CHAPTER - I
INTRODUCTION

1.0 INTRODUCTION

Man is the father of civilization and culture. For animals and birds this has no meaning. On the one hand, the progress of civilization and culture depends on man; on the other hand, man tries to march forward on the path of civilization and culture. Education greatly helps both. Man learns something every day and every moment. His entire life is a continuous process of education. Society produces educated persons in order to pass on civilization and culture to the coming generation.

There are many kinds of life’s needs. Some of them are biological such as food, water and sex. There are some social needs also as man wants respect from society. There are also some psychological needs as he wants to live happily. There are many sources for the fulfillment of all these needs. He can take food in many styles, wear various kinds of clothes and carry on social relationships in many ways. Education gives him knowledge of the suitability of a particular style or method. Society has its own needs, traditions and customs. The existence of a society depends on these traditions and man’s social feelings. Society wants each of its members to perform his/her duties towards it. For this, it arranges for proper education so that the knowledge of duties may be imparted to its members. Society also wants to safeguard its culture, traditions, and customs. It wants to safeguard its characteristic qualities for future. For this, it wants to give proper training to its upcoming adult generation. Therefore, it takes as its duty to arrange for the proper education of the growing generation.

Education occupies a very prominent place in the history and life of a nation. It is the most important single factor in the achievement of rapid economic development and technological progress and also in creating a social order based on the values of freedom, social justice and equal opportunity. It is very much essential for the refinement of the cultural life of a society. So long as the educational system of a civilization is sound and comprehensive, it is alive otherwise it would fall into pieces in no time.
Education is one of the most important sub-systems of a society. This sub-system is strategically very important because it generates both finite and infinite power. The quality of power helps in shaking the pattern of society. Where educational institutions turnout capable, intelligent, mentally alert and self-sufficient pupils, society becomes strong and productive. Hence, every nation has a need to develop a system of education which would be economically and socially fruitful. This would not only ensure national development in the present but would also pave the way for such development in the future. A healthy system of education would be one which ensures physical, mental, economic development and increases sensitivity of the students.

Education is important for both- the individual and the society. The working of society is impossible without education or educated persons. In fact, human life begins with education. The fulfillment of needs of human life is possible only through education.

India became politically independent in 1947. The country paid a heavy price of independence in terms of human lives, social upheaval and a shattered economy. India was torn by caste, communal and linguistic differences, which might have further vivisected the Country.

In this traumatic situation, it was felt that education is the most powerful instrument of a national unity, social transformation and economic progress. But this attempt, through education, to create a new social order based on freedom, equality and justice can only succeed if the traditional education system is revolutionized, both in content and coverage. Education has been placed in the concurrent list of the Indian Constitution yet it is basically a state subject with Central Government having vital interest in its development.

Education is the clearest and straightest road to achievement, the more the human beings become educated, the finer persons they turn out to be, the better families they establish, the healthier they are, the better work they do, and the more progressive and stable are their communities (Maclean and Lee, 1956). Education has always held a position of significance in all societies. The foremost function of education is to identify the talent and abilities of pupils and to provide maximum possible opportunities for their successive development. Education, thus directly or
indirectly, prepares a man for the ‘process of living’ and ‘good life’-individual, social, cultural, economic, aesthetic and makes him capable to adapt himself to the new situations and to solve new problems, i.e. personal, local, national and international and to decrease the tensions and frustrations in the process of achieving the goal of ‘good living’.

Education is not only essential because it performs vital economic functions like job preparation and human capital formation, but it is also required for a number of other reasons like character building, personality development and development of scientific attitude etc.

‘Everyone has the right to education’ states the Universal Declaration of Human Rights (1948), but today, over six decades after this historic text was adopted, the right to education remains an empty promise for millions of children, women and men. According to UNESCO, nearly one thousand million adults, two-thirds of them women, are unable to read or write. Some 130 million school-age children have no access to primary schooling. Each year several million more children drop out of school without the knowledge and skills they need for a healthy and productive life.

Ironically, at the same time, the economic and social development of countries around the world is hampered by shortage of skilled men and women and is confounded by widespread ignorance and indifference. Consequently, the long human dimension is finally being recognized as the end and means of true development. If the capacity of people to shape and improve their own lives is the measure of development, then basic education for all is surely a necessary condition- as well as a human right.

With the rapid technological and scientific changes in the world, all the nations (developing and developed) need a system of education geared to such drastic changes. Education, today, is expected to help the students to cope up with the stress and strain of technological advancement to adjust their life style to it, to contribute to society and above all to contribute still to the domain of knowledge. This implies that students coming out of schools and colleges need to be well equipped with certain cognitive skills, reasoning, problem solving, awareness of circumstances and perception and some such other skills. This means students should be mentally alert. Needless to say that such cognitive skill can develop primarily when one is endowed with intellectual capacities.
Modern age is the age of technology. Technology has always been instrument in bringing efficiency and perfection. It has provided valuable help in improving the task of the students and improves the process of learning. In the present times, computer plays an important role in education. Computer education forms a part of the school and college curricula. So, it is important for every individual today, to have the basic knowledge of computers. Computers have made a dramatic impact on our society, particularly in the field of education. Computers are common tools in most of the schools and are being used increasingly in all subject areas. Although some students are enthusiastic about using computers, others may be more nervous. Computer aided learning is common tools in the organizations, it is crucial for all students to become familiar and comfortable with their use. Successful computer experiences prepare students to participate effectively in a computer-dominated society.

Over the decades academicians become used to claims that new technologies, including the introduction of teaching machines and the widespread use of television in schools, would revolutionise school practices. It has sometimes been suggested that within a finite time teachers would largely become unnecessary as the new technology takes over. In practice most of these developments have proved to offer no more than a possible tool to help teachers perform their traditional tasks. It is now abundantly clear that the development of information and communication technologies is very different. Schooling and teaching will be forced to change in a variety of ways. At one level we now have to teach computer skills, not least because career prospects for our students may be dependent on the possession of such skills. Second, we have to prepare pupils for a society, in which many traditional aspects of living have been transformed, aspects which include retailing, banking and communication by means such as email. There is no sign of this immense technological and social revolution slowing down. Computers are becoming ever more sophisticated. Just as in the past mainframe machines were largely replaced by PCs so even the newer systems, such as the Internet, are in turn threatened by yet newer developments, such as communicating via television systems. Young children seem to take most of these technologies within their stride but as educationalists, we face the twofold task of keeping ourselves up to date and also anticipating the forms of future schooling.
Sarva Shiksha Abhiyan (SSA) was launched in 2001 with the objective to achieve Universalization of Elementary Education (UEE) and fulfill the constitutional mandate of providing free and compulsory education for life to the children of age group 6-14 years. The reduction in drop-out and repetition rate, enhancement in the achievement levels and making learning joyful are some of the objectives of SSA. It was felt that use of Information and Communication Technology (ICT) and computers in the form of Computer Aided Learning (CAL) may help in achieving the said objectives. Keeping this in view, a component of computer education was kept under the Functional Head of ‘Innovation’ in the framework of SSA. Under this component there is a provision of Rs.50 lakh per district per year available to the States for CAL.

The use of computer networks is becoming today an important part of everyday work on almost every profession. As a result of this, development of Computer Aided Learning (CAL) method came out. The goal of CAL is to develop the learning capacity of the students and increase the teaching productivity and effectiveness of Teachers with the help of advance Computer based Technology. With the normal teaching method, students would feel uninteresting and easily forget what teachers have taught. This system adopts the newest Computer Technology, illustrating with the attractive pictures & animations, playing with music & human voice. The students will feel happy & willing to study consciously. Besides, the students would also be proud to show others that they are able to use Computer. Computer Aided Learning in Upper Primary Schools does not aim at teaching intricacies and technicality of computers. It aims at providing joyful, interactive and interesting ways of learning, through illustrations, examples and interactive tools particularly designed to emphasize on the HARDSPOTS of the regular curriculum.

Computer-Aided Learning (CAL) is one of the solutions that shows great promise as an effective mechanism for improving education in developing countries, particularly as an outside supplement to classroom learning once developed, CAL software can be scaled quickly and without great expense, while still providing a consistent instructional environment. Since there is a general skepticism about the role of CAL in developed countries, where it must compete with highly trained teachers and a wealth of traditional educational media, it should be noted that when CAL is
implemented in developing countries, the educational benefits may be far more noticeable. The Computer Aided Learning Program creates an environment, where learning and assessment is fun and the opportunities to learn is equitable among the rural and urban children.

1.1 NEED AND SIGNIFICANCE OF STUDY

The National Policy on Education (NPE) and revised Programme of Action (POA) framed in the year 1986 and 1992 respectively aims to achieve 100% enrolment, retention and quality education for all children. In pursuance of this policy, numbers of programmes and schemes have been launched throughout the country. Broadly speaking the scheme of operation Black Board (OBB), Non Formal Education (NFE), District Elementary Education Programme (DPEP) etc. were launched to achieve this goal. A new programme Sarva Shiksha Abhiyan (SSA), which is a national programme, was launched in 2001 the country as an effort to universalization of elementary education by community ownership of the school system. The centrally sponsored scheme of SSA namely Information and Communication Technology (ICT) was introduced in the year 2004-05 by modifying the CLASS PROJECT (Computer Learning and Studies in Schools Project) for imparting computer education in the Government Senior Secondary Schools.

Department of Education, Government of Haryana, has taken a number of initiatives in the past years to provide IT infrastructure and IT education in the Government Senior Secondary Schools and Colleges of the state. It is in response to the demand for the quality base education with computers all over the country for the better child education in a mission mode. In Haryana, this scheme started in the year 2007 by the present State Government. About 1240 Government Senior Secondary Schools have been provided with computer hardware ranging from 4 to 20 computers under various schemes. At present, computer education is being imparted to the students in these Government Senior Secondary Schools under a ‘Free Computer Education Programme’. The service provider is providing faculties, courseware and limited consumables in these schools for teaching basic IT education to students from class VI to XII and computer education as per syllabus of the Board of School Education Haryana. As Haryana has already undergone five year of computer aided learning programme, it becomes relevant to review and to undertake a stock of the
progress made by State Governments, in the field of computer education. Such periodic academic evaluations are useful, as they are not only mirror of the past but also indicate the progress sign for the future progress.

Prior to this research study no such study was undertaken for evaluating the Computer Aided Learning (CAL) Programme (under SSA) in government schools of Haryana. Therefore, this study is a justified attempt in this direction.

1.2 STATEMENT OF THE PROBLEM:

EVALUATION OF COMPUTER AIDED LEARNING (CAL) PROGRAMME IN GOVERNMENT SCHOOLS OF HARYANA

1.3 OPERATIONAL DEFINITIONS OF THE TERMS USED:

(a) Evaluation

To evaluate is to assess or appraise. Evaluation is the process of examining a subject and rating it based on its important features. We determine how much or how little we value something, arriving at our judgment on the basis of criteria that we can define (Kiefer, 1997).

In the present study Evaluation refers to a systematic and qualitative assessment of Computer Aided Learning Programme in government Schools of Haryana.

(b) Computer Aided Learning Programme

In the state of Haryana this scheme has been started by the present state Government Under (SSA) for ‘free computer education programme providing basic IT education to students from class VI to XII and computer education as per syllabus of the Board of School Education Haryana for those students who have opted for computer education as an optional subject and IT education to empowering the teachers to generate supplementary material in digitalized form and improving quality of education with the help of computer education.

(c) Government Schools

The schools of the State run by State Government and imparting education from class I to XII.
1.4 OBJECTIVES OF THE STUDY:

1. To evaluate the implementation of Computer Aided Learning programme in Government schools of Haryana with special reference to the following aspects:
   (I) Infrastructural facilities available in schools for CAL.
   (II) Availability of number of computers in working order in schools.
   (III) Availability of Accessories/ equipments for computers.
   (IV) Availability of teachers, in position, having working knowledge of computers.
   (V) Provision of period in time table for CAL.
   (VI) Regular teaching learning through CAL in schools.
   (VII) Timely supply of CAL Grant for schools in CAL districts.

2. To study the problems being faced by schools in implementation of CAL programme due to non-functioning of computers.

1.5 DELIMITATIONS

1. The present study was delimited to 72 Government Schools of nine districts (Bhiwani, Hisar, Kaithal, Sonipat, Ambala, Jind, Rohtak, Yamunanagar and Rewari) of Haryana State.

2. The study was delimited to the period of academic sessions 2010-2011, 2011-2012 and 2012-2013.

3. The scope of the study was confined to evaluation of Computer Aided Learning programme under Sarva Shiksha Abhiyan (SSA) in govt. schools (selected for the sample) of Haryana during the period of academic session 2010-2011, 2011-2012 and 2012-2013.