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CONTENTS

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EDITORIAL

PRIVATISATION OF EDUCATION IN TWENTY FIRST CENTURY

Sunil Behari Mohanty

Privatisation of education, in its early phases, was a philanthropic activity. Individuals established institutions in the name of their late father or mother or beloved and continued to financially support so that this institution could be treated as an alternative to similar institution run by the State. In course of time, philanthropy got replaced by industry for profit. Many international reports place private institutions as inferior ones. Even the quality monitoring agencies are found penalising private institutions, although they do not do so for government institutions for the same handicap. Bray (1998, p. 128) stated that

> "Policy-makers must also realize that private schools are not necessarily commercial enterprises and that in some countries even officially non-profit schools may make healthy financial surpluses for their sponsors. Together with these points, it is worth repeating, should come recognition that while many private schools are of superior quality to public schools, this is not necessarily the case. Indeed, in many countries the majority of private secondary schools are markedly inferior to public ones."

Referring to situation in UK and US in the beginning of the twenty first century, Fitz and Beers(2002, p. 137) stated that:

> "Education Management Organisations (EMOs), for-profit and non-profit management companies engaged in take-over and operation of public education, are becoming big business in the USA and the UK. It is estimated that in the US, EMOs were projected to generate up to $123 billion dollars in revenue in 2000. In the smaller U I - system it is estimated that about &5 billion of services in public education could be contracted out to private organisations per annum."

Varghese (2004, p.58) stated that

> "Many of the private higher education institutions are rather small in size, employing a large share of part-time teachers and depending on tuition fees as the backbone of their financial strength. These institutions have very limited or virtually no facility to promote research. They are essentially teaching institutions. The relatively high level of fees charged by the private universities means that they attract students from economically better-off groups of society. This trend, if unregulated, may have adverse effects on equity in the long run."

Ball and Youdell (2008, p.9) stated that

> "A range of policy tendencies that can be understood as forms of privatisation are evident in the education policies of diverse national governments and international agencies. Some of these forms are named as privatisation but in many cases

> privatisation remains hidden, whether as a consequence of educational reform, or as a means of pursuing such reform."

LaRocque (2008, p. 7) stated that

> "While private schools are often seen as catering solely to the wealthy, the reality is that many countries – including Pakistan, India, Indonesia and several African countries – have seen the emergence of private schools charging modest fees that cater to students from low-income families. The private sector has also played an important role as a supplier of inputs, and to a lesser extent, as a provider of ancillary services such as school transport and food services through outsourcing arrangements."

Altbach, Reisberg, and Rumbley (2009. p.13) stated that

> "Public higher education has begun, and will continue, to take on practices and characteristics of private institutions. A combination of influences-neoliberal attitudes, limited public financing, increasing costs, the need to address expanded social expectations, and build better management systems, etc.-will oblige public postsecondary institutions to look for additional sources of income. This will be done through increased sharing of costs with students (tuition and fees) and through income generation from other sources-including research, consulting, and university industry partnerships. The increased privatization of public institutions will continue to have significant impacts on the nature of these institutions."

Patrinos, Barrera-Osorio, and Guáqueta (2009, p. 2) stated that "Private participation in education has increased dramatically over the last two decades across the world, serving all types of communities—from high-income to low-income families."

Teixeira (2009, p. 255) stated that

> "The more governments strengthen the role of markets and private initiative in higher education, the more they will need to give attention to issues such as the quantity and quality of the information available in the system, the consequences of enhanced institutional competition and the level of equity (either at the individual or at the institutional level).
>
> The challenges for policy makers will be to learn how to use this rapidly expanding sector in the best possible manner, to steer it in a way that will contribute to social welfare and to fulfil the social expectations regarding the higher education sector. This will only be possible if governments are able to develop an integrated view of the higher education system in which different types of institutions could coexist. Easier said than done, this will be one of the major future challenges in higher education policy in many parts of the world."

Ball (2010, p.135) stated that: "Public sector higher education is being 'enterprised' and hybridised, as the values and sensibilities of competition, contracting and income generation are set over and against the values of academic freedom and scholarship. In many respects the public/private sector binary is now redundant!" Bold et al. (2011, p.1) stated that " Despite widespread policy interest in market solutions to public service delivery, a large literature on the effect of private schooling on academic achievement shows little or no causal benefit." Bulkley and Burch (2011, p. 236) stated that "The landscape of private engagement in K-12 public education is shifting. Both in the United States and abroad, there exists a movement to reorient education policy and practice around the principles of the marketplace." For improving quality of private higher education in Asia, it is necessary to strengthen quality assurance and accreditation procedures for private higher education institutions, explore alternative funding models and promote a system that brokers international partnership opportunities (Asian Development Bank 2012, pp. 27-29). In Sweden, according to Bascia and Osmond (2013, p. 15) "A voucher system that allows students to attend any school, public or private, exacerbates differences between schools by encouraging concentrations of high- and low-scoring students." Day Ashley, et al. (2014) in a study on private schools in developing countries found that

* Teaching is better in private schools than in state schools, in terms of higher levels of teacher presence and teaching activity as well as teaching approaches that are more likely to lead to improved learning outcomes.
* Financial constraints are a key factor limiting or preventing poorer households from enrolling their children in private schools. Where children of poorer households do attend private schools, research indicates that welfare sacrifices are made and continued attendance is difficult to sustain.
* Perceived better quality of private schools (in terms of teaching, teacher attendance, school performance, small class size, discipline) compared with state schools is a key factor in parents' choice of private schools. Other important factors cited include English-language instruction, future occupation possibilities and promotion rates to secondary school.
* Where state regulation of private schools exists, it is not necessarily effective or may be selectively enforced offering opportunities for rent seeking and bribery.

In a study on the default privatization of Peruvian education, Balarin(2015, p. 1) challenged

> "uncritical accounts of low-fee private education which portray it as an area of hope and greater for poor families, and raises serious questions with regard to the way in which this form of privatization might be intensifying educational segregation while misleadingly capitalizing on the hopes and dreams of the poor."

Four policy goals for engagement of private sector in education, suggested by World Bank

(2014, p. 5) were : 1.Encouraging innovation by providers; 2.Holding schools accountable; 3. Empowering all parents, students, and communities; and 4. Promoting diversity of supply. In Asia, nations witnessing massive privatisation of higher education need a high-quality regulatory system to manage massification (Varghese 2015, p. 27). Some of the findings of a review of literature on role and impact of philanthropic and religious schools in developing countries in a study conducted by Wales, Aslam, Hine and Rawal (2015) were:

* Philanthropic provision tends to use more innovative, child-centred pedagogies and have curriculums and content that are adapted to the needs and abilities of their pupils. Schooling structures are also found to be more flexible and the literature also identified benefits from locally-hired staff, community involvement, smaller class sizes and greater staff support and management. However, there is little evidence for religious school.
* Philanthropic and religious provision can geographically reach the poor and marginalised, although the evidence is stronger for philanthropic providers.
* Overall, most studies give positive evidence regarding philanthropic schools and there is a consistent message that students in these schools achieve learning outcomes that are better than, or at least as good, as those of state school students.
* Philanthropic schools often target female enrolment and achieve gender parity.
* Philanthropic schools have lower operating costs than state schools, with lower teacher wages and smaller input costs being widely noted. The few studies that examine cost-effectiveness directly find that philanthropic provision is more cost-effective than state provision.

In US, most top-ranked universities are private (European Union 2016 b, p. 54). Srivastava (2016, p. 248) stated that

> "The initial emergence of the low-fee private sector and its subsequent evolution into an attractive sector for business backed by domestic and international corporate investment, holds an important and divisive place as we enter the post-2015 era in global education."

Verger, Fontdevila and Zancajo (2016, p.3) stated that: "The privatization of education is a global phenomenon with multiple manifestations. Northern and Southern countries and states with very different educational traditions and regulatory frameworks have promoted pro-privatization reforms for many reasons—social, political, economic, and educational." They also stated that

> "In numerous low-income countries, private-sector involvement in education is growing, not because governments are actively promoting it, but because states seem

to be rather passive when it comes to addressing new educational demands. This is usually the consequence of many Southern countries facing several intersecting restrictions (economic, administrative, political, etc.) in ensuring Education for All (EFA). In these contexts, private schools appear to be growing by default." (p.89)

Verger, Lubienski and Steiner-Khamsi (2016, p. 1) stated that:

> "In an era characterized by globalization across myriad sectors, industries, technologies and social movements, it may come as no surprise that we are also seeing the rise of an education industry on a global scale. Of course, the participation of private interests in education is hardly a new phenomenon. Parents and students seek individuals' advantage through education, and their interests are evident in activities such as paying tuition and fees, fundraising, or taking up residence near a 'better' school. Yet, even as a largely state maintained sector, schools are not run on the philanthropic impulses of teachers, administrators, education software developers, or textbook publishers, since each also seeks some personal return in exchange for his or her efforts at educating children."

Verger, Lubienski and Steiner-Khamsi (2016, p.7) stated that:

> "The Commodification of schooling
>
> Even as nations often treat education as a key element in increasing their economic competitiveness in a globalized world, individuals and families are apparently embracing the idea of education as a privatized, individual good. As noted, the rhetoric surrounding global education reform often conflates individual and collective economic benefits of schooling. Thus, just as nations strive to increase their competitive advantage in the global marketplace through improved education, families in those nations often compete for sought-after spots for their children in what are perceived as relatively better schools. Even open-access education systems often see families competing to place their children higher up in the hierarchy of schools, as education becomes a positional good with social cache connected to one's particular consumption, and not only a route to enhanced employment prospects."

Locatelli (2018, p.19) stated that "the trend towards privatization can have a negative impact on teachers' working conditions – greater casualization due to the increasing use of fixed-term contracts, excessive working hours and workload." Tooley (2019, p.25) stated that :

> "Given the extent of low-cost private schools, their superior performance to government schools, their affordability to the poor and their accessibility to girls, we suggest here that they must be a key part of any future discussions of how best to ensure education for all, possibly supplemented with targeted vouchers to ensure universal access."

Writing for UNESCO's Global Education Monitoring Report, Srivastava (2020, p. 33) stated that "Non-state actors have long operated in education. However, they have gained prominence with increased intensity in global and domestic policy circles and with researchers, civil society, and individual citizens most immediately implicated in their local education systems." Discussing commercialisation and privatisation in/of education in the context of Covid-19, Williamson and Hogan (2020, p. 58) stated that :

> "A key way that private sector education businesses and global technology companies have expanded and intensified their commercial agendas in public education is through the provision of digital infrastructure for online teaching and learning (e.g. MS365, G Suite, AWS Cloud). This has consolidated the market share of key private infrastructure providers. For example, in the UK, government support for Microsoft and Google has potentially restricted the market of online learning platform providers, by incentivising schools to opt for platforms that are both free to use and bundled up with government-funded technical assistance. To a significant extent, government investment in Microsoft and Google has seen these companies come to dominate the area of school IT infrastructure."

Verger, Fontdevila and Zancajo (2022, p. 105) stated that :

> "Education privatization and marketization are interconnected and globalizing phenomena. In the last three decades, numerous governments have adopted a broad range of pro-market reforms in the education sector, including freedom of school choice and competitive funding formulas, and private school provision has expanded in all world regions. However, pro-market policies are not the only driver of educational privatization. Far from being a univocal policy process, in education, privatization springs from a diverse range of mechanisms that go from the demand-driven expansion of private independent provision to government-initiated Public-Private Partnerships (PPPs) with the private school sector."

Wermke and Prøitz (2022, p.221) referring to private schools in Norway and Sweden pointed out:

> "the rapid and radical change towards an education system with more private schools owned by private companies, which we find in Sweden, and the skepticisms that meets such developments in Norway. This skepticism illustrates how openings for more private schools and new education markets challenge the public universal education system, as well as the collaborative traditions that exist between policymakers and the teaching profession in Norway."

Fu (2023, p. 60) stated that :

> "In the process of transforming education from a public service into a private good, the process has two effects on teachers, schools, students and society. In the short term it will improve the unequal distribution of educational resources,

> reduce government pressure and increase selectivity, but in the long term it will widen educational inequalities. At the same time, there is uncertainty about the quality of education and the interests of teachers and students. In the future, when governments develop privatisation policies to expand or control the privatisation of education, they can use historical policies as a reference and consider both sides of the application of privatisation to develop a detailed long-term policy framework."

In a systematic review of more than 100 studies on private schools, Crawfurd, Hares and Todd (2024, p. 97) stated that:

> " Our meta-analysis shows moderately strong effects from private schooling, although the limited number of experimental studies find much smaller effects than quasi-experimental studies. This advantage, though, is not nearly enough to help most children reach important learning goals. Turning to policy goals, we find that the private school advantage has not translated to public private partnerships, which have shown limited value in improving quality. They can however represent a lower-cost means of increasing access to school. We also find that private school chains perform little better than individual private schools and have little scope for achieving meaningful scale."

Public Private partnerships

Advocating public private partnerships, in a report conducted for the World Bank, Patrinos, Barrera-Osorio, and Guáqueta (2009, pp. 68-69) recommended

* "Include output specifications that define performance standards and facilitate the measurement and tracking of quality and school efficiency.
* Define operating requirements and performance standards that private schools and operators should follow.
* Reward innovation and quality improvements.
* Help private schools to deliver high-quality education and accompany voucher programs with capacity-building interventions.
* Establish a specialized group of authorities to manage PPP programs and the flow of funds from the government to private schools, and to enforce qualifying criteria and regulations,"

Robertson and Verger (2012, p. 21) referred to Education Public Private Partnerships (ePPPs) that involves private actors in a range of public sector education activity such as policymaking, education provision, inspection, and school management. Verger and VanderKaaij (2012, p. 245) stated that :

> "Public Private Partnerships (PPPs) for education are perceived as a new policy

> solution to increase access to education and bring new resources to education systems at a time when many countries feel more and more pressure to achieve Education for All (EFA). International agencies, such as the World Bank, UNESCO and the Asian Development Bank, have become enthusiastic supporters and global carriers of the PPP idea to a range of contexts, i.e. national, regional and sub-national."

Writing for UNESCO, Verger and Moschetti (2017, p. 1) stated that:

> "Public-private partnerships (PPPs) are increasingly perceived as an innovative approach to provide education for all. Nonetheless, PPP arrangements cover a broad range of policy options and follow diverse rationales, some of which are not necessarily novel within education reform agendas. In education, there are open disputes about the key principles and arrangements that PPPs should have. Overall, PPPs are an ambiguous policy category that allows for a flexible and, sometimes, over-simplified use of the concept. In fact, some important stakeholders narrowly associate PPPs in education to long-known market (or quasi-market) policy solutions."

de Koning (2018, p. 177) stated that :

> "Private providers should be required to provide open data about schools they operate both to the state and to the public. The state should define from the outset the goals and responsibilities of a PPP and how and for what private providers will be held accountable, not only legally but also through civil society/public engagement in monitoring and oversight."

Steiner-Khamsi and Draxler (2018, p.1) stated that :

> "Public–private partnership (PPP) in education has gained enormous momentum in different parts of the world, including in developing countries. What started out in the 1960s with the notion that technology could help bypass teachers and therefore supposedly individualize learning, rapidly became a highly desirable business model for technology companies such as IBM, Dell Computers and later Apple. The sale of machines, programs and courses to interested districts and schools has half a century later reached an unprecedented economy of scale. Over the last dozen years or so, as proponents of privatization have successfully promoted a transformation of the role of business from supplier to "partner," the notion of public education has become diluted by increasing state contracting or subsidy to for-profit entities carrying out whole school and university establishment and management. What is more, the education industry is doing remarkably well despite periodic scandals."

Zancajo et al. (2021, p. 2) stated that:

> "The global expansion of non-state actors as providers of basic education has frequently taken place under the umbrella of some form of public-private partnership (PPP). PPPs have expanded despite an increasing number of studies warning about the possible negative consequences of higher levels of private provision on equity, such as school segregation and students selection practices. As a response to these equity concerns, different actors have engaged in an intense debate on the pros and cons of PPPs and, specifically, how the governance of private subsidized schooling can be put at the service of the right to education. A growing consensus has emerged around the idea that the ultimate impact of PPPs depends largely on the specifics of their policy design. As a result of this debate, several international organizations call to adopt regulatory frameworks that could contribute to inhibit both school segmentation and opportunistic behaviors in the context of PPPs"

Necessity for Regulating Private Education

In a study on privatization in education conducted for Education International, Brussels, Belgium, Kamat, Spreen and Jonnalagadda (2016, p. 8) stated that:

> "Private for-profit multinational corporations are making billions of dollars by charging poor families around the world to go to school. Governments are diverting significant funds and attention to what global corporations have posited as 'the solutions' to the crisis in education, loosening regulations or outright ignoring the many violations of laws and standards by multinational companies. Governments are guilty of inviting companies in to run large segments of the education sector (from pre-school through university level)."

Williams (2016 , pp. 139-140) stated that:

> "The logic of markets is that individuals pay for what they want or what they will benefit from. This runs counter to the wish for higher education to be distributed widely and fairly. However, it is financed and whatever regulations are in place about student admissions, potential students do not all start from the same place. Some have been able to have an excellent private education that has brought them up to very high levels of educational achievement; others have been less fortunate in their earlier education. Some do not have access to the resources to pay the fees and maintain themselves while they are studying. But most importantly, the sum of individual choices may not add up to the best contribution that universities and colleges can make to economic and social progress more generally. If reduction of inequality and economic and social progress are to remain two of the main drivers of higher education, interventions by public authorities remain necessary even in a fully privatized system."

In Africa, increase in access to higher expansion is on a capacity-to-pay principle (Varghese 2016, p. 32). Privatisation of higher education and its accompanied ills are harmful for nations supposed to ensure equal opportunity for its citizens, as privatisation benefits the rich. There are philanthropists, who have created good private institutions. However, there are also many profit makers, who have created private institutions. Now in many nations, setting up a private institution is more profitable than setting up an industry. When demand for a particular course is very low, the organisation goes for another course or for utilising the material resources for having a residential school or starting other profit-making courses. Institutions maintained by the governments also have been going for indirect privatisation by having self-financed courses, which often have the same evils as found in case of programmes / courses offered by private higher education institutions in spite of existence of regulatory authorities. Komljenovic and Lee Robertson (2017, p. 289) stated that :

> "There is an increasing number of private for-profit schools and universities around the world as well as significant growth of different forms of privatisation of previously public education. However, the expanding education industry includes much more than privatised education provision."

Hodgman (2018, p. 1) referring to the situation in the United States, stated that :

> " Despite their uniquely innovative and long-standing history within the United States higher education landscape, for-profit higher education institutions (FPHEIs) remain controversial academic entities. Criticism of the for-profit sector maintains that these institutions are not preparing students for successful entry into the workforce. In light of numerous recent struggles, sector growth has significantly receded while FPHE practices and policies continue to be questioned. In the wake of sector decline, FPHEIs have an important opportunity to reimagine their role as educational providers to better serve students and society at large."

Stromquist (2018, p. 83) stated that :

> "The growth of the private sector is occurring through the expansion of low-fee private schools (a trend evident in developing countries), charter schools (a trend noticeable in countries such as US, UK, and Sweden), private tutoring, for-profit schools and universities, and the relatively recent phenomenon of virtual schools. The dangers of privatisation are many, but are often most serious where: (1) commercial firms are large enough to create monopolies and thus heavily influence personnel, curricula, and school expansion decisions in the educational system; (2) for-profit schools market themselves as better than public schools, despite the existence of ambiguous results about their effectiveness; (3) governments abrogate their obligation to provide free quality public education for all; and (4) public-private partnership arrangements where the government effectively outsources the

provision of education. In light of the growing for-profit corporate role, including privatisation of and in education, governments should closely monitor and regulate their operations and insist on the respect of the right to free quality education for all and for teacher rights and conditions."

Rowell (2020, p. 45) stated that :

> " Over the past two decades there has been a growth in for-profit private education in the global south. However, private education does not always translate into quality education given that quality is often linked to the fee level and that the poorest in society are not able to obtain the better and best quality educational opportunities. In relation to sustainable goal 4, quality education, the work of SHLC considers the various type of schools available to residents in different neighborhoods within and across its case study cities and the implications of this upon educational quality and equality."

Analysing situation in four countries in South Asia and East Africa, Gruijters, Alcott and Rose (2020, p. 20) stated that "Perhaps even more worrisome are the negative externalities of private expansion on government provision. If elites can opt out of public schooling by sending their kids to private alternatives, what incentive do they have to enhance the quality of the public system?" Concluding their discussion on public vs. private participation in higher education, Altbach, De Wit and Woldegiyorgis (2021, p. 23) stated that

> "Public investment in higher education, mostly directed to state institutions, will likely decrease overall and in particular in low- and middle-income countries. They will become more dependent on nonstate contributions to survive and maintain quality, but if that will be possible, one must doubt. The private sector, almost exclusively dependent on tuition fees, will face serious challenges of economic crisis and in a few cases, such as in Romania, demographic decline. This might result in the closure of many private institutions, in particular at the lower end of quality education. This will increase the pressure on access to public higher education and challenge its quality, but it may also result in a needed clean-up of the private sector and increase its quality. The future will tell."

Referring to situation in South Asia, Tilak and Panchamukhi (2021, pp.33-34) stated that

> "Privatisation, which originated as a charitable initiative in the field of education, gradually became a natural consequence of globalisation dovetailing with simultaneous cuts in the education budget by governments. The private sector has projected itself as a rescuer of the education system from this resource crunch. The deficit in public expenditure on education, attributable to a lack of resources in general and more importantly a lack of political will, on the one hand, and a rising private demand for education on the other hand, have provided enough space for

> the private sector to enter and exploit the situation to the maximum. Soon a huge number of private players entered every level of education in almost all countries, more so in developing countries; and the nature of private involvement changed dramatically."

Referring to higher education in central Asia, UNESCO Almaty (2021, p. 4) stated that "National education policies and plans have lacked accountability measures to monitor the quality of higher education in private institutions." In a study to find out how public (government) schools and private schools differ in OECD countries, OECD (2024, p.6) concluded that:

> "Private schools cater for around 1 in 5 students from pre-primary to the end of secondary education, a share that has not changed materially since 2015. They enjoy greater autonomy, suffer fewer shortages of all kinds and handled the COVID-19 pandemic better than public schools. Although their students achieved better results in PISA 2022 in many countries, this is mainly because they enrol more students from advantaged socio-economic backgrounds than their public counterparts. The main challenge in many countries today is to increase the social mix in public and private schools, which is why many efforts have been made in this direction over the past decade."

Expansion of Privatisation and Language of Instruction

In a study on low cost private education in India, Nigeria and Uganda, conducted on behalf of Commonwealth Secretariat, London, Phillipson (2008, p. 18) stated that:

> "A common determinant of school choice in each of the three country studies was the use of English as the language of instruction in the private school, or its greater prominence as compared with the government curriculum. From the parental perspective, English competence is a decisive skill in the modern labour market, offering the prospect of white-collar employment for their children. Intuitively they believe that an early start to this language will enhance their children's future. The academic evidence points to the opposite being true."

Private Tutoring

National policies generally do not enter into the arena of a private tutoring(shadow education) an important segment of education through private agencies. Rocha and Hamed (2018, p. 1) stated that:

> "Supporters of private tutoring argue that it generates additional income for tutors and functions as a remedial intervention to aid low-achieving students while boosting high achievers' performance. Critics believe that private tutoring

exacerbates social and economic inequalities, puts a put a financial strain on low-income families, and disturbs the overall teaching and learning environment in schools."

Bray (2021, p. 1) stated that:

> "Recent decades have brought significant expansion of the so-called shadow education sector of private supplementary tutoring across the globe. Increasing numbers of school teachers provide such tutoring on a part-time basis; and increasing numbers of tutorial centers recruit teachers from schools to work full time. Tutorial centres also recruit personnel from other backgrounds, who take on roles that could be called tutoring but could also be called teaching. These trends have blurred professional boundaries. They require some reconsideration of vocabularies and of overlapping roles."

Reimagining Our Futures Together : A New Social Contract for Education - a Report of the International Commission on the Futures of Education stated that

> "The global expansion of private tutoring, often referred to as 'shadow education', is a prime example of how a narrow focus on limited measures of educational achievement (often emphasizing short term recall and low order cognitive skills) diminishes the curriculum necessary to prepare students to achieve richer purposes individually and socially. Looking to the future, it is clear that there is a need to reverse the adverse impacts of growing competition in education, and the narrow focus on instruction which high-stakes tests have induced." (Zewde 2021, p. 56)

Private tutoring in India

The Report of the Secondary Education Commission 1952-53 stated that:

> ***"***The most usual form of remunerative work taken up by the teachers out of school hours consists of private tuitions. This practice of private tuitions has unfortunately assumed the proportions of an educational scandal. We are satisfied that it is attended with several evils. Steps should be taken to abolish it as early as possible. In view of the recommendations we have made for the improvement of the conditions of service. we believe it will become increasingly unnecessary for teachers to take up private tuitions to supplement their income. We are aware that some students require special coaching to keep pace with other children but the right way of dealing with that situation is that the school should itself make provision for extra tuition to such backward children at fixed hours charging extra fees for purpose if necessary." (Mudaliar 1953, p. 134)

Privatisation of Education in India

School Education

Commenting on privatization of school education, the Report of the Education Commission 1964-66 stated that

> "At the primary stage, the free schools to which the masses send their children are maintained by the government and local authorities and are generally of poor quality. Some of the private schools are definitely better; but since many of them charge high fees, they are availed of only by the middle and the higher classes. At the secondary stage, a large proportion of the good schools are private but many of them also charge high fees which are normally beyond the means of any but the top ten per cent of the people, though some of the middle class parents make great sacrifices to send their children to them. There is thus segregation in education itself-the minority of private, fee-charging, better schools meeting the needs of the upper classes and the vast bulk of free, publicly maintained, but poor schools being utilized by the rest. What is worse, this segregation is 'increasing and tending to widen the gulf between the classes and the masses." (Kothari 1966, p. 14)

Referring to post 1986 Education policy scenario, Govinda and Bandyopadhyay (2008, p.77) stated that

> "Policy documents such as the National Policy on Education 1986 and the Plan of Action 1992, refer to the creation of public-private partnerships in the implementation of elementary education. However, no attempt has been made to define the nature of such relationships, which raises questions around privatization and the reduction of government responsibility."

In order to provide certain amount of safe guard and equity for education of poor children in private schools, following provisions were made in the Right of Children to Free and Compulsory Education Act 2009:

> "12. (1) For the purposes of this Act, a school,-
>
> (a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;
>
> (b) specified in sub-clause (11) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent.
>
> (c) specified in sub-clauses (ii) and (tv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent, of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and

provide free and compulsory elementary education till its completion.

Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (i) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2:

Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, school building, equipment or other facilities, either free of cost or at a concessional rate, such shall not be entitled for reimbursement to the extent of such obligation." (MLJ 2009, pp.5-6).

Discussing The limits of marketisation of primary education in rural India, Härmä (2010, p. 38) stated that:

> "In conclusion, it is argued that the potential for marketisation of primary education is limited to providing options to the upper half of society in the rural areas that are home to the majority of Indians, and that to raise the prospects of the poorest, the standards at government schools must be raised through increased accountability of teachers for the work that they do. Marketised options are neither sustainable in the context of remote rural villages, nor are they, most importantly, socially equitable."

A number of parents go for private schools that are English medium. In a study of English language premium in a globalising economy, Chakraborty and Kapur (2012, p.1) stated that ;

> "Our results indicate that a 10% increase in the probability of learning English in primary school raises weekly wages by 9%. On the average, this implies 29% higher wages for cohorts not exposed to the English abolition policy. We provide further evidence that occupational choice played a decisive role in determining the wage gap."

Muralidharan and Sundararaman (2013, p. 24) stated that:

> "The public school system in India starts in grade one and students in public schools usually have no pre-school or preparation in being 'school ready' when

> they start school (unlike private school students, who typically have two years of pre-school education before the first grade). The effectiveness of contract teachers in a primary school setting, suggest that there may be high social returns to hiring teachers with similar demographic characteristics to provide pre-school instruction to public school students. This may be a highly promising area for future pilots and evaluation."

In their discussion on private non-state sector engagement in the provision of educational services at the primary and secondary levels in South Asia, Dahal and Nguyen (2014, p.2) reported that:

> "Importantly, in India, the parliament has recently passed the Right to Education Act that includes a provision mandating private schools to reserve up to 25% of their seats for students from disadvantaged backgrounds, with a reimbursement of fees by the government. With this provision, India may soon lead the world in the number of children attending private schools with government funding, and also in the inclusiveness of private schooling."

Commenting on reservation of seats for poor in private schools, Muralidharan and Sundararaman(2014, p.4) stated that:

> "Reflecting concerns of growing economic stratification in schooling, the recently passed Right to Education (RtE) Act in India includes a provision mandating that private schools reserve up to 25% of their seats for students from socio-economically disadvantaged backgrounds, with a reimbursement of fees by the government. This provision in the RtE Act could lead to India having the world's largest number of children attending private schools with public funding."

In a study conducted in Andhra Pradesh, Singh and Bangay (2014, p. 1) stated that "Consistent with others, the paper finds that private provision is not currently accessible to the poorest and thus potentially deleterious to equity both within schools and within families." Tilak (2015, p. 192) stated that "Most of the new institutions that came up during the past two decades have been in the private sector, which itself has an effect on equitable access to higher education. In a study on status of Low Fee Private Schools Through the Lens of RTE Act and International Legal Instruments, In a comparative study on Public vs. private schooling as a route to universal basic education of China and India, Smith and Joshi (2016, p. 153) stated that:

> "Through a structured, focused comparison, we find China's greater emphasis on public schooling has contributed to higher enrollment, attendance, graduation rates, gender parity, and proportion of students entering higher education than India, the country with the world's largest private sector in primary and secondary education. This comparison suggests that greater emphasis on public schooling in developing

countries may lead to more rapid UBE attainment than encouraging privatization."

In order to make progress on universalising access to school education, as well as improving the quality of learning in India, it is important to have a harmonised set of regulations governing private schools. Ambast, Gaur and Sangai (2017, p. 28) stated that 'Our examination of regulations in five States reveals that private schools are regulated by a mix of RTE Rules, State Acts, executive orders, notifications and circulars. It is seen that these different instruments are often in dissonance with each other." Noopur (2017, pp. 7-8) reported that:

> *"*Low Fee Private schools, as claimed by the proponents, cater to the lower strata of the society. However, it was found through the study that majority of children come from the middle income families and the children from the economically and socially marginalised sections cannot afford to study in these schools.
>
> *Schools fared very low on the indicators of the RTE Act which schools are mandated to follow. In terms of infrastructure, it was found that the schools did not provide with the basic infrastructure."
>
> *Salaries offered in the Low Fee schools is also abysmally low, majority of teachers getting paid below the minimum wage. In fact, appointment of untrained teachers is one of the strong reasons behind the low fees at which the education is offered in these schools.
>
> *Low Fee Private schools were evaluated on the basis of few international legal instruments as well and it was found that most of the instruments do not allow space for growth of such institutions which fares low in terms of Availability, Acceptability Accessibility and Adaptability."

Ashok, Poornima and Kaur (2021, p.136) in a study on reach and role of private schools in India, stated that.

> "Government schools are better placed in terms of infrastructure, teachers, and working conditions, yet private schools have been more successful in attracting students and parents, largely based on publicity and image building. Private schools have the flexibility to spend on advertisement, and publicity forms a major plank of their marketing strategy, whereas government schools are constrained to do so. The image-building exercise of private schools has been facilitated by some surveys that invariably show them as better performers, compared to government schools. This has also helped in building popular perception that private schools are providers of good quality education."

Kabra and Gupta (2021, p. 77) mentioned following takeaways for improving private schools

" *Private schools have no checks on learning outcomes 1 except those where the student gives board exams.

*A recognition system that's based on self audit, accreditation and learning outcomes (rather than input based norms) needs to be put in place which can allow all the stakeholders to compare private (and public) schools.

*To incentivise schools to get recognition, students should be funded directly which they can then take to any school of their choice,

*However, these steps alone won't be enough to increase the quantity or quality of private schools as long as the sector remains not for profit."

Ministry of Education, India (2024a, pp. 40-42) gave following data about types and numbers of schools in 2023-24.

	Pry, UP. Sec & HS	Primary	Upper Primary	
		I-V	I-VIII	VI-VIII
Pvt.Unaided	331108	75939	108455	15007
Govt. Aided	80313	16882	12040	7724
Pvt -Aided +Unaided	411421	92821	120495	22731
Govt.	1017660	623026	206699	65688
India	14711891	736611	342988	89428

In cases of primary schools (Classes I-V) and Upper primary schools having Classes I-VIII and classes VI-VII there are more government schools and private schools.

Total	Pry, UP. Sec & HS	Secondary			Higher Secondary			
		I-X	VI-X	IX-X	I-XII	VI-XII	IX-XII	XI-XII
Pvt.Unaided	331108	45462	10454	7319	42482	7849	7183	10928
Govt. Aided	80313	7498	8483	7898	5884	7230	4077	2597
Pvt -Aided +Unaided	411421	52960	18937	15217	48366	15079	11260	13525
Govt.	1017660	17692	23337	12177	26424	24513	15389	2715
India	14711891	75372	42658	27948	75940	39892	26684	10370

Number of private schools is more than government schools in cases of secondary schools having classes I-X and classes IX-X, and higher secondary schools having classes I-XII, and classes XI-XII.

Higher Education

MHRD (1992a, p. 25) stated that "In the interests of maintaining standards and for several other valid reasons, the commercialisation of technical and professional education

will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education, in conformity with accepted norms and goals." MHRD (1992, p. 17)stated that "5.19 The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors;.."(MHRD 1992a, p. 17). The Government of India brought out Programme of Action documents following publication of national policy on education in 1986. Its 1992 document pointed out issues related to teachers in private institutions "" Teachers in aided and private institutions are often subjected to indignities, extortions and under- payments. This will not be tolerated and legal action taken as may be due." (MHRD 1992b, p.74).

Agarwal (2007, p. 2) stated that:

> "India's higher education system is now the third largest in the world. Its capacity has been increased largely by the activities of private providers over the past twenty years, transforming the higher education landscape. Private higher education is the most dynamic and growing sector of Indian higher education today, but it is often viewed with suspicion."

In a study conducted for Commonwealth Secretariat, London, Shukla and Joshi (2008, p. 31) stated that

> "Both recognised and unrecognised schools are accessed by the poor. It is the numbers of latter that has grown the most. These schools are distinct from other categories, such as schools set up by philanthropic organisations, NGOs and faith-based organisations; they rely solely on the fees collected and their functioning is governed by market mechanisms rather than ideological or religious disposition. Their rapid growth in a country where government schools offer free education (and other incentives) is as much due to their entrepreneurial efforts as the self-evident dysfunctional nature of the government schools."

Tilak (2009, p. 8) stated that

> "The argument that the government does not have money for education gained support as a significant decline in public budgets for higher education in the country is widely noted. This resulted in deterioration in the quality of education, and adoption of several questionable measures of cost saving, including non-recruitment of teaching and non-teaching staff members in institutions of higher education. Also attempts are simultaneously made to raise the levels of cost recovery in education, essentially through increasing student fees."

Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education, gave following comments on the growth of private-commercial providers

> "The absence of any significant expansion in different sectors of higher education by the State has created a space for the growth of private providers. However, there

has been no policy or guidelines to measure the competence of private investors in starting and managing a technical institution other than the requirement that it should be registered as a non-profit or charitable trust or society. This lacuna has been exploited by many investors, who have no understanding or experience of the responsibilities associated with institutions of higher education. The trusts or societies that have been formed largely consist of immediate family members – some of whom had little or no educational background - with some exceptions." (Yash Pal 2009, p. 32).

According to Kingdon (2017, p. 1), " Private schools' substantially lower per-student-cost combined with their students' modestly higher learning achievement levels, means that they are significantly more cost-effective than government schools." Tilak and Choudhury (2019, p. 12) stated that "The contribution of private sector in higher education has raised equity, quality and efficiency concerns, equity concerns being very serious, as students from lower income families hardly access these institutions as these institutions charge exorbitant levels tuition and other fees. Varghese and Sabharwal (2022, p. 2) stated that "The social demand for higher education, very often, surpassed the fiscal capacity of the state to finance the sector. The market friendly reforms in the form of privatisation of public institutions and fast growth of private institutions fuelled a further expansion of the sector." They also pointed out contributions made by the private institutions as the main reason for fast expansion of the higher education sector.

Growth pattern of private universities found from an analysis of List of private universities (UGC 2024 January 1) indicates following pattern

Year	**No.**	**Total**	**Year**	**No.**	**Total**	**Year**	**No.**	**Total**
1995	2	2	**2008**	16	46	**2016**	28	268
2001	2	4	**2009**	19	65	**2017**	30	298
2002	1	5	**2010**	25	90	**2018**	40	338
2003	5	10	**2011**	29	119	**2019**	24	362
2004	3	13	**2012**	28	147	**2020**	14	376
2005	6	19	**2013**	35	182	**2021**	29	405
2006	8	27	**2014**	27	209	**2022**	35	440
2007	3	30	**2015**	31	240	**2023**	32	472

For the first time in 1995, two private universities in India were started one in Madhya Pradesh and the other in Sikkim. After that for 5 years, there was no growth. Momentum started in single digit every year till 2008 when growth number was in double digit.

The position of states and union territories as regards the number are as follows:

No.	Sate	No.	State
65	Gujarat	**16**	Chhattisgarh
53	Madhya Pradesh & Rajasthan	**11**	West Bengal
38	Uttar Pradesh	**9**	Assam, Odisha
28	Karnataka	**8**	Andhra Pradesh, Arunachal Pradesh, Meghalaya, Sikkim
27	Maharashtra	**7**	Bihar
25	Haryana	**5**	Manipur, Telangana
22	Uttarakhand	**4**	Nagaland, Tamil Nadu
19	Jharkhand	**3**	Tripura
18	Punjab	**1**	Goa, Mizoram
17	Himachal Pradesh	**0**	Kerala and all Union Territories

Institutions Deemed to be universities

As per the Annual Report 2023-24 of the Ministry of Education, Govt. of India, on 24th January 2024, there were 127 Institutions Deemed to be universities out of which 35 were Government (Central & State) controlled & financed, 90 were privately controlled and 2 were in PPP mode (Ministry of Education 2024b, p. 75).

Private colleges

All India Survey on Higher Education 2021-22 stated that out of total 42,825 colleges responded, 9,193 (21.5%) colleges were Government colleges and they had a total enrolment of 1. 06 crore students which was 34.8% of the total college enrolment. Remaining 33, 632 (78.5%) private (Private (Aided) and Private (Unaided)) colleges had enrolment of 1.98 crore (65.2% of actual response) students (Ministry of Education 2023, p.21). Ministry of Education (2023, Table 5) gave following Stateand UT wise data about colleges in 2021-22.

States/UTs	Private (Un-ided)	Private (Aided)	Private Total	Govt.	Total
A& N Islands	-	-	-	9	9
Andhra Pradesh	2130	136	2266	316	2582
Arunachal Pradesh	15	4	19	24	43
Assam	84	25	109	444	553
Bihar	362	170	532	540	1072

Chandigarh UT	4	7	11	15	26
Chhattisgarh	383	90	473	422	985
Delhi UT	64	8	72	99	171
Goa	15	26	41	21	62
Gujarat	1479	475	1954	420	2374
Haryana	703	133	836	253	1089
Himachal Pradesh	168	16	184	164	348
J & K UT	127	21	148	189	337
Jharkhand	160	41	201	164	365
Karnataka	3087	492	3579	704	4283
Kerala	830	222	1052	280	1332
Ladakh UT	-	-	-	6	6
Madhya Pradesh	1398	293	1691	773	2464
Maharashtra	2976	1167	4143	542	4685
Manipur	16	19	45	58	103
Meghalaya	23	17	40	29	69
Mizoram	8	1	9	31	40
Nagaland	15	32	47	21	68
Odisha	454	443	897	392	1289
Puducherry	43	1	44	24	68
Punjab	653	179	832	205	1037
Rajasthan	2448	275	2723	798	3521
Sikkim	4	-	4	16	20
Tamil Nadu	2128	265	2393	414	2807
Telangana	1548	109	1657	283	1940
D & N H and D&D	8	1	9	10	19
Tripura	7	4	11	43	54
Uttar Pradesh	5690	670	6360	822	7182
Uttarakhand	199	41	240	162	402
West Bengal	717	293	1010	500	1510
All India	27956	5676	33632	9193	42825

There is no private college in the Union territories of A&N Islands and Ladakh. Number of private colleges is more than government colleges in the states of Andhra Pradesh, Chhattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala,

Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand and West Bengal. In all these cases, except Nagaland, number of private unaided colleges is more than private aided colleges. A few states in which private/government gap is too much are: Uttar Pradesh 6360/822, Maharashtra 4113/542, Karnataka 3579/704, Rajasthan 2723/ 798, Tamil Nadu 2393/414, Andhra Pradesh 2266/316, Gujarat 1954/420, Madhya Pradesh 1691/773, Telangana 1657/283, West Bengal 1010/500, etc.

Number of private colleges is LESS than government colleges in the states of Arunachal Pradesh, Assam, Bihar, Manipur, Mizoram, Sikkim and Tripura and in the UTs of Chandigarh, Delhi, J&K, D&NH and D& D (combined).

Self-financed Courses in Government Colleges and Universities

Government colleges and universities run self- financed courses making these institutions function as private institutions in respect of these courses. colleges and universities. In many cases, the fees charges for these courses are unaudited as happens in case of fees for regular courses. Of course, such un audited fees help the institutions meet the expenditure that cannot be shown on official records incurred for providing temporary infrastructure including canteen, cycle stand , etc. and for felicitating inspectors coming for NAAC evaluation or university affiliation/recognition/ or inspection by regulatory bodies. Like other private institutions, teachers appointed such programmes are on contract basis, without any possibility of regularisation of their jobs.

CONCLUSION

Privatisation of education is an accepted fact in rich as well as poor countries. As the government efforts to provide high quality government schools is often obstructed by government rules and regulations and priorities for defence, food etc. Private institutions fill up the gap. Regulations are found for regularizing functioning of private institutions, while government institutions are also found working like private institutions in case of their self-financed courses and also due to shortage in teaching staff and engagement of part time and contract teachers. Education policies also recommend public private partnerships. In spite of better material and availability of resources and higher qualified and regular faculty, Government schools in many cases are established on the basis of political considerations giving rise to situations schools situated within one kilometer following multigrade teaching. It has been observed that teachers and school heads send their sons and daughters to far away private schools. Recently, it was noted that both the schools got funds for their building although there were inadequate number of students per class and also inadequate number of teachers per school for many years. In such situations enlightened parents have to go for private schools. Again, lust for English medium education also makes parents go for private schools instead of are local language medium government schools, although they provide dress, text books, mid=day meals etc. In higher education and professional education,

there are caste and income-based reservations for various categories of students, applicable for both private and government institutions. This gives opportunity for meritorious poor students. For aspirants for higher education from rich families, paying fees and donations for admission not only in fee charging institutions in but also in foreign and developed countries like, USA, UK, Germany, Belgium, Singapore, Australia, New Zealand, etc. In addition, for these students, recently there are campuses of foreign universities and foreign collaboration courses. In such a state of affairs, it may be futile to explore pros and cons of privatisation of education.

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EDUCATION FOR ALL BY 2000 A. D. - A CHALLENGE AHEAD

M. B. Buch

Education is in turmoil. It is facing a crisis. In various States in the country, the number of children outside the school is increasing as also the number of children inside the schools. Disparities between the education of the well-to-do and that of the children of the downtrodden are increasing- So also the gender disparities are widening. The developing countries are groping in dark about finding ways and means of coping with the situation. So too India. We made a constitutional commitment to achieve the goal of universalisation of elementary education by I960. This target had to be revised to 1970, then to 1976, later to 1988, 1990, 1995 (for upper primary stage). We are not ashamed to continuously shift this target. We have accorded high priority to UEE in programmes of educational development. We are fighting even now on more than one front to provide good primary education to the children in the country.'

The Country adopted National Policy on Education in 1968 and the same was reviewed and in 1986, a National Policy—a revised version was adopted. Five years have gone, yet one finds a state of stalemate in many aspects of education, UEE has remained a dream. Herculean efforts have been made to break the stalemate and carry the country to an enlightened future. The target now is 'Education for all by 2000 A, D.. We are standing on the threshold of the Twenty First Century. Those who were born during the last five years will almost complete their primary education by 2000 A. D. and will be knocking at the doors of the world of work where opportunities exist for those who are equipped, with the necessary skills. For others the experience will be frustrating. we fail or falter now to provide good, effective, relevant education by 2000 A, D., the future generation will not forgive us. There children born since 1986 have given us a notice of a decade and half. Not a small period. We shall have to provide them a good education system to enable them to face the future challenges. This is the crux of the problem. This is what we mean when we say 'Education for all by 2000 A. D '

During the last four decades, the country has made enormous efforts at building a good educational system, provision of UEE has been accorded the highest priority in programmes of educational developments. After independence, the nation initiated **PAGE 2** planned efforts for attaining the target of UEE. Researches were planned to study hurdles in the way of bringing all children of the age group 6-14 to school. The National Institute of Basic Education was established in the fifties to put basic education on a sound base. The problems were on two major fronts, viz., quantitative expansion of education and qualitative improvements. Schools were started in large numbers. They were located in such places that a child will have a school within a walking distance of one mile in the early fifties and one kilometer later on. By 1986, about 95% of the population had a primary school within a walking distance of one k. m. and an upper primary school was provided to a child (85%

of children) within a walking distance of 3 Kms. Of course, net all the population has been provided these facilities; but schooling facilities have been provided to a sizable proportion of the population within a walking distance. It may not be a difficult target to provide educational facilities for primary and upper primary education to almost entire population by 2000 A. D. But this does not solve the problem of quality in education. Provision of facilities does not necessarily mean the full utilization of the same. The major problems of primary education are to attain (i) universal enrollment, (ii) universal attendance and (iii) universal retention. In spite of sustained efforts, these problems are not resolved. When the enrollment of children is considered, on its face value, one finds a large percentage of children in classes I-V. But when the overaged and underaged children are accounted for, one finds only about 75 per-cent of children (in the age-group 6-11) enrolled. During the last 'Fifth All India Educational Survey', the age specific ratios calculated at the district level indicated this. This means that enrollment has yet to go up before we can say that it is complete.

Even if the initial enrollment is nearly complete, the second problem of 'attendance' remains. The picture of attendance in the primary schools run by Corporations and local bodies is quite disturbing. A recent study of the elementary education in urban areas of Gujarat indicated the average non-attendance varied between 20% in Dabhoi to 47% in Ahmedabad. In a typical school in one of the corporations of Gujarat, the class register showed an enrollment of 68 children whereas those who attended the school even for a day were 48; on 27. 2. 90, the attending children were 36 in the first period, and after long recess, the attendance was 18. The administrators have to tackle this problem on a priority basis. The problem of non attendance is more severe than it appears.

The third problem is the premature withdrawal of children from school the problem of wastage, accompanied by the problem of stagnation. Innovations are tried out to reduce the extent of wastage but without much success.

Improvement of schools is not necessarily limited to improve the holding power of the school. We do not want schools which turn out students who cannot PAGE 3 read or write properly. The schools should not certify such children. The society rightly blames the educational system which produce such children. The solution lies in fixing the minimum levels of learning at the end of say class III, V or VII or VIII. Education for all envisions such quality schools. The schools have to improve their instructional programme so that real learning takes place. Determining the minimum levels of learning in all subjects up to class VIII at least and also in the affective and the psychomotor domains is urgently needed. NPE1986 stressed this. Only in 1990 steps were initiated to fix broad tentative targets of MLL. The fixation of national target should be followed by teachers fixing their own targets and gradually moving higher and higher. The initiative is to be with the teachers. In 1991, the Ministry of HRD (The Education Department) has initiated projects in the area. The modality is that of the pilot project. Utmost care has to be taken as the pilot project

approach has not specially succeeded in the field of education. Non-orthodox monitoring should be carried out.

Thus UEE, ECCE, Women's education, MLL are steps taken to accelerate educational pace to reach the target of Education for All. To this must be added the use of Educational Technology, Distance Education, Self-Education as additional inputs. After all, we have to attain "self-reliance, initiative and cooperation" - foremost values in a good educational programme. These values were the cornerstones of "Gandhian system of Education". They were true in forties and they are more so now.

Apart from elementary education, we have to rapidly develop the programme of Adult Education. There is a tradition of adult education, which were developed 4 decades back. The Social Education, FFLF, Polyvalent Adult Education Centres, NAEP, etc. were the fore runners of Adult Education programme. Now the NIAE has been established providing hopes for educating over 10 million adults in the age group 15-35. But it is painful to note that even after 45 years of independence and despite 1990 having been declared as the International Literacy year by U. N. the debate regarding Literacy and Adult Education continues. Let it be accepted once for all that adult education and adult literacy are two sides of a coin and they cannot be separated. Any programme of adult literacy and adult education will give a boost to the programme of UEE as borne out by Kerala experience. This is how we look to adult literacy/adult education.

To meet the challenges presented by these problems of non-enrollment, non-attendance and wastage and stagnation, adult literacy, herculean efforts have been made through undertaking researches and introducing innovative practices.

The non-formal alternative is being tried out on an extensive scale. Early childhood education is being streamlined and education of girls is receiving special PAGE 4 focus. Though nonformal alternative started in a big way, symptoms of slackness are seen in the programme. The nonformal education is seen as a second rate alternative to regular school education.

But in spite of weaknesses and halting steps in the direction of UEE, there are some encouraging developments which augurs well for the target: 'Education for all by 2000 A. D.'. These are -

1. With a view to improving elementary education, NPE 1986, has brought ECCE under the umbrella of education. The NPE 1986, has spelled out the need to invest in the development of the young child and has recommended a holistic approach of providing facilities for the all-round development of the child.

2. The programme of girls' education and female literacy is receiving special attention. Girls constitute a sizable percentage of the total non-enrolled children in the age group 6-14. In spite of stupendous progress of girls' education, this enrolment constitutes only

35% of total enrolment against their population proportion of 48%. Concentrated attention on girls, education will help us to achieve the target of UEE.

3. Like girls' education female adult literacy also has been receiving the attention of administrators. It may be remembered that about 67% women in the country are illiterate. The proportion is more in the rural areas and among SC/ST women. There is a clear case of special attention to female literacy and steps are planned in this direction.

4. Innovative infrastructure is being built for the improvement of primary education, its curriculum, evaluation, teacher training-both at the preservice and inservice levels. School complexes, DIETS, SCERT, etc., have been aimed at strengthening the infrastructure for primary education.

In spite of these steps, the improvement in primary education is very slow. Primary education, early childhood education, women's education have not received special support from educational researchers. This has been the weakest part of all development programmes in not merely elementary education but education as a whole. What about research ?

Between 1943 and 1988, about 63 studies in the area of ECCE have been completed in universities and research institutes. The corresponding studies in women's education are 56, in elementary education the number of studies is 126, in special education the number is 52 and in women's education and the education of the disadvantaged the studies are :2 and 56 respectively, A programme of educational development and educational improvement is generated from the results of researches in the area. Research findings lend direction to the programme and timely research intervention tells about the validity and effectiveness or otherwise of the programme. Innovations also PAGE 5 generate from research efforts. The greatest weakness of the development of education is that it does not derive its directions from research findings. The development programmes are not influenced by appropriate research and appropriate research is not methodologically sound. We will examine the status of educational research at rather 4 greater length as this is the conference of the educational researchers of the country.

Educational Research in India:

Right in the beginning, let me say that educational research in this country has not influenced the educational 'system. There are of course certain exceptions. In other words, one may say that educational research has been more or less nonproductive. This nonproductive nature of educational research is not because there is paucity of research, but there is scarcity of qualitatively good & relevant research. Quantitatively considered, we are in an enviable position. There are more than 4700 studies, at Ph. D. and project level up to March 1988. The number must have shot up to about 5500 by now. These studies are between 1943 and 1991. Bombay University awarded the first ever Ph. D. in Education-in India to Dr. Chickermane who now leads a retired life at Gokarna in ;this State, Most of these researches are either

theoretical or on trivial nonsignificant problems and therefore ineffective. If we consider the rate at which these researches are produced, I would say that it is really an exponential growth, In the decade 1941-50, we produced only ten Ph. D.s in education whereas in the decade 1981-1990, we have produced more than 2000 research studies. This of course includes reports of researches financed by the UGC, NCERT, ICSSR, NIEPA, CSIR etc. We have on an average, one research report coming out at the end of Jess than two days. This is the volume of educational research we are producing. But most of these studies are unutilised or are such as cannot be utilised. We have to face the reality that our research does not influence the policy-programme/practice of education. We had the NPE, 1986 Even at that time, researches were never analysed to see whether "Research had anything to contribute to the formulation of the educational policy". What can be the reasons for this state of affairs? I tend to lay the blame at the doors of the research institutes and leaders of educational research. Our researches are never planned for changing/improving the system. There is absence of a broad educational perspective in education to guide the selection of research issues. Research undertaken in absence of such an educational perspective may be methodologically sound but still ineffective to influence the system. It is very necessary that researchers develop a futuristic outlook on education and understand the need to bring about changes and the aspects, of education needing on a priority basis and then proceed with research. Only then educational research is likely to improve the system. There are many other aspects of educational research responsible to make it non-productive, such as faulty methodology, inappropriate tool misuse or wrong use of statistical methods of analysing data. I will not touch these aspects. I would rather say about the management of research. Our research problems are not coming from the administrators, teachers, policy makers. This is the major PAGE 6 reason for the non-utilisation of research for the improvement of education. The second and crucial aspect is about the person managing the research programme. In India, research has been the private activity of an individual. The research process is never shared. We find this in universities and national level organisations. The research is the private domain of the researchers. But let us remember that research findings influence a system. Findings have social implications. The individual management of a research activity and its social implications—this is incompatible.

The research findings of which are going to influence the educational system cannot be manipulated/managed by an individual. The control is to be social control. Our researches need to be managed by teams of researchers. Whether the research is in the departments of NCERT or NIEPA, the same has to be planned steered and implemented by a team, one member of which is the user agency — an agency who is to implement the research findings. In Universities, there may be a team of supervisors guiding the research scholars. If the research team can be interdisciplinary, it is a welcome sign. But even if all the members of a team are from education, it does not matter. The need is to release educational research from the private preserve of an individual. The team research holds promises of

a better quality of research and better utilisation of its findings. This approach needs to be applied to national level projects and State level projects as a beginning. It is imagined that with DIETs, CTEs, IASEs, SCERTS coming up, research activity in the country will gain momentum. Side by side with changing the structure of research management, steps should be taken for storing the researches, their data, their findings in such a way that the same can be retrieved quickly for use.

A word about research in the University:

In Universities research discussions should be hairsplitting. Training should be intense not merely based in the department but field-based. The present procedure of one Supervisor for one research scholar, should be replaced by a team of supervisors for one research student.

At the school level, masses of teachers should be harnessed into action research projects generating innovative programmes, innovative practices and innovative methodology of teaching. After all good quality education for all is a stupendous task and efforts towards attaining the same should not be the private preserve of the few elites. Tremendous energy is to be released by widening the base of educational research.

Identifying the problems:

I have spoken at length about the need for reorganising research activities in the country to enable us to develop a system which will help us to reach our target - Education for all.

It is very necessary that all hurdles coming in the way of UEE are sorted out and discussed thread base. Side by side with analysing the hurdles, let us also PAGE 7 analyse the research findings. Is there any aspect of the 'hurdles' on which existing researches throw light. If yes, let us try to remove these hurdles by having a research based solution. There will be many hurdles/problems for which research may not be required at all, -A number of innovative programmes have been tried out in this country and they have paid dividends. Adopt these innovations which are the products of action research. The ISEC, Bangalore, has studied education in a rural area (I mean Tumkur project) and IIE, Pune, has studies on UEE, conducted over more than 5 years, Take the findings of these studies to other parts of the country. May be, they might be helpful to solve some of the problems there.

Research and dissemination of research results have to be an unending activity. Patience and perseverance will pay. Somebody rightly said- "Research provides direction to educational change and educational change in turn ushers a social change".

We have to plan application of research to reach the goal of education for all - 2000 A. D. Friends, time is running out. We have to be quick in planning and in action. Let us act.

In Conclusion:

Enhancing research capabilities of the academics and improving the content and the

process of research will go a long ‘way in improving the educational system of the country. This is a challenge before the educationists and the social scientists of the country. It is a target to reach which we have to’-overcome lots of difficulties. I want to underscore the challenge rather than the difficulty of mapping out the road to a stable and happy society. I believe that an unexpectedly large number of teachers, teacher educators and educationists of all shades & opinions will readily respond to the challenge and will be able to build a society where there is ‘Education for All.’ The last thought I wish to offer is that we, the professionals in Education, must explore goals and values continuously. The dedication to both the tasks, the commitment coming from within, must be unending. The crux of the problem is whether we will survive without falling into a state of worthless existence. A friend once remarked, “Without capacity one can exist. But commitment is the backbone of the profession.” Can we develop a high level of professional commitment? As a robust optimist I would say, “Yes, we can”. The watch ward is NIL DISPERENDUM-’Never Despair.’

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MISEDUCATION

- S. C. Chaturvedi

Are the schools dead ? Are they functioning ? Are they preparing children to meet the challenges facing the country ? Are they catering to the needs of children, society and the nation ? Are they providing education according to the recommendations of the Commissions appointed by the Government of India and the State Governments from time to time improve the system of education in the country ? Have our schools changed themselves according to the National Policies on Education 1968 and 1986 ? Do the schools have the infrastructure to take measures to provide efficient education according to the life, needs and aspirations of the people ? Are those responsible for administration and supervision of education serious to help our schools to improve education qualitatively'? Do the political parties have a clear vision of the system of education they want for the country ? Why did Basic education, an offspring of Mahatma's philosophy of education fail in our country ? These are some of the questions being raised by the parents, social reformers and educationists. Our first Prime Minister - a powerful personality wanted revolution in the field of education. This could not be achieved because of lack of political will. Who is responsible ? It is very easy to throw the blame on others. The politicians blame the teachers and the educationist; the teachers blame the parents and the parents blame all others as well as the children. But the children suffer and the nation cries.

The schools in our country, unfortunately, have failed to deliver the goods. They have become insensitive to the demands of the modem democratic secular and socialistic society. The schools are where they were when the British left this country. Rather, they have become worse than before. In the words of the Education Commission (1966). The present system of education designed to meet the needs of an imperial administration within the limitations set by a feudal and traditional society, will need radical changes if it is to meet the purposes of a modernizing democratic and socialistic society .... In fact, what is needed is a revolution in education which in turn will set in motion the much desired social, economic and cultural revolution".

The schools in India continue to provide education, if any, without any positive change. As a matter of fact the situation has gone from bad to worse. The schools - government, government-aided and private have become factories. The number has increased and the Headmasters/Principals have neither the ability nor the will to provide leadership to the staff as well as the students. The writer had an opportunity of meeting a number of Heads of the Institutions of the High Schools and Higher Secondary Schools. In an informal talk with the Principal of a Government Higher Secondary School, the writer asked him as to "How many times did you meet your staff and students of your school *T* No, you are sadly mistaken. The school has been closed and a factory has been established. I am now a manager of this factory of more than three thousand individuals. The aim of the institution is

to produce so-called literates who go to the institutions of higher learning with a certificate in their hands. If they have learnt something during their stay in this factory, it is good. If they haven't, it is wonderful. We get our pay packets in time. That is our main concern. Who has the time to think about children and their all round development ? These things are taught only in the training colleges. I get an opportunity to meet my members of the staff only twice. First of all, when they come to report on duty and secondly, when they come to hand over charge. Do you think I have the time to meet my children ? The files keep me busy all the time. I must keep the files in order just to survive." This speaks volumes of the state of affairs in our schools and colleges.

Radhakrishnan Commission (1949) stated that 'This is a generation which knows how to doubt but not how to admire, much less to believe. This aimlessness, this indifference to basic issues is to no small extent, responsible for the decline of standards, for the fading of ideals, for the defeat of human endeavour". This was stated in the year 1949. The products of our educational system today are in no way different about who Radhakrishnan Commission had pointed out. Most of the teachers, students and parents equate school education with only certification. The result is that there is a mad rush for the certificates being awarded at the neglect of the total development of the personality of the children emphasized by the three National Commissions appointed after independence.

Kothari Commission (1966) stated that the most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people, and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goal." The school authorities - the Directors of Education and his/her team, the Heads of the educational institutions, the teachers as well as the parents do not take these reports seriously. They firmly believe that the Commissions may come and the Commissions may go, the schools dead or half-dead will continue whatever way they work. They know that the schools are dead but the mummified body of the schools are to be preserved for want of an alternative.

The Secondary Education Commission (1953) pointed out various defects of the then existing system of education which made the school education wasteful and ineffective. Most of the pointed out defects exist even today inspite of the recommendations of the National and State level Commissions and the two National Policies on Education. All these documents emphasize that the education given in our schools is isolated from real life situations. The studies in these institutions prepare students only for the next stage in the education ladder. They do not develop basic qualities of discipline, cooperation and leadership which would make students worthy and useful citizens of a democratic republic. The 'non-cognitive' aspects of the personality of the children are largely ignored. The ghost of examination haunts the students, the teachers and the parents alike. The result is too much emphasis on academic aspect only at the cost of the development of self-expression, self-reliance and independent thinking. In 1993, even for the nursery education, the aim is to

prepare the children for admission in prestigious English medium schools. The unplanned mushroom growth of private English medium schools bears testimony to it.

Discussing the role of education in developing democratic citizenship,Mudaliar Commission (1953) recommended that the Secondary schools should turn out effective democratic citizens who should have the ability to sift truth from falsehood and to reject the dangerous appeal of fanaticism and prejudice. The Commission emphasized that schools must cultivate the qualities of self-discipline, cooperation, social sensitiveness and tolerance. The Education Commission (1966) stressed that education must strive to build character by cultivating social, moral and spiritual values.

If one goes round in any important city with open eyes and ears, s/he will find that the schools have miserably failed to achieve these aims. The so-called educated rather literate people are more fanatic than those who never got an opportunity to be in any school. They lack in social sensitivity and they only think of their own interest. The mass media go on advertising day in and day out that the energy must be saved but are our educated /literate friends aware of it, particularly when they do not have to pay for it directly ? In some states, the street lights are on during the day under the bright sunlight in front of the collectorate, courts, police stations and outposts, schools and colleges and the press bureaus and various localities where highly well-placed people live, but no one takes notice of it and

why should they ? It is none of their concern. The schools have failed to develop social values in them. It will be no exaggeration to state that schools are turning out people who do not have faith in democratic discipline because the schools have never given them a taste of it during their stay with them.

The writer once boarded a train a few years ago and found that bonafide ticket holders of first class were standing outside in the corridor and some young men without tickets were sitting in the compartment. The TTE very politely said “The bonafide passengers are standing. You please give them seat and you can stand.” They replied rudely” Don’t you know, we are students. Don’t disturb us. We will get down at the next station. Otherwise you will be in trouble.”. The TTE was requested by the passengers to let them sit. An old gentleman said that in western countries and Japan, students do not misbehave because they are students. They are conscious that their misbehavior would bring disgrace to their Alma Mater. In India students misbehave probably because they are students.

Competition rather than co-operation is the quality developed in our students. They learn to score more marks than others either by hook or by crook. It is a known fact that students hide books in the library or in their boxes, if they live in hostels, so that good books are not easily available to others. Why are they doing it ? Probably, because the school system has taught them to be competitive rather than co-operative.

Let all the literate persons ask the following questions and come to their own conclusions. Whether the present generation is the product of miseducation or not ? Are those in any position - higher or otherwise - not misusing the facilities give to them for use in their official capacity ? Are the members of their family not misusing the facilities give to them for use in their official capacity ? Are the members of their family not misusing the vehicle(s), the telephone facility including S.T.D.S etc. without thinking as to who is to pay for expenses? Are the literate people doing their best according to their capacity? Are they not following the policy of "Chalega"?. The schools are expected to develop a new attitude towards work – a conviction that if an educated person takes a work in hand she/he will try to complete the piece of work as efficiently and artistically as their powers permit. There should be a yearning for perfection - a sense of pride in doing everything as thoroughly as one can. Do the products of our educational system exhibit any of these ?

The question i s : why has the school system been preserved in spite of the fact that the situation is worsening day by day ? The society is, probably preserving the 'mummy' of the school in the hope that God will one' day descend from heaven to make them alive to perform their duties well.

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TEACHER EDUCATION IN SLOVAKIA: ANANALYSIS AND INPUTS FOR INDIAN SYSTEM

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Ever emerging changes and challenges emancipating from society, economy and technology, demands that teacher education must shape teachers possessing multiple skills and competences. Following these demands, India, a country of

1.32 billion people, where 50% population is below the age of 25 and over 65% below 35, is looking for newer ways and approaches to improve their teacher education system to keep sync with current social, cultural, technological and economic situations. Far-away from India, Slovakia is also aiming to strengthen their teacher education system. Reflecting on these observations, it can be argued that a study of Slovakian teacher education system may also be useful in the Indian context. Extending this argument, the present research was conducted to: study the policies and practices of teacher education in Slovakia; analyze the strengths, challenges and recent debates in teacher education in Slovakia; and identify useful lessons from Slovakian system for benefit of teacher education in India.

BACKGROUND

Teacher education has gained special importance these days as teachers' abilities and qualities are identified as decisive to students' learning (Misra, 2014a). The 11th Education for All Global Monitoring Report (UNESCO, 2014) makes it clear that good teachers are essential for enhancing the quality of learning, and teacher education is important because of its impact upon teacher quality. In addition to age old mandate of preparing qualified and humane teachers, the teacher education systems have to also take into account the ever emerging changes and challenges emancipating from society, economy and technology, as observed by (Kasemsap 2017):

Teacher education is a continuous process, starting with preservice teacher education, followed by in-service education and continuing education. The aim of teacher education is to create a pedagogically thinking teacher with adequate amounts of theoretical background knowledge and a reflectively-critical attitude toward the challenges encountered in the teaching profession (p.307).

Following global trends and local demands, India, a country of 1.32 billion people, where 50% population is below the age of 25 and over 65% below 35, is gearing up to professionalize and modernize their teacher education system to keep sync with current social, cultural, technological and economic situations; and to produce quality teachers to bring improved student learning outcomes (Misra, 2014b, Misra, 2015). But, teacher education in India is

facing a number of challenges such as: institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stake holders' non-alignment, inadequate technology infusion, little choice base, poor research scenario, vision and vision mismatches, non-scientific manpower planning, illusive laboratories, over activism of distance/open universities, invalid recognition and accreditation and no teacher education policy. (Goel &Goel 2012, p.231)

Far-away from India, Slovakia is also aiming to strengthen their teacher education system and bringing new approaches in terms of content delivery and mode of training. Talking about the teacher education scenario in Slovakia, Bacova and Popovicova (2011, p.19) point-out, "In Slovakia the policy reform aim at modernization, democratization and humanization of education and training, though the critics point at the permanent underfunding of the reforms required and the inadequate professional support of in-service teachers." While, European Union's country-specific Report on Slovakia suggests "Making the teaching profession more attractive to talented young people and strengthening all phases of teacher education will be key to improving educational outcomes and reducing educational inequity" (European Union, 2016, p.2). Reflecting on these observations, it can be argued that a study of Slovakian teacher education system may also be useful in the Indian context. Extending this argument, the present research was conducted to:

- Study the policies and practices of teacher education in Slovakia.
- Analyze the strengths, challenges and recent debates in teacher education in Slovakia
- Identify useful lessons from Slovakian system for benefit of teacher education in India.

METHODOLOGY

This research is mainly based on the review and analysis of policy document and practices as well as other available literature and statistics related to teacher education in Slovakia. The researchers also had a number of discussions with teacher education specialists, policy-makers, and practitioners and these inputs have also been used to detail existing system and recent debates about teacher education.

SCHOOL EDUCATION SYSTEM IN SLOVAKIA

Slovakia officially the Slovak Republic is located in Central Europe. Slovakia became an independent state on 1 January 1993 after the peaceful dissolution of former Czechoslovakia. Slovakia has a population of over 5 million and its territory spans about 49,000 square kilometers. Slovakia is an advanced economy with a high human development index. The country maintains a combination of market economy with a comprehensive social security

system. Citizens of Slovakia are provided with universal health care, free education and one of the longest paid maternity leave in the OECD (Wikipedia,2018; Šikulová 2014). Describing the political system of Slovakia, Šiškovič and Toman (2015, p.14) write:

The Constitution of the Slovak Republic is the supreme law of the land. Slovak language is the official language. The constitutional system is comprised of the constitutional and the legislative power (National Council of the Slovak Republic), executive power (President of the Slovak Republic and the Government of the Slovak Republic) and judicial power (Constitutional Court and other courts).

In the Slovak Republic, most of schools are owned by the state, although there are a few church affiliated and private schools as well. In fact, Church and private schools may be called semi-private, because they also receive financial support by the government. The majority of children attend public schools, although they are free to choose any school according to their interests and academic ability. Commenting about the education system in Slovakia, an OECD report highlights:

The Slovak education system is diverse, with both public and non- public (religious and private) school providers. Governance of the public education system is shared between the central government and local authorities. The national Ministry of Education, Science, Research and Sports develops educational goals and content. Municipalities are responsible for local administration and provide most pre-primary, primary and lower secondary education, and self-governing regions are in charge of upper secondary education (known as "regional education"). (OECD 2015, p.4)

School education in Slovakia is divided into three stages: Kindergartens or pre-school education (2.5-6 years), Basic education (6-15 years), and Upper Secondary education (15-19 years). Basic education (6-15 years) in Slovakia lasts for nine years and compulsory education lasts 10years. Basic school is divided into two stages of four (primary education) and five years (lower secondary education). Children start attending basic school at the age of 6 till 15. Upper secondary studies last for four years and higher secondary schools are attended by the students from the age of 15 to 19. The summary of school education providers in Slovakia are as follows:

- Primary education (ISCED 1) comprises years 1 to 4 and is offered in basic schools.
- Lower secondary education (ISCED 2) comprises years 5 to 9 and is offered in basic schools or in lower level of gymnázium (8-year academic secondary schools for children between 10 to19).
- Upper Secondary education (ISCED 3) starts at Year 10 and goes until Year 13 in gymnázium (4-year Grammar schools-preparing students for university studies).

Integral parts of educational system are also various educational facilities (e.g. for out-of school education, for extracurricular education) and school and education supporting

centers and centers of prevention and counselling. For children and pupils with special-educational needs, there exists system of special schools in Slovakia. Pupils with special-educational needs are integrated either in mainstream schools, or they are educated in special schools (depending on the character of their special- educational needs) (Kurincová 2012).

Teacher education in Slovakia has broader aims, as observed by Gadušová, Malá and Zelenický (2008):

Experts in education find it vital to change aims and contents of teacher training [education] in such a way that not to be focused just on knowledge learning and acquisition but they require changes in the teacher training graduates profile which should reflect changes in professional attitudes, skills and abilities (p.6).

There is a long-term tradition of teacher education programmes offered by universities (teacher training faculties) or educational institutions in Slovakia. Adding to this pre-service training, the Ministry of Education, Science, Research and Sport of the Slovak Republic guarantees the professional development of in-service teachers (Ješková et al. 2014).

Initial teacher education

According to existing provision, the kindergartens (pre-primary teachers) teachers are required to be qualified graduates at least of a secondary pedagogical school (or after school leaving exam at secondary school to enter bachelor study programme and preschool and elementary pedagogy at teacher training faculties). While, all primary and secondary school teachers must have higher education qualification i.e. master's degree (Eurydice, 2018). In other words, becoming a teacher in Slovakia requires a university education (Bacova and Popovicova 2011). Teachers for pre- school and primary level get their training in Faculties of Education, while, Faculties of Arts, Faculties of Humanities and Faculties of Natural Sciences prepare teachers for secondary level. There are also Faculties of Education with programs preparing teacher for pre-primary, primary and secondary education. Upon completing the school-leaving examination at secondary schools, there are three different ways for students to obtain a teaching qualification in Slovakia (Shewbridge, Bruggen, Nusche, & Wrightet 2014, p.72):

- Students may enrol at teacher education faculties, where they can complete Bachelor and Master level teacher education. This qualification makes them eligible to teach all subjects at primary level of basic schools and specialised subjects at secondary schools.
- Students may enrol in a different study field and concurrently complete supplementary additional pedagogical study. This concurrent additional pedagogical study qualifies them to teach subjects of their professional focus at relevant secondary schools.
- Students may enrol at a higher vocational education institution and have to complete an additional pedagogical study. This qualification makes them eligible to teach

relevant vocational subjects at secondary vocational schools.

Requirements and admission procedure for initial teacher education Highlighting the entry requirements in a teacher education programme in Slovakia, an OECD report highlights, "Admission to a teacher training programme in the Slovak Republic is based on the results of the secondary school leaving exam, and individual faculties can apply further selection criteria, such as a written test"(OECD 2015, p.11). Every year, Universities offering teacher education programmes publish information on the offered study programmes, study combinations, admission examination requirements and dates. They also publish information about number of applicants to be admitted to the respective study programmes. An applicant willing to undergo teacher education has to submit an application including his/her curriculum vitae and health certificate. Application forms to Universities are submitted individually in January, February and the admissions usually take place in July (Eurydice 2018). In case of non-availability of enough applicants, Universities offer the possibility to submit applications form in July or August and admissions take place in September.

Teaching, training and examination provisions in initial teacher education Traditional content of education and training of future teachers in Slovakia is comprised of theoretical academic training in educational sciences and the taught subject areas; and the professional didactic and practical preparation. Pedagogical practice is an integral part of the professional didactic and practical preparation. Students will take part in demonstration, mentoring, and teaching practice. Studying at Bachelor degree (lasts for 3 to 4 years) is concentrated more on general knowledge about the particular subject and prepares students to be experts in their field. Besides, theoretical components, students at Bachelor level are required to go for at least one week compulsory teaching practice or more. During this time, they mainly observe the lessons of school teachers and also act as assistants to teachers teaching the class. Here it will be useful to clarify that this description is more valid for 'subject oriented' teacher training. The preprimary and primary teacher education programmes have different scheme and offer more integrative curriculum consisting both theory and practice.

After finishing Bachelor level of studies, graduates are well educated in their subject, yet they cannot work as full- time teachers (but, they can enter profession of an educator e.g. in an out-of school education). In case they want to be qualified teachers, they need to continue to Master level. But this is not universal as every University is free to amend and modify the study scheme and devise own modalities for teacher education. The content of initial teacher education is drawn up from the point of view of educational theory and needs of practice, and is explicitly expressed in the graduate's profile. Accordingly a study plan is derived which is specified in the syllabi of individual subjects with required and recommended literature needed for examinations, marked credit or credit indicated. At the end of study the student demonstrates in his/her thesis and at the State examination if he/she creatively mastered the required content and extent of knowledge, skills and capabilities necessary for performance in practice. Requirements for students' practical performance are defined by

following professional competencies (Eurydice 2018):

- project competence (planning of teaching)
- communicative, organisational and managerial competencies (management of learning processes)
- diagnostic and intervention competencies (diagnostics of individuals or group, management of pupil's individualised learning)
- reflexive competences (work self-reflection, changes and self- improvement)

Employment procedure, categorisation of teachers, and career Progression

After completing initial teacher education, teachers are hired into schools through an open recruitment procedure led by the school leader. The prerequisites to access the professional status of teacher are outlined in the Act 317/2009 on Pedagogical Employees and Specialist Employees. This includes professional and teaching qualifications, and civic and moral responsibilities. There is a clearly defined career structure for teachers in Slovakia: beginning teacher, independent teacher, teacher with first certification level, and teacher with second certification level. Explaining this structure, an OECD report highlights:

Since 2009, a new career model has been in place, which allows teachers to progress across four career steps. Upon entry into teaching, they start as beginning teachers, receiving mentoring support and induction courses. Within two years, beginning teachers have to pass a school evaluation, allowing them to progress to independent teacher. Teachers climb further up the career ladder by acquiring professional qualifications, and they receive corresponding financial rewards. (OECD 2015, p.11)

CPD requirements and provisions for school teachers

According to the Act 317/2009 on Pedagogical Employees and Specialist Employees, the teachers and specialists are required to preserve and develop their professional competences through continuing education or self-learning. By completing the continuing education, the teachers fulfil requirements for being ranked at the appropriate career level or career position, and update their professional competences. Usually, accredited programmes of the continuing education are organised during working hours, or within the leisure time of teachers, depending upon its provider (Eurydice, 2018). School leaders are responsible for the professional development of teaching staff. They prepare a professional development plan for the teachers of school (including key priorities, a time schedule and a budget proposal), submit it to the school founder, and act upon after approval.

Digital technologies and teacher education

According to Eurydice's key data on Learning and Innovation through ICT at school in Europe, in Slovakia there are national strategies covering training measures and research projects in the areas of ICT in schools, e-learning, and e-skills development and research

projects in digital and media literacy. The report observes, "At primary and secondary education level support is provided in all ICT hardware areas, except for virtual learning environments, and for all ICT software categories" (European Schoolnet and University of Liège, 2012, p.4). These provisions have a positive impact on ICT literacy and skills of teachers in Slovakia, as observed in the OECD TALIS 2013 survey that the high proportion of teachers are using information and communication technology for students' projects or class work (OECD 2014).

Professional and societal expectations from teachers

Hanesova (2016) highlights that teachers in Slovakia are expected to develop three key competencies (i) competencies needed for communication with pupils (ii) competencies connected with the educational process, and (iii) competence of self-development. Talking about the professional expectations from teachers in Slovakia, Valica and Rohn (2013, p.2) suggest:

The teaching is a creative and reflective profession, which assumes that the teacher is able to reconcile the normative demands that are placed on his professionalism with a dynamically varying situation in the educational reality with regard to the transformation requirements for humanization and personalization of the state curriculum.

The expectations that society has towards teachers are many facet. Hanesova (2016) point-out that societal expectations from teachers in Slovakia are rising, although, she did not elaborate further about these societal expectations. But other researchers (Evans 2008; Goodson and Hargreaves 1996; Robertson, 1996; & Snoek 2010) provide the answer. According to them, present day post-modern, neo-liberal and market and technology oriented society emphasize that teachers must have accountability, rationality, competitiveness and control. And, Gluchmanova presents a different perspective about the role and commitment of the teachers in Slovakia, in her words, "Teachers at all levels of education should ensure the cognitive, intellectual and moral progress of their students and show them appropriate respect and appreciation" (Gluchmanova 2015, p.512).

Teacher educators

The required qualification for teacher educators preparing the future teachers is the same as that for other university teachers. It is the university education of the second level (Masters) in the specialisation he/she teaches and Ph.D. degree. In other words, every University teacher in Slovakia is qualified to act as a teacher educator. The posts of teacher educators at higher education institutions are filled through selection procedures. The way of selection procedures is stipulated by the internal order of a higher education institution or a faculty (Eurydice 2018). In fact, the concept of 'teacher educators' is not much prevalent in Slovakia as all the teachers teaching in Universities are qualified to teach future teachers in his/her areas of expertise. Officially (according the act) "teacher educators" are only those, who are

employees of Methodological-Pedagogical Centre (MPC). Instead of Ph. D. degree, these employees are allowed to have second certification level.

SALIENT FEATURES OF SLOVAKIAN TEACHER EDUCATION

Some components of Slovakian teacher education system are highly

appreciated and praised in different research reports and policy documents. Discussing about teacher education in Slovakia, V. Kurincová (Professor of Education, Univerzita Konštantína Filozofa v Nitre, personal communication, June 26, 2018) views following as strengths of the system: "(i) Very positive fact regarding teacher education is that the full university study (bachelor + master degree) is compulsory for teacher profession (teachers for basic and secondary schools);(ii) Educational programmes are also devoted for preparation of educators in out of school centres; and (iii) Very good experiences are linked to existence of pedagogical and psychological modules and various types of educational practice, which are compulsory within the study programmes for teaching profession." Extending these discussions and observations, following may be termed as the salient features of Slovakian teacher education system:

Well defined career progression structure

As discussed earlier, there is a clearly defined career structure for teachers in Slovakia: beginning teacher, independent teacher, teacher with first certification level, and teacher with second certification level. At the end of the first two years of employment, beginning teachers have a compulsory appraisal within the school. This includes periodic classroom observation and a final observation by an internal examination board. To progress to the first and second certification levels, teachers must first achieve sufficient credits in professional development and then apply for certification. This involves an external appraisal by a Ministry appointed committee, but is not linked to internal, regular appraisal and does not include classroom observation (Shewbridge et al. 2014). Elaborating these provisions further, a write-up underlines:

The act [317/2009] on professional and pedagogical employees introduced career pathways, career grades and career positions into the career system. It introduced a set of rules of career advancement and motivation rewards. Career grades distinguish [beginning] teachers, independent pedagogical and professional employees, and pedagogical and professional employees with the first and second attestation. At the same time, a career system is set up, which guarantees pedagogical and professional employees the salary growth within the salary scale, possibility of bonuses as well as provision of time off required for training or taking certification examination. (Eurydice 2018)

Freedom to choose pedagogical methods and teaching approaches The new career system for teachers in Slovakia grants teachers the freedom to choose pedagogical methods and training approaches. The Act 317/2009 on Pedagogical Employees and Specialist

Employees guarantees freedom to teachers to choose pedagogical methods and teaching approaches. And this freedom has helped teachers to prepare well for their profession, as indicated by a report from OECD (2015):

Compared to the average of their peers across TALIS [Teaching and Learning International Survey] countries, more Slovak teachers feel very well prepared for teaching their subject content (71%, compared to the TALIS average of 60%) and in pedagogy (54%, compared to the TALIS average of 45%). (p.11)

Linkage of qualifications and performances with salary and **promotion** Slovak government has created a salary and career system based on teachers' qualifications and a bonus system based on performance or on credits gained from professional development training, for example if a teacher decides to further his/her qualifications to take a specialised role such as mentor teacher, he/she is entitled to receive a bonus pay. These provisions are governed by the Act 317/2009 on Pedagogical Employees and Specialist Employees. This Act specifies qualification requirements for school staff and their rights to professional development. This Act created a salary system based on teachers' level of qualification (their academic qualification and career level and responsibilities), as well as a system of bonuses (based on performance or credits gained from attending professional development training). In addition, this system prevents the habit of complacency among teachers as they always need to improve and update them professionally to move to the upper ladder (Shewbridge et al. 2014).

Internal teacher appraisal system

Internal teacher appraisal is other strength of Slovakian teacher education system. There is long tradition of observing, coaching and mentoring of beginning as well experienced teachers. Internal teacher appraisal focuses on improvement with classroom observation, feedback, an evaluation dialogue and a link to teachers' professional development. The performances of a teacher are usually observed by mentor teachers or head teacher of the school. The observed performance and improvements in classroom teaching help a teacher to improve their classroom practices, uplift teaching standards, and update him/her at professional level. The other notable aspect is that school-based regular appraisal of teachers is complemented with external appraisal of teachers. The idea that teachers should be evaluated is widely accepted as it helps a teacher to grow systematically and professionally.

Opportunities to specialize for different positions

Teachers in Slovakia can specialise for different types of positions such as class teacher, educational advisor or prevention coordinator. Generally, there is no special appraisal procedure for this, but school leaders decide on whether or not teachers obtain specialisation. In some cases, teachers may qualify for specialisation by taking particular professional

development courses. The appraisal format is dependent on specific conditions defined by the accreditation of the particular educational programme.

CHALLENGES BEFORETEACHEREDUCATION IN SLOVAKIA

There is a popular saying that no system is hundred percent perfect and this is equally applicable to the teacher education system of Slovakia.

The Slovak Chamber of Teachers in an opinion points to a range of issues related to teacher education including: a shortage of assistant teachers and of teacher trainers; insufficient preparation of teachers for pedagogy; poor inter-ministerial cooperation; and no systemic approach to social inclusion (Slovak Chamber of Teachers 2017). Seeing these challenges from other perspective, L. Hajduk (Head, National Institute for Education, Bratislava, personal communication, May 16, 2018) comments, "There are weaknesses within the system, for example, leaving of teacher for other fields, irregular participation of teachers in further teacher training..." The other issue is utility of bachelor's degree for teaching profession. Bachelor's degree is still not popular because it does not fit to earlier convention and tradition of central Europe where higher studies was supposed to integrated and longer. In comparison with other OECD countries, Slovakia produces too high amount of masters and too less number of bachelors. Slovakia is among OECD countries also a country with the longest average length of study (Klátik & Tunega, 2017). Considering these and other observations, following may be listed as prime challenges before teacher education in Slovakia:

Attracting talent to the teaching profession

Slovakia is facing the shortage of talented candidates for teaching profession. In other words, strengthening the attractiveness of the teaching profession is a key challenge in Slovakia. Teachers' salaries are low compared to earnings in other professions that require tertiary qualification and this has been seen as a reason by European Commission, "Low pay is another important factor that makes teaching unattractive as a profession to talented young people. It contributes to shortages of qualified teachers in fields such as English and ICT, and in rural areas and disadvantaged schools" (European Commission 2016, p.8). Adding to these observations, V. Kurincová (personal communication, June 26, 2018) highlights, "There is still not very high interest from the secondary schools' students (especially the best ones) to enter faculties of education and study teacher training programmes." Explaining this situation further, Pupala (2017) writes:

We may have lots of universities, teacher education programmes and student teachers, but fewer and fewer students want to become teachers and many will not enter the teaching profession. The number of secondary school pupils wishing to become teachers and for whom the faculty of education is their first choice is shrinking. At the education faculties we find that year after year we are admitting weaker students, many of whom do not have

the motivation to undertake difficult studies. The dense network of universities training teachers is suddenly finding it has fewer students (p.87).

Quality of Initial Teacher Education

Policy documents point-out that initial teacher education in Slovakia does not devote a high proportion of time to practical training. The duration of the initial teaching practicum and the quality of interaction with schools are usually seen as point of criticism. It has been noted that teacher training programmes neither fully correspond to the actual needs of teachers nor help in improving teaching quality and achieving better educational outcomes and equity (European Commission 2016, p.8). Echoing the same sentiments, an OECD report highlights, "Further improving the attractiveness of the teaching profession is also a key issue, as are improving the quality of interaction with schools during the initial teacher training practicum and increasing its duration" (OECD 2015, p.4). Supporting this claim, V. Kurincová (personal communication, June 26, 2018) observes, "There should be more time devoted to teaching practice." Seeing this situation from a philosophical perspective, Pupala (2017) notes:

Western teacher education policies may formally be aimed at promoting highly qualified teachers, but they are also moving away from the existing conservative model of university teacher education. The political priority is for teacher education to be oriented towards practice, towards methods that ensure it is associated with practice and towards the relationships that form an alliance between the academic world and the practical world of the school or working environment and the labour market generally (p.90).

Societal and Economical recognition of teachers

Value of teaching profession in society is other major challenge in Slovakia. Only a handful of teachers in the Slovak Republic agree that their profession is valued in society. An OECD report claims that in international comparison of how societies value the teaching profession, teachers from Slovak Republic were found most pessimistic (only 4% of lower secondary teachers reported that they agree or strongly agree that teaching profession is valued in society, compared to 31% internationally) (Shewbridge et al. 2014). Considering that societal recognition is one of the most important parameter to attract younger generation to any profession, policy makers and social leaders need to found ways to increase the societal recognition of teaching profession in Slovakia.

It has also been observed that the salaries of teachers are particularly low compared to other professions in the Slovak Republic. For example in 2015 Slovak teachers earned only 57% average salary of workers with university degrees, average of OECD countries is 80% (Rehúš & Zoman, 2015). This has a direct bearing in attracting young people to the teaching profession. In Slovakia, pre-primary teachers earn 75% of the salary of similarly educated workers, and primary and secondary teachers earn 57% (compared to the OECD

average of 78% for pre- primary, 78% for primary, 80% % for lower secondary and 82% for upper secondary). Besides, the difference in salary between teachers with minimum qualifications at the beginning of their career and teachers with maximum qualifications at the end of their career at lower secondary level is one of the lowest all OECD countries (USD 5 753, compared to the OECD average of USD 19 401) (Shewbridge et al. 2014).

Teacher appraisal

Often one's strengths become his/her weaknesses, and this is the case with Slovakian teacher education. Continuous teacher appraisal has been seen as strength of the teacher education system but at the same time it also poses challenges. The reason is that there are a multitude of teaching standards and criteria and this makes the situation complicated. Besides, questions have also been raised about appraisal competencies of school leaders. In addition to these observation, an OECD report point-out about other aspects of teacher appraisal, "…regular formative feedback is completely disconnected from the formal, external appraisal within the certification procedure. Teacher progression is, therefore, dependent on increased qualifications but does not consider observed performance and improvements in classroom teaching" (Shewbridge et al. 2014, pp.32- 33).

Continuing professional development of teachers

Offering need based and useful continuing professional development (CPD) opportunities to teachers have been seen as challenge in Slovakia. It has been observed that participation of teachers in continuing professional development is low (73.3% in the Slovak Republic, compared to the TALIS average of 88.4%) and the offered courses often do not correspond to the needs of participants (OECD, 2014). The availability of adequate professional development opportunities for teachers is another challenge. At this time there is big discussion that how to improve professional development system for benefit of teachers. The biggest teacher professional association in Slovakia – Slovak chamber of teachers (Slovenská komora učiteľov) realises that system does not work properly and teachers do not have motivation to attend programs because of their own professional interest and development (Slovak Chamber of Teachers 2015). It has also been pointed that teachers mainly want to have credits for having higher salary rather than academic gains.

SUGGESTED INPUTS FOR BENEFIT OF INDIAN TEACHER EDUCATION

Slovakia and India have different socio-economic conditions and cultural settings, and accordingly their teacher education systems also differ.But teacher education systems across the globe have one thing in common, producing quality and humane teachers. Therefore, measures adopted in one country to improve teacher education can also be helpful in another country. Extending this argument, some useful lessons that emerged from analysis of policies, practices and debates in teacher education in Slovakia, and may be helpful for improving Indian teacher education are as follows:

Adopting measures to increase the attractiveness of teaching profession

Like Slovakia, attracting best talent to teaching profession is also a prime concern in India. Highlighting this concern, Pritamkabe (2011) writes, "The top young talent in India aspire to be engineers, doctors, lawyers, consultants, Indian Administrative Service (IAS) officers etc; and only if/when they fail to make it in their fields, do they think of entering the teaching profession." Therefore, measures suggested for attracting and retaining best talent in teaching profession in Slovakia such as: providing adequate working conditions, offering them a professional environment and professional services from the authorities and teacher professional, devising a proper teacher appraisal system, having a system of performance based bonuses (OECD 2005; Shewbridge et al. 2014) can be equally helpful to increase the attractiveness and raise the status of the teaching profession in India.

Strengthening the system of 'University-based' teacher education

In Slovakia, teacher education is an inseparable part of University and except those who wish to teach at pre-primary or kindergarten level, all others, wishing to teach at primary or secondary level must have to attend the University education to earn the professional qualification.

At a different note, teacher education in India is spread across different sectors and there are different professional qualifications (15 recognised programme listed by National Council for Teacher Education (NCTE) in India) and different providers of teacher education like District Institute of Education and Training (DIET), primary teacher training institutions, secondary teacher training institutions, University departments of education, open Universities, etc. These multiple choices make more harm than good and may be attributed as one of the main reasons for hampering the quality of teacher education in India. Therefore, taking clue from Slovakian system, Ministry of Human Resource Development (MHRD) and NCTE (apex institution for teacher education in India) can plan to club all these programmes and bring them under University education

Providing more continuing professional development opportunities for teachers

Providing continuing professional development (CPD) for a large number of teachers is another prime concern in India, as observed by Tyagi and Misra (2017, p.17882), "Countries world over are adopting different polices, strategies, methods, techniques, and modalities to help their teachers to engage in fruitful CPD experiences. In comparison, in-service education of school teachers is still not on priority on educational agenda in India." Therefore, CPD debates in Slovakia that teachers should be provided more and more CPD opportunities and professional development of teachers should be moved under universities may be helpful in Indian context too. Besides, establishing Methodological- Pedagogical Centre (Metodicko-pedagogicke Centrum- a centrally administered organisation of Ministry of Education, Science, Research and Sport of the Slovak Republic) like facilities

in different parts of India can be helpful to meet the CPD needs of teachers. As reference, this Centre (i) provides further education of pedagogical and non- pedagogical staff; (ii) guarantees expert methodological activities in the field of further education of pedagogical and non- pedagogical staff; and

(iii) carries out research in the field of further education of pedagogical and non- pedagogical staff (Ministry of Education, Science, Research and Sport of the Slovak Republic 2018).

Systematising teacher appraisal

Evaluation of teaching and learning quality is central to provide feedback to the teachers to analyze and improve. Unfortunately, Indian system lacks any proper mechanism to evaluate and appraise the teachers, whereas, Slovakia has a well-established teacher appraisal system. Therefore, the other feature that Indian teacher education system can emulate from Slovakia is internal and external teacher appraisal mechanisms. Following internal appraisal of teachers' mechanism of Slovakia, Classroom observation, observation of teaching, and feedback to individual teachers can be made a compulsory element of teacher appraisal in India. One can suppose that this teacher appraisal system will be helpful to cultivate a culture of sharing classroom practice, providing professional feedback to each other, improving peer learning, and ultimately improving learning outcomes. Similarly, the external appraisal of teachers mechanisms that comprises outside subject experts and government representatives may also be adopted to bring a new perspective in the teacher appraisal system in India.

Promoting the culture of career-long professional learning

Career-long professional learning recognizes that teacher education is a continuous process from the point a student teacher begins their qualification and continues throughout a teacher's career. This career- long learning is integral to professionalism of teachers. Instead of such importance, concept of career-long professional learning for teachers is not fully embraced in India. There is no specific institutional mechanism to support teachers to continue to develop their expertise and experience across all areas of their professional practice (Misra 2015; Tyagi and Misra 2017). In contrast, Slovakian system revolves around the concept of career-long professional learning. For example, the career structure for teachers in Slovakia: beginning teacher, independent teacher, teacher with first certification level and teacher with second certification level, and then provision of accumulating credits to progress further and get salary benefits, indirectly assures that teachers must keep learning through-out their careers. Therefore, taking clue from Slovakian system, policy planners in India can devise appropriate ways to inculcate a culture of career long professional learning among teachers in India.

CONCLUSION

There are two established notions about teacher education, first, every country designs

teacher education according to their socio-economic, political and cultural contexts, and second, hardly any country is satisfied with their existing teacher education programmes. In this back drop, learning from each other can help different countries to improve their teacher education systems, as observed by Oscarsson (2007), "Teacher education has traditionally been closed within national borders

… International cooperation is a major step to be taken towards more openness in this field." Following this argument, the present research was conducted with hope that how teacher education in Slovakia is encountering different demands, concerns and dilemmas of today can be of great benefit for policy makers and researchers in India. Researcher hopes that analysis of teacher education policies, practices and debates in Slovakia and suggested inputs will help the government agencies and policy planners in India to make teacher education more relevant and quality oriented.

GRANT

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SUN YAT-SEN (1866-1925)

- Zhang Lanxin

Dr Sun Yat-sen was one of the great patriots and democratic revolutionaries of China's modern history. He led the Chinese people during the overthrow of the feudal rulers of the Qing Dynasty. By introducing Western scientific knowledge into China and developing new ideas of educational reform, he trained a new breed of highly qualified educators. Even today, his thinking has practical significance for the promotion of educational reform in China.

A glorious revolutionary life

Sun Yat-sen, whose given name was Sun Wen, was born in Cuiheng village, in Xiangshan county (presently Zhongshan county) of Guangdong province. He was born into a poor peasant family and was unable to attend the private village school until his tenth year. He studied hard and excelled at intellectual activity; he was soon capable of reciting such ancient Chinese writings as 'Sanzijing' and

'Qianzlwen' fluently. Though he made great efforts to study such Chinese classics as the Four Books (namely, 'The Great Learning', 'The Doctrine of the Mean', 'The Analects of Confucius', and 'Mencius') as well as the Five Classics ('The Book of Songs', 'The Book of History', 'The Book of Yi', 'The Book of Rites', and 'The Spring and Autumn Annals'), he considered it nonsensical to study them since they were incomprehensible to him. Living in the countryside and seeing with his own eyes the miserable life of the poor peasants, he felt that 'all of China's children ought to have shoes and rice [1] and that they should no longer need to suffer. After school, he often listened to tales about Hong Xiujuan and Yang Xiuging told by veterans who took pa t in the Taiping Rebellion. In this way his young heart was sown with revolutionary seeds.

By 1878, he had left his hometown for Honolulu, Guangzhou and Hong Kong to study at missionary schools run by the Christian Association. In 1892, he graduated first in his class from the College of Medecine for Chinese in Hong Kong. During his fourteen years of learning, he had received a systematic education in Western democracy and science. He particularly enjoyed reading biographies of George Washington, Abraham Lincoln and others. He had 'great esteem and reverence for European and American nations and for the leaders of democratic revolutions, and he wanted to model himself after them'.[2] His conception of democratic revolution against colonialism and for national independence was germinating. As he said in his own words:

> *When I was young, I studied in foreign lands. I became acquainted with the languages and literatures, politics and customs, astronomy, geography, physics and chemistry of the West; and I paid particular attention to the way of making our country prosperous and building up its military power, to ways of educating the*

people and transforming their customs; furthermore, I acquainted myself with the causes of vicissitudes III political situations and With the style of good-neighbourly relations.[3]

In 1884, the Sino-French War broke out. Although the Chinese troops won some battles, the corrupt Qing regime betrayed them and signed a humiliating treaty with the French. Deeply disturbed by the event, Sun Yat-sen proclaimed that 'the current situation of China is so dangerous that we ought to rise up for our own salvation'. Determined to overthrow the Qing regime, he became an active participant in the revolutionary struggle. He made use of schools as a vehicle for propaganda and his medical skill 'as a medium of contact with society'.[4]

In 1894, he set up the Xingzhong Society, a secret revolutionary organization in Honolulu. In 1905, with the ambition of overthrowing the Qing Dynasty by armed force, he organized the Tongming Society in an alliance with other anti-Qing revolutionary groups and was elected their president. He defined their revolutionary manifesto as 'to drive out [the foreigner], to restore China, to found a Republic, and to equalize land ownerships and put forward the 'Three Principles of the People'. From then on, he multiplied his revolutionary activities at home and abroad, uniting with overseas Chinese secret societies and 'new troops'. He launched a series of unsuccessful armed uprisings. After ten failures, he finally succeeded in the Wuchang Uprising of 11 October 1911 - the Qing Dynasty was overthrown at last.

In December 1911 Sun Yat-sen was elected the Interim Great President of the Republic of China. Later, he was forced to resign from this office when revolutionaries made a compromise with Yuan Shikai, a feudal warlord. He subsequently began campaigning for the modernization of China, and devoted himself to drawing up plans for industrialization. However, some imperialist and feudalist forces remained active and his efforts were frustrated.

In 1924, with the participation of the Chinese Communists, he reorganized the Koumintang and defined the 'Three Main Policies', namely, to unite with Russia, to unite the Communist Party, and to assist workers and peasants. From then on, the Chinese Revolution was on the right track, but just as significant progress was being made, Sun Yat-sen died on 12 March 1925 from an illness attributable to overwork. He was 59 years old.

His works were later collected into eleven volumes - *The Complete Works of Sun Yat-sen* - which represented a glorious tribute to his lifetime struggle for the cause of China's national emancipation.

Sun Yat-sen dedicated forty years of his life to revolutionary struggle, during which time he never overlooked the role of education. In the beginning he made use of schools as bases for propagating revolutionary theories, and set up institutions to train cadres for the revolution. Although he never wrote a systematic monograph on education, his educational thoughts

can be traced in his works and speeches, such as the 'Three Principles of the People' and the 'Plan for National Reconstruction'. Many of his works touch upon different aspects of education. His proposals constitute a new approach to education, a mixture of Chinese and Western culture, still relevant during the present modernization of education in China.

During the Revolution of 1911, Sun Yat-sen regarded education as an important means of arousing and organizing the people. His principal educational activities included: (a) establishing revolutionary newspapers and periodicals at home and abroad; (b) using them as vehicles for propagating his revolutionary views and making people aware of the opposition movement to feudalism; (c) establishing a new style of school to train revolutionaries; (d) paying particular attention to the education of students studying abroad, increasing their patriotic awareness and bringing them together for active participation in revolutionary movements; (e) directing revolutionaries to protest and demonstrate against feudal autocratic education; and (f) reforming educational thinking in order to promote the revolution.

Democratic and scientific education

Sun Yat-sen believed that the main task of social education was to expose what he considered to be the aggressive nature of 'imperialism', and to bring to light all crimes committed by the feudal rulers of the Qing Dynasty.

In his view, these rulers were corrupt and degenerate, and were betraying the country by capitulating to the demands of foreigners while continuing to exploit their own people. His intention was to build up anti-imperialist, antifeudal political feelings in the people, to inspire patriotic enthusiasm in the masses and then incite them to rise up against imperialism and feudalism. He proclaimed that 'the salvation of our country lies in awakening the people', and 'the method to achieve rapid success in our revolution is 90 per cent propaganda and 10 per cent armed force'. [6]

Such propaganda aimed at 'changing the ideas of the masses in order to make them completely convinced' and inculcating the revolutionary 'Three Principles of the People in their heart of hearts', so that people were psychologically prepared to 'prefer the republic'. [7] In order to realize his democratic ideal of setting up a democratic republic, Sun Yat-sen travelled widely making speeches at home and abroad. He wrote articles expounding revolutionary concepts and calling upon the people 'to save themselves from untold miseries and to support he country so that it stands firmly on its own feet'. He appealed to the masses to begin overthrowing the oppressive rulers of the Qing Dynasty, and he established numerous propaganda organs at home and abroad - newspapers and periodicals such as *Min Bao, Su Bao, Nation and Democracy.* According to the statistics reproduced by Feng Zhiyou in *Revolutionary Newspapers at Home and Abroad Before the Founding of the People's Republic,* no less than 100 revolutionary newspapers and periodicals were being published at this time. 8 *Revolutionary*

Army, written by the young revolutionary Zou Rong, and *Alarm Bell* by Chen Tianhua each sold tens of thousands of copies. They exposed in detail the crimes committed by the dominant Qing Dynasty, thus sowing the seeds of discontent and promoting the revolution.

While engaged in propaganda, Sun Yat-sen organized several revolutionary groups, among them the Xingzhong, Tongming, Rizhi, Wenxue and the Gongjin societies. Through these organizations he promoted revolutionary activities in schools, political meetings and military units, propagating his 'Three Principles of the People' and calling upon the masses to overthrow the Qing Dynasty rulers in order to found a democratic republic.

By means of newspapers, periodicals and revolutionary organizations, Sun Yat-sen vigorously criticized feudal education and its morality. Feudal education, he said, was an instrument of the feudal ruling class; its only purpose was to train officials to repress and exploit the people:

The Liberati consider success m the Imperial examinations as an honour, for this success opens the way to higher offices. After gaming office they accept bribes. Since official salaries are insufficient to maintain their standard of living, and they must pay tribute to the higher authorities every year, where will their money come from if they do not take bribes? And as the government backs them up, who, except an Idiot, would want to be free from corruption? As their pockets fill up with money, they can make use of part of it to become higher-ranking officials. They live for nothing but this. Some of these thievmg officials may later on become the highest authorities who will make every decision in social, political and judicial matters.[9]

All crimes in feudal society could be attributed to these practices, such as the selling of official posts and titles, bribery, bending the law, and curbing people's liberty of thought and expression.

Sun Yat-sen had long opposed the feudal system of education, and he considered that much of what students learned was useless:

> *The students learn nothing more than the Four Books and the Five Classics and the notes and commentary accompanying them. They are obliged to revise them and distorted explanations are presented if their content does not conform to decrees, doctrines and established ideas. ThiS blmds the students. This IS the way the students are taught, to say nothing of the common people. That is why the people cautiously observe the actual law and decrees, regardless of benevolence or tyranny, virtuousness or wickedness in politics*. [10]

Feudal education restricted the ability of the people to think; they only knew how to obey the will of the rulers. This system of education made China impoverished, backward and dependent. Sun Yat-sen observed:

> *We, the Chinese people, suffered despotism for several thousand years and then came under the rule of foreign nationalities for more than 260 years. We have long lost our moral integrity. Today, In order to regain it, we must begin with education.* [11]

Thus, he strongly advocated cancelling the imperial examination system. The constitution of the Xingzhong Society, his first revolutionary organization, stipulated its goal as 'running newspaper offices in order to change the social climate, and establishing schools in order to train qualified persons' .[12] The Decree of Education, issued after the Revolution of 1911, provided first of all for less emphasis on Chinese classics in school curricula: the aim of education would be 'to cultivate moral integrity for the Republic'.[13] The feudal education of the Qing Dynasty, which considered 'being loyal to the monarch' and 'showing respect for Confucius' as its key points, was abandoned. He put forward his guiding principles of education, which were based on military education, civil morality, a orld-view and aesthetic perception; these principles would train an individual in an all-round and harmonious way, providing the country with 'the consciousness of liberty, equality and brotherhood'.14 The feudal education which aimed at 'obtaining power and money' would be changed into a democratic, egalitarian and independent education aimed at teaching 'perfect moral integrity'. This new style of education terminated more than 2,000 years of feudal education. It defined the direction of people's education in China, bringing the Chinese education system to a new stage of development, and greatly influenced the upbringing of the new generation.

Revolutionary concepts of education

At the beginning of this century, the bourgeois reformists headed by Kang Youwei and Liang Qichao had transformed themselves into royalists defending the rulers of the Qing Dynasty. They tried to oppose any attempts at revolution and the formation of a constitutional monarchy. Sun Yat-sen addressed their counter-revolutionary stance in his speeches, accusing them of 'submitting themselves

to the rule of the Qing Dynasty'. [15] Yan Fu, a reformist, wrote in *On the Education by Letter Delivered to the Owner of the Waijlao Bao:* 'The disaster of our people lies in ignorance. Even if the revolution takes place, the inferior morals and poor intelligence of the Chinese people' would not lead to any significant change. 'The stratagem for the present', he concludes, 'consists of starting with education in order to make a progressive transformation.' Sun Yat-sen vigorously refuted such reformist ideas. On the contrary, he considered that, since social problems were abundant and the people had insufficient

means of livelihood, the only correct way to save the nation from subjugation and to ensure its survival consisted of developing the intelligence of the people and making education universal in order to train a new style of person, at the same time making people aware of the impending overthrow of the Qing Dynasty. He therefore opposed the reformist view of

putting education before revolution. He believed that only by first overthrowing the rule of the Qing Dynasty could the educational transformation be carried out. Sun Yat-sen stated his view that education is undoubtedly 'an important way of changing China, but it cannot be seen as the first step. The first step consists of ... nothing but the Revolution'.[16]

Uniting students abroad

As the Qing Dynasty declined, the feudal system of education became unpopular among Chinese students studying abroad and receiving a modern scientific education. Given the increasingly serious circumstances of national crisis in China, it was necessary to train a new style of qualified individual for the purposes of the revolution. Allying himself with secret societies, Sun Yat-sen launched several uprisings which failed, and came to the conclusion that victory did not depend on secret societies. Rather, he needed qualified revolutionaries.

Realizing that 'the actual trends and revolutionary means are not sufficient to unite qualified persons',[17] Sun Yat-sen travelled abroad searching for revolutionaries. In Japan he met with many Chinese students and introduced hem to his 'Three Principles of the People' and insurrectionist concepts in order o arouse their revolutionary consciousness. On 13 October 1905 he was welcomed in Tokyo by a lively gathering held by Chinese students studying in Japan and attended by more than 1,300 people. He was given a warm welcome as China's hero' who had devoted himself to the revolution, and as 'a representative of the 400 million Chinese people' .[18] The Tongming Society was organized soon after in Tokyo; more than 400 students studying in Japan joined. In setting up the Tongming Society, Sun Yat-sen believed that the revolutionary cause would overcome all resistance: 'The confidence and determination to achieve victory was strengthened' .[19] Full of confidence, he said to a friend:

> *Recently, we have formed a wonderful party among students which will carry out the evolution Without violence. Three or four hundred students are ready to sacrifice themselves for the Revolution. They are men of great learning, Iron will and absolute boldness, beIng well versed in both lIterature and martial arts. They are from seventeen provinces. Actually, each of them is engaged in his own bUSIness; some of them have left for inland provinces of our country to make contact with comrades and to assess the situation on the spot.... In future, the majority of students studying In Japan will join us. China is indeed full of promise with these men of learning.*[20]

In 1902 Sun Yat-sen prepared a commemoration for the 242nd anniversary of the subjugation of China in order to arouse young people's consciousness against the Qing Dynasty and strengthen their resolve to overthrow it. But the commemoration ceremony could not be held due to the presence of the Japanese police following the intervention of the ambassador of the Qing Court to Japan. This incurred the young people's wrath and

resulted in the founding of the Youth Association, a patriotic organization with the aim of overthrowing the Qing Dynasty.

In 1903, tsarist Russia invaded north-eastern China. Students studying in japan formed an anti-Russian 'army' of volunteers. Their motto was to 'resist Russia in name and carry out revolution in reality'. Later on, this 'army' developed into the 'Society of Military Education', whose purpose was to cultivate military skills and nationalism. In 1903, Sun Yat-sen established a military school for training revolutionary cadres in Tokyo; its objective was to interpret revolutionary ideas for the Chinese students studying in japan and to give them a military training. Some students, who had returned to the mainland from japan, set up revolutionary schools such as the Datong Teacher Training School directed by Qiu jin, and the Shanghai Patriotic School and Shanghai Girls' Patriotic School. Their task was to train revolutionary cadres and promote revolutionary activities. These intellectuals became a mainstay of the subsequent revolutionary uprisings directed by Sun Yat-sen.

After the Revolution of 1911, and in order to fight against feudal warlords, Sun Yat-sen established the Huangpu Military Academy to train political and military leaders who would promote the Chinese Revolution. This was the obvious implementation of Sun Yat-sen's idea that 'education itself is not the

aim; we must make it complementary to the task of training democratic revolutionary cadres'. [21] Chinese Communists were also carrying out Sun Yat-sen's approach to education, paying greater attention to educating and training young people to become a key force in the revolution.

Equality of education

In the feudal system, only the children of the rich could enter school and receive instruction. Education meant nothing to the poor, since the great mass of peasants did not enjoy the right of education. Sun Yat-sen pointed out: 'It is extremely unjust that whoever is born into a rich family can receive education, and whoever is born into a poor family cannot, though they live in the same society'.[22] He advocated equality:

> *Everyone in the society can enter public schools, no matter who they are.... They will learn different subjects according to their own intelligence and Wisdom. The less intelligent ones who cannot benefit from higher education will be trained m agriculture, industry or commerce so that they can make a living independently.*[23]

Thus, the right of education would not be monopolized by the rich.

Women too were oppressed in the feudal society of China. They were controlled by the feudal ethical code and deprived of the right of education. Ignorance was commonplace among women.

After the Revolution of 1911, Sun Yat-sen emphasized that, of China's population of 400 million, 'half of them are women, but their education is always ignored, so that few of them are enlightened. Thus, it is a most important vent to introduce girls' education'.[24] He pointed out: 'All the people agree with the concept of natural rights, equality, public interests and parity of women with men'.[25] He considered that in order to popularize education, the first task consisted of developing standard education. Women made most suitable teachers, but only by receiving education could they become teachers, for the teachers' level of learning had a great impact on students. Only with universal education 'will the parity of women and men become reality'.[26] Therefore, after the Revolution of 1911, Sun Yat-sen gave firm support to setting up teacher-training or vocational schools for girls. In the 'Order to the Ministry of Education for Establishing a Girls' Silkworm School', he stated that 'after founding the Republic of China, all kinds of education ought to be encouraged. This should be enough to make people civilized and enlightened'.[27]

Education and development

Sun Yat-sen considered knowledge to be 'the foundation of national development. We will absorb knowledge from Eastern and Western civilizations'.[28] After the Revolution of 1911, he actively advocated education and developed industries, considering that 'the old regime has been destroyed and the construction has begun. Those who knew how to destroy before, must now learn how to create today. Knowledge makes the world evolve .[29]

He hoped that educational circles would reform teaching and adopt advanced science and technology from the West, 'to work for the people's felicity and the nation's prosperity and power'.[30]

After long years of despotism and suppression, Chinese society was conservative and inward-looking. After the Qing Court was overthrown by the revolution, Sun Yat-sen felt that the door ought to be opened. History had proven that 'a nation, whether strong or weak, which practices the open-door policy will certainly make great advances'. He saw that Japan had learned from Western Europe and had rapidly become rich.

Thus, he advocated teaching modern scientific knowledge to children. After the Revolution of 1911, the provisional government issued numerous decrees designed to popularize education. Sun Yat-sen considered that the universalization of education constituted the cardinal measure for making the country powerful. 'I will begin by opening a primary school in each township and then a middle school will be established. Afterwards, a university will be set up'.[3l] By following the examples of the United Kingdom and the United States of America, he aimed at making the country strong and prosperous. But China's underdeveloped industry hampered development; he therefore implemented a policy of openness, seeking to attract qualified people from abroad to help China develop.

> *In order to develop China, we may borrow money from foreign countries If we lack It. We may invite qualified persons from foreIgn countries if we want them. We may make use of foreign methods, if ours are not good enough. Foreign countries have taken more than 200 years to create the present material civilization. It will be very movement if we make a full use of them, will It not?*[32]

Sun Yat-sen felt that if the whole nation, from the leadership to the people, made a joint effort, it would only take China a few years to catch up with foreign countries. Only with a developed economy could China possess sufficient financial capacity to develop education. The development of education could, in turn, develop the economy. Only with a developed economy and education could China become powerful and prosperous and improve its position. The present Chinese policy of openness is just the continuation of the work of Sun Yat-sen and his comrades.

Various aspects

The revolutionary, democratic and scientific educational thought of Sun Yat-sen has epoch-making significance in the history of China's modern education. Before the Revolution of 1911, a feudal attitude to education was dominant and cultivated the concept of allegiance to the monarch. Although some reforms were ade, they were rather timid. Many new-style schools were set up, but the basic aim of education did not change and progress was slow. After the revolution, Sun Yat-sen promulgated several orders, decrees and regulations on educational reform and there were rapid developments in the early days of the republic.

During the revolutionary era, Sun Yat-sen devoted much attention to social education. As we have seen, he published several newspapers and periodicals, and established various social and educational institutions which propagated revolutionary ideals. They played a positive and important role in heightening the patriotic awareness of the people, in enlightening the masses, achieving a common understanding, and training and preparing revolutionary cadres. Thus, after the revolution, the Department of Social Education was established at the Ministry of Education, and actively propagated revolutionary ideas. It made a ontribution to popularizing the 'Three Principles of the People' and cultivating the 'moral integrity' of the Republic.

The following proposal was put forward in the Kuomintang Declaration:

> *Education is the foundation for constructing the country; it is the way to development. Thus, we must start to promote education at once. Education in political science and law to increase the people's knowledge; education in industry and commerce to allow development of industry and commerce; middle school education which follows the primary school and is the basis of the university; primary teacher-training school, which constitutes the first step in the popularizing of education, alms at trammg teachers; and the education of girls which will develop their*

> *intellect and their rights. All of these are contained within the Party's plan for developing education.*[33]

It was evident that Sun Yat-sen wanted to develop various kinds of education, including elementary, standard and vocational education, university education, etc. The aim was instructing all people, enhancing the quality of the nation, cultivating the personality and allowing China to stand alongside other nations.

Sun Yat-sen favoured not only sending students to study abroad, but also bringing in qualified people from other countries. He said: 'knowledge makes the world evolve. Knowledge will bring us the civilization of countries of the East and West'.[34] China's material civilization had lagged behind; it was imperative that China should learn advanced scientific and technical knowledge from developed countries. He maintained: 'Our learning from foreign countries aims at overtaking them but not at following them'.[35] The aim of learning was 'using knowledge to make the masses happy and the nation powerful and prosperous ... but not grabbing profit and power for oneself'.[36] He hoped that the students would realize they had an important responsibility. They would be political workers and public servants with an approach vastly different from the students of despotic times. Only by doing their best in their studies could they become a firm foundation for the country. He exhorted young people not to cast aside China's traditional virtues while they were learning material civilization from foreign countries.

> *Generally speaking, those who are deeply involved in the new culture are prone to reject the traditional virtues. They consider that traditional virtues can be abandoned when the new culture is acquired. They do not understand that our traditional virtues must be preserved if they are excellent, and that only some bad habits and customs will be discarded.*[38]

He maintained that the concepts of loyalty, filial piety, benevolence, affection, faith and serenity embodied in traditional virtues would be interpreted in a new sense and carried forward. They reflected the national spirit. Only by developing them could China recover her position. The present policy of openness and educational reform in China can draw inspiration from Sun Yat-sen's views.

Sun Yat-sen's educational thought was derived from personal practice. His criticism of the feudal education methods and his propositions for new education not only constitute a summary of the experiences of the revolution, but also represent a scientific world outlook and methodology. He considered that human evolution was a cognitive process based on experience. 'Heightening human awareness and increasing knowledge' constitute a process of experience. Knowledge is not innate; it is derived rather from experience and learning. Those who wish to obtain knowledge ought to receive education. The argument that facility in performance originates from hard application in learning corresponds to the natural law of how things develop. Knowledge comes from practice, so that human advance constitutes

a process from ignorance to knowledge.

Sun Yat-sen felt that 'genuine knowledge surely comes from science. The knowledge which does not come from science is fabricated'.[39] Popularizing education is the way to enhance the people's level of scientific knowledge and the overall quality of the nation.

Sun Yat-sen believed that, in order to gain genuine knowledge and make the nation prosperous and powerful, an inquisitive and venturesome spirit is required; imitating others at every step is not the way to overtake current trends. His educational thought continues to enlighten us on the ceaseless pursuit of truth.

Sun Yat-sen was a forerunner of China's democratic revolution. His educational thought is a reflection of the needs of the times; it represents the historic progressive force and demands of the Chinese people. He not only criticized the harm resulting from feudal education, but also selected worthy cultural traditions inherited by the Chinese nation. In addition to assimilating the advanced educational elements current in Western countries, he encouraged the adoption of the educational experiments carried out during the process of China's democratic revolution. This led to a new concept of educational reform suitable for China which is still relevant today.

The Chinese people deeply and reverentially cherish the memory of Sun Yat-sen, the great patriot who 'gave his all till his heart stopped beating'. Since the founding of the New China, a huge portrait of him stands in Tianman Square during every important festival and is an object of pilgrimage by the masses. At each anniversary of his birthday and death, leaders of parties and government, from the national to the local level, attend commemorative activities held at his former residences, at his mausoleum and at his Memorial Hall. His works are constantly studied and re-published. Special institutions have been founded for the purpose of promoting studies on Sun Yat-sen. The Chinese Communist Party and people spare no effort to carry out Sun Yat-sen's behests in the modernization of China. A great, powerful and modernized socialist country will soon stand in the East and Sun Yat-sen will live forever in the hearts of the Chinese people.

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4. *The Selected Works of Sun Yat-sen,* Vo!. 1, p. 168, Beijing, The People's Publishing House, 1956, or *The Complete Works of Sun Yat-sen,* Vol. 4, p. 229, op. cit.

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21. A speech made by a representative of the 'Patriotic Front' of Viet Nam at the commemorative meeting in Beijing on the ninetieth anniversary of Sun Yat-sen's birth. See: *Renmin Rlbao,* 12 November 1956.

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36. Ibid., Vol. 2, p. 423.

37. Ibid., p. 424.

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