SCERT

**The National Council of Educational Research and Training (NCERT) maintains a network of field offices to keep a close liaison with State Government. At present, these offices have been established in different States and Union territories. State Council of Educational Research and Training (SCERT) is one of these offices. It came into existence on 5th January 1979 as a result of transformation and upgradation of the former State Institute of Education (SIE).**

**Responsibilities of SCERT:**

➡To assist and advise the administration of Delhi in the implementation of its policies and major programmes for human resource development especially in the field of education, woman and child development, national integration and related areas.

To promote educational researches and training of teachers and other personnel.

To develop the curriculum, aiming at an all round development of the child, and at all levels of education.

To develop and produce teaching-learning materials.

To develop Educational Technology for use in the teaching learning activities and training programmes and to provide Distance Education.

To devise the systems and approaches for qualitative education.

To develop scientific processes of evalution of the pupil and the educational programmes and institutions.

➡To undertake, assist, promote and co-ordinate research in all aspects of education so as to bring about quality improvement.

To organize pre-service and in-service training at elementary, secondary & also at an advanced level.

To organize and provide extension services for such institutions as are engaged in educational research and training of teachers.

To experiment, develop and/or to disseminate improved educational programmes, techniques and practices in schools.

To develop the curriculum and instructional materials.

**Role of NGO and voluntary organisations In Elementary Education**

The Non-governmental organizations (NGOs) which are volunteering their services in various fields around the world are, no doubt, doing commendable jobs. NGOs extend education to underprivileged children in India, and develop innovations tha t improve the quality of primary

education. Every good work is important without exception but the work for ‘Promotion of Education’, by all means, is the best. Education gives real meaning to human lives therefore, those working for the promotion of education are the best people and the NGOs involve in education are ,to me, the best ones in the world.

India has an onerous task ahead to provide good quality schooling to all six to fourteen year olds. It is a task of enormous proportions in every way. India's elementary education system is already one of the largest in the world with 150million children enrolled in nearly 800 thousand schools that provide primary education within 1 km to children in 95% of the country. Despite this, 35 million children are outside schools and an equal number do not complete even 5 years of schooling. The cost estimates for universalizing elementary education in India range from an incremental investment of Rs 40,000 crores to Rs 1 30,000 crore over a ten-year period. The imperative for concerted action by the Go youth and adult also requires the voluntary and private sectors as well a communities to collaborate and contribute. It is a share responsibility for all-Government, community and NGOs. Successful experiments and new approaches to education should emerge from NGOs.

As stated earlier, that India has not been able to fulfill its constitutional pledge for providing free and compulsory education for all children upto the age of 14, nearly 5decades after it was made. And therefore, India is still grappling with serious problems of inadequate access, quality and inefficiency in the schooling system. The current climate for nation-wide reform and development in elementary education makes it an opportune time for the Government to forge strategic alliances with the voluntary sector. It is time for sharing of the vision of Universal Elementary Education(UEE) between the Government and the NG0s whereby the Government recognizes the role of NGOs as innovators and professional resource centres and builds a culture of collaboration and partnership, and the NGOs, in turn, acquire a larger, macro perspective.

NG0s can play an effective role in assisting the State to complement the public education system and to improve its effectiveness. As various survey revealed that the experimental approaches of the NGOs have successfully tackled many shortcomings in schooling. NGOs involvement in education increases the accountability of the schooling system to the beneficiaries. The NGOs can establish partnerships with the Government to share their models rather than create islands of excellence. The effectiveness of NGO action is best in evidence in the successful schooling of underprivileged children, communities in remote locations, scheduled caste, scheduled tribe and other children that face social barriers to education .NGOs can find out and accordingly suggest the respective authority that target education are required for specific deprived groups, for instance, the urban poor, child workers or street children. NGOs can pioneer the concepts of the voluntary teacher and the alternative school to counter teacher absenteeism and to make appropriate education available for out of school children.

The Government of India should create an atmosphere of NGO-Govt. alliance to achieve universal primary education as an urgent need. Although the Government has been steadily increasing its investment in education, the requirements and expectations of schooling have also grown. The mere existence of a school infrastructure is no longer sufficient. It must be a suitable structure with sufficient light and air and with water and toilet facilities. Teachers must not only be present and teaching (prevailing teacher absenteeism rates are 33%) in class, they must engage

the children in joyful activities and strive to make education interesting for all through the use of new teaching/learning methods developed by NGO model schools. The growing expectations of excellence in elementary education argue for partnerships between the Government and non-Government sectors to close the gap in access, equity and quality in elementary education. A number of innovations and successful models have evolved in the voluntary sector. It is becoming increasingly evident that a plurality of institutional partnerships is required for the realisation of the goals of UEE - between different agencies and institutions of the Government- between the Government and the NGO sector ,between the Government and the private sector. The Government is yet to recognize NGOs as credible and full-fledged partners. Collaboration with NGOs has tended to be fragmented, although some beginnings have been made to engage NGOs in national-level concerns. NGOs would need strategic institutional linkages in order to reach mass adaptation and replication. Innovation at the mass level will help the NG0s to move from micro action to macro application. In the intermediate stage, NGOs need to find institutional homes in the Government for their models and also recognize their own limitation

Role of UNESCO, UNFPA and UNICEFT

In order to survive, flourish and blossom a nation, it citizen must be prepared to sacrifice their all for its welfare, they must have a deep love and affection towards it and they must have a feeling of universal brotherhood and a goodwill towards the problems of all the citizens of the world.

This is nothing but an idea of international outlook of the citizens. For this purpose international co-operation is highly essential. To encourage international cooperation, education should play the most important role. No nation can progress and prosper, if its citizens are not adequately educated.

Through education, the social and economic life of the country is made better. Education helps in national progress, when it leads to the economic betterment of the country. Any internal happening in one country influence over the people throughout the world. The social or economic conditions of one nation create problems for a large number of other nations. Any problem of a nation cannot be solved by itself unless and until it gets some sympathetic understanding of other nations.

Therefore, different international agencies and organisations have been formed in order to solve the problem of different countries of the world. These international agencies are also committed to bringing about decisive changes in their strategies and policy formulations in order to promote education. They are placing great importance on financing innovative programmes for improving the quantity and quality of education in general.

United Nations Organisation (UNO) was established as an agency responsible for the maintenance of world peace. Its membership was made open to all the countries of the world. The main purpose of this organisation was to encourage mutual friendship and universal peace.

**UNESCO:**

Many subsidiary organisations attached to United Nations Organisation were established. They are UNESCO (United Nations Educational Scientific and Cultural Organisation), WHO (World Health Organisation) and E.O (International Labour Organisation).

According to United Nations Charter, it was decided that, “In order to promote international stability the United Nations shall promote international, cultural and education co-operation “. To put this in operation, a conference was called in London which created. “United Nations Educational Scientific and Cultural Organisation (UNESCO).” In the educational sphere, UNESCO is performing the most important function for the promotion of world peace.

UNESCO formally came into existence on November, 1946. Most of its members are young nations that recently have broken off the shackles of foreign rule or the age-old territorial and political freedom, but also to improve their standard of living.

In the preamble to the UNESCO Constitution, the following words are of special significance. “The Government of the States is Parties to this Constitution, on behalf of their people, Declare that since wars begin in the minds of men, it is in the minds of men that defences of peace must be constructed.”

For this reason, “The States Parties to this Constitution, believing full and equal opportunities for education for all in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and truer and more perfect knowledge of each other’s lives.”

From the above quotations of the preamble to the UNESCO Constitution, we find some major task of this Organisation such as:

(a) To collaborate the work of advancing the mutual knowledge and understanding of peoples through all means of mass communication.

(b) To give fresh impulse to popular education and to the spread of culture, and

(c) To maintain peace and diffuse knowledge.

UNESCO functions in consonance with three bodies. These are:

(a) The General Conference,

(b) The Executive Board and

(c) The Secretariat.

The General Conference is held every two years to adopt programmes and budget for the next two years, while the Executive Board supervises the execution of the programmes. The Secretariate carries out the programme, both at the head-quarters in Paris and in the field. It functions through various National Commissions and Non-Government organisations.

It conducts various studies on per capita expenditure on education and public expenditure on education as percentage of National Income in collaboration with Various Non-governmental organisations. So UNESCO has been conducting studies and fostering experimental activities in the member states. It publishes materials on the trends of the educational development in the world.

UNESCO organizes regional conferences to help member-states formulate policies and strategies oriented towards the advancement of education. It assists member-states to develop national policies and programmes for training abroad in the light of perspective national training facilities. It assists in the development and maintenance of institutions and services designed to support national efforts related to educational media, methods and techniques.

UNESCO organizes meetings and conferences on adult education. It assists member-states in promoting and improving their adult education institutions and practices through an optimum, use of advanced methods and techniques including the mass media and space communication.

It also supports the International Institute for Adult Literacy Methods, Teheran. It develops systematic dissemination of information concerning the experiences gained in functional literacy by governmental and non-governmental organisation, public and private enterprises, regional and international organisations. It develops and implements experimental World Literacy Programmes and promotes research on various aspects of adult literacy.

UNESCO has been utilizing its financial resources and professional expertise to develop, expand and create educational facilities all over the world. It has been implementing various projects like universalisation of elementary education, projects for educating the blind and other handicapped children in various countries of the world. Different teaching-learning aids are provided and technical services are made available by UNESCO.

Therefore, UNESCO has been playing a very significant role in various international programmes in the field of education through its financial assistance. It is proved that the qualities as well as the quantity of education are necessary for the development of a country.

**India’s participation in UNESCO:**

India joined the world effort to improve the status of children with a vigorous drive after she became a signatory of the UN convention on the Rights of the Child.

The UN Convention, held in September 1990, made a major thrust on three aspects:

(1) Survival,

(2) Protection and

(3) Development as the basic rights of the child.

Undoubtedly, India faces an uphill task in the face of the cold statistics of population explosion, mounting poverty, increasing unemployment, predominant underdevelopment and object backwardness. About 330 million children constitute 17% of the total population, 30% of which live under poverty line, certainly pose a great challenge. But a pledge has been taken to meet the challenge, however formidable it may be.

India’s participation in UNESCO is an example of sharing with others the new problem and the unfolding vision of education to this world-wide movement of the renewal and transformation of education. India made notable contributions, and she also derived from the global cooperation of nations many advantages and ideas for her own national development.

India has assigned due place to population, health and family planning concepts and issues in her educational policies and programmes. The health and family planning concepts and issues are also integrated into the National System of Education. The health and family welfare concepts and issues are also integrated into the National Population Education Programme (NPEP) launched in the country by the Ministry of Education with the financial assistance of UNESCO.

**UNICEF:**

The United Nations International Children’s Emergency Fund (UNICEF) was set up by the United Nations Organisations (UNO) in December, 1946 for providing financial aid to the suffering children. Programmes funded by UNICEF had the benefit towards the responsive to emergencies affecting children. Most of the programmes funded by UNICEF are long-term operations closely related to the national development plans of many countries of the world.

In order to meet the socio-economic needs of the bulk of the rural population, new schemes have been launched. These included the Applied Nutrition Programme, assisted by UNICEF, aimed at improving the nutritional status of the rural population in selected blocks and ensuring provisions of health care, immunization, potable water and environment sanitation.

So the UNICEF works to help protect children from diseases due to mal-nutrition. It is an agency which is exclusively entrusted with the welfare of children of the countries of the world. Committed as it is to the development and welfare to children, UNICEF is working in partnership with the Government in programmes of childhood disability.

**The thrust of UNICEF-supported activities is:**

1. In the area of prevention of disability;

2. Production of materials for creation of a awareness;

3. Training of teachers, community workers and parents etc.;

4. Research in preventive, early-detection and management of various forms of disabilities.

**India‘s participation in UNICEF:**

The Government of India in collaboration with UNICEF have sought to realize the national goals of providing basic education for all children, improving social and economic opportunities and reducing disparities in education among different groups, areas and genders.

UNICEF has been working in our country for promoting Education For All (EFA) and has provided financial as well as technical support to the implementation of projects of Minimum Levels of Learning (MLL) and Total Literacy Campaign (TLC) in co-operation with NCERT, NIEPA and other national bodies of education in the country.

UNICEF has funded 19 research projects covering wide range of subjects concerning various disabilities. Most of these projects are conducted through national apex centres set up by Government of India in all the four major areas of disabilities. UNICEF has also assisted eight district rehabilitation centre projects.

About 30 voluntary organisations have been funded to carry out programmes related to childhood disability. UNICEF is committed to spend US $ 41.00.000 on programmes relating to childhood disability for the period 1985 to 1989 as per Master Plan of Operations. At the global level, the United Nations Children’s Fund (UNICEF) provided a boost to India’s efforts by covering a world summit for children in September 1990. It was led by 71 heads of state and Government and around 100 senior officials, mostly at the ministerial level.

A Survey sponsored in 1992-93 by the Ministry of Welfare and UNICEF indicated that a large number of street-children suffer destitution, neglected abuse and exploitation. The role of UNICEF is on reduction of exploitation and abuse and withdrawal of children engaged in hazardous work. Attention has also been focused on programmes aimed at progressive elimination of child labour in the country. A Child Labour Cell in the National Labour Institute, NOIDA has been in operation under the 0.5 million-dollar aid of UNICEF, to prepare a Master Plan of Operation for child labour programmes for the period 1991-1995.

**UNFPA:**

The United Nations Fund for Population Activities (UNFPA) is an organisation of the United Nations. It has been working as a financing agency to control population growth of the highly populated countries of the world through suitable devise of population education.The health and family welfare concepts are integrated into the National Population Education Programme launched in the country with the financial assistance of UNFPA and technical assistance of UNESCO.

UNFPA has been contributing to India’s Family Planning Programmes. The Population Programme has been on since 1972 and has gone into eight projects. Specific programmes like improving Maternal and Child Health have been taken up by the Government and financially assisted by UNFPA.

To assist poor women and educate them, Working Women’s Forum have been established in different states of our country. It had been promoted to help the poor, destitute and asset-less women. The organisation added other inputs of training such as, family planning. The Five years Family Planning Programme assisted by the Central Government had come to an end in 1989 and the project achieved significant results on population control.

Appreciating the same, the Government of India and UNFPA, came forward to assist the project in April 1990 as a joint effort to help achieving the goal of 60 per cent couple protection rate by 2000 “A.D. Programmes funded by UNICEF, ELO, UNDP and the Central Government also had the benefit of Working Women’s Forum orientation.

No doubt, tremendous progress has been made on fronts during the last 60 years. “But the only area where our performance has been below par is the fast-rising population which could not control to our entire satisfaction, a failure which has been eaten away most of the fruits of our progress.” So number of programmes have been evolved and financially assisted by UNFPA in order to control the population growth of our country.

Population Education Programme is a plan scheme in the Central Sector of Ministry of Education. It has been developed in collaboration with the UNFPA and with the active involvement of the Ministry of Health and Family Welfare.

**World Bank:**

The International bank for Reconstruction and Development (IBRD) of World Bank was established on December 27, 1945 in order to assist the reconstruction of the war-devastated countries.

Primarily, there were only four major areas of the activities of this Bank. These are:

(a) Production of electric power,

(b) Roads,

(c) Agricultures and

(d) Industry.

But subsequently, it expanded its area of activities in the field of education. It has been providing finds for developing suitable learning materials and other facilities for expansion and quality of education. India is deriving much benefit by getting finds from World Bank towards renewal and transformation of education for her national development. From a recent report it is evident that the World Bank is providing assistance to the tune of US $ 260.3 million for the District Primary Education Programme (DPEP).

“Phase-I covering 23 district in states of Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala for a period of seven years and under DPEP-II an amount of US S 450.8 million (IDA credit amounting to US $ 25.8 million in a co-financing arrangement) is being provided for 70 districts of II states namely Assam, Haryana, Madhya Pradesh, Uttar Pradesh, Gujarat, Maharashtra, Orissa, Karnataka, Tamil Nadu and Kerala.”

The World Bank is also providing assistance amounting to US $ 165 million for the U.P Basic Education Project on state- sector for a period of seven years. The assistance provided by the World Bank is in the form of a soft loan from the International Development Association (IDA) on standard terms and conditions.

“Education is one area in which the role of private funds is viewed with a great deal of suspicion. But the advantage of encouraging flow of private resources to the field of education, is that the scarce resources of the government are utilized more productively and exclusively for the interests of the weaker sections.”

There has been phenomenal growth at all levels of education in our country by spending less money than any other country. As a result, our country has achieved in both quantity and quality during the last sixty years.

Provision of Free and Compulsory Education to all children until they attain the age of 14 years, is enshrined in the Directive Principles of the Constitution. Since 1950, determined efforts have been made to achieve this goal. The National Policy on Education 1986 and its Programme of Action (1986) and the Modified NPE-1992 have accorded a high priority to make Elementary Education Universal. More than as 1500 crore has been spent on the ‘Operation Blackboard’ under the Primary Education Programme which has changed the shape of the primary schools in India.

At the time of Independence, the total educational expenditure was 57 crore. But the educational expenditure today is more than 20,000 crore. Together with the non-plan expenditure on education it is next only to defence. The investments in education have been gradually inciting. At present it is 3.9% of the GNP.

The Modified NPE, 1992 envisages that the outlay on education will be stepped up to ensure that during the 8th Five Year Plan and onwards it will be uniformly exceeding 8% of the National income. So it is clearly realised that expenditure on education brings tangible returns. It is an investment which gives returns in the form of the development of the country.