

### Reference

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D. Jagannatha Rao, **A Comprehensive Study of the Progress of Education in Karnataka**. xxii+432 pp. UBS Publishers' Distributors Pvt. Ltd., New Delhi. 2009. Rs. 325 (softbound).

**A** *Comprehensive Study of the Progress of Education in Karnataka* covers a broad spectrum, tracing the development of education in the state of Karnataka from the time before independence to the present. The book is based on secondary data sources, primarily historical documents and the official government reports. It is divided into twenty chapters, and a conclusion. Five annexures provide statistical tables covering the data for elementary, secondary, pre university, collegiate, technical and adult education.

The first two chapters of the book provide a general profile of the State and the prevailing education system. Chapter three provides information on educational progress from pre-school to higher education including physical education. It also gives details on teacher education, curriculum, textbooks, and reports of various committees related to education. Chapter four, on educational administration, provides information related to the system through which the education system is managed and governed. Chapter five examines the pre-school education scenario whereas chapters six and seven discuss elementary education and the quality issues related to it. Chapter eight profiles secondary education in Karnataka.

Chapters nine and ten take into account the area of teacher education at both levels, namely pre-service and in-service and its impact on the quality issues related to education. Teacher education in Karnataka has a long history and its development

can be traced for the past hundred years. In the State pre-service teacher education is provided at different levels—nursery teacher training, elementary teacher training and secondary teacher training. It has been recommended that there is a need to establish a separate university for teacher education as there has been an increase in the teacher training institutes from 2003 to 2008—69 colleges of B. Ed. rose to 400 and 140 colleges of D.Ed. rose to 700 in number. This is in addition to various state institutions such as the District Institutes of Education and Training (DIETs), Colleges for Teacher Education (CTEs), Institutes for Advance Studies in Education (IASEs), and the Block and Cluster Resource Centres—most of which are involved with inservice teacher education.

Chapter eleven deals with pre-university and vocational education. Here the author states that classes eleventh and twelfth are treated as a separate stage, which is considered as a bridge between secondary and higher education. There are three types of institutions providing pre-university education in Karnataka—higher secondary schools with eleventh and twelfth classes, independent junior colleges with the two year pre-university course and first grade colleges offering the two year pre-university course. Parallel to this, vocational education was also implemented in the State in 1977–78, with the aim of reducing pressure on higher education and to provide an alternative avenue for those students who do not want to go for higher studies. For vocational education there is a State Council for Vocational Education (SCVE), constituted in 1978 which frames the rules for conduct of examinations and for other administrative services. Since 1994 the State Institute for Vocational Education (SIVE) which frames the syllabus for different vocational courses, conducts training for teachers, provides entrepreneurship training to students and participates in various academic programmes.

Chapter twelve on higher and technical education states that higher education in Karnataka consists of general, (i.e. college) education, technical, medical and agricultural education. The chapter, however, limits its discussion only to college and technical education. There are twelve universities in the state which enjoy a high degree of autonomy and all the

universities, except for Kannada University, Women's University and Open University, have university colleges and affiliated colleges. Technical education has grown multifold in the last few years and comprises engineering degree and diploma courses. The state also has the National Institute of Technology which provides both graduate and post graduate education; in addition there are also polytechnics in technical education.

Chapter thirteen deals with the Department of State Educational Research and Training (DSERT) which is the academic wing of the Department of Public Instruction in Karnataka under which the management of teacher education is done in the state. DSERT plays the key role of an academic leader for school education in the state as it has developed over a hundred modules of teacher training related to training in use of teaching learning material (TLM), dramatisation in education, foundation course for newly recruited teachers and yoga/value education training for teachers.

Chapter fourteen gives details of the curriculum, textbooks and evaluation and it has been stated that the curriculum was revised for the schools in the years 1958–59, 1970–71, 1974–75, 1988–89 and 1999–2000. In schools new concepts and practices have been incorporated: such as activity based learning, joyful learning, multi-grade teaching techniques and correlating school to work. In 2004–05 a trimester scheme was introduced in all the schools. Due to pressure from a section of teachers, this scheme was converted into a semester scheme for students from class five to class nine, from 2007–08. At pre-university level the curriculum revision took place in 2005–06 to enable students to access a range of vocational jobs. The chapter emphasises that there is also a need to revise the curriculum for pre-university, teacher education, pre-primary and primary teacher training, D.Ed. and secondary teacher education. The textbook development that has taken place can be traced way back to 1892 when the Textbook Committee was constituted to select and prepare good textbooks for various subjects and languages. Later in 2006–07 with a view of bringing all the activities of preparation, printing, publishing and distribution of textbooks from classes one to ten under one umbrella the Directorate of Textbooks was converted into a

registered society. The National Curricular Framework 2005 has been adopted for the curriculum review, textbooks revision and pupil assessment by the State. Particular mention of Karnataka School Quality Assessment Organisation (KSQAO) set up in 2005–06 has been made, under which all the schools are assessed all over the state to maintain quality by conducting regular evaluation for learning in each subject area on the part of the pupils.

Computer education is vital for the children therefore, 'Mahiti Sindhu' computer education project was commenced in schools during 2001–02. Computer education is also provided in higher primary schools which are dealt with in chapter fifteen. The following chapter is on literacy and adult education which states that female literacy (56.90%) is far below that of the males (76.10%) as per the 2001 census, obliging the state to focus on women's literacy programmes. The next chapter discusses equity issues under four broad areas—educational inequities, gender disparities, regional disparities and social disparities. To overcome these the state has various programmes for children who are drop outs, those who belong to urban slums, disabled children, street children, minority community children and tribal children. There are also flexi and mobile schools for underprivileged children from the slum areas.

The role of private sector in education gained prominence since 1994, after the Supreme Court landmark judgement in Unnikrishnan case, and forms the basis of the following chapter where the role of private educational institutions is traced in the school, college and technical sector. The next chapter examines the financing of education at various educational levels through the plan periods. It states that the Eleventh Five Year Plan document proposes to increase the outlay on education from 7.68 % in the Tenth Plan to 19.29 % in the current Plan.

Chapter twenty highlights the fact that community participation in school education has played a crucial role in attaining the goal of education for all in the state. Due to active community participation, various committees like School Betterment Committees (SBCs) and Village Education Committees (VECs) have been playing an active role in

education. Thus the community has been empowered in the management of these institutions at the local level. The chapter also points out that the District Primary Education Programme (DPEP) promoted the community participation on a larger scale, along with the active participation of NGOs, and enhanced the education programme for working children, promoting literacy, evolving teaching learning aids and providing teacher training by involving community in their programmes. The concluding chapter claims that the state has made remarkable progress at all the stages of education—pre-school, elementary, secondary, teacher, pre-university, vocational, higher and technical, and adult education.

The book documents the progress of education in Karnataka for the past one and a half century from 1886–2006. It is rich in information but is generic in nature. The book focuses on the sector wise statement of progress in education but limits itself only to detailing the issues and challenges, whereas the solutions to these are not explored with the same rigour. For instance, the participation of girls in education is greater only in the government schools and at the private level they fall behind the boys, but there is no exploration of the reasons for this. A description of social and political structures which are the basis of educational demand and change could have enriched the book further.

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