. A survey of TV sets in Delhi schools showed that at any given time not more than 75 per cent of them were in working order, and of these, only 38 per cent were turned on for kids to watch.

That is only the tip of the iceberg. Deeper down the problems are even more gigantic. India's leaps of technology are far from being matched in other sectors, says Prof. Chaudhri. A typical village school, for example, consists of a couple of rooms, a teacher or two, a verandah and a courtyard.

Statistics provided by the National Council for Educational Research and Training show that in 1986, of the approximately 530,000 primary schools in the country, a little over 39,000 were open air schools. With pressing needs for drinking water, toilets, blackboards and teachers and playgrounds, ETV tends to slide to the end of the priority list. But there is no turning back on satellite instruction.

As the only instrument to reach remote areas and as a counterbalance to the weight of school-books in urban India, technology for education, with its stress on enriching the child's mind has come to shape its own quiet revolution.

At present, satellite television serves only 80 million people out of 770 million, but the people at CIET are encouraged by the response they get from both parents and pupils. In a world where school curricula, faced with increasing competition, have grown alarmingly intensive to the point where they have become all work and no play, ETV steps in to play, tease, tell stories and teach as it goes along. It is a welcome innovation for us all.

— UNESCO Sources

As a corrective to what is widely regarded as a school drudgery, the Central Institute of Education Technology (CIET) has forged a new credo: to make learning a joy. "We want to lead children to explore, to do things with their own hands, to experiment, to question and discover," says Prof MM Chaudhri, Joint Director of the Institute. "We want them to develop self-reliance and instill in them an awareness of the environment."

The CIET was set up in 1984 with the merger of the Centre for Education Technology and the Department of Teaching Aids. Born as part of a scheme to encourage the application of education technology, the Institute took shape with funds from the government and the UNDP, and Unesco became its executing agency.

"Catch them young"

With the haunting spectre of over 500 million illiterates by the 21st century and education facilities that are barely commensurate with the demographic boom, the use of technology, and in particular television has a cardinal role to play in a multi-lingual country like India.

Current education statistics are depressing, to put it mildly. A mere 40 per cent of children reach Grade V and a dismal 8 per cent make it to Grade X. Thus, it is the early dropout rate of 60 per cent, coupled with figures of those who don't go to school at all that account for the steep illiteracy figure of 64 per cent.

So, catch them young. "It is the education of the child between 5 and 12 that is the unfinished task of the universalization of primary education," says Prof. Chaudhri. "It is the child at the rural level who is the prime target for the application of education technology in India."

World Literacy : Women Still Lagging Behind Men

by Priya Darshini

THE goal of universal literacy by the year 2000 remains elusive. A recent report from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) reveals that the global literacy situation still leaves much to be desired. Among other things, literacy campaigns still have to benefit women.

education, a big chunk of the budget goes to glamorous universities, technological and management institutes. Very little goes to primary and elementary education as well as literacy campaigns.

general, the literacy rate for women is still lower than that for men.

In the city of Allahabad in the northern state of Uttar Pradesh, for instance, there are 1.2 million literate men and only a little over 400,000 literate women.

India's 1991 census shows its literacy rate is 52 per cent. But women continue to lag behind men in literacy.

UNESCO estimates there are nearly one billion adult illiterates around the world. This means more than one in every four adults do not have basic literacy and numeracy skills.

The ratio of literate men to women remains quite low — almost two men to one woman. Over a 10-year period, there were 230 million literate men against only 130 million literate women.

More than 100 million children of primary school age have never been to a classroom.

Women account for 39 per cent of India's total illiterate population. It is estimated the number of literate women in its rural areas is only a third of the men's.

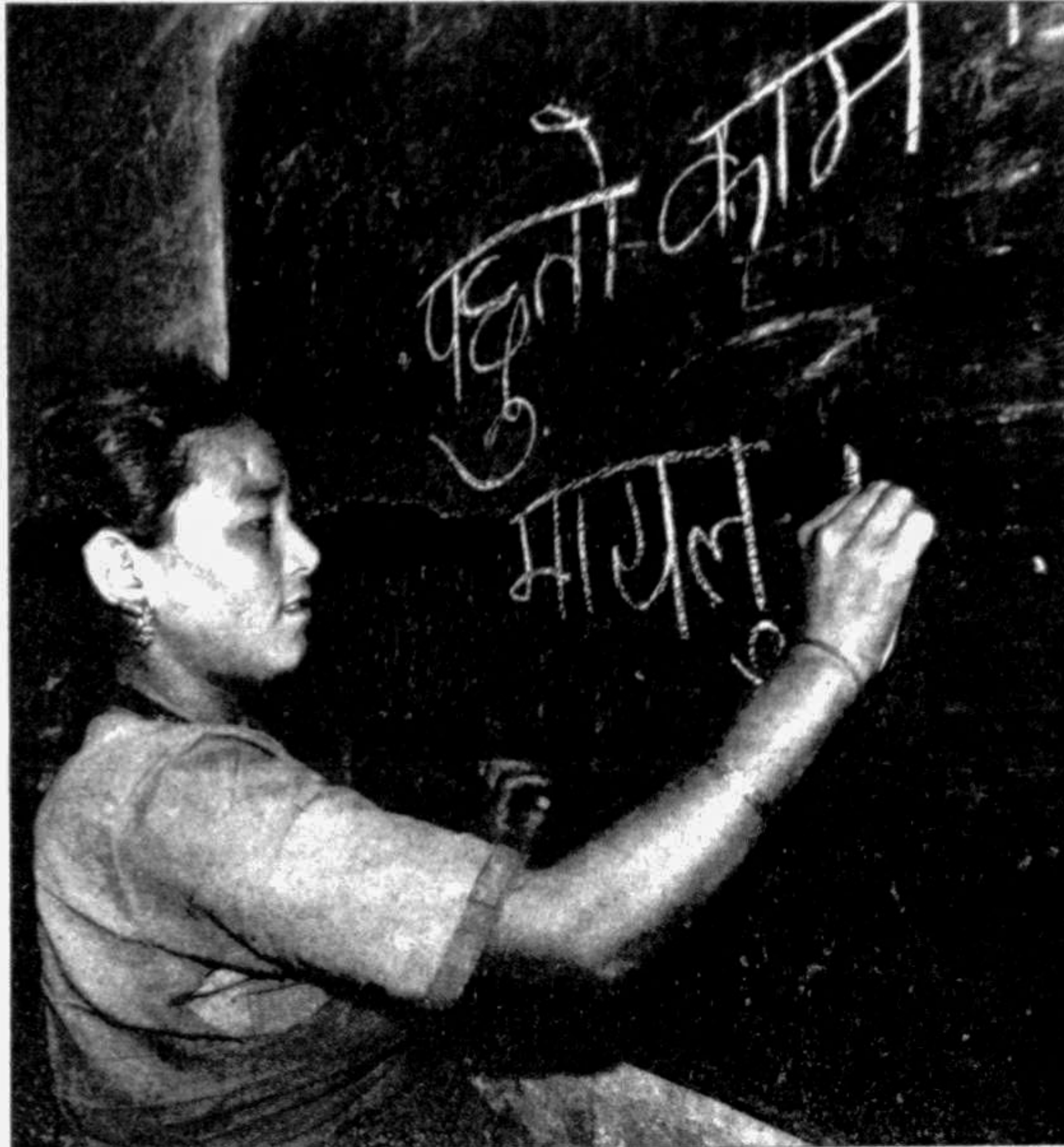
UNESCO reports that, until now, one woman in three remains illiterate. Almost all of these women live in developing countries. In fact, some 80 per cent of the female popula-

Villages remain underserved by literacy programmes. In the southern state of Andhra Pradesh, 14.8 million — out of

Similarly, in the city of Calcutta, literate women number 3.1 million while literate men total 4.4 million. The figures for Bombay are almost identical — three million literate women and 4.2 million literate men.

The persistent low literacy rates for women are attributed by Indian sociologists to the continuing low status accorded them by society. In both traditional Hindu and Muslim societies, women are expected to confine themselves to the homes and have very little participation in economic activities.

One sociologist said the low



Rate of female education can not be increased without self-initiation

Framework Conditions for Further Education and Vocational Training

THE further education sector in the Federal Republic of Germany is distinguished by a marked degree by the plurality of organizing bodies and diversity of programmes offered. In order to satisfy the broad spectrum of the public's further education requirements, industrial associations and trade unions, the Churches and other independent and commercial bodies, especially firms and businesses, Chambers of Industry and Commerce, and Chambers of Handicraft devote a great deal of money, planning and organization to their widely-varied vocational and general further education facilities.

further education and training through educational measures of its own. This primarily concerns areas in which — for special political or social reasons — considerable efforts are called for which can only be successfully achieved by concerted action on the part of all major societal forces.

The need for qualified workers in the new Bundesländer in the next few years, for instance, can only be satisfied with the help of special state programmes. About 59% of the unemployed in the Federal Republic of Germany have not successfully completed a vocational training course; wherever possible, they must be found suitable programmes.

In 1991, the Nuremberg-based Federal Employment Office sponsored vocational further training, retraining and work-familiarization projects involving over 600,000 participants — of whom a good half were previously out of work.

Further education programmes must also provide the population to a much greater extent with informa-

readiness to face up to political and social questions in a knowledgeable manner.

This political task, as far as the state is concerned, is first and foremost the responsibility of the Federal and Lander central offices for political education.

It is also the state's responsibility to promote highly-talented persons in line with their particular bent, and, conversely, to provide assistance in those areas of the population which only have limited opportunities of participation in further education.

There is still an educational discrepancy between conurbations and rural areas. Here the state must promote equality of opportunity.

In general terms, steps must be taken — by means of state assistance, if needs be — to ensure that no-one is excluded from further education opportunities because of low income-opportunities which can be instrumental in achieving a lasting improvement of occupational or social position or as a help in coping with certain situations in life.

Despite all these reflections

dergoing major structural changes.

Because of the extensive tasks which further education and training must face up to, there must be continuous educational research.

By means of the latter, the effectiveness of educational processes can be monitored, their quality assured, educational contents and methods judged by their practical relevance and learning programmes elaborated for those parts of the population in particular need of education.

In addition to other institutions, the Berlin-based Federal Institute of Vocational Training, which boasts of great experience, is particularly concerned with these tasks. Within this framework, the Federal Government and the Lander are providing diverse incentives through joint pilot schemes and research assignments.

Tasks of local authorities

Apart from the Federal Government and the Lander, local authorities also have their own rights and duties. Further education also belongs to their

cal authorities are creating the basic conditions for quality of life, an intellectual climate — and thus economic development. Local authorities' education programmes are supplemented by those of other institutions which cooperate with local facilities at regional level.

Financing of further education

Unlike many another country, industry is the main sponsor of dual vocational training and further education in Germany.

Statistics show that industry spends a yearly sum of Dm 26 billion on the further education and training of its workforce. That equals the total amount provided by the Federal Government, the Lander and local authorities combined for this purpose.

The Federal Government, the Lander and local authorities support participation in further education in diverse ways: institutional promotion of facilities is provided in large measure by the Lander which bear 75% of total public education expenditure.

The Federal Government is chiefly involved in inplant of research. In addition, in collaboration with the Lander, it carries out numerous special programmes and pilot projects. Local authorities also support local educational facilities, especially adult education centres, for which they provide about 50% of the public financial assistance.

Individual financial support for further education is scheduled, for example, within the framework of the Federal Employment Promotion Law (1991: Dm 13 billion) and Federal Law concerning the promotion of Education and Training for persons successfully completing "second chance education".

This for instance, also affects further training courses for master craftsmen who are given financial incentives by the state.

Considerable funds for educational purposes are available in the youth assistance sector and for various other demographic groups. About half the Lander have adopted laws giving employees the right to educational leave.

Participants also make substantial contributions towards the costs of further vocational training and further general education programmes themselves, such as paying their course fees, costs of learning and work materials, travel and accommodation expenses.

The financing of adult education centres, for instance, is covered up to one-third by participants' fees. By and large, there is a growing readiness on the part of many persons to further educate themselves and to use their own financial means to this end.

— IN Press

In this context, the concept and implementation of the programmes are primarily oriented towards economic, technological and social development. These institutions collaborate closely with employment administration (local job centres, regional job centres) and other state agencies which provide specific educational advice.

Competition between the various institutions is a basic feature in the general pattern, guaranteeing that further education and training programmes are both attractive and tailored to requirements. The state grants the organizers a large measure of freedom and only intervenes through regulative measures in those cases where it appears particularly necessary on social or economic grounds.

Industry's personal interest

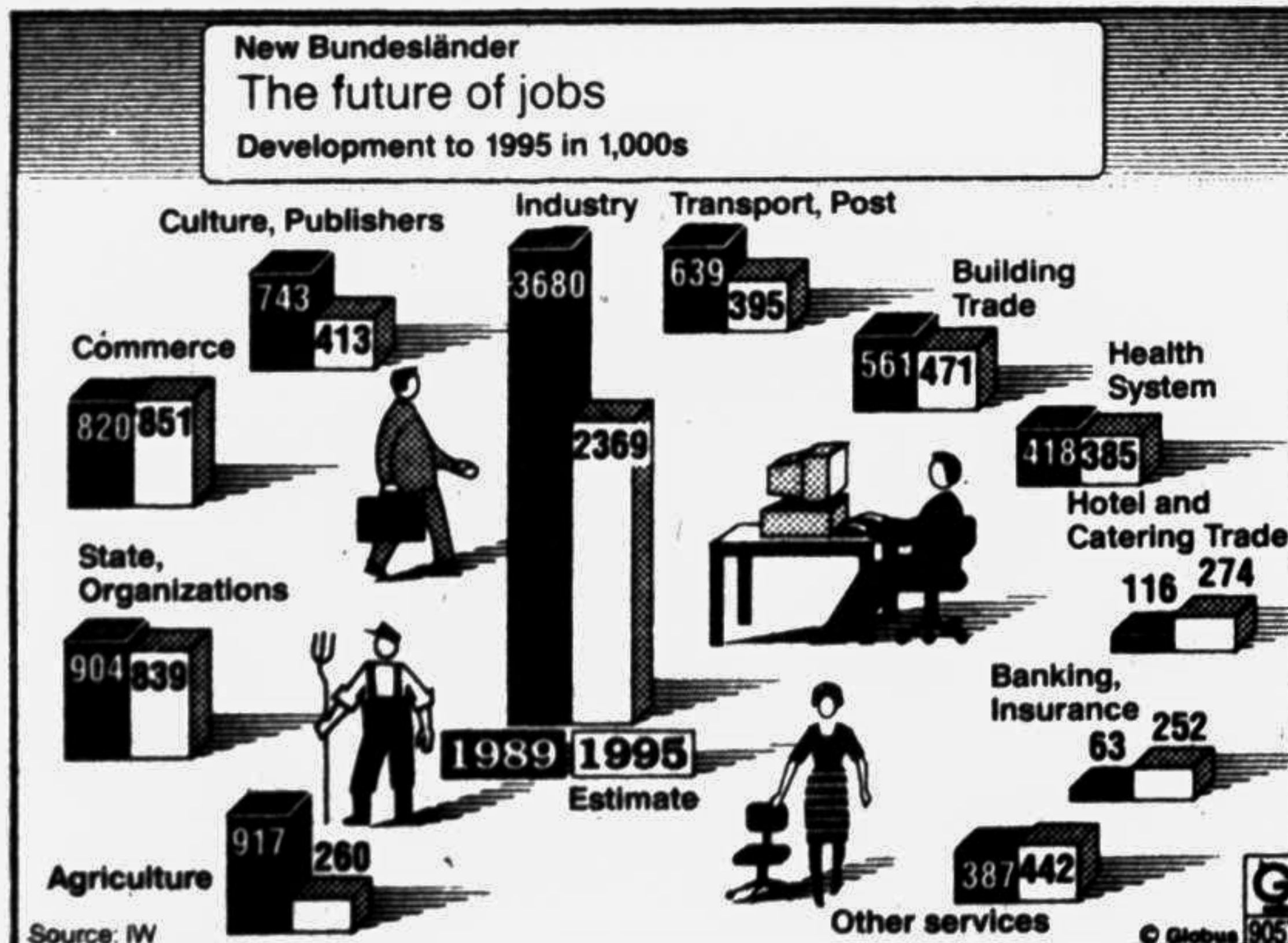
In contrast to the other educational sectors further education is characterized by the large measure of independence enjoyed by its institutions in the organization of their programmes and the public's voluntary participation.

The essential feature of diversity results automatically in the competition between the various organizations which elaborate programmes tailored to demand, thus being able to rapidly react to the changing needs of the different groups of participants.

For the most part, the state keeps its distance from the further education market, restricting itself to statutory framework regulations and structural concepts which prescribe a minimum of organizational and financial measures to safeguard an adequate provision of programmes.

State's responsibility

Even so, within this framework there are still important areas of responsibility for the state where it can promote



tion in the area of health education and precautionary measures.

The same applies to environmental protection (which has now acquired a high level of priority in Germany), and the economical use of energy sources. Last but not least, political education is especially important, particularly in view of the fact that the number of participants in this sector continues to be marginal.

Living democracy depends on the commitment of well-informed citizens and their

on content, it must not be forgotten that the awareness of the need for extensive further education and training on one's own responsibility has still not taken root in all areas of the population.

It is the job of state education policy to engender as great a readiness as possible among the general public to partake in further education. The foundations for this must be laid at an early stage in initial school education and vocational training to enable people to cope with future requirements, especially in areas un-

sphere of activity. The effectiveness of further education depends very much on the clarity of their programmes and the advice afforded participants.

Local communal advice centres have been set up to this end. In many places, an overall picture of regional further education availability is provided by means of view-data.

By maintaining adult training centres, music schools and similar facilities, public libraries, museums and theatres, and by promoting a wide variety of cultural activities, lo-

tion of Third World countries are illiterate.

Developing countries, like India, have much to answer for this state of affairs.

Many Third World governments are still spending far too much money on their military establishments, including the acquisition of modern weapons from Western nations. Even when money is spent on

24.9 million literates — live in rural areas.

About half of the rural population in Maharashtra state are illiterate.

In the eastern state of Bihar, only 20.3 million (or less than 30 per cent of the 75 million villagers) are literate.

Even in urban centres, where literacy is higher in

literacy rates for women will continue as long as the existing social situation persists. "It is not merely a question of family incomes. The societal attitude has to change. As long as the belief persists that the only goal women have is to get married, they will not be sent to school — at least in the low-income families," she said.

— Depthnews Asia

Effective Higher Education Management

THE International Institute for Educational Planning (IIEP) has launched a research project on the effective management of higher education institutions aimed at improving the efficiency and use of available resources at such institutions, particularly in developing countries.

sources; and changes in staff management, including staff development, recruitment and promotion.

The case studies address such diversified topics as the double intakes in the Kenyan public university system; the book bank system as a means of cost reduction in higher ed-

UNESCO in 1963 to promote training, studies and research on educational planning in relation to economic and social development.

The research is based on selected case studies carried out to identify factors and strategies associated with successful innovation and change, while highlighting major problems to be overcome.

The project is part of a series of other research work being carried out by the IIEP, which was established by UNESCO in 1963 to promote training, studies and research on educational planning in relation to economic and social development.

"The improvement of managerial capabilities in educational establishments, especially in higher education, should be a major concern for the future. Successful experiences in this area should be analyzed in detail in order to discover more about, and understand fully, the key determinants of managerial ability in educational and training institutions," says the project document.

"The main object of the Institute's research and studies programme is to advance the understanding of the social, economic and political dynamics of educational development and thus to contribute to a body of knowledge that is relevant to the tasks of planning the development and reform of education," says a document on IIEP activities.

Studies are being carried out in 15 countries, 10 in developing countries, in Africa, Asia and Latin America and the rest in industrialized countries.

Some of the issues addressed under the project include new forms of decision making structures and information flows; the merger or abolition of departments and units; diversification of funding

ucational institutions in Pakistan; strategies to improve the rate of completion of degrees and reduce drop out at the faculty of engineering in UNAM, Mexico; and amalgamation of institutions at the University of Sydney, Australia.

The project is part of a series of other research work being carried out by the IIEP, which was established by

The IIEP runs an annual training programme in educational planning and administration which has benefited about 900 educational planners from over 130 countries, particularly developing countries. Over 1,800 others have attended IIEP intensive training courses which are held in Member States. The Institute has also published some 650 titles, mainly in the form of individual research reports and case studies, as well as reports of seminars and training courses.

— UNESCO Press