

CONTEMPORARY INDIA AND EDUCATION

Dr. Pragya Aggarwal



SUDHA ENTERPRISES
Rewari (Haryana)

CONTEMPORARY INDIA AND EDUCATION

Dr. (Mrs.) Pragya Aggarwal

M.A. (English, Philosophy), M.Ed. (Gold Medalist Ph.D.)

Associate Professor

Hindu College of Education, Sonapat (Hr.)

Pt.S.R.S.B.Ed.C.



1644

AL-8 / S-4



SUDHA ENTERPRISES

EDUCATIONAL PUBLISHER

401, Qutabpur, Rewari (Haryana)

Pin Code- 123401,

Contact No. 09215063994

Email:- nonebh@gmail.com

Published by:

SUDHA ENTERPRISES

401, Qutabpur, Rewari

Phone: 9215063994

E-mail: nonebh@gmail.com

© Copy Right Strictly Reserved with the Publisher

Price : 270/-

Composed by:
Jain Type,
Rewari (Hr.)

Printed by:
J.K. Offset,
Delhi

INDEX

| Chapter | Topic | Page No. |
|---------|---|----------|
| | UNIT-1 | |
| | Constitution of India and Education | |
| 1. | Concurrent status of education | 2-8 |
| 2. | Policies, Acts and Provisions related to education | 9-15 |
| 3. | Education of marginalized and socially disadvantaged segments | 16-22 |
| 4. | Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A | 23-30 |
| 5. | Directive Principles of State Policies | 31-33 |
| 6. | Right to Education (RTE) Act 2009 | 34-38 |
| | UNIT - 2 | |
| | Review of Education Commissions and Policies in India: | |
| 7. | Prominent characteristics of education in India during colonial rule | 42-53 |
| 8. | Critical appraisal of recommendations of following commissions | |
| | (i) Secondary Education commission (1952-53) | 54-60 |
| | (ii) Indian Education Commission (1964-66) | 61-68 |
| | (iii) National Policy of Education (1986) | 69-78 |
| | (iv) Ramamurthy Education Commission (1990) | 79-83 |
| | (v) Programme of Action (1992) | 84-89 |
| 9. | National Curriculum Framework 2005: Needs and Objectives | 90-95 |
| | UNIT - 3 | |
| | Contemporary Issues in Indian Education | |
| 10. | Universalization of Elementary Education and related issues such as MDM, SSA and RMSA | 97-112 |
| 11. | Issues and Debates on Globalization, Liberalization and Privatization | 113-122 |
| 12. | Common School System | 123-125 |
| 13. | Vocationalisation of Education | 126-130 |
| 14. | Three Language Formulas | 131-136 |
| 15. | Open learning and distance education System | 137-143 |
| 16. | Modernization: Concept, Advantages & Disadvantages | 144-146 |

| Chapter | Topic | Page No. |
|---------|--|----------|
| | UNIT - 4 | |
| | Emerging Concerns of Indian Society and Education | |
| 17. | Culture and Education | 148-152 |
| 18. | Democracy and Education | 153-160 |
| 19. | Inequalities in ancient, medieval and modern education | 161-167 |
| 20. | New Economic Reforms and their impact on Education | 168-180 |
| 21. | Education for Technological Empowerment | 181-186 |
| 22. | Role of teacher in the context of Universal Education | 187-195 |
| 23. | Reservation as an egalitarian Policy | 196-203 |

ACCORDING TO M.D.U. ROHTAK NEW SYLLABUS

Theory : 80 Marks
Internal : 20 Marks

UNIT-1

Constitution of India and Education

- ✓ Concurrent status of education
- ✓ Policies, Acts and Provisions related to education
- ✓ Education of marginalized and socially disadvantaged segments
- ✓ Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
- ✓ Directive Principles of State Policies
- ✓ Right to Education (RTE) Act 2009

UNIT - 2

Review of Education Commissions and Policies in India:

- ✓ Prominent characteristics of education in India during colonial rule
- ✓ Critical appraisal of recommendations of following commissions
 - (i) Secondary Education commission (1952-53)
 - (ii) Indian Education Commission (1964-66)
 - (iii) National Policy of Education (1986)
 - (iv) Ramamurthy Education Commission (1990)
 - (v) Programme of Action (1992)
- ✓ National Curriculum Framework 2005: Needs and Objectives

UNIT - 3

Contemporary Issues in Indian Education

- ✓ Universalization of Elementary Education and related issues such as MDM, SSA and RMSA
- ✓ Issues and Debates on Globalization, Liberalization and Privatization
- ✓ Common School System
- ✓ Vocationalisation of Education
- ✓ Three Language Formulas
- ✓ Open learning and distance education System
- ✓ Modernization: Concept, Advantages & Disadvantages

UNIT - 4

Emerging Concerns of Indian Society and Education

- ✓ Culture and Education
- ✓ Democracy and Education
- ✓ Inequalities in ancient, medieval and modern education
- ✓ New Economic Reforms and their impact on Education
- ✓ Education for Technological Empowerment
- ✓ Role of teacher in the context of Universal Education
- ✓ Reservation as an egalitarian Policy

Unit - I
CONSTITUTION OF INDIA
AND EDUCATION

Chapter-1

CONCURRENT STATUS OF EDUCATION

Introduction:

The Constitution of India was drafted by the Constituent Assembly of India which was formed in 1946 to write the constitution of India. It first met on December 9, 1946 in Delhi while India was still under British rule. It had 207 representatives including 15 women. The Interim Govt. of India was formed from the newly elected constituent Assembly. On 15th August 1947, when India became independent, this constituent Assembly became India's first parliament. Dr. Rajinder Prasad was the President of this constituent Assembly and later became the first President of Independent India.

The Constitution of India was drafted over a period of 2 yrs. 11 Months and 18 days. On 29th August 1947 a Drafting committee with Dr. Ambedkar as the Chairman was formed on the basis of various reports submitted by the previous committees. President of the Constituent Assembly of India signed the draft on 26th November 1949. It was enacted on January 26, 1950. Amendments have been made to the constitution time and again as per the need of the hour. The enactment of constitution of India laid the foundation for establishment of the democratic republic of India.

It mirrors the hopes and aspirations of the people of India.

Preamble of Indian Constitution:

The people of India faithfully dedicated their constitution to themselves in the form of Preamble with the words:

"We, the people of India, having solemnly resolved to constitute India into a sovereign, socialist, secular, Democratic, Republic, and to secure to all its citizens

Justice - social, economic and political ;

Liberty - of thoughts, beliefs, expression, faith and worship;

Equality - of status and of opportunity; and to promote among them all

Fraternity - assuring the dignity of the individual and the unity and integrity of the nation;

In our constituent Assembly this 26th day of November 1949, do hereby adopt, enact and give to ourselves this constitution."

There new terms - socialist, secular and Integrity were added to the original text of the Preamble when it was amended in 1976. Thus the constitution of India came into functioning w.e.f. 26th January 1950.

The Preamble outlines the main objectives of the constitution. It reflects the basic structure and spirit of our constitution. It is regarded that it serves as a channelising tool for the interpretation of the constitution as a whole. It lays down the fundamental values and philosophical ideas and contains the basic features of the constitution

and thus considered a vital part. It is significant because it highlights the type of society and government it wishes to establish.

The significance of the Preamble of Indian constitution lies in the 'we, the people, the words emphasizing that the ultimately powers are vested in the hands of the people of India. The expressions state that the constitution is made by and made for the people of India. It also lays down the essential national goals for every citizen justice, liberty, equality and fraternity.

The Constitution of India is, thus, the most sanctified document to guide and direct the nation is shaping the new Indian social order. Fundamental Rights and Directive Principles enshrined in it are the major sources to shape policy decisions in all spheres of national life.

It clearly states the educational functions of Government at various levels. There is clearcut division of legislative powers between the centre and the states.

Our Constitution embodies three legislative lists viz the Union list, the State and the concurrent List. For items in List I, Centre has the power to legislate while for items in List II, state has the power to legislate. List III is the concurrent List where centre and state both can legislate on any aspect of education from the primary to the university level. In case of any dispute, legislation framed by the central Government will have overriding authority. By having education in the concurrent list, the Centre can implement directly any policy decisions in the states.

However, it is provided that in respect of matters enumerated in the concurrent list, a law made by the Legislature of any State shall, in spite of its inconsistency with any earlier law made by Parliament, prevail, if the state law in question had been reserved for the consideration of the President and received its approval. Parliament, can however, at any time enact a law repeating or amending such a state law.

It, therefore, implies that for the functioning of democracy and for giving effect to this clause of the constitution, the Centre and the States have to see that every individual is equipped with the necessary knowledge, skills and attitude. Both centre and states are responsible for expansion and progress of education. Now we will study the items in each list separately:

(A) List I - Union List concerning Education:-

The Parliament can enact laws on the subjects contained in the Union List, of which Articles 13, 62, 63, 64, 65 and 66 pertain to education. The Union may keep these subject under its own jurisdiction. There subjects are:-

- Participating in international conferences, institutions or other agencies and implementing the decisions taken there in.
- Protection and maintenance of the National library, Indian Museum, Imperial war Museum, Victoria Memorial, India war Museum, and any other institution gives partial or complete financial aid by the Government of India, or any other institution lawfully declared by the Parliament to be of national importance.
- At the commencement of this constitution, the maintenance of institutions known by the name of Kashi Hindu University, Aligarh Muslim University and Delhi University as well as any other institution lawfully declared by the Parliament to be of national importance.
- Institutions receiving financial aid from the Government of India, either partially or fully, or any institution lawfully declared to be of national importance by the Parliament or technical education institutions.

- Union agencies and institutions which (a) are meant for vocational, handicraft training inclusive of institutions for the training of police officials, (b) are meant for the development of special studies or researches, (c) are meant for providing scientific or technical assistance in the study of crime.
- Determination of standards and bringing of uniformities into higher education, research institutions, scientific and technical institutions.
- Merchant Navy and Navy include tide transportation and other related training and education.

The State List : (List - II)

States are authorised to enact legislation on the 66 subjects contained in this list. Entry- II : This is inclusive of entries 62-66 of the Union List and Article 25 of the Concurrent list while remaining within the constraints of Article 25 of education which also comprehends University education.

In Entry 12, the libraries, museums or other similar institutions, ancient, historical buildings and monuments are financed by the State (those not under the jurisdiction of Parliament or declared by it of national importance).

1. Education on the Concurrent List :

Education remained a state subject till December 1976. But on account of 42nd Amendment Act of the Constitution, the situation got changed. On November 11, 1976, the constitution in the 44th Amendment Bill - renumbered as the constitution 42nd Amendment Bill - was finally passed by the Parliament. This bill received the President's approval on Dec. 18, 1976. According to this amendment, education was included in the concurrent list and both central and state governments became partners in it. The Amendment stated that entry 25 of the seventh schedule (concurrent list) of the constitution shall be substituted by the following :

'Education including technical education, medical education and universities, subject to the provision of entries 63, 64, 65 and 66 of list I, vocation and technical training of labour'.

In this way education attained concurrent status in our constitution.

Concurrent Status of Education:-

Historical Background: Putting education on the concurrent list was not a new idea but it has been developed in the past also. e.g.

M.C. Chagla's opinion: In 1694, M.C. Chagla wanted education to be a concurrent subject. It means that education should be a joint responsibility of both the centre and the states.

Sapru Committee: The committee of the Member of Higher Education (presided over by P.N. Sapru), which examined the entire issue, recommended that at least higher education should be included in the concurrent list.

Similarly various proposals were made to include some other sectors of education e.g. technical education in the concurrent list.

Shri P.N. Kirpal and Sh. V.N. Jha, two members of Indian Education Commission, emphasized that the entire gamut of education should be included in the concurrent list.

In 1970, some Members of the Parliament still requested for the inclusion of education in the concurrent list.

But the Kothari commission was also not in favour of fragmenting education and putting one part in the concurrent list and the other in the state list, education should under any circumstances, be treated as a whole. Education should, according to the commission, should remain a state subject. Following arguments have been put forward by the Kothari Commission:

Central Leadership of Stimulating Character:

The position given to education in the Constitution of a vast country like ours is probably the best because it provides for a central leadership of a stimulating but non-coercive character.

Elasticity and Freedom to Experiment:

The inclusion of education in the concurrent list may lead to undesirable centralization and greater rigidity in a situation where the greatest need is for elasticity and freedom to experiment.

Workable Centre - State Partnership:

The Commission is convinced that there is plenty of scope with in the present Constitutional arrangement to evolve a workable Centre- state partnership in education and that this has not yet been exploited to the full. The case for amending the Constitution can be made only after this scope is fully utilized and found to be inadequate.

The Kothari Commission, after considering all the aspects of the issue, recommended that an intensive effort should be made to fully exploit the existing provisions of the Constitution for the development of education and evolution of a national educational policy. The problems may then be reviewed again after few years.

J.P. Naik, mentioned the following arguments in favour of making education a concurrent subject:

- 1) **Implementation of Economic and Social Planning:** It is argued that the economic and social planning for which the Union is primarily responsible - cannot be attempted successfully unless the centre is also empowered to plan for education.
- 2) **National Character of Educational Policy:** It is claimed that educational policy is a national concern rather than a state or a local concern and that, although the administration may be left to the states and local authorities, the major decisions of State policy must be taken by the Centre.
- 3) **Free and Compulsory Education - a joint responsibility:** The Directive contained in Article 45 of the constitution implies that the provision and free education is a joint responsibility and that the centre will not be in a position to play its role in this sector unless it also has the authority to take policy decisions in primary education and to compel the state government, if necessary, to adopt them.
- 4) **Equal standards of social service:** It has been pointed out that it is a fundamental responsibility of the Centre to maintain an equal standard of social services in all parts of the country and as education is the most significant of all social services, the Centre will have to provide equal educational opportunities for all the children in the country. This can only be done if education is amendable to Central planning and control.

5) **Effective Leadership from Above :** The effective leadership in the states is often below par. Furthermore, as no chain can be stronger than its weakest link, the centre must often provide effective leadership from above - a function which can hardly be discharged satisfactorily unless it is empowered adequately to deal with recalcitrant cases.

6) **Responsibility of the Centre for Funds :** It has been pointed out that the Centre is responsible to the Parliament for all the funds it gives to the State governments for educational development and that it cannot really be answerable to the Parliament in this behalf unless it has the authority to take firm policy decisions as well as implement them.

As against the above mentioned extreme view, there was a second group of thinkers who agreed with Kothari Commissions viewpoint and preferred to go to another extreme in the opposite direction. They suggested that education should remain a state subject and that the modern trend towards Centralization must be resisted as forcefully as possible in the larger interest of the country. In this favour, they gave the following arguments:

- 1) **Democratic Ground :** There should be decentralization in general even in planning on the grounds of democracy.
- 2) **Harmfulness of Centralization :** Centralization, which brings immediate gains, is extremely harmful in the long run because eats into the self confidence, initiative, resourcefulness, responsibility and even competence of State Governments.
- 3) **Preservation and Enrichment of Culture of Linguistic Minorities:** An even greater need for decentralization in education is the possibility it affords to every linguistic minority to preserve its own culture and to progress in its own manner.
- 4) **Preservation of Indian Culture :** The varied mosaic pattern which Indian culture has evolved through centuries can be preserved only if State Government have real authority over education and that it can be destroyed in no time under a centralized control of education which would always tend to introduce dead uniformity
- 5) **Preservation of Sovereign Authority:** The Centralization of education would make it increasingly bureaucratic and thus, deprive it of the healthy direct contact with the public. The group of thinkers, therefore, would not only preserve the sovereign authority which State governments have over education at present, but they would even go a step further and cut the very root of all trends of centralization by abolishing the Ministry of Education itself or by even constituting a single small ministry for all the social welfare services.

In 1976, during emergency, Swaran Singh Committee suggested 42nd Amendment in the constitution which states that education is to be included in the concurrent list. It observed, "Agriculture and education are subjects of primary importance to country's rapid progress towards achieving desired socio economic changes. The need to evolve an all India policy in relation to these subjects can't be ruled out." The Amendment was passed by both the Houses of Parliament and was endorsed by several state Assemblies. Since then education is in Concurrent List.

Constitutional Implications of 42nd Amendment :

- a) **Partnership of Centre and State Government:** Article 246(2) of the Indian Constitution States, 'Notwithstanding anything in clause (3), the Parliament is subject to clause(1), the Legislature of any state has the power to make laws with

respect to any of the matters enlisted in list III in the 7th Schedule. This means that the Parliament (by virtue of the Centre Government) and State Government are equal partners in framing educational policies. Prior to this, the States were the only party.

g) **Supremacy of Union over States:** Article 254 provides supremacy of the Union over the States in enacting any law regarding any field (including education)

h) **Executive powers of the Union:** Article 257 provides powers of the Union to give directions to the State. The States have powers limited to the extent that these do not impede or prejudice the exercise of the executive powers of the Union.

i) **Directing Powers of the Centre:** By including education in the concurrent list, the Centre can directly implement any policy decision in any State. If the Centre has decided a uniform structure of 10+2+3 all over the country, the State government have to follow the same. Hitherto fore, only some states used to adopt the new structure.

j) **High Power of National Institutions:** National institutions like, University Grants Commission (UGC); National Council of Educational Research and Training (NCERT) and other national bodies like the Central Advisory Board of Education, will have higher power and strength to shape the education of the country in all the states.

'Amidst these conflicting views, ultimately in 1991 Inter-State Board accepted the recommendations of Sarkaria Commission which was set up to study the Centre-State relations and opined that Central government must consult the State before beginning of any legislation on the subjects included in the concurrent List. This solved the controversy and it clearly implies that Central laws on concurrent subjects can only be enacted after the consultation with State government Education would also be such a subject.

Hence, it may be inferred that the transfer of education from State List to Concurrent List had a specific purpose and significance. It created an avenue for the Centre intervention in the field of elementary education.

A thorough analysis of the Constitutional Provisions reveals that although education is a State subject, but the Central Government has an important role to play in the overall determination of policies, programmes, priorities and planning techniques. It also has to perform certain functions exclusively and certain other functions concurrent with the State Governments which are as follows:

Exclusive Functions of the Union Government :

- Educational and cultural relations with other countries.
- The clearing house functions of collecting and broadcasting ideas and information.
- The co-ordinating functions of harmonizing the educational activities of the Centre and the States.
- Education in the Union Territories.

Concurrent functions of the Union Government:

- Scientific research
- Technical education
- Propagation, development and enrichment of Hindi
- Preservation and promotion of national culture, inclusive of patronage to national art.

- Patronage to the study of ancient Indian culture in general and the study of Sanskrit in particular.
- Education of the handicapped.
- Promotion and co-ordination of educational research.
- Special responsibility for the cultural interests of the minorities.
- Responsibility for the cultural interests of the people i.e., the scheduled caste and scheduled tribe.
- Responsibility for strengthening national unity through suitable programmes, particularly through those of emotional integration.
- Grant of scholarships in an attempt to search for talent, especially at the university stage.
- Advanced professional and vocational training.
- Maintenance of central institutions or agencies for education.
- Provision of free and compulsory education up to the age of 14 years.

Hence, in the Concurrent status, the National Policy on Education 1986 has described this relationship between the Central Government and the State Government as that of a meaningful partnership. Though the role and responsibilities of States in regard to education will remain unchanged, the Central Government would accept a larger responsibility to reinforce national and integrative character of education, to maintain quality and standards (including those of teaching professionals at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects etc. and in general to promote excellence at all levels of educational pyramid throughout the country. Concurrent signifies a partnership which is at once meaningful and challenging.

Chapter-2

POLICIES, ACTS AND PROVISIONS RELATED TO EDUCATION

Education in the pre-Independence days was confined to limited objectives of educating the selected people and not the masses. It was not conceived to develop an informed democracy or to meet the national needs and goals. There was no attempt to universalise education, provide freedom to teacher and schools to experiment with new ideas or launch programmes of improvement. The methods of teaching were formal, syllabi were prepared and prescribed by the state and teachers had no freedom to change them. The concerned leaders thought about it and immediate attention was paid to the proper development of education with the dawn of independence.

India got Independence on August 15, 1947 and its democratic constitution came into force on January 26, 1950.

The Constitution contains the educational philosophy of Indian people. It embodies the ideals, hopes, values and aspirations of the people of India. It is the fundamental law of the land. Education finds an important place in this great document. Many provision of the Constitution have direct or indirect bearing on education.

The Preamble of the Constitution contains aims and objectives of our national policy. It is a guideline and a solemn pledge given to the nation. The Constitution has set forth the goals of our education. The Preamble to the Constitution is remarkable in this regard. It has a great bearing on educational policies and programmes. It reads:

We, the people of India, having solemnly resolved to constitute India into a Sovereign, Democratic, Republic and to secure to all its citizens.

Justice : social, economic and political;

Liberty : of thought, expression, belief, faith and worship;

Equality : of status and of opportunity; and to promote among them all;

Fraternity : assuring the dignity of the individual and the unity of the nation;

In our constituent Assembly this twenty sixth day of November, 1949, do hereby adopt, enact and give to ourselves this Constitution.

Provisions were made in the Constitution for various levels and aspects of education to fulfill the needs and aspirations of people through it. We shall discuss them in this chapter under various heads :

- (a) Provisions & Acts related to Universalising Elementary Education
- (b) Provisions & Acts related to Equalizing Educational Opportunities.
- (c) Provisions & Acts related to accessibility to higher education
- (d) Provisions & Acts related to secularism based education

(A) Provisions and Acts related to Universalizing Elementary Education:

It is universally accepted that the provision of (UEE) ie Universalisation of Elementary Education is the true index of the general, economic, social and political development of a country. Various studies have clearly demonstrated that countries which have made proper provisions for UEE are far ahead of those with inadequate provisions. On account of its importance, the Constitution of India enjoins upon the States to make provisions for it. UEE assumes special significance for a developing country like India where elementary education is the need of nearly 45% of people.

It has been one of the most important goals of educational development in India since independence. It found expression in Article 45 of the Indian constitution as Directive Principle of State Policy under the caption "Provision for free and compulsory education for children." It states,

"The State shall endeavour to provide, with in a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of fourteen years." i.e. this task should have been completed by 1960.

Here, by the word 'State' is meant "The Government and Parliament of India and the Government and legislature of states and all local and other authorities within the territory of India or under the control of the Government of India"

The provision of Article 45 includes three elements :

- (i) **Universality of Provision:** It means that an elementary school should be within an easy walking distance from the home of every child.
- (ii) **Universalisation of Enrolment:** It means that enrolment (admission) of every child of the prescribed age into class I of a school through propaganda persuasion and every penal action if necessary.
- (iii) **Universalisation of Retention:** It means the retention of every enrolled (admitted) child in school till he reaches the prescribed age or completes the prescribed course. It implies to ensure that every child progresses regularly from year to year and there is no stagnation.

As stated earlier, the constitutional Provision for UEE in our country was to be realized by 1960, but this resolve could not be accomplished on account of several problems such as the rehabilitation of displaced persons after partition and lack of resources. As a result the target date had to be revised first to 1970, then to 1976 and later on to 1990. But until now, the problem is not resolved. NPE-1986 gave of therefore an unqualified priority. It claimed to cover all children upto the age of 11 by 1990 and those upto the age of 14 by 1995. The modified policy made in 1992 further revised the target date. It states, 'It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the 21st century. A national mission will be launched for the achievement of this goal."

Constitution (86th Amendment) Act - 2002: To fulfil the goal of UEE, Constitution (86th Amendment) Act 2002 was passed. A flagship programme of the Government of India pioneered by the Former Prime Minister of India Sh. Atal Bihari Vajpayee named "Sarva Shiksha Abhiyan" was launched to achieve the target of UEE in a time-bound manner. The programme aimed to achieve the goal of UEE of satisfactory quality by 2010.

The Amendment includes the following changes:-

Article 45 : Provision for Early childhood care and education to children below the age of six years:

It states, the state shall endeavour to provide early childhood care and education for all children until they complete the age of six years.

Article 21 A : Right to Education:

It states, 'The state shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the state may, by law determine.'

Article 51 A : Clause 'K' has been added in 51 A Fundamental Duties:

It states, 'It shall be the duty of every citizen of India who is a parent or guardian to provide opportunities for education to his children as the case may be, ward between the age of six and fourteen years.'

93rd Amendment: By 93rd Amendment of the Indian Constitution, the elementary education has become a fundamental right. It has become a legal right. This Right to Education Act-2009 came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'.

'Free' education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

'Compulsory' education casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group.

Salient Features of RTE- 2009:

Free and compulsory education to all children of India of the 6-14 years of age. No child shall be held back, expelled or required to pass a board examination until completion of elementary education.

If a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age; provided that where a child is directly admitted in a class appropriate to his/her age, then, he or she shall, in order to be at par with others, have a right to special training, in such manner, and within such time limits, as may be prescribed; Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

Proof of age for admission:-

For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Birth, Deaths and Marriages Registration Act 1856 or on the basis of such other document as may be prescribed.

No child shall be denied admission in a school for lack of age proof.

A child who completes elementary education shall be awarded a certificate.

Calls for a fixed teacher pupil ration.

Will apply to all over India except Jammu and Kashmir.

Provides for 25% reservation for economically disadvantaged communities in admission to class I in all private schools.

- Mandates improvement in quality of education.
 - School teachers will need adequate professional degree within five years or else will lose job.
 - School infrastructure to be improved in three years else recognition will be cancelled.
 - Financial burden will be shared between state and Central Government.
- The untiring efforts of the government at all levels are bringing fruitful results in attaining the targets of UEE. It is expected that by 2020, we will be in a position to have our head up on this long waiting issue.

Provisions & Acts Related to Equalising Educational Opportunities:-

In the Independent India, one of the main concerns of the Government and educational administrators is to equalize educational opportunities. This implies that education should go down to every citizen of India; every SC, ST, girl and every rural child and to every economically poor child. This is a democratic commitment which requires everybody to be educated.

Article 14: Equality before Law:-

It states, "The state shall not deny to any person equality before law or the equal protection of the laws within the territory of India."

Education for Minorities:

The constitution provides certain safeguards for the cultural and educational interests of the minorities.

1) Article 29- Protection of Interests for Minorities:

Article 29 of the Indian constitution relates to the protection of minorities.

It states that:

(i) 'Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.' It further declares:

(ii) No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.

2) Article 30- Right of Minorities to Establish and Administer Educational Institutions:

Article 30 relates to "rights of Minorities to establish and administer educational institutions" and specifies that:

(i) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice, and

(ii) The State shall not discriminate against any educational institution in respect of grant-in-aid, on the grounds that it is under the management of a minority, whether based on religion or language.

Hence, it can be seen that our constitution ensures the minorities regarding the safety of their special interests. It is to be kept into consideration that any minority is recognised not only on the basis of religion but also on language, script or culture.

(i) Article 46: Article 46 lays down, 'The state shall promote with special care the educational and economic interests of the people of the weaker sections and

particular of the scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitation, It is one of the directive principles of State Policy.

(ii) Article 15: Article 15 states, 'Nothing in this article or in clause(2) of Article shall prevent the state from making any special provision for the advancement of any socially and educationally backward class of citizens or for the scheduled castes and the scheduled tribes.'

It is to be noted here that the expression 'weaker sections' include other also like women'. Consequently the development of education of girls and women becomes special responsibility of the Government of India.

Article 15 (3) reads, 'Nothing in this Article shall prevent the state from making any special provision for women and children.'

The handicapped children also constitute a weaker section. Their education and economic safety also becomes a responsibility of the federal government under Article 46 of the Constitution.

In short we can say that as people residing in those areas economic and cultural development lags behind are also included in the expression 'weaker sections' it makes a responsibility of Government of India to bring about an equalization of educational opportunities in all parts of the country, and special assistance to backward areas or states.

Instruction In Mother- Tongue at the Primary Stage:

Our Constitution provides facilities for instruction in one's mother tongue at the primary stage in the following Articles:

Article 350 A: It lays down, 'It shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.'

Article 350 B: It provides for the appointment of a special officer for linguistic minorities with the objective of investigating into all matters relating to safeguards provided for linguistic minorities under the constitution.

Development of National Language:

The Constitution enjoins on the Union the duty to promote the spread of the Hindi language and to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India in the Article 351.

Article 351: It states, 'It shall be the duty of the Union Government to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily in Sanskrit and secondarily in other languages:

For this purpose, there is a directorate of Hindi in the Central Ministry of Home Affairs. For the development of Hindi language, the Ministry of Education under the Union Government took up the following tasks:

➤ Preparation of scientific and technical terminology in Hindi.

- Preparation of hindi encyclopedia.
- Production of popular literature in Hindi
- Publication of revised editions of standard Hindi works.
- Development of suitable shorthand notation in Hindi
- Designation of keyboards for hindi typewriters.
- Translation of standard publications in various academic and scientific works in Hindi
- For the propagation of Hindi, the following steps have been taken:
 - Scholarship are given for the study of Hindi
 - Facilities have been provided to both Central and State Government employees to learn Hindi.
 - Assistance is given to non- Hindi speaking states to propagate the language.

6) **Religious Education:** Being a secular country, the constitution has provisions which give freedom to adopt religion of one's own choice. Following Articles are related to religious education:

Article 25- Right to Propagate Religion: Article 25(1) of the Constitution guarantees all the citizen a right to freedom of conscience and the right to profess, practice and propagate religion.'

Article 28-Freedom as to Attendance at Religious Instruction: Article 28 relates to 'Freedom as to attendance at religious institutions or religious worship in certain educational institutions.'

Article 28 (1): Article 28(1) states: "No religious instruction shall be provided in any educational institution wholly maintained out of state funds.'

Article 28(2): Article 28(2) states: Nothing in clause (1) shall apply in an educational institution which is administered by the state but has been established under any endowment or trust which requires that religious instruction shall be imparted in such an institution:

Article 28(3): Article 28(3) lays down: 'No person attending any educational institution recognised by the state or receiving aid out of state funds shall be required to take part in any religious instruction that may be imparted in such institutions, or even to attend any religious worship that may be conducted in such institutions or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given a consent thereto.

7) **Higher Education And Research:**

The Constitution guarantees promotion of Higher Education and researches thereof in the Union List as follows:

Entry 63: Entry 63 of the Union list- Institutions of National Importance.

The institutions known at the commencement of this Constitution as the Banaras Hindu University, The Aligarh Muslim University and the Delhi University and any other institution declared by the Parliament by law, to be an institution of national importance.

Entry 64- Institutions of scientific and Technical Education financed by the Government of India wholly or in part and declared by the Parliament by law, to be institutions of national importance.

Entry 65 of the Union List:- Union Agencies and Institutions.

The Entry 65 of List I reads: 'Union Agencies and Institutions for:

- Professional, vocational or technical training including the training of police officers.

➤ Promotion of special studies or research.
➤ Scientific or technical assistance in the investigation or detection of crime.
Entry 66 of List I: Coordination And Determination of Standards:
The Entry 66 of List I reads: 'Coordination and Determination of standards in institutions for higher education or research and scientific and technical institutions.'

This entry is of vital importance as the sole responsibility rests on the Union Government to ensure that higher education or research and scientific and technical education are not in the hands of any State but in National interests.

8) Educational and Cultural Relations with Foreign Countries:

In the Constitution, the responsibility to maintain educational and cultural relations with other countries and with certain specialized agencies like U.N. & U.N.E.S.C.O. has been laid on Government of India in Entry 13 of List I. which reads as:- Participation in International conferences, associations and other bodies and implementing decisions made thereat.

9) Education In the Union Territories:

Article 239 of the Constitution states, 'Save as otherwise provided by Parliament by law, every Union territory shall be administered by the President acting, to such extent as he thinks fit, through an administrator to be appointed by him with such designation as he may specify.'

Therefore, education in Union territories comes under the direct control of the Centre Government i.e. Government of India.

10) Economic and Social Planning:

The Entry 20 of List III (concurrent List) relates to economic and social planning which is a responsibility of Centre and State. It reads: 'Economic and social planning'. It entails that Government of India and the State Governments will have to work jointly in preparing and implementing national plans for education.

11) Vocational and Technical Training of Labour:

The Entry 25 of List III relates to education for which the Parliament and the legislature of any state (subject to certain provisions) are empowered to make laws. It reads: 'Vocational and Technical Training of labour?'

Conclusion:

It can be safely concluded that if the Central Government can provide a competent professional leadership through right ideology, sufficient manpower and practical programmes, the State Government will willingly give their consent and the dream nation can be fulfilled.

Chapter-3

EDUCATION OF MARGINALISED AND SOCIALLY DISADVANTAGED SECTIONS

Socially, economically, educationally disadvantaged, underprivileged and deprived members of society constitute marginalized and socially disadvantaged sections or weaker sections of society. They are unable to attain satisfactory social, cultural and economic status and are subject to all sorts of harassments, difficulties and limitations in their lives.

Meaning and Concept of Marginalised And Deprived sections:

The lowest stratum of the society in social, economic and educational terms have been given various names since ancient times. They were called Sudras, Antyajas, Chandals etc. Later on the term 'Depressed Class' was used for these people. It was only in 1932 that this word was officially defined as only meaning the 'untouchable'.

Dr. Ambedkar proposed the name 'Protestant Hindus' on 'Non-conformist Hindus' whereas Gandhiji in 1933 carried the name of Harijans meaning 'children of God' which was opposed by Dr. Ambedkar while drafting the Constitution. Article 366(24) of the Constitution means 'such castes, races or tribes or parts or groups within such castes, races or tribes as are deemed under Article 341 to be scheduled castes (SC) for the purpose of this Constitution, The SC have been specified by Presidential orders issued under the provisions of Article 341 of the Constitution. The SC is both a legal and a social concept.

Now we also talk about the Backward classes. The term 'Backward classes' occurs in Article 15(4), 16(4) and 29(2) of the Indian Constitution. Article 15(4) refers to what are called 'socially and Educationally Backward Classes' and Article 16(4) speaks of 'Backward classes' of citizen only.

Apart from these 'women in general'; Handicapped (Physical or Mental) and Minority groups also come under the category of Marginalised and Deprived sections because due to one reason or the other, these groups remained deprived of social, economic, political and cultural identity/equality in the society.

Major Areas of Deprivation:

Major areas of deprivations which led these groups to disadvantaged groups are:

1) Social Deprivation:

Social deprivation is the most significant of all disadvantages of these sections. In social deprivation people belonging to lower castes:

- are not allowed to have their social contact and relations with people of higher castes;
- are not allowed to use public properties such as wells, tanks, bathing ghats, ponds, roads, hotels and places of entertainment and education which are used by people of high castes;
- do not have any type of social ties and contacts with people of higher castes;
- are compelled to lead a life of slavery or near slavery.

2) Cultural Deprivation:

In cultural deprivation people of low castes are not allowed to enter religious places for worship are not to say prayers in temples or before idols of deities or the gods.

- are treated as segregated from the society.

3) Economic Deprivation:

In economic deprivation, people of low castes.

- are not allowed to possess wealth, land or property;
 - are not allowed to take to higher occupations.
- It creates wide gulf between people of low and high castes.

4) Political Deprivation:

In political deprivation the low caste people:

- are not given the right to exercise their franchise.
- are restricted from entering political fields of activity.
- are denied political participation
- are not allowed to speak anything against the hierarchy of caste system.

It was Dr. B.R. Ambedkar who fought for equality and to provide an equal status to socially, economically, culturally and politically deprived members. In Indian society the deprived groups of society comprises of:

- Scheduled castes (SCs) and Scheduled Tribes (STs)
- Other backward classes (lower castes)
- Women in general
- Children with special Education Needs
- Minorities

All these sections of the society reveal certain common characteristics like:

- poor living conditions
- unhygienic surroundings
- Frustration and aggression
- Inferiority complex
- A sense of disappointment
- A strong sense of self preservation
- Delinquent behaviour
- Group solidarity with its own system of ascribed and achieved roles.
- Limited experience of life.

Empowerment of these weaker sections in through education is essential for the development and progress of the country as well as for their own self.

Education of Marginalised and Disadvantaged Groups and Constitutional Provisions

The Indian Constitution makes it an obligatory responsibility of the Government of India to promote the educational interest of socially, culturally and economically marginalised groups of the society. Let's take them one by one:

Education of Scheduled Castes (SCs) and Scheduled Tribes (STs):

In a democratic social system, all individual citizens should be treated as equal. They must be given equal opportunities for attaining the goals. Hence educational opportunities should be made available to all.

Why Equality of Opportunities?

Equality before the law is a basic Fundamental Right to all Indians under Article 14 of the Constitution. In a highly diverse society like ours, it is only by giving protection and privileges to the underprivileged sections of society that we can enable the weak to resist exploitation by the strong. In view of these considerations our Constitution framers made special provisions to protect the interests of SCs, STs and other weaker groups or sections of the society.

The Education Commission (1964-66) in chapter VI entitled 'Equalisation of Educational opportunity and social change' very aptly observed, "One of the important social objective of education is to equalise opportunity, enabling the backward or under privileged classes and individuals to use education as the lever for the improvement of their conditions.

Education of the Scheduled Castes:

The central focus in the SCs educational development is their equalisation with the non- SC population at all stages and levels of education, in all areas and in all the four dimension- rural male, rural female, urban male and urban female. The Measures Contemplated for Education of SCs include:

- (i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;
- (ii) Pre-matric scholarship scheme for children of families engaged in occupations such as scavenging, flaying and tanning to be made applicable from class I onwards. All children of such families regardless of incomes will be covered by this scheme and time bound programmes targeted on them will be undertaken.
- (iii) Constant micro- planning at different levels.
- (iv) Constant verification to ensure successful completion of course by SC students.
- (v) Remedial course may be provided to improve their prospects for further education and in employment.
- (vi) Phased programme implementations regarding provision of facilities for SC students in hostels at district headquarter.
- (vii) To facilitate full participation of scheduled castes; backward sections of society, particularly in rural societies, location of school buildings, Balwadis and Adult Education Centres should suit to their needs.
- (viii) To achieve the targets of UEE, it is necessary to bring the all children aged 6-14 yrs. within the fold of compulsory elementary education.
- (ix) Special educational provisions will have to be made to educate them. Economic assistance, free mid-day meal, free text books and free transportation will to be

given. Along with this, special arrangement will have to be given for the education of girls and disabled. School curriculum has to be reframed to address the needs of deprived groups.

Education of Scheduled Tribes : (ST)

As distinct from the so called mainstream population the Britishers used this term with respect to groups living in forests and hills etc. It was also used with the prefix like indigenous people etc. The term scheduled tribes denoted that people belonging to these groups did not have much contact with the main culture.

General Characteristics of Tribal People:

Some common characteristics of tribal people may be enumerated as follows:

- 1) They live in the rather inaccessible parts of the country
- 2) They live away from civilized world.
- 3) They have their own tribal dialect.
- 4) They have belief in ghosts and spirits and worship them.
- 5) They profess primitive religion known as Animism.
- 6) They are by & large, meat eaters.

Promotion of Education Among STs in Accordance with the Provision of NPE-stand POA-1992.

The following measures are being taken urgently to bring the scheduled Tribes at par with others:

- (i) Priority is accorded to open primary schools in tribal areas. The construction of school buildings is under taken in these areas on a priority basis under the normal funds for education as well as under the Tribal Welfare schemes.
- (ii) The socio-cultural milieu of the ST has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop curricula and devise institutional materials in tribal languages at the initial stages, with arrangements for switching over to the regional languages.
- (iii) Educated and promising Scheduled Tribe youths are encouraged and trained to take up teaching in tribal areas.
- (iv) Residential schools including Ashram schools have been established on a large scale.
- (v) Incentive schemes have been formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education emphasise technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments are provided to improve their performance in various courses.
- (vi) Anganwadis, Non formal and Adult Education Centres have been opened on a priority basis in areas predominantly inhabited by the Supreme Court.
- (vii) The curriculum all states of education has been gradually designed to create an awareness of the rich cultural identity of the scheduled Tribal people as also of their enormous creative talent.

Other Backward classes and their Education:

Our Constitution safeguards the educational and other interests of other backward classes so that their contribution to the society may be confirmed.

Article 15(4) of the Constitution:

It enjoins upon the state the creation of special provisions for the advancement of any socially and educationally backward classes of citizens or for the scheduled tribes and scheduled class.

Article 16(4):

It enables the state for making provisions for the reservation of appointments/ posts in favour of any backward class of citizen which in the opinion of state is not adequately represented in the services under the state.

Article 38:

It makes it obligatory for the state to strive to promote the well-being of the people by securing and protecting as effectively as it may a social order in which justice social, Economical and Political shall inform all the institutions of the National Life.

Article 46:

It contains a very significant directive regarding promotion of educational and economic interests of other weaker sections and protecting them from social injustice and all forms of exploitation.

Part XVI of the Constitution:

It contains 'special provisions relating to certain classes' and under this part Article 340 envisages the appointment of a commission to investigate the conditions of Backward classes.

With a view to consider measures for the improvement of conditions of other Backward Classes, the Government of India appointed the Mandal Commission in 1978. As far as promotion of education among these sections is concerned, following special measures are being taken:

- (i) Special schemes for the OBC's after their educational training.
- (ii) Reservation of seats for OBC students in all scientific, technical and professional institutions run by the centre as well as by State Government.

Education for Women:

Women plays a prominent role in the cultural, economic, political, religious and social life of a country. The ancient people of India fully realised this fact and accorded a reasonable status to women and encouraged their education. More than 400 verses in the vedas are ascribed to 24 women seers.

Swami Vivekanand has emphasized, "If you do not raise the women who are living embodiment of divine mother, don't think that you have any other ways to rise."

Gandhiji stated the importance of women education in these words, "I am strongly of the opinion that women should have the same facilities as men and even special facilities where necessary."

Jawahar Lal Nehru very rightly observed, "Education of a boy is the education of one person but the education of a girl is the education of entire family."

University Education Commission (1948-49) remarked in this context, "There can't be educated people without education of women. If general education had to be limited to men or to women, then opportunity should be given to women, from them it would more surely be passed to the next generation."

Our constitution gives great importance to the equality of status and opportunity for men and women.

Though there is phenomenal progress on women's education since independence but still there is a wide gap between female education and male education. Usually following causes can be mentioned for slow progress of women's education:

- 1) Conservative social attitude in the rural and backward areas for the education of girls.
- 2) Lack of educational facilities in rural areas.
- 3) Economic backwardness of the rural community.
- 4) Lack of suitable curriculum
- 5) Lack of women teachers.
- 6) Lack of proper supervision and guidance due to inadequate women personal in the inspectorate
- 7) Social ills
- 8) Inadequate systematic publicity.
- 9) Indifference of panchayats.

Measures for the Promotion of Women's Education:-

Following measures can be suggested for the promotion of women's education:

- 1) Creating positive attitude towards girls' education among masses through media and other means.
- 2) Adequate facilities physical as well as other to minimise the barriers in the way of girls education.
- 3) Subsidising economic backwardness of parents by providing free books & uniforms to needy students.
- 4) Curriculum should be reframed to meet the requirements of women.
- 5) Incentives should be provided to parents and girls to sustain interest in education.
- 6) Appointing women teachers as per the demand.
- 7) Adequate women staff should be increased to meet their demands for inspections etc.
- 8) Eradicating social evils.

Hence, it can be safely remarked that the role of women outside the home has become an important feature of the social and economic life of the country and in the years to come this will become still more significant. The education of girls should be emphasized not only on grounds of social justice but also because it accelerates economic and social transformation.

Education of Children with Special Educational Needs (CWSEN)

The education of special groups has to be recognised not merely on humanitarian grounds but also a grounds of utility. The reasons behind their speciality may be various but common to them all that it is their right to get education. They should be given opportunities to develop their potentialities so that their weakness can be overcome.

Meaning of CWSEN:

Children with special Educational needs are those children who deviate physically, mentally emotionally and socially so markedly from normal growth and development that they cannot be benefitted with special treatment in schools. They need special attention in school.

Classification:

These children may be of different types:

- 1) Mentally Special group
- 2) Physically Special group
- 3) Emotionally Special group

Mentally Special Group:

It means a group of special children whose mental performance is either above the average or below the average on the basis of their Intelligent Quotient (I.Q.)

Physically special Group:

It refers to that group of children having some deformities or incompleteness in their physical structure. These may be of following types:

- 1) Visually Impaired
- 2) Hearing Impaired
- 3) Speech Impaired
- 4) Children with crippled limbs
- 5) Children with damaged brain functioning
- 6) Children with multiple disabilities.

Emotionally Specially Group:

It means the group of those children whose behaviour is socially disapproved

Need of Educating Special Groups:

In a democratic country, it is necessary to provide educational opportunities to such children who need special attention. It is must from following points of view:

- a) To cater to their special needs which can't be met in regular routine classroom.
- b) children who come under the categories of deaf, dumb, blind and physically handicapped need special educational facilities as per their special needs.
- c) It can be helpful to parents, teachers and administrators in order to understand these children and their special educational needs. Thus the attitude of society can be changed towards these children.

Education of Special Children:

Following points may be kept into consideration in the education of these children:

- a) Objectives of education should be extended.
- b) Environment of the class should be stimulating.
- c) For physically handicapped children, special schools may be started having special arrangement of needed equipments, specially trained teachers, and children can be taught according to their needs.
- d) Role of the teacher becomes more challenging to educate those children. Teacher can make efforts by giving them responsibilities, engagement, and encouragement by developing a positive attitude towards education of these children.

Chapter-4

EDUCATION AND FUNDAMENTAL RIGHTS & DUTIES ARTICLE 14, 15, 16, 30 & 51A

The Constitution of India embodies a number of Fundamental Rights in Part III of the Constitution. The Fundamental Rights are defined as human freedoms which every Indian citizen has the right to enjoy for a proper and harmonious development of personality. It can also be understood as follows:

Rights are those freedoms which are essential for personal goods as well as for the good of the community.

The Rights guaranteed under the Constitution of India are fundamental as they have been incorporated into "Fundamental law of the land" and are enforceable into a court of law. Hence Fundamental Rights incorporates those freedoms which every Indian citizen can enjoy for its fullest development of personality. These rights are universally applicable to all citizen irrespective of race, place of birth, religion, caste, creed, colour and gender or sex.

Fundamental Rights is a charter of Rights contained in the Constitution of India. It guarantees civil liberties so that all Indians can lead their lives in peace and harmony as citizens of India. Violation of these rights result in punishment, as prescribed in the Indian Penal Code, subject to discretion of the judiciary.

The Constitution classifies the Fundamental Rights into six groups :

- 1) Right to Equality - Article 14 to 18
- 2) Right to Property - Article 19 to 22
- 3) Right against Exploitation - Article 23-24
- 4) Right to Religious Freedom - Article 25-28
- 5) Educational & Cultural Right - Article 29-30
- 6) Right to Constitutional Remedies - Article 32.

It is the foremost right guaranteed to the citizens of India. It is regarded as Principal foundation of all other rights and liberties.

Right to Equality :

Though we shall discuss Articles 14-18 in general but.....we shall discuss Articles 14, 15, 16 & 30 in detail:

Article 14 : Equality before law or equal protection of law:

Article 14 of the Constitution provides; "The State shall not deny to any person equality before the law or equal protection of the laws within the territory of India."

This Article States:

- Equality before law

➤ **Equal protection of law**

This means that this Article guarantees that all citizens shall be equally protected by the law of the country which means that state cannot discriminate against a citizen on the basis of caste, creed, colour, sex, religion or place of birth.

It implies that all are equal before the law. No person is small or great. Same law will be applied in case of persons in similar situations. There is a provision of same punishment for the same offence from Prime Minister to common man.

But government under special circumstances can make adequate and logical discrimination among citizens, but for doing so, the government will have to act according to legal considerations. e.g. for imposing tax, government can discriminate between rich and poor. It can charge more tax from the rich people and can give special concessions to poor people.

Limitations:

This right to equality has certain limitations as mentioned below:

- 1) No action can be taken on foreign ambassadors by Indian law.
- 2) No faujdhari litigation can be imposed on President of India and Governor of States.

Article 15: Prohibition of Discrimination on Grounds of Religion, Race, caste, sex or Place of Birth

Article 15 (1) States, "The state shall not discriminate against any citizen on the grounds only of religion, race, sex, place of birth or any of them.

Article 15(2) lays down, "No citizen shall, on ground only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to:

- (a) access to shops, public restaurants, hotels and places of entertainment or
- (b) the use of well, tanks, bathing ghats, roads and places of public resorts maintained wholly or partly out of state funds and dedicated to the use of general public."

Article 15(3) states, "Nothing in this Article shall prevent the state for making any special provision for women and children.

Article 15(4) lays down, "Nothing in this Article or in clause(2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens for the Scheduled Castes and Scheduled Tribes.

Thus according to Article 15

- 1) The state shall adopt equality for providing education to its citizens. All citizens of Indian have right to equality for getting education. It includes women section also i.e. education of girls/women is also the responsibility of the government.
- 2) The State can provide special facilities for raising the backward classes, Scheduled Castes, Scheduled Tribes and other educationally and socially backward sections of society such an act is not a violation of right to equality.

Limitations of Article 15:

- Special provisions can be made for women and children
- Special facilities can be provided to educationally and socially backward citizens like Scheduled Castes and Scheduled Tribes etc. by the State.

The Constitution provides for reservation of seats in the Parliament and State assemblies, seats in education institutions/courses and posts in government/quasi government services for Scheduled Castes and Scheduled Tribes for a specified period; such provisions for certain minorities and backward communities are also indicated.

Article 16: Equality of opportunity in Matters of Public Employment

Article 16(1) States, "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state."

Article 16(2) lays down, "No citizen shall on grounds only of religion, caste, sex, descent, place of birth, residence or any of them, be ineligible for or discriminated against in respect of any employment or office under the state."

Article 16(3) states, "Nothing in this Article shall prevent Parliament from making any law prescribing in regard to a class or classes of employment or appointment to any office under the government or any local or other authority within, a State or Union Territory, any requirement as to residence within that State or Union Territory for such employment or appointment."

Article 16(4) states, "Nothing in this Article shall prevent the State from making any provision for the reservation of appointment or posts in favour of any backward class of citizens which, in the opinion of the state, is not adequately represented in the services under the state."

Article 16(4A) lays down, "Nothing in this Article shall prevent the state from making any provision for reservation in matters of promotion to any class or posts in the service under the State in favour of the scheduled castes and scheduled tribes, which in the opinion of the State, are not adequately represented in the services under the State."

Article 16(5) States, "Nothing in this Article shall affect the operation of any law which provides that the incumbent of an office in connection with the affairs of any religious or denominational institution or any member of the governing body thereof shall be a person professing a particular religion or belonging to a particular denomination."

Thus Article 16 of the Constitution provides equal opportunities for the public employment of all the people except in case of scheduled castes and scheduled tribes. The appointment in different offices are given only on the basis of merit.

Limitations of Article 16 :

Following are the limitations of this Article 16:

- i) The state can fix qualifications relating to residence for some special posts.
- ii) Reservations can be made for backward citizens for government services.
- iii) Posts relating to religious or communal institution can be kept outside the jurisdiction of this.

Article 30: Right of Minorities to Establish and Administer Educational Institutions:

Article 30(1) states, "All minorities whether based on religion or language shall have the right to establish and administer educational institution of their choice."

Article 30(2) lays down, "The State shall not discriminate against any educational institution in respect of grant in aid, on the ground that it is under the management of a minority whether based on religion or language."

Article 30 is completely related to the rights of minorities. It includes choice of medium of instruction and curriculum to be taught also by the minorities.

The Right conferred under Article has been summarized by the Supreme Court as follows:

- 1) The right of minorities to establish and administer educational institutions of their choice comprises:
 - a) to choose its own governing body.
 - b) to appoint teaching and non-teaching staff.
 - c) to admit eligible students of their choice.
 - d) to use its properties and assets for the benefit of the institution.
- 2) The right conferred on minorities under Article 30 is only to ensure equality with the majority and not intended to place the minorities in a more advantageous situations vis-a-vis the majority.
- 3) The right to establish and administer educational institutions is not absolute. Nor does it include right to mal administer. There can be regulatory measures for ensuring educational character and standards and maintaining academic excellence.

Article 17 puts forth abolition of untouchability.

It states, "The practice of untouchability is an offense and anyone found doing so is punishable by law."

It implies that society should be free from social evils so that it can progress in an effective way.

Article 18- Abolition of titles is another right to equality described by Article of the Constitution. It forbids the States from conferring any titles to the citizens of India.

Right to Freedom:

Among the Fundamental Rights, Right to Freedom is included in the Articles 20, 21 and 22. Right to Freedom includes Freedom of speech and expression, freedom to assemble peacefully without arms, Freedom to form associations or unions and freedom to move freely throughout the territory of India.

Right to Freedom also states that citizens have the freedom to reside and settle in any part of the territory of India and also have the practice any profession or to carry on any occupation, trade or business. However, subject to reasonable restrictions in the interest of the State in the interest of the general public certain safeguards are envisaged to protect the citizens from exploitation and coercion.

3) Right Against Exploitation:

Right against Exploitation is another essential among the Fundamental Rights. This right is given in the Articles 23 & 24. It provides for two provisions such as abolition of trafficking in human beings and forced labour. The right also lays down abolition of employment of children below the age of 14 yrs. in dangerous jobs in factories and mines.

4) Right to Freedom of Religion:

Right to Freedom of Religion is included under Articles 25, 26, 27 and 28. It provides the principle of secularism in India. The Constitution provides that all religions are equal before the State and no religion shall be given preference over the other. Citizens are free to preach, practice and propagate any religion of their choice.

5) Cultural and Educational Rights:

Fundamental Rights also provided Cultural and Educational Rights to its citizens and it is covered in Articles 29 and 30.

According to this right any community which has a language and script of its own has the right to conserve and develop them. No citizen can be discriminated against for admission in State aided institutions. All Minorities, religious or linguistic can set up their own educational institutions in order to preserve and develop their own culture.

6) Right to Constitutional Remedies:

Right to Constitutional Remedies is also provided in the constitution under Article 32. This right authorizes the citizens to move a court of law in case of any denial of the fundamental rights. The courts can issue various kinds of writs which help preserving and safeguarding the fundamental rights of the citizens of India.

It has also been mentioned in our Constitution that only through a Constitutional Amendment, the Fundamental Rights can be altered. In addition to that during National and State emergency, the Fundamental Rights remain suspended.

7) Right to Education:

RTE Act was passed in both the Houses of Indian Parliament on 4th August 2009 as a revolutionary enabling measure to lead India far in its commitment to an equitable and progressive society. It was enshrined in the Indian Constitution as a Directive Principle of State policy in Article 45 before the 86th Amendment 2002. This 86th Amendment introduced new Article 21-A making the right to education of children from 6-14 years of age a fundamental right in Article 51A, clause 'k' was added as a fundamental duty of the parents is provide opportunities for education to the children aged between 6 and 14. The salient features of the historic Right to Education Act are as follows:

- Every child in the age group of 6 to 14 years will have a right to free and compulsory education in a nearby school.
- Private and unaided educational institutes will have to keep 25% of the seats for students belonging to the weaker sections.
- No child would be failed or expelled and will not be required to pass any board examination until completion of elementary education.
- A child who completes elementary education shall be awarded a certificate.
- Financial burdens will be shared between Centre and the States.
- School infrastructure (where there is problem) to be improved in 3 years else recognition cancelled.
- Mandate improvement in quality of education.
- Calls for a fixed teacher-pupil ratio.
- Will apply to all over India except Jammu & Kashmir.
- School teachers will need adequate professional degree with in 5 years or else will loose jobs.

It can be concluded that well designed RTE Act is enacted with a lofty goals but was effective implementation is best with certain challenges. It is hoped that given political will and public sensitization, the new measure will revolutionize the scene of Indian Elementary Education.

Fundamental Duties:

During the introduction of Indian Constitution on 26th January 1950, there was no mention of fundamental duties. These were added to the Constitution at the later stage in the year 1976 through the 42nd Amendment of the Constitution and came into effect from 3rd January 1977, and are identified as moral obligation and fundamental duties have been listed in chapter IVA under Article 51A of the Constitution.

These fundamental duties were made as a part of the Constitution on a moral ground that there is a mention of the Fundamental Rights in the Constitution on a moral basis. Rights could ever be enjoyed unless others are made to perform the complimentary duties. There are eleven fundamental duties of the Indian citizens that are mentioned in our Constitution besides the fundamental rights.

Article 51A (a-k)

These are not legally enforceable. These are incorporated to encourage a sense of patriotism. The following fundamental duties have been mentioned in Article 51A:

a) Obedience to the dictates of the Constitution:

Article 51A(a) states that it shall be the duty of every citizen of India "to abide by the Constitution and respect its ideals and institutions- the National Flag and National Anthems."

These are the symbols of national pride. We should stand peacefully when the National Anthem is being sung. Similarly we should follow the principles of Secularism and National Unity.

b) To Cherish and follow noble ideals:

Article 51A (b) states that it shall be the duty of every citizen of India to cherish and follow noble ideals which inspired our national struggle for freedom." These are faith in the constitutional means, mutual understanding without distinction among the people of different faiths, religions, castes, colour, creed or sex, non-violence, secularism, national unity etc.

c) Upholding the sovereignty, Unity and Integrity:

Article 51A (c) States that it shall be the duty of every citizen of India "to uphold and protect the sovereignty, unity and integrity of India." The freedom and nationalism of India is inherent in the sovereignty, unity and integrity of India.

There is unity in the diversity which makes India one nation. There are many forces within India which are trying to disintegrate it. Therefore it is the duty of all Indians to uphold and protect the sovereignty, unity and integrity of India

d) To defend the country and render national service:

Article 51 A (d) States that it shall be the duty of every citizen of India 'to defend the country and render national service when called upon to do so." Every citizen wants peace, progress and happiness and the state is also committed to social good. This can be possible only if all citizens are ready to render national service.

e) Promotion of harmony and common brotherhood:

Article 51A(e) states that it shall be the duty of every citizen of India "to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women." People belonging to different castes, religions and creeds live in India. In spite of these differences India is one nation. It is necessary to promote feelings of common brotherhood. Therefore it becomes the duty of every citizen to develop these feelings.

f) To Value and preserve rich heritage:

Article 51A(f) states that it shall be the duty of every citizen of India "to value and preserve the rich heritage of our composite culture." The rich cultural heritage and its composite culture are its invaluable proud possessions in which every citizen takes pride. It is the Constitutional duty of every citizen to preserve this.

g) Protection and Improvement of natural environment:

Article 51A (g) states that it shall be the duty of every citizen of India "to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures." India is rich in natural resources. Rivers, forests, mines, minerals etc. help in our development and progress. Our economic development depends upon these resources. No country can economically progress until its citizens understand, protect and improve natural environment. Destruction of natural environment means destruction of the country.

h) Development of scientific temper, humanism and spirit of inquiry and reform:

Article 51A (h) states that it shall be the duty of every citizen of India "to develop the scientific temper, humanism and spirit of inquiry and reform." Many Indian citizens are still ignorant because of lack of education and thus fail to progress. Backwardness breeds at mental level to enrich the citizen mentally the fundamental duty of development of scientific temper, humanism and spirit to inquiry and reform has been included in the Constitution.

i) Protection of Public property and to adjure violence:

Article 51A (i) states that it shall be the duty of every citizen of India "to safeguard public property and to adjure violence." Public property is the property of the whole nation. Its loss is national loss. Railways, post office, government buildings and offices, schools, colleges etc. are public property. These are sources of progress so it is the duty of every citizen to protect public property and adjure violence.

j) Striving towards excellence:

Article 51A (j) states that it shall be the duty of every citizen "to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement." Every person has to engage in same activity or the other. But engage ourself in activity is not enough. One should strive for excellence in one's own field. If people strive for excellence in their own fields, the country will make progress towards social, economic, cultural and scientific development. Thus it is the duty of every citizen to strive for excellence in one's own field.

k) Providing Opportunities for education:

Article 51A (k) states that it shall be the duty of every citizen of India "who is a parent or guardian to provide opportunities of education to his child, or as the case may be, ward between the age of but six and fourteen years.

It has been inserted by the Constitution (Eighty six Amendment) Act 2002 and came into force from April 1, 2010.

Measures In Education as Related to Fundamental Rights and Duties:

Education is the foundation of human society no society can progress without education, specially education related to fundamental rights and duties. Each society organises its education according to its own needs, ideals, aspirations etc. Society becomes better through education. Education erects the structure of society through its well planned and well executed system.

Following are the functions of education to strengthen democratic set up particularly with reference to fundamental rights and duties:

- 1) Education should prepare people to fit into the social structure of our society so that they can play their social role effectively as an individual as well as member of more than one social groups. Individually they must have realization of their fundamental rights as well as fundamental duties as father, mother, teacher or civil servant towards their own self, towards their family and towards the society. As member of group, one must be responsible enough to perform the task assigned to him/her by that group.
- 2) Education as transmitter of culture: Education transmits culture or cultural heritage. It is the transmitter of cultural heritage- customs, traditions, norms and values etc. Knowledge of fundamental rights and duties through education enables an individual to avail the rights and to perform the duty honestly so that our cultural heritage can be preserved and transferred from one generation to another safely.
- 3) Good schools should be established to help in development of all aspects of the personality of an individual to make him/her a responsible member of the society.
- 4) Rich libraries should be set up in the society. Good libraries broaden the mental horizon of the people and make them aware about their fundamental rights and fundamental duties.
- 5) If we want to make democracy a success, we shall have to educate each and every member of society about his/her academic contribution to society by following the fundamental rights and duties simultaneously.
- 6) Education must socialize an individual in such a way that he/she develops consciousness of duty.
- 7) It is education which enables the citizens to understand their rights and duties including political responsibilities. Only educated individuals can properly understand the qualities and drawback of the candidates contesting the elections as well as the various political parties, their plan and policies before the elections.
- 8) Education can only prove a means for elimination of social, economic and political exploitation from society. Only educated people can fight for their rights and exploitation thrust upon them.
- 9) More gender specific programmes need to be launched e.g. awareness campaign for girls enrolment etc.

Chapter-5

DIRECTIVE PRINCIPLES OF STATE POLICY

The Directive Principles, in fact, are the directions given by the Constitution to respective Governments to adopt policies that commensurate and further the cause of social justice and create such situations and circumstances in which every citizen has ample opportunities for self fulfilment, development and progress - socially, economically, politically and vocationally. These principles are safeguard against exploitation and violation, work and livelihood education, equal wages for equal work, ban on child labour and safeguard against child abuse and exploitation, social and economic justice, free medical and legal aid to poor and destitute.

These Directive Principles are laid down in our Constitution under part IV (Article 38-51) which are fundamental in the governance of the country. It is the duty of the state to apply these principles in framing law. These lay down that the state shall strive to promote the welfare of people by securing and protecting as effectively as it may, a social order in which justice - social, economic and political - shall form in all institutions of national life.

Directive Principles can be classified under four principle groups:

- i) First group deals with general principles of social policy. (Article 38, 39, 40, 41, 42, 43)
- ii) The second with the principles of administrative policy (Article 44, 45)
- iii) The third deals with socio- economic rights (Article 46-50)
- iv) The fourth and last group contains a statement of the International policy of the Indian Republic (Article 51)

Group I- General Principles of Social Policy:

Article 38: It state to secure a social order for the promotion of welfare of the people.

- (1) The State shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice - social, economic and political, shall inform all the institutions of the national life.
- (2) The state shall in particular, strive to minimise the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.

Article 39: Certain principles of policy to be followed by the State: The State shall, in particular, directs its policy towards securing-

- (a) that the citizen, men and women equally, have the right to an adequate means of livelihood.
- (b) that the ownership and control of material resources of the community are so distributed as best to subserve the common good;

- (c) that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment.
- (d) that there is equal pay for equal work for both men and women.
- (e) that the health and strength of workers, men and women, and the tender age children are not abused and that citizens are not forced by economic necessity to enter a vocation unsuited to their age or strength
- (f) that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

Article 40: Organisation of village panchayats:

"The State shall take steps to organise village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self government."

Article 41: Right to work, to Education and to Public assistance in certain cases:

"The State shall, within the limit of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want."

Article 42: Provision for just and humane conditions of work and maternity relief:

"The state shall make provision for securing just and humane conditions of work and for maternity relief."

Article 43: Living wage etc. for workers:

"The State shall endeavour to secure, by suitable legislation or economic organisation or in any other way, to all workers - agriculture, industrial or otherwise, work, a living wage, conditions of work ensuring a decent standard of life and full enjoyment of leisure and social and cultural opportunities and, in particular, the state shall endeavour to promote cottage industries for an individual or on co-operative bases in rural areas."

Group II Principles of Administrative Policy:

Article 44: Uniform Civil Code for the Citizens:

The state shall endeavour to secure for the citizens a uniform civil code throughout the territory of India.

Article 45: Provision of free and compulsory Education for children:

"The State shall endeavour to provide, with in a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years."

Group III- Principles related to socio- Economic Rights

Article 46: Promotion of educational and economic interests of scheduled castes, scheduled Tribes and other weaker sections

"The state shall promote with special care, the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes, and shall protect them from social injustice and all forms of social exploitation."

Article 47: Duty of the state to raise the level of nutrition and the standard of living and to improve public health

Through this Article, duty has been assigned to government to secure the improvement of public health and the prohibition of intoxicating drinks and drugs.

Article 48: Organisation of agriculture and animal husbandary
In this Article, Govt. is to organise agriculture and animal husbandary on scientific lines and preserve and improve the breeds and prohibit the slaughter of cows, calves and other milch and draught cattle.

Article 48(a) states: Protect the environment and to safeguard the forests and wildlife of the country

Article 49: Protection of Monuments and places and objects of national importance

Through this Article, Government is required to protect all monuments of historic interest and of national importance from spoilation, disfigurement, destruction, removals, disposal or export, as the case may be.

Article 50: Separation of Judiciary from Executive:

'The state shall take steps to separate the judiciary from the executive in the public services of the state.

Group IV- International Policy of Indians Republic

Article 51: Promotion of International Peace and Security:

The State shall endeavour to -

- (a) promote international peace and security
- (b) maintain just and honourable relations between nations
- (c) foster respect for international law and treaty obligations in the dealings of organised people with the another, and
- (d) encourage settlement of international disputes by arbitration.

Directive Principles mentioned in other parts:

Article 350(a) "It is the duty of the officers of concerned states to provide primary education in mother tongue to the people of minorities particularly to the children of minorities' class."

Article 351 "It will be the duty of the Union to spread Hindi language amongst the people of India which will develop our cultural and social element."

Article 355 "It will be under consideration to appointment the people of the scheduled castes and the scheduled Tribes in and as Union and state services."

Chapter-6

RIGHT TO EDUCATION (RTE) ACT - 2009

If Gopal Krishan Gokhle, one of the greatest son of India, would have been alive today, he would have been the happiest person to see his dream of 'Right to Education' for children of the country come true. It was he, who almost hundred years ago, urged the imperial legislative assembly confer such a right on Indian children.

At international level it has been universally recognised since the Universal Declaration of Human Rights in 1948. The right existed in Article 45 of the Constitution of India under Directive Principles of State Policy and, therefore, not enforceable in a court of law. The judgement which resulted right to education as a fundamentals right stemmed from Mohini Jain Vs. State of Karnataka. The Supreme Court through a division bench comprising of justices Sh. Kuldeep Singh and Sh. R.M. Sahai, decided on the constitutionality of the practice of charging capitation fee. The two judge bench of the Supreme Court held that 'the right to education flows directly from the right to life. The right to life and the dignity of an individual cannot be assured unless it is accompanied by the right to education.' The decision in Mohini Jain marks a watershed in the history of judicial interpretation of Article 21.

In the famous case of Unni Krishnan Vs. State of Andhra Pradesh, Court reviewed the judgement in Mohini Jain. The Supreme Court emphasized the importance of education and held that right to education upto the age of 14 years from a part of the right to life under Article 21 of the Constitution.

Following the judgement of the Supreme Court, the Constitution 86th Amendment was formally passed in 2002 making education a fundamental right and inserted a new Article 21A after article 21 of the Constitution. To translate this into action, the 'Right to Children to free and Compulsory Education Bill' was drafted in 2005. The Bill was revised and it became an Act in August 2009 and ultimately came into force from April, 2010. It is now legally enforceable for every child to demand free and compulsory education in the age group of 6-14 years.

The title of the Act incorporates the words 'Free and Compulsory'. 'Free' means that no child, other than a child who has been admitted by his/her parents to a school which is not supported by the government, shall be liable to pay any kind of free or charges or expenses which may prevent him/her from pursuing or completing elementary education.

'Compulsory' Education casts an obligation on the Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. Further, the law makes it mandatory for private institutions to reserve 25% of the seats for the children from weaker section.

Thus the Act envisages providing quality education to all children and equip them with knowledge, skills and values to make them enlightened citizens. This Article 21A has further been strengthened by adding clause K to Article 51A. This clause has been added in Fundamental Duties which states: It shall be the duty of every citizen of India "who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six to fourteen years. Now the Right to Education has same legal status as the Right to life.

Salient Provisions of Right to Education Act- 2009

- a) **Right to free and compulsory Education:** Clause (3) provides for every child of the age of 6-14 years, the right to free and compulsory education in a neighbourhood school till the completion of elementary education.
- b) **School in Neighbourhood:** Clause 6 provides for the establishment of a school in neighbourhood.
- c) **National Curriculum and Teachers training:** Clause 7 seeks to provide for financial and other responsibilities of the Central Government and State Government, for the development of national curriculum and the standard for training of teachers.
- d) **Responsibility of providing free and compulsory education:** Clause 12 imposes on schools the responsibility of providing free and compulsory education. Under this clause, unaided private shall admit 25% of children to class I from among the children belonging to weaker sections for continued education to such children till completion of elementary education. No seats in the quota can be left vacant.
- e) **Prohibition of Capitation fee and screening admission procedure:** Clause 13 provides for prohibition of capitation fee and screening in admission procedure and for punishment for contravention of these provisions clause 14 states no student can be denied admission due to non-availability of birth certificate.
- f) **Prohibition of denial of admission:** Clause 15 is meant for prohibition of denial of admission to a child, irrespective of the time in academic year. No child shall be turned away if the admission cycle in the school is over. No child should be asked to take admission tests.
- g) **Prohibition of the holding back in any class or expelling:** Clause 16 prohibits the holding back in any class or expelling a child from school till the completion of elementary education.
- h) **Prohibition of Punishment & harassment:** Clause 17 provides the prohibition of physical punishment and mental harassment of any child in school. Written orders have been provided by the state government that no corporal punishment will be given to student.
- i) **Provision for Schools:** Clause 18 (1) states that no school can be opened without the certified letter of concerned officer. Clause 18(2) says that eligible officer will verify if the norms have been obeyed by the school or not.
- j) **Fulfilment of Norms and Standards:** Clause 19 mandates fulfilment of norms and standard by schools for recognition, withdrawal of recognition and imposition of fine in case of contravention. All schools will have to prescribe norms and standards laid out by the Act. No school that does not fulfil these norms and standards with in three years will be allowed to function.
- (k) **Constitution and functions of school management committee:** Clause 21 seeks

- to spell out the Constitution and functions of a school management committee. Every school shall form a managing committee which includes parents, teachers and agents representative. Females will also be a member of this committee.
- (l) School development plan: Clause 22 formulates a provision for a school development plan by the school management committee. Every school will have the right to make development policies.
- (m) Qualification and Condition of Service of teachers: Clause 23 seeks to ensure qualifications and terms and conditions of service of teachers. Norms and standards of teacher qualification and training have been laid down by an Academic Authority. Teachers in all school will have to subscribe to these norms within five years
- (n) Duties of teachers, disciplinary action and redressal of grievances: Clause 24 seeks to provide for duties of teachers, disciplinary action against them and redressal of their grievances.
- (o) Maintenance of Pupil-teacher ratio: Clause 25 provides for maintenance of pupil teacher ratio by appropriate governments and local authorities. Punjab State education department has decided the ratio as 1:30.
- (p) Filling up of vacancies of teachers: Clause 26 seeks to compel filling up of vacancies of teachers in school.
- (q) Prohibiting deploying of teachers for non-educational purposes: Clause 27 prohibits deployment of teachers for non-educational purposes, except for decennial population census, disaster relief, elections to local authority, State Legislature and Parliament.
- (r) Prohibition of private tutitions: Clause 28 seeks to provide for prohibition of private tutitions by teachers.
- (s) Curriculum and evaluation procedure: Clause 29 provides for curriculum and evaluation procedure for elementary education to be laid down by an academic authority, Government is looking forward to it seriously. Curriculum has been decided keeping in mind the need of the students. For comprehensive evaluation of students new techniques have been introduced. In such evaluation academic as well as educational activities are given due importance so that overall development of personality may take place.
- (t) Prohibition of detention: Clause 30 prohibits detention or failing of any pupil in any class till completion of elementary education. No state board examination shall be held upto the completion of primary education. If primary education is completed, then he is eligible to get certificate. Most of the countries have scrapped the board examination at primary stage. Primary education and evaluation is being done at school level.
- (u) Protection of child rights: Clause 31 provides for certain additional functions to be performed and powers to be exercised by the national and state commissions for protection of child rights in pursuance of the provisions of this Act. A state level commission for protection of child rights will be established centre as well as state has made the commission. The commission will keep an eye whether the rights of children are being protected or not. Commission is committed to obey this clause.
- (v) Redressal of grievances: Clause 32 provides for redressal of grievances relating to the rights of the child under the proposed legislation.
- (w) Expert Advice : Clause 33 seeks to provide for the constitution of a National Advisory Council to give expert advice to the Central Government on the

implementation of the provisions of the proposed legislation. Centre will pass an ordinance and constitute an Advisory Council. This will consist of 15 members having knowledge and experience about primary education and child development. Clause 34 states advisory council will be established with National Advisory Council as basis Central as well as State Government have established such advisory councils. The work of the council is to suggest the implementation of act at primary level. With the help of this act various sections are being planned to implement it in the mean time.

Challenges Ahead:

Right to Education Act is one of the most prestigious Act passed in Indian history but implementing it is not going to be a cake walk and there are various challenges ahead. Take a look at them:

(A) Financial Challenges:

The Right to Education Act is already plagued with various financial hurdles and challenges. The fiscal burden is to be shared between the centre and the states in the ratio of 55:45 and 90:10 for the North, Eastern states. This project is going to involve funds to the tune of Rs. 15000 crore. Many states have already voiced their inability to mobilize funds and entered into a dispute with the Centre. U.P., Bihar, Punjab and many states have expressed that they would not be able to implement the Act in the absence of funds from the Centre. Orissa wants the same status enjoyed by the North Eastern states with respect to the Act. The success, as far as the financial issues are concerned, largely depends upon the centre - state co-operation.

Since the Act involves improving the infrastructure of schools, training teachers, creating more facilities besides the manifold increase in intake, huge finances would be involved and it is difficult to envisage how the economics of it all will be worked out.

(B) Challenge to find Qualified Teachers:

The dearth of good and qualified teachers is going to be one of the most crucial challenges being faced in implementing this act. Our HRD Minister acknowledge that there is a shortage of about 5 lakh teachers. In the face of this, how will it fulfill its promise of providing quality education to all? it is going to be a big challenge.

(C) Challenge to Provide Infra-Structure:

It is going to be a challenge to provide the requisite infrastructure that the Act expects. The Act demands that the building of all the schools should be weather proof. There should be one teacher for every thirty students. The Act suggests barrier free entry for all the schools whereas presently only about 20% schools have ramps. Basic facilities like access to drinking water is also lacking in many schools. The Act stipulates a play ground for every school.

The other major infrastructural challenge will be to establish a balance between centre and state.

(D) Quality Education Itself a Big challenge:

The Act says that no student would be dropped from school or not passed till the age of 14. With the mix of such students in class, it would be very difficult for the teachers to ensure quality.

(E) Challenge to Enforce 25% Quota for Weaker Sections:

It remains to be seen whether this clause to reserve 25% of seats for weaker sections by Private Unaided Schools will turn out to be a boon or a bone. On one hand the Act aims at removing this bipolarity in education and on the other it is feared that interfering in the functioning of private schools will have an adverse effect on the quality of education.

(F) Challenge of Child labour:

There are more than 12 million children in India who are engaged in child labour. Unless and until a special provision is made in the Act, it would be challenging to bring back these children to school.

These are some of the problems that have littered the path but our HRD Minister is quite confident of overcoming these challenges and propel India towards even greater heights.

Review Exercise Unit - I

Short Answer Questions:

- 1) Which are the terms used in the Preamble of the Constitution?
- 2) What is Union List?
- 3) What is State List?
- 4) What do you mean by Concurrent List?
- 5) What are the provisions regarding education of minorities?
- 6) Comment on State provisions for development of national language.
- 7) Define secularism.
- 8) State provisions for religious education.
- 9) Examine the educational provisions for Scheduled Castes and Scheduled Tribes.
- 10) What does Constitution say about higher education and research?
- 11) Which are the terms used in the Preamble of the Constitution?
- 12) Examine the provisions for elementary education in Indian Constitution.
- 13) Examine the Article 21A for Right to Education.
- 14) Examine Article 350 and 351 of Indian Constitution related to language.
- 15) When did Education come into Concurrent List?
- 16) Mention constitutional implication of 42nd Amendment.
- 17) Discuss the meaning of social equity.
- 18) Elaborate Characteristics of social Justice.
- 19) Discuss the need and importance of equality of opportunities in education.
- 20) Principles of social justice.
- 21) State the dimensions of social justice.
- 22) Clarify the meaning of Scheduled Castes and Scheduled Tribes.
- 23) What do you understand by the term Other Backward Classes (OBCs)?
- 24) Explain the term 'Minority'.
- 25) What are the problems of minorities?
- 26) Explain the role of education in empowerment of women and other sections of society.
- 27) Underline efforts made for education of disabled children in our educational system.
- 28) What do you mean by fundamental Rights?
- 29) What do you mean by Fundamental Duties?
- 30) Narrate the efforts made for education of SCs & STs.
- 31) Who are named as 'handicapped'?
- 32) Explain the Right to Freedom.
- 33) Explain the Right to Equality.
- 34) Examine the Right to Property.
- 35) Examine the Right against exploitation.
- 36) Which Articles are related with Educational and Cultural Rights? Explain them.
- 37) What do you mean by Right to Constitutional Remedies.
- 38) Write about the Right to Education Act.
- 39) Examine Fundamental Duties envisaged in our Constitution.
- 40) Critically examine Articles 44 and 45 which deal with principles of Administrative Policy.
- 41) Explain the Articles 46 to 50 which deal with socio-Economic Right.

Unit I

Long Answer Question:

- 1) Discuss the chief characteristics of Indian Constitution.
- 2) What are the important Constitutional Provisions regarding Education in India? Are you in favour of retaining education in the Concurrent List? Give reasons in support of your answer.
- 3) Discuss the Constitutional provisions regarding control over education.
- 4) Explain the recent developments of elementary Education.
- 5) Briefly explain Article 29 and Article 30 of the Constitution regarding the rights of minorities to protect their interests and education.
- 6) What do you mean by Universalisation of Elementary Education? Examine Article 45, 21A and 51A (K) regarding education.
- 7) Which change came in the Constitutional provisions after 86th Amendment in 2002.
- 8) Clarify the concept of Equality of opportunities in education. Discuss its constitutional implications. Support your answer with suitable examples.
- 9) What are existing schemes of education for empowerment of SCs, STs, OBCs and women. Illustrate with suitable examples.
- 10) Explain the major areas of deprivation among people of marginalised and disadvantaged sections. Mention the various programmes for the education of children belonging to such sections.
- 11) Discuss the provisions that have been made in the Indian Constitution for education of children of marginalised and disadvantages sections of society.
- 12) Explain the role of education in empowerment of women and other disadvantaged sections of society. Support your answer with suitable constitutional implications.
- 13) To which extent, in your opinion, Right to Education will help to achieve Universalisation of elementary Education?
- 14) Examine the Fundamental Rights conferred upon the people of India in our Constitution. To which extent, in your opinion, people are making use of these Rights for developmental purposes of our country?
- 15) Mention the Fundamental Duties envisaged in our Constitution. Discuss their educational implications too.
- 16) What do you mean by 'Directive Principles of state Policy.' Examine critically the Directive Principles which deal with general principles of social policy.
- 17) Discuss the Right to Education Act - 2009. What are its implications in our present day society?
- 18) Examine critically the chief characteristic provisions of RTE-2009. Keeping in view the present educational scene of elementary education in your state.

Chapter - 7
INDIGENOUS EDUCATION OF
THE BEGINNING OF
19TH CENTURY

Unit - II
PROMINENT
CHARACTERISTICS OF
EDUCATION IN INDIA DURING
COLONIAL RULE

Chapter-7

INDIGENOUS EDUCATION OF THE BEGINNING OF 19TH CENTURY

At the beginning of the nineteenth Century when the British administration began to organise a modern system of education for India, the country had a fairly wide network of indigenous education through schools which had been evolved through centuries. These indigenous schools were of two types: schools of higher learning and elementary schools. The first type aimed at the preservation of ancient culture and was guided by religious considerations. The primary schools on the other hand were centres of democratic education and were more numerous. All primary schools in those days had certain common features. Unlike the schools of higher learning, they were not exclusively religious in character. The teachers, though they did not have any training, were humble and modest. Institutions were quite practical and mostly limited to 3 R's. As the schools did not have their own buildings, they were housed in a temple or a mosque or some public buildings or under a tree or in the houses of the teachers themselves. Printed text-books were not there. There was no state administrative machinery to organise and administer education. The method followed by the teachers was crude and the punishment was quite harsh, but the student- teacher relationship was very deep. The system of classroom instruction, examination, admission, specific hours of instructions etc. were not there. Children from scheduled class families were not allowed to read in these schools. Thus India, a system of indigenous elementary school prevailed and survived over centuries.

Towards the end of 18th century, attempts were made by Christian missionaries to introduce a new type of education. Gradually Britishers who had earlier come as traders, had now become the virtual rulers of the country. They too were confronted with the problem of education.

The Charter Act of 1793:

Towards the end of 18th century, some Englishmen had begun to feel that the East India Company should accept the responsibility for educating the Indians. Foremost among these was Charles Grant who wrote treatise in which he painted a dark picture of the moral degradation of India and suggested that the country could be reformed through English education with the help of the state. Some Englishmen read it and proposed the inclusion of a clause in the company's charter to the effect that it was the peculiar and bounden duty of the British East India company to promote the interests and happiness of the inhabitants of India by imparting to them useful knowledge as well as religious instruction for moral improvement. It was

proposed in the House of Commons that the company should be required to send, from time to time, a sufficient number of skilled and suitable missionaries and school masters to spread secular knowledge and true religion in India. The House of Commons accepted the resolution stating "that measures ought to be adopted for securing the advancement of India in useful knowledge and religious and moral improvement though they rejected the proposal of sending masters and missionaries.

Thus although the attempts initially failed, but later on, some events in England gradually forced the directors of East India Company to accept the responsibility for the education of the Indians.

The twenty years between 1793-1813, great efforts were made in this regard. Ultimately when the company's charter came up for renewal in 1813, a clause for the appropriation of one lakh of rupees for India education was inserted.

To trace the growth of modern system of education which came to be established in India during the British period, we can study it under the following heads:

The Charter Act of 1813:

The Charter Act of 1813 was a turning point in the history of Indian education. In this Act, a clause was annexed in section 43 as "It shall be lawful for the Governor, General in Council to direct that.....a sum not less than one lakh rupees in each year shall be set apart and applied to the revival and improvement and promotion of a knowledge of the sciences among the inhabitants of the British territories in India."

The word 'It shall be lawful.....' implies that the appropriation of the sum of one lakh of rupee for education was not obligatory but was left to the discretion of the Governor-General- in- Council. Moreover the section gives no directions whatsoever about the methods in which the three educational objects mentioned above were to be achieved. As a result, nothing was done for a decade after the passing of the said Act. Another decade was consumed more in fruit less controversies than in adopting measures for the real educational advancement of the country.

When the modern education system began, a question arose- should the government educate a class or should it educate the masses as a whole? small amount sanctioned for education made the adoption of the former policy inevitable. Hence with their limited resources the government decided to educate a particular class in English with the fond hope that, this class would spread education among the masses through the Indian language. This was the famous 'Downward Filtration Theory'.

Downward Filtration Theory:

This theory meant "Education is to be filtered to the common people. Drop by drop, the education would go to the common public so that at due time, it may take the form of a vast stream which remained watering desert of the society for long times and high class of people would be educated and the common people would gain influence from them."

Lord Macaulay had ideas similar to those of the directors of the company. In his minute of 1835, he has said, "At present we should create such group of people who may work as a mediator between us and the common people, class of persons, Indians in blood and colour but English in tastes, in opinions, in morals and in intellect. It will be their duty to develop the native languages and enable it to enough the knowledge to the common people." Again on 31st July 1837, he said, "At present

we don't aim at educating directly the common people. We aim at creating a class of persons who, among their countrymen distribute some of the knowledge we gave. Through this theory, though immediate aim of British govt. to get educated people to run administration was fully achieved yet the ultimate aim could not be fulfilled as the educated persons were cut off from the common masses. They became more and more self-centred and a great cleavage was created between the rich and the poor.

Controversy Between the Orientalists and Anglicists:

British government did a great mistake by emphasizing upon higher education through English and neglected Primary education. Both the sections of opinion, the Orientalists who supported the preservation of Oriental learning and the use of Sanskrit or Persian as the media of instruction the Anglicists who opposed Orientalists and advocated dissemination of western knowledge through English, appreciated the importance of Eastern and Western cultures. But the main difference of opinion was about the medium of instruction. The views of both the parties were placed before Lord Macaulay who rejected the arguments of the Orientalists through a very forceful minute wherein he supported the education of the masses and made a vigorous plea for spreading western learning through the medium of English.

Macaulay's Minutes:

In February 2, 1835, Macaulay expressed his opinion on the subject through his famous Minutes containing following arguments in favour of English:

- (i) It was the key to modern knowledge and science.
- (ii) It was pre-eminently the language of the west and was likely to also become the language of trade and commerce.
- (iii) It would bring about social and economic renaissance in India.
- (iv) The natives were desirous of being taught in English
- (v) It was possible to transform the natives of this country into thoroughly good English scholars.
- (vi) It was impossible to educate the whole mass of people but it was possible through English education to bring about a class of persons Indian in blood and colour but English in tastes, in opinions, in morals and in intellect" and that education was to filter down from them to the masses which came to be known as Downward Filtration Theory.

This document of Macaulay influenced Britain's educational policy towards India for more than a century.

Woods Despatch:

In 1853, the charter of the East India company was to be renewed and the need for defining an educational policy had become apparent. It was with this aim that a parliamentary committee was set up which heard a large number of witnesses and on the basis of the evidences collected, it formulated the government policy.

The document prepared in the form of a despatch by the Committee was sent by the President of the Board of Control, Sir Charles Wood, to the government of India in 1854.

This document, popularly known as the Wood's Education Despatch, is of immense historical importance. It was the first authoritative declaration by the

government of its educational policy. It was admitted in this document that the education of the people is the duty of the state. It also provided a scheme which tried to touch all the aspects of Indians Education from the primary to university stage. It came to be known after Charles Wood who was the President of the Board of control. It contains 100 paragraphs in which all the important points have been dealt in detail. It began to guide education policy in India.

Major Recommendation:

(A) Objectives of Education Policy:

The Despatch had following objectives:

(1) Diffusion of European Language:

The Despatch observed, the system of science and philosophy which forms the learning of the East abound with great errors and Eastern literature is at best very deficient as regards modern discovery and improvement" and concluded the discussion with the following declaration:

"We must emphatically declare that the education which we desire to see extended in India is that which has for its objects the diffusion of the improved arts, science, philosophy and literature of Europe; is short, of European knowledge.

The Despatch had the following objectives in view:

- (a) To confer upon the natives of India those vast and material blessings which flow from the general diffusion of Western Knowledge.
- (b) Not only to produce a high degree of intellectual fitness but also to raise the moral character of those who partake of the above advantages;
- (c) To supply the East India company with reliable and capable public servants; and
- (d) To secure for England a large and more certain supply of many articles, necessary for manufactures and extensively consumed by population as well as almost inexhaustible demand for the produce of British labour.

(B) Medium of Instruction: English and Vernacular Languages:

In any general system of education, English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular languages of the district, and with such general instruction as can be conveyed through that language; and while the English language continues to be made use of as far the most perfect medium for the education of those persons who have acquired a sufficient knowledge of it to receive general instructions through it, the vernacular languages must be employed to teach the far larger classes who are ignorant of or imperfectly acquainted with English.

(C) Translation of English Literature:

At the same time, and as the importance of the vernacular languages becomes more appreciated the vernacular literature of India would be gradually enriched by translation of European books or by the original composition of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people.

(D) Grant In Aid- Transfer of Government Institutions to the Local Bodies:

We look forward to the time when any general system of education entirely

provided by the government may be discontinued. With the gradual advance of the system of grant in - aid and when many of the existing Government institutions especially those of higher order may be safely closed or transferred to the management of local bodies under the control of and aided by the state.

(E) Voluntary Religious Education in Govt. Institutions:

The Despatch observed considerable misapprehension appears to exist as to our views with respect to religious instructions in the government institutions. Such instructions being entirely voluntary of both sides. It is necessary, in order to prevent the slightest suspicion of an intention and our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the inspectors in their periodical visits."

(F) Training of Teachers:

Regarding the training of teachers, the despatch advocated the need for establishing different types of training institutions and of giving stipended to teachers under training.

(G) Professional Training:

It also recommended that professional training in law, medicine and civil engineering should be given under the direct control of universities.

(H) It sympathized with the cause of women and muslim education and insisted on a policy of strict religious neutrality.

(I) University Education:

The Despatch further recommended the institution of universities in the presidency towns of Calcutta, Madras and Bombay. The London university was taken as their model. The proposed universities were to be administered by their own senates consisting of a chancellor, and vice Chancellor and fellows, all to be nominated by the government.

Critical Estimate:

The Despatch is indeed a very important document. It contained a scheme of education for all India, far wider and more comprehensive than the local or the Supreme Government could have ever ventured to suggest. It began a new era of organised educational administration, defined the aims of Indian education, determined the Government's attitude towards religion, stressed upon mass education and recognised the need for technical and women education. As James observed, "The Despatch of 1854 is thus climax in the history of Indian education; what goes before, leads up to it and what follows, flows from it."

On the other side, if we carefully read the aims of education propounded in the Despatch, the intentions and motives of the British become clear. Though the Despatch talks about raising the intellectual fitness and moral character of the recipients of that education, yet the real purpose of education was to inculcate in the minds of the masses a spirit of slavery and to produce clerks who would be loyal to their masters. Such a disgraceful narrow aim of education is not advocated in a cultured society. So in reality the aim was to create a class of intellectual slaves who would help their masters to rule the country.

However, it should be admitted that the Despatch did organise the present Indian education system and brought order out of misdirected efforts. But the pity is that the Government of India did not act upon the suggestions and recommendations of the Despatch fully. The general education of the poor - for whom the Despatch was specially designed was regarded for the sake of high education and the Govt. did not change its policy. Various imported recommendations were postponed for a long time. A scheme of vocational education was not built upon. And thus Wood's Despatch proved itself a turning point in the history of Indian education.

On the receipt of Woods despatch, the East India Company began to reorganise education on the lines suggested by it. By 1855, the department of public instructions was set up in the provinces. In 1857, the Universities of Calcutta, Bombay and Madras were founded and the system of grant in aid was introduced. But it was realized that during the year 1854-1882, nothing was done to train the teachers for secondary schools. Course of study were academic and unrelated to life. There was no provision for vocational courses. The students mother tongue was neglected as a medium of instruction. Lord Ripon appointed the Indian education Commission on February 31, 1882 with William Hunter as its chairman. The Commission was appointed to review the progress of education in India since 1854 and suggest the necessary improvements.

Indian Education Commission (Hunter Commission) 1882-1883

In 1882, an education commission was appointed to inquire into the manner in which the Principles of Wood's Despatch had been adopted and to advise the government on the education policy of the time.

The Despatch of 1854 had laid down the regulation to leave higher education for richer classes and to make education available for masses. The government violated the spirit of the Despatch and supported the filteration theory. It was found that too much was being done for higher education while primary education was being neglected.

Lord Ripon on February 3, 1882 appointed with Sir William Hunter (a member of Viceroy's Executive Council) as Chairman the first Indian Education Commission and 20 other as members. The commission was instructed 'to inquire particularly into the manner in which effect had been given to the principles of the Despatch of 1854 and to suggest such measures as it might think desirable with a view to further carrying out of the policy therein laid down. The Commission was to primarily conduct the following inquiries:

- Did the government pay undue attention to higher education and neglect primary education?
- What should be the position of government institutions in the national systems of education?
- What policy should the government adopt towards private enterprise?
- What is the role of missionaries in education?

Recommendations of Hunter Commission:

The Hunter Commission examined the Governments educational policy very critically. To make the policy viable, the Commission suggested the following important measures:

- (i) It was considered necessary that Government should not only curtail of its own educational institutions, but should also withdraw from direct enterprise.
- (ii) It stressed the need for organising a proper system of grant in aid so that private enterprise might get enough room to extend and to free upon;
- (iii) In the field of primary education, the commission suggested that the Government should completely withdraw itself and from direct enterprise and then hand over all the state schools to local boards.
- (iv) So far as secondary schools and colleges were concerned, the commission recommended the gradual transfer of Government institutions of efficient private bodies. It also suggested that in future, colleges and secondary schools should be established on the principle of liberal grant in aid system.
- (v) It also favoured the transference of higher education to missionaries as was being demanded by them.

The Hunter Commission then examined the different types of prevailing grant in aid systems. After studying the pros and cons of each type, the Commission opened that each state should be left free to adopt any system which would best suit its local conditions.

Primary Education:

The Committee gave considerable attention to primary education and its recommendations on primary education can be conveniently divided under following heads:

(1) Policy (2) Legislation and Administration (3) Encouragement of indigenous schools (4) school curriculum (5) Finance.

1. Policy:

Regarding the policy of Government towards primary education, the commission recommended:

- (i) That primary education be regarded as the instruction of the masses through the vernacular in such subjects as will fit them for their position in life, and be not necessarily regarded as a portion of instruction leading upto the university.
- (ii) That while every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension and improvement to be that part of education system to which the strenuous efforts of the state should now be directed in a still larger measure than before.
- (iii) That primary education be extended in backward districts, especially in those inhabited mainly by aboriginal races, by the instrumentality of the department pending the creation of school boards or by specially liberal grants in aid to those who are willing to set up and maintain schools.

2. Legislation and Administration: The Indian Education Commission recommended that the control of primary education should be made over to District and Municipal Boards.

3. Encouragement of Indigenous Schools: On this subject, the commission was of the opinion that these schools i.e. as are established or conducted by native methods, deserved encouragement and incorporation in the official system of education.

4. Curriculum :

- It should be adapted to the environment and should be simplified wherever possible.
- (i) Practical subjects such as Indian methods of arithmetic and accounts should be introduced.
 - (ii) Managers should be free to choose the text books for their schools
 - (iii) The utmost elasticity should be permitted regarding hours of the day and the season of the year during which the schools are to remain open.
 - (iv) Instruction should be through the mother tongue of the children.

5. Finance:

The commission recommended:

- (i) A specific fund should be created for primary education.
- (ii) The accounts of the primary education fund in municipal areas should be separated from those for the rural areas in order to avoid the expenditure in municipal areas of money meant for the villages.
- (iii) The local funds should be utilized mainly for primary education and only incidentally-if at all-for secondary and collegiate education.
- (iv) It was the duty of the Government to assist the local funds by a suitable system of grant-in-aid.

Recommendations on Secondary Education:

1. **Opening of Model High School:** At least one model high school may be established in such districts where they may be required in the interest of the people, and the people themselves may not be advanced or wealthy enough to establish such schools for themselves with a grant-in-aid.

2. **Bifurcation of the Secondary Education:** In the upper classes of high schools, there be two divisions: One leading to the entrance examinations of the Universities, the other of a more practical character, intended to fit youths for commercial or non-literary pursuits.

Recommendation on Higher Education:

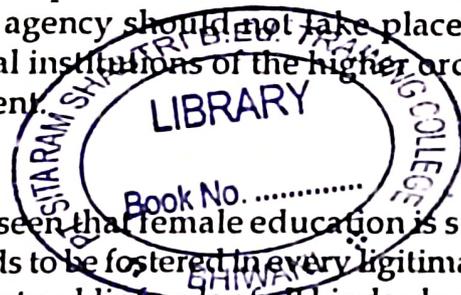
The rate of aid to each be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution and the wants of the locality.

Native Private Enterprise:

The Commission observed. "Natives of India must constitute the most important of all agencies of education..... We think it well to put on record our unanimous opinion that withdrawal of direct departmental agency should not take place in favour of missionary bodies and the departmental institutions of the higher order should not be transferred to missionary management."

Women Education:

The Committee states ".....it will have been seen that female education is still in an extremely backward condition, and that it needs to be fostered in every legitimate way. Hence we think it expedient to recommend that public funds of all kinds - local, municipal and provincial - should be chargeable in an equitable proportion for the support of girls schools as well as for boy's schools."



Rules for Grant in Aid:

- The Commission made the following recommendations regarding grant in aid:
- Institutions under private managers cannot be successful unless they are frankly accepted as an essential part of general scheme of education.
 - In the conduct of all departmental examination, managers or teachers of non-government schools should be associated as far as possible with the officers of the Department.
 - The proximity of a government school should not be regarded as of itself a sufficient reason for refusing aid to a non-government school.
 - With the object of rendering assistance to schools in the form best suited to the circumstances of each province and thus to call forth the largest amount of local co-operation, the grant-in-aid, rules should be revised by the local governments in consultation with the managers of schools.
 - It should be a general principle that the grant-in-aid should depend (i) on locality i.e. larger proportionate grants be given to schools in backward districts; and (ii) on the class of institutions, in great proportions aid be given to those in which a large amount of self support can not be expected e.g. girls schools and schools for lower castes and backward communities.
 - The revised rules for grant-in-aid and any subsequent alterations made in them should be not merely published in the official gazettes but translated into the Indian languages, and communicated to the press, to the managers of aided and private institutions and all who are likely to help in any way in the spread of education.
 - A periodically increasing provision should be made in the educational budget of each province for the expansion of aided institutions.
 - Variety in the course of instruction in aided schools should be encouraged by grants for special subjects.

University Education:

The government Resolution appointing the commission observed that it would 'not be necessary for the commission to enquire into the general working of the Indian universities which are controlled by the corporations comprising representatives of all classes interested in collegiate education.'

The Imperial government accepted all the recommendations of the commission.

The main results were:

- The control of primary education was completely transferred to local boards and municipalities.
- The government refused to open more colleges and secondary schools.
- Great encouragement was given to Indian Private Enterprise.

In 1902, Indian Universities Commission was appointed to remove the defects of university education. It suggested the re-organisation of the existing universities rather than starting new ones. It also recommended improvement of university administration by establishing senates and syndicates, fixing their jurisdiction, framing rules for affiliation of colleges to maintain the standard and improve the existing courses of study.

After the submission of the above report, the Indian Universities Act was passed in 1904 in the Imperial Legislative Commission, it provided for the enlargement of the functions of the universities to undertake research, laid down the conditions for

the affiliation of colleges and decided about their territorial jurisdiction. The Act was criticised by the general public because they feared that all the power was being given to the Europeans.

A number of commissions and committees were set up after 1904 Act like Gokhale's Resolution in 1910 which was time and again rejected by the British government. He moved the following Resolution:

"That this council (Imperial Council) recommends that a beginning should be made in the direction of making elementary education free and compulsory through the country, and that a mixed commission of officials and non-officials be appointed at an early date to frame definite proposals."

Although Gokhale's Bill was rejected, yet it served a great purpose. It focussed the attention of entire country on education. The Government itself reconsidered its policy on education and a new education policy was launched in 1913.

On 14th September 1917, the Government of India through a Resolution appointed a commission called the Calcutta University Commission also known as Sadler Commission after the name of its Chairman Dr. M.E. Sadler of the Leeds University. The Commission submitted its report in 1919. Consisting of 13 parts the report presented a comprehensive scheme of secondary, collegiate and University education in India. The Commission held that reform at the stage of secondary education is essential for the improvement of University education.

In 1929, the Hartog Committee was appointed as an auxiliary to the Statutory Commission to review the position of education in the country. The Committee covered not only the position at the school level but also made valuable observations in the quality and status of teachers. Sir Philip Hartog was the Chairman of this Committee. He had Vice-Chairman of the Dacca University.

Observations of the Hartog Committee on Primary Education:

The Committee observed that "throughout the whole education system, there is wastage and ineffectiveness. In the primary system, which from our point of view should be designed to produce literacy and the capacity to exercise an intelligent vote, the waste is appalling. So far as we can judge, the vast increase in number of primary schools produce no commensurate increase in literacy, for only a small proportion of those who are at the primary stage reach class IV, in which the attainment of literacy may be expected. The wastage in the case of girls is even more serious than in the case of boys....."

According to Committee "Wastage meant the pre-mature withdrawal of the children from schools at any stage before the completion of the primary course."

Stagnation means detention in lower classes of a child for a period more than what was needed for that class.

The committee recommended that primary education should be made compulsory and qualitative development should be made instead of increasing the number of primary schools.

The programme of schools, curriculum should be framed as per the need of student as well as of society. Due attention should be paid to practical subjects. Standard of teachers should be improved by improving their salary and service condition. Inspecting staff should be increased for effective control over the system.

The Committee made recommendation for secondary education also. With a view to reducing the domination of matriculation, the committee recommended:

- (i) Retention in the middle vernacular schools of more of the boys intended for rural pursuits, accompanied by the introduction of a more diversified curriculum of those schools.
- (ii) Diversion of more boys to industrial and commercial careers at the end of the middle stage for which provision should be made by alternative courses in that stage preparatory to special instruction in technical and industrial schools.

On its revival in 1935, the Central Advisory Board of Education (C.A.B.E.) recommended the appointment of a committee to make recommendation for the reorganisation of education in view of the fact that a large number of graduates going out of the universities were unable to secure employment of the kind for which the education qualified them. Two experts Messrs Abbot and Wood were accordingly invited to advise the government on that issue. The report had two parts: Technical and General. Abbot was the author of the technical part and Wood a general education part. They visited the country for making necessary suggestions and submitted their report in 1937.

The recommendations made were workable and well throughout. Unfortunately due to the outbreak of the second world war, no action on recommendations was taken. A special Committee of C.A.B.E. subsequently reported on the problems and acknowledged their debt to the Abbot and Wood Report. It affirmed that technical education was in no way inferior to general education and that it was as much an integral part of education as general education was. It recommended that technical education be related to industry and agriculture. It recommended a hierarchy of technical institutions parallel to those of general education. It led to the establishment of Polytechnics and to the control of Higher Technical Institutes by the Central government. Technical education was to be the concern of either the State or the Central Government. As a result the All India Council of Technical Education came into existence in 1946.

Thus, though several commissions and committees gave their recommendations regarding education, but British Government in India, a few years before India's independence asked Sir John Sargent, the educational advisor to the Government of India, to prepare a scheme for education of Indians. Sargent submitted its report in 1944 to C.A.B.E. in which all the stages of education, from primary to University were considered and measures were suggested for reforms each stage. The Board accepted this report in toto and recommended its enforcement. It is also known as:

- (i) Sargent Report
- (ii) Post-war Educational Development Scheme
- (iii) Report by Central Advisory Board of Education

Major Recommendations of the Report:

- a) A reasonable provision of pre-primary education for children between 3 and 6 years of age should be made.
- b) Universal, compulsory and free primary or basic education for all children between the age of 6 and 14 should be provided for and divided into the junior basic (6-11) and senior basic (11-14) stages. The first type of school is to be compulsory for all but the second type is meant only for those who would not proceed to the high school.
- c) Secondary or high school education for six years should be for selected children in the age group of 11-17. Admission to this stage is to be made on a selective basis. The reorganised high schools are to be of two types:

- (i) Academic high schools, providing education in arts and pure sciences.
 - (ii) Technical high schools, specializing in applied sciences and also in industrial and commercial subjects. Girls schools are to teach Domestic science apart from the subjects meant for boys. The mother tongue is to be the medium of instruction in all high schools.
- d) Universities was meant only for selected and meritorious students. i.e. one in ten to fifteen high school levels. The minimum length of a university degree would be three years and the existing intermediate course was to be abolished - the first year of the course being transferred to high schools and the second to universities. To Unify and co-ordinate the activities of different universities, the institution of an all India body on the lines of the University Grants Commission in Great Britain was suggested.
- e) Technical, Commercial and Art-Education- the type and location of each type of institution is to be determined to a large extent by the requirement of the industry and commerce. Four types of institutions are necessary:
- (i) Junior technical or industrial institutions or trade schools with a two year course after the senior basic stage.
 - (ii) Technical high school with a six years course after the junior basic stage.
 - (iii) Senior technical institution with a course duration to be fixed in consultation with employers.
 - (iv) University level technical institution developments will be for providing facilities for research work.
- (f) Adult education, both vocational and non-vocational to be provided for 9 crores of illiterates in the age group 10-40
- g) There should be full provision for the training of teacher. The graduates are to be trained in training colleges and teaching departments of universities. In addition to this, three types of training schools were suggested for non-graduate teachers: Pre-primary teachers, basic teachers and non-graduate teachers of high schools.
- h) An efficient medical service should be organised to ensure that the children remain healthy.
- (i) Special schools should be established for children suffering from mental and physical disabilities.
 - (j) Employment bureaus be established for unemployed youth.
 - (k) Social and recreational activities on a fairly large scale must be introduced in schools.
- l) The educational administrative system with a strong Education Department at the centre needs to be strengthened. But the provinces are to remain as the units for educational administration except in regard to university and higher technical education, the activities of which are to be co-ordinated an on All-India basis.

Conclusion:

The Sargent Report was very comprehensive and practical in nature involving all the stages of education from pre-primary to the University stage for post war reconstruction of the Indian system. Suggestions are highly commendable and deserve appreciation. However report ignored the claims of women education. Had these recommendations been implemented in letter and spirit, the educational scene in India would have been different.

Chapter-8(i)

CRITICAL APPRAISAL OF RECOMMENDATIONS OF FOLLOWING COMMISSIONS

- (1) Secondary Education Commission (1952-53)
- (2) Indian Education Commission (1964-66)
- (3) National Policy of Education (1986)
- (4) Ramamurthy Education Commission (1960)
- (5) Programme of Action (1992)

(1) Secondary Education Commission (1952-53)

Reasons for the Appointment of the Commission:
India got its independence on 15th August 1947. With this, the political situation underwent a change. Need was felt in education also. The then Education Minister Sh. Maulana Abul Kalam in his address to the Central Board of Secondary Education stated: "The scales in which the educational problems were weighed by this board up till now have gone out of date. The dimension of the national problems of the day cannot be judged by the same measurements. The new aspirations of new India will require outlook and new measures to tackle its problems."

The CABE at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of secondary education in the country and suggest measures for its reorganisation and improvement. The Board at its 18th meeting held in 1951 reiterated its former decision and pressed for the early implementation of its previous recommendations. Government of India had other considerations also for setting up a commission. Keeping those considerations in mind, Government of India set up the secondary education commission by resolution dated 23 September 1952. The Commission was inaugurated on 6th Oct. 1952. It submitted its report in June 1953. The Commission was appointed under the Chairmanship of Dr. A.L. Swami Mudaliar, who was Vice-Chancellor of Madras University including the Chairman, the commission included 10 members.

A.N. Basu, the then Principal of the Institute of Education, Delhi acted as the member secretary of the commission.

The commission was assigned the task to enquire into present position of secondary education in India in all its aspect. It was asked to report on it including suggestions for its reorganisation and improvements with particular reference to:

- The aims, organisation and content of secondary education.
- Its relationship to primary, basic and higher education.

- The inter-relationship of secondary schools of different types.
- Other allied problems and issues.

The Commission analysed the different problems and diagnosed the main defects of the prevailing system of secondary education and suggested re-orientation and re-modeling of the existing system. The main recommendations made by the commission are as follows:

(A) Re-Orientation of Aims and Objectives:

The secondary Education Commission formulated four aims of education in India keeping in view the needs of democratic India as envisaged in the Indian Constitution:

(1) Development of Democratic Citizenship:

The secondary education commission visualized secondary education as the end of all formal education for the majority of the citizens and as such thought that it must assume the responsibility of providing a type of education that would enable the students to develop qualities which are of great importance for them to worthily bear the responsibilities of a democratic citizen. It should develop habits, attitudes and qualities of character needed to enable the students participate in the democratic social order.

- It should develop among the students clear thinking. He should have the understanding and the intellectual integrity to shift the truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice.
- It should develop among the students receptivity to new ideas to enable them to form their own independent judgement on social, economic and political issues so as not to be misled by false propaganda.
- It should also develop clarity in speech and writing among students, to equip them for free discussion, persuasion and peaceful exchange of Ideas.

(2) Improvement of Vocational Efficiency:

The second most important aim of our educational system would be to increase the productive or technical and vocational efficiency of our students. Technical skill and efficiency are to be promoted, as per Secondary Education Commission, to provide trained and efficient personnel for the development purposes. According to S.E.C., diversification of courses should be introduced right at the secondary stage so that students may opt for various practical courses like agricultural, technical, commercial or any other. It will help students to join institution for further training

(3) Development of Personality:

This includes:

- releasing the sources of creative energy in the students so that they may be able to appreciate their cultural heritage.
- cultivating rich interests which they can pursue in their leisure and contribute, in their later life, to the development of this heritage.
- giving a place of honour to subjects like art, craft, music, dancing etc. in the school curriculum.

(4) Development of the qualities for leadership:

This is important for the successful functioning of our democracy. S.E.C. recommends that education must train our students to discharge their duties efficiently. It further says that they must be trained in the art of leading and also in

following other leadership involves training in discipline. Secondary Schools should train the students to provide leadership in social, political and other fields in their own small group or community or locality.

(B) Re-Structuring Secondary Education/New Organisation Pattern

The Secondary Education Commission made recommendations in terms of:

- (1) Duration of Secondary education
- (2) Types of Secondary education
- (3) Curriculum of Secondary education

(1) Duration of Secondary Education:

- (i) Under the new organisational structure, education should commence after a four or five years period of primary or Junior Basic Education and should include as the middle or senior basic or junior secondary stage of 3 years and Higher secondary stage of 4 years.
- (ii) During the transitional stage, the existing high schools and the higher secondary school should function on the lines laid down.
- (iii) The present intermediate stage should be replaced by the higher secondary stage which should be of four years duration, one year of the present intermediate being included in it.
- (iv) As a consequence of the preceding recommendations, the first degree course in the university should be of three years duration.
- (v) For those who pass out of High school, there should be provision for a Pre-University course of one year, during which period the scheme of studies should be planned with due regard to the needs of the degree or the professional course to be taken by the students and special emphasis should be placed on the quickening of intellectual interests, training in method of study at college and the study of English, so long as it continues to be medium of instruction at the University.
- (vi) Admission to professional colleges should be open to those who have completed the higher secondary course or have taken the one years pre-university course.
- (vii) In the professional colleges, a pre-professional course of one year be provided for the students, preferably in the professional colleges themselves. As a transitory measure, they may be given in the degree colleges where facilities exist, till professional colleges are able to provide for such courses.

Multi-Purpose Schools and Vocational Schools:

The Commission recommended that:

- 1) Multipurpose schools should be established wherever possible to provide varied courses of interests to students with diverse aims, aptitudes and abilities.
- 2) Those who have successfully completed such courses should be given opportunities to take up higher specialized course in polytechnics or technological institutions.
- 3) All States should provide special facilities for agricultured education in rural school and such courses should include Horticulture, Technical Education etc.

Technical Schools:

1. Technical schools should be started in large numbers either separately or as part of multi-purpose schools.

2. Central Technical Institutes should be established in large cities which may cater to the needs of several local schools.
3. Whenever possible, technical schools should be located in close proximity to appropriate industries and they should function in close co-operation with the industry concerned.
4. Apprenticeship training, being an important part of the training needed, suitable legislation should be passed making obligatory for the industry to afford facilities to students for practical training.
5. In the planning of technical and technological education at all levels, representatives of commerce and industry should be closely associated with the education so that in the planning and direction of such education and the maintenance of standards, their views may be given effective weightage.
6. In the interests of evolving a suitable pattern of technical courses at the secondary stage, the All India Council for Technical Education and the bodies functioning under it, should be utilised for working out details of the courses.

Other Types of Schools:

1. Public schools should continue to exist for the present and the pattern of education given in them should be brought into reasonable conformity with the general pattern of national education. Such schools should gradually become self supporting but during the transitional period of the next five years, State or Central Assistance should be given to them on a gradually diminishing scale.
2. The States or the Centre should provide for certain free studentship in them to be given on the basis of merit to selected students.
3. A number of residential schools be established, more particularly in certain rural areas, to provide proper opportunities for the education of children and particular to meet the needs of children whose education suffers at present owing to the exigencies of service of their parents.
4. Residential day schools could be established in suitable centres to provide greater opportunities for teacher pupil contact and for developing recreational and extra curricular activities.
5. A large number of schools should be established to meet the needs of handicapped children.

(C) Study of Languages:

Secondary Education Commission was of the opinion that the students' mother tongue or the regional languages should be the medium of instruction subject to the provision that special facilities should be made available for linguistic minorities. S.E.C. suggested that English should be given due position in secondary schools and facilities should be made available at the middle stage on an optional basis.

(D) Curriculum & Text-books:

Secondary Education Commission recommended that curriculum at secondary stage should be diversified including humanities, science, technical subjects, commerce related subjects, fine-arts, home science and any other relevant to the needs of society. It also emphasized that certain core subjects should be common to all students which includes languages, general science, social studies and crafts. It should be based on activities and should be framed on the basis of abilities and interests of pupils.

Regarding text book, its quality and content: Secondary Education Commission suggested the appointment of a high power text book committee which should lay down clear instructions regarding type of paper, illustrations, printing & format for the text book. S.E.C. was not in favour of frequent changes in the text books prescribed for study. It clearly stated that no book prescribed as a text-book should contain any passage or statement which might offend the religious or social sentiment of any section of the community.

(E) Dynamic Methods of Teaching:

Regarding methods of teaching Secondary Education Commission laid certain points like:

- Self-effort by the student should be encouraged.
- Group spirit should be developed by giving opportunities to the students to work in groups.
- Emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situation.
- Methods of instruction adopted by a teacher should cater to the needs of average, below average and bright students so that everyone must have a chance to progress at one's own pace.
- Every secondary school should have a well equipped library which should be utilised regularly.

(F) Discipline:

Secondary Education Commission strongly advocated that it should be the responsibility of the teachers to educate pupils about character. It also emphasized upon the establishment of personal contact between teacher and pupils.

It also suggested that through House-System with prefects and monitors, self-governance can be promoted where code of conduct will be drawn and its enforcement will be observed regularly.

(G) Guidance and Counselling:

Secondary Education Commission strongly advocated the need of educational guidance and counselling to students by the educational authorities. It suggested that trained guidance officers and career masters should be made available to all educational institutions.

(II) Medical Service:

S.E.C. recommended that organized school Medical service must be created at all stages physical education should be encouraged in all schools for improved physical and mental health of the students.

(I) Examination and Evaluation:

Secondary Education Commission advocated to give due weightage to internal tests and school records of the pupils. It was in favour of reduction in the number of examinations. It emphasized upon the introduction of objective tests to minimize the element of subjectivity in essay type tests. It was of the opinion that there should be only one public examination at the completion of secondary school course.

(J) Administration:

S.E.C. strongly emphasized that recognition to schools should be given on clearly defined conditions to ensure proper maintenance of standards of excellence.

(K) Finance:

S.E.C. was of the opinion that Industrial Education cess should be levied for furthering of technical and vocational education at the secondary stage. Surplus funds should be diverted for educational purposes. It also laid the responsibility of the centre to give grant for the reorganisation of secondary education.

(L) Teacher Training: Regarding teacher training, S.E.C. recommends two types of institutions:

- (a) For those who have completed higher secondary education. It should be of two years duration.
- (b) For graduates for whom the training may be of one year but can be extended to two years in future

(M) Organisation:

S.E.C. recommended the setting up of Board of Secondary Education with the Director of Education as its Chairman. He had to deal with all matters related to secondary education and also to lay down general policies. It recommended that a sub-committee should also be constituted which should deal with the conduct of examinations. Constitution of State Advisory Boards was also suggested in each state to advise the Department of Education on all matters pertaining to education.

(N) Inspection of Schools:

S.E.C. recommended the need of regular inspection of schools by the inspectors whose role should be to study the problems of schools and view them comprehensively to the context of educational objectives; to formulate suggestions for improvement and help the teachers to carry out his advice and recommendations. Inspectors may be appointed directly by the government or these may be teachers having minimum 10 years experience; headmasters of high schools or duly qualified staff of training colleges.

(O) Management of Schools:

S.E.C. gave its recommendation that the Managing Board of all schools should be registered and consist of a limited persons with the Headmaster as an ex-officio member.

It was also advised that no member of Managing Board should directly or indirectly interfere with the internal administration of the school.

(P) School Building And Equipment:

S.E.C. recommended that schools should be setup in places that meet the basic criteria as befits their academic and physical requirements. Care should be taken to see that an area of not less than 10 sq. ft. is provided per student in the class room.

(Q) Working Hours & Vacations:

S.E.C. stated that total no. of working days in a school should not be less than 200 and the school should work regularly for six days in the week. There should be

summer vacation of two months and two breaks of 10-15 days at suitable periods during the year.

Critical Analysis:

The Secondary Education Commission made sincere efforts to examine all the problems being faced by secondary education and suggested measures for their solutions. Most of the recommendations were practical and sound. It was a very important initiative of Post-Independent India. But it has certain limitations too.

- (i) It did not suggest any short term and long term plans for the implementation of its recommendations.
- (ii) The financial implications of the upgrading of a large number of high schools into higher secondary pattern in every state were not worked out which led to lack of funds and non-implementation of its recommendations consequently.
- (iii) An adequate number of qualified post-graduate teachers were not immediately available due to terms and conditions laid down by the commission i.e. minimum qualifications for PGTs should be an M.A. degree or a first class B.A. degree with B.Ed.
- (iv) Further difficulties regarding staff requirements emerged due to introduction of core subjects like crafts and general science in the curriculum of Higher Secondary.
- (v) There were great difficulties in the way of establishing multipurpose schools which was not foreseen by committee members. Due to it, very few number of multi-purpose schools were opened. Moreover, these schools did not benefit neither the school leavers nor the seekers of higher education.
- (vi) The zeal for implementing the recommendation led to dilution of standards because quantitative expansion of secondary education did not accompany qualitative standards.
- (vii) The Commission did not give a suitable path of vocationalised education adequately. In no way our education has facilitated the task of finding suitable man-power for various sectors of development of industries and other services.
- (viii) The commission did not suggest methods of co-ordination between growth of economy, man-power needs, employment opportunities and the output of secondary schools.
- (ix) The selection of high schools for conversion into higher secondary schools was to be governed by strict and carefully defined conditions. The Commissions Report stated that only those schools would develop into efficient higher secondary institutions which satisfied prescribed criteria regarding accomodation, equipment, qualifications of the staff, salaries and grades and adequate finances etc. But for some reason or the other, it became a matter of prestige for some and under political and social pressure, norms were violated. This resulted in the upgrading of a number of schools which did not satisfy the minimum criteria decided and consequently it did not led to any marked improvement in the quality of education imparted in the institutions.

Chapter-8(ii)

INDIAN EDUCATION COMMISSION [1964-66]

The Radhakrishnan Commission (1948-49) had made certain valuable recommendations regarding University education in India. The Secondary Education Commission made recommendations about the standards of secondary education to improve the prevailing secondary education system and structure. The Government was convinced that education is the only key to progress, welfare, economic growth, social change, cultural advancement and national prosperity. So all efforts were made to transform the educational system. The Government of India considered the urgency of examining the entire field of education in 1964 to review the then education system completely in all respects and to cover the entire field of education, from primary to post-graduate including medical and engineering education.

The Government of India wanted expert advice on the formation of a national system of education to formulate the general principles and policies for the development of education at all stages and in all aspects so that success of democracy can be ensured. Thus it set up this commission by a resolution in July 1964. Prof. D.S. Kothari, Chairman of UGC, New Delhi, was appointed as the Chairman of the commission and Sh. J.P. Naik, Ex-head of the Department of Education Planning, Administration and Finance worked as the member secretary. The Commission consisted of 17 members. It also took necessary advice from twenty consultants from different countries of the world. The publication of this report in 1966 is an epoch making event in the history of Indian education. The report is entitled, Education Development. It consists of 900 pages and so far it is used as learned essay on Indian education and is read by eminent educationists of the world. We have not yet adopted it in toto.

The major recommendations of the commission are:

(A) Education and National Objectives:

Regarding education and national objectives the Commission states, "The destiny of India is now being shaped in the classrooms. This we believe, is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise of national reconstruction, the principle objective of which is to raise the standards of living of our people. In this context it has become urgent:

- to re-evaluate the role of education in the total programme of national development,
- to identify the changes needed in the existing system of education if it is to play

its role, and to prepare a programme of educational development based on them; and

- to implement this programme with determination and vigour."

(B) Four Fold of Reformation In Education:

Education is considered as a powerful instrument of social, economic and cultural transformation. To realize these goals of education, the commission stated "In our opinion, therefore, no reform is more important or more urgent than to transform education, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realisation of our national goals. This can be done if education:

- is related to productivity;
- strengthen social and national integration,
- consolidates democracy as a form of government and helps the country to adopt it as a way of life;
- hastens the process of modernisation
- Strives to build character by cultivating social, moral and spiritual values.

(C) AIMS of Education:

Our country is a democratic country. The Commission was of the view that aims of education must be in consonance with the demands of a democracy. These must be in tune with the democratic setup of our country. So it delineated following aims of education:

- (1) To link education with productivity
- (2) To achieve social and national integration
- (3) To accelerate the process of modernisation
- (4) To cultivate social, moral and spiritual values

(1) To Link Education with Productivity:

In our country, education is a privilege of a small minority which should be made available to the masses of the people. The immense resources that we need for the programme can be generated only if education is related to productivity. As a result of this, we can experience expansion of education which will lead to an increase in national income which in turn may provide the means for a large investment in education. This education and productivity can constitute a virtuous spiral, whose different parts sustain and support one another. To strengthen the link between education and productivity, the following recommendations of the education commission should be taken into consideration:

- Making science a basic component of education and culture.
- Making work-experience an integral part of general education.
- Vocationalisation of education, especially at the secondary school level to meet the needs of the industry, agriculture and trade.
- Improvement of scientific and technological education and research at the university stage with special emphasis on agriculture and allied science.

(2) Education and social & National Integration:

The essential pre-condition for the progress and unity of the emerging Indian society is social and national integration. The content of it consists of economic

social, cultural and political and its different facets being closely interconnected. To achieve social and national integration, the following recommendations of the commission should be taken into account:

- (i) Confidence in nation's future.
- (ii) A continuous rise in the standard of living of the people/masses and the reduction in unemployment and in the disparities in development between different parts of the country, all of which are essential to promote a sense of equality of opportunity in political, economic and social spheres.
- (iii) A deep sense of values and obligations of citizenship and a growing identification of the people, not with sectional loyalties but with the nation as a whole;
- (iv) Assurance of good and impartial admission, equal treatment for every citizen, based on the integrity of public services.
- (v) Mutual understanding of and respect for the culture, traditions and ways of life of different sections of the nation.

Regarding the role of education in national integration the commission states:

- By introducing a common school system of public education.
- By making social and national service an integral part of education at all stages.
- By developing all modern Indian languages and taking necessary steps to enrich Hindi as quickly as possible to that it is able to function effectively as the official language of the Union;
- By promoting national consciousness.

(3) Education and Modernisation:

The Education Commission opines that there has been a great explosion of knowledge during the last few decades and pace of its growth is infinitely quicker. One of the main tasks of education is to keep pace with this advance in knowledge. It would involve a revolution in traditional education where to know has come to mean 'to know by heart'.

(4) Development of Social, Moral and Spiritual Values:

According to the Commission, Modernisation if it is to be a living force, must derive its strength from the strength of the nation. The expanding knowledge and the growing power which modernisation places at the disposal of the society, must therefore be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.

(D) New Pattern of Education:

The Indian Education Commission (1964-66) emphasized that there is a direct line between education, national development and prosperity and stated that in order to vitalize this, the national system of education should be properly organised both qualitatively and quantitatively. The Commission observed that the present system of education 'fits the students for colleges and almost unfits them for everything else.' Therefore the Commission recommended for the adoption of a uniform pattern of school and college education of 15 years duration which is popularly known as the 10+2+3 pattern of education. The recommendation has been accepted by all the states.

(E) Establishment of Secondary School

The Commission has given the following recommendation regarding establishment of secondary schools:

- (i) Locating secondary schools is a well planned manner. A development plan for secondary education should be prepared separately for each district. Necessary financial assistance should be given to each school.
- (ii) All secondary schools should be adequately staffed and equipped to provide good education.
- (iii) Each secondary school should select the best students for admission from applications. Selection at the lower secondary stage should be in the nature of self-selection and at the higher secondary level should be more rigorous.

(F) Vocationalising Secondary Education:

The Commission opined that:

- (i) Secondary education should be vocationalised in large measures and enrolment in vocational courses must be raised to 20% of total enrolment at the higher secondary stage by 1986.
- (ii) A variety of part time and full time faculty in vocational education should be available at both these stages to meet the needs of the boys and girls in urban and rural areas.
- (iii) The Central Government should provide special grants to State Government in the centrally sponsored sector for the vocationalisation of secondary education.

(G) Education of Girls at the Secondary Stage:

The Commission recommended that attempts should be made for the expansion of the education of girls so that the proportion of girls to boys reaches 1:2 at the lower secondary stage and 1:3 at the higher secondary stage in 20 years. Emphasis should also be laid on establishing separate schools for girls, provision of hostels and scholarship and part time vocational courses.

(II) School Curriculum:

Regarding school curriculum, the commission gives a unified approach. The commission desires that:

- School curricula should be upgraded through research in curriculum development undertaken by University department of education, training colleges, State Institutes of Education and Boards of school education.
- School should be given freedom to devise and experiment with new curricula suited to their needs.
- Ordinary and advanced curricula should be prepared by state Boards of School Education in all subjects and introduced in a phased manner in schools which fulfil certain conditions of staff and facilities.
- The formation of Subject Teacher's Associations in the different school subject will help to stimulate experimentation and in the upgrading of curricula.

(I) Study of Languages:

Regarding the study of languages, the Commission has recommended the following:

- Hindi as the official language of the Union enjoys an importance next only to that of mother tongue.

- A working knowledge of English will continue to be an asset to students.
- The proficiency gained in a language depends upon the types of teaching facilities and length of time in which it is learnt.
- The most suitable stage for learning three languages is the lower secondary class (VIII-X)
- The introduction of two additional languages should be staggered.
- Hindi or English should be introduced at a point when there is greatest motivation and need.
- At no stage should the learning of three languages be made compulsory.

(J) Science-Based Education:

There can be no hope of making the country self-sufficient in food unless the farmer himself is moved out of his age-long conservatism through a science based education, becomes interested in experimentation and is ready to use techniques that increase yields. The same is true of industry. The skilled man-power needed for the relevant research and its systematic application to agriculture, industry and other sectors to live can only come from a development of scientific and technological education. Similarly economic growth is not merely a matter of physical resources or of training skilled workers. It needs the education of the whole population in new ways of life, thought and work.

(K) Work Experience:

The Education Commission says, "we define work experience as participation in productive work in school, in the home, in a workshop, in a factory or in any other productive situation. In our opinion, all good and purposeful education should consist of at least four of the basic elements:

- (a) 'Literacy' or a study of languages, humanities and sciences.
- (b) 'Numeracy' or a study of mathematics and natural sciences.
- (c) Work experience; and
- (d) Social service

In a well organised programme work experience, at least from the higher primary stage, should also result in some earning for the students either in cash or in kind."

Social Service- At the secondary stage of education, a programme of social service and participation in community development should be organised. Labour and social service camps be organised.

(L) Physical Education:

The commission feels that physical education contributes not only to physical fitness but also to physical efficiency, mental alertness and the development of certain qualities like perservance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat. A satisfactory programme of physical education can be developed only on the basis of following principles.

- The physical education programme should be planned for desirable outcomes keeping in mind the interests and capacity of the participants.
- The traditional forms of play and physical activities that have developed in our country should receive due emphasis in the programme.
- The activities promoted should develop in each child a sense of personal worth and pride.

- (vi) Headmasters should be selected carefully and specially trained. They should have necessary authority and freedom.

(Q) Regulatory Provisions:

The Commission recommended certain regulatory provisions to be adopted by higher authorities and schools for smooth functioning.

- (a) Academic year to begin on the same day: It is desirable to begin the academic year on the same day throughout the country. In an academic year, the hours of instruction at the secondary stages should not be less than 1000 and preferably raised to 1100 or even 1200 if conditions are favourable.
- (b) Holidays to be minimised: There is no need to close an education institution on a religious holiday nor it is necessary to close it on birthday or death anniversaries of great Indians. Rather time should be better utilised in working hard for national development.
- (c) Book Banks in Schools: A programme of Book-Banks should be introduced in secondary schools and in institutions of higher education.
- (d) Instructional Days in School: The number of instructional days in a year should be increased to about 234 (or 39 weeks) for schools and 216 (36 weeks) for colleges and pre-primary schools.
- (e) Establishment of schools complexes: The Commission recommended that school complexes should be established. By school complex it meant that each higher primary school should be integrally related to ten lower primary schools that exist in its neighbourhood so that they form one complex of educational facilities. The headmaster of higher primary school should provide an extension service to the lower primary schools in his charge and it will be his responsibility to see that they function properly. The second tier would be a committee under the chairmanship of the Headmaster of the secondary school (all headmaster of the higher and lower primary schools in the area being members) which will plan the work and give guidance to all the school in the area.

Critical Estimate:

Kothari Commission was a unique one because it dealt with education as a whole. It was not to limit its enquiry to specific aspects of education but to have a comprehensive review of the entire educational system. The crucial role of education in national development appears in all its vividness on every page of the report. Never before education was given such a place of national honour, and never before was it conceived as a pivot of nation's progress and the prosperity as revealed in the pages of Commissions' Report.

The international composition of the Commission is also significant. Education of India must necessarily average from Indian experience, though, culture and local conditions. But as education remains the common quest of mankind inhabiting a world closely knit together, it was found profitable to draw upon the experiences and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries.

Thus this report is an achievement, a mine of information and wisdom. It reveals an imagination sleep not found in the excellent report of the past. The commission boldly assigns to education the task of transforming and modernising existing social order so that the desired goal of a socialistic pattern of society might be realised with in the foreseeable future.

A survey of such magnitude is bound to have omission here and there. In instance the Education Commission is not clear and definite enough on the content and courses for elementary stage.

Implementation:

The recommendations of the Kothari Commission were debated all over the country. But ultimately the new pattern i.e. 10+2+3 suggested by the commission was accepted in principle but was adopted by certain states only but now it has been adopted by all the States and Union Territories in India.

Chapter-8(iii)

NATIONAL POLICY ON EDUCATION - 1986

Emergence of the Policy: An Introduction

Education is dynamic in nature. Since the dawn of human history, it has passed through many ages and stages in the process of evolution, and at every stage, it had different meaning according to the then existing social and other conditions of the society. It is still in the process of evolution and this process will never come to an end. Changing times will always demand a revision of the prevailing educational policies in order to meet the challenges of times. Our country has now reached a stage of its economic and technological development and faces new challenges to promote socio cultural and economic development.

In order to meet its challenges and to enter the 21st century successfully, the Government of India in 1985 announced that a new policy would be formulated for the country. After adoption, it was named as 'National Policy on Education 1986'. It is stated in it "Speaking spiritually, the man of the 21st century will inherently be the same as that of today. But the scientific, technological, economic and social frame in which he will live and function in future are sure to be different from those of today. It is hoped that the new policy as announced by the government will meet the challenges of the time by improving the quality of education in all directions and making its benefits available to all people."

Thus, the National Policy on Education-1986 marked a significant step in education in Post-Independent India. The Cell for this policy was first given by the late Prime Minister of India Sh. Rajiv Gandhi in his broadcast to the nation on January 5, 1985. Its need arose from the fact that the implementation of 1968 policy and 1979 policy was incomplete. As a result, problems of access, quality, quantity, utility and financial outlay accumulated over the years and assumed such massive urgency. A draft document entitled "Challenges of Education- A Policy Perspective" was issued by the Ministry of Education, Government of India. In this document, a comprehensive appraisal of the existing system of education was made. For the first time, there was a nationwide debate on educational reforms in the country. Finally, the new policy on Education - 1986 was approved by the Parliament in May 1986. The Ministry of Education renamed itself as the Ministry of Human Resource Development (MHRD). In August 1986, the Parliament approved the Programme of Action-1986 for the New Education Policy - 1986.

This Programme of Action- 1986 is a landmark in the history of our education. This publication of MHRD contains recommendations with a view to implement them. Here we shall discuss its recommendations in details:

- (A) Regarding Essence of Education: NPE recommends that
- (i) Education is essentially for all. This is fundamental to all round development material as well as spiritual.
 - (ii) Education should further the goals of socialism, secularism and democracy enshrined in our Constitution.
 - (iii) Education should develop manpower for different levels of economy. It should give further guarantee of national self reliance.
 - (iv) The cardinal principle- 'Education is a unique investment in the present and future' is the main concern of today's educational scene.
 - (v) Upto a given level, all students irrespective of caste, creed, location or sex, should have access to education of comparable quality. To achieve this, government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the common school system recommended in the 1968 plan.

(B) National System of Education:

The NPE-86 has proposed a national system of education to provide access to education to all students. It envisages a common educational structure i.e. 10+2+3 which has now been adopted in all parts of the country. Regarding the future breakup of the first ten years, efforts will be made to move towards an elementary system comprising five years of primary education and 3 years of upper primary followed 2 years of high school.

(C) Decentralisation of Education:

The NPE lays stress on decentralisation. It wants elementary education to be entrusted to the local bodies, to the village education committees, so as to ensure their full co-operation and participation in the management of education of their own children. This committee will also be made accountable for the satisfactory conduct and management of educational programmes like U.E.E., E.C.C.E., N.E.E. in formal education and Adult Education.

(D) Education at Different Levels:

NPE 86 has made recommendations for different levels of education i.e. from the period of early childhood to university education. Now we shall discuss about the levels:

(1) Early childhood care and Education: (E.C.C.E.)

The NPE gives its recommendations from the period of early childhood. Programme of Action underlines the need to organise programmes for the all round development of children below the age of six years. It suggested:

- the opening of day-care centres all over the country;
- at suitable wages;
- the opening of Anganwadis in almost all villages.

The purpose was to give due attention to the bringing up of the children away from the home in a homely and satisfactory way so that working parents may attend to their work without worrying for their children.

The P.O.A. (1986) talks about the steps to be taken about the health of the expectant mothers or about the pre-natal care of the mothers.

- (2) Universal Elementary Education (U.E.E.)
- (a) Regarding elementary education, the Programme of Action (1986) suggests that
- (i) every school should provide education equal to the standards of minimum levels of learning.
 - (ii) Community involvement in education should be actively sought. It advises to seek full cooperation of voluntary agencies in their ventures.
 - (iii) education should be made child-centred.
- (b) P.O.A. (1986) suggests that at least the bare minimum facilities should be provided for every school. Keeping in view the pathetic condition of many schools, it gives the scheme of operation Black-board (O.B.) let us discuss it in detail.

Operation Black-board:

It has been resolved in NPE-1986 that the highest priority will be given to solve the problem of children dropping out of school. It can only be minimized by providing essential facilities in schools. The scheme which ensured to facilitate retention is provision of minimum essential facilities in primary schools. Material facilities as well learning material (equipments) was named 'Operation Black board. The word 'Operation implies that there is an urgency in this programme, that goals must be clear and well defined and that Government and people are determined to achieve these goals within a pre-determine time frame. Village Education Committee were required to give an undertaking for maintenance and upkeep of buildings and other structures. It was resolved that funds will be provided by the Central Government to the State Government on advance basis.

Following essential facilities were resolved to be provided to every primary school:

- Teacher's Equipments like syllabus, Text-books and Teacher's guides.
 - Classroom teaching materials like Maps-District, state and country; Plastic globes and educational charts.
 - Play materials and toys like wisdom blocks, birds and Animals puzzle; Balance and weights; Magnifying Lenses, Number charts Alphabets etc.
 - Games equipments like skipping rope, Balls, Football, Volley ball, Rubber ball, Air-pump, ring, swing rope with tyre etc.
 - Primary Science Kit.
 - Mini tool kit.
 - Two in one Audio equipments
 - Books for library
 - School bell
 - Musical instruments like - Dholak, Tabla, Harmonium, Manjira etc.
 - Contingency money
 - All weather classrooms
 - Toilets - separate for boys and girls.
 - Blackboard
 - Chalk and duster
 - Water facility
 - Trash can
- Lastly and importantly, the teachers will have to be active, oriented and encouraged one to creatively use this material in their day to day teaching.
- (c) The P.O.A. (1986) also suggests that at least two teachers, out of which one

should be a woman, should be provided in each school. However, they should have one teacher per class.

- (d) However, realizing the fact that our resources are too much meagre to retain all the children in the formal system, it suggests that the non-formal education even for the children at the age of six. This is meant for the children who, because of one reason or the other, are unable to attend the formal system.

(3) Secondary Education:

Regarding secondary education, NPE-86 realised its importance from a development point of view and made suggestions thereof:

(a) Setting up Navodaya Schools

Setting up Navodaya Vidyalayas is a great landmark in the history of education in India. Let's discuss about these schools.

Need of Navodaya schools:

Setting up of Navodaya schools aimed to help the meritorious rural children who are not able to join the so-called expensive public schools owing to poverty. It was proposed that one Navodaya school will be set up in each district where quality education will be provided. The Policy states;

"It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace through quality education irrespective of their capacity to pay for it." These were also called "Pace-Setting Schools."

Main features of Navodaya schools:

'They cater to the needs of talented students belonging to rural schools. Seats are reserved for rural areas.

- Such schools will admit girls to the ratio of one third the total number of students.
- Reservation of seats for SC & ST and for any other category would be made per the directives.
- They are residential and free of charge.
- They are expected to provide full scope for innovation and experimentation.
- Selection for admission is based on different types of scholastic aptitude tests which aim at eliminating the element of subjectivity.
- Special emphasis is laid on diagnostic and remedial teaching.
- These schools are affiliated to CBSE.

Limitations:

- Lack of proper planning which led to insufficiency of necessary infrastructure.
 - These schools are facing the problem of inadequate accommodation.
 - These schools are facing the problems of experienced staff. Meritorious teachers are not willing to work in remote villages.
 - Suitable playground are not available.
- Despite these shortcomings, it is hoped that with time, these schools will provide themselves real pace-setting schools.

- (b) The P.O.A. (1986) suggests the provision of open schools for the children who never have been part of a formal system.

(c) Vocational Education:

The P.O.A. (1986) rightly says that the inclusion of work experience of socially useful Productive work (S.U.P.W.) in the school curriculum at secondary level is meant to initiate the young children to the world of work. It is to acquaint them with manual labour. This will help the children leaving school at the age of 14 years find a suitable vocation.

However, it may be noted that S.U.P.W. is not synonymous with vocational education. The P.O.A. suggests that at least 10% of the children should enter the vocational stream at +2 level. It also recommends formal vocational courses for drop outs.

- It suggests suitable financial allocation for vocational education and starting of new courses relevant to the needs of the community.
- It recommends that a survey should be made about the requirement of workers in different vocations in each district or block, so there may not be any mismatch between the products of these institutions with the actual needs of the community.
- Courses which may help the youth to become gainfully self-employed should be provided for.
- Courses to prepare students for different streams of education should be devised so that we may have a constant supply of semi-skilled and skilled workers, supervisors, engineers etc.
- For the administrative purposes, the P.O.A. (1986) suggests setting up of a Joint Council for Vocational Education (J.C.V.E.) under M.H.R.D. for policy planning and coordination and a central Institute of Vocation Education (C.I.V.E.) under National Council for Educational Research and Training (NCERT) for research, development and evaluation programme.
- State Institute of Vocational Education (S.I.V.E.) and State Council for Vocational Education (S.C.V.E.) on the pattern at the centres and district vocational centres must be opened by the MHRD to train students, and the aforesaid agencies at state level will develop, coordinate and conduct these programmes. In short P.O.A. (1986) has given a complete account of the administrative organisation from the block or district level to the state and the centre.

(d) Core-Curriculum:

- The P.O.A. (1986) suggests that National system of Education will be based on a national curricular frame-work which contains a common core alongwith other components that are flexible. It should contain the following core-curricular areas
- History of Indian freedom movement.
- Constitutional Obligations.
- Content essential to nurture national identity.
- India's common cultural Heritage.
- Egalitarianism, democracy and secularism.
- Equality of sexes.
- Protection of the environment.
- Removal of social barriers.
- Observance of the small family norms.
- Inculcation of a scientific temperament.

It has been pointed out that entire model syllabi to be framed at the national level should accommodate the above subject areas/principles throughout the length and breadth of school curriculum.

It has also been mentioned that the transaction of the curriculum in the class should reflect these principles wherever possible. Every teacher in the classroom while teaching any subject, should try to inculcate above thoughts and beliefs in the students. All educational programmes must be carried in strict conformity with secular values.

- The NPE-86 also opines that inherent equality of all must be created through the core-curriculum. The purpose is to remove prejudices and complex transmitted through the social environment and accident of birth.
- Steps must also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multilingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India each in his own image and perception.
- Attempts must be made to inculcate in the minds of the students the importance of national integration and certain national values like secular, scientific and moral through this core curriculum.

(4) Teacher Education:

The P.O.A. (1986) suggests certain improvements in the teacher education programme. It recommended the establishment of District Institutes of Education and Training (D.I.E.T.). It also recommended that the National Council of Teacher Education (N.C.T.E.) should be accorded the statutory status, so that it could regulate, coordinate and streamline the teacher education programmes in the country and laydown the norms for teacher education institutes.

Being endowed with the statutory power, the NCTE would have the authority to derecognise those institutions that do not conform to the prescribed norms. It also suggests the provision for in-service education for teachers to up-date and refresh their knowledge.

(5) Education for Equality:

The framers of NPE-86 realized that there exist wide disparities in the field of education. For the removal of disparities and to equalise educational opportunities, NPE made the following recommendations:

(i) Education for Women's Equality:

In the opinion of NPE-86 policy framers, women comprise 57% of the illiterate population and 70% of the non-enrolled children of school stage are girls. Accordingly targets were fixed in the way of women's equality.

Targets:

A phased time bound programme of elementary education for girls, particularly upto the primary stage by 1990 and upto the elementary stage by 1995.

A phased time bound programme of adult education for women in the age group 15-35 by 1995.

The P.O.A. (1986) further states that National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, text-books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions. Women's studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to further women's development.

(ii) Education of Scheduled Castes and Scheduled Tribes:

The NPE states that the central focus in the SC/ST educational development is their equalisation with the non-SC population at all stages and levels of education in all areas and in all the four dimensions rural male, rural female, urban male and urban female.

The Policy recommends certain measures for the education of the scheduled castes:

- Incentive to indigent families to send their children to school regularly till they reach the age of 14.
- Pre-Matric scholarship for children of families engaged in occupations such as scavenging, flaying and tanning be made applicable from class-I onwards. All children of such families regardless of income will be covered by this scheme and time bound programmes targeted on them will be undertaken.
- Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- Recruitment of teachers from scheduled castes.
- Provision of facilities for SC students in students' hostel at district headquarters, according to a phased programme.
- Location of school buildings, Balwadis and Adult Education Centres in such a way to facilitate full participation of the SCs.
- Constant innovation in finding new methods to increase the participation of the scheduled castes in the educational process.

Measures for the Scheduled Tribes:

- Priority will be accorded to opening primary schools in tribal areas. The construction of school building will be undertaken in these areas on a priority basis under the normal funds for education.
- The socio cultural milieu of the STs has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional material in tribal languages at the initial stages with arrangements for switching over to the regional languages.
- Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- Residential schools, including Ashram schools will be established on a large scale.
- Incentive schemes will be formulated for the Scheduled Tribes keeping in view their special needs and life styles. Scholarships for higher education will emphasise technical, professional and para-professional courses special

- remedial courses and other programmes to remove psycho social impediments will be provided to improve their performance in various courses.
- Anganwadies, Non-formal and Adult Education centres will be opened on a priority basis in areas predominantly inhabited by the scheduled Tribes.
 - The curriculum at all stages will be designed to create an awareness of the rich cultural identity to the tribal people as also of their enormous creative talent.
 - Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas. Hills & deserts, remote and inaccessible areas and Islands will be provided adequate institutional infrastructure.

(iii) Education of minorities:

The N.P.E.-86 on the education of minorities states, 'some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will include the constitutional guarantees given to them to establish and administer their own educational institutions and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text-books and in all school activities and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

(iv) Education of the handicapped:

The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels will be provided as far as possible at district headquarters for the severely handicapped.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teacher's training programmes will be reoriented in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children.
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

(v) Adult Education:

Regarding adult education as an important measure for national development, NPE states that the whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. It recommends that the Central and State Government, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers etc. The mass literacy programme would include, in addition to literacy, functional knowledge and skill, and also awareness among learners about the socio-economic reality and the possibility to change it.

(6) Higher Education:

With regard to higher education, the P.O.A. (86) recommends consolidation and

extension of institutions, development of autonomous colleges and strengthening of research. Regarding autonomous colleges, the P.O.A. (86) suggests that some colleges whose academic work is of high standard, should be given freedom to frame their own courses and devise their own system of evaluation. This will supply us with the institutions of academic excellence and thus, the entire university system will gain from it.

A very important recommendation was made with regard to delinking the degrees from the requirement for employment in those services where it can easily be dispersed with. It was to stop the mad rush to get admission to universities.

(7) Implementation Strategies:

Apart from certain daily schedules being followed in each institution, NPE-86 recommends that these will not suffice to meet the challenges ahead. What is needed is a much great vigour and discipline in academic pursuits, arrangements which facilitate autonomy for experimentation and innovation, circumstances which bring out the best among the teachers and the students and above all a rededication of all the political leadership, administrative personal, the parents, teachers and students in the great task of nation building.

Implementation of NPE has to begin now wherever possible, in whichever way possible. Bigger schemes of quantitative expansion and quality improvement take time to get formulated and processed and even longer to get understood and implemented. The process of preparation of those schemes has commenced and will be followed up with necessary emergency. Meanwhile every institution, every centre of non-formal education and of adult education, every teacher and student and every member of the society must examine what they can do. Some retired teachers can help out as substitute teachers, some housewives can impart literacy to their illiterate sisters, some institutions can extend their facilities to neighbouring institutions, some newspapers can start for their readers a weekly column on everyday science and so on. While the Central and State Governments will fully shoulder their responsibilities and will give an account of it to State Legislatures and Parliament, it is people's involvement in the educational reconstruction which will make a real difference. Time is of essence and unless we act now, we stand in the danger of one's again missing the opportunity of educational reforms, so critical not only for the development of our nation, but for our very survival.

The NPE further states, "the Constitutional Amendment of 1976, which includes education in the Concurrent List, was a far reaching step whose implications substantive, financial and administrative require a new sharing of responsibility between the Union Government and the states in respect of this vital area of national life. While and role and responsibility of states in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education to maintain quality and standards (including those of teaching profession at all levels), to study and monitor educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and human resource development and, in general, to promote excellence at all levels of the educational pyramid throughout the country. Concurrence signifies a partnership which is at once meaningful and challenging. The National Policy will be oriented towards giving effect to it in letter and spirit.

Critical Estimate of the Recommendations:

Though NPE-1986 proved itself a landmark in the history of our education system, yet we have to discuss the recommendations and issues of this document impartially.

- a) Regarding E.C.C.E., the suggestions are quite commendable but it is to be considered that we must have so much resources to establish day care centres and creches in such a large number of villages. It may be too expensive for the country to establish and run such institutions.
- b) With regard to Operation Blackboard, under present conditions of our government schools where even minimum facilities are not available, how can we talk of the material listed?
- c) Non-formal education at elementary level is not practical.
- d) About Navodaya Vidyalayas, it may be said that such institutions provide an opportunity to the poor meritorious children of the rural areas to get quality education. This leads to admit the fact that our government schools lead much to be desired. It is a good attempt to give a boost to the deserving rural poor children.

On the other hand, it is a boost to few at the cost of funds given to government schools which they will otherwise receive.

- e) Moreover, the neighbourhood school concept advocated by the Kothari Commission for eliminating the segregation that now takes place between the schools for the poor and the under privileged classes and those for the rich and the privileged, has been completely ignored.
- f) The NPE has evaded the issue of 'Commercialisation' of education by most of the schools in the country.
- g) It is good that NPE has recommended protection and interests of minorities but Policy does not propose any checks to prevent the management of the public schools from exploiting the staff working there.
- h) It is very unfortunate that financial implications have not been worked out. We have to be realistic about our economic and budgetary constraints.
- i) The empowerment of women is an excellent idea and recommendations made in this regard need immediate implementation.
- j) Recommendations about core-curriculum are very significant. Most of the syllabi have been revised as per NCE-2005 recommendations and have been appreciated.
- k) With regard to all other recommendations, they are all worth implementing at the earliest.

Chapter-2(iv)

RAMAMURTHY EDUCATION COMMISSION-1990

It was a review committee constituted to report on National Policy on Education (NPE) 1986

Reasons for its Appointment:

The National Front/Janta Dal came into power in December 1985. It had mentioned in its election manifesto that the New Education Policy of 1986 would be reviewed and revised. Accordingly, after assuming the office, it appointed on May 7, 1986 a Committee headed by Ramamurthy to review the NPE-1986. The Committee submitted its report to the Minister of State in the Ministry of Human Resource Development on December 16, 1986. The report was tabled in the Parliament on January 9, 1987. The report is entitled 'Towards an Enlightened and Humane Society'.

Reasons for Appointment of the Committee:

The Resolution of the Government of India (1985) listed the following reasons for the appointment of the committee:

- 1) Majority of people belonging to different section are still deprived of education despite continuous efforts by the government.
- 2) Level of Primary education is not upto the mark. Hence, needs efforts for its effective outcome.
- 3) Government of India accords highest priority to education both as a human right and as means for bringing about a transformation towards a more humane and enlightened society.
- 4) As per government's resolution, first test was felt to make education an effective instrument for securing a status of equality for women and persons belonging to the backward classes and minorities.
- 5) It was being observed that educational institutions were increasingly being influenced by casteism, communalism etc. and it was necessary to lay emphasis on struggle against this phenomena. Time was to move towards a genuinely egalitarian and secular social order.
- 6) By reviewing the NPE-1986 Government of India wanted to evolve a framework which would enable the country to move towards the desired social order.

Terms of Reference of Review Committee:

- a) To review the National Policy on Education-1986 and its implementation.
- b) To make recommendations regarding revisions of the policy.
- c) To recommend action necessary for implementation of the revised policy within a time frame.

Important Observations and Recommendations of the Committee:

(1) Principal concerns and Approach of the Committee in Reviewing NPE-1986 and its implementation:

The approach of the Committee reviewing the NPE-1986 and its implementation was guided by following principal concerns:

- Equality and social justice
- Decentralisation of education management at all levels.
- Establishment of a participative social order.
- Inculcation of values, indispensable for creation of an enlightened and humane society.
- Empowerment for work.

(2) Role, Goals and Values in Education:

The Committee specified the following roles, goals and values in education:

- (i) **Knowledge base:** Education must provide a techno-formative or sound knowledge base i.e. empowering the person through knowledge by which one can make its contribution to society in a better way.
- (ii) **Acquisition of Basic Life Skills:** Education must also provide opportunities to acquire skills through engaging the students in a variety of processes and situations. These skills would be basic life skills such as foundational skills in communication, computation, social skills and manual skills which would enable the students to develop specific job oriented skills.
- (iii) **Nurture of Values:** Education must further provide a climate for the nurturing of values, both as a personalised set of values forming one's character and inculcating necessarily social cultural and national values, so as to have a context of meaning for actions and decisions, and to enable the persons to act with conviction and commitment.
- (iv) **Interventionist and catalytic role:** Education must play an interventionist and catalytic role too for promoting national cohesion and unity by empowering the students to become agents of social change.

(3) Education in the overall context:

In order to achieve equity and social justice and thereby remove elitist abbreviation education has been viewed by the Committee in the overall context of social, economic, regional and gender based disparities. For example, any effort at vocationalising education will carry no meaning unless, concurrently, the government lays down an appropriate Income and Wages policy. Likewise national policies concerning removal of economic disparities such as for land reforms-employment, health and nutrition etc. have to be concurrently established or reviewed.

(4) Development of common school system:

To secure equity and social justice in education is the development of the common school system. Concrete steps for translating this concept into action have to be taken. In order to achieve this objective, the existing Government, Local Body and Government aided schools have to be transformed through quality improvement into genuine neighbourhood schools. Private schools also should be similarly transformed in course of time by making them freely accessible.

4) Importance of Regional Languages in Education

The use of regional languages in education is a matter of political, social and cultural importance. It is a question of equity and social justice. The use of regional languages in education is a matter of political, social and cultural importance. It is a question of equity and social justice. The use of regional languages in education is a matter of political, social and cultural importance. It is a question of equity and social justice.

5) Importance of Vocational Education

Vocational education is a branch of education that prepares students for a specific trade or profession. It is a form of education that is designed to provide students with the skills and knowledge they need to enter the workforce. Vocational education is a branch of education that prepares students for a specific trade or profession. It is a form of education that is designed to provide students with the skills and knowledge they need to enter the workforce.

6) Vocationalization of Education

Vocationalization of education is the process of integrating vocational training into the school curriculum. It is a process that aims to provide students with the skills and knowledge they need to enter the workforce. Vocationalization of education is the process of integrating vocational training into the school curriculum. It is a process that aims to provide students with the skills and knowledge they need to enter the workforce.

7) Examination Reforms

Examination reforms are changes to the way that students are assessed in school. They are designed to make the examination system more fair and equitable. Examination reforms are changes to the way that students are assessed in school. They are designed to make the examination system more fair and equitable.

8) Regional Languages as the Media of Education

One of the factors seriously inhibiting access for the rural students to Higher Education is the continuing sway of English. Hence, equity demands that education in media of regional languages is encouraged at all levels. This would call not merely for political and academic commitment for the switch over to the regional language media but a package of other measures including conscious efforts at organising tests for recruitment in the public and private service in the regional languages, at least options for taking university examinations in these languages and incentives for the same apart from production of appropriate teaching learning materials, reference literature etc.

Decentralised Planning and Management of Education:

The fundamental justification for decentralised planning and the management of education is the sheer size and diversity of the country. There is need for centralization of educational planning and management all the way down at all levels, from the Centre to the states, from the states to the districts, from the district to the blocks, from the block to the panchayats/villages and habitations.

1) University Autonomy:

Decentralisation in the University system would mean autonoming for the universities and colleges as well as for the respective faculties and individual teachers. Examination reforms including establishment of continuous comprehensive internal evaluation cannot come about unless delegation of authority and decentralisation of functions becomes real down to the level of teachers. Educational complexes recommended by the committee are construed as an instrument of bringing about centralisation.

(12) Participative Education Order:

The committee has envisaged the concept of participative educational order as being relevant to every stage of education as only involvement through participation can bring about the environment for genuine reform.

(13) Value Education:

In the view of the Committee Value education is to be construed as a continuous process which is to be sustained through out the process of growth of the individual from childhood to adolescence, then to adulthood and so on. It is also the role of value education to bring about integration of the hand, head and heart to ensure that education does not alienate the students from the family, Community and life. One of the key roles of education should be creation of a work culture at all stages of education so that the individual develops into a socially and economically useful human being with respect for the welfare of all human beings. Above all else, critical appreciation and concern for the cultural and artistic heritage of the country has to be installed amongst the students. It is this package of values which will help the creation and substance of an enlightened and human society in the country.

(14) Resources for Education:

Important recommendations of the committee concerning resources are:

- (i) **GNP:** Public investment in education should exceed 6% of GNP (Gross National Product)
- (ii) **Technical and Professional Education to be self-financing:** All technical and professional education should be made self financing with appropriate support to the students by way of student loans.
- (iii) **Increase in fees on rational basis:** Tution fees, laboratory fees, library fees, building fees, magazines fees games fees etc. have to be increased on a rational basis with referance to the cost of providing the relevant facilities or services.
- (iv) **Examination fees:** With the ever increasing number of examinees, examination fees can also be an important means of raising internal resources to meet the cost of higher education.
- (v) **Institutional Loans:** Institutional loans as a strategy for releasing the pressure

- on government resources in possession of those aspiring for higher education is indispensable.
- (vi) **Loans for recipients:** There is need for a committed programme of the nationalised banks for providing loans for recipients of higher education.
 - (vii) **Mobilising institutional finance:** Institutional finance should be mobilised for promotion of research in universities and for creation of educational infrastructure such as buildings, hostels, staff quarters, Terms lending institutions such as IDBI (Industrial Development Bank of India), IFCI (Industrial Finance Corporation of India) and ICICI (Industrial Credit and Investment Corporation of India) should launch programmes for promoting research in universities. Housing Finance Institutions could take up programmes for creation of capital assets in the educational sector is for buildings for schools, colleges, universities and also hostels for the students, staff and teachers. Repayment of loans may have to be guaranteed by the appropriate governments.
 - (viii) **Increase in scholarship funds:** Economically weaker sections of the people going for higher education who cannot afford the enhanced fees or loans from financial institutions could be provided appropriate scholarships. There should be considerable increase in funds provided for scholarship by the Central Government.
 - (ix) **Mobilising Community Contribution:** A sustained programme should be implemented every year for raising community contribution. There should be collection of educational cess related to revenue sources such as land revenue, excise duties, charges on cash crops, charges on buildings in urban areas etc.
 - (x) **Increasing income:** Efforts should be made by higher and technical management institutions to augment their income by way of consultancy and other services.

Critical Estimate:

The report provides a comprehensive, critical and indepth analysis of the various facets of the educational system prevailing in the country. It also contains an intensive and extensive evaluation of the implementation of the programmes initiated after the announcement of the NPE. However there are some points which have not been adequately dealt with. These are as follows:

- a) **Financial Aspects Ignored:** It is very unfortunate that like other Commissions and committees, Ramanurthi Committee has also ignored the financial aspect. No efforts have ever been done to estimate the requirements of funds for the execution of these huge recommendations.
- b) **The provision of outlays required for achieving the constitutional goals in respect of elementary education should be considered a national responsibility.** Funds must be spared for this sector by cutting down expenditure on adult education and university education. While thousands of primary schools are without buildings, blackboards and chalks, we are spending huge sums on institutions like J.L. Nehru University; IITs & IIMs.
- c) **The report of the committee notwithstanding its scholarly treatment and eighteen excellent essays, fails to generate strong optimism that it will be implemented successfully for it has not suggested any time-bound programme based on the availability of funds.** It should have given clearcut targets to be achieved in a time bound frame-work which the Central and State Educational Planners and administrators could monitor factually; otherwise this is the first exhaustive document after Kothari Report of 1964-66.

Chapter-8(v)

PROGRAMME OF ACTION-1992

Reasons for the Modification of NPE-1986

It was stipulated in the NPE-1986 that the implementation of the Policy would be reviewed every five years. In the meanwhile Acharya Ramamurthy committee placed its report in the meeting of CAGE held on March 8 & 9, 1991 to review the NPE-1986. CAGE appointed a committee on July 31, 1991 to review NPE-1986 and recommendations of Ramamurthy review committee under the Chairmanship of N. Janardhana Reddy, the then chief Minister and Minister of Education - Andhra Pradesh.

After examining the recommendations of Review Committee on NPE-86, the committee came to conclusion; only a few of the recommendation of the NPERC (National Policy on Education Review Committee) have policy implications." Nevertheless it suggested a few modifications in the NPE-86. These changes were announced in the Parliament in the month of May - 1992. It is known as "Revised Policy on Education - 1992" and approved by CAGE in August 1992.

Presenting the Revised National Policy on Education in both the Houses of Parliament, the Human Resource Development Ministry Shri Arjun Singh Said, "The National Education Policy-1986 has stood the test of time. While that framework continues to be relevant, development during the last few years and the implementation of the Policy have necessitated certain modification."

Chief Recommendations of Programme of Action-1992 (POA-1992)

(1) Meaningfull partnership in the Implementation of Programmes:

The P.O.A. 1992 in its very beginning states about the meaningful partnership in the implementation of programmes.

It underlined the need of States and Union Territories to work in close co-ordination with each other. The P.O.A. (1992) has to be perceived as a charter for action of the nation as a whole requiring a co-operative effort of the Union, Staes/ UTs, the education Community and the community at large. Given the rich diversity of our continental nation, it recommended that it would be in the fitness of things if each state and UT formulates, its own Programme of Action which is in line with the situational imperative as well as with the POA-1992. This process has to be carried to its logical conclusion with each district and educational institution formulating a POA of its own. In this context, it is necessary to stress that what is presented here is not an inflexible structure but only a projection of the direction with varying degrees of detail. A certain amount of flexibility is assumed which will help the implementing agencies in tailoring the POA-1992 to suit their context and emerging scenarios.

(2) Flexible Approach:

In the ultimate, resources and management would define implementation. In developing this document, the resource availability indicated for the 8th Five year

Plan (1992-97) was kept at the back of the mind; but at the same time, the long term perspective has not been lost sight of many actions envisaged by the POA - 1992 span not only the 8th Five year Plan but also the 9th and even beyond. Phasing has, therefore, to be left somewhat flexible so that the pace of implementation can match the mobilisation of resources.

(3) Cost Effectiveness and Accountability:

The national resolve of raising the outlay on education to 6% of the national income should be translated into practice at the earliest possible. As envisaged by NPE-86 and through the modalities it outlined, the nation as a whole, should assume responsibility of providing the resource support for education. The logical corollary of this proposition is that an ethos of cost-effectiveness and accountability should permeate every part of the education system. In short, Unplanned proliferation of sub-standard institutions should stop there and now; programmes should cease to be driven by budgets and instead should stress process and outcomes; efficiency should be rated not by the ability to consume budget and demand more but by performance and delivery. All this calls for extra-ordinary attention to the management of education which is often neglected. It is obvious that many tasks which the NPE-1986 and POA 1992 envisage cannot be performed in a state when even routine tasks like supply of text-books, conduct of examinations and operation of academic calendar leave much to be desired. Reform of management in its entirety should be the first and foremost task of the education community.

(4) Involvement of the people:

While the Union and State Government will fully shoulder these responsibilities, it is peoples involvement in the educational reconstruction which will make the real difference. The total literacy campaigns have demonstrated that, given the will, and the right strategy and appropriate structures, peoples involvement can be elicited on a large scale. The management challenge in education lies in creating appropriate arrangements for a similar involvement to take on long standing problems like the Universalisation of Elementary Education (UEE). There is no better way to ensure accountability than an awakened and demanding community.

(5) Establishing Linkages Between Education and other related services:

Another important challenge is establishing linkages between education and other related services like child-care, nutrition and health. For it is, the responsibility for educational administration is fragmented in most States with more than one Education Secretary and several Directors of Education. There is need for greater co-ordination among these multiple agencies and functionaries on the one hand and between Education and other areas of HRD on the other. Appropriate mechanisms should be developed.

(6) Empowerment of Women through Education:

Education for Women's equality is a vital component of the overall strategy of securing equity and social justice in education. There is the need for institutional mechanism to ensure that gender sensitivity is reflected in the implementation of all educational programmes across the board. It is being increasingly recognised that the problem of UEE is, in essence, the problem of girl child. It is imperative that participation of girls is enhanced at all stages of education particularly in streams

like science, vocational, technical and commercial education where girls are under estimated. The education system as a whole should be re-oriented to women's equality and education.

(7) **Special Strategy for the Education of the Disadvantaged Sections:**
Another facet of the overall strategy of securing equity and social justice in education is the concern for the educational needs of SCs/STs, minorities, physically and mentally handicapped. Here again it is necessary for the education system to be sensitive to the educational needs of these groups. It should be set up to promote equalisation of educational opportunities.

(8) **Continuance of Adult Education:**

The POA analyses that due to efforts of Government of India on the basis of various recommendations made by various commission regarding Adult Continuing Education the literacy reached 52.11% for the population aged 15 and above. So for the first time in our country, we could have more literates than illiterates. The POA admits that the Mass literacy campaign has done this. The POA, therefore, recommends the continuance of following programme with greater vigour:

- (i) Establishment of continuing education centres of diverse kind to enable people to continue their education of their choice.
- (ii) Workers' education through the employers, trade Unions and government.
- (iii) Wider promotion of books, libraries and reading room.
- (iv) Use of Radio, T.V. and films - as mass as well as group learning media.
- (v) Creation of learner's group and organisations.
- (vi) Programmes of distance learning.
- (vii) A critical development issue today, the POA admits, is the continuing upgradation of skills so as to produce man-power resources of the kind and number of employment/self employment oriented and need and interest based vocational and skill training programmes.

(9) **Re-organisation of Education at different stages:**

(a) **Common Education structure:** The POA revised NPE-1986 recommendation regarding this reads as follows:

The National system of Education envisages a common education structure. The 10-2-3 structure has now been accepted in all parts of the country. Regarding the further break up first 10 years, efforts will be made to move to an elementary system comprising 5 years of primary education and 5 years of upper primary, followed by 2 years of high school. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

(b) **Early Childhood care and Education:** The P.O.A. also gives due attention to E.C.C.E. and suggests that due facilities be given to day care centres, Balvatikas etc. It also talks about the programmes of Integrated Child Development Scheme (ICDS).

(c) **Elementary Education:** It emphasises on decentralized planning. In elementary education, following revisions have been made:

(1) **Aspects of Education:** Instead of two aspects mentioned in NPE-1986, it recommends three aspects in UEE. It reads, "The new thrust in elementary education will emphasise three aspects

- (i) Universal access and enrollment.
- (ii) Universal retention of children upto 14 yrs of age.
- (iii) A substantial improvement in the quality of education."

(2) **School facilities:** Regarding school facilities, P.O.A. reads: "Provision will be made of essential facilities in primary schools. The scope of Operation Blackboard will be enlarged to provide three reasonably large rooms that are usable in all weather, and blackboards, maps charts, toys, other necessary learning aids and school library. At least three teachers should work in every school, the number increasing as early as possible, to one teacher per class. At least 50% of teacher recruited in future should be women. The Operation Blackboard will be extended to upper primary stage also. Construction of school building will be a priority charge on Jawahar Rojgar Yojana (JRY) funds.

(3) **Non-formal Education:** As per POA guidelines, (i) the Non-Formal Education Programme, meant for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools.

All necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education. Steps will be taken to facilitate lateral entry into the formal system of children passing out of non-formal system.

(4) **Revised Resolve:** The P.O.A. revised the Resolve of Elementary Education given by NPE-1986. The revised Resolve reads as under:

"The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass root level all over the country, to ensure children's retention at school. This effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before we enter the 21st century. A National mission will be launched for the achievement of this goal.

(d) **Secondary Education:** The P.O.A. (1992) revised secondary education is its different aspects:

(i) **Differentiated Role of Secondary Education:**

Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences.

- This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.
- Access to secondary education will be widened with emphasis on enrollment of girls, SCs/STs particularly in science commerce and vocational stream.
- Boards of Secondary education will be re-organised and vested with autonomy so that their ability to improve the quality of secondary education is enhanced.
- Efforts will be made to provide to computer literacy in as many secondary level

institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world.

- A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curriculum. Vocationalisation through specialised institutions or through the refashioning of secondary education, can at this stage, provide valuable manpower for economic growth.

(ii) Pace-Setting Schools (Navodaya Vidyalayas):

P.O.A. analysed the recommendations of NPE-86 regarding Pace-Setting schools as follows:

- Pace setting residential schools, Navodaya Vidyalayas, intended to serve this purpose, have been established in most parts of country on a given pattern, but with full scope for innovation and experimentation. Their broader aims will continue to be:
 - To serve the objective of excellence coupled with equity and social justice (with reservation for rural areas, SCs and STs)
 - To promote national integration by providing opportunities to talented children from different parts of the country to live and learn together.
 - To become catalyst of a nation-wide programme of school improvement.

(iii) Vocationalisation of Education:

The revised version of NPE-86 states, "The introduction of systematic, well planned and vigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mismatch between the demand and supply of skilled man-power, and to provide an alternative for those intending to pursue higher education without particular interest or purpose. Efforts will be made to provide children at the higher secondary level with generic vocation courses which cut across several occupational fields and which are not occupational specific. It suggests that we should be able to enroll at least 10% of children by 2010 and 25% by 2015.

(e) Higher Education: The revision here on the aspect of Distance and open learning.

(i) Open University and Distance Learning: The revised statement is, "The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education and to make it a life long process. The flexibility and innovativeness of the learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.

- The Indira Gandhi National Open University, established in 1985 in fulfilment of their objectives, will be strengthened. It will also provide support to establishment of Open Universities in States.
- The National Open School will be strengthened and open learning facilities in a phased manner at the secondary level in all parts of the country.

(ii) It recommends the development of autonomous colleges and departments, redesigning of the existing courses and teachers, training programmes in academic

staff colleges for refreshing and updating the knowledge and skills of college and university teachers. It also suggested measures for improvement of science education and research.

(iii) Delinking Degrees from Jobs: As in POA-1986, it also said that degrees should be delinked from jobs wherever feasible.

(F) Other Recommendations:

The POA-1992 gave recommendations on technical and management education, development of languages, evaluation processes and examination reforms, teachers and their training etc.

In short, the POA gave due consideration mentioning the strategies, monitoring and other steps to be taken to reduce the recommendations into action so as to realize the ideals and goals of our education.

With a view to have a clear perception of POA-1992, it will be quite in the fitness of thing to give the table which in a nutshell provides the changes incorporated in two policies. It is worth nothing that only two paragraphs are added and thirty four paragraph have been modified.

Modifications At a Glance

| Part | Title | Total No. of Paragraph | Paragraph Modified |
|------|---|------------------------|--|
| I | Introductory | 15 | No change |
| II | The Essence and Role of Education | 4 | No change |
| III | National System of Education | 13 | 3, 12 |
| IV | Education for Equality | 14 | 4, 5,(vii), 6(i), 11, 12, 13, 14 |
| V | Re-organisation of Education at different stages | 41 | 5, 7, 8, 9, 11, 12, 13, 15, 16, 17, 23, 33, 35, 36, 37, 41 |
| VI | Technical and Management Education | 20 | 12, 19 |
| VII | Making System Work | 3 | No change |
| VIII | Re-orienting the content and process of Education | 25 | 16, 17, 20, 21, 25 |
| IX | The Teacher | 6 | No change |
| X | The Management of Education | 10 | New Para |
| XI | Resources and Review | 5 | 4 |
| XII | The Future | 2 | No Change |
| | | 158 | |

Note: Students are advised to go through the NPE-1986 and POA1992 in detail available on internet.

Chapter-9

NATIONAL CURRICULUM FRAMEWORK - 2005

In response to the National Policy on Education-1986, NCERT developed 'National Curriculum for Elementary and Secondary Education - A Framework' in 1988. In 2000, it prepared the 'National Curriculum Framework for school Education'. This curriculum was prepared by the government formed by the National Democratic Alliance (NDA) led by BJP. Syllabi and text-books were prepared in the light of this curriculum. The curriculum came into operation with the academic session 2002-03.

In May 2004, the NDA Government was replaced by the United Progressive Alliance (UPA) led by the Indian National Congress. Immediately after taking charge of the MHRD, the Minister appointed a committee to screen History and Social Studies text-books. The text-books introduced earlier during the NDA government were replaced. It was stated that these did not respond to the values of secularism. The Ministry of HRD asked the NCERT to review the 'National Curriculum Framework for school education (NCFSE) 2000' in the light of the report 'Learning without Burden' in 1993.

The Executive Committee of NCERT had taken the decision at its meeting held on 14 & 19 July 2004 to revise the National Curriculum Framework 2000, following the statement made by Hon'ble Minister of HRD in the Lok Sabha that the Council should take up such a revision. Subsequently, the Education Secretary, MHRD communicated to the Director of NCERT the need to review the National Curriculum for School Education-2000 in the light of the report 'Learning Without Burden'. In the context of these decisions, a National Steering Committee, Chaired by Prof. Yashpal and 21 National Focus Groups were set up. Membership of these Committee included representatives of institutions of Advanced Learning, NCERT's own faculty, school teachers, Colleges of Education and non-governmental organisations.

Consultations were held in all parts of the country, in addition to five major regional seminars held at the NCERT's Regional Institutes of Education in Mysore, Bhopal, Ajmer, Bhubaneswar and Shillong. Consultations with State Secretaries, SCERT's and examination boards were carried out. A national conference of rural teachers was organised to seek their advice. Advertisements were issued in national and regional newspapers inviting public opinion and a large number of responses were received.

A Draft National Curriculum (DNG) was prepared and circulated across different sections and then placed before the Central Advisory Board of Education (CABE) for its approval in June -2005. Some members suggested few changes. This DNG underwent changes and came up for the approval of CABE. Discussions took place on Sept. 6 & 7, 2005. The BJP/State govts. raised certain objections. A few members

CABE wanted some clarifications on a number of observations contained in the National Curriculum Framework.

The Minister of HRD assured the members that a monitoring committee would be set up while preparing the syllabi and text-books and the committee would give due consideration to the views expressed by some members. There upon the National Curriculum Framework (NCF-2005) 2005 was approved by CABE on Sept 7, 2005.

The revised National Curriculum framework (NCF-2005) opens with a quotation from Rabindra Nath Tagore's essay 'Civilisation and Progress in which the poet reminds us that a 'creative spirit' and 'generous joy' are key in childhood, both of which can be distorted by an unthinking adult world. The opening chapter discusses curricular reform efforts made since Independence. The National Policy on Education (NPE-1986) proposed the National curriculum Framework as a means of evolving a national system of education, recommending a core component derived from the vision of national development enshrined in the Constitution. The Programme of Action (POA 1992) elaborated this focus by emphasizing relevance, flexibility and quality.

Need of NCF - 2005

After assessing the prevailing curriculum, it has been pointed out in NCF-2005 in the form of certain shortcomings in the prevailing curriculum to justify its need :

- a) It has been pointed out in NCF-2005 that in India we follow a subject - based approach to curriculum which tends to present knowledge in the form of a package in the text - books. It is followed by traditional way of assessing the knowledge by taking examinations and marks become the criteria to judge the competency of the individual. NCF states that it has led to several problems and hence need is being felt to revise it.
- b) Those areas that do not lend themselves to be organised in text books and examined through marks became sidelined and described as extra or co-curricular instead of being an integral part of curriculum. They rarely receive the attention they deserve in terms of preparation of teachers or school timetable. We still do not have an adequate curriculum theory to support the development of knowledge, skills and attitude in those areas which have become sidelined.
- c) Knowledge has become fragmented because subject areas tend to become water tight compartments.
- d) Students are not given opportunities to construct knowledge and explore novel ways of knowing. Rather mistaken information leads to loading the curriculum with too many facts to be remembered.
- e) There is tendency to add new subjects rather than incorporating the new knowledge in existing subjects. It only increases load of the curriculum.
- f) The Principles for selecting knowledge to be added in the curriculum are not well worked out. Further new concepts are not placed in relation each other.
- g) NCF framers opined that mathematics, science and english are three subjects in which a large number of students do not do well in examinations. Nearly 50% fail in their subjects. This is perhaps the biggest shortcoming of both the elementary and secondary education system.

Objectives of NCF-2005:

NCF-2005 had following objectives:

(A) To list out perspectives with which NCF-will go on. It listed following perspectives:

- (i) Strengthening a national system of education in a pluralistic society.
- (ii) Reducing the curriculum load based on insights provided in 'Learning without Burden'.
- (iii) Systematic changes in tune with curricular reforms .
- (iv) Curricular practices based on the values enshrined in the Constitution such as social justice, equality and secularism.
- (v) Ensuring quality education for all children.
- (vi) Building a citizenry committed to democratic practices, values, sensitivity towards gender justice, problems faced by the scheduled castes and Scheduled Tribes, needs of the disabled and capacities to participate in economic and political processes.

(B) NCF-2005 also tried to understand the psychology of learner and hence its objectives reflect the components of Learning and Knowledge in the following way.

- (i) Reorientation of our perception of Learners and learning.
- (ii) Holistic approach in the treatment of learners development and learning.
- (iii) Creating an inclusive environment in the classroom for all students.
- (iv) Learner engagement for construction of knowledge and fostering of creativity.
- (v) Active learning through the experimental mode.
- (vi) Adequate room for voicing children's thoughts, curiosity, and questions in curricular practices.
- (vii) Connecting knowledge across disciplinary boundaries to provide a broader framework for insightful construction of knowledge.
- (viii) Forms of learner engagement- observing, exploring, discovering, analysing, critical reflection etc. are as important as the content of knowledge.
- (ix) Activities for developing critical perspectives on socio-culture reality need to find space in curricular practices.
- (x) Children engaged in undertaking environment related projects may contribute to generation of knowledge that could help create a transparent public database on India's environment.
- (xi) The school years are a period of rapid development with changes and shifts in children's capabilities, attitudes and interests that have implications for choosing and organizing the content and process of knowledge.

Curriculum based on these psycholo-gical principles would serve the purpose of education was the vision with which NCF-2005 laid its abovementioned objectives.

(C) NCF-2005 delineated the subjectwise curricular areas, and reforms to be made to smoothen the way of curriculum framing.

(1) Languages:

- (i) Language skills viz speaking, listening, Reading and Writing play foundation role in children constitution of knowledge right from elementary classes to secondary classes. Need is to recognise this role efficiently.
- (ii) A renewed effort should be made to imple-ments the three - language formula emphasizi-ning instruction. These includes tribal languages.
- (iii) English needs to find its place alongwith other Indian languages.
- (iv) The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

(2) Mathematics:

- (i) Mathematisation (ability to think logically, formulate and handle abstractions) rather than knowledge of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics.
- (ii) The teaching of mathematics should enhance children's ability to think and reason, to visualise and handle abstractions, to formulate and solve problems. Access to quality mathematics education is the right of every child.

(3) Science:

- (i) Content, process and language of science teaching must be commensurate with the learner's age range and cognitive reach.
- (ii) Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the.
- (iii) Science teaching should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work.
- (iv) Awareness of environmental concerns must permeate the entire school curriculum.

(4) Social Science:

- (i) Social science content needs to focus on conceptual understanding rather than living up facts to be memorized for examination and should equip children with the ability to think independently and reflect critically on social issues.
- (ii) Inter-disciplinary approaches, promoting key national concerns such as gender, justice, human rights and sensitivity to marginalized groups and minorities.
- (iii) Civics should be recast as political science and the significance of history as a shaping influence on the children's conception of the past and the civic identity should be recognised.

(5) Work

- (i) School curricula from the primary to the senior secondary stage need to be reconstructed to realize the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation.

(6) Art:

- (i) Art (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre etc.) and heritage crafts should be recognised as integral components of the school curriculum.
- (ii) Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators
- (iii) The art should comprise a subject at every stage of school education.

(7) Peace:

- (i) Peace oriented values should be promoted in all subjects throughout the school years with the help of relevant activities.
- (ii) Peace education should form a component of teacher education.

(8) Health and Physical Education:

- (i) Health and Physical education are necessary for the overall development of learners. Through health and physical education programmes (including yoga),

it may be possible to handle successfully the issues of enrolment, retention and completion of school.

(9) Habitat and Learning:

- (i) Environment education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities.

(D) School and Classroom Environment:

NCF-2005 recommends necessary facilities which should be made available in every school. These are:

- Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule are critical for improved teacher performance.
- A school culture that nurtures children's identities as learner's, enhances the potential and interests of each child.
- Specific activities ensuring participation of all children abled and disabled and essential conditions for learning by all.
- The value of self-discipline among learners through democratic functioning is as relevant as ever.
- Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community.
- Reconceptualisation of learning resources in terms of
 - text-books focussed on elaboration of concepts, activities, problems and exercises encouraging reflective thinking and group work.
 - Supplementary books, work-books, teacher's handbooks etc. based on fresh thinking and new perspectives.
 - Multimedia and ICT as sources for two way interaction rather than one way reception.
 - School library as an intellectual space for teachers, learners and members of the community to deepen their knowledge and connect with the wider world.
- Decentralized planning of school calendar and daily schedule and autonomy for teacher professionalism practices are basic to creating a learning environment.

(E) Systematic Reforms:

- Quality concern, a key feature of systematic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities.
- It is desirable to evolve a common school system to ensure comparable quality in different regions of the country and also to ensure that when children of different backgrounds study together, it improves the overall quality of learning and enriches the schools ethos.
- A broad framework for planning upwards, beginning with schools for identifying focus areas and subsequent consolidation at the cluster and block levels, could form a decentralized planning strategy at the district level.
- Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.
- Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching learning processes.

- Teacher education programmes need to be reformulated and strengthened to that the teacher can be an
 - encouraging, supporting and humane facilitator in teaching learning situations to enable learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.
 - active member of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners.
- Reformulated teacher education programmes that place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multi disciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective.
- Centrality of language proficiency in teacher education and an integrated model of teacher education for strengthening professionalisation of teachers assume significance.
- Inservice education needs to become a catalyst for change in school practices.
- The Panchayati Raj system should be strengthened by evolving a mechanism to regulate the functioning of parallel bodies at the village level so that democratic participation in development can be realised.
- Reducing stress and enhancing success in examination necessitate:
 - a shift away from content based testing to problem solving skills and understanding. The prevailing typology of questions asked a radical change.
 - A shift towards shorter examination.
 - An examination with a flexible time limit.
 - setting up of a single nodal agency for co-ordinating the design and conduct of entrance examinations.
- Institutions of work centred education as an integrated part of the school curriculum from the pre-primary to the +2 stage is expected to lay the necessary foundation for re-conceptualising and restructuring vocational education to meet the challenges of a globalised economy.
- Vocational Education and Training (VET) needs to be conceived and implemented in a mission mode, involving the establishment of separate VET centres and institutions from the level of village clusters and blocks to sub-divisional/district towns and Metropolitan areas in collaboration with the nation-wide spectrum of facilities already existing in this sector.
- Availability of multiple text books to widen teacher's choices and provide for diversity in children's needs and interests.
- Sharing of teaching experiences and diverse class-room practices to generate new ideas and facilitate innovation and experimentation.
- Development of syllabi, text-books and teaching learning resources could be carried out in a decentralized and participatory manner involving teachers, experts from Universities, NGOs and teacher's organisations.

Thus NCF-2005 proved as a turning point in the history of Indian education in which so much deep understanding of the educational system was done to provide a sound base to our curricular structure.

Unit - III
CONTEMPORARY ISSUES
IN INDIAN EDUCATION

Chapter-10

UNIVERSALISATION OF ELEMENTARY EDUCATION AND RELATED ISSUES SUCH AS MIDDAY MEAL, SARVA SHIKSHA ABHIYAN (SSA) AND RMSA

After the achievement of independence free and compulsory elementary education has been given prime importance. The framers of the Constitution of India recognised the need and importance of such an education as this is the foundation of the entire superstructure of the nation that we try to build. Therefore, high priority was given to the programme of universalisation of primary/elementary education.

Meaning and Concept of Elementary Education:

Elementary Education has been described in the Encyclopaedia Americana (1968) as 'the period of formal schooling extending from admission to school in Kindergarten or I grade to completion of the 6th, 7th or 8th grade.

Gandhiji used the term primary education in Harijan (1937). According to him, "The course of primary education should be extended at least to 7 years and should include the general knowledge gained upto the matriculation standards less English plus a substantial vocation.

Article 45 of the Constitution does not mention any term. It states, "The State shall endeavour to provide, with in a period of 10 years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of 14 years."

Generally speaking elementary school organization refers to a combination of two stages of education—primary stage covering classes I to V (age group 6-11) and upper primary or lower secondary covering class VI to VII. Thus the elementary education covers 7 classes from I to VIII and age group 6-14.

Control and support of elementary schools: Elementary schools can be categorised into government schools; aided schools which get aid in the form of grant from the government, local schools which are operated by the Municipal corporation, the Municipal Committee, Cantonment Boards or District boards. Education is free in all these types of schools. These schools were established to fulfill the Constitutional obligation to provide free and compulsory education to all children of the age group 6-14 yrs. Text books in these schools are prescribed by the Education Department of the specific states.

Another category is of public schools or private schools which do not get any grant from the government or local bodies. They charge fees from the students. They are governed by the rules framed under education code. Medium is generally English.

Role of Control and State Governments:

Prior to 1976, Education was a state subject and thereafter education came under concurrent list. The central government has under taken fully centrally sponsored schemes to promote elementary education in the country. The states prescribe the pay scales and other service conditions for teachers and also provides for their training. The states also prescribe curricula and text books. For inspection and supervision, State government maintain some staff even when the power to supervise is delegated to local bodies. Each State maintains a Department or a Directorate of Education for administration and supervision of elementary education.

The word 'state' which occurs in Article 45 is defined as "The Government and Parliament of India and the government and the legislature of each of the states and all local or other authorities with in the territory of India or under the control of Government of India."

Thus the responsibility for elementary education lies with the Central Government, the States, the local bodies and the voluntry organisations.

Need for Free Education:

- (1) This is because in India all parents cannot afford the cost of education. Some parents cannot even afford to send their children to school if education is free, parents will not consider it a burden.
- (2) It is the birth right of all the human beings and it becomes responsibility of government to provide education to masses.

Need for Compulsory Education:

Education, being third eye of human beings, removes illiteracy, ignorance, superstition and poverty. But as some people are ignorant of the value of education do not send their ward to school. Hence it should be made compulsory for every child.

Importance of Universalisation of Elementary Education:

J.P. Naik, an eminent educator of our country has very aptly observed, 'The progress of primary education is an index of the general, social and economic development of the country as a whole.' It plays an important role in laying the proper foundation of a child's cultural, emotional, intellectual, moral, physical, social and spiritual development. It also contributes to national development.

Stages of Universalisation of Elementary Education:

There are three stages for universalisation of elementary education (UEE):

(a) Universalisation of Provision:

This means that elementary education should be provided to all children between the age group of 6-14 years. in the country. The location of the elementary school should be within a walking distance (1 Km) from the house of every child.

(b) Universalisation of enrolment:

This means that all children of the desired age group (6 yrs. old) must be enrolled in the school. It is considered essential that all eligible children should be enrolled compulsarily by the school. Different states have enacted compulsory education Acts for this purpose. But the desired targets have not been achieved due to the ignorance of parents, isolation from school and local community and financial difficulties.

(c) Universalisation of Retention:

This means that every child enrolled in class I must continue in the school till he complete class VIII. There should be no stagnation in the school. Again it is to be seen that the child does not leave the school before the completion of the course so that there is no wastage. If the child leaves the school in between, the idea of universalisation stands defeated. Here, mere enlistment of children is not enough. They also have to be retained.

Present status of (UEE) Universalisation of Elementary Education:

Problems of Universalisation of Elementary Education:

Though sincere efforts have been done by the government at all level, yet we have not been able to achieve the desired target. Following are the important causes and problems of slow progress:

1) Problems of Priority:

Universalisation of elementary education depends on priority given by government. Our government lagged behind in this issue. During the First Five year plan 50% of the total education budget was spent on primary education. But it has reduced to 31.9% till fifth five years plan. The trend is continued though efforts are being done by various national and international agencies.

2) Problem of population explosion:

Tremendous increase in population frustrates all efforts to bring every child under the roof of schools. It does not allow to improve the prevailing status inspite of overall planning for the enrolment of vast number of children in schools.

3) Problem of finance:

Lack of financial resources has been a major hurdle in the expansion of elementary education.

4) Problem of poverty:

Poverty has been a main hurdle in the way of elementary education. Due to poor economic conditions, parents are forced not to send their wards to school. They send them to work for earning. The girls are engaged in domestic work so that both parents can go for work.

5) Problem of illiterate parents:

Illiterate parents, due to ignorance, remain indifferent to education. They do not realise the importance of education for their children.

6) Problems of wastage and stagnation:

Wastage and stagnation in the way of universalisation of elementary education. Now-a-day wastage and stagnation have been controlled by the Government by using various strategies. Even then, some how or the other, wastage and stagnation are in the way of UEE. Let us now discuss something about wastage and stagnation.

Meaning of Wastage & stagnation:

Wastage means leaving the school before completing the elementary course. When a child leaves the school without completing the eight years education, the

money spent on him/her gets wasted as early drop-out causes lack of desired knowledge, skills and abilities.

Meaning of stagnation:

Stagnation means failure in class which leads to repetition of that class by the students. The money being spent on the child gets multiplied. Hence it leads to financial burden over the government.

- **Conservative attitude of parents towards girls education:** Some parents, particularly belonging to rural areas do not send their girls for education due to ignorance, conservativeness and poverty. As they help them in their home activities, they are kept engaged in domestic work.
- **Problem of scattered habitation:** Small habitation which are in inaccessible areas like dense forests protest against education and hence elementary schools can't be established there.
- **Problems of scarcity of teachers:** The target of Universal free and compulsory education can't be attained without adequate number of teachers. The paucity of teachers particularly in rural areas curbs the universalisation of elementary education.
- **Problem of fictitious enrolment:** Practice of fictitious enrolment is also seen in many elementary schools due to the pressure of parents who do not want their children to send to school.
- **Problem of education of the handicapped:** There is scarcity of special teachers. Financial resources are also limited. Hence education of disabled children stands against the universalisation of elementary education.
- **Enforcement Machinery is not much strong leading to slow progress.** It causes problems in the attainment of target.

Realisation of Universalisation of Elementary Education:

Elementary education i.e. classes I to VIII consisting of Primary (I to V) and upper primary (VI to VIII) is the foundation of the pyramid in the education system and has received a major push in the X and XI plan through various programmes and projects. It has been accepted as a national goal. Achieving this goal poses three main challenges:

- (a) access to elementary education for the unreached segments and social groups.
- (b) qualitative improvement in content and processes so as to raise the enrolment rate.
- (c) Reducing high dropout and low retention rates in primary and upper primary school.

To overcome these challenges, and to improve upon the expansion of the existing educational facilities at the elementary level, efforts are being made to enrich its quality so as to make it more responsive to the aspirations and needs of the people.

The X Five year plan envisages UEE to :

- (i) Universal Access
- (ii) Universal Enrolment
- (iii) Universal Retention
- (iv) Universal Achievement
- (v) Universal Equity

To achieve these, the major schemes during the X plan included:

- District Primary Education Programme (DPEP)

- National Programme of Nutritional Support to Primary Education Commonly known as Mid Day Meal Scheme
- Lok Jumbish (LJ)
- Minimum Levels of Learning (MLL)
- National Elementary Education Mission (NEEM)
- Non-Formal Education (NFE)
- Operation Blackboard (OBB)
- Shiksha Karmi Project (SKP)
- Sarva Shiksha Abhiyan (Education for AU i.e. EFA) etc.

District Primary Education Programme (DPEP):

DPEP launched in 1993 and an externally aided project aimed at the holistic development of primary education covering classes I to V through district level interventions. It was a centrally sponsored scheme and was funded by World Bank and several international organisations. At its peak; it covered 273 districts in 19 states.

The overall goal of the programme was the reconstruction of primary education system to operationalise the strategy of UEE as envisaged in NPE-1986 and its Programme of Action (1992) through decentralised planning and management, community mobilisation and population specific planning. The fundamental principle of DPEP was to evolve strategy at state and district level. It went beyond the conventional packages such as opening of new schools and appointing new teachers and addressing the issues of content, process, quality and equity education.

Objectives:

The objectives of DPEP were:

- a) to reduce difference in enrolment, drop-out and learning achievement among gender and social groups to less than 5 percent.
- b) to reduce overall primary drop out rates for all students to less than 10 percent.
- c) to raise average achievement level.

Lok Jumbish: (People's Mobilisation):

It was an innovative project called 'Lok Jumbish' People's movement for Education of All- with assistance from Swedish International Development Authority (SIDA) in Rajasthan. The basic objective of the project was to achieve Education for All by the year 2000 through people's mobilisation and their participation. Government of India approved the first phase of the project for a period of two years, 1992-94 to cover 25 blocks spread over several districts with an estimated cost of Rs. 18 Crore to be shared by SIDA, Government of India and Government of Rajasthan in the ratio 3:2:1. The First Phase concluded on June 30, 1994. The second phase was taken up for implementation during 1994-1998. The project covered 75 blocks.

An innovative and successful NFE programme launched by LJ spread over to more than 3000 centre which created linkages with the community. These centres were called 'Sahaj Shiksha Centres'.

This movement achieved its goal by covering maximum environment building activities in 5683 villages. 383 new schools were opened while 227 primary schools were upgraded.

particularly those living in slum areas have not received attention in these open programmes.

What is Sarva Shiksha Abhiyan?

Sarva Shiksha Abhiyan is:

- a programme with a clear time frame for universal elementary education.
- a response to the demand for quality basic education all over the country.
- an opportunity for promoting social justice through basic education.
- an effort for effectively involving the Panchayati Raj Institutions, School Management Committees, Village/Urban smallest unit level Education Committees, Parents Teachers Associations, Tribal Autonomous Councils and other grassroots level structures in the management of elementary schools.
- an expression of political will for UEE across the country.
- a partnership between the Central, State and Local Government.
- an opportunity for the states to develop their own vision of elementary education and implement them.
- an effect to convergence among programmes of the education department and with those of other departments concerned with poverty alleviation and promotion of people's quality of life.

Goals of SSA: Specific goals of SSA include:

- all children complete five years of primary schooling by 2007
- all children complete eight years of elementary schooling by 2010.
- focus on elementary education of satisfactory quality with emphasis on education for life.
- bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal Retention by 2010.

Basic Features of SSA:

Basic features of the SSA include:

- (i) Institutional reforms in Centres and States improve efficiency and delivery system.
- (ii) Sustainable financing : It is the unique feature of SSA. For sustainable financing, there will be long term sharing between Centre and States being 85:15 in the IX Plan; 75:25 in the X Plan and 50:50 thereafter.
- (iii) Community ownership of school based interventions through effective decentralisation and involvement of Village Education Committees (VECs), Panchayati Raj Institutions (PRIs), other local bodies, women's groups etc.
- (iv) Institutional Capacity building for improvement in quality of elementary education with NCERT, NIEPA (Now NUEPA), NCTE, SCERT, SIEMAT and DIET to have a major role.
- (v) Community based monitoring with complete transparency in all aspects of implementation.
- (vi) Community based and down-top approach to planning with habitation as a unit for planning.
- (vii) Mainstreaming gender approach focusing on girls education in educationally backward blocks.

- (viii) focus on educational participation of children from the SC/ST and religious and linguistic minorities.
- (ix) thrust on quality and making education relevant with emphasis on providing 'education for life.'
- (x) recognition of critical role of teachers and focus on human resource development needs of teachers.
- (xi) Preparation of District Elementary Education Plan (DEEP) reflecting all government and non-governmental investments.

Implementing Mechanism and Management Structure:

One of the most notable features with regard to the implementation of Sarva Shiksha Abhiyan is to make the present educational structure and mechanism more vibrant and effective to accomplish the task of providing quality elementary education to all children. The establishment of separate mechanism for implementing SSA is not favoured. Therefore the existing educational structures from national to the grass root level assume the responsibility of implementing SSA. The structures of different levels include

National Level:

- > General Council headed by the Prime Minister of India with Minister of Human Resource Development as its Vice Chairman.
- > Executive Committee headed by the Minister of HRD.
- > Elementary Education Bureau at the Minister of HRD headed by the secretary of the Bureau assisted by 7-8 Directors/Deputy secretaries/Deputy Education Advisor.
- > Academic and technical support to be provided by NCERT; NIEPA (Now NUEPA); NCTE and the Technical Support Group the Educational Consultants India Ltd.

State Level:

States are expected to decide upon the administration structure for implementation of SSA through a mission mode. In all cases they are utilising the available educational structures at various levels for implementing SSA.

The Mechanism includes:

- > General Council/State Mission Authority headed by the CM of the State.
- > State Implementation society has been formed in each state. Chief secretary or the Education secretary/Education Commissioner heads it.
- > State Project office is normally headed by the Director of Education/Director of Public Instruction in the state. However states having DPEP are utilising the DPEP Project Office for implementing SSA.
- > Academic and technical support is provided by the State Council of Educational Research and Training (SCERT) State Institute of Educational Management and Training (SIEMAT), State Resource Group, Wherever, it exists and some state level professional institutions.

District Level:

- > A District Implementation society has been established at the district level which is headed by the President of Zila Parishad/Collector/District Magistrate.

- Education officer, in-charge of Elementary Education is responsible for implementation of SSA. However in a DPEP district, District Project officer of DPEP is involved in this process.
- Academic and Technical support is provided by the District Institute of Education, District Resource Group and other professional institutions.

Block Level:

- The Block Education Officer is responsible for implementing SSA.
- For providing academic and technical support and training to different functionaries, Block Resource Centre (BRC) has been established in each community development block. Block Resource Persons are expected to provide academic support to Cluster Resource Centres (CRCs) and schools.

Cluster Level:

- About 10-12 schools constitute a cluster.
- Like BRC, cluster resource centre (CRC) has been established in each cluster which is headed by a cluster Resource Centre Co-ordinator (CRCC)
- The CRC is normally located in an elementary school by adding a separate room. This Centre provides close academic support to schools and a forum for exchange of experiences of teachers. It looks into the implementation of the SSA activities.

Village Level/School Level:

The Village Education Committee (VEC), Panchayati Raj Institutions (PRIs), School Management committee (SMC) and Parent Teacher Association (PTA) play an important role in the management of school affairs and maintain the school on its premises.

Provisions for Interventions and Norms Under the SSA

Before discussing the norms provided under SSA for planning and implementation of the activities, following

- Every District develops a District Elementary Education Plan (DEEP) through participatory planning process which includes the details of the district problems faced and interventions to be undertaken for providing Quality Elementary Education.
 - The districts should first optimally utilise the budget provided by the State Government.
 - All the resources provided by the International and other agencies should also be reflected in the plan.
 - The budget estimates should adhere to the norms approved under the SSA.
- The provisions made under the SSA to provide access, enrolment retention and improvement of quality in elementary education are as follows:

(i) New Schools:

- A Primary school should be available to every child within a walking distance of one Kilometer. A new primary school may be opened in a habitation which has a population of 300 by following the State prescribed norms.

- One upper primary school for two primary schools should be provided if adequate number of primary school graduates is available.

(ii) **Alternative Schooling facility:**

- One Education Guarantee scheme (EGS) Centre may be opened in a habitation which is not served by a primary school and has fifteen to twenty school going age children. A para teacher will run the EGS centre. If the number of children is more than forty, another para teacher may be appointed. This Centre can be converted into a primary school after two years of its successful functioning.
- An Alternative and Innovative Education Centre can be started to promote education to the segments of population which need an innovative programme. Also bridge courses, back to school Courses etc. can be started depending upon the local conditions and community needs.

(iii) **Teachers:**

- One teacher for every forty children in a primary school. This norm can be relaxed in the case of inaccessible tribal areas.
- Every class in upper primary section should have one teacher
- All vacant posts of teachers which have already been sanctioned should be filled by the State Government before asking for new teachers on the basis of additional enrolments.
- Instead of full primary school teachers, para teachers be appointed if the state desires.
- Rationalisation of posting of teachers in each district should precede the appointment of new teachers.

(iv) **Free Text Books:**

- Free text-books should be given to all girls and children belonging to scheduled caste and scheduled tribe Communities, if the state is not already providing these to them. The upper ceiling per child for the purpose is Rs. 150.

(v) **Teaching Learning Equipment (TLE):**

- For purchasing of teaching learning equipments following financial provisions have been made:
 - Rs. 10,000/- for new primary school.
 - Rs. 50,000/- to new Upper Primary School (UPS) as well as the existing UPS not covered under the operation Black Board.

(vi) **School Grant:**

- Rs. 2000/- per year per primary/upper primary school will be provided for replacement of non-functional school equipment and purchase of library books.

(vii) **Teacher Grant:**

- Rs. 500/- per year per teacher of primary and upper primary school to meet the needs of instructional aids preparation and other material.

(viii) **Teacher Training:**

- The following three types of teacher trainings have been envisaged:

- For all teachers 20 days in service training.
 - Refresher training of 60 days for untrained teachers.
 - Orientation training of 30 days for new appointed trained teachers.
- The norms prescribed is Rs. 70/- per day for each trainee including residential charges. In addition, if district visualises the need for any other training, it can do so by putting in the plan with justification.
- (ix) Establishment of state Institute of Educational Management and Training (SIEMAT): Centre will provide Rs. 3 crore as one time assistance to state for establishment of SIEMAT.
- (x) Research, Evaluation and Supervision:
Provision for Rs. 1400/- per school per annum has been made for undertaking research at various levels pertaining to different aspects of elementary education, innovative activities, school mapping and microplanning etc.
- (xi) Training of Community Leaders:
Training of about 8 persons from each village for a duration of two days at the rate of Rs. 30/- per day has been envisaged. This training can be undertaken by the districts in relation to their needs.
- (xii) Education of children with special Education Needs:
SSA norms envisage Rs. 1200/- per child per annum for the integrated education of the disabled children.
- (xiii) Innovations: The SSA has a norm of providing Rs. 15 Lakh per innovative component per district. Innovative activities pertaining to the following four areas can be undertaken.
- Early Childhood care and Education.
 - Education of SC/ST children
 - Girl's Education.
 - Computer Education at the Upper Primary level.
- (xiv) Civil Works:
Construction of BRC, CRC, additional classrooms in schools building, toilets, drinking water facilities etc. may be undertaken. Civil works component is important to improve the infrastructure in the schools, block and cluster centres. All Construction work at the village/school level has to be undertaken in collaboration with the local community.
In addition to the above, Rs. 5000/- per school per annum has been provided for repair and maintenance of school buildings.

Effort to Improve Quality of Elementary Education

The SSA realises that uptill now focus has been more on access to primary education and increase in enrolment and retention of children in schools with somewhat inadequate attention to quality of education in terms of effective teaching and adequate level of student's achievement. The SSA lays stress on improving the quality of elementary education. It encourages decentralisation and vibrant role of community in the school management and implementation of interventions.

For quality improvement it talks about improvement in learning environment;

- rationalisation of availability of teachers
- restructuring and reforming teacher training programme;
- Curriculum reforms in line with NCF-2000;
- emphasis on education for life;

- weightage to research, documentation and evaluation particularly of pupil's.
- Continuous monitoring of various indicators of SSA.
- Above all, great deal of emphasis has been placed on the development of an effective and adequate management information system since it can help in the determination of educational requirements of different segments and location.
- The SSA provides an opportunity to districts to develop their own vision of elementary education and plan and implement district specific interventions in this regard.

Conclusion:

Finally, it can be said that SSA endeavour to take a holistic and comprehensive view of quality of elementary education. It has tried to make the present educational structure more meaningful, relevant, effective and vibrant. The role of SCERT, DIET, BRC, & CRC is key to the improvement of quality of elementary education.

The SSA provide an opportunity to each district to prepare their own plan. The success of it depends upon how and in what form these plans are executed. There is need to ensure that the attainment levels of children enrolled in EGS broadly equivalent to those attained by students enrolled in full time institutions. Apart from this, coordinating the interventions of various governmental agencies and PRIs need to be taken into consideration.

Recent Development in UEE:

The Right of children to Free and Compulsory Education Act-2009.

The Constitution of India included Article 45 in the Directive Principles of State Policy. It stated, "The state shall endeavour to provide with in a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children untill they complete the age of 14 years." Vigorous efforts were made to fulfill the constitutional obligations but the targets were postponed year to year. The Government of India in 200/- initiated the Sarva Shiksha Abhiyan.

The Supreme Court of India while hearing a case pertaining to education advised the Government of India enact a suitable legislation for UEE. Accordingly, the Constitution of India was amended by 'The Constitution (Eighty Sixth Amendment) Act 2002. The amended included the following provisions:

(a) Insertion of new Article 21A - After Article 21 of the Constitution, the following article shall be inserted namely:

"Article 21A- Right to Education - The state shall provide free and compulsory education to all children of the age of 6-14 years in a manner as the state may, by law, determine."

(b) Substitution of New Article for Article 45- For Article 45 of the Constitution, the following article shall be substituted namely: "Article 45- Provision for Early childhood care and Education to children below the age of 6 years - The state shall endeavour to provide Early Childhood care and Education for all children untill they complete the age of 6 years."

(c) Amendment of Article 51A- In Article 51A of the Constitution, after clause (j), the following clause shall be added namely:

'Clause(K) who is a parent or guardian to provide opportunities for education to his child or ward, as the case may be, between the age of six and fourteen years."

This Act passed by both Houses of Parliament received the assent of the President on August 26, 2009 and came into force on April 1, 2010.

National Programme of Nutritional Support to Primary Education (NP-NSPE) or Mid-Day meal Instruction:

A nationwide programme of Nutritional support to Primary Education (Popularly called Mid-day meal scheme or MDM) was launched on 15th August 1995. The objective was to give a boost to universalisation of Primary Education (UPE) by increasing enrolment, retention and attendance and simultaneously to make an impact nutritional status of students in primary classes. Later on, the programme was also expanded to children of EGS Centres which were opened in school-less habitations.

The programme was expanded in a phased manner and had seen all India coverage during during 1997-98 except for Lakshadweep which runs its own programme. The Hon'ble Supreme Court in its order dated 29 November 2001 directed that under the scheme, cooked meals be provided in a time-bound manner by those States/UTs that do not have such a programme. As a result, cooked meals are now being served in a number of states. The nutritional value of meals for upper primary children was fixed at 700 calories which can be derived from 150 gm of cereals and 20 gm of protein. The amount comes to 100 gms. of wheat/rice per student per school day.

Implementing Agency:

The implementing agencies of the programme are local bodies/authorities as Panchayats and Nagarpalikas.

Central Support:

The Central support under this programme is on the following lines:

- (i) Provision of food grains free of cost to the implementing agencies.
- (ii) Reimbursement of transportation cost to district authorities from moving of foodgrains from Food Corporation of India (FCI) godowns to schools/villages at the rate of Rs. 25/- per quintal as applicable under RPDS.
- (iii) Besides labour charges from conversion of food grains into cooked food as well as expenditure on construction on kitchen-sheds will be eligible for coverage under the Poverty Alleviation Scheme by administered by the Ministry of Rural Development.

Action Points: Following is the Action Plan of MDMS:-

- MDM is to be managed by local community and PRIs/NGOs and not contractor driven: civic quality and safety to be prime considerations.
- Sensitize teachers and others involved in nutrition, hygiene, cleanliness and safety norms to rectify observed deficiencies.
- Involvement of nutrition experts in planning low cost nutrition menu and for periodic testing of samples of prepared food.
- Promote locally grown nutritionally rich food items through Kitchen gardens in schools etc.
- Revive the school Health Programme; disseminate and replicate best practices adopted by states.
- Provide drinking facilities in all schools on an urgent basis.
- Display status regarding supplies, funds, norms, weekly menu and coverage in schools to ensure transparency.

- Central assistance to cooking cost should be based on the actual number of beneficiary children and not on enrolment.
- Promote social audit.
- On-line monitoring.

Coverage:

As against 3.34 children covered under the scheme in 1995-96, about 12 crore children are covered at present,

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

This scheme was launched in 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.25% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school with in a reasonable distance of any habitation. The other objectives include:

- Improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms;
- removing gender disparities;
- removing socio-economic and disability barriers;
- providing universal access to secondary level education by 2017 i.e. by the end of XII Five year plan; and
- Achieving universal retention by 2020.

Important Physical Facilities:

- Important physical facilities provided under the scheme are-
- (i) additional classroom to accommodate the increased strength of students.
 - (ii) Setting up of Laboratories to impart practical knowledge and enhancing proficiency in performing various tasks.
 - (iii) Enrichment of Libraries to add to the stock of knowledge.
 - (iv) Availability of Art and Crafts room to enhance aesthetic ability and vocational efficiency among school students.
 - (v) Facilities of toilets etc. (separate for boys and girls if it is a co-educational school.
 - (vi) Safe drinking water provision.
 - (vii) For teachers residing in remote areas, residential hostel facility.

Important Quality Interventions Provided Under the Scheme are:

- (i) To reduce Pupil Teacher ratio to 30:1, appointment of additional teaching staff;
- (ii) Focus on Science, Maths and English education.
- (iii) For updation of knowledge of working teachers, organisation of in service training.
- (iv) Establishing science laboratories.
- (v) ICT enabled education to meet the need of technological based society.
- (vi) Essential reforms in existing curriculum.
- (vii) Appointment of more female teachers in schools.
- (viii) Separate toilet blocks for girls.

Implementation Mechanism:

The Scheme is being implemented by the State Government and societies

established for implementation of the scheme. The Central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Government

Revision of Certain Norms of the Scheme:

The Government of India has approved the following revised norms of RMSA with effect from 01.04.2013:

- To permit State/ U.T. Governments, to use State Schedule of Rates (SSDR) or CPWD (whichever is lower) for construction of civil works permissible under the RMSA.
- To increase the Management, Monitoring Evaluation and Research from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and rest of the 3.5% as part of the state allocation. In cases of states where even with this enhanced allocation of 3.5% MMR would not be adequate and would hamper the activities under the head, with in the 3.5% of the overall state MMR component. Variations across state/ UTs can be approved by the PAB, Approval Board, subject to a maximum of 5% of the outlay in any particular state/UT.
- To subsume the other Centrally Sponsored Schemes of secondary Education - Information and Communication Technology (ICT) @ School, Girl's Hostel, Inclusive Education for Disabled at secondary stage (IEDSS) and vocational Education (VE) in their existing form under the umbrella of RMSA.
- To extend the benefits of RMSA to aided secondary schools (excluding infrastructure support/core areas i.e. Teacher's salary staff salary) for quality interventions as per RMSA umbrella scheme compliments for aided schools.
- To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan period for non-NER states and 90:10 for NER states including sikkim.
- To authorize the RMSA project Approval Board (PAB) of the MHRD to consider for approval of Integrated Plan of the umbrella scheme of RMSA, including the four subsumed Centrally sponsored schemes of secondary Education.
- To authorize the release of funds to the RMSA state Implementation society directly for all components of the RMSA umbrella scheme.

Chapter-11

ISSUES & DEBATES ON GLOBALISATION, LIBERALISATION AND PRIVATISATION

Globalisation, Privatisation and Liberalisation are the keywords which aptly define modern society's march into futurology. Due to scientific and technical advances, modern age has witnessed the shrinkage of the globe. The need to act and think from global perspective, the need to try the techniques of privatisation and the policy of liberalisation i.e. the universal needs have compelled us to see beyond the physical barriers of our countries. Let us discuss these universal needs one by one:

(A) Globalisation:

The term 'globalisation', means integration of economics and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration is multidimensional including cultural, social, economic and political dimensions.

Concept/Meaning:

Popular Belief: Popularly globalisation means different things to different people. For a layman, globalisation mainly refers to multi-society operations.

A New Paradigm: For a section of educated people, having knowledge of world activity, globalisation is a new paradigm a set of fresh beliefs, working methods and economic, political & socio-cultural realities in which the previous assumptions are no longer valid.

View of T. Evans: In the words of T. Evans, 'globalisation is the space-time compression'. In simple words, this means shrinkage of space as well as time which brings together nations, cultures and economies in mutual respect for one another.

Global View of Globalisation:

This view encompasses all sectors of life. It takes the broader view of world economy as well as world's socio cultural base. It regards the whole world as the world of human activity. For developing countries, it means integration of world economy. In simple economic terms, globalisation refers to the process of integration of the world into one huge market. In specific academic terms, it refers to the process of exchange of educational know-how by removing all academic barriers among countries of the world. In the context of globalisation, even political and geographical barriers become irrelevant.

In short, the essence of globalisation is collaboration with mutual respect.

The International Monetary fund defines globalisation as "the growing economic independence of countries worldwide through increasing volume and variety of

cross-border transactions in goods and services and of international capital flows and also through the more rapid and widespread diffusion of technology."

Today the driving force behind globalisation is the World Trade Organisation (WTO) which was established in 1995. WTO is the successor to the General Agreement on Tariffs and Trade (GATT) established in the wake of the Second World War. The WTO's objective is to ensure smooth, free, fair and predictable flow of trade by administering trade agreements.

- acting as a forum for trade negotiations
- setting trade disputes
- reviewing trade policies
- assisting developing countries in trade policy issues through technical assistance and training programmes.
- co-operating with other international organisations.

India and Globalisation:

The process of Globalisation in India started with the economic reforms initiated in 1997 by our the then Finance Minister Dr. Manmohan Singh. These economic reforms were aimed at integrating the Indian economy with world economy. The Narsimha Rao Government at the centre in 1991 was forced to go in for globalisation due to the following reasons:

- (i) The Public sector Undertaking (PSUs) were becoming sick and there were no adequate returns on the investments made in the PSUs.
- (ii) Because of the Gulf War and the poor performance of the export sector, the foreign exchange reserves were at their lowest level and the country was on the verge of defaulting on foreign debt payment.
- (iii) While there was a need for huge investments in the different sectors of the economy to increase the growth rate, the domestic capital investment was inadequate.

As such India had no choice but to opt for globalisation to save the country's economy.

Globalisation involves both positive and negative implications for society. Let us discuss its advantages and disadvantages in general.

Advantages of Globalisation:

Advantages of globalisation can be enlisted as under:

- (i) Movement of the capital ensures that the total savings of the world are distributed among several countries.
- (ii) Flow of latest technologies from developed countries to the developing countries.
- (iii) Development of the capital markets takes place as it is one of the pre-requisites for the international flow of capital.
- (iv) Development of foreign exchange market is ensured as it is also one of the pre-requisite for the international flow of capital.
- (v) International trade is developed with allocation of resources in true with the comparative advantages.
- (vi) Industrial development gets a boost because of new technologies huge capital and managerial expertise that is made accessible to the domestic companies.
- (vii) Companies no longer depend upon markets in a particular country as the market is worldwide.

- (viii) Cultural exchange takes place among countries making people demand a variety of products that are consumed in other countries.
- (ix) Because of the availability of products of high quality at lower prices, the consumption levels go up.
- (x) Because of the shifting of manufacturing facilities to the low wage developing countries, employment opportunities increase manifold.

Disadvantages of globalisation:

- Though it has number of positives, yet some negatives too. e.g.
- (i) It exerts pressure on the country's balance of payments because of the short-term inflow of capital that results in appreciation of the local currency and the consequent increased cost of exports, manifesting in a negative impact on the balance of the payments.
 - (ii) As globalisation is closely related to the structural Adjustment Programme of the IMF and the World Bank, it curtails public expenditure resulting in cut in subsidies and the marginalizing of the poor.
 - (iii) Tarrif barriers are dismantled to facilitate imports and linking the local currency to the international markets.
 - (iv) Public sector enterprises including public utilities like water and electricity are being privatised.
 - (v) The gap between the rich and the poor widens with skilled and competent people getting huge incomes and the common people struggling to get even the minimum wage.
 - (vi) The foreign aid comes with strings attached to it and the economy becomes over dependent on external assistance.
 - (vii) Trade barriers and subsidies in the developed world prevent products of the developing countries from reaching their markets and thus result in unfair trade with the products of the developed countries invading the markets of the invading countries.
 - (viii) The entry of the multinational companies corporations will force the closure of the local companies as they complete with the MNC's and this resulting in increasing unemployments.

Globalisation & Education:

Having understood the impact of globalisation on the country's economy, now let us take a look at the impact of globalisation on education.

Globalisation involves both positive and negative implications for society. It has opened new ways for some and on the other hand closed the ways for some. Hence the process is not good for one and all. In the school education sector, the implications of globalisation are not merely in terms of resource allocation but in creating new values, habits, dress codes and life styles. It is also creating new divisions of labour and redefining job markets as well. Subsequently, schools are reorganising themselves through providing english bearing, computer literacy, emphasis on sceince and mathematics and socialising children to a social capital which is compatible with the modern global ethos. However, for some, this has made responsible the educational institutions instead of sites of learning and worship the means and end of inequality as an outcome of globalisation. For instance the rise of elite private english medium schools endangered a process of social cleavages;

existing ones for many- their students gain a premium and competitive advantage over students from poorer classes who attend government schools. This ultimately strengthens the process of circulation of elites and their reproduction in school as well as in educational systems. However some argue that the process of globalisation has opened channels of cultural integration of productive mass culture with the global culture. Therefore globalisation has crucial implications for the educational and the social landscape of all developing societies like India. Its implications are more evident and are clearly spelt out for the higher education sector than the school sector.

Globalisation and Higher Education:

The Globalisation of the recent part, governed primarily by a market oriented philosophy has a number of implications for modes of governance. In the realm of education, the institutions of education are facing new demands and pressure for accountability, access, quality, introduction of new technologies and curriculum. A number of countries have introduced reforms to meet the challenges arising out of such a situation, though the context and nature of reforms may vary from one country to another. The concrete example is the privatisation of education at higher level. It is the private sector which has taken advantage of proliferation of new frontiers in knowledge creation and dissemination. Even the names of private colleges and Universities indicate the variety of curriculum that is transacted in these seats of learning namely.....University of Management, Engineering and technology, Information technology, Bio-Informatics, Bio-Technology, Multi-Media, Mass Communication, Tourism and Hotel Management etc. Interestingly, educational policy matters have been discouraging the expansion of the liberal arts education.

The advocates of globalisation today argue for internationalisation of curriculum which entails a complex inter-play of history, politics, knowledge production and its use as well as teaching and learning. All these are to be influenced by international market conditions and professional orientation. If it is done, it will involve development of new skills, attitudes and knowledge among students and teachers alike. It will require creation of new learning practices, spaces, ethos and cultures. It is a very dynamic process.

However, there is a danger in such internationalisation of curriculum. It may undermine the values of uniqueness and diversity in cultures. It may create conflicts at the local level which threaten the social harmony as is evident in some of the South Asian countries. The concept of 'global' is sharply contrasted with the 'local' and higher education systems may face the dilemma as to which way to go. Secular countries cannot have the goals that are common to theocentric countries. Similarly, dictatorship cannot share the goals of democracies.

Thus the impact of globalisation on education in general and higher education in particular has been manifold. It has different kinds of impacts on different types of societies and culture. Even then in the world of today, it is a unifying force to transform the world into a global village.

Liberalisation:

Liberalisation is the process of elimination of licensing and quota restrictions. It began in 1991 and was completed in 2001-2002 with the removal of all import restrictions. The General Agreement on Trade in Services (GATS), one of the World

World Organisation's (WTO's) agreements that came into existence in January 1995, is the first and only set of multilateral rules covering international trade in services. The GATs agreement has two parts.

The framework agreement containing the general rules and disciplines, and the national schedules agreement which envisages individual countries specific commitments on access to their domestic markets by foreign suppliers. Therefore, each WTO member country has lists in its national schedule of those services for which it wishes to access to foreign suppliers.

While the commitments apply on a non-discriminatory basis to all member countries of the WTO, the member countries have complete freedom to choose which services to commit, in addition to the services committed. The schedules limit the degree to which foreign service providers, in this case foreign universities and colleges, can operate in the market.

GATs covers all internationally trade services with the following exceptions:

- (i) Services provided the people/public in the exercise of governmental authority; and
- (ii) In the air transport sector, traffic rights and all services that are directly related to the exercise of traffic rights.

The WTO has divided all services into twelve sectors. Education is one of them. GATs has categorised the supply of services under four modes:

Mode 1: Cross-Border supply: In this mode, the services flow from the territory of one member country into the territory of another member country. For example, a faculty member of an educational institution can send teaching material and exercises to students in any other country.

Mode 2: Consumptions Abroad: In this mode the consumer of a service moves into the territory of another member country to secure the services. e.g. students moving to another country to obtain education in any field come under this category. This mode also includes students who attend a part of the programme as a twinning arrangement and obtain a degree of another country.

Mode 3: Commercial Presence: In this mode, service suppliers of a member country establish a legal presence in another member country in order to provide their services. In this situation the service supplies establishes a legal presence the form of a university, a joint venture, a subsidiary, a legal representative or a branch office in a host country and starts. Supply of services. e.g. any school of management in the US can set up a business school in India in a strategic location like Delhi and start offering MBA programme with degrees being provided from their mother institutions in the US. They can adopt their own methods of costing, employ their faculty and teach a curriculum designed by them.

Mode 4: Presence or Movement of Natural Persons: This mode which covers only export of manpower covers a situation in which a service is delivered through persons of a member country who temporarily enter the territory of another member country e.g. faculty of various universities who move to another member country and work in the academic institutions situated there for a specified period. GATs covers only temporary movement of the personal and not permanent residence or citizenship.

GATs established a framework of rules to ensure that member countries administer their services and regulations in a reasonable, objective and impartial manner. For example GATs gives India the right to decide the condition under which a foreign

university can establish a subsidiary business school in India. India can also list the criteria for granting permission to a management consultant to practise in India. Besides this the Doha- Ministerial Declaration reaffirms the right of member countries to regulate and even introduce new regulations on the supply of services. The only condition is that these regulations should be reasonable, objective and impartial.

Flexible Regime for Developing Countries:

Some critics of GATS feel that the GATS has imposed many restrictions on developing countries in order to fulfill the commitment to liberalisation of services in this case in education sector. True, GATS guarantees the conditions of service stability for potential investors i.e. foreign educational institutions. But there is no obligation to make commitments under the GATS. Infact GATS allow the member countries to impose on foreign education providers any conditions they wish including those pertaining to local employment or technology transfer. GATS provides the following flexibilities to the member countries:

- (i) Member countries can choose those service sectors or sub-sectors on which they will make commitment guaranteeing the right of foreign suppliers to provide the service. e.g in the education service sector, India can make commitments guaranteeing the right of the foreign educational institutions only to the higher educator sector. Each member country must have a schedule of commitments but there is no minimum requirements as to its coverage- some cover only a small part of one sector.
- (ii) For those services that are committed, the member countries may set limitations specifying the level of market access and the degree of national treatment they are prepared to guarantee.
- (iii) Member countries can limit commitments to one or more of the four Modes of supply through which educational service is traded. They may also withdraw and renegotiate commitments.
- (iv) In order to provide more favourable treatment to certain trading partners, member countries may make exemptions in principle limited to 10 years duration from the Most Favoured Nation (MFN) principle, which is otherwise applicable to all services whether scheduled or not.

Advantages of Liberalisation:

Liberalisation has following advantages:

- Good service infrastructure which includes education is a pre-requisite for the economic success of any country. In fact, a number of countries are banking on open and transparent environment for the provision of services.
- Access to world class education helps the educational institutions in the host country to increase their competitive strength. Liberalisation in the service sector has thus become a key component of many development strategies.
- Countries with liberalised educational sector see greater product and process innovations. This can be seen in India's informational technology sector.
- Commitments to the WTO, in the educational sector, encourage foreign direct investment (FDI). This brings with it new skills and technologies that spill over into the wider economy in different ways.

Obligations Under Liberalisation:

The obligations under GATS which a member country has to discharge as a party that signed the agreement, are categorized into two groups:

- (a) **General obligations:** These apply automatically to all member countries of the WTO irrespective of the commitments made for each sector.
- (b) **Conditional Obligations:** These apply only to those sectors where a member country has assumed market access and national treatment obligations. Suppose India not to open its services in primary education and secondary education under the GATS. While it has the full liberty to do so, India may also choose to open only technical education under GATS.

Under the conditional obligations, each member country identifies the service sector or sub-sectors in which it is prepared to make commitments. This is followed by member countries inscribing the conditions under which it allows service and foreign countries to access its markets. This means, national treatment is not mandatory in GATS, but it is negotiated on a sector-to-sector basis.

- (c) **Market Access:** If India makes a decision to open its market to the technical colleges of foreign universities in the country, the commitment regarding access to such universities can be made after the necessary negotiations. India can impose one or more restrictions like the location, the intake etc. including the legal form of the foreign universities as well as the degree of foreign capital participation in the venture.

- (d) **National Treatment:** This means treating one's own national and foreigners equally. For instance, if one or more foreign technical colleges offer B.tech programmes in India, then the graduates of these technical colleges should be treated equally with the graduates of the Indian technical colleges. GATs allows limitations on national treatment to be taken fully or partially but these should be made clear during negotiations.

The public spending on education worldwide is now more than 1 trillion U.S. dollars. This includes the cost of 50 million teachers, 1 billion students and hundreds of thousands of educational institutions. In India, as a consequence of liberalisation in recent times, the role of the government in higher education has been reduced and the degree of privatisation has gone up. With the liberalisation of education, the countries with better skills and knowledge will set up institutions in our country. The liberal policy of the government in providing foreign exchange and easy loans for educational purposes has made India a prime destination for the educational institutions in the developed countries.

Only 49 out of 143 WTO member countries have agreed to include education sector under GATs. No government has so far opened up its educational sector without any restrictions. India must give a serious thought to this issue, especially in view of the policy of the US to restrict outsourcing of jobs to India a step that is against the spirit of GATs. India must put in place proper restriction in order to safeguard our social priorities, identity and culture. We have to initiate reforms internally so that the competitive edge of the foreign universities to establish branches in India can be relatively reduced. UGC, as a part of its effort to meet the threat of foreign universities to Indian higher education, is all set to identify 500 colleges in the country with potential for excellence. It has already identified 30 universities as universities with potential for excellence and granted Rs. 30 crore to these universities. It has already prepared the guidelines to identify such colleges that are promising in

terms of quality education and have adequate infrastructure. Colleges that are selected under this scheme will get Rs. 1 crore each in addition to the existing development grant from the UGC.

Privatisation:

Now-a-days Privatisation has acquired almost all fields of economy. It has entered in the field of education too. It is no exception to it. Education in today's world has become a full fledged industry and India is an important educational centre of the global education industry. The number of private institutions has increased in the country impressively whereas the number of public institutions- both government and aided - have increased marginally. Nearly 40% enrollment is in private unaided institutions at all levels of education particularly at higher level. These institutions do not receive any grant from the government. The growth has been predominantly in institutions offering professional courses.

What exactly is Privatisation?

The term 'Privatisation' has come into widespread use in the 1980's because of the economic reforms. During this period, thousands of state owned enterprises or public sector units (PSUs) were privatised in many countries. In a sense, privatisation is a process of transferring the ownership of an organisation or enterprise from the public sector to the private sector. Thus the main idea of privatisation implies control of private ownership in organisations and enterprises owned by State. Gradual transformation of public enterprise into private enterprise is the feature of privatisation. For the purpose of education, privatisation implies the withdrawal of the state intervention from this sector. It also includes introduction of private management and control in public enterprise.

Privatisation may be total or partial. It means it may vary from Zero Public or state ownership to various degrees and levels of private ownership. This privatisation has conquered the majority area of education sector in India.

Definition of Privatisation:

According to Barbara Lee and John Nellis, "Privatisation is the general process of involving the private sector in the ownership or operation of a state owned enterprises. It cover 'contracting out' and the privatisation of management through management contracts, leases or franchisee arrangements" Thus privatisation also includes introduction of private management and control in public enterprises.

Purpose of Privatisation:

Privatisation is intended to improve the efficiency of an organisation or educational institutions as in the case. The main objective is to control government control over education. It is used as an important strategy of economic rejuvenation by many developing and developed countries including Britain.

Benefits of Privatisation:

1) **Reducing Burden:** Lack of sufficient resources is the main reason behind privatisation. Today's state is welfare state and as a welfare state it has to undertake many responsibilities including education. In order to fulfill all the responsibilities State does not have sufficient resources, including economic resources. So State tries to reduce its responsibility by shouldering it upon the private enterprise. Thus it is

one of the main reasons behind privatisation that state is overburdened with many responsibilities.

2) **Providing quality education:**

Public enterprises, due to many reasons behind it, do not provide education of as much better quality as expected by its recipients. On the other side, private educational institutions claim and are providing better quality education than public institutions of education. So rush is towards these private institutions. Political, economic and social factors are in favour of it and facilitating it. Big and wealthy industrialists, politicians etc. are often owners of such private institutions. State can exercise control over such institutions by providing some rules and regulations but it is very weak and cannot prevent such institutions from becoming autonomous bodies.

Thus the main objective behind privatisation can be quality improvement and to provide better quality education.

3) **Provision of better facilities:**

The owners of private educational institutions belong to very rich class of society and these institutions have all kinds of resources. So these institutions are in a better position to provide all those facilities which are not provided by public educational institutions. Modern facilities like different models of communication, robots, lasers, new industrial material, various tools and devices and products incorporating the micro chip etc. are provided only private sector. So recipients of education give preference to private educational institutions.

4) **Adaptability to changes:**

Private sector is very sensitive to any change which has occurred and which is likely to occur. Accordingly it changes itself so as to suit the prevailing situations due to its flexibility when demands and necessities in respect of education change, private institutions are fully equipped to fulfil such demands and necessities of society in comparison to public sector institutions which can't fulfil such demands. Lack of flexibility and rigidity to rules of state is the main reason behind it.

5) **Easy Access to Education:**

Easy access to education has become possible due to privatisation. Number of institutions like schools, colleges and universities has increased to a considerable extent. Again due to development in different methods of communication, teaching and learning can be done anywhere and anytime.

6) **Utilisation of resources:**

State, due to lessening of burden on education, can utilise its resources for other purposes.

Drawbacks of Privatisation of Education:

There are some drawbacks of privatisation education:

1) **Avoidance of responsibilities:**

Being education in the concurrent list in Indian Constitution, it becomes responsibility of Central government and State Government to take care of their responsibilities towards education, but due to reluctant attitude and lack of proper resources, attention and control of central and state government has decreased upto a considerable extent which resulted in monopoly of private institutions. This is not in the interest of education and democracy.

2) **Irrational increase:**

Privatisation of education has resulted into tremendous increase of educational

institutions. State, to lessen the burden, has framed political and economic policies to encourage and boost establishment of various kinds of private educational institutions without any rational approach. On the other side, majority of politicians are the owners of such institutions and hence can't be ignored by the government. Such tremendous increase is proving fatal for educational institutions too. Some educational institutions are in existence for the sake of name only and still claiming government benefits and facilities.

3) **Compromisation in Quality:**

Though these private institution claim to provide quality education yet this object is not being fulfilled. Quality compromise is observed in many of these institutions. Their staff is not properly qualified and these institutions earn considerable amount of profit at the cost of quality of education.

4) **Misuse of Autonomous States:**

Privatisation has led private institutions to become absolutely autonomous bodies. Due to the judgement of Hon'ble Supreme Court of India in T.M.I. Pai foundation Vs. State of Karnataka, a state of chaos has arisen in education sector. The judgement highlights three important points:

- a) Minority institutions are totally independent and free from control of state;
- b) Unaided educational institutions are also free from substantial control of state. So they can decide procedure of admission and can charge any amount of fee because fee chargeable by such institutions cannot be regulated by state; and
- c) All citizens have a right to establish and administer educational institutions according to choice under Article 19 (1) (g) of Indian Constitution. Article 19 (1)(g) of Indian Constitution provides a fundamental right to conduct any business, trade, occupation or to practice any profession. So now as a matter of right to conduct business, educational institutions can be established and administered.

The above judgement points have brought a considerable impact upon our education system. Minorities, the name of their institutions, are exploiting the public funds considerably. State has very weak control over such private institutions and that is why these institutions have become absolute autonomous bodies functioning for their own profit Education has now become a profit motive venutre leaving behind humanity and sympathy for others.

5) These institutions are promoting use of English language as public language and creating a gulf between Hindi spoken people and English spoken people. English spoken people take themselves superior to Hindi Spoken.

6) There is much scope for corruption in these institutions. Amount charged under the various heads is not properly utilised.

In this way, these institutions have converted education into business enterprise. Earlier these institutions were confined to Urban areas, metropolitan and big cities. But now a days they are expanding towards smaller villages and other rural areas and resulting into lowering of standard of education.

Chapter-12

COMMON SCHOOL SYSTEM

A society is nothing but a set of social institutions. All social institutions define the pattern of relationships and behaviour expected of the persons who belong to them. The principal social institutions are concerned with regulation of economic, political, familial, educational and religious aspects of human life in general. Specifically the institutions of education are involved in preparing people to fit into the complex social structure through the process of socialization. Education can perform this function of socialization through family or per group in an informal manner and through school in a formal manner.

School, as a formal agency of socialization enable a child to understand the role he/she has to play in the wider society. It is here that a child learns to conform to the rules and regulations in human behaviour in groups and in institutions. It is the organised part of the process through which each successive generation learns the accumulated knowledge of a society and thus becomes the agent of socialization. For the purpose of this socialization, each society has to develop certain institutions which are known as agencies of education. These agencies may be classified on the basis of type of education provided into two categories:

Formal and 'Informal'

Formal agencies are set up with specific objectives. School is the primary formal agency for social and national development. India witnessed different types of schools because of its pluralistic nature. It is a land of so many faiths, creeds, castes, languages etc. It is very essential that people of different faiths, creeds etc. think in terms of nationalism and place the welfare of the country above narrow considerations. In the words of Emotional Integration Committee, appointed by the Government of India on Emotional Integration under the chairmanship of Dr. Sampurnand in May 1961, "One of the hardest problems before us today is the building up of a national mind by curbing the religious, linguistic and communal conflict which tend to disunite us." The concluding remarks of the Committee are, "The emotional integration of the Indian people is a challenge that cannot be ignored. Charity and compassion must be practised if they are not to remain catchwords and empty phrases. Integration touches all points of national life and depends in the final analysis, on the type of education gives to our young people in schools and colleges."

At that time, in India, there existed different types of schools.

- (i) Schools managed by the Central and the State Governments.
- (ii) Schools managed by local bodies such as district boards or municipalities.
- (iii) Schools managed by religious organisations.
- (iv) School run by registered trust boards.
- (v) Schools managed by private managements
- (vi) Schools managed by individuals.

During British regime, schools which were independent of government control and selective of their admission, known as Public Schools' also established. The system was largely reserved for those who had the capacity to pay high fees. It created an undesirable segregation of social classes.

Indian Education Commission (1964-66) and Public School system:

Kothari Commission (1964-66) criticized the undemocratic pattern of education being imparted by those public schools. If the government had to implement the recommendations of the Kothari commission on social and national integration, it would have the sign the death warrant of the 'so called public school'. To that extent the commission was against these schools.

The Commission has spoken of these institutions in scathing terms. It says "The system of schools largely reserved for those who have the capacity to pay high fees was transplanted in India by British administrators and we have clung to it so long because it happened to be in time with the traditional hierarchial structure of our society." The Commission has regretfully noted that 'what is worse, this segregation is increasing and tending to widen the gulf between the classes and the masses. This undemocratic feature of the Indian school system has been described by the commission as one of the major weakness of the present educational structure. The Commission pointed out that the children of the masses were compelled to receive sub-standard education and, as the programme of scholarships was not very large, leaving ablest one to be unable to find access to such good schools as exist, and the economically privileged parent were able to buy good education for their children.

The Commission has stated that whatever the past history of so called public schools, they have "no valid place in the new democratic and socialistic society we desire to create."

Further, the commission has pointed out that 'recently the so called public schools have come in for strong criticism in England itself and it is not unlikely that a radical change may be initiated to make them more democratic,' Thus the Commission emphasized, "In a situation of the type we have in India, it is the responsibility of the educational system to bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. The commission stated that if we are to eliminate the evils and the education system is to become a powerful instrument of national development in general and social and national integration in particular, we must move towards the goal of a common school system of public education."

Characteristics of the common school system:

The common states the following characteristics of common school system:

- (i) It will be open to all children irrespective of caste, creed, community, religion, economic sanctions or social status;
- (ii) In this system access to good education will depend not on wealth or class but on talent.
- (iii) It will maintain adequate standards in all schools and provide at least a reasonable proportion of quality institutions.
- (iv) In this system, no tuition fee will be charged.
- (v) It would meet the needs of the average parent so that he would not ordinarily feel the need to send his children to expensive school outside the system.

One of the ways suggested by the commission for the easy adoption of the common school system is the 'neighbourhood school' concept under which all children without exception must go to the nearest school. It also recognised that this was the only way we can promote social harmony and equality of education. Contrary to popular perception, common school system does not mean a uniform type of education across the country. Rather the word 'Common' guarantees a common equal quality of education to every child from Kashmir to Kanyakumari. Every child here means every child irrespective of economic class, caste, gender, disability, religion or any other discriminating factor. The quality level in each neighbourhood school in common school system is such that parents feel no need to bring their child out of the system.

Observations:

It is really very sad that the words of wisdom of the Kothari commission have not been understood by the policy makers and administrators. Infact, the country drifted from this principle and has become more class based.

The Commission (1964-66) argued in favour of the concept of neighbourhood schools. It advanced two reasons for a good education by eliminating social segregation in schools:

- 1) First it said, "a neighbourhood school will provide good education to children because sharing life with common people is an essential ingredient of good education."
- 2) Secondly, "the establishment of such schools will compel rich, privileged and powerful classes to take an interest in the system of public education and thereby bring about its early improvement."

But in my opinion, the 'rich', 'privileged' and 'powerful classes, never took interest in government schools despite accepting the commission's recommendations on the common school system in 1968 and later in NPE-1986 and later in NPE-1986 and 1992. The concept could not be translated into practice because the political leadership and bureaucracy at all levels alongwith the intelligentsia found an escape route for their own children viz the private school system.

However, hope lies in the Supreme Court Judgement that is bound to change the face of private school education in Delhi and possibly the entire country.

The apex court delivered a three pronged verdict to check the commercialisation of education and to ensure that private unaided schools do not renege on their social obligations:

First it stipulated that all recognised private unaided schools in the capital have to reserve 25% of seats for children from weaker sections of society.

- Second it has mandated that schools cannot increase their fees without the prior approval of the Directorate of Education of the Delhi government.
- Finally schools are now bound to make their financial accounting processes more transparent and prove they are non-profit institutions.

This was done in order to promote integration of rich and poor sections of society and to drive home the fact that an educational institution has a social obligation to fulfil.

Chapter-13

VOCATIONALISATION OF EDUCATION

Basic education, craft education, Learning to DO, Socially useful Productive work, Vocationalisation of Education, work-experience, world of work- all these concepts, by and large, connote the same idea i.e. education should be related to productivity. Despite various efforts of the government, the spectre of unemployment is haunting the land and its grimness is increasing day by day. Democracy demands that education should be useful rather than ornamental. It should enable an individual to earn his livelihood. It should be given a vocational base which can bring education into closer relationship with productivity.

Historical Background

When we look into the history of vocational education, it is not the case that only Indian education Commissions have recommended inclusion of vocational education and technical education in the school curriculum. Education, before Independence also had the provision of other type of education i.e. vocational and technical education. Following is the brief history of vocationalisation of Education in India.

1) Hunter Commission (1882-1883):

The Commission stressed the need for widening the curriculum in primary and secondary schools and introducing practical subjects such as accounts, elements of natural and physical science and their application to agriculture, Wealth and Industrial arts. But no effective action was taken to implement the recommendation.

2) Hartog Committee (1929):

The Committee placed an emphasis on industrial and commercial subjects at secondary stage and desired that students instead of being attracted to clerical and sedentary pursuits should take up some practical occupations. The Committee also recommended the provision of professional education at the collegiate level.

3) Sapru Committee (1934)

Sapru Committee recommended the provision for vocational courses in secondary school side by side with general education in order to solve the problem of unemployment among the educated.

4) Abbot - Wood Report (1937)

It recommended that general and vocational education should not be regarded as different branches but as the earlier and later phases of a continuous process. Vocational education should be on the same plane as literary education.

5) **Sargent Report:**

It recommended that vocational courses should be provided in secondary schools side by side with general education courses.
As a result of above recommendations, some schools provided vocational courses but the facilities were very inadequate.

6) **Secondary Education Commission:**

S.E.C. (1952-53) outlined certain factors responsible for slow progress in vocationalisation of education which included (i) lack of seriousness by Central and State government (ii) Lack of training facilities for teachers who can teach in an effective way (iii) lack of expert guidance (iv) Lack of co-ordination between the different departments of government and (v) Lack of finances to equip school adequately and get properly trained teachers.

S.E.C. suggested following programmes for vocationalisation of education.

a) **Diversification of Courses:** S.E.C. recommends that our secondary schools should offer a diversity of educational programmes to meet varying interests, aptitudes and talent. They should provide more comprehensive courses including general and vocational subjects and pupils should have an opportunity to choose from them according to their needs. It should be realized that if special practical subjects are taught side by side with certain core subjects of general value and utility, they can contribute to the all round education of students making them productive, co-operative, well balanced and useful members of the society.

b) **Multi-purpose Schools:-** Multipurpose or multilateral schools should be started to provide diversified courses. The main advantages of these schools are:

(i) **To remove individual distinctions:** It removes all individual distinctions between students preparing for different courses of studies, breaking down the sense of inferiority that is associated with vocational subject and makes it possible to plan the educational system on a truly democratic basis.

(ii) **To facilitate educational guidance:** It provides a greater variety of educational media and thereby facilitates proper educational guidance in the choice of studies.

(iii) **To solve the problem of wrongly classified pupils:** It helps to solve the problem of wrongly classified pupil because transfer within the same school is easier to arrange than transfer from one school to another.

The Commission suggests that there should be room for unilateral school also where intensive training will be provided in particular type of vocational courses according to the occupational need of the community and the locality.

(iv) **Agricultural education in secondary schools:** In view of the importance of agriculture in national economy, the Commission recommended the inclusion of agricultural education in rural areas in all the states. Two allied subjects - Horticulture and Animal Husbandary have also been integrated with agriculture.

(v) **Technical Education:**

Secondary Education Commission recommended the opening of technical schools, Central Technical Institutes in large cities to cater to needs of society. Technical Institutions should have an interlink with industries.

Kothari Commission (1964-66)

Kothari Commission made the following recommendations for implementing vocationalisation of education:

At Lower secondary stage:

The Commission advised to reduce the age of admission to 14 years in ITI's, and suggested starting of technical schools to prepare students for jobs in industries, also emphasised upon starting of part-time courses for persuading the students towards self-employment.

The Commission emphasized upon improving the professional efficiency and general education of rural students that they can join the family farms efficiently. For girls, according to the commission, provision, Home-Science education with general education should be there.

At Higher secondary stage:

At this stage, Kothari Commission has recommended the following types of vocational courses:

a) **Full time and Part-time vocational courses in industry:**

At this stage, Kothari Commission has recommended the following types of vocational courses:

1) **Full time and Part time vocational courses in Industry:** Facilities for full time studies in agricultural and engineering polytechnics should be extended and part time vocational courses in industry be arranged on either -a- day release, sandwich or correspondence course basis.

2) **Short Condensed Courses:** Agricultural and engineering polytechnics should organise short condensed courses for the upgrading of skills of those who have entered into employment for the re-training and re-education of those already qualified.

3) **Expansion of courses in Industrial Training Institutes:** A large number of courses offered in ITI's require the completion of class & as a qualification for entry. These should be expanded rapidly. In addition to this, number of other courses in health, commerce, administration, small scale industries should be developed.

4) **Special section for organisation of courses:** The State Department of Education should create special section for the organisation of these types of courses.

5) **Central grants:** For this purpose, the Commission recommends that the Central Government should provide special grants to state government in the Centrally sector for programmes of vocationalisation of secondary education.

Recommendations of NPE-1986 & POA-1992:

Vocationalisation has received a very high priority in the New Policy. The recommendations of NPE-1986, POA-1992 in this regards are as under:

1) **Vocational Education - A distinct stream:** Vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity.

2) **Flexibility:** Vocational courses will be ordinarily be provided after secondary stage. But keeping the scheme flexible, they may also be made after class VIII.

3) **Health related vocational courses:** Health related vocational courses will be introduced effective health planning and health service management.

4) **Other Vocational Courses:** Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social service etc.

5) **Emphasis on self-employment:** An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self employment.

6) **Establishment of Vocational Institution:** It will be the responsibility of the Government as well as employers in public and private sector to establish vocational institutions. The Government will have to take steps to cater to the needs of women, rural and urban students and the deprived sections of the society. Appropriate programmes will also be started for the handicapped.

7) **Professional education through bridge courses:** Graduates of professional courses will be given opportunities for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge course

8) **Non-formal Vocational programmes for new-literates:** Non-formal, flexible and need based vocational programmes will also be made available to (i) new literates (ii) youth who have completed primary education (iii) school drop-outs (iv) partially employed persons etc.

9) **Tertiary level courses:** Tertiary level courses will be organised for the youth who graduate from the higher secondary courses of the academic stream and may also require vocational courses.

10) **Coverage:** It is proposed that vocational courses will cover 10 percent of higher secondary students by 1990 and 25 percent by 2000. At present the coverage is only 2.5 percent.

11) **Management of Vocational Education:** Keeping in view the variety of functions to be performed in planning and implementing programmes of vocational education and the scale of operations commensurate with the desired changes at post-primary, post-secondary and post higher secondary stage, it is necessary to organise an effective management system.

Problems of Vocationalisation:

Number of problems are paralysing the programmes of vocationalisation in achieving the targets set by the government. Some of these may be discussed as under.

- General indifference to vocational pursuits in the minds of people hamper the progress of this programme.
- Vocational courses, in the absence of seriousness of implementation agencies, are now in dumping grounds.
- Inadequate content of Vocational courses does not update the knowledge skills and attitudes of students.
- Lack of trained vocational teachers is also one of the hurdles in the way of vocationalisation of education.
- Lack of research due to inadequate research facilities hinders the progress of vocationalisation of education.

Suggestions for Accelerating Vocationalisation of Secondary Education

There are certain suggestion regarding vocationalisation of secondary education.

- (i) Vocational Institutions are not to be regarded as dumping ground for drop-out educationally backward pupils. Our schools should undergo a revolutionary change to cater to the needs of students of vocational education.
- (ii) Vocational courses should be terminal in character which should semi-skilled and skilled workers for lower level and middle level requirements.
- (iii) **Vocational Courses for drop-outs:** To reduce the drop-outs, it is suggested that

- part-time courses should be organised for these drop-outs. Separate courses should be devised for girls in accordance with their requirements.
- (iv) **Training of village workers for agriculture extension programme:** Short refresher courses to increase food production and to give a new outlook to agriculture be organised for such workers.
 - (v) **Part-time vocational courses for self-employed persons:** There is a great need to organise courses for the agriculturist who works on the family farm. A careful study of the local needs should be made before the selection of various courses.
 - (vi) **Provision for on-the-job training:** Provision for on-the-job training should be made with the help of nearby industries or enterprises, both of private and public sector.
 - (vii) **Provision of adequate building and equipments:** Adequate building and proper equipment are essential for the implementation of any educational programme and vocational education is no exception to this.
 - (viii) **Training of vocational teachers:** Like all progressive and industrialised countries, great importance should be given to training of vocational teachers which, in turn, will increase their professional efficiency.
 - (ix) **Need for systematic supervision and effective administration of Vocational Education Programmes:** A separate department should be established at the state level for the administration and supervision of vocational education.
 - (x) **Easy loans:** Adequate provision will have to be made for a system of easy loans so that vocationally trained students are motivated to set up their own business.

Conclusion:

Secondary education should be vocationalised on a large measure. Variety of part-time and full-time courses can be made available at lower secondary and higher secondary stage to meet the needs of girls and boys and in rural and urban areas. Every effort should be made at Central as well as at state level to vocationalise the secondary education as effectively as can be.

Chapter-14

THREE LANGUAGE FORMULA

The language issue is further complicated by the fact that it inextricably interwoven with politics and sentiments Historical Perspective.

a) **The roots of the problems:**

The roots of the language problem in India go back to 1835 when on Macaulay's recommendation, English was made the main language of study and the medium of instruction after the primary stage. The major motive of introducing English into India was to create an English knowing minority which would be cut off from the rest of India and remain loyal to the British i.e., this was the first application of a "Divide and Rule" Policy which the Britishers had so successfully employed resulting in the partition of the sub-continent.

b) **Knowledge of English made essential for entry to Government service:**

In 1844, Lord Hardinge declared the knowledge of English essential for entry to Government service. No wonder the entire education field was pervaded by a sense of Englishness.

c) **Linguistic Chaos in 1947:**

The British left India in 1947 in a linguistic chaos. None of the major Indian languages, each rich in its own way and spoken by millions of people, was in a position to make undisputed claim to be the lingua-franca, and only after prolonged and most heated controversies was Hindi elected to be the federal language of the majority. Article 343 and 344 of our constitution provide that Hindi written in Devnagri script will be the official language of India. It was also laid down that the switch over from English to Hindi should be made after 15 years i.e. by the year 1965.

Three Language Formula

1. One of the most significant inventions of man is language. It help man to communicate and share ideas, feelings and thoughts with each other easily. It is a powerful means of communication. Infact, a society can't be imagined without language. Language keeps us united and generates a sort of 'we' feeling. But there is another side of the picture. It it unites, it separates as well. People belonging to one language group develop their own idioms and also their own way of life.

In our country, we have several languages and so we have different language groups. The existence of language diversity has created problems for the country. In fact, it has created barrier in the way of homogeneous progress.

Thus the Britishers, as rulers of our country, imposed English as the official language. The intellectuals and the middle class, in order to grab power by occupying the administrative positions, readily learned this language. So English became a means to move up vertically in the social hierarchy which caused Hindi, our national language, suffer.

This is a hardcore fact that a nation cannot even imagine a foreign language to be its national or official language. Every self respecting country has its language, flag, national anthem, national symbol, constitution etc. Therefore it was mentioned in our Constitution that English will be the official language only for a period of 15 years and thereafter, it will be replaced by Hindi as the official language of the country.

But many people opposed it on the eve of expiry of the stipulated period of 15 years. Shri Rajagopalacharyaji, popularly known as Raja Ji, who supported the claim of Hindi as a national language during British rule opposed it when the time came to make it the official language. He very forcefully brought out the difference between a national and an official language. He argued that the official language becomes the language of the government as it becomes incumbent upon the administration to transact its business in Hindi.

This controversy created a lot of bad blood between the North and the South of India, especially Tamil Nadu. This State witnessed many agitations on this issue. However Smt. Indira Gandhi, the then Prime Minister of India declared Hindi as the official language of the Union on the expiry of the period of 15 yrs.

But because of some practical difficulties and to assuage of the feelings of the people of South India, English was retained as the Associate Official language. So presently our official language is Hindi and the Associate Official language is English.

The above scenario affected our school curriculum implications because schools are an integral part of social system. Thus this controversy had its direct bearing on the schools. The Government of India was fully cognizant of this intricate and sensitive problem. The secondary Education Commission (1952-53) also addressed itself to this problem and suggested the following measures:

- Mother tongue/regional language should be the medium of instruction.
- Two more languages to be introduced at the middle stage i.e. between VI & VII classes. English and Hindi should be introduced at the end of the junior basic stage.
- At the high and higher secondary stage, at least two languages should be studied one of which should be the mother tongue or regional language.

The formula finds its origin in the recommendations of Central Board of Secondary Education (CABE) which it made in 1956.

2. They recommended the study of Hindi for non-Hindi areas and another Indian language for non-Hindi areas in addition to the study of Hindi and English. But there was resistance to it. In 1964-66, the Kothari Commission gave a final shape.

It stressed its importance as, "The development of a proper language policy can also assist materially in social and national integration. Of the many problems which the country has faced since independence, the language question has been one of the most complex and it still continues to be so. Its early and early solution is imperative for a variety of reasons educational, cultural and political."

The Commission felt, "It is hardly necessary to emphasize that the development of Indian languages is essential for the development of the Indian people and as a knowledge more easily accessible to people in their own languages and thus help only in the progress of industrialisation but also in the wider dissemination of science and scientific outlook.

Medium of Education at Schools and Colleges:

The Commission stated, "The medium selected should enable students to acquire knowledge with facility to express themselves with clarity and to think with precision and vigour. From this point of view, the claims of the mother-tongue are pre-eminent." It further, "Learning through a foreign medium compels the students to concentrate on cramming instead of mastering the subject matter. Moreover, as a matter of sound education policy, the medium of education in school and higher education should generally be the same. Prior to 1947, the position was at least consistent. English was the medium in the upper stages of school and in college education. As we have rightly adopted the regional languages as the medium of education at the school stage, it follows logically that we should adopt them consistently at the higher stage also."

English As the Medium in All Indian Institutions:

The Commission further states, "There will, however, be one important exception to this general rule, namely, All India Institutions which admit, in considerable numbers, students from different parts of the country. These now use English as the medium of education, which should continue undisturbed for the time being."

Answering the questions "Is it possible to have single medium of education at the University stage?" The Commission wrote about this as follows: It has been sometimes argued that there should be a single medium of education at the University stage - English for the time being, to be ultimately substituted by Hindi on the ground that it would promote mobility of teachers and students from one part of the country to another, provide for easy communication between academic and professional men and administrator, further intellectual co-operation amongst the Universities and help in other ways in developing a corporate intellectual life in the country. We are inclined to think, on a balance of considerations, that this solution is not feasible. In practice, it will probably mean the indefinite continuance of English as the only medium of education - a development we cannot support in the larger interests of the country. The adoption of Hindi as a common medium of education in higher stages in all parts of India is not possible for some years to come, and in non-Hindi areas, it will still have some of the advantages associated with the use of foreign medium and is likely to be resisted. It would, therefore, be unwise to strive to reverse the present trend for the adoption of the regional languages as media of education at the university stage and insist on the use of a common medium in higher education throughout the country."

In view of the importance of the problem, the Commission suggests that the UGC and the Universities carefully work out a feasible programme suitable for each university or group of universities. The Commission stressed upon that the change over should take place as early as possible and, in any case, within about ten years, since the problem will only become more complex and difficult with the passage of time.

The Commission recommended the need of producing the needed literature in the Indian languages for the training and re-training of teachers. It suggested that suitable safeguards should be devised in the transitional stage to prevent any lowering of standards because of inadequate preparation. It further says that while we proceed with caution, we would do well to remember that careful action does not mean no action or tardy action.

The Commission emphasized upon the change-over to Hindi in the Institutions under two conditions:

- 1) Effective management of Hindi as a medium of education at this level. This is a matter which can be left to the UGC and the institution concerned to decide.
- 2) In such a change-over, the change of students from non-Hindi areas should not be adversely affected and that the proposal should have the support of non-Hindi states.

Channel of International Communication:

Regarding International nature of English, the Commission appreciated the character of English and states that English would be most useful library language in higher education and our most significant window on the world. It is also important to encourage the study of other foreign languages on a more extensive scale for a variety of academic and practical purposes.

Hindi as a Link Language:

The Commission observed, "It is however, equally obvious that English cannot serve as the link language for the majority of the people. It is only Hindi which can and should take this place in due course. As it is the official language of the Union and the link language of the people, all measures should be adopted to spread it in the non-Hindi areas. The success of this programme will largely depend upon the extent to which it is voluntarily accepted by the people of these areas."

Basis for a Workable Three Language Formula:

After tracing the origin of three language formula and the different experiences, the Commission suggested that the following guiding principles would help in evolving a work-able three language formula in schools:

- 1) Hindi is the official language of the Union and is expected in due course of time to become the lingua franca of the country (language of the masses). Its ultimate importance in the language curriculum will be second only to that of the mother tongue.
- 2) English will continue to enjoy a high status so only as it remains the principal medium of education at the university stage and the language of administration at the Centre and in many of the states. Even after the regional languages become media in higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the University.
- 3) It was also felt by the Commission that the most suitable stage for making the learning of three language compulsory appears to be the lower secondary stage (Classes VIII to X) where smaller number of pupils are involved and better teaching facilities and teaching personnel can be provided. The Commission was of the opinion that three years of compulsory study would probably be adequate for gaining a

working knowledge of the third language, but arrangements should be made for its study for a longer period on an optional basis.

4) The Commission suggested that introduction of Hindi or English as a second language on a compulsory basis and its duration will depend on local motivation and need and should be left to the discretion of each state.

5) The Commission warned that at no stage learning of four languages be made compulsory but provision should be made for the study of four or even more languages on a voluntary basis.

Thus, after giving it a careful thought, the commission gave the following three language formula to accommodate the feelings of all the affected sections of the society.

At Lower Primary stage i.e. from class I-IV, the study of only one language should be compulsory. It will naturally be the Mother-Tongue or the regional language. The Commission recommended that same children belonging to the linguistic minorities may opt for instruction in their mother tongue. The State Government should, therefore, provide primary school teaching through their mother tongue subject to the usual condition approved by the Education Minister's Conference (1949) that the minimum number of such children should be 10 in a class or 40 in a school. It is desirable that such children should have a working knowledge of the regional language also.

At Higher Primary stage i.e. from class V to VII, only two languages should be studied on a compulsory basis:

- (i) the mother-tongue or the regional language; and
- (ii) the official or the associate official language of the Union as long as the language exists.

For almost all the pupils in the Hindi areas and for majority of them in non-Hindi areas, English will probably be the second language, but a large proportion of pupils in non-Hindi areas may also opt for Hindi. In addition facilities should be provided for the study of a third language on an optional basis so that the children in Hindi areas whose mother tongue is not Hindi and the children in non-Hindi areas who have taken English as the second language may study the official language of the Union, if they so desire.

At Lower secondary stage i.e. classes from VIII to X, a study of three languages should be made obligatory and a student should be under an obligation to study either the official language of the Union or the associate official language which he had not selected at the higher primary stage. By and large the pupils in the Hindi areas will study Hindi, English and Modern Indian languages while the vast majority of pupils in non-Hindi areas will learn the regional language, Hindi and English.

At Higher secondary level which serve as preparatory stage for higher education, only two languages need be made compulsory and the students should have the option to select any two of the three languages studied earlier or a combination of any two languages taken from the following groups.

- (i) Modern Indian languages
- (ii) Modern foreign languages
- (iii) Classical languages - Indian and foreign.

There is of course, no bar to a student studying one or more additional languages on an optional basis.

At University stage, the Commission is of the view that in higher education, the study of languages should not be compulsory.

All this stage, one can insert a word about Sanskrit or any other classical language. Sanskrit is the original base of almost all the Indian languages. It is the store house of our culture. We cannot and should not ignore it.

National Policy on Education 1968 again endorsed the government that in Hindi speaking areas, the students will learn Hindi, English and one South Indian language and in non-Hindi areas the students will learn regional language, Hindi and English.

The Draft National Policy on Education - 1986 has also recommended the three language formula at the secondary stage.

Limitations:

Though in appearance, this three language formula has been accepted by most of the states. Yet it has certain limitations:

- (i) **Heavy Language Load:** Learning of three languages, it is believed, is constituting a heavy burden upon the students. Taking into consideration the needs of our society and potentialities of the child, the study of subjects like physics and Mathematics would help the child intellectually. By burdening the child with the study of languages, we would be guilty of stifling the growth of nuclear physicists and creative engineers which the country needs.
- (ii) **Lack of Motivation:** To make the study of a modern Indian or a foreign language compulsory for all children in the Hindi areas is pointless as it lack necessary motivation. On the other hand sanskrit can prove more useful. Moreover, most of the pupils do not need and use more than one language.
- (iii) **Resistance to the study of Hindi:** There is lot of resistance to the study of Hindi in the non-Hindi areas; it is interpreted in terms of the political domination of the North over the South.
- (iv) **Heavy Cost effort:** Additional heavy cost and effort required for teaching the second and the third language is one of the most important factors contributing to the failure of the three language formula.

Conclusion:

After this whole discussion, it can be safely concluded that there is a need of a bold, clear, definite and final decision regarding our language policy. To make this formula successful, teachers proficient in two or three languages are needed. Instead of teaching Literature, working knowledge of languages should be given. Hindi should be enriched; Books should be made available in the different languages.

Chapter-15

OPEN-LEARNING AND DISTANCE EDUCATION SYSTEM

There was a time in early 1920's when the mismatching between the educational facilities and educational needs of the learners at various levels, particularly at higher levels started affecting significantly not only the educationists but to the society. Government felt the need to make some educational provisions other than the formal system so that the learners who-for some reasons could not continue their education or could not get an opportunity to upgrade their knowledge to achieve the professional growth targets and expectations - could be provided with this facility to realize the individuals learning requirements.

Due to this urgent need, many new concepts emerged on the educational scene including non-formal education and life-long education, which were supposed to cater to the needs of the people as and when they could be felt. Along with this, the present day world has witnessed a tremendous explosion of knowledge all round.

It was in this context that the idea of Correspondence courses came up. These courses promised to provide educational facility to those who were at a distance from the place of education and were desirous to learn and upgrade their learning status. Due to explosion of knowledge and communication revolution, educational needs of people started having variant forms and colours. The communication technology was greatly welcomed and its effects were appreciated for its use in our educational system. This facilitated the availability of education to people sitting at a distance and resulted in the shaping of the concept of distance education which subsequently became very popular.

The latest discovery with regard to the educational reality is that there exists a form of learning which implies 'a continuum of access and opportunity. This has been given a caption 'open-learning'.

Open Learning Concept:

First we must define the term 'open learning'. Learning is the act or process of acquiring knowledge and skills. When the adjective 'open' is used to qualify learning, we have put a name to a process of learning that is not enclosed or encumbered by barriers, that is accessible and available not confined or concealed and that implies a continuum of access and opportunity.

Characteristics of open learning:

- 1) The system is capable of eliciting, interpreting and analyzing learner goals and abilities at the entry point and throughout the students participation with the instructional and learning programme.
- 2) The system acknowledge that it embodies two separate but related programmes

- the instructional programme embodied in the institutional system and the learning programme carried on by learners with the assistance of the system.
- 3) The system is capable of enabling learners to participate in the programme of learning and instruction without imposing traditional academic entry requirements, without the pursuit of academic degree or other certification as the exclusive award i.e. it does not debar a student from studying on account of lack of formal qualifications.
 - 4) Self-pacing i.e. one can study according to one's own pace and convenience. It accepts the learner and his surroundings as the environment for learning and concentrates on enriching that environment instead of developing specialized teaching environment which intrude barriers of place, space, time and other directions in learning.
 - 5) The system provides freedom and flexibility to the learner in choosing any combination of courses.
 - 6) The system allows transfer of credits (earned by the learner) from one programme to another and from one university to another, either conventional or non-conventional.
 - 7) Here, the education is home-based and not classroom based.
 - 8) The system makes it operationally possible for the methodologies of instruction and learning to employ sound, videos, film, and other communication - diffusion technologies as vehicles and options for mediating learning experiences. Hence the learner is not dependant on the teacher.
 - 9) Quality of teaching is high because it taps the best expertise available in the country for preparing its educational programmes.
 - 10) It offers not only degree, diploma and certificate courses but also other programmes such as extension, enrichments community oriented and continuing education.

Objectives of Open Learning:

Broadly speaking the present social conditions demand this approach of education. There is a lot of pressure for education and this pressure cannot be met by starting formal institutions. Those who are professionally employed and want to improve their technical skills and also those who want to make education a life long activity cannot be refrained from the opportunity of education. This open system is kept open to everyone to employ their spare hours to learn through self efforts.

In general terms, the objectives of open education are:

- a) To provide greater equality of opportunity of access to education at school level as well as at university level.
- b) To provide educational opportunities for those who missed such opportunities when they were young and joined careers.
- c) To provide opportunities to those adults who would like to have access to higher education through out their lives.
- d) To help those who want to learn new subjects or renew or update their knowledge while in service.

In India, there are four open Universities. These are very popular in the field of distance education. They are referred to by many names such as universities without walls, university of the air etc. It is a system of education where the educational facility is open to all, who want to acquire some degree or diploma or any other

course without having any pre-learning orientation in that field, that the only thing he or she has to do is to pass the eligibility test for a particular course.

Courses:

Long term programmes include degree courses, undergraduate as well as post graduate courses. The short term programmes comprise diploma certificate courses.

Instructional system:

Unlike the conventional universities, the open university adopts a multi-media approach to teaching its students. Print and electronic media is used for the delivery of the content. The teacher is separated from the learner. Printed material includes self learning material, assignments and workbooks, supplementary reference material etc. This material is prepared by highly competent and well qualified teachers chosen from all over the country. To supplement the material, radio and T.V. lessons are broadcast by eminent educationists in their respective fields. Apart from these closed circuit television (C.C.T.V.), Computer Marked Assignments (C.M.A.S.), Tutor Marked Assignments (TMAs) etc. are used for instructions. For doing experiments in science and technology subjects, kits are developed and provided to the students as part of course material. To supplement these methods and to provide much needed face-to-face personal contact with teachers as in formal system, contact programmes, workshops and seminars are organised at the study centres located in different parts of the country. These study centres provide laboratory, library, audio-visual equipments etc. to help the students.

Benefits:

The Open University can be regarded as an important educational innovation of this century. The establishment of IGNOU is an important milestone in higher education in the country. It has tremendous potential not only to democratise but also to improve the quality of education in the country. The concept has gained momentum in response to the challenging tasks of spreading education to larger sections of the society by utilising new communication technology. There is no doubt that with the establishment of National Open University, a new approach is being introduced in our system of education.

Distance Education System

Distance education is named differently by various thinkers and practitioners in different countries. e.g. Continuing Education, Correspondence Education, Distance Education, Independent study, Non-formal Education Open Education, off-campus study, Postal courses, Tele University etc. A close study of all these terms indicate that all of them emphasize separation of the teacher from the student. It is a system of education that operates at a distance from the learner. Correspondence courses are very popular in India because a learner sitting at a distance can take advantage of learning wherever he/she may be. This correspondance education was lately designated as Distance Education and open learning because of the nature of study in correspondence courses.

Distance education is interchangeably used with open learning while distance education covers a limited population under its umbrella, open learning covers wider section of adult population. It is generally argued that while distance education is accomodated by an open learning system, the opposite premise may not be true.

Philosophy of Distance Education:

The Philosophy of distance education is based on entirely different premises regarding the role of the learner vis-a-vis the process of learning, the materials for activating that process and the personal involved in it. According to it a learner is an active and self-directed agent who makes choices, takes decisions, directs the process qualitatively and quantitatively and assumes responsibility for all this. He is a generator of currents and forces which he can command and shape as per his desire and initiative. He is self-monitor, self-evaluator, self-feedback and self-improver. The process enables him to develop a progressively better competence for self-propulsion. Thus in distance education, this unconventional perception of self-potential of the learner to make choices rationally, scientifically and wisely is the focus, whatever be the client group - whether illiterate farmers, farm workers, factory workers, slum dwellers, rural women or urban people belonging to cross sections of strata of society. Distance education is intended to quicker the very intellectual self of the learner. It is a type of self-renewing exercise.

Meaning and Nomenclature of Distance Education:

Distance education as the name indicates is a form of education in which there is usually a long distance between the learner and the teacher. It is, in other sense, a remote control system of education wherein the learner and the teacher may not be face to face. It has been defined as follows:

Dohmen: "Distance education is a systematically organised form of self-study in which student counselling, the presentation of learning material and the securing and supervising of student success is carried out by a team of teachers each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distances. The opposite of 'distance education' is 'direct-education' or 'face-to-face' education: a type of education that takes place with direct contact between lecturers and students."

Main Objectives of Distance Education:

I The main objectives of distance education are:

- (i) To provide a suitable alternative path to wider opportunities in education and especially higher education.
- (ii) To make available an efficient and less expensive system of education.
- (iii) To provide opportunities to students:
 - Who had to discontinue their formal education on account of various circumstances.
 - Who had to discontinue studies because of lack of aptitude and motivation but who may later on become motivated.
 - Who are willing to improve their standard of knowledge and learning through continuing education while engaged in other services or business
 - Who could not find a seat or do not wish to join a regular college or university department although they possess the necessary qualifications to pursue higher education.
 - Who are socio-economically backward to receive education.
- (iv) to cater to the educational needs to the people residing in geographically remote areas.
- (v) to provide courses according to the specific needs of the individuals.
- (vi) to solve the problems of increasing pressure on formal education.

Brief History of Distance Education In India.

University of Delhi was the first university to start correspondence course in higher education in 1962.

Andhra Pradesh was the first open University Opened in the country in 1982.

The National Policy on Education 1986 says:

"The open learning system has been initiated in order to augment opportunities for higher education as in instrument of democratising education and to make it a life long process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who joined the vocational stream.

The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened. It would also provide support to establishment of open universities in the State."

Need of Distance Education:

The increasing passion for distance education is self-illustrating. It's need is being realised due to following reasons:

- It protects the right of a person to get education at any stage of life.
- It fulfills the demand of more institutions of higher learning which would match the demands of the people.
- The existing institutions due to their limitations cannot accomodate more students than the number allotted. Hence it is proving a boon to such students who do not get admission in regular colleges/universities.
- Distance education eases the access of students to good quality education because the planning and preparing of lesson is meticulously controlled. In this aspect, the present situation in colleges is very discouraging.
- Teachers and students are very reluctant to take up the teaching learning process seriously.
- It is a flexible education system that is not limited by time and place restrictions.
- It leads to self-learning.
- It fulfils the need of many learners who either fall out of conventional stream for different reasons or those who are employed and do not find time to go to educational institutions, how so ever keen may be.

Forms of Distance Education:

There are two forms of distance education:

- Correspondence Course
- Open Universities

Correspondance Courses:

The correspondance system of education aims at providing education through print media using postal line services. It is an individualized instruction which is available to the learner at his/her place. Its need was felt in 1961 by Central Advisory Board of Education. As a result, under the Chairmanship of Dr. D.S. Kothari, a committee was formed to assess the need of such type of programme. This committee also recommended the starting of such an alternative programme which could cater to the needs of different types of students. In this way the correspondance courses came into existence. Dr. K.L. Shrimati, who was the education Minister at that time, realized its importance due to its potentiality as less expensive method of accessibility

of education to those persons who either failed to join regular university courses due to personal and economic reasons or as a result of their inability to get admission to regular colleges as well as to provide opportunities of academic pursuits to educated citizens without disturbing their present employment in a more efficient manner.

The UGC encouraged the starting of such courses. The Education Commission (1964-66) recommended strengthening of this system. It states that, "The Correspondence of have study courses is a well tried and united technique. Experience of correspondence course in other countries of the world such as the U.S.A., Sweden, the USSR, Japan and Australia, where they have been used extensively for a long time, encourages us to recommend fuller exploitation of the Method for a wide range of purposes. The will reduce the capital cost to substantial extent, especially with increasing enrollments. They are the only means of providing education to those who desire to study further but are compelled on economic ground to take up employment at the end of school stage. We suggest that by 1986, at least one third of the total enrollment in higher education could be provided alongwith advantage through a system of correspondence courses and evening colleges.

The instructional procedure include writing of lessons, organising contact classes, giving assignments, checking of the assignments, providing feedback and finally achieving the desired educational goals with satisfaction. During Contact classes hardware technology i.e. television, videos, audio-cassettes are used to elucidate the complexities of learning and accelerating the rate of understanding.

There are now more than 60 universities in India which are running programme where degree courses like B.A.; B.Com, LL.B., M.A., M.Com., M.Ed. etc. Professional courses are also being offered by a few universities. Universities like Bihar, M.P., U.P., H.P., Madha Pradesh, Maharashtra, Madras, Annamalai, Punjab, Punjabi, Delhi; Bombay; Pune; Rajasthan and Haryana have established Directorates of Distance Education (DDE's)

Open Universities:

Open universities are very popular in the field of distance education. It is a system of education where the educational facility is open to all who want to acquire some degree or diploma without having pre-learning orientation in that field, that the only thing he or she has to do is to pass the eligibility test for a particular course. The Government of India took the initiative in this direction in early 70s when it appointed a committee under the chairmanship of Sh. G. Parthasarthy, the then Vice-Chancellor of JNU to look into the feasibility of establishing a National Open University in the Country. The committee after analysing the status of higher education came out with a firm view that it was necessary to start an Open University not only to meet the pressure on the education system but also to give quality to education. Rajiv Gandhi, in 1985 made a referance to the need of starting a National Open University in his message to the country. A bill of this intent was placed before both the houses of Parliament in August 1985 and on September 20, 1985, a National Open University named as Indira Gandhi National Open University (IGNOU) was finally established.

The Open University System has the following characteristics:

- Various kinds of educational facilities are accessible to large group of students living in remote areas of country.
- Entry qualifications are flexible and relaxed.

One can study at home at his own pace and convenience.
Strong support services are provided for student's use.
Multi-Media and electronic media are the important components of instruction.
Teams of experts are involved in preparing the instructional material.
Quality of education is uniformly accessible to all students.
Various kinds of courses are available at both the diploma and degree level.
In India, there are four open Universities - three at the State level and are at the national level i.e. IGNOU.

Instructional Strategies:

The Distance Education uses print and electronic media for the delivery of content. Print material includes self-study material, assignments, supplementary reference material etc. Electronic media constitutes radio, tape, recorder, television, (C.T.V.) closed circuit Television. Computers include Computer Marked Assignments (CMAs); Tutor Marked Assignments (TMAs) etc. to make the communication and learning effective.

valuation:

This system is becoming very popular with the increasing use of instructional technology, mass-media, electronic media and computers. Due to its fascinating benefits, it is occupying a significant position in the educational world and is increasingly attracting people of various categories towards it.

Chapter-16

MODERNISATION - CONCEPT, ADVANTAGES & DISADVANTAGES

Introduction:

With the fast increasing application of science and technology, the old landmarks and traditional thinking are being radically replaced by new norms with regard to ideologies-political, social, economic and cultural and the aspirations among the nations of the world. Kothari commission has asserted that an important aim of education is to accelerate the process of modernisation. The content and the character of modernisation depend to a large extent on the complex interplay of factors like the ideology governing the use of State Power.

According to economists, modernisation is men's application of new technologies to acquire dominance over nature and to bring about a marked increase in the gross national product per capita. Political scientists, on the other hand, are concerned with ways in which government increase their capacity to innovate and adopt to change. Sociologists, however, have another angle to look at the process of modernisation. They tend to think of it in terms of social change that is the way in which new structure arises to assume new functions or to take on functions once performed by other structures.

None of the above interpretations, however, lead us to a holistic definition of modernisation that may show the complexity and interrelatedness of all the aspects of process.

Moore calls modernisation as 'The revolutionary change leading to transformation of traditional or pre-modern society into types of technology and associated social organisation that characterise the advanced, economically prosperous and relatively politically stable nations of the world.'

That entails that modernisation is a revolutionary process which undermines the existing structure of the society. It requires not only a relatively stable new structure but one capable of adapting to continuously changing conditions and problems.

It is a multi-dimensional process which involves transformation of all systems by which man organises his society i.e. his political, social, economic, intellectual, religious and psychological system.

Modernisation is a process which brings desirable changes. It involves not only the changes in the material culture of a nation but also in its belief system, values and the way of life as a whole. In fact, modernisation is a process which brings desired types of changes in the social structure, value orientation, motivation and norms.

Modernisation is not a mechanical imitation of some modernised country. It is a society which can make full use of discoveries and innovations in the field of science and technology. It is not a superficial process.

Indeed, the process of modernisation includes in it the task of changing the outlook of man.

On the basis of above discussion, the following three characteristics can be delineated:

(1) Science - Based Technology:

The most distinctive feature of a modern society in contrast with a traditional one is in its adoption of science - based technology. It is this which has helped societies to increase their production so spectacularly.

(2) The Explosion of Knowledge:

The last few decades have witnessed a great explosion of knowledge. In a traditional society, the stock of knowledge is limited. In a modern society, on the other hand, the stock of knowledge is far greater and pace of its growth is infinitely quicker.

(3) Another feature of a Modern Society is the quick, almost breath-taking rate at which social changes take place.

Modernisation and Education:

India is on the move again with the promise of a new renaissance in the making. The most powerful tool in the process of this renaissance and modernisation is education based on moral and spiritual values on the one hand and on the other on science and technology. In this context, we can quote Pt. Jawahar Lal nehru who said, "Can we combine the progress of science and technology with the progress of the mind and spirit also. We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for India has stood in the past throughout the ages. Let us then pursue our path to industrial progress with all our strength and vigour and at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes."

Hence education for modernised India must be a happy and harmonious blending of science and technology with spirituality.

The structure and system of education in India in the context of modernisation may be envisaged as under:

a) Meaning of Education and Modernisation:

In the context of modernisation, education should be modified to cope with the process of modernisation. It must inculcate critical and creative thinking to enable the individuals to participate in the process of Modernisation.

b) Aims of Education & Modernisation:

To play a positive and effective role in the process of modernisation, its prime aim should be to promote through it in the rising generation those bits of knowledge, develop those skills and foster those attitudes which accelerate Modernisation.

Secondly it should broaden the mental horizon, arouse interest in innovation and encourage experimentation.

Again it should socialise people who can view objects, events, ideals, ideas and persons in the correct perspective based on scientific and correct analysis.

Curriculum & Modernisation:

In this age of development and transformation, science education must be at the centre of our education system. The teaching of science must become an integral part of school education and ultimately same study of science should become a part of all courses in the humanities and social sciences at the university stages. Science must be taught not merely to impart scientific information or to develop a few skills but to build up a scientific attitude which is rational, empirical and secular. Curriculum in science must be geared to keep pace with modern trends.

- Science must be taught to awaken curiosity, proper interest and attitudes, essential skills and independence in study and thought.
- Teachers must organise intensive programmes to discuss science and talents science clubs and museums will be useful in promoting them.
- University must promote research in science and technology.
- The teaching of science must be founded on spiritual ideals. It must promote open-mindedness, tolerance, co-operation and ability to adjust to change.

Methods of Teaching & Modernisation:

The quality of science teaching has also to be raised considerably so as to achieve its proper objectives and purposes namely to promote an ever deepening understanding of basic principles to develop problem solving, analytical skills and the ability to apply them to the problems of the material environment and social living and to promote the spirit of enquiry and experimentation.

Vocationalisation of Education:

The educationists recognised the need to reform the over-academic nature of formal education. For this greater emphasis must be laid upon on vocational subjects, education and research.

Mass Education & Modernisation:

To train an adequate and competent intellectual class to modernise society and to produce sufficient educated and skilled citizens is essential. Hence mass education is to be promoted to increase the number of educated persons.

Education for Social and National Integration:

Social and national integration is crucial to the creation of a strong united country which is an essential pre-condition for modernisation. A vigorous struggle against social evils and prejudices will have to be launched.

Study of foreign languages:

It is important to encourage the study of important foreign languages on more extensive scale for a variety academic and practical purposes. Russian, French, German, Japanese, Spanish and Chinese besides English are important world languages of communication and for acquiring knowledge and culture.

Unit - IV
EMERGING CONCERNS OF
INDIAN SOCIETY AND
EDUCATION

Chapter-17

CULTURE AND EDUCATION

By culture we mean the system of norms and standards that a society develops over the course of many generations and which profoundly influences the everyday behavior of people in that society. More simply, culture is as people do. It is that complete whole which includes knowledge, belief, customs, art, morals, law and any other capabilities and habits acquired by man or a member of the society.

The term culture has been derived from the verb 'culture' and its noun is cultivation. As such culture means 'to refine' or 'to civilize'. It is refinement of the individual as a result of cultivation. It also means to civilize man. The purpose of culture is to give to the society by conscious process of learning and experience, patterns of behavior which are found useful for a harmonious existence and smooth functioning in all occupations and interactions and thereby ensure individual and group survival and perpetuation. It is the integrated social, biological and ethnic modes of behavior of a group or a society. It is implied that even the possession of ideas, attitudes, values etc. form culture.

Definition of Culture:

Culture has been defined by different scholars in different ways:

(1) Edward B. Taylor:

'That complex whole which includes knowledge, belief, art morals, law, custom and any other capabilities and habits acquired by man as a member of society. Concept of culture is as follows: learned behavior, society equated behavior, heritage of man, satisfaction of human needs, the production of human society, manifestation of human capacity, changeable through periods, transmitted from generation to generation and differing from society to society.

Bogardes- "Culture is composed of integrated customs, traditions and current behavior patterns of human group. Culture is the stock in trade of group. It is antecedent complex of value into which every individual is born. It is a medium within which individuals develop and mature."

Sorokin and MacIver: "culture implies man's moral, spiritual and intellectual achievements."

Haviland:

'The ideals, values and beliefs member of a society share to interpret experience and generate behaviour and that are reflected by their behaviour. On the basis of all above definitions, we can derive following nature of culture:

- (i) Culture refers to the pattern of human activity and the symbols that give significance to these activities.
- (ii) Culture reflects itself in the form of art, literature, costumes, customs, language, religion and religious rituals. The pattern of life of people of a particular region make up their culture.

- (iii) Culture get varied in different parts of the world. They are different across the land boundaries and hence diversity in culture resulted in diversity in people around the world.
- (iv) Culture also consists of the system of beliefs held by the people of the region, their principles of life and their values. The patterns of behavior of the people of a particular region also form part of the region's culture.
- (v) The word culture that hails from the latin word 'cultura' derived from 'colere' means 'to cultivate'. Hence the way in which the minds of the masses inhabiting a particular region are cultivated, in same way determines the culture of region.

Characteristics of Culture:

George Pater Murdock has stated the following characteristics of Culture:

- 1) **It is an acquired process:** Man is not born with culture, Man moulds himself according to environment he is brought up and acquire the culture of that region hence it is an acquired process.
- 2) **It is a process of transmission:** Culture is transmitted from one person to another and consequently from one generation to another generation. The individual is moulded according to the family and society of which he is a member.
- 3) **It is a social process:** Every society is known by its culture. Every member of the society is dependent on the other and expects from the other This dependency and expectation binds the society.
- 4) **It is based on ideals and hence an idealistic process:** Culture is reflected in the form of same ideals which each generation acquires from its predecessors and follows it.
- 5) **It is a gratifying process:** Individual as a member of society has various needs. These needs are identified and satisfied by the culture of that region.
- 6) **It is an adaptive and integrative process:** Due to changes in the society, culture has to be adaptive to adjust to those changes. The whole of the culture derives its integrative nature.
- 7) **Culture meets the recurring demands of mankind:** Culture meets the various recurring demands of mankind demands of reproduction, nursing an infant to maturity, marriage and finally disposal of the dead. All these demands are met by culture from generation to generation culture points out the smooth way to meet the perpetual demands of individuals. Culture has some more characteristics.
- 8) **Culture is shared:** No culture belongs to an individual. It is rather shared among many people of a certain part of the world. It belongs to a single community and not to any single human being.
- 9) **Culture is based on symbols:** Culture is based on symbols. Most of the human behaviour is mediated by symbols: signs, sounds, emblems, and other things that represent meaningful concepts. The most important symbolic aspect of culture is language. Because it uses symbols to represent objects and ideas.
- 10) **Culture is dynamic:** Culture is dynamic. When one element within the system shifts, entire system shifts to accommodate it.

Elements of culture: Following are the elements of culture:

- (i) Symbols
- (ii) Language

- (iii) Values
- (iv) Norms
- (v) Mores
- (vi) Religion and beliefs
- (vii) Folk ways
- (viii) Laws
- (ix) Taboos
- (x) Technology
- (xi) Artifacts
- (xii) Social Collectives
- (xiii) Statuses and roles.

CULTURE & EDUCATION:

Education and culture are intimately and integrally connected, wherever there is culture, it is diffused and transmitted to succeeding generations by education. Hence the cultural pattern of a society conditions its educational pattern. For example if a society has a spiritual pattern of culture, then its educational procedures will emphasize the achievement of moral and eternal values of life.

On the other hand, if the cultural pattern of a society is materialistic, then naturally its educational pattern will be shaped for the attainment of material values which promote pleasures of senses and material comforts. It may be born in mind that a society devoid of any culture will have no definite educational organization.

This means wherever there are human groups there is culture i.e. a man made part of environment and learned patterns of behavior. And wherever there is culture, it is diffused and transmitted to succeeding generations by education. Hence, it may be safely asserted that the culture of a country has a very powerful impact on its educational pattern. This mutual influence is being discussed in following way.

Impact of Culture on Education:

Culture influences the following aspects of education:

- 1) **Aims of education and culture:** The meaning and aims of education are determined by the cultural ideals, values and patterns of a society. In other words, as is the culture of a society, so shall be its aims of education.
- 2) **Curriculum and culture:** The aims of education are achieved through curriculum. As the aims of education are determined according to the culture of society, so the curriculum is conditioned according to culture of the society. In other words, as are the ideas, ideals and values of a society, the educational curriculum that society is conditioned according to the ideals and needs of that society to realize its cultural values.
- 3) **Methods of teaching and culture:** Culture and methods of teaching are intimately connected. That is why, the changing cultural patterns of a society exert powerful influence upon the methods of teaching also. In ancient times education was teacher centred and tried to force into the minds of children specific doses of knowledge in quite disregard of their natural interests and needs. The result of this artificial progress of education was mechanical cramming and rote memorization. In modern times education has become child centred. Thus the interests, inclinations, aptitudes, needs and capacities of children are taken into full consideration before exposing them to specific educational experiences.

- activities and programmes. This way, education is now a method of preparing children for successful and effective living during the present times and for the times to come. In short, cultural and social needs condition the methods and techniques teaching in a very powerful way.
- 4) **Discipline and culture:** Cultural values also influence the concept of discipline. The present cultural patterns of thinking and living are directly linked to our concept of discipline. In ancient and middle ages societies were authoritarianism ruled, the concept of discipline was represssionistic. But in modern times, when democratic values of life are being accepted all over the world, the concept of discipline has come to mean impressionistic or emancipat or self discipline.
 - 5) **Text books and culture:** Curriculum is contained in text books. As the cultural values have powerful impact upon the curriculum, so the text books are written according to the formulated or determined curriculum.
 - 6) **Teacher and culture:** Each individual teacher is imbued with the cultural ideals and values of the society of which he happens to be an integral member. Only such a teacher achieves his mission successfully. It is only such a teacher who is able to infuse higher ideals and moral values in children. The higher ideals of teachers are imbibed by children inperceptibly by but definitely. It may be noted here that higher ideals of teacher are comprised of the cultural ideals and values of his society of nation.
 - 7) **School and Culture:** A school is a miniature form of society. All programmes of the school are organized according to the culture ideals and values of the society which establishes and organizes the school. In this way school is the centre of promoting, moulding, reforming and developing the cultural patterns of the society which establishes that school for its own good and welfare.

Impact of Education on Culture:

Just as culture influences education, in the same way education also exerts its influence upon the culture of a country. So let us discuss how education has influence upon culture.

1) Education preserves Culture:

Each country believes and flaunts the superiority of its own culture over the rest. Hence it tries to preserve its culture in its original form. Education in the only means to complete this task. In other words, education preserves the culture of society.

2) Education transmits culture:

The process of preservation includes the process of transmission as well because through transmission of culture from one generation to another is the best guarantee of its preservation, the famous sociologist ottaway has rightly remarked, 'the function of education is to transmit the social values and ideals to the young and capable member of society.'

3) Education develops culture:

The function of education is not only to preserve and transmit the culture of society, but it also brings about the needed and desirable changes in the cultural ideals and values for the progress and continued development of society without which social progress will stratify and come to naught. In other words, education culturises individual, modifies cultural processes by research and deeper investigations into all areas of human requirements.

- 4) **Education maintains the continuity of culture:**
Culture is the life blood of a society. Without culture a society is bound to decay and die sooner or later. Education upholds the continuity of culture through its diverse activities and programmes.
 - 5) **Education helps in the development of personality:**
Education aims to develop the personality of the child. For this it employs diverse cultural patterns of thinking behaviour and items of cultural value so that children are physically, mentally, socially and emotionally developed to the maximum extent.
 - 6) **Removes cultural lag:**
When material culture develops at a fast pace due to scientific researches and inventions, non-material culture consisting of ideals, values and norms lag behind creating a gulf between the two. Education is the only means to bridge this cultural lag by its activities and programmes of development.
 - 7) **Education performs a creative function:**
Education system provide for a change by producing individuals possessing critical and creative thinking abilities to make new inventions and discoveries and willing to initiate social change.
 - 8) **Education seeks to provide a total view of the society and its purposes by demonstrating its functions in present and its possibilities for future through innovation.**
- In short, it can be said that education and culture are mutually interdependent, complimentary and supplementary in all their aspects and activities.

Chapter-18

DEMOCRACY AND EDUCATION

"The social philosophy which undergirds most of the preceding philosophies of education is neither fascism nor communism but democracy" very rightly said by J.S. Brubacher. Infact, democracy is considered to be system of government and a way of life which offers great scope than any other system for the development of human individuality and the varied talents which nature has given to individuals and groups. It is a truism to say that men and communities thrive best in an atmosphere of freedom. If a system imposes a rigid uniformity of ideas and practices, it commits a crime 'against the law of God and the spirit of man. In totalitarian system of government, the state becomes the end and individual, the means. It rather increases the social distance of the privileged few from the masses.

Meaning of Democracy:

Etymologically the term democracy is derived from two greek words namely 'Demos' and 'Kratos'. Demos means the people and 'Kratos' means 'Power: Thus democracy means 'power of the people'. Hence democracy refers both - to a political system and a political aspiration. As a name for a political system, it refers to the fact that the people themselves rule in some sense. As an aspiration, it stands for the desire to deepen and extend the ideal of self government.

In fact, democracy refers not only to a system of government but also to general way of life itself. It has ethical, political, social and economic aspects.

Definitions of Democracy:

Aristotle defined democracy as 'a government of many'. In the words of Abraham Lincoln, 'Democracy is government of the people by the people and for the people.'

Encyclopaedia Britannica: "Democracy is a form of government in which supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free election."

A very appropriate definition of democracy is found in the observations of the University Education commission which states, "Democracy is the way of life and not a mere political arrangement. It is based on the principles of equal freedom and equal rights for its members, regardless of race, religion, sex, occupation or economic status."

Above discussion clarifies two principles of democracy: - all members of the society have equal access to power; & all members enjoy universally recognized liberties.

Forms of Democracy:

There are several varieties of democracy. Some of the major forms are as follows:

1) Direct Democracy:

It is classically termed as pure democracy. It is largely referred to as a political

system where the citizens vote on all major policy decisions. It is called direct because there are no intermediaries or representatives.

The people are given the right to pass laws, veto laws and withdraw support from a representative at any time. Direct democracies are often assumed to be limited to small communities e.g. Switzerland. It obviously becomes difficult when the electorate is large.

2) Indirect Democracy:

Indirect democracy is also known as representative democracy. It has become the accepted definition of democracy in the contemporary period of large nation states. In this type of democracy, the people are represented in government by elected members of parliament who make decisions on their behalf.

Joseph Schumpeter (1942) acclaimed following minimal characteristics in representative democracy:

- (i) A government based on the rule of law;
- (ii) A written Constitution;
- (iii) Free, fair, competitive, multiparty, periodic elections;
- (iv) Universal suffrage; and
- (v) Basic political and civil rights.

Democracy and Education:

The University Education Commission has explained the relationship of democracy and education in these words:

"Democracy affirms that each individual is a unique adventure of life. The function of education is guidance of this adventure for the realisation of the potentialities of each individual."

Prof. Dewey in his book 'Democracy and Education' has explained very clearly the relationship between education and democracy in these words: "A society which makes provision for participation in its good of all its members on equal terms and which secures flexible adjustment of its institutions through the interaction of the different forms of associated life is a democratic society. Such a society must have a type of education which gives individuals a personal interest in social changes without introducing disorder."

Prof. K.G. Saiyidin describes the functions of education and democracy in his book 'Education, Culture and social Order' in these words, "Education must be so oriented that it will develop the basic qualities of character which are necessary for the functioning of the democratic life. He lists the following qualities to be developed by education for the democratic life:

- Passion for social justice
- Quickening of social conscience.
- Tolerance for cultural and intellectual differences in others.
- Development of love for work.
- Deep and true love for the country.

Importance of Education in Democracy:

Importance of education in Democracy can be understood in following ways:

- 1) Education enables the individual to understand his rights and duties.
- 2) Education develops the qualities essential for the successful functioning of democracy.
- 3) Education broadens the mental horizon of the individual.

decisions. It is called direct because
veto laws and withdraw support
es are often assumed to be limited
sly becomes difficult when the

ative democracy. It has become
emporary period of large nation
ented in government by elected
behalf.
g minimal characteristics in

ns;
ained the relationship of
ue adventure of life. The
or the realisation of the

as explained very clearly
words: "A society which
bers on equal terms and
h the interaction of the
h a society must have a
rest in social changes

and democracy in his
Education must be so
hich are necessary for
ilities to be developed

following ways:
nd duties.
ul functioning of

- 1) Education develops values of equality and fair mindedness, important elements of democratic outlook.
- 2) Education develops analytical ability to evaluate policies and programmes of different political parties.
- 3) It helps to prevent exploitation.

Democracy influences each and every aspect of education:
Education is essential to a citizen in a democratic setup. It enables him to function as a voter and a legislator. One can understand and discern intelligently the programmes of political parties. It is necessary to prepare citizens for securing the means of livelihood without which a democracy is meaningless. It enables an individual to participate intelligently in shaping the policies of the government. Hence in democracy, every aspect of education implies the inclusion of democratic principles in its shaping. Let us discuss them one by one:

(A) Democracy and meaning of education:
For a democratic set up, education must have a functional meaning. Education should be such which cultivates virtues, knowledge and skills necessary for political participation. Clark (1990) in addition suggested that education in democracy must impart to students "a generosity of spirit and commitment to the well being of the society."

Aims and Objectives of Education democracy:
Following should be the aims of education to prepare citizen for a democratic set up.

- a) **Intellectual Aim:**
This is the foremost aim of education from point of view of democracy. It implies the following objectives of education:
 - > **Development of Clear think:** Education should aim at developing the skill of clear thinking in the students so that they can take right decision at right time.
 - > **Developing open-mindedness:** Education should aim at developing open mindedness to accept the social and other changes occurring in the society.
 - > **Development of expression ability:** Education should aim at developing the expression ability either verbal or written so that one can equally participate in the society. One can freely participate in discussion and change of ideas.

- b) **Moral Aim:**
The moral aim of education implies the inculcation of all those moral values, etiquettes and manners essential is a democratic citizen etc. tolerance, discipline, duty consciousness, mutual understanding, rational thinking, caring and concerning for others and lastly earning for living and walking together etc.

- c) **Social Aim:**
The social aim of education is a democracy implies:
 - > Art of living gracefully in a society.
 - > Passion for social justice.
 - > Development of true patriotism
 - > Development of internationalism.
- d) **Democracy and Curriculum:**
The values cherished by democracy are largely realised through the curriculum

of the schools. Curriculum should not be something which can be used to 'teach' democracy but should enable one 'to live democracy.' It should be environment based, interest based, flexible and diversified. The subjects, activities and programmes should be organized in such a way that it would promote dynamic to habits, healthy attitudes, understanding and insight to enable the students to lead a healthy successful life.

- A democratic curriculum must be based on the following principles:
- Flexibility i.e. it must be flexible enough to adjust to the needs of the society.
 - Diversified i.e. variety subject should be made available to the learner to address to the needs of the diverse society and diverse nature for the learner.
 - It must be environment based.
 - It should have vocational input.
 - It must have provision for leisure time activities.
 - It should be activity centred.
 - Principle of relating content to the aspirations and needs of people must be followed.
 - Principle of child centred education i.e. maximum opportunities should be provided to the child to remain active and participate effectively in the teaching learning process.

d) **Democracy and methods of teaching learning.**

Democracy encourages group methods of teaching. Project method, group discussion, problem-solving are all approved by it. Learning by doing is given more emphasis. The school is considered as the laboratory to practice democracy. There is no scope for mechanisation and industrialisation. Student initiative is always encouraged. Efforts are made to develop rational thinking and reflection in children. Group discussions are encouraged on controversial issues so that some concrete solution may come out. Culture of learning is tried to be created which encourages students a tendency for delving into societal issues, particularly issues that pose political storm and require reasoned, balanced thought when being addressed. Educational institutions must provide time for students to reflect upon issues that have impact upon their lives and lives of others and students must be allowed to explore and embrace political ideologies that create a foundation for political action.

Following methods may be summed up during teaching learning visualised in a democracy:

- Group work
- Project method
- Socialized recitation
- Survey method
- Enquiry methods and techniques.

e) **Democracy and Discipline:**

Democratic education does not believe in repression or compulsion for maintenance of discipline. It implies self discipline and social discipline. Attempts are made to provide social situations which encourage and direct the impulses of the pupils in common purposes and co-operative activities.

Students are provided opportunities to conduct some of their own affairs. Student Council, Class- Committees etc. are formed Provision for participation in a number

of co-curricular activities - cultural, civic, social etc. is made so that students learn to work in groups and appreciate the values of co-operation, tolerance etc.

Democracy and Teacher:

The role of teachers in a democratic scheme of education is crucial. Teachers ought to be embodiments of all the values cherished by democracy. Teacher should be democratic and human in their outlook, more so in their behaviour. They should be objective i.e. free from prejudices and favouritism. They have to encourage student initiative. They have to allow children to put questions and discuss with them, rather, stimulate them to do so. They should be discerning in the use of authority and in providing freedom to children. They are to create an atmosphere where children live democracy not learn democracy.

Democracy and School Administration:

There should be a proper division of powers and responsibilities at various levels. 'Decentralisation' and 'human relationship' should be the watchwords of educational administration.

Education for Democracy in the Emerging Indian Society:

When the Britishers ruled over India, the rulers were more interested in the administration of the country, than in educating its people. With the coming of independence, education is considered as the top nation building activity. But the achievements in the field of education are not satisfactory even after 69 years of independence. In the emerging India society, we must have an effective system of education which should equip the society with vital instruments of social and economic change. For the reconstruction of the nation on democratic lines, attempts must be made to plan education to realise the ideals of democracy: socialism and secularism.

Hence the Secondary Education Commission (1952-53) opines, "the aims and objectives of a free democratic education should develop habits, attitudes and qualities of character which will enable its citizens to bear worthy responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which bind emergence of a brood national and secular out look. There is need to stimulate cultural renaissance and cultural pertinents which are suffering because of poverty."

Regarding democratic education in India, Indian Education Commission opined "the important and urgent reform needed in Indian education today is to transform it to endeavour to relate it to life, needs, aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation, necessary for the realisation of national goals. To achieve these purposes, education should aim at:

- (i) increasing productivity
- (ii) achieving social and natural integration.
- (iii) accelerating the process of modernisation
- (iv) culturating social, moral and spiritual values.

To achieve the democratic values i.e. the above said four-fold aims as stated by Education Commission, the following steps should be taken into practice of education:

Curriculum:

To realise the democratic values, curriculum should be reconstructed. It should be environment based, interest based, flexible and diversified. The subjects, activities and programmes in the curriculum should be organised in such a way that it will promote dynamic habits, healthy attitudes, understanding and insights to enable the students to lead a healthy and successful life. It should be based on the following principles:

- a) **Principle of Flexibility:** A democratic curriculum should be flexible in nature. It should take into account the social changes that are taking place from time to time. An ideal curriculum should make the core curriculum compulsory and various subjects should be selected by the students according to their needs and aspirations.
- b) **Principle of Diversity:** Psychologists have proved that there exist individual differences among the people. Hence everyone can't be compelled to take a particular subject. In a democratic curriculum, subjects should be distributed according to the interest, ability and aptitudes of the students. Variety of co-curricular activities should also be included in the curriculum. It should be of diverse nature.
- c) **Principle of Integrity:** A democratic curriculum should aim at the 'education of the whole man.' A child should achieve all round development - social, mental, physical, intellectual emotional and aesthetic so that one can become an integrated personality. It should provide the development of knowledge, sense of justice, equality and physical and intellectual efficiency of the child.
- d) **Principle of Activity:** A democratic principle should be based on the principle 'Learning by doing', as a result of which the boys and the girls will develop an attitude of the true craftsman who takes pride and delight in doing the best of what he is capable of. One can be engaged in useful productive work which we call learning.

Methods of Teaching:

Teaching methods must be based either upon the nature of the subject matter or upon the psychology of the learning process because it has been observed that certain ways of presenting the learning material attract the interest and hold the attention of the students. Democratic philosophy of education, based on the principles of 'learning through activities' makes the learner active participant in the learning process instead of becoming only passive listeners. Democratic methods provide maximum freedom to the children to learn by their own efforts, experiments and experiments.

Some of the democratic methods being followed in different democratic countries of the world are: Montessori method, Heuristic method, Laboratory Plan, Dalton Plan, Experimental Method etc. While implementing these methods, the teacher works as a friend, philosopher and a guide for the students. These methods foster the development of insight and foresight of the students and make them confident and self-reliant.

Democratic methods of teaching encourage the students to judge rationally and independently. Students are made able to learn from the environment organised by the teacher. Programmed learning, Computer Assisted learning, E-learning are the use of the latest devices of learning in present age of information and communication technology.

Democracy As value Transmitter:

Apart from this, 'Democracy' can be understood in education through certain value concepts relating to democratic nature of the system.

Democracy As Respect for the Dignity of the Person:

Democracy is the government of the many, by the many and for the many. Therefore the educational pattern in a democracy is based on the interest of many. Besides this, democracy also believes in the 'essential dignity of all persons'. It enjoins that every person be taught as an end. Hence in a democratic state 'man is to be educated as a man, irrespective of sex, colour or race; highborn or low, the economic conditions of his parents etc. If education fails to make the potentialities of the child actual, then the progress of the society and of individual is highly affected. Since individual counts, democratic education should pay respect for the dignity of person.

Democracy As Freedom:

The very nature of man's individuality is to differ from the fellow beings. Hence, he wants to be free. He would not feel the importance of freedom in his life if he were born equal, because the need of all would almost be the same, though not alike. But, it is a fact that men are born different. Hence they are born free.

Democracy, therefore, allows freedom in education. The aim is to ensure for the individual an opportunity to express his/her unique personality, to be different from others. Hence citizens of a democratic system should enjoy equal education opportunities.

Democracy as Equality:

The Principle of Democracy states that "all men are created equal." Hence they must get equality of opportunity in the field of education.

A Passion for Social Justice:

A truly educated man in a democratic society is one who responds to the sorrows and sufferings of all his fellow beings. His sympathy and sensitiveness must not be confined to prejudices and narrow loyalties to a particular group. Education, in this modern age, should teach people to come to aid of the weak and suffering, the oppressed and the miserable.

Tolerance:

In the emerging Indian society, nothing is doing greater harm to the welfare of the country than the growing intolerance or the absence of large heartedness. It is education which can give valuable help in the cultivation of this quality of tolerance by encouraging the study of different religions, by common celebration of important occasion and through an unbiased study of history. Besides these, the powerful influence of the personal example of the teacher and his classroom instruction can also help in the development of the tolerance among the children.

Development of Love for the Country:

Love for the country implies a devotion to the best of its achievements-cultural, intellectual, artistic, ethical and ideals. This love is not a sort of narrow patriotism but a true sense of nationalism and education should take the lead to develop among

the students a sense of true patriotism today.

Education should develop Love for works:

The present system of education prepares the students for admission into higher classes and not for life. As a result of which society is witnessing gradual fall of moral standards at both levels: at individual as well as at social level. In order to create a democratic society in the true sense of the term, education should take the lead to develop an attitude of love for work among the students and should make efforts to minimise the feeling of hatredness towards the work.

Training in Leadership:

Since the time of vedic age, Indians believed that 'as are the leaders, so will be the followers' (यथा राजा तथा प्रजा). Hence no nation can afford to have uneducated rulers and leaders. History has records that whenever human society ignorantly accepted uneducated leaders as rulers, it had to suffer a lot in terms of wealth, social and economic progress. Hence the leaders and their followers should be educated. As a result they would develop adequate capacity to perform their duties. It is high time to educate our leaders so that they can be 'normal' supermen to make democracy safe for the country.

Hence, it can be safely concluded that under any other form of political organisation, even in a democracy, education preserves, perpetuates and promotes the ideals of democracy. Through these functions it enables democracy to achieve social control, social stability and social progress respectively. Education in a democracy gives a scope for actual experiencing of the functions of democracy through participation, self-expression and discussion.

Chapter-19

INEQUALITIES IN ANCIENT, MEDIEVAL AND MODERN EDUCATION

To elaborate the concept of inequalities in ancient, Medieval and modern education, let's first have a look upon the structure of our Indian society in general. Before discussing the Modern Indian society, first we should throw light on its history.

During the vedic period, the father was the head of the family. Agriculture and animal husbandry were their main occupations. Number of cows owned by a person had special significance for being respectable in society. Besides agriculture, other professions were also prevalent. Women had a respectable place.

Caste System:

The Caste system was prevalent in our ancient society. There is no definite data when this caste system started. Lord Krishna has hinted at its antiquity by saying that: He himself created four varnas. Consequently Indian Society was divided into four castes: Brahmana, Kshatriya, Vaishya and Shudra. Caste represented an ideal society in which every man's svadharma (स्वधर्म) is based on his svabhava (स्वभाव).

There was an idea of facility behind the division of society into four castes based on profession.

The main profession of Brahmins was to study, teach and perform Yajna (ऋग्वेद). Kshatriyas were responsible for the defence of the Country. Agriculture, animal husbandry and business were the professions of vaishyas and shudras rendered services to the above three castes. But at that time, these four castes were not designated by birth. Intercaste marriage was also prevalent. Gradually these castes came to be known by birth. Eating and drinking together was carried on only among the people of the same caste. Marriage were also confined to one's own caste and intercaste marriages were looked down upon. Due to these, society became stagnant. The desirable dynamism of society disappeared. The feelings of superiority and inferiority increased. In this way many defects came in the caste system. Purity of life was being destroyed. Feelings of revenge became stronger. Practice of untouchability increased and a very large part of society was left in miserable conditions. It was considered a sin to touch the people of the lower castes.

Religious Groups:

India is a big country having many religious associations. Their external structure may differ from each other but essentially their ideal is one. The aim of religious worship is one but the methods are different. Thus various religious groups have

been formed. There are many religious sects in India. Hindu, Mohammedan, Sikh, Christians etc. are large religious groups but they are also divided into different sub-groups. In India, next to Hindus in number are Mohammedans. Originally Mohammedans were very few but the forefathers of many people were forced to convert themselves to Mohammedans.

The population of Hindus in India is very large. Their forefathers had been residing in India from ancient times and Hinduism is the oldest religion of the world.

Sikh and Christians are few in number in comparison to Hindu and Mohammedans. The Hindu and Mohammedans are the two main religious groups in India. These two are divided into many branches. Sanatan Dharam, Arya Samaj, Brahmo Samaj, Jainism, Buddhism etc. are the sects among Hindus. Sikhs also have adjusted themselves to national life and hence taken as one of the sects of Hindus. Shia and Sunni are main sects among Muslims.

The daily life of an ordinary Indian is controlled by the ideals of his/her religious groups. Food habits, marriage customs are different in each religious groups.

Other Social Classes:

Besides castes and religious groups, there are many other social groups. Social class is characterized by a recognised standard etc.

- the conduct of the members is uniform.
- they have their own vocation and standard.
- similar opinion about equality, superiority and inferiority.

Different Social classes are formed:

- on the basis of property - rich and poor; landlord and
- on the basis economic position - Capitalist and labour
- on the basis of gender - male and female.

There social class, religious groups, caste groups develop feelings of superiority and inferiority among themselves and with others and hence struggle persists in a society if any one of these aspects gets ignored in our society.

Motto of Indian Society:

A typical Indian who has imbibed in his personality all the elements of the basic constituents of Indian culture believes in the dignity of every man. We perceive unity in diversity.

Concept of Inequality in Social terms:

A new social order is emerging now. New social order is based on equality of educational opportunity for all. But the question arises - How the various forms of inequalities emerged in our social system. Let us discuss the different forms of inequalities prevailing in our society from ancient to modern age.

Inequality in social terms refers to the state of being unequal on social pedestal. It not only refers to discrimination between one citizen and another citizen on the grounds of religion, race, caste, sex or place of birth. It also implies social evils like untouchability, titles of honour, lack of employment opportunities, injustice before the law etc. It also implies special privileges of upper sections of society, gap in wealth, economic insecurity and no fulfilment of basic needs.

One thing to be worth mentioning here is that term inequality is not being used in its literal meaning but here it refers to social inequality.

Types/Dimensions of social inequities:

Social inequity can be of different types:

- (1) regional Inequity (2) Class inequity (3) Caste inequity (4) Gender inequity (5) Religious inequity (6)

(1) Regional Inequity:

Regional inequity means that there is no uniform code for all regions. Some regions claim superiority over the others. These regions may be rural or economically backward regions within the nation or also poor income within urban areas.

Causes for Regional Inequity:

A number of causes may be there for this regional inequity:

- (i) Inequality of natural resources like scarcity of water, vegetation; location i.e. plain areas are more benefitted in comparison to hilly areas; tribal areas where the pace of change is very low etc.
- (ii) Lack of educational facilities also become a factor in regional inequity because educational programmes formal as well as non-formal can't run successfully.
- (iii) Inequality of labour force also acts as a barrier in progress National and state plans can't be materialised in the absence of appropriate labour force.
- (iv) Inequality of roads and railways etc. in some regions retard the growth of the region.

(2) Class Inequity:

Social class inequity refers to lack of opportunities (educational and other) for the socially disadvantaged sections. Certain factors such as occupations, socio economic status, value system contribute to the creation of one social class or the other. In India, we have class structure on the basis of income, profession, salary, habitation, mobility, possession of land and so on.

Some of the classifications of classes of Indian society are:

1) On the basis of varnas:

Four well known classes are:

- (i) Brahmins: Teachers, Scholars or realised souls.
- (ii) Kshatriyas : Fighters, Warriors or protectors.
- (iii) Vaishyas : Traders or business people.
- (iv) Shudras : serving people of above three castes.

Out of these, Brahmins enjoyed the highest status and even today enjoying and Shudras come up at the lowest one. It is deprived of social recognition and privileges

2) On the basis of sex :

On the basis of sex, there are two classes (i) Male class (ii) Female class.

In India even today, male class regards itself superior to female class though female is fulfilling dual responsibility as worker and mother and harmonising the two.

3) On the Economic basis:

The (i) Capitalist and (2) Labour class. The classes of landlords and slaves are also significant. In the area of industry, there are two classes- industrialists and labourer.

In each class, there is always inequality resides among the classes. Capitalists, Landlords and industrialists always enjoyed higher status in comparison to labourers and slaves. The lower class people are ill-treated and deprived of their rights and opportunities by the higher class and thus become a factor in social inequity.

4) On the basis of place:

On the basis of place, there are two classes: (i) Rural class (ii) Urban class.

Rural Class: People living in village come under rural class. They earn their livelihood by traditional occupations like farming cattle farming and cottage industries. They have very low economic status. They do not have lavatories as yet even today in the age of computers and new technology. They are exploited by high class people.

Urban Class: The people belonging to urban class show achievements in terms of high percentage of literacy, better standards of education, modernising and liberalising values and attitudes of people, greater degree of social interaction and sophistication in ways of living and behaviour. All sorts of comfortable living and entertainment exist for this class.

Rural class being devoid of all these facilities takes themselves inferior to these urban class people and social inequity persists in these classes.

5) On the basis of Vocation:

On the basis of vocations there are many classes as engineers, doctors, teachers, lawyers, traders, farmers, officers and clerks, washermen, weavers, ironsmiths, goldsmiths, barbers, potters, oil-men etc.

Of these classes people engaged in professions like teachers, doctors, lawyers, teachers, traders, officers etc. enjoy high reputation than those of manual workers like potters, barbers, iron smiths etc. Manual workers in our society from ancient till modern, are being exploited by these professionals and by general public as well.

6) On the basis of Status:

On the basis of status, there are three classes - (i) Upper Class (ii) Middle Class & (iii) Lower Class.

(i) **Upper Class:** includes very rich businessmen, industrialists and politicians and very highly placed professionals and bureaucrats. They enjoy not only very high economic status and the advantages derived there from but also high social status and political influence.

(ii) **Middle Class:** Middle class people are white collared workers who have limited resources but high aspirations to live luxuriously and comfortably like the two classes superior to them.

(iii) **Lower Class:** The lower class people are largely made up to agricultural and industrial labourers, low paid employees and daily wage earners. They often suffer from poverty, powerlessness, illiteracy, disease, hunger superstition and exploitation of various kinds.

This class consciousness often results in social inequity as it gives rise to (i) false sense of superiority (ii) snobbery (iii) rivalry (iv) tensions and conflicts (v) struggles and strifes. These are struggles to be seen in every class of society.

(3) Caste Inequity:

Caste is that group of persons where a child is initiated to membership by virtue of his birth with the result that his rights and duties are determined. Each caste has

its own social ceremonies, religious rituals, ways of livings, eating, and social mixing. These similar modes of thinking and behaviour bind the members into a cohesive section of the whole society.

This caste system proved good for the society for giving training to the child by his father and family but in due course of time, it led to high caste and low caste concepts; untouchability, complexes and rivalaries etc. This resulted in social inequity. Some vocations were taken as of high class vocations in comparison to others and people belonging to them were more privileged than to others.

(4) Gender Inequity:

Gender inequity refers to lack of opportunities to the traditionally disadvantaged gender group use females in their access to various levels of education, in their opportunities for success in education and their opportunities to make use of education as an asset for enhancing their life chances.

(5) Religious Inequity:

Religious inequity refers to lack of opportunities to disadvantaged religious groups which may be 'minority' group and have a very few followers.

Inequalities in Ancient, Medieval and Modern Education:

Indians as a people have great reverence and love for education. This love of learning has left an indelible imprint on the art and literature of the country. Let's have a look upon the education in India from ancient to modern age from the point of view of opportunities of education to people of different sects of India.

Education from Ancient India to Modern India from social Inequity point of view:

In our ancient tradition, education was regarded as the most powerful tool for self realisation. During ancient period, there were two significant impacts on education.

- Impact of Aryan Civilization
- Buddhistic Influence

During the beginning of the Aryan class, the education was generally confined to the priestly class and later it spread to two other classes - the Kshatriyas and the Vaishyas. As the Caste system became more and more rigid, its operation restricted the educational opportunities. Education was mostly confined to Brahmanas. The vast bulk of population consisted of Shudras (low caste people) were denied all access to education. Higher learning came to be restricted to Brahmans only. Kshatriyas and Vaishyas ordinarily received and elementary educational and professional training for their livelihood. This rigidity, complexity and exclusiveness of Brahmanistic system led to a great revolt which gave birth to Buddhism & Jainism.

This Buddhistic education was open to all irrespective of caste, creed and sex.

Status of Women Education:

The 'Vedas' accorded a very honourable and respectable status to women. Accordingly they were not only eligible for education but also received higher education and status. They could occupy administrative and other important jobs mostly performed by men. According to vedas, women should have opportunity to attain knowledge of the vedas from all four courses.

Brahmin girls were taught Vediculture and Kshatriya girls were taught the use of bow and arrow. The Atharvaveda observes that a maiden's marriage is successful only if she has been properly trained during her period of studentship.

In vedic period, there were famous women such as Maitraï, Gargi, Ghosha, Lopa Mudra who had themselves composed vedic verses. Women of the ancient period had acquired great knowledge in different Shashtras and took part in discourses and discussions and at certain times excelled men. e.g. Mandan Mishra's wife Bharti acted as a judge in the discussion between Mandan Mishra and Shankaracharya. Instances can be given in hundreds about the high intellectual capacity of women in our past.

In the Buddhistic period, contribution to education was distinct. It enlarged educational opportunities for men. Brahman castes. There was a high degree of literacy. It threw open its institutions to all castes. Education, therefore, flourished.

Education of Women:

In the Buddhistic period, women education received new dimensions. It was during this period that the education of women was properly planned. Lord Buddha permitted women to join Sangha which resulted in the emancipation of women.

Many women of Buddhistic India played an important part as leaders of thought. Sanghmitra, the sister of Ashoka went to Ceylon to preach the gospel of Buddha.

After the decline of Buddhism, women education received a major set back. It was during the middle ages that the education of women and their status began to decline.

During the Muslim rule in India, i.e. from about 10th century A.D. to the middle of the 18th century, i.e. before the British rule, Muslim system of education was predominant system.

Education was considered as an instrument of procuring happiness in this world and obtaining knowledge of God. Knowledge was considered as a source of solutions to all the religious problems. Madrasah were usually located in big towns and cities. It was, therefore, very difficult for the rural people and people residing at small places to avail the opportunity of higher education.

Status of Women Education:

During the Muslim rule in India, 'Pardah' System among women became prevalent. Child marriages also became prevalent. Hence only few girls acquired some knowledge in their early childhood and women were altogether deprived of higher education.

However, there was the provision of education for the women of royal families and rich persons at their houses. There was no provision for education of common girls and women.

By 18th Century, the education of women suffered so much that in the beginning of 19th century, hardly 2% women received education.

After the Muslims, East India Company established its rule over India. The company showed apathy and indifference towards education of women. There were no separate state schools for girls and very few girls attended boys school. Some individual efforts were made for expansion of women education by Protestant Missionaries. It was only in 1850 that the support of government was extended to education of girls.

After that efforts were made by British rulers to frame education system as per need of the time. Institutions for girls' education were also opened.

After Independence, special steps were taken by Government of India to promote education of girls.

Each Commission recommended provisions for promotion of girls education. Today we are in a state to hold our head high.

Efforts were made in our Constitution to equalise educational opportunities for women as well as for other weaker and under priviledged sections of society. In recent years women education has received great encouragement both in private and public sectors. An educated women is a true custodian of the characters of men as well as of social, economic and national development.

Chapter-20

NEW ECONOMIC REFORMS AND THEIR IMPACT ON EDUCATION

Introduction:

Since the dawn of history, education has been recognized as an important factor contributing to the socio-economic progress and cultural renaissance of the different countries. Education accelerates the process of socio-economic development through the following means:

- 1) It help in developing the right attitude to work and leisure.
- 2) It enhances the efficiency of the labour by giving him knowledge of the job entrusted to him.
- 3) It provides him the technical skill to perform his duties.
- 4) Education not only transmits existing knowledge but also creates new knowledge through research and innovations. It, thus enhances quantitatively as well as qualitatively, the productive capacity of the persons.

The potentiality of education to accelerate the pace of socio-economic development has been recognized by the various commissions and committees appointed by the government of India from time to time.

With the onset of planning as a means of socio-economic development in India, the role of education exercising a determining influence on the rate of economic growth and its distributive effect has been recognised. To quote the First Plan: "Education is of basic importance in the planned development of a nation. The educational system has also an intimate bearing on the attainment of general objectives of the plan in as much as it largely determines the quality of the manpower and social climate of the man-power and social climate of the community." This view has been reiterated in the successive five year plans. Besides the direct perceptible benefits, there are also the indirect and intangible benefits of education. These are as follows

- (i) Education raises the productivity and income of workers other than those who receive education whether through the diffusion of skills or the reorganization of work procedures.
- (ii) Education promotes technical change (and thus, ultimately productivity and output growth) in various ways ranging from the undertaking of research and development to the spread of knowledge through literacy.
- (iii) Education increases allocative efficiency by increasing the flexibility and mobility of the labour force, in response to changes in the demand for labour,
- (iv) Education brings about many other gains of a social as well as economic character, increased social stability; democratic values etc.

With time, Government interventionism was subject to a strong intellectual and political backlash, and a new ideological movement seeking to redefine the role of government rose to take its place. This new political-economic liberalism insisted on the removal of government's grip over the economy and the introduction of open competition into economic life—thus the market emerged as the central actor governing economic activity during the 1990's and the ethos of new liberalism progressively entrenched itself into law and public institutions in India.

In 1991, the Government of India adopted the structured in the form of liberalization, Privatisation and Globalisation (LPG) with the thrust on economic growth. It was based on the belief that economic Liberalisation/globalisation and privatisation would work towards the integration of national economic into the international economy through trade, direct foreign investment, short-term capital flows, international flow of workers and humanity and flow of technology.

Let us first discuss the three nodal points of reference in these new economic reforms i.e. Liberalisation, Privatisation and Globalisation in detail.

A) Liberalisation:

Liberalisation, the process of elimination of licensing and quota restrictions, which began in 1991, was completed in 2001-2002 with the removal of all import restrictions. The General Agreement on Trade in Services (GATS), one of the World Trade organizations (WTO's) agreement that came into existence in January 1995 is the first and only set of, multilateral rules covering international trade in services. The GATS agreement has two parts:

- The framework agreement containing the general rules and disciplines; and
 - The national schedules agreement which envisages individuals countries specific commitments on access to their domestic markets by foreign suppliers
- Therefore, each WTO member country has lists in its national schedule for those services for which it wishes to access to foreign suppliers.

While the commitments apply on a non-discriminatory basis to all member countries of the WTO. The member countries have complete freedom to choose which services to commit, in addition to the services committed. The schedules limit the degree to which foreign service providers, in this case foreign universities and college, can operate in the market GATS covers all internationally trade services with the following exceptions:

- Services provided to the public in the exercise of governmental authority; and
- In the air transport sector, traffic rights and all services that are directly related to the exercise of traffic rights.

The WTO has divided all services into twelve sectors. Education in one of them. GATS has categorised the supply of service under four modes:

Mode 1 : Cross border supply : In this mode, the services flow from the territory of one member country into the territory of another member-country. e.g. a faculty member of an educational institution can send teaching material and exercises to students in any other country.

Mode 2: Consumptions Abroad: In this mode, the consumer of a service moves into the territory of another member country to secure the services. E.g. students moving to another country to obtain education in any field, come under this category. This mode also includes student who attend a part of the programme as a twinning arrangement and obtain a degree from another country.

Mode 3: Commercial Presence: In this mode, service suppliers of a member

country establish a legal presence in another member country in order to provide their services. In this situation the services supplier establish a legal presence in the form of a university, joint-venture, a subsidiary, a legal representative or a branch office in a host country and starts supply of services. For instance Sloan school of management in the US can setup a business school in India in a strategic location like Delhi and start offering MBA programme with degrees being provided from then mother institution in the US. They can adopt their own methods of costing, employ their faculty and teach a curriculum designed by them.

Mode 4: Presence or Movement of Natural Persons: This mode, which covers only export of manpower, covers a service in which a service is delivered through persons of a member country who temporarily enter the territory of another member country. e.g. faculty of various universities who move to another member country and work in the academic institutions situated there, for a specified period. GATS covers only temporary movement of the personnel and not permanent residence or citizenship. The question was raised by someone that 'Does GATS imply that India would lose its ability to pursue its own national policy objectives and priorities like costing of education and ensuring social equity through provisions of access to the socially disadvantaged?' Recognising this concern, GATS established a framework of rules to ensure that member countries administer their services and regulations in a reasonable, objective and impartial manner and at the same time not acting as a deliberate barrier for trading services. For instance, GATS give India the right to decide the condition under which a foreign university can establish a subsidiary business school in India. India can also list the criteria for granting permission to a management consultant to practice in India. Besides this, the Doha Ministerial Declaration re-affirms the right of member countries to regulate and even introduce new regulations on the supply of services. The only condition is that these regulations should be reasonable, objective and impartial.

Flexible Regime for Developing Countries:

Some critics of GATS felt that GATS has imposed many restrictions on developing countries in order to fulfil the commitment to liberalisation of services, in this case the education sector. It is true that GATS guarantees the condition that provide stability for potential investors i.e foreign educational institutions. But there is no obligation to make commitments under the GATS. In fact GATS allows the member countries to impose an foreign education providers any condition they wish. Including those pertaining to local employment or technology transfer. GATS provides the following flexibilities to the member countries:

- Member-countries can choose those service sectors or sub-sectors on which they will make commitments guaranteeing the right of foreign suppliers to provide the service. E.g. in the education service sector, India can make commitment guaranteeing the right of the foreign educational institutions only to the higher education sector. Each member country must have a schedule of commitments but there is no minimum requirements as to its coverage-some cover only a small part of one sector.
- For those services that are committed, the member countries may set limitations specifying the level of market access and the degree of national treatment they are prepared to guarantee.
- Member countries can limit commitments to one or more of the four modes of supply (stated above) through which educational services is traded. They may also withdraw and renegotiate commitments.

In order to provide more favourable treatment to certain trading partners, member countries may make exemptions, in principle limited to 10 years duration, from the most favoured Nation (MFN) principle which is otherwise applicable to all services, whether should or not.

Obligations Under Liberalisation:

The obligations under GATS, which a member country has to discharge as a party that signed the agreement, are categorized into two groups:

General Obligations: These apply automatically to all member countries of the WTO irrespective of the commitment made for each other.

Conditional Obligations: These apply only to those sectors where a member country has assumed market access and national treatment obligation. Suppose India decides not to open its services in primary education and secondary education under the GATS. While it has the full liberty to do so, India may also choose to open only technical education under GATS.

General Obligations:

- (1) Under general obligations, any member country- can provide most favoured Nation Treatment (MFN). It means that if any country allows foreign sector competition in technical education, it should give equal opportunities in that sector to all the WTO members, even if the member in question has made no specific commitment to provide foreign companies access to its market under the WTO.
- (2) **Transparency:** All member countries have an obligation to publish all measures of general application and establish national enquiry points to respond to the requests of foreign countries for information.
- (3) **Other General Obligations :** These include the establishment of a mechanism for review and appeal, grievance redressal procedures and discipline in providing services.

Conditional Obligations :

Under the conditional obligations, each member country identifies the service sector or sub-sectors in which it is prepared to make commitment. This is followed by member countries inscribing the conditions under which it allows service and foreign countries to access its markets. This means, national treatment is not mandatory in GATS but is negotiated on a sector-to-sector basis.

Market Access:

India makes its decision to open its market to the technical colleges of foreign countries in the country, the commitment regarding access to such universities can be made after the necessary negotiations. India can impose one or more restrictions like the location, the intake etc. including the legal form of the foreign universities as well as the degree of foreign capital participation in the venture.

National Treatment:

This means treating one's own nationals and foreigners equally. GATS allows limitations on national treatment to be taken fully or partially but these should be made clear during negotiations.

Impact of Liberalisation on Education system: It has following advantages:

Positive Impacts:

- (i) Good service infrastructure, which includes education, is a pre-requisite for the economic success of any country. In fact, a number of companies are banking on open and transparent environment for the provision of services.
- (ii) Access to world class education helps the educational institutions in the host country to increase their competitive strength. Liberalization in the service sector has thus become a key component of many developed strategies.
- (iii) Companies with liberalized education sector see greater product and process innovations. This can be seen in India's information technology sector.
- (iv) Commitments to the WTO, in the education sector, encourage Foreign Direct Investment (FDI). This brings with it new skills, and technologies that spill over into the wider economy in different ways.

Negative Impact:

It has negative impact too in the following way:

- 1) The international higher education is largely an unregulated market. There is no dearth of mere sub-prime and low and private institutions which are seeking to stave off bankruptcy through the export market and there are even a few respectable universities which have been forced by government funding cut backs to raise cash elsewhere.
- 2) Students and local institutions are also similarly unregulated. At many times ill-formed and often native students tend to avail such services without much information or understanding. A foreign label in degree is tempting enough to make them drop their wisdom. Uninformed or simply dubious institutions in developing countries may form partnerships with low quality colleges and universities in India. There is also risk of fake institutes which are looking to stuff their pockets whenever the opportunity arises. Corruption is rampant in India. There is little left to imagine to what might be the outcome of such a policy in terms of bribes, false degrees, partial marking etc.
 - Local Institutes which have little capital will not be able to survive, rendering many jobless. Even the reputed one's will face competition as their national certificates will be less valued as compared to the world recognised certificates.
 - Liberalisation will bring a constant stream of funding which will also facilitate a research based career and make it a viable action for the future of Indian teachers and students.
 - Hundreds & thousands of Indian students study abroad at an annual cost of around US \$1 billion and it can even stem the exodus of thousands of students who left the country to study abroad. This will save India's immense capital.
 - Allowing corporate would ensure the development of better industry oriented graduates with specific skills set.

Privatisation:

The term 'Privatisation' has come into widespread use in 1980's because of new economic reforms at world level. During this period, thousands of state-owned enterprises or public-sector units were privatised in many countries.

Privatisation implies transference of ownership of an organization or enterprise from the public sector to the private sector. From educational point of view, it implies the withdrawal of the state intervention from this sector. It also implies initiation of the process of privatization in a sector that is controlled by state. In a broader sense, privatization is the induction of private management and control in the public sector enterprise or a sector controlled by state as in the case of education. Nationalisation is the opposite term of privatization.

Before defining the term Privatisation, Let us understand the meaning of private enterprise, nationalization and privatization.

Private enterprise implies private ownership of land, industry, firm etc. in the name of one person or more than one.

Nationalisation came into prominence with the rise of socialism and communism in the first quarter of 20th century. It means ownership of government over various sectors like industry, agriculture, banking etc.

Privatisation: It came into prominence towards the last decade of 20th century and especially after the disintegration of the erstwhile USSR and rise of globalization. It is a form of denationalisation of public enterprises, enterprises under the control of the government.

Definition: Privatisation has been defined as follows:

Barbara Lee and John Nellis: Privatisation is the general process of involving the private sector in the ownership or operation of a state-owned enterprise. Thus the term refers to private purchase of all or part of a company. It covers 'contracting out' and privatization of management through management contracts, leases or franchisee arrangement. It entails narrow and broader meaning of privatisation on the basis of its nature. Let us understand its narrow meaning: narrow meaning of privatisation is de-nationalisation. It refers to sale of assets or shares of a publicly owned enterprise to the private sector. It implies transference of at least 51% shares of publicly owned Enterprises to the private sector. In education sector, transfer of ownership (sale of shares) results in transfer of management and operation. However, full denationalization requires that all shares and assets of a POE must be sold to the Private Sector.

During this process, some problems may be faced like

- Timing and planning problem
- Priority problem
- Political instability and uncertainty
- Economic instability and uncertainty
- Weak and underdeveloped capital markets etc.

Broader Meaning: Denationalisation is only one form of privatisation. In broader sense it, refers to, transfer of functions previously performed exclusively by the public sector to the private sector including functions like revenue collection and law enforcement. It is just like an umbrella term which encompasses all methods or policies implemented to increase the role of market forces within the national economy.

Brief History of Government Policy:

Government of India introduced the industrial Policy Resolution immediately after Independence in 1948. It outlined the approach to industrial growth and development. It emphasized the importance to the economy of securing a continuous

increase in production and ensuring its equitable distribution. After the adoption of Constitution in 1950, it was comprehensively revised and adopted in 1956 to meet new challenges, from time to time, it was modified in statements in 1973, 1977, 1980 and 1991.

The Policy was adopted in 1956 with the objective of accelerating the rate of economic growth and speeding up of industrialization to achieve a socialistic pattern of society, But due to scarcity of capital and weak base of entrepreneurship, Government adopted the policy of mixed economy i.e. a mixture of private and public enterprise.

The Industrial Policy statement of 1973 identified high priority industries where investment from large industrial houses and foreign companies were permitted to invest money. A large number of public enterprises were setup to meet the challenges.

The industrial policy statement of 1977 laid emphasis on decentralization and the role of small scale, tiny and cottage industries.

The industrial Policy statement of 1980 focused attention of the need for promoting competition in the domestic market, technological upgradation and modernization. The Policy laid the foundation for an increasingly competitive export based and for encouraging foreign investment in high technology areas.

In 1991, in the wake of globalization and liberalisation, the government followed the policy of privatisation of some public sector undertakings (PSU). It was expected that these would play an important role in the industrial development of the country.

Objectives of Privatisation:

The objectives of Privatisation are as follows :

- (i) **Greater Efficiency:** Privatisation fastens competition which is very important to obtain more efficient and effective public services. It results in greater efficiency in the sector.
- (ii) **Promotion of Technological Advancement:** Competition as a result of Privatisation, forces entrepreneurs to introduce new methods of production i.e. use of new technological advancements, which generate additional output with the same amount of inputs.
- (iii) **To develop capital Markets:** Privatisation is being adopted to establish capital markets to withdraw money from individuals or firms and to invest them toward productive investment fields.
- (iv) **To curb Inflation:** Privatisation can be considered as a disinflatory tool for sick-units by curbing inflation in the market.
- (v) **To Praise Extra-Revenues for the Government:** One of the objective would be to raise extra revenues for the government at the time of financial crises.
- (vi) **To Eliminate Hidden Employment:** Privatisation eliminates cost of hidden unemployment.
- (vii) **To Reduce Power of Employee Unions:** It may be helpful to weaken the strength of employees Union by disintegrating them.

Impact of Privatisation.

In General Privatisation has impacts upon the system of education. Some positive impacts are :

- (i) **Improved Services:** On account of competition, private sector provides better services in comparison to government sector due to good infrastructural improvements e.g. in the education Sector, at every level- Primary, secondary

and higher level, in vocational and professional sector, the government facilities are much less than Private institutions and attract the parents towards themselves.

- (ii) **Check on Red Tapism** : Privatisation may check Red-Tapism usually present in the functioning of government enterprises.
- (iii) **More Transparency**: Privatisation may bring more transparency due to competition.
- (iv) **Check on Bureaucratic Functioning**: Privatisation minimizes bureaucratic tendencies.
- (v) **Less Political Interference**: Private enterprises generally take decisions on merits and not on political considerations. Hence political interference gets minimized.

Negative Impact (In general) :

It has certain negative impacts too:

- (i) Some sectors of social concerns remain neglected under privatisation.
- (ii) There is danger of monopolization of few sectors.
- (iii) It is often exploitative of workers.
- (iv) It widens the gap between rich and poor.

c) Globalisation:

The term globalization may be defined as the process of intensification of world wide socio-economic relations in which the planet is considered to be one single unit or a global village. It integrates economies and societies through cross-country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross-border integration is multi-dimensional including cultural, social, economic and political dimensions.

Following are the important definitions of globalisation:

- (1) J. Knight and Hans De : 'Globalisation is the flow of technology, economy, knowledge, people, values ideas across borders.'
- (2) The U.N. Development Report (1999) "Globalisation is not new but the present era has distinctive features. Shrinking space, shrinking time and disappearing borders are linking peoples lives more deeply, more intensely More immediately than ever before."

Today, the driving force behind globalization is the World Trade Organisation (WTO) which was established in 1995. The WTO is the successor to the General Agreement on Tariffs and Trades (GATT) established in the wake of the second world war. The WTO's objective is to ensure smooth, free, fair and predictable flow of trade by:

- Administering Trade agreements
- Acting as a forum for trade negotiations
- Settling trade disputes
- Reviewing trade policy
- Assisting developing countries in trade policy issues through technical assistance and training programmes.
- Cooperating with other international negotiations.

Thus the overall view of globalization encompasses all sectors of life. It takes a broader view of world economy as well as world's socio-cultural base. Global view of the term globalization regards the whole world as the world of human activity. For developing countries it means integration of the world into one huge market. In

- (i) The national goals of the foreign educational institutions and the host country invariably are different and may lead to a conflict of values. Secular countries can not have goals that are common to theocratic countries. Similarly dictatorships cannot share the goals of democracies.
- (ii) Value systems and beliefs vary across cultures.
- (iii) Western education may lead to unforeseen social disorganization, conflict and serious disruption of culture.
- (iv) Education is integral to culture and foreign educational packages may prove to be disruptive in another culture.
- (v) Students who receive education through the process of globalization of education may prove to be misfits in their own culture resulting in serious psychological repercussions.
- (vi) Globalisation of education promotes competition and this will be dysfunctional in a culture and society that seeks greater social harmony, community spirit and social advancement which are based on the belief that human beings are essentially social and not individualistic, seeking each others company and support, willing to eschew self-interest in the common interest of the community.

While the opinions of proponents and opponents can't be brushed aside, a serious thought should be given to socio-cultural implications and impact of globalization on education.

Impact of New Economic Reforms on Education:

'Education is not preparation for life, education is life itself' - John Dewey.

India has emerged as a global leader and a strong nation. Education is the key to task of nation building as well as to provide requisite knowledge and skills required for sustained growth of the economy and to ensure overall progress.

Indian Education System :

Until 1976, education had been in the state list of our constitution, which implied the states had the final say in the management of their respective education systems. However, in 1976 under 42nd Amendment, education was transferred to concurrent list, the objective being to promote meaningful educational partnerships between the Central and State Government. Today the Central Government makes the national policies and the states have to follow it.

India's education system is divided into different levels such as primary level, elementary education, secondary education, undergraduate level and post-graduate level.

Impact of Reforms on different levels of education is being discussed in the following heads :

(A) Eradication of Literacy:

Post-Independence India inherited a system of education which was characterized by large scale inter and intra-regional imbalances. The country's literacy rate in 1947 was only 14 percent and female literacy was very badly low at 8%. As per census 2011, Literacy rate in India has significantly increased from 18.33% in the year 1951 to 74.04% in the year 2011.

Table-1
Literates in India

| Census Year | Literates (%) | Male (%) | Female (%) | Gender Gap (%) |
|-------------|---------------|----------|------------|----------------|
| 1951 | 24.54 | 27.34 | 19.79 | 15.55 |
| 1961 | 27.24 | 30.86 | 23.73 | 15.13 |
| 1971 | 30.75 | 33.88 | 26.97 | 16.91 |
| 1981 | 33.21 | 36.94 | 30.27 | 16.67 |
| 1991 | 35.73 | 39.73 | 32.76 | 16.97 |
| 2001 | 38.24 | 42.54 | 35.77 | 16.77 |
| 2011 | 40.78 | 45.34 | 38.46 | 16.88 |

As per concluded census, 2011 shown in Table 1. Literacy rate in India has significantly improved from 24.54% in the year 1951 to 40.78% in the year 2011. Gap between literacy between men literates and women literates also reduced from 15.55% in 1951 to 16.88% in the year 2011 as shown in Table 1.

It can also be said that the efforts of Government of India since Independence, number of literates increased by 117%. Male 94% and females 158% during the reform period from 1951 to 2011 (shown in Table 2) Hence the major concern of eradication of literacy has shown good output.

Table-2
Literates in India (1951-2011)

| | 1951 | 2001 | 2011 | Difference | % Growth |
|------------|--------------|----------------|----------------|--------------|----------|
| Population | 34,62,12,568 | 1,02,57,57,486 | 1,21,04,53,422 | 38,38,90,734 | 43 |
| Persons | 35,74,12,536 | 55,07,53,978 | 77,84,54,120 | 42,00,51,494 | 117 |
| Male | 22,83,53,134 | 33,55,71,622 | 44,42,13,762 | 21,52,20,628 | 94 |
| Female | 12,49,49,402 | 21,49,81,357 | 33,42,50,358 | 20,46,30,856 | 158 |

Year 1951 has been taken as base year for calculation of difference and percentage of growth source, census of India-1951, 2001 and 2011

(B) Universal Elementary Education:

The economic crisis during 1980s has pushed many developing and under-developed countries to pursue the path of economic liberalisation. India officially took this path in 1991. After the economic liberalization and its consequent external borrowings from World Bank and other international donors, there was a consistent underhand pressure on the states to constrict their financial expenditures and to create a favourable environment for reducing the fiscal deficit.

This reduced funding for government and government aided institutions led to deterioration of quality which promoted mushrooming of private schools and number of government schools decreased. The privatisation of elementary schools could be ascribed to household socio-economic conditions, poorer infrastructural facilities at neighbourhood and at government schools.

To improve upon the expansion of existing educational facilities at the elementary schools, efforts were made to make it more responsive to the aspirations and needs of the people by launching Non-Formal Education (N.F.E.) programmes; Sarva

Shiksha Abhiyan (SSA); scheme of Infrastructure Development in Minority Institutions (IDMI); Programme for Nutritional Support Primary Education (NSPE) commonly known as Mid Day Meal Scheme (MDMS) as centrally sponsored scheme launched on 15th August 1995 covering all children studying in classes I-VIII; The SSA programme rules have now been modified by putting into practice the RTE-Act-2009 which has been enforced from April 1, 2010.

Along with these programmes, the Indian state through its 86th Amendment in 2002 made elementary education a fundamental right by inserting Article 21 A in Indian constitution. This Act was passed in Parliament in August 2009 and enforced on April 1, 2010. It states, "the state shall provide Free and compulsory education to all children of the age of six to fourteen years in such a manner as the state may, by law, determine." Thus SSA combined with RTE-2009 helped in achieving the target to the maximum. Now, the transition rate from (VIII) to (IX) grade in India is almost 85% and is further improving.

(c) Secondary Education :

Secondary education covers children with age 14-18 years. Since Free and compulsory education has become a Constitutional Right of children in India, the government felt concerned about the universal access to secondary and senior secondary education in a phased manner.

- Efforts are being made to make available the constitutional protections/safeguards to equalise the educational opportunities to each and every student desirous of education. Efforts are also in the direction to emphasize on profession based vocational training to help students attain skills for finding a vocation of his/her choice.
- In the tune of UEE, a flagship programme in secondary education for universalising access to secondary education and improving its quality while ensuring equity named Rashtriya Madhyamic Shiksha Abhiyan (RMSA) was launched in March 2009.
- The Information and Communication Technology (ICT) in school scheme was launched in December 2004 to provide opportunities to build their capacity in ICT skills.
- A centrally sponsored scheme called "Incentives to Girls for Secondary Education" was launched in 2008-2009.
- The centrally sponsored scheme of Vocationalisation of Secondary Education provides for diversification of education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled man-power and provides an alternative for those pursuing higher education.
- Kendriya Vidyalaya, Sangathan (KVS) was approved by Government of India in Nov. 1962 to provide uninterrupted education to the wards of transferable Central Government Employees.
- Residential Navodaya vidyalayas were set up with an aim of providing excellence coupled with equity and social justice.
- The Central Board of Secondary Education (CBSE) is an autonomous body working under the aegis of MHRD. There are more than 11000 schools affiliated with CBSE which include KVS, Government, Independent and JNV schools located in India and 24 other countries of the world.

- 14 lakh students are enrolled at the secondary and senior secondary level through open and distance learning.

(d) Higher Education :

Under the education Act 1988, higher education is defined as higher courses in any institution- broadly, those of a standard rather than General Certificate of Education (GCE), of Advanced level or its equivalent and further education of all other post school courses.

As a consequence of liberalization, privatisation and globalization, government, to reduce its financial responsibilities, adopted to withdraw its hands from higher education regarding financial support and hence higher education. For the last 25 years is leading towards privatisation.

Ministry of Finances's Paper on Government Subsidies in 1995 dubbed higher education as 'non-profit good' which meant that higher education should not be subsidized by the government and should be left to private bodies to provide the requisite finances.

Private Universities Act was passed in 1995. This Act laid down the conditions for the establishment of Private universities in India.

Supreme Court Judgement (2000) stressed the need for privatisation of higher education to meet the growing demands.

Apart from these, government is making efforts to expand educational facilities at all levels by promoting Distance Education; Technical Education; Compensatory education; Financial Assistance to meritorious students of weaker sections for pursuing studies etc. to fulfil the target of Education for All. All These efforts can only be possible by the recent economic reforms made by government by adopting the policies of liberalization, Privatisation and globalization in true terms.

Chapter-21

EDUCATION FOR TECHNOLOGICAL EMPOWERMENT

Education is essential for human life, society and nation. Thus it is considered as an important tool for the development of the human being as an individual and consequently for the nation as a whole. It is education which makes an individual empowered.

What is Empowerment?

In ordinary sense, empowerment is capability, competence and powerfulness. According to Dictionary meaning "To empower means to give power or to enable someone."

View of United Nation's High Commission for Human Rights:

"Empowerment is the process of giving people the power, capacities, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies.

Thus 'Empowerment' is a comprehensive term which is used in economic, social, political, cultural and educational context. It is used for an individual who feel himself/herself weak in any area of knowledge or skill and to impart him/her the required knowledge along with the rights he/she deserves so that one takes oneself capable one. It is related to the process of increasing one's power or capacity or ability to perform the task assigned to him/her. This capacity or competence building is called empowerment.

Here, we are to talk about technological empowerment. It implies that it involves enabling an individual to handle the technological devices in one's daily life whether for individual self or for social welfare to perform various tasks and assignments in the most perfect manner. It is, in general, a capacity building phenomena. Now the question arises- What is Technology?

The word 'Technology' has evolved from a Greek word 'tech' that means skill or art. Thus technology is an art or skill to use various techniques, tools and machine.

According to Webster's Dictionary: 'Technology is that branch of knowledge that deals with industrial arts and sciences'.

In educational terms, it involves use of technological tools and devices like computer, internet, websites etc. in life in general and in profession in particular.

Today, the world is passing through the fourth industrial revolution. This consists of information technology, bio-technology, nano-technology, robotics, application of lasers and new industrial material. The growth of satellite T.V. has further strengthened information revolution in the world along with developments in computer technology. When we ponder over how the world has changed in the last 50 years, we realise that forces of economy, technology, information,

demography and politics constantly transform the way the people live. Students are impacted the most as they struggle to keep pace with the constant change in students' lives outside the school. As educators unless we bridge gap between how students live and how they learn, we cannot hope for the best. These technological developments have increased the requirements of educated and technical man-power to a much higher level. Thus it becomes essential to empower our young generation with the knowledge, desired skills and abilities to make use of technology in this multitasked, multi-facted, technology driven, diverse, vibrant world to live in an inclusive manner. This is called in educational sense: 'Technological Empowerment'. It is not merely for functionaries i.e. teachers and students but each and every individual of the country.

The world is said to have entered the age when information is central to technology, economy, work, space and culture. Thus with the advent of the information age, people claim that information society is at hand. The ICT revolution is well under way across the globe. It is changing the way we work, communicate, organise, conduct business, gather and process information, even how we play and entertain. Current ICT revolution is an outcome of development of ICT, telecommunication and internet.

New Technology:

The last half a century has witnessed a phenomenal growth in the development and application of new technology computers are the centre of this development. Today, there is practically no field of activity which is not influenced by new technology and is not using computers. There are certain related concepts to computers e.g. internet, e-mail, E-learning, M-learning, EDUSAT, SITE etc. which need sufficient details. Let's first understand these new technological concepts, then only we can understand the role of education in technological empowerment.

COMPUTERS:

Meaning:

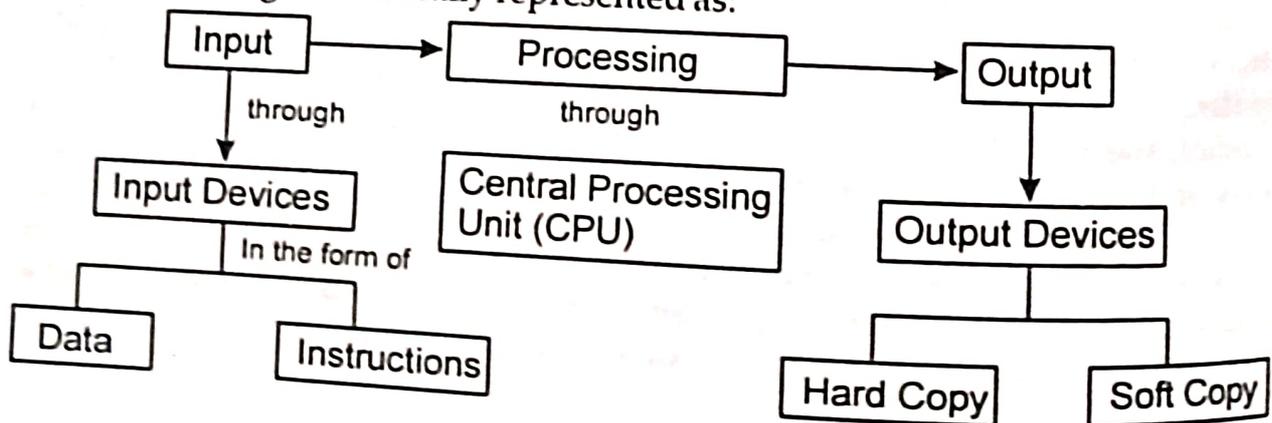
A computer is an electronic contrivance which solves problems and does complicated calculations by processing data according to prescribed, programmed instructions and then produces and retains the outcome of these processes.

Process of Computing:

The basic process of computing involves:

1. Data feeding i.e. Input
2. Operations performed i.e. Processing
3. Result outcome i.e. Output

It can be diagrammatically represented as:



It clarifies that data and instructions are feed into the computers through input devices i.e. keyboard, pointing, devices like mouse, trackballs, glide pad, touch screen or joy sticks to move the cursor suiting to individual needs and multimedia input devices like voice input, digital camera or video-camera etc.

- This information is processed in the Central Processing Unit of the Computer (CPU) according to instruction given; and
- The output is delivered through the output devices i.e. monitors, printers, speakers etc. Ouput received through printer is known as hard copy while that received through others is soft copy.

Networking of Computers or Internet:

When two or more computers are inter-connected and communicate or exchange data between them, it is called a computer-network. Networks are classified on the basis of geographical range in which they operate e.g. A Local Area Network (LAN) covering local area like home, office etc. while a Wide Area Network (WAN) covering wider area. There can be Campus Area Network (CAN) providing connectivity within campus and Metropolitan Area Network (MAN) operating with in a town or city. Finally there are internet works connecting two or more network segment and providing connecting among or between public, private, commercial, industrial and governmental networks.

Internet provides world-wide connectivity and is the most widely used network and is home to the World Wide Web (WWW).

It is one of the greatest and fastest means of obtaining information on practically all subjects and topics.

On-line Information Services:

An on-line information service provides access for a fee to all kinds of database and electronic meeting place to subscribes equipped with telephone-linked computers. On-line services provide community a service through which one can connect with people with different interests.

For a monthly fee, commercial companies called 'on-line information services, which predate popular use of the internet, provide software that connects user's computers and moderns over phone-lines with facilities that provide research, shopping, financial services and internet connections.

E-mail:

E-mail links computers by wired or wireless connection and allowed users via electronic mail-boxes to send and receive messages. It is most frequently used service on the internet for many reasons:

- One can send a message anytime, anywhere and the recipient can read it at his/her convenience.
- One can send the same message to several people at the same time.
- One can forward information to co-workers without typing it.
- E-mail is fast, usually taking not more than a few minutes.
- E-mail address looks like this "username@domainname".

The process of E-mail runs like this:

E-mail is sent and received through electronic "post offices" known as mail servers. Once the address of the recipient is entered and message is composed and send is clicked, e-mail software handles the delivery.

Video Conferencing:

Video-conferencing also called teleconferencing is the use of television, video and sound technology as well as computers to enable people in different locations to see, hear and talk with one another. It can still consist of people meeting in separate conference rooms or booths specially equipped television cameras.

Fax-Messages:

Fax stands for facimile transmission or reproduction. A fax may be sent by fax machine or by fax board. It sends and receive documents over transmission lines to and from other fax machines.

E-TV:

The distinct advantage of education television E-TV is that experts in different fields of education can reach a large number of people.

VCR:

Video-Cassette Recorder is an electronic device for recording and playing back both the audio and video elements of a programme. Monitors in the studio and the master monitor in the control room pick up the recorded programmes from the VCR.

Satellite Communication:

The age of satellite communication dawned in 1962 with the launching of Early Bird, the first communication satellite. Now India has launched a satellite for communication called INSAT and for the education purpose EDUSAT satellite has been launched. It can be used in two ways: telecast of pre-recorded programmes and live telecast of programmes with two way interaction.

E-library:

E-book library aims to extend digital lending capabilities enabling greater availability of books to greater number of students. It caters to one's specific needs.

E-Learning:

It increases access to learners world wide by way of instruction. It facilitates to the learner to learn and understand the subject-matter easily. E-learning is useful particularly for open learning and Distance Education Institutions in which large number of study centres is distributed in remote areas and there is a wide network of study centres.

In E-learning, the content material is delivered through electronic media including internet, intranet, extranet, satellite broadcast, interactive T.V. and C.D. Rom. It has some added advantage as it is cost effective and it cuts the duplication of efforts.

M-Learning:

Instead of the computer, mobile phone may be used for learning and hence the term emerged M-learning for mobile learning. It can be used while learning. Accessibility to communication is becoming much easier, and cost effective. Mobile communications are being spread out quickly. Learners are more attractive to the M-learning in years to come.

Education for Technological Empowerment:

The general aim of education is the all-round human development going beyond merely generating knowledge. It implies fulfillment of individual and social responsibility of man through personal development. His personal development lies in his/her emotional poise, moral consciousness and communication skills, technological skills, professional skills i.e. personal skills in terms of quality rather than quantity.

The present century is facing the challenges posed by technological developments, economic reforms as liberalisation, privatisation and globalisation (LPG). Education system is facing rising expectations of people on one hand and global competition on the other. It requires an urgent need to empower our students (in the school and out of school) with all skills required in the job-market.

Education begins and goes beyond schooling. Hence it can perform its role efficiently through its different modes:

Formal, Informal and Non-formal.

Formal Role of Education:

Formally education will have to make a new paradigm shift from its traditional meaning to constructive meaning. In formal education, ICT can be an assisting tool.

Utility of ICT as a Tool in Teaching and Learning:

This refers to ICT as a tool for teaching and learning, the medium through which teachers can teach and learners can learn. It implies conducive environment to teachers and students as well.

1. With the advent of new information based technologies i.e. internet and on-line services, there has been access to enormous quantities of information which helps teachers to develop or improve lesson-plans, exchange ideas, obtain information and find free animation and simulation to enliven their lesson.
2. Teachers and students must have sufficient access to digital technologies and the internet in their classrooms and in the campus as a whole.
3. The new ICT enables self-paced learning through various tools such as assignments, tutorials, computers etc. with sensitivity to different learning styles and continuous assessment of students' progress.
4. High-quality, meaningful and culturally responsive digital content must be available for teachers and learners.
5. ICT facilitates the educational transaction between providers and users by keeping students well informed about the courses, enhancing teachers-learner contact through e-mail, v-mail, m-learning etc., enhancing active learning, providing immediate feedback, encouraging paced learning and allowing for effective mapping of learning pathways.
6. Teachers must have knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.

Role of Normal Teachers:

- The teacher as a facilitator in the learning process of pupils should interact with them, but the interaction should follow the intent of each child or children as a whole.
- Appropriate methods and techniques which would facilitate interactive pro-

cess of teaching and learning need to be evolved besides keeping track of child's interests and needs.

- The transaction of curriculum should no longer be a process of imparting a fixed body of knowledge but of developing in pupils a capacity to learn by collecting information, formulating and testing hypotheses, making inference and drawing national conclusions.

Role of Teacher as a Guide:

As a guide, a shift from teacher centred instructions to learner centred instructions is needed to enable students to acquire new dimensions of knowledge and skills. In order to assist the best and brightest learners, the teacher can do the following:

- Exercise great patience and give plenty of praise and encouragement to the pupil to motivate him/her.
- Breakdown complex tasks into simple steps and allow the pupil to master each step before going on to text.
- Frequently revise and reinforce steps already learnt.

Informal Role of Education:

Informally, the job of teacher is less to impart knowledge and more to encourage thinking. Apart from his formal part, he will have to become more and more an advisor, a partner to talk, someone who helps seek out conflicting arguments rather than handing out readymade truths. The role of a teacher will increasingly become that of a facilitator of learning within the group. He should be emotionally intelligent in the midst of hectic life prevailing in the modern world.

Non-formal Role of Education:

Through this mode, education tries to cover that population, which due to one reason or other, is not in a position to attain on-campus education. It implies Distance and Open Learning (ODL) which is an effective way of educating people of all sections in society. It is considered as close substitute for the on-campus teaching keeping in mind the premises that different types of media (print, audio, video, telephone, computer based technological devices etc.) are synchronized in the delivery process in distance education and open learning system. This means, ODL system is cost effective way of mass education.

Teachers are separated from the students. A wide variety of media is used to serve the purpose of education.

Thus in the unfolding knowledge society, it is imperative to create educated India to enhance our competitive edge. Creation of learning environment by blending high and low end technologies suited to a particular context would be essential. But emerging technologies provide a useful interface for offer of education anywhere on the globe, across national boundaries, oceans and continents; virtual classrooms, individualised instruction and m-learning are now a reality. In fact these technologies seem to provide solution to our genuine concerns by equalisation, decentralisation and liberlisation of various provisions for breaking isolation and improving learner's motivation.

Chapter-22

ROLE OF TEACHER IN THE CONTEXT OF UNIVERSAL EDUCATION

Education has been considered the sole life sustainer in any country both advanced and backward alike. No country can dream of long life without educational strong paradigm. Education, though a joint responsibility of the philosopher, politician and the economist, depends wholly on the skill and resourcefulness of the teacher. The teacher is the pivot around which the whole endeavour revolves. To say in short, we can put forth a simple statement as under:

'All progress depends on education and education further depends on the quality of teachers'. His/her quality is the Keynote of all educational endeavour. His knowledge, skills, and techniques to develop in the students insight and understanding and above all capacity to work and to learn by themselves play a significant role in bringing a desirable change in the society. He is the central figure in any formal education system. His role, becomes rather more important in a society which is rapidly changing due to various factors like industrialisation, globalisation, privatisation and changing concepts of education etc.

Challenges Being faced by Education:

India is a sub-continent extending over 12 lakh square miles with a population of more than 120 crores of people of diverse races, religion, castes, languages and occupations. Nowhere else in the world is to be found such a large diversity. For a long time it remained subjected to invasions and onslaughts which suppressed the Indian personality and spirit. With resources yet not fully exploited with increasing population, the task facing India is not one of an infant growing into manhood but of one trying to catch up with the progress made during the past 150 years by the developed nations.

There is no doubt that India is facing today a number of problems pertaining to illiteracy, poverty, social obscurantism, unemployment, crises of moral and social values but India's march towards modernisation and self-reliance can not swept rug.

It is the high task of education to tackle these problems with the requisite will and determination. It must fight the inroads of permissiveness raising its ugliness in our young men and women as a result of increasing westernisation of our cultural norms and values, more particularly with the infiltration of hippie culture which has charmed the youngsters to unconventional modes of dress, food and drinking. The drug taking, using tranquilizers and reading sexy literature are becoming the bane to our society. The institution of 'call girls' and the increase sex-crimes are

blots on the fair culture of India. Unscrupulousness, exploitation, voilating the rules and regulations and indulging in anti social activities rules the roost. Authoritarianism and masculinity should be replaced by emancipation of women.

The negative phenomena of the called modernity have created a compulsive situation that the policy, process and programmes of education should undergo a radical change as warranted by the logic of the hour. It is desirable that education should be played by formal education. Need of the hours felt was that education should be highly planned and diversified; and there should be established as equilibrium between the ideological content vis-a-vis skill content. Education should help individuals to overcome prejudices and promoting values and behaviour of a more universalistic nature and thus emerged the concept of Universal Education.

Before discussing about the role of teacher in importing this Universal Education, let's first understand the concept of Universal Education.

Universal Education:

Secondary education serves as a link between the elementary and higher education and plays a very important role in this respect. Elementary education grounds the roots of a child, secondary education as an instrument shapes and directs the child to a bright future. It prepares the students to move to higher education to inculcate generic competencies that cut across various domains of knowledge as well as skills and sharpens those skills in a way to serve the society in the most effective way.

Therefore, in view of emerging challenges in our society, it was felt by our authorities to universalise secondary education. It implies provision of secondary education to all, both boys and girls, with a focus on quality education to give education a greater meaning in today's context. It is to be imported to all those who can receive it at their own and those who seek space in the greater access, participation and quality by uplifting them through certain privileges.

The target of Universalisation of Elementary Education has been achieved to its most through SSA (Sarva Shiksha Abhiyan). The impact of globalisation and rapid growth of new technologies and new economic reforms led to reassessment of India's preparedness to generate required technical and skilled man-power with new knowledge to remain competitive at global level. The secondary and senior secondary education system has a key role to play in enabling us to move towards these objectives.

Why to Universalise Secondary Education?

The term 'Universal' implies creating universal access and opportunity for all children to receive secondary education. It is evident that secondary education becomes automatically universal once universal elementary education has been achieved. The transition rate from VIII to IX grade in India is almost 85% and this transition rate is further improving. With the UEE through SSA, there will be universal demand for secondary education. The important thing to mention here is that the education to be made available should be quality education, it should be accessible and affordable to all young persons in the age group of 14-18 years with special reference to economically weaker sections of the society, educationally backward, the girls and the disabled children residing in rural areas and other marginalised categories like SC, ST, OBC and Educationally Backward Minorities.

Report of CBE (2005) Regarding Universal Secondary Education:

A sub-committee of CBE (Central Advisory Board of Education) was constituted in Sept 2004 to prepare a blueprint for the Universalisation of Secondary Education. Consequent upon the attainment of Universalisation of Elementary Education. Visualising the concerns and challenges of secondary education in India, it submitted its report in June 2005.

Guiding Principles:

The Committee stressed the need of paradigm shift in the conceptual design of universalisation of secondary education in the coming years. For as per its visualisation, for achieving the goal to provide quality education to all adolescents, both boys and girls, upto the age of 16 by 2015 and senior secondary education upto the age of 18 by 2020, secondary education will have to strengthen itself. For creating the conceptual design of secondary education as visualised by this Committee, it visualised four guiding Principles which are as under:

1) Universal Access:

Access is to be envisaged in physical social, cultural and economic terms - all interwoven in a common concept. According to the Committee, it calls for a redefinition of some of the basic features of India Schools. For instance, it is not sufficient to provide physical access to an orthopaedically disabled child. It requires much more than that. Disability is not to be seen in medical term-alone too- It requires a barrier-free physical access to make him/her capable to get education just like his/her peers. In this sense, the disability is a social construct and the matter does not end by solving the problem at the physical level alone but demands a change in the mindset of his/her class mates, teachers and the curriculum planners or text-books writers.

Similarly in the case of a dalit child, access is as much a cultural question as it is one of a school being available in the neighbourhood. There are poignant accounts, the Committee asserts, of how alienating and humiliating experience can be for children of the deprived sections of society. This kind of alienation is equally in genders discrimination as it operates as a 'hidden curriculum' all the time as an extension of patriarchy embedded in society.

The Committee is of the opinion that under these circumstances, children don't just drop-out voluntarily but either they are 'pushed out' or even 'walk-out' in protest. Thus the first guiding principle given by the committee is:

'The school should be able to create a new cultural ambience and child friendly curriculum that universal access will begin to mean more than just concrete, black-boards or even computers:

Equality and social Justice:

These two fundamental principles as enshrined in the constitution imply equality and social justice to words secondary education, inside secondary education and through secondary education. The Committee opines that it is only when the school curriculum empowers the child adequately to initially understand, then question and finally deals with that inequality and injustice, the child would be in a position to continue to seek equality and social justice in his/her life after the school. This is not all we must draw attention to at least six dimentions of equality and social justice for which the school system will have to strive for viz (a) gender;

(b) economic disparity; (c) social i.e. SCs/STs; (d) cultural (including the issues of religious and linguistic diversity); (e) disability (both physical and mental) and (f) rural urban. All these dimensions need to be reflected with sensitivity in the curriculum such that the self-esteem of each child is built-up. This is necessary for ensuring that all children are able to complete their secondary education.

The Committee asserts that the issue has a structural dimension too. Almost 25% secondary schools are private unaided schools whose client comes only from the privileged sections of society. This means that the children studying in such schools are deprived of the experience of knowing children of different social classes and diverse cultural backgrounds. It is inconceivable that such schools can inculcate a sense of equality or social justice among their students or even build upon appreciation of the composite culture and plural character of India.

The second guiding principles, thus given by the committee is: that 'This anomaly can be taken care of by including the private unaided schools in a common school system as recommended by the Education Commission (1964-66) Relevance and Development:

No education can, today, be accepted as being relevant unless it:

- (a) helps in unfolding the full potential of the child;
- (b) plays the role of linking the development of the child with the society and its political, productive and socio-cultural dimensions. The Committee says that it would like to list five domains in which the development role of education can be envisaged:
 - (i) building up citizenship for a country that is striving to become a democratic, egalitarian and secular society.
 - (ii) Interdisciplinary approach to knowledge, information (not just piling up information) and its application in daily life and attributes such as critical thought and creativity.
 - (iii) evolving values in a plural society, that is at the same time, stratified and hierarchical;
 - (iv) generic competencies that cut across various domains of knowledge as well as skills; and
 - (v) Skill formation in the context of rapidly changing technology which demands formation of multiple skills, transfer of learning and ability to continue to learn.

The commission observed that a substantial proportion of parents send their children to schools with expectation that education will enable their children to face the 'world of work' with confidence and carve out a meaningful livelihood for themselves. Thus it delineates the third guiding principle that 'it is essential that learning emerges from the child's social ethos and his/her productive experiences and at the same time ensures that the child will have access to global knowledge and challenges.

Structural and Curricular Aspects:

Curriculum reforms cannot be delinked from structural reforms. There is a consensus today throughout the country with respect to the 10+2 pattern of school education as recommended by the Education Commission (1964-66). The Education Commission had also advocated that a minimum of 10 years of common curriculum is required for building citizenship in a democracy and for linking the 'world of

knowledge' with the 'world of work.' In this concept, diversified courses will be introduced only at the +2 stage. These recommendations related to curriculum could be implemented by all states/UTs only because the Central Government enabled a nation-wide switch over to the 10+2 pattern. In contrast, the policy on vocational education of "diverting" at least 25% of the children enrolled at the +2 stage to the vocational stream by the year 2000 has not found favour with students. According to the Ministry's Annual Reports, less than 5% of the enrolment at the +2 stage in year 2003 was in vocational stream. One can infer that the students refused to be 'diverted' and preferred the academic stream. The issue was addressed by the National Focus Group on 'Work and Education', as constituted by NCERT, as part of the exercise of reviewing and revising the curriculum framework. The CABE Report (2005) as fourth guiding principle recommended a two-pronged strategy with radical structural and curricular implications for the entire school education, including secondary education, viz (1) Productive work must be introduced in the curriculum as a pedagogic medium for acquisition of knowledge, building values and skill formation from pre-primary stage to +2 stage; (b) a nation-wide programme of vocational Education and Training (VET) must be built up in mission mode and be structurally and administratively placed outside the school system incorporating modular courses with lateral and vertical linkages. As long as the proposed two-pronged strategy of simultaneous structural and curricular reforms is not institutionalised, it is conceivable that the 'world of work' can be meaningfully integrated with the 'world of knowledge' and vocational education can become a significant and effective programme.

Thus these four guiding principles imply a paradigm shift necessary for moving towards the goal of USE.

The CABE Committee, with its guiding principles, gave following major recommendations:

- (1) The guiding principles of Universal secondary Education (USE) should be universal access, equality and social justice, relevance and development and structural and curricular considerations. (Already explained). There have to be norms for schooling. Such norms should be developed for each state with common national parameters as well as state specific parameters.
- (2) Each state should develop a perspective plan for USE. Decentralized micro level planning should be the main approach to planning and implementation of universal secondary education.
- (3) Financial requirements for covering the cost of Universal elementary and secondary education will form approximately 5% of the GDP which is not sufficient. The immediate allocation of 6% of GDP for education and progressive increase in this proportion will be necessary to move towards USE.

Purpose of USE:

The main purpose of USE is Holistic Development of Adolescents through Education:

The age of 15-18 is the age of adolescence. These are the years of transition, indeed, most crucial years of life. There are steady and fast changes in the body structure transforming to adult form and image of life. At this stage, the bodily changes take final shape and stabilise. This is also the stage of emotional transformation and maturity that swing between joy and trauma. Secondary education essentially has to be the education of the adolescence. Experiences in

schooling have to be designed to be responsive to the needs of transition and stabilisation. It is also the stage of transition to work because large number of students transit from education to the world of work. Thus the CABE (2005) opines that secondary foster skills of transition. The Commission stresses upon the special attention to be paid to girls because their transition period is more difficult due to prejudices, taboos and social stigmas.

The Committee recommended that future secondary education must be designed to nurture multiple abilities like linguistic or verbal ability, logical- Mathematical ability, spatial ability, sports ability, musical ability, interpersonal ability, intrapersonal ability and environmental ability. The purpose of this holistic approach to development is to ensure that a young person with musical ability can emerge as a musician, one with bodily ability is to emerge as a sports person and the person with linguistic ability can unfold himself or herself as an orator or writer etc.

Equally important is nurturing the logical Mathematical ability that can produce a scholar in Mathematics and science and other such scholastic subjects. In essence, for universalisation, secondary education must offer adequate opportunity for unfolding the full potential in each student.

Along with these CABE (2005) analysed different aspects and recommended curricular structure and course offerings; Work and Education, Common core Curriculum, advocated Common School system and Instructional strategies too.

As a follow-up of CABE (2005) the MHRD launched a scheme for Universalisation of access for improvement of quality at secondary stage in 2009 and brought out a "Framework of Implementation of Rashtriya Madhyamik Shiksha Abhiyan" (RMSA). The framework provides a detailed road map for the implementation of access and equity related components of USE and also deliberates upon quality components providing norms largely for infrastructure requirements.

RMSA: (Vision)

"The Vision for Secondary Education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years."

This vision statement points out towards three A's i.e. Availability, Accessibility & Affordability of secondary education to the target group of 14-18 years under the overarching objective of quality.

Role of Teacher in Universal Education:

The CABE Commission (2005) also described the strategies to be adopted for transaction of curriculum in an effective way. This transaction demands challenging role of teacher. Teachers will have to go a paradigm shift. Thus, now we will discuss something about the role of teacher in the context of Universal Education.

Expected Outcome in CABE - 2005:

In CABE-2005, the expected outcome of USE has been defined in the following way:

"...Instructional process provide the sufficient condition for quality secondary education. Contemporary pedagogical practices are characterised largely by lectures where students are passive listeners. Such kinds of processes contribute at best to lower order cognition, memorization and fragile learning; together, they make a grand nexus for large scale failing in examinations.

Students lack problem-solving ability, higher order thinking and cognition and creativity. Most importantly, they miss out on 'learning to know' or 'learning to learn'. If the new generation secondary education sets its target for students to be able to think critically, solve problems individually and collectively, be creative, etc. Learning must undergo a paradigm shift. Pedagogy must bring students to the centre of stage where they primarily learn to learn through peer-education, problem-solving, experimental learning, etc. In this new learning scenario teachers will be facilitators of learning. Research as a tool for learning is quite common all over the world introduced even at the pre-primary stage. By the time students are in the 10th standards, they should become researchers to be able to crack problems, formulate solutions, explore and experiment alternative and creative ways of problem-solving."

Role of Teacher:

Defines the challenging role of teacher in present class room. Leading the way are thousands of teachers who are rethinking every part of their jobs - their relationships with student and the community, colleagues, the tools and techniques they employ, their rights and responsibilities, the form and content of curriculum, the standards to set and how to assess whether they are being met, their preparation as teachers and their on-going professional development and the very structure of the schools in which they work. In short teachers are reimagining themselves and their occupation to better serve schools and students.

New Relationships and Practices: A Profession with competing Demands:

Traditionally teaching was a combination of information dispensing, custodial child care and sorting out academically inclined students from others. Teachers were just told what, when and how to teach. They were expected to teach using the same methods as past generations. Therefore many teachers simply stood in front of the class and delivered the same lessons year after year without realising the demands according to changes in society.

However, today many teachers are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. Following the development of information services and new modes of communication, the teacher has lost his/her kind of monopoly as a supplier of knowledge. Consequently, teaching and learning are no longer a protected area of competence of the teaching profession but are gradually opening up to other public or private actors. New teaching and learning theories are challenging the teaching capacity of large number of educators who have been trained and who practise traditional approaches to education. New ways of acquiring knowledge and new delivery systems such as multi-media including the CD-Roms with sophisticated devices for self-learning at one's own pace is threatening the teaching profession. This means that we are today in a world where the teaching profession will require radical adaptation to new skills and new demands. Some have already predicted that teachers will disappear due to the advent of these new teaching possibilities. It is unlikely but true that today teaching is not everybody's cup of tea.

New Responsibilities towards the teacher:

For the teacher of today, new technology acts as a powerful force that is changing

his/her role. Because today's world is awash in information from a multitude of print and electronic sources. The fundamental job of teaching is no longer to distribute facts but to help children learn how to use them. Freed from the responsibility of being primary information providers, teachers will have to own new responsibilities. Only an enlightened teacher can contribute significantly in the way of progress of our nation. Thus for a progressive nation like India, the new responsibilities of a teacher are:

(i) Model of Modernity:

In this age of reforms and economic challenges, an enlightened and awakened teacher can bring about desirable changes by presenting himself/herself a modern of modernity i.e. he/she himself/herself must have faith in changing values and are reflected in one's personality. Following qualities are desirable in a teacher of today's world:

- (i) Scientific attitude
- (ii) Rational thinking
- (iii) Empathy
- (iv) Mobility
- (v) Democratic Style
- (vi) Dignity of individuality
- (vii) Faith in change and transformation
- (viii) Secularistic in nature
- (ix) Research aptitude
- (x) Initiation ability
- (xi) Technical efficiency

(ii) Competent and skilled:

Being the mother machine, teacher should be competent and skilled one for producing younger machines;

(iii) Research Oriented:

The teacher should be research oriented and should develop in his/her students a rational, thoughtful, constructive and scientific attitude to make them more innovative. He/she she should be free from all superstitions, prejudices and blind faiths.

(iv) Application of new technology:

They should make use of new technology in the routine activities of the school and in this way must habituate students to their use and give them practice of using these technological devices in other situations.

(v) Knowledge of latest system of Education:

The teacher should have the knowledge of latest system emerged from time to time in the system of education e.g. computer assisted instructions; Space satellite system, Programmed Instruction and Micro-teaching etc. He/she must be equipped with the knowledge of hardware and software technology. He/she must have knowledge of imparting instructions in science through kits, in languages through language labs, for other subjects the knowledge through lessons telecast or broadcast through T.V., Radio etc. to supplement classroom teaching.

To truly professionalise teaching in this new age of technology and to universal education, the role of a teacher can further be differentiated. Just as a good law firm has a mix of associates - junior partners and senior partners, schools should have a greater mix of teachers who have appropriate levels of responsibility based on their abilities and experience levels. Also just as much of a lawyer's work occurs outside the courtroom, so too, should we recognise that much of a teacher work is done outside the classroom.

EGALITARIAN POLICY

Chapter-23

RESERVATION AS AN EGALITARIAN POLICY

Dr. B.R. Ambedkar, the Chairman of the Drafting Committee of the Constitution of India; in his final address to the constituent Assembly on November 25, 1949, very rightly stressed the importance of social and economic equality in these words.

"On the social plane, we have in India a society based on the principles of graded inequality which means elevation of some and degradation of other, on the economic plane we have a society in which there are some who have immense wealth as against many who live in object poverty. On the 26th January 1950, we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life, we will have inequality. In politics we will be recognising the principle of one man, one vote and one vote one value. In our social and economic life, we shall by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradiction? How long shall we continue to deny equality in our social and economic life? If we continue to deny it for long, we will do so by putting our political democracy in peril. We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy."

Thus Dr. Ambedkar fought to abolish the existing inequalities, social discriminations and the hierarchy of the caste system with a view to provide an equal status to socially, culturally, economically and politically deprived classes. He talked of social justice and equality i.e. a social order in which each member is provided with the maximum opportunities for his optimum development.

Here equality does not mean an equal amount but equal opportunity. A trend of thought that favours equality for all people is called Egalitarianism or Equilitarianism. Egalitarian doctrine maintains that all humans are equal in fundamental worth or social status. As a social philosophy, it implies removal of economic inequalities among people.

Our forefathers visualised the structure of our society an egalitarian structure where there would be no discrimination on the basis of caste, creed, colour, religion, language or ethnicity.

Reservation Policy came up as an strategy to eliminate all types of discrimination against the socially disadvantaged groups with the strength of legislative support. affirmative action said change in the mind set of the people.

What is Reservation?

Reservation is a form of affirmative action where by a percentage of seats are reserved in Parliament, State, Legislative Assembly, Central and State Services, Public

sector units and in all Public and Private Educational Institutions except in the Minority and Religious Educational Institutions for the socially and educationally backward classes of citizens. The Reservation Policy in India is centred around the Constitutional framework for reservation.

Bases for Reservation:

Reservation is given on the following basis:

- (i) **Caste:** It is very peculiar to India as a large number of lower caste people suffered long by the hands of the upper castes. Thus to bring them to the mainstream to make them equal partners in the upliftment and betterment of the country, reservation is given. The Principal categories of castes include Scheduled Castes and scheduled Tribes. Also there is one more class called as other backward class (OBC) which is not the principal category but is receiving the advantages of reservation.
- (ii) **Religion:** In few states, there is provision for reservation on the basis of religion.
- (iii) **Domicile:** In some states, posts and seats during admission are reserved for the domicile of that state.
- (iv) **Gender:** For women, few seats are reserved in some state services and in some educational institution.

Historical Background of Reservation as an Egalitarian Policy:

Indian society is one of the four or five oldest societies of the world. It has witnessed several ups and downs. During the course of its long history, several races from outside came to India and settled here. This led to the multiplication of castes and sub-castes in India. It also led to attitude of 'big' and 'small' classes. Not only this, the caste system led to untouchability. No one really can give the exact number of all the castes and sub-castes in India. General estimate is that the number exceeds 4000. Thus more than one billion people of India make Indian society a collage of patterns through which runs a thread of unity. It is composed of several classes, castes, religions, ethnic groups and languages. With the passage of time, India became a country with highly rigid caste based hierarichal structure with ascending order of privileges and descending order of disabilities. There was an overwhelming majority in the nation that was still back ward- socially, economically, educationally and politically. These victims of entrenched backwardness comprise the present scheduled castes (SCs), Scheduled Tribes (STs) and other Backward classes (OBCs). The nature and magnitude of their backwardness is not the same.

After achieving Independence in 1947 from the British, India became a democratic and egalitarian nation. It was imperative at that point to establish a code for the political, economic and social structure. The Constitution, adopted in 1950, strove to do the same. Therefore special provisions were enacted in the Constitution to achieve a dynamic, democratic and egalitarian society. The policy chosen by the framers of Constitution was the policy of Reservation.

Pre-Constitutional Status:

The seeds for the principle of reservation were sown way back in 19th Century India. The Britishers divided India religions like Hindus, Muslims, Christians, Sikhs, Jews, Parsis and into sects like scheduled castes, scheduled Tribes etc. The last straw in the effort of 'Divide and Rule' was the Communal Award. They announced

infamous Communal Award and thereby decreed separate electorates for the Scheduled caste. Gandhi commenced 'Fast unto Death' to overcome this British Policy but had to concede to Yervada Pact by which congress voluntarily conceded reservations for 'Harijans' in legislature. This is how the reservation started under the Indian scene.

Post Constitutional Status:

With the object of making Indian society as a democratic and egalitarian society, the framers of the constitution kept the policy of reservation as an egalitarian policy, so that entire society can be joined in the mainstream. The reservations were, therefore, to be exceptions to the general. Moreover, the provisions by which these were allowed were crafted carefully to be just enabling provisions. They were worded to confer no more than a discretionary power to the state.

They did not cast a duty on the state to the effect that it must set apart such and thus proportion of seats in educational institutions or of posts in government services on the basis of birth. The provisions were written so as to obviate a challenge to the steps that the State may take to raise the downtrodden. They were not to confer a right on anyone. And the whole scheme was to be a temporary affair, a scheme made necessary by the circumstances of the moment. The entire philosophy of the Constitution can be summed up in the words of Sardar Patel.

Now our object or for the object of this House. (referring to Constituent Assembly) should be," the Sardar declared, "as soon as possible and as rapidly as possible to drop these classifications and differences and bring all to a level of equality." And so he appealed to all sections - majority and minority, low and high caste - to work for their obliteration. And this approach remained the beacon.

Pt. Jawahar Lal Nehru said about reservation, "It is a motion which means not only discarding something that was evil but turning back upon it and determining with all our strength that we shall pursue a path which we consider fundamentally good for every part of the nation." He had risen in the Constituent Assembly to second a motion that Sardar Patel had moved to abolish separate electorates. "Reluctantly we agreed to carry on with some measures of reservation," he said, "but always there was this doubt with in our mind, namely, whether we had shown weakness in dealing with a thing that was wrong. So when, this matter came up in another context, and it was proposed we do away with all reservations except in case of scheduled castes, for my part I accepted that with alacrity and with a feeling of great relief, because I had been fighting in my own mind and heart against this business of keeping up some measures of separatism in our political domain." Then the framers laid some Provisions regarding equity and equality in society.

Types of Reservation:

The Constitution of India provides three types of reservation - political, educational and employment.

Political Reservation: The political reservation is provided in the Constitution by reservation of seats in proportion to the numbers for the SCs and STs in the Lok Sabha in its Article 330 and in the Vidhan Sabha in Article 332.

Article 330: Reservation of Seats for Scheduled castes and Scheduled Tribes in the House of the People.

It States:

- (1) Seats shall be reserved in the house of the People for
 - a) the Scheduled castes,
 - b) the Scheduled Tribes except the Scheduled Tribes in the autonomous districts of Assam; and
 - c) the Scheduled Tribes in the autonomous districts of Assam
- (2) The number of seats reserved in any state or Union Territory for the Scheduled castes or scheduled Tribes under clause (1) shall bear, as nearly as may be, the same proportion to the total number of seats allotted to that state or Union Territory in the House of the People as the population of scheduled castes in the state or Union Territory or of the scheduled Tribes in the State or Union Territory or part of the State or Union Territory, as the case may be, in respect of which seats are so reserved, bears to the total population of the State or Union Territory.
- (3) Notwithstanding anything contained in clause (2), the number of seats reserved in the House of the People for the scheduled Tribes in the autonomous districts of Assam shall bear to the total number of seats allotted to that state a proportion not less than the population of the scheduled Tribes in the said autonomous district bears to the total population of the state.

Article 332 - Reservation of seats for scheduled castes and scheduled Tribes in the Legislative Assemblies of the states
It states:

- (1) Seats shall be reserved for the scheduled castes or scheduled Tribes except the scheduled Tribes in the autonomous districts of Assam, in the Legislative Assembly of every State.
- (2) Seats shall be reserved also for the autonomous districts in the Legislative Assembly of the State of Assam.
- (3) The number of seats reserved for the scheduled castes or the scheduled Tribes in the Legislative Assembly of any state under clause (1) shall bear, as nearly as may be, the same proportion to the total number of seats in the Assembly as the population of the scheduled Castes in the State or of the scheduled Tribes in the State or part of the State, as the case may be, in respect of which seats are so reserved, bears to the total population of the State.
- (3A) Notwithstanding anything contained in clause (3), until the taking effect, under Article 170, of the re-adjustment, on the basis of the first census after the year 2000, of the number of seats in the Legislative Assemblies of the states of Arunachal Pradesh, Meghalaya, Mizoram and Nagaland, the seats which shall be reserved for the scheduled Tribes in the Legislative Assembly of any such state shall be.
 - (a) If all the seats in the Legislative Assembly of such state in existence on the date of coming into force of the Constitution (57th Amendment) Act, 1987 (hereafter in this clause referred to as the existing Assembly) are held by members of the scheduled Tribes, all the seats except one;
 - (b) in any other case, such number of seats as bears to the total number of seats, a proportion not less than the number (as on the said date) of members belonging to the scheduled Tribes in the existing Assembly bears to the total number of seats in the existing Assembly.
- (3B) Notwithstanding anything contained in clause (3), until the re-adjustment, under article 170, takes effect on the basis of the first census after the year 2000, of the

number of seats in the Legislative Assembly of the State of Tripura, the seats which shall be reserved for the Scheduled Tribes in the Legislative Assembly shall be, such number of seats as bears to the total number of seats, a proportion not less than the number, as on the date of coming into force of the Constitution (Seventy second Amendment) Act, 1992, of members belonging to the Scheduled Tribes in the Legislative Assembly in existence on the said date bears to the total number of seats in that Assembly.

- (4) The number of seats reserved for an autonomous district in the Legislative Assembly of the State of Assam shall bear to the total number of seats in that Assembly a proportion not less than the population of the district bears to the total population of the State
- (5) The constituencies for the seats reserved for any autonomous district of Assam shall not comprise any area outside that district.
- (6) No person who is not a member of a Scheduled Tribe of any autonomous district of the State of Assam shall be eligible for election to the Legislative Assembly of the State from any constituency of that district.

Article 333 Representation of the Anglo-Indian community in the Legislative Assemblies of the States.

Notwithstanding anything in article 170, the Governor of a State may, if he is of opinion that the Anglo-Indian community needs representation in the Legislative Assembly of the State and is not adequately represented therein, nominate one member of that community to the Assembly.

Article 334 Reservation of seats and special representation to cease after fifty years.

Notwithstanding anything in the foregoing provisions of this Part, the provisions of this constitution relating to-

- (a) the reservation of seats for the Scheduled Castes and the Scheduled Tribes in the House of the People and in the Legislative Assemblies of the States; and
- (b) the representation of the Anglo-Indian community in the House of the People and in the Legislative Assemblies of the States by nomination shall cease to have effect on the expiration of a period of fifty years from the commencement of this Constitution:

Provided that nothing in this article shall affect any representation in the House of the People or in the Legislative Assembly of a State until the dissolution of the then existing House or Assembly, as the case may be.

These provisions do not exist for the OBCs which indicate that the principle categories for the affirmative action are the SCs & STs according to the Constitution.

Educational Reservation:

For this reservation, an implication exist in the constitutional Provision- Article 15 (4) which allows the state to make any special provision for the advancement of any socially and educationally backward classes of citizens or for the SCs and STs.

Article 15(4) states, "Nothing in this article or in clause(2) of article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the Scheduled Tribes.

Employment Reservation:

For this, the constitutional provisions as modified and simplified from time to time are the Article 16(4), Article 16(4B), Article 335 and Article 320 (4).

Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office under the Government of, or any local or other authority within, a States or Union territory, any requirement as to residence within that state or Union territory prior to such employment or appointment.

16(4) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the States, is not adequately represented in the services under the State.

Article 16(4A) Nothing in this article shall prevent the State from making any provision for reservation in matters of promotion to any class or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State.

Article 16 (4B) Nothing in this article shall prevent the State from considering any unfilled vacancies of a year which are reserved for being filled up in that year in accordance with any provision for reservation made under clause (4) or clause (4A) as a separate class of vacancies to be filled up in any succeeding year or years and such class of vacancies shall not be considered together with the vacancies of the year in which they are being filled up for determining the ceiling of fifty percent reservation on total number of vacancies of that year.

Article 335 Claims of Scheduled Castes and Scheduled Tribes to services and posts

The claims of the members of the Scheduled Castes and the Scheduled Tribes shall be taken into consideration, consistently with the maintenance of efficiency of administration, in the making of appointments to services and posts in connection with the affairs of the Union of a State

Article 320(4) Nothing in clause (3) shall require a Public Service Commission to be consulted as respects the manner in which any provision referred to in clause (4) of article 16 may be made or as respects the manner in which effect may be given to the provision of article 335.

Article 320(5) All regulations made under the provision the clause (3) by the President or the Governor of a State shall be laid for not less than fourteen days before each House of Parliament or the House or each House of the Legislature of the State, as the case may be, as soon as possible after they are made, and shall be subject to such modifications, whether by way of repeal or amendment, as both Houses of Parliament or the House or both Houses of the Legislature of the State may make during the session in which they are so laid

These articles provide explicitly for reservation in educational institutions for the backward classes and the authority of the state to make any required changes with time, as required.

The basic approach of equity in society of the constitution framers is specified in Articles 14, 15 (1), 16(1) and 16(2)

- Article 16 [Equality of opportunity in matters of public employment]**
1. There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.
 2. No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.

Article 14 [Equality before law]

The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

Article 15 [Prohibition of Discrimination on grounds of religion, race, caste, sex or place of birth]

1. The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.
The article 14 guaranteed equality to all.
The Article 15(2) guaranteed equal access for everyone for public facilities like well, restaurants etc.
The Article 15(3) contained a provision where the categories mentioned for which special provisions were envisaged and it included only women and children and no exceptions were envisaged on the basis of castes.
2. No citizen shall, on ground only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to:
 - (a) access to shops, public restaurants, hotels and places of public entertainment; or
 - (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained whole or partly out of State funds or dedicated to the use of general public.
3. Nothing in this article shall prevent the State from making any special provision for women and children.
4. Nothing in this article or in clause (2) or article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.
5. Nothing in this article or in sub-clause (g) of clause (1) of article 19 shall prevent the State from making any special provision, by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30.

Thus the framers through different Articles tried to ensure access to education, employment and participation in politics.

Finally the Constitution framers kept the provision of reservation under the strict scrutiny of Article 335. Article 335 provided, "The claims of members of scheduled castes and scheduled Tribes shall be taken into consideration, consistently with the maintenance of efficiency of administration, in the making of appointments to services and posts in connection with the affairs of the Union or of the State.

Conflict of Judiciary and Politics:

Slowly the politicians and statesman of the stature of Pt. Nehru, Sardar Patel eloped from the political scene of India and the politicians with little worth and standing occupied the scene. The politicians were not commanding the patronage of masses because of their ideals or policies and thus they started widen the gulf on the basis of caste. They started the policy of caste appeasement and thus tried to vow their supporters not by developments but by appeasing them and giving them the carrot of reservation. This degradation started very early but its signs were seen after the Mandal Commission recommendations were implemented by the then government of Mr. V.P. Singh. Mandal Commission was given the duty to identify backward classes and to examine the desirability or otherwise of making provision for reservations of appointments or tests in public services.

Mandal Commission (1978-80):

Appointment of Mandal Commission:

In pursuance of the Article 340 of the Constitution of India regarding the appointment of a commission for the promotion of the Backward classes, the President of India appointed a Commission under the Chairmanship of B.P. Mandal in 1978.

Major Recommendations:

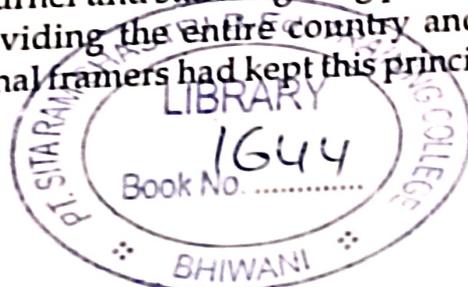
The Commission in its report, submitted in 1980, made the following recommendations:

- (1) Twenty seven percent of the posts in public services should be reserved for the other backward classes (OBCs).
- (2) Welfare programmes specially for the OBCs should be started by the Government of India in the same manner and to the some extent already done in the case of Scheduled castes and Scheduled Tribes.
- (3) Special educational schemes with emphasis on vocational training should be started for OBCs.
- (4) Seats should be reserved for OBC students in all scientific, technical and professional institutions run by the Centre as well as the State Government.

Justice Kuldeep Singh observed in Indra Sawhney case, "The most vital part of Term of Reference is wholly ignored by the Commission." He further stated, "..... the Commission surveyed only 0.06% of the villages in the country." and further lamented, ".....the entire exercise was clerical and drawing room exercises." And with this case the conflict between Judiciary and Politics started.

The politicians because of vote bank politics and political pressure started adding more and more castes with in the framework of reservation forgetting the constitutional mandate that it is the backward classes that is to be protected not the castes. The courts started declaring these acts unconstitutional and then the politicians started amending the Constitution. The game of cat and rat started which is taking place till date.

The politicians have kept the merit on back burner and started giving priorities to reservation on the basis of caste which is dividing the entire country and is against the very principle for what the constitutional framers had kept this principle of reservation.





Publisher

SUDHA ENTERPRISES

EDUCATIONAL PUBLISHERS

401, Qutabpur, Rewari-123401 (Haryana)

Contact No. 09215063994

E-mail: nonebh@gmail.com