

Unit- 8

## **CURRICULUM AND DEVELOPMENT**

**Written by:**  
**Mr. Abdullah Khadim Hussain**

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## INTRODUCTION

There is a growing concern in the developing countries to reconstruct educational systems to respond to the socio-economic changes necessary for providing a *minimum* quality of life to the masses who live untouched by economic growth. This had led to a critical reappraisal of the entire structure and content of education in these countries. More and more countries in the Asian region are now shifting their curricular emphasis from general and theoretical education to some form of productive work by weaving community skills and crafts in the school curriculum. The move towards rural transformation through school curricula stems from the fact that the majority of the people in these countries live in rural areas.

Most countries with a sizeable proportion of their population in rural areas living in acute conditions of poverty and ignorance are of necessity responsive to the growing demands of modern times to provide purposeful, skill-oriented education to vast masses of its people to enable them to engage in new patterns of self-employment and gainful occupations within their communities. Without this, education, in the context of general poverty, is a luxury which the rich may well afford but the poor do not need.

Curricular reforms introduced during the past few years in countries of the region have made initial moves towards this direction by introducing skill education at various levels. Unfortunately, these reforms have not yet stabilized for a variety of reasons, some of which are:

- (a) ineffective articulation and transmission of the concept of work-oriented education,
- (b) resource constraints,
- (c) the traditional respect for academic and theoretical education,
- (d) ineffective mechanism for implementation of suggested improvements,
- (e) lack of arrangements for adequate supply of suitable teachers and essential equipment for their programmes.

Anyhow, the consciousness to improve the situation is certainly very conspicuous both at the national and the provincial levels. The study of this unit will hopefully help clarify the basic concepts about this movement and facilitate the streamlining of other necessary arrangement to implement such an innovative programme in an efficient manner.

Since the approach is similar in most developing countries of the world, this unit contains some relevant extracts from APEID-UNESCO publications.

Now let us see the situation in Pakistan.

Pakistan is a poor country mainly because of its untapped and unexploited resource potential, poorly planned growth and uneven distribution of resources. More than 70% of the country's population lives in rural areas where the main source of subsistence is agricultural and related occupations. The bulk of the population in rural areas is living, at best, at survival level.

In the rural areas, people are continuously confronted with survival problems of food, clothing and shelter. The basic amenities of sanitation, health, education and other social welfare services are, at best, marginal and at worst almost non-existent in the rural areas. Most often educational facilities either are not available or, if available, they are so poor and depressing that a child would normally feel extremely uncomfortable. For instance, there are hardly any buildings and furniture and most often the children have to squat on the floor in the open, exposed to the vagaries of weather, or are huddled in darkrooms. There are no toilets and facilities/opportunities for games or recreation are non-existent and children suffer from malnutrition and hence severe diseases. In the cold and hot season, families are exposed to the treacheries of weather owing to poor accommodation and insufficient clothing combined with poor nutrition. In a number of villages and backward areas even drinking water is not available, it is a common sight in the villages that animals and human beings use the same pond for drinking water. Similarly, in the areas, where it is extremely cold, such as the northern areas of Gilgit and Baltistan, animals and human beings are huddled together in the same room in the night to protect themselves from the severe cold.

In a situation like this where the majority of the population is confronted with basic survival problems, the urgent will have a tendency to take precedence over the important and the priorities would tend to tilt in favour of survival. Education, therefore, in a society like this, must contribute towards facing survival problems and improving the life style of the people.

### **Need and Relevance**

Whatever development may have taken place in the country, whatever may have been the increase in the national income or export outputs etc., there has not been any significant improvement in the life styles of the common man, particularly, in the rural areas. If at all economic development took place, its effects did not percolate to the lives of the ignorant, down-trodden masses. This is not peculiar to Pakistan; in fact, the situation is strikingly similar in most of the developing countries of the world.

There has, therefore, been a growing interest in Pakistan as well as other developing countries of the Asian, African and Latin American regions to link education with development. As the need of such an effort increased, the consciousness sharpened and gained momentum. Consequently, several development-oriented programmes appeared. The Asian Programme of Educational Innovation for Development in 1974. Similar programmes for Arab States, Africa and Latin America also started subsequently. It is also relevant to mention that while the effort is aimed at development, the focus is on the poor down-trodden people particularly in the rural areas and deprived population groups.

The pressing problem of education for community development has led educators and development planners to a serious re-thinking on the whole question of development, and its relationship with education in the Asian region.

## Education in Pakistan's Context

In Pakistan, basically the entire problems stem from the fact that during the days of foreign rule, the colonialists devised an educational system which would, on the one hand, reduce the productivity of the locals and thus enhance their dependence on foreign sources and, on the other, produce people who would have a respect for the foreign culture and way of life and would make a positive contribution toward its perpetuation and continuance.

Thus with the imposition of this system on us, education, which was in the hands of foreigners, lost its contact and linkage with the masses and the socio-economic context in which they lived. The content of education became a source of cultural alienation so that its recipients became strangers to their own society and lost touch with their needs. They were ignorant of the problems faced by the masses. Education became counter-productive, theoretical and academic with no roots in the community. So in the Pakistan context while it is recognized, that to be able to read and write, to collect social and scientific information are goals worth pursuing, theoretical education for its own sake becomes a questionable Endeavour, an effort out of place and meaningless. Let us take an imaginary situation which is exaggerated only to bring into sharp focus the need for relating education to community development. This is It:

Imagine a far-flung area in rural setting situated in the mountains. The area is by and large, barren and, therefore, the population is very thinly scattered. Most of the inhabitants depend for their livelihood upon cattle grazing and reading. Water source is a couple of kilometers away. During the winter, cold is very severe most often well below freezing point at night. At night, the winds howl and groan. Occasionally, one could hear the cry of jackals. Around that place, there are scattered fields where some corn and wheat is grown there is no rain, the land remains barren.

In an area like this imagine a small hut which accommodates a family of five children, mother and father. During winter, at night the cattle also live inside the hut. On a winter night the cold is severe. The winds are howling. Outside it is all dark. Inside the hut there is complete dark. One of the five children of the family is suffering from high fever and is coughing continuously. Every time there is a fit of cough; one has the feeling that the child's breathing is going to be choked to a point that he may expire. The breathing of the child is irregular and spasmodic. It groans and whistles. Because of the fever and cough, the child has not taken anything for the last two days. In any case, there is not very much with the family that the child could eat. The mother of the child has not slept for a few nights because she has been sitting night after night holding the child in her lap. The child's lips are dry and parched and there is no water to moisten them. The occasional tear that trickles down the mother's eye, moistens the child's lips.

In the absence of any treatment or medicine, the mother is giving the child emotional support to recover and is praying to God for help. The father is taking care of the other

children who are uncomfortably huddled in one torn blanket. There is nothing that the parents can do to save the child who is involved in a life and death struggle for the last 24 hours. The parents and other children are anxiously watching the struggle, but are helpless. The family is surrounded with hunger, poverty, ignorance and with the shadow of death, looming large on it. There is complete darkness all round the darkness of the night and the darkness of Ignorance.

If you are thinking of educating this family, a number of possible questions arise. Some of them are as follows:

- (i) What kind of education would one like to give to the children of this family?
- (ii) Would one like to say to the parents, when they are confronted with a situation like this, that they should send their children to the school?
- (iii) How would one convince the parents of these children to send them to school?
- (iv) What modifications would one like to bring about in the educational programmes to make them respond to the needs of a community of this kind?
- (v) How would one sell educational programmes to members of a community like this?

In trying to find tentative answers to the above questions, perhaps it is possible to understand at the conceptual level the pressing need for relating school curriculum to community development.

#### **Activity-1**

Propose a set of useful and productive activities for primary school village with such families that solves their problems and promotes their economic well-being.

## OBJECTIVE'S

After studying this unit, you should be able to:

1. Describe the progressive linkage of education with economic development with reference to National Education Policies in Pakistan.
2. Give a general view of education and development projects and approaches in the Asian region.
3. Describe the various aspects of the complex nature of community development.
4. Identify the problems of the community particularly in rural areas and the role of education in solving those problems.
5. Design educational programmes which are relevant to the surroundings.
6. Draw the implications of development particularly in respect of new roles and responsibilities of teachers.
7. Assess and evaluate the role of the existing curricula in practical problems and Critically review the implementation of educational programmes.

## 1. EDUCATIONAL POLICIES AND DEVELOPMENT TRENDS

Educational policy makers and planners have been sensitive to this problem, though not to the extent that it deserved. Even in the initial stages, although, at the policy level the expression of this particular role and dimension of education is distinct, yet at the implementation level, owing to paucity of resources, it did not get the priority it deserved. However, one may accept the excuse of shortages of resources and the failure may be referred to the major implementing agency. What is your opinion?

After the independence of Pakistan, the first Education Conference at Karachi took Policy statement for education, is reproduced below.

"You know that the importance of education and the right cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our educational policy and programme to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.

There is no doubt that the future of our state will and must depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction". (Extracts from National Educational Conference, 1947 proceedings of the Pakistan Educational Conference, Ministry of Education (Interior Division, p. 6).

### 1.1 Activity-2

Draw implications of the Quaid-i-Azam's message for developing secondary school curriculum for Pakistan.

In the following pages we review the development oriented concepts found in different statements, policies on education formulated and announced in Pakistan from time to time.

### 1.2 The Inaugural Address of Dr. Fazalur Rehman

Dr. Fazalur Rehman, the then Education Minister, addressing the Education Conference, 1947, said:



"Our existing educational system, as originally conceived by Macaulay, was intended to serve a narrow, utilitarian purpose and its growth has been largely a matter of artificial improvisation. It has been rightly condemned for the lack of realism and its inability to adjust itself to the needs of a rapidly changing society, its over-literary bias and its utterly uninspiring, soulless character. For a succinct but brief summing up of the aims of education in a democratic society, one cannot do better than quote a living authority on education. "Education", he says, "is a vast continent and it will make far clearer thinking if we divide it into three provinces..., corresponding to the three main needs of human life. make a living. All men need to make a living not a bare one, but the best that conditions allow. All men live in a society, all men have a personality to develop and the power of living will or ill. For all these education must provide and it must therefore include a vocational element, in social, or as the Greeks would have called it, a political element, and a spiritual element. Men must learn to earn a living, to be good members of a society, to understand the meaning of the phrase "the good life", and help them to achieve these three ends. It must do this not for a limited class but for every citizen, though it will do it in different ways for different people.

In mentioning the third element of education, namely, vocational education, be understood. to minimize its importance; in as such as it For the material existence of society, it must receive first consideration in any plan of educational reconstruction. In the last analysis, however, all the three elements spiritual, social and vocational must cohere and form an integral whole for thus alone can we achieve a complete fusion between the spirit and substance of education".

### 1.3 National Commission on Education 1959

From here we jump over to the observation of the *National Commission on Education*. We lay stress throughout our report on the concept of education as a public investment in economic development. This argument, we are convinced, is academically sound and we could cite many examples of public figures and economic specialists in North America, Europe, and the Soviet Union who subscribe to this view. The history of the economic development of these countries begins with the education of their citizens, and the remarkable progress they have made in developing their national wealth is largely accounted for by the efforts they have made in educating their citizens at all levels. The advantages of technological progress have been publicly recognized in Pakistan and incorporated in various development plans of previous governments. We are convinced that one of the missing elements which has partially accounted for our failure to accomplish these plans has been the insufficient attention paid to the training of scientific personnel and the large body of technicians and vocationally skilled workers necessary for the practical application of the advanced work of the scientist and engineer. We believe that we shall continue to fall short of our development goals until full provision has been made for the training of skilled personnel at all levels. The reading of our chapters on engineering, technical and vocational, commercial, and secondary education will show not only how provision for the training in these fields can be made but also what are the different categories of personnel needed in our conditions and what are the

special qualities that they should possess. We believe that, in particular, there is need for the training of a leadership group in engineering, the skills of government and commercial development. This group should possess imagination, high professional ability, and a determination to use local resources and not remain dependent on the skills and material imported from outside. We stress throughout our report that one of our greatest national assets is our manpower but that this asset can only become the creator of national wealth when its energies have been released and enriched with the skills and training necessary in a complex modern society.

We have given special emphasis on the need for scientists, engineers, and technicians because we believe that this has been our greatest weakness and the greatest failing of our education system. However, in Pakistan there is, if anything, a more pressing need for the development of agriculture and the utilization of the products of our soil. Our present methods are in the main primitive and have led to more than one food crisis for our people; in addition, they provide little scope for the whole range of industrial use of agricultural products which modern science has made available. (Extracts from the "Report of the Commission National Education" Ministry of Education, January-August, 1959, 11-12).

#### 1.4 The New Education Policy 1969

The entire educational structure has to be reorganized and reoriented according to new demands and requirements. The New Education Policy (1969) rightly pointed out the colossal wastage of national resources in the field of education. Referring to the twin purpose of elimination of unemployment among the educated youth and the redesigning of education, the policy states:

"If this problem is to be tackled, it will be necessary to completely reorganize the educational system at the secondary level. At present, education at this level is designed not so much as a terminal stage but as a preparation for entry to college and later to university. As such, there is preponderance of academic learning and not enough attention is paid to vocational and technical training at this stage. No more than 4% of the total enrolment at the secondary stage is in vocational and technical subjects. This situation must be reversed. A massive shift towards vocationally and technically oriented education is required if the secondary stage of education is to stop wasting resources in producing unemployable manpower which continues to overcrowd the already meagre college and university facilities and swell the ranks of the educated unemployed, while development needs of the technically trained manpower remain unfulfilled."

Elaborating the technical component the policy further states:

"The educational system should aim at providing vocational training to at least 60% of the students leaving the elementary school between the ages

of 13 and 15 so that, they can acquire useful skills which would enable them to earn their living. In rural areas, an attempt should be made to make vocational education agriculture-oriented. Commercial subjects, book-keeping, legal drafting, typing and shorthand, etc. should be introduced into the school curricula at this stage. To encourage the vocational and technical education, the system should provide for recognition of accomplishment by introducing the diploma and degrees such as Metric (Tech.), Inter (Tech.) and B. S. (Tech.) in well defined technologies like printing, wood-work, plumbing, tailoring etc. which would add to the dignity of labour. In this way, it is hoped that the educational system will be able to serve better the development needs of the society and, at the same time, lead to a reduction of the problem of educated unemployed."

### **1.5 The Education Policy 1972-80**

The Education Policy 1972-80 envisaged to make elementary education productive and useful. It clearly states:

"The system of elementary education will be so designed that the knowledge and skills imparted, attitudes implanted, and the learning methods employed will ensure that those not proceeding to secondary education can be usefully absorbed in the economy of the local community.

For those leaving school after class VIII, special courses of training in the skills of their vocational interest will be provided in the schools workshops. It is essential that children who drop out after class VIII should carry with them enough skills to return to their local or ancestral vocation as better, farmers or craftsmen...."

Regarding the integration of general and technical education, the 1972-80 policy further added:

"The integration of general and technical education will equip secondary and college students for gainful employment, including self-employment, in industry, agriculture, business, home economics and education in addition to providing them a programme of general education. The areas of vocational occupational studies for which facilities will be developed include: electronics; auto-electricity; population; vegetable farming; sericulture; crop and livestock production; shorthand; typewriting, insurance and estate brooking; clearing, forwarding and shipping practices; home management; cooking and baking; first aid and home-nursing; food production and preservation; etc.

Education will be introduced as an elective subject at the matriculation, intermediate and degree levels. In this way, a major part of the vocational training of teachers will be conducted in institutions".

## **1.6 The National Education Policy, 1978**

Watch carefully the renewed emphasis on technical played in the National Education Policy of 1978:

"In spite of several efforts in the past the technical and vocational education is still not job-oriented. Moreover, there are hardly any arrangements for identifying the needs and providing training to 80% rural population and to make them more productive in order to strengthen this large Sector of our economy. In order to improve technical and vocational education, it has been decided to introduce production-oriented curriculum related to the market requirements in all technical and vocational institutes. Advisory committees having representatives of trade and industry will be constituted to keep the training responsive to the changing market requirements.

All the technical and vocational institutions will be encouraged by generating funds for supplementing their resources by producing saleable goods during training. Small production units will be established with technical and vocational institutes under a phased programme. Evening programmes will be introduced in technical and vocational institutes for the benefit of the community, wherever needed. Separate vocational schools for dropouts of the school system will also be established. Equipment needed for various levels of technical and vocational institutes will be standardised. A mechanism for standardizing, testing and certification of technical and vocational skills required through formal, non-formal, or traditional system of training in consultation with trade, industry and other users of the output of these institutions will be introduced.

Practical on-the-job supervised training for Diploma and B. Tech. students will be made compulsory and suitable legislation for providing this training in industrial organizations and undertakings will be enacted. In order to provide close liaison with industry the teachers of polytechnics and technical colleges will be encouraged to provide consultancy and advisory services to the industry. Personnel from industry would also be invited to advise these institutions on production methods. A teacher training college for the training of teachers of technical and vocational institutes will be established at national level."

## **1.7 Activity-3**

Analyses the policy declarations regarding work-oriented and development-related education from 1947 onward to the present education policy with a view to pinpoint the cause for repeated statements of the same type. Also identify the factors responsible for the successive failure of various education policies with special reference to technical and vocational education

## **1.8 New Education Policy 1978**

The New Education Policy, as referred to above states that it is the declared objective to further consolidate, strengthen and improve the agro-technical programmes started under the 1972-80 policy and to introduce similar programmes of indigenous skill training in the rural areas namely the village workshop schools etc.

## 1.9 Problems and Issues

There is a variety of reservations that could be expressed about these programmes'. Some of them are as follows:

- (a) programmes required certain physical facilities, equipment and trained For providing physical facilities and equipment, finances were not made available as one would expect in a country like Pakistan, the resources are limited. Moreover, there has been and still is an acute shortage of teachers in technical subjects.
- (b) The introduction of skill training as a separate cluster of curricular activities gives the impression that only these activities relate to development whereas the rest of the curriculum does not. This is a serious problem which brings a number of distortions in our educational system.
- (c) The technical training programmes were organized in a manner that they were seen as an activity in itself, the final object and outcome of which was success or failure in examinations. No linkage was established between this programme and community requirements which could have inducted the students and teachers into community development programmes. Perhaps this was the greatest weakness of the programme.

As a matter of fact if education is to be something directly relevant and meaningful to the learner and to the community to which, he or she belongs, the entire educational package has to be related to the improvement of the quality of life. In a poor country where there is hunger, poverty and deprivation education has no chances of acceptance, continuance and growth unless it addresses itself to these problems.

The implication of this approach to curriculum issues is that community members and teachers should have the right to frame a curriculum related to local needs as seen and felt by them. In the context of the Pakistani situation, however, we are confronted with a dilemma. Whether it is possible to make a choice from a variety of curriculum offerings, in Pakistan curriculum, syllabi, textbooks and standards of education are on the current list of federal subjects. The implication of this is that, if and when, the federal government decides to legislate on the subject of curriculum and syllabi, the federal legislation would take precedence over provincial laws in this respect. In the present situation, the Government of Pakistan has brought out a federal legislation which empowers it to prepare the schemes of studies and prescribe courses, of studies and syllabi from class I to XII all over Pakistan. Although schemes of studies and curricula for various levels and subjects are developed with the participation of teachers, parents and various provincial agencies, the net result is that the schemes of studies and the curricula, textbooks, etc. approved and prescribed by the Federal Government, have to be followed by all and no courses of studies can be taught without the consent of the Federal Minister of Education.

One of the major handicaps in the proper implementation of this approach is the attitudes, skills and competencies of teachers who are to be the agents of change. This

again is a concern shared by most countries of the region where rural transformation is becoming a high priority.

There have been a series of seminars, workshops and conferences on the education and training of teachers to enable them to fulfill their new role. Some extracts of the reports of these seminars, workshops etc. are included in this unit.

One of the major reforms in the teacher education curricula in Pakistan is the introduction of "Community Development" as a compulsory subject. There are also regular in-service training programmes for agro-technical teachers at various teacher training centers.

It is the intention of this unit to revive and re-vitalize this concept of community development in the curricular offerings of education in Pakistan. This would help to create effective linkages between problems of the community and prospects of the solution on the one hand and the educational programme on the other. The practical exercises that follow will help the learners to have an in-depth experience of this approach, to clarify concepts and to find some practical propositions that would relate education to community development.

## 2. SELF-ASSESSMENT QUESTIONS-1

1. In order to know a community and its problems it is necessary that basic information about the community in relevant fields is available. You may, therefore, choose a rural community or a poor urban community nearby and design a comprehensive survey of the community. If the survey attempts to identify the major problems confronted and possible solutions through implementation of educational programmes, it should be divided into two parts, some of the possible points on which information given below:

(a) **Problems - Areas:**

- (i) Size of population
- (ii) Population structure and growth rate
- (iii) Size of family
- (iv) Per capita income
- (v) Housing
- (vi) Sanitation water
- (vii) Food and nutrition
- (viii) Education
- (ix) Communication - road, railway, air, telephone, telegraph, post
- (x) Recreational facilities - games, cinemas, parks etc.
- (xi) Any other problems.

(b) **Potentials:**

- (i) Size of trained manpower: agriculture, industry, health education
- (ii) Raw materials available
- (iii) Avenues of enhancing production
- (iv) Avenues/possibilities of improving facilities of health, nutrition, education, recreation.

2. Select any particular level of education (primary, middle, secondary and higher secondary education) and study its scheme of studies and the goals and aims applicable to that level of education. Then select a subject area, study its curriculum and textbooks and identify how at various levels, practical exercises can be devised which would relate to practical problems confronted by the community.

3. Prepare a brief report based on the findings of surveys and studies involved in exercises 1 and 2. It may be pointed out for your guidance that the report would by and large cover the following points:

- (a) Rationale of conducting the exercise
- (b) Aims and objectives
- (c) Design of the survey and instruments
- (d) Major findings
- (e) Review of curricula studied
- (f) Methodology followed in selection of appropriate units
- (g) Methodology in selection of student population
- (h) Ways of contact with community members, teachers and students
- (i) Evaluation of the exercise and
- (j) Synthesis of experiences gained.

### 3. EDUCATION AND DEVELOPMENT IN ASIAN REGION

In some Asian countries, the dual urban/rural economy often reflects various degrees of modernization or adherence to traditional ways of living. This dichotomy is a consequence of an imbalance in socio-economic development, suggesting that national policies need clearer definition and continuity and perhaps re-evaluation of priorities. The problem is compounded by the migration of people from rural to the urban areas, aggravating unemployment in the latter.

Demographic factors exacerbate the situation, magnifying the problem of development in to crisis proportions. Most of the countries in the area have a runaway population growth and a high dependency ratio. The result of a population structure is that overwhelmingly young, over 50% belong to the group aged 21 years or below, which is concentrated with low productivity. As a further consequence of uneven, slow economic programme and excessive population growth, there are severe shortages of food, social services, water supply, and qualified manpower, as well as inadequacies in infrastructure all of which are essential to national development

*(Reference: Teacher Education and Curriculum for Development, APEID- UNESCO, Regional Office, Bangkok, 1975, pp. 3-5.)*

Educators are confronted with the problems of formulating and implementing educational policies, programmes and practices consistent with developmental goals. Inequalities in educational opportunity, lack of relevance in curricula to functional needs, irrelevance of educational programmes to social as well as individual requirements demand immediate rectification. It is in this context that educators from Asian countries deliberate on how to promote rural transformation, how to improve health and nutrition and how to foster employment skills through education in their respective countries.

The emphasis on rural transformation derives from the fact that the majority of the people in these countries live in rural areas. While producing food for the urban sector, they are simultaneously exploited by being deprived of the minimum conditions for decent living. The modern buildings and conveniences of the Asian city contrast with the austere conditions of the countryside, despite the natural beauty. The problems of rural development are so diversified and complex that only a multi-faceted attack is likely to help resolve them. Therefore, a coordinated, institutional and concerted approach is more likely to have maximum impact than a fragmented one. Through the schools and other agencies engaged in non-formal training, education can contribute significantly to rural development. particular, school teachers and community trainers should realise that a large part of the work of promoting social change is the crucial one of educating rural people—children, youth and adults - to identify their most pressing problems and actively participate in resolving them. This cannot be over-emphasize, for ultimately it is the will and motivation of the rural people to help themselves that will stimulate and sustain rural development.



The rationale for considering health and nutrition as urgent areas of concern is self-evident. Only healthy and adequately fed people can provide the manpower base necessary for socio-economic growth. Although there are current projects in many countries designed to improve health and diet, malnutrition continues to plague the people of the region. Despite recent technological advantages in this field, total food production has consistently been outpaced by a geometric population increase. The limited resources and personnel at each country's disposal should be harnessed towards drawing up a clear and continuous programme to provide people of the region with proper food and the knowledge of proper nutritional habits. With respect to health in many countries in Asia, a large number of sick people die without receiving medical attention. What is needed is a health-care system that is adapted to neglected rural and deprived urban areas, there is urgent need for a core of health and nutrition education at the basic level, linked to national and nutrition education at the basic level, linked to national and local efforts to establish adequate health and nutrition standards.

The conventional conception of employable skills refers to those that prepare the learner directly for employment. It has been proposed that its meaning should be extended to include other simple skills that enhance an individual's capacity to function as a productive member of the community. Acquisition of simple elementary skills which are needed in homes, schools and community, and can be taught by these agencies, will strengthen the individual's capacity to be an active and productive member of his community.

An international workshop made it explicit that the relevance of curricular offerings to individual, community and societal needs becomes a major consideration for assessing their worth. The participants expressed the view that the task of curriculum development in the area of rural transformation, health and nutrition, and employable skills entailed the collective and continuing effort of teachers, educators, specialists and representatives of the community. Questions of relevant content and sound pedagogical strategy must be decided before suitable curricular programmes can be formulated. The important point is that the purpose of curriculum development should be kept in mind: meeting the needs of learners; and national development. This apparent duality of objectives should not be misinterpreted: they are mutually reinforcing because an individual who learns something valuable and useful for himself is at the same time a useful member of the community.

In the matter of teacher education, the workshop stressed the need for changes in teacher education programmes to reflect the emerging trends in teacher training curricula. The workshop also emphasized that even if teacher education programmes are modified to prepare teachers for greater involvement in national development it is equally necessary to restructure curricula in the schools for the same purpose.

#### 4. ANALYSIS AND COMPARATIVE STUDY OF CURRENT PROJECTS AND PLANS

A major shift in school curriculum is under-way in many countries of the region in response to the need to accelerate the pace of development through education, and also to make education more relevant to the learners and the society.

In the Republic of Korea and India, a multi-media approach is being developed for selected curriculum units related to national development. In order that the school curriculum can become more relevant to social and development needs, flexibility in curriculum development is being introduced. In the Republic of Korea, a modular approach has been suggested; and in India curriculum cells are being set up both at the centre and in the various states of the country so as to allow for continuous renovation of curricula. An experiment is under-way with multi-media instructional materials and particularly with satellite instructional television for the rural areas and backward sections of the community.

Sri Lanka, which had a highly academic-oriented curriculum, has brought about major changes and evolved curricula for the primary and lower secondary stages which are oriented towards national development. All pupils, from grades I-IX age 6-14, will follow a common curriculum designed to provide a broad general education which also includes the development of employable skills amongst the students so that they may serve the community in a much better way. The main aim of the new curriculum is to reduce the gap between education and the employment opportunities (including self-employment) available in the community. Pakistan and Indonesia have similar drives.

Already, major programmes have been developed in some countries of the region in an attempt to contribute to rural transformation by utilizing the resources in the community and the school, with the teacher playing a key role in developing knowledge, skills and attitudes to help the community to overcome difficulties, and carry forward the task of development.

In Bangladesh, the Camellia Project has pursued a functional, action-oriented approach in mobilizing rural people. It develops and supports local institutions in order to involve local leaders and their constituents. Curricula for teachers are the outcome of action research in the villages and are based on the needs of the village into farmer-members involvement and participation, accentuated through local rural leadership, gives it the potential for acceptance, service and survival.

In Morong, a lakeside town in the Philippines, development activities such as small-scale industries profitably engaged in by the people and the school children, the operation of a summer folk school to train out-of-school youth and adults in various useful trades, demonstrate the dynamic and mutually beneficial relationship between the school and the community.

In Nepal, the compulsory introduction of one year of National Development

Service for all graduate students of the Tribhuvan University and all Master's degree from any foreign university, is intended to give impetus to rural development as well as make the graduate students reality-oriented.

In Sri Lanka, the education component of employable skills is concerned with knowledge and skills for productive activity. Since a forwards one of the main strategies that must be adopted for rural transformation, the identification of knowledge and skills needed by farmers and the generation of learning experiences to meet these knowledge and skills requirements must take priority in occupational skills education.

In Indonesia, various programmes have been launched in an effort to improve the living conditions of the people in the rural areas. These programmes focus on agriculture, Health, nutrition, as well as education. Most of these programmes are nationally financed and conducted.

In addition, the Indonesian Government, as a matter of principle, has encouraged projects for rural transformation: a certain amount of subsidy (approximately us\$ 500 in 1975) is given to each village every year, to support local initiatives for improving irrigation, sanitation and communication.

In some countries, work has been done in developing curricular units in health and nutrition. The attempts have largely been to develop a coordination of education with various other agencies concerned with health and nutrition, and to utilize the community workers and teachers through a training system in providing the knowledge and habits required for better health and nutrition.

In the Philippines, the Philippine Nutrition Programme which has established its priority project of Operation Timbag (Operation Weight) makes the teacher-coordinator play an important role as a community worker working hand-in-hand with the Barangay (village) network. Through this network, the teacher-coordinator is able to grasp the actual health/ nutrition needs of the families in the community.

In Singapore, the thrust is one of a multi-media approach conducted jointly by the Ministries of Health, Education and Culture. Action-campaigns involving all three ministries are frequently mounted.

This is an area where many countries have broken away from the traditional concept of general education in schools and are moving towards functional basic education. Many school curricula have been changed in some countries to include units on specific skills which may be used later on by the pupils for either self-employment or employment in agriculture and industry. The approach taken is that of development of modular units and, in some cases, of multi-media training packages. The new directions of educational development are directly linked to functional education programmes at the next level of education.

#### 4.1 Activity-4

Indicate the development-oriented innovation that impressed you the most from amongst the ones mentioned above. Give reasons for your choice.

## 5. EDUCATION AND PRODUCTIVE SKILL DEVELOPMENT IN ASIAN REGION

### Concept and objectives of skill education.

As interpreted by the participants of a meeting convened under APEID, the term 'concept' used in the synthesis embraces three important elements, namely:

- (i) how skill development is defined
- (ii) on what basis it should be developed
- (iii) on what principles the design should be based.

The objectives refer to a certain type and level of competence the learner is expected to achieve.

### Concept of skill development

It is generally agreed that education in school and out-of-school cannot be purposeful, meaningful, productive, if it does not have close linkages with national developmental programmes. In this regard, educational programme for skill development in both formal and non-formal settings should be organized to support the achievement of the above objectives.

The following generalization shows some common elements of the concept of skill education by the participating countries:

- (i) Skill education as part of the general education programme is not meant to be a purely manual work. They should inculcate positive attitudes towards the world of work of work and dignity of labour.
- (ii) Skill education programme should be related to other subject areas.
- (iii) Skill education programme on the basic needs and problems of individuals and society.

(It is prudent to design these programmes in consultation with community members :)

### Objectives

The analysis of the objectives developed by the various countries indicates that most countries share common objectives while there are objectives specific to particular countries. They are as follows:

#### Common Objectives

- (a) To acquaint learners with the world of work. This objective is important in the sense that it is meant to develop in the learners knowledge about varieties and characteristics of occupational areas in the society.

Knowledge on these various occupational areas shall place the learners in a better position to identify the kind of work which they would like to participate in upon completion of their education.

This objective could be categorized under the cognitive domain of the taxonomy of educational objectives.

- (b) To provide learners with productive skills relevant to the needs of individuals and society.

This objective means that skill education should provide opportunities for the learners to actually practise and perform the skills learned in schools as well as in other forms of educational organization.

This objective could be categorized under psycho-motor domain in the taxonomy of educational objectives.

- (c) To develop desire to be useful members of the society.

This objective implies that mastering skills relevant to the needs of the society as such is not enough without the desire/willingness of the individuals to really participate in the development of the society as useful members. To develop this desire within the individuals, the programmes should be structured to motivate the learners to develop their interest in practicing the skills for the welfare of the society.

This objective could be categorized under the category of affective domain in the taxonomy of educational objectives which is often neglected in the implementation of educational programmes.

- (d) To inculcate positive attitudes and motivation toward the world of work, self-reliance, tolerance, cooperation, sympathy, and helpfulness.

This objective also falls under the affective domain of educational objectives which constitute major components of the goals of skill development.

The nature of this objective strengthens the idea of making full education more educative, socially useful and productive.

#### **Objectives Specific to Particular Countries**

- (a) Lead learners to increasingly participate in productive work as they proceed from one stage of education to another.

The idea implied in this objective is that, skill education should be imparted in sequential order to enable the learners to grasp, reproduce, and immediately apply the skills they have learned in real life situation. In this way learners may earn while they learn.

- (b) Prepare learners for further studies in technical and vocational This is one of the objectives advocated by some countries of s of general education, particularly in the lower secondary school level. The objective is especially useful for learners who are going in vocational and technical schools instead of in academic schools.

## 5.1 Issues and problems

(a) There are two schools of thought concerning the development of productive skills. One is for the purpose of immediate use, i.e. to enable the learner to employ his skills for everyday living and to enable him to participate in useful socialite activities. Another school of thought is to prepare the learners for further learning in vocational and technical institutions as well as for entering vocation after leaving the school. Those who advocate the first viewpoint regard the immediate use of skills developed - as well as the service to the community as important. They believe that at this stage of education (general education level) specialization in a certain vocation should not be emphasized. It is only the basic skills that would be needed, and what is more important is the development of desirable attitudes towards work and good working habits which could be used in the present as well as future life of the learners.

The second school of thought, however, advocates that for most developing countries most student will leave the general schools either for further studies or for work. Under this condition it would be advisable that the education programmes for skill development be directed towards the students' needs. This does not mean that the skills learned cannot be of immediate use. With intensive training the learners' should be in a position to do even better in providing service to the community. Participants of the meeting were of the opinion that each viewpoint has its own merit and there should be more research studies on the strengths and weaknesses of both practices.

(b) One view regards formal school as merely a learning agency, whereas the other regards formal school as a place for earning while learning under certain specific situations. There is a general understand that formal school which are run by the government and other organizations are meant for bringing behavioral changes among learners.

However, certain schools which small farms, workshops, etc. provide skill education to the learners and try to produce goods or services which are saleable. The goods so produced are sold among students, teaching community or in the neighborhood. Money so received is paid for the inputs and major portion is used for developmental activities and a very small portion is distributed among students as an incentive. In this way, needy students are helped by the institution and the activity itself would motivate them to participate more and more during leisure hours in order to earn more to help themselves and their families.

The above two practices as viewed by the participants are not in conflict with each other. If conditions permit, the second practice could be adopted to facilitate learning of the students. What one should be aware of is that the school should not be used as a place for profit making or for exploiting the students.

## 5.2 Problems and Suggested Solutions

Although almost all developing countries agree that the training and socially useful productive work should be imparted to learners at all levels of education to prepare them for the world of work, in practice it is not fully recognized that skill education is to develop in the learners a positive attitude towards need-based activities in the

community. Hence, it is felt that in most developing countries skill education has low priority. It is realized that without sufficient social, administrative and financial support, it would be impossible to implement skill education properly. For this reason, two basic strategies need to be employed:

- (a) To conduct research and development activities to develop models of efficient and effective skill education programmes as an integral part of general education, and
- (b) To alert the government through inter-agency activities about the importance of skill education as a part of general education.

### **5.3 Approaches to Skill Education**

All over the world both formal and non-formal approaches are being used. Formal approach, in this context, refers to an approach used in implementing skill education in the regular school system such as primary school, secondary school, vocational school, etc. Non-formal approach means an approach in implementing skill education for those who are not in regular school system.

#### **(i) Formal Approach**

Each country has its own programmes of skills education which are being implemented through formal approach. This type of approach has a unique characteristic for each country depending on its condition and situation.

##### **(a) Programme**

Although each country has its own specific social needs, it appears that home economics, agriculture, wood and metal work, technical skills, arts and crafts and services are the common programmes. However, instructional materials may vary, depending upon the specific needs of each country.

##### **(b) Nature of the Programme**

Generally, skill education does not aim at developing manual skills only, but also at other forms of development, relating to cognitive and affective domains. The stress is, of course, given to skill development. In developing the skills some countries aim at direct production, but still skills.

##### **(c) Target Group**

Countries, such as Indonesia and India, offer productive skills programmes in all grades. Other countries, such as Afghanistan offer these programmes only in grades 7 and 8, and Malaysia starts at the lower secondary level. Some aspects of home-economics such as cooking and dress making, for other some are intended for girls, in some other countries are meant for both boys and girls.

##### **(d) Time**

Although the time allocation for productive skill varies from country to country and from grade to grade, the range generally is from 2 to 8 periods a week.

(e) **Administration of the Programme**

Every country which provides skill education for all children offers both compulsory and elective subjects in general and vocational schools.

Analysis of the approaches being used in the Asian region.

*First Approach:*

Providing education in skills as a required subject for all students at the first level; and as required and elective at the second level of education.

*Examples:* India provides skill education related to food, shelter, clothing, health, culture, recreation, community work and social service. At the secondary level, the programme is similar; but greater emphasis is placed on practice. In Sri Lanka, children are taught simple manual skills such as floor cleaning dish-washing, growing flowers and vegetables, and some other handicraft work at the primary stage. Secondary schools have elective courses in a number of practical subjects such as wood work, metal work, electric, wiring and mat Weaving. In the initial grade of secondary schools, pro-vocational studies programmes provide an opportunity for students to survey the jobs in the community and to practices skills using community facilities as training bases.

**Second Approach:**

Second approach is similar to the first, but differ in objectives of training. Programmes in the Socialist Republic of Viet Nam and Bangladesh and some in the Philippines and Thailand, can be cited as examples of this approach. In the Socialist Republic of Viet Nam, the young generation is trained to be new-type workers and masters of society. Training in manual work is designed to contribute to the cultural and economic development of the locality where the school is situated. Two types of courses are offered: compulsory courses on techniques and management of economy, and optional or elective courses which answer to the needs and conditions of individual schools. The activities are divided, by objectives, into four categories:

- (i) meeting the needs of the school through productive work;
- (ii) solving community development problems through productive work,
- (iii) engaging in work of public utility;
- (iv) Using production based training in 'productive skills.

More complex work-skills are attempted at the second than at the first level education.

In Bangladesh, work experience is provided at the primary level Under the guidance of their teachers, the students organize their own cooperative societies and raise funds for some income-earning activities within the school system. These include: gardening, poultry-raising, book-binding, group farming and making simple furniture. At the secondary level, re offered for imparting vocational training in such areas as agriculture, commerce, home-economics.

In the Philippines, the Bayanihan School Programme with its self-sustained school vocational development programme at Quinlogai Village, Palawan Island.



provide skills training by integrating academic subjects with practical work and by organizing programmes for students to earn while they learn. Rice fields, vegetable plantations, rice mills, carpentry shops and cooperative stores are used as work-study bases.

In Thailand, several projects using work experience for developing skills are being conducted in many schools in the north east. These projects cover chicken raising, food preservation, building-repair, mat weaving, growing peppers, growing mushrooms, pottery-making and handicraft.

#### **Third Approach:**

Under this approach are offered three types of programmes, namely, core programmes, elective programmes. This is practised in Indonesia, the aims being to develop attitude and general capabilities of the students to cope with practical problems and to equip them with functional skills required by the world of work. The agro-programmes are taken by all students at all grade levels. The elective programmes are given to students in grades X and XI, whereas the terminal programmes are intended for students who do not plan to pursue further studies at a higher level.

#### **Fourth Approach:**

This approach deals with providing skills training for developing personality and character as well as for preparing students for higher technical studies and for employment. This approach is used in Malaysia where skill education can be categorized into levels and areas as follows:

- (a) Pre-vocational studies at lower secondary school level, the objective of which is to expose students to the skills they will need in their everyday life, and to create in them positive attitude towards, and interest in technical and vocational studies.
- (b) Technical studies in upper secondary technical schools, wherein students study one or two technical subjects from several offerings in the areas of engineering, agriculture and commerce. The objective is to prepare students for higher technical studies.
- (c) Vocational studies in upper secondary vocational schools, which prepare students for engineering trades or agriculture, commerce or home science. The objective, here, is to equip learners with employable skills.

#### **(ii) Non-formal Approach**

##### **(a) Programme of Study**

Countries report that non-formal education is developed on the basis of the needs of the society. Since each country has its own way of life according to its own tradition and culture, the contents of the programmes cannot be the same for all countries. The areas of study organized for non-formal system are almost the same as those of the formal system. The difference is in the selection of specific aspects from the area of study to cover the specific needs of the society. For example, Afghanistan has developed programmes on agriculture (bee breeding, silkworm cultivation) and art and craft (ceramics, carpet and rug production); Sri Lanka has developed programmes on technical skills (electric wiring, musical instruments), art and craft (book-binding, printing and wood carving); India has

developed programmes on agriculture, home-economics, metal and wood work, technical skills, and Indonesia has developed programmes on home economics, agriculture, wood and metal work, technical skills, and art and craft.

(b) *Nature of Study*

Non-formal approach in skill education as mentioned above is directed to the people outside the regular school system. The emphasis would be on the training of productive skills, but the type of specific skills needed by each participating country are not the same. For some countries such as India, Viet Nam and Indonesia, there is a tendency to put emphasis on agriculture in line with the economic structure of the country.

(c) *Target Group*

Unlike the formal education system consists of students of the same age and educational background, the participants in the non-formal productive skill training, consist of mostly those who are not in school. Therefore, they vary in age, educational background and possibly in socio-economic status. However, some countries organize their educational background. India classifies its programme into four categories, i.e. programme for illiterates, for primary level, for secondary level and for senior secondary level.

#### 5.4 Activity-5

Develop two designs of skill education; one for the formal education programme, the other for the non-formal education programme for your own district.

## 6. EDUCATION AND RURAL DEVELOPMENT

Most Asian countries have a large concentration of rural population. While urbanization is increasing at an accelerating rate, the rural population remains numerically dominant and is expected to remain so even for the next few decades. Considering these realities, many countries in the Asian region, in their strategy to attain national development goals, are e and more on their efforts on development in rural areas. *By the way, what observation?*

It is widely accepted now that the concept of rural development and the role of education as a component of rural development were not given serious attention during the early post-war period in the world in general and in the Asian region in particular.

Rural development is now being interpreted as a strategy designed to improve the economic and social life of the rural poor. It involves extending the benefits of development to those who seek a livelihood in rural areas. The economic dimension of rural development envisages economic uplift: the reduction of poverty so that rural poor get adequate food, clothing and shelter. The social dimension underlines the provision of health and educational services. It also aims at the development of the individual and rural society in a socio psychological context. Educational and political considerations are two additional elements. In the former, facilities for education are provided for the educational growth of the rural people. In the latter, the political dimension of rural development will enable the rural poor to participate intelligently and freely on the basis of their own aspirations, indigenous culture and creativity in the political life of the community and in the programmes designed to shape their community, thereby contributing their share to the overall programme of national development.

Since rural development is intended to reduce poverty, programmes have been - designed to increase production and to raise productivity. As agriculture is the main occupation in rural areas, it has received priority in such programmes. In view of increasing population and the limited production of edibles etc. through cultivable land, the main effort is to raise the productivity of land through the adoption of a variety of measures such as improved seeds, fertilizers, pesticides and methods of farming. Thus the improvement of agriculture and the provision of relevant services in that area form the first and most important elements in rural development.

*(Reference: "Preparing Teachers for Education in Rural Development", a handbook, APEID, UNESCO, Regional Office, Bangkok, 1977, pp.3-8)*

Small-scale industries, particularly agro-based industries, are the focus of the second significant element. Farm mechanization, rural electrification and improved transport facilities have created opportunities for employment in such occupations.

Another important programme is the provision of efficient health services. Poverty leads to malnutrition and ill health. Ill health, in turn, results in a low production capacity.

Increased production does not, however, guarantee fair distribution. The forces working in a rural community are such that the advantages of the programme or rural development may not reach the rural poor for whom the programme is mainly intended. Agricultural production may increase, and still the rural poor may not get the food; health service may be provided, and still the poor may not benefit; educational facilities may be established, and yet the poor may not be able to send their children to these schools. In order that this does not continue, there is a growing recognition in Asian countries that sustained rural development is not merely enhancement in production, but a fundamental change in values, objectives and the very philosophy of development. This awareness has led to a growing emphasis on the human factor in development. New strategies of development, therefore, seek to develop human being in the collective sense, so as to re-ordinate them, make them, self-reliant and able to participate in the political processes of the nation. All the elements of rural development imply extension of education and its transformation or it serves as an important component of the aforesaid programmes.

To sum up, the innovative programmes of rural development in Asia attend to economic development in the social and cultural context that is, including both economic and socio-psychological elements, which interact organically with each other. Thus development is conceived as a multivariate, qualitative and quantitative change which change with result in the growth of the individual, in a collective spirit among people, in creativity, in inventiveness, in the proliferation of a problem-solving to life, and ultimately in faith in the collective potential of the. Problem in this manner is to specify, in some detail, the goals to which educational policies programmes and activities are to be directed.

## **6.1 Education in and for Rural Development**

It is desirable to distinguish between two sets of educational activities, differentiated by their main objectives and target groups, and categorized those as 'education in rural development' and 'education for rural development'.

### **(i) Education in Rural Development**

The focus of activities is on the curriculum of a school as a social agency for imparting knowledge, skills and values, through in-school and out-of-school activities and experiences. In most countries, curricula are changed to incorporate such elements in the educational programme.

Two approaches are being followed in relating school curriculum to education in rural development:

- (a) the elements of rural development are neatly and thoroughly integrated into the school curriculum in such a way that education in rural development becomes the school curriculum;
- (b) the usual academic curriculum is retained and activities related to rural development are assigned to extra-curricular affairs.

Rural development activities in the countries of the region are being entwined in the curricular, co-curricular and extra-curricular activities.

An examination of official documents of the countries in Asia reveals that the envelopment are sought through health and nutrition, education and programmes in the school curricula. Included also in their curricula are such crops, replenishing forests, control of insect posts, creative work (Bangladesh), work experience – vocationalization and social reconstruction (India), the development applied skills, fisheries, farming, livestock raising (Indonesia), industrial area, agriculture science Malaysia), compulsory pre-vocational and vocational subjects (Nepal and Republic of Korea), participation in community projects, soil and water conservation, health, nutrition, food production, afforestation, population control (Philippines), developing skills relevant to productive opportunities in the rural sector, participation in the solution of rural problems, changing attitudes towards manual work, collective level, viewing change as necessary for the regeneration of rural society, and identification of the pressing problems of rural society (Sri Lanka).

Teachers working in rural schools are often ill-equipped for the tasks they are expected to carry out. One of the reasons for this is the uninterrupted migration of better-qualified teachers to urban areas; another is the continued isolation of rural teachers from the cultural interaction characteristics of the urban environment. Considering these realities, attempts are being made by most countries in the region, through training programmes to keep the village teachers abreast of the latest innovations in education as well as in rural technology and to help build their professional consciousness in support of rural development.

Programmes have been devised in some countries to revitalize their village schools through contact with agriculture, health and cooperative-movement workers who are raising the quality and relevancy of the school curriculum through talks and exhibition. For the teachers such contacts have become an opportunity for in-service growth.

Apart from these contacts, the printed materials, which the community workers have been using, are found to be of great educational value for both in-and out-of-school programmes. Moreover, the community resources which can be identified through the involvement of the school in the community development programmes and in the revised curricula of such schools are being harnessed for the school programmes of work experience, development of employable skills and health/nutrition.

In some countries the use of mass media —radio, television, newspapers - as an instructional means of education has also been exploited for education in rural development. Satellite instructional television programmes to provide education and training in agricultural education, population education and science education are also being used in some countries.

Programmes for preparing teachers for education in rural areas can capitalize on such experiences.

(ii) **Education for Rural Development**

The focus of the activities is on the development of rural communities. According to traditional concepts, education had little or no role in such programmes. It is now recognized that education can be simply restricted to schooling or viewed as a time-bound process, but instead must be equated broadly with learning regardless of where, how and when that takes place. Under this new concept, education has been categorized as informal, formal and non-formal education. Whereas the process of informal education is relatively unorganized and unsystematic, the latter two categories of education, i.e. formal and non-formal education, are relatively organized activities. Education for rural development, i.e. education linked with programmes of rural development, is provided mainly through informal and non-formal modes, even though linkages are established with the formal education system.

In such programmes, there are four categories of people engaged in education in rural areas. They are:

- (a) people involved in various agricultural and extension service type of activities, such as agricultural-extension workers, health-education service workers, cooperative-society organizers, family-planning workers,
- (b) those including farmers and skilled craftsmen, concerned particularly with the education and training of out-of-school youth,
- (c) workers engaged in all levels of adult education and community development including religious leaders,
- (d) Personnel working in the formal schools.

All categories of education and all kinds of educators have important contributions to make in rural development programmes and are, therefore, taken into account in evaluating and promoting education for rural development.

Self-management of the programmes of cooperation among different communities in exchanging experiences are two prominent approaches followed in some of the recent plans for rural development. Self-management involves communities participating, along with development agencies and such institutions as those for health, agriculture and industry, in planning and conducting surveys to identify the community needs and the resources, including human resources, available in those communities or in the developmental programmes for the communities. Such collaboration on the part of communities is one way to make them acutely conscious of their problems and of their power over processes for solving them, in addition to inculcating in them the skills required in undertaking such surveys. The development of the programmes, likewise, helps them in learning new skills in cultivating an awareness of the need for acquiring other types of skills in order to tackle the implementation and evaluation of such programmes by the community with ample practice in the use of skills and in further strengthening their competencies and enhancing their self-reliance.