

COURSE 2: CONTEMPORARY INDIA AND EDUCATION

Module 1: Contemporary Indian Society

Unit 1. Notes

▶ **Unit 1. Understanding and Addressing Diversity in Indian society: Nature, Challenges and Role of Education**

(a) Linguistic Diversity

(b) Regional Diversity

(c) Religious Diversity

Unit 1 (a) LINGUISTIC DIVERSITY

▶ **Linguistic Diversity:**

▶ **Nature:**

India is a nation of vast linguistic diversity

- ▶ The Constitution of India now recognizes 23 languages, spoken in different parts the country. These consist of English plus 22 Indian languages: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Meitei, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu and Urdu.
- ▶ language While Hindi is the official language of the central government in India, with English as a provisional official language, individual state legislatures can adopt any regional language as the official language of that state.
- ▶ The Constitution of India recognizes 23 official languages, spoken in different parts of the country, of which two official and classical languages : Sanskrit and Tamil.

MEANING

▶ Linguism is a division among members of a society on the basis of
When India got her independence, it was decided that English should continue as official language along with Hindi for a period of 15 years. But English has continued to remain till today an associated official language mainly because of the revolt by the South Indian states against the compulsory learning of hindi as official and national language.

The issue of linguism raises a very crucial question in the area of education is What should be the language burden on school going child?

CAUSES OF LINGUISM

There are many causes at the root of linguism in our country, the major one's are the following.

1. Psychological causes

People of a particular region are attached to the regional language which is their mother-tongue. Hence they do not easily accept to learn another Indian language

2. Historical causes

. India had been invaded by numerous foreign countries. e.g. French people invaded our country and established their supremacy in Pondicherry, Portuguese in Goa. Mughals came and brought Persian language. British spread English language all over India. As a result Indian languages became subordinated to these languages. This gave birth to linguism as people from different regions promoted their own regional language in their states.

3. Geographical causes

. Every language has its own literature. This literature is influenced everywhere by local geographical conditions such as plains, mountains, local vegetation and local culture. It reflects the life of the people who speak the language. Hence an individual does not willingly accept it if the language of another region is forced on him.

4. Economic causes

There are some economic causes that also inspire linguism. Some languages are financially assisted by the government for their progress but people speaking other languages object to this.

5. Political causes

Linguism is also inspired by the political interest and aspiration of different politicians and political groups. During elections in order to win votes many communal political parties raise the language issue to instigate their people and win their votes.

6. Social causes

- ▶ Linguism is encouraged by some social factors. The language that is adopted by the society is respected. On the contrary the languages that caters to contradictory presumptions are objected, this leads to linguism. e.g. Insistence on continuance of English as Associate official language along with Hindi by South Indian states like Tamil Nadu

Adverse Consequences of Linguism

- ▶ Linguistic divide within the country
- ▶ Influence on medium of instruction in different parts of India
- ▶ Negative political exploitation on the basis of language
- ▶ Threat to National Integration
- ▶ Inadequate representation of Linguistic Minorities

ROLE OF EDUCATION

Education plays an important role in the elimination of linguism.

1. Education for national integration
2. Inculcation of democratic principle for language options in education
3. Creating interest for language study
4. Co-curricular activities:
 - (a) Competitions, games, dramas promoting respect for Indian Languages
 - (b) Appreciation of contributions of great poets and authors to the development of Indian languages.

5. The 3 language formula is given by Kothari Commission which is modified and revised form of earlier policy, equalizes the language burden and also develops the Indian identity in every citizen through the learning of a common language and it has been adopted by all the states

- a. Mother tongue/ Regional language
- b. Official Indian language or associate official Indian languages
- c. Modern Indian language or western language not included in (a) or (b).

CONCLUSION

Finally it should be remembered that in order to solve the problems of linguism it is necessary to adopt a comprehensive viewpoint. Each language should be encouraged by the government in every region. If the prejudice concerning the other language is removed from the mind and comprehensive and sympathetic viewpoint is adopted it becomes possible for a number of languages to prosper. **Unit 1 b Regional Diversity**

- ▶ Nature: India Political territorial division consists of 29 states and 7 Union territories
- ▶ (Updated data July 2015)
- ▶ This division is accompanied by significant regional diversity which is distinct and visible as one moves from state to state .
- ▶ Diversity exists in language, food, dress and customs . Every state has its own distinctive cultural identity within the common Indian culture.
- ▶ The North Indian states are markedly different from the South Indian states in all these areas.

Regionalism:

Meaning:-

The word “Regional” means any element belongs to a particular region, and the feeling related to the people belonging to the particular region is known as “Regionalism”

The term regionalism has two connotations:

In the positive sense, it is a political attribute associated with people’s love for their region, culture, language, etc. with a view to maintain their independent identity.

In the negative sense, it implies excessive attachment to one’s region in preference to the country ,or the state.

While positive regionalism is a welcome thing in so far maintaining as it encourages the people to develop a sense of brotherhood and commonness on the basis of common language, religion or historical background. The negative sense regionalism is a great threat to the unity and integrity of the country.

Definition:-

Regionalism is the sense of affection and attachment for people belonging to one’s own region rather than for those who belongs to some other region.

“Devotion to the interest of one’s own region.”

In the Indian context generally the term regionalism has been used in the negative sense.

As a result of this people of one region in India have started looking at the people from some other part of the country in the same light in which they are prone to regard foreigners. They want that only people of their own area should run the government in their region while they do not want to make any place for people who have migrated from some other regions, irrespective of the period for which they have been living there.

In this way, some people have demanded the formation of separate state. For e.g. the formation of Uttaranchal & Jharkhand, state which the government has recently fulfilled.

Even then, functions of government have been divided between the central government and the respective state government. All these state are free to act in all domestic matter.

CAUSES OF REGIONALISM.

1. Geographical Causes:-

. There is a vast difference between food habits, language, culture, customs, dress, life style of people belonging to different states. This diversity is reflected in the state wise division and within the states. For e.g. If one has to travel from northern to states like Delhi and Punjab to southern states like Kerala and Tamilnadu they are bound to experience huge discrepancies in the language culture, dress and food

2. Historical Causes:-

The we-feeling was shattered due to some historical causes. Many states in India had serious conflicts in the past with each other. These conflicts had created bitterness among them, therefore they cannot meet with each other with open heart and open mind.

3. Political Causes:

In different regions some people have demanded for the formation of regional government and this trend of thinking has been inspired by regional interest and the aim of gaining power

4. Psychological causes:-

It is wish of the most of the people that the progress and the achievement of their region should be the maximum. The idea in itself is neither bad nor deniable, but when they disregard the nation's interest and those of the region for the attainment of this objective then these feelings can be classified under regionalism.

5. Social causes

In a country like India, marriages are preferred with the person of the same regional background. Due to this, people belonging to one region avoid marriages in other regions.

6 .Economic causes:-

Due to Economic problems such as lack of resources, unemployment etc of a particular region people from those regions often migrates to comparatively stable economic

region. If this migration continues and increases then it may result in sudden rise in the burden of that area. The people start hating them and try to turn them out from that region.

ROLE OF EDUCATION IN ERADICATING REGIONALISM:-

1. Encouragement of travel and communication
2. Propagating National History
3. Prevention of influence of Regional political parties in education
4. Purposive teaching of History

In literature, not only English, Hindi and the regional language must be included but other languages must also be made familiar.

Conclusion:

Education cannot solve the problem but it can create a background in the minds of the children to think beyond regional boundaries and to make approach wide and positive.

Regionalism cannot be considered as a big problem unless it hampers the nation's unity. It is such a problem that cannot be solved all of sudden. The problem should be handled tactfully and education is the most effective solution to create social harmony.

Unit 1 c Religious Diversity: Nature

- ▶ Indian Society reveals another aspect of Diversity: Different religions are followed by the Indian people for centuries. The Major ones are
 - ▶ Hindus
 - ▶ Muslims
 - ▶ Christians
 - ▶ Sikhs
 - ▶ Jains
 - ▶ Buddhists
 - ▶ Others (Zoroastrians, Jews etc.)

- ▶ Four issues in religious diversity in India

1. How can the uniqueness of each religion be maximized?
2. How can we propagate similarity of religions based on our common humanity?
3. How can we advocate complementary and supportive sentiments among religions, including inclusivity, unity, variety and interdependence?
4. How can we promote the convergence of religions on the basis of shared interests, values and practice, particularly through prayers and social service?

*http://religionanddiversity.ca/media/uploads/workshop_report_living_with_religious_diversity_2013.pdf

Unit 1 c Religious Diversity: Challenges

Communalism

Communalism is a social problem and it is said that communalism word emerged in the 19th century and intensified in 20th century.

Def: - The word communalism comes from the word community which in simple term means individual's attachment or identification with the community which she\ he belongs. In this sense the word communalism is a positive term.

Def:- In its modern usage, term "communalism" refers to the tendency of socio-religious groups to promote political, social and economic interests of one group even at the expense of another group. In doing so, the religious group may consider other religious communities as opponents and enemies.

It implies an extreme sense of pride in an identification with one own community or religion. It arouses out of religious fundamentalism; the belief that one's religion is the only supreme faith. So, appeals to the danger to one's religion or mere mention of disrespect shown to places of worship are aroused and this leads to communal disputes.

Eg: Babri Masjid incident, 1982 Meerut riot, Godhra incident, revolt of 1857, riots in Jamshedpur 1979.

This problem was provoked during British rule & they used this for divide and rule in India.

Thus communal dispute occurs among two communities like Hindus & Muslims, Hindu's & Sikhs, Sikhs and Buddhist and various other communities.

Causes of Communalism

Communalism is a multidimensional, complex, social phenomena. There are social political, economic, cultural and religious factors which account for the genesis of communalism and communal violence.

1. Historical Causes: British imperialism used it as a divide and rule policy.
2. Political Causes: Vested Political interests after independence used various means to obtain power through communal forces. Eg. Partition of India, Dispute over Kashmir, Khalistan Movement.
3. Economic Causes: At the time of independence resources were limited and expectations were very high. Soon there emerged a competition for limited resources. In this competition the vested interests found an easy way to mobilize people on caste, communal and regional basis to demand better share.
4. Selfish Vested Interests: Political parties and government, having failed to fulfill the expectations of people, use religion & tradition as diverting tactics. Some parties tell the religious minorities that they are being discriminated against by majority dominated governments.
5. Unemployed Youth: The frustrated, educated unemployed or under employed youth, full of energies are particularly targeted to keep them busy in divisive politics. Youth in India today has fallen prey to communal leadership.

Role of Education

1. The government should not yield to communal pressures and their negative influence on educational aims and policies. A Secular policy must pervade nationwide in all educational institutions.

2. Educational system must be reconstructed to emphasize nature of our culture and inculcate secularism and scientific temper among young students
3. Curriculum and textbooks should be free from religious bias.
4. Co-curricular Activities should promote Secularism
 - (i) General Assembly: Secular Atmosphere- prayers of all religious.
 - (ii) Celebration of Festivals of all religions with equal fervor.
 - (iii) Emphasis on Essential contribution of different Religions.
 - (iv) Tribute to various Religious headers on important days.
 - (v) Emphasis on the importance of Democracy/Equality and Brotherhood

Conclusion

- ▶ **India is Unique because of its Diversity**
- ▶ **Understand, Accept and Appreciate India's Diversity**
- ▶ **Celebrate unity in diversity.**

Education should promote National Integration through Curricular and Co- Curricular Activities

References: (Online Resources)

- ▶ http://religionanddiversity.ca/media/uploads/workshop_report_living_with_religious_diversity_2013.pdf
- ▶ <http://www.yourarticlelibrary.com/language/essay-on-linguistic-diversity-in-india/4030/>
- ▶ <http://www.yourarticlelibrary.com/india-2/essay-on-the-different-forms-of-diversity-in-india/4001/>
- ▶ (Please Note: Refer to the list of references provided in the syllabus for Course 2, in addition to the above)
- ▶ Question Bank Unit 1
Course 2: Contemporary India and Education
- ▶ Unit 1
- ▶ Essay Questions

1. 'Linguism is a barrier to social progress in India'. Explain the statement with regard to the causes and consequences of Linguism
 2. 'India's Diversity is Unique and must be celebrated' Justify the statement in the light of the nature of Diversity in Indian society.
 3. What are the causes of Communalism in India? How can Education promote communal harmony?
 4. Describe the regional diversity in Indian society. How can Education eradicate regionalism?
 5. Discuss the role of Education in promoting 'Unity in Diversity'
- ▶ Short Notes:
1. Causes of Regionalism in India
 2. Role of Education in eliminating Linguism in Indian society
 3. Adverse consequences of Communalism
 4. Causes of Regionalism in India

-----X-----X-----X-----

UNIT TWO

Inequality and Marginalization

Content of Unit Two

- a) Stratification of Indian Society with reference to Caste, Class , Gender Region(Rural – urban disparity)
- b) Role of Education in addressing the needs of Marginalized groups in Indian society : Sc/ST/OBC/EBC/NT, Women , Rural and remote region
- c) Constitutional provisions to promote equity through education

(IMP: Kindly note that the following paragraphs are just guidelines. Elucidation of the points is expected. Also supply relevant examples where necessary.)

Meaning of social stratification:

Social Stratification is the condition of being arranged in a social strata or classes within a group. In other words it is a system by which a society divides people and ranks them in categories. These categories are then placed in a hierarchy. This is shown by a pyramid where most fortunate ones are placed at the topmost level. Stratification is the trait of every society in every part of the world. It is not an issue of today but have persisted over the generations.

Ogburn and Nimkoff: 'The process by which individuals and groups are ranked in more or less enduring hierarchy of status is known as stratification''

Gisbert: "Social stratification is the division of society into permanent groups of categories linked with each other by the relationship of superiority and subordinations".

Stratification in Indian society

Stratification in an Indian society is based on ascription. It means it is a type of culture in which not on the basis of achievement. It could involve inequality on the basis of gender, economical status and caste system. Thus here, in an Indian society, people are placed in the stratification system by their ascribed status and the ideology is to follow the caste rules without questioning its credibility. Such a system is a classic example of **closed Social Mobility**. While the caste system depicts Closed Social Mobility, the Class system reflects **Open Social Mobility**. In a class system, even blood relatives may have different social status where one can move up and around the hierarchy based on personal merit and achievements. When stratification is done on the basis of wealth or income, a lot of mobility and fluidity is observed. No caste or class difference is observed. According to Davis Moore, "stratification has beneficial consequences for the operation of a society. When certain job can be performed by anyone, some other job demands the scarce talent of people with extensive training". So, the greater the demand of a job, the more importance it is given and thus more reward is attached with it.

Problems caused by stratification:

The disadvantage of social stratification system is the conflict between various strata of the hierarchy. Inaccessibility of various resources and lack of social mobility further intensifies this conflict. The wealth and luxury remains highly concentrated at the top of the hierarchy. And those occupying the topmost strata always try to restrict upward mobility by controlling law and authorities with their wealth and influence.

Joseph A. Schumpeter, Richard Swedberg in their book "Capitalism, Socialism and democracy", have explained the vision of Karl Marx for a stratification-free society where there would exist no inequality on the basis of richness and class. But the class conflict was so strong that it only resulted in the reconstruction of the society. The stratification hierarchy was just re-structured but never abolished. The wealth still remained concentrated at the top of the hierarchy pyramid, white-collar jobs offer little to the workers and the poor still remained at the bottom of the structure.

Stratification on basis of caste:

Under the caste system status is hereditary. It is based on birth, it is purely an ascribed status. Once such positions are assigned, they cannot advance and improve their social status in any way. Hence, caste as a major type of social stratification does not facilitate vertical social mobility.

Impact of stratification due to caste : derogatory treatment to some castes, only certain sections had a chance to progress, low self esteem, division in society made it easier for foreigners to attack, loss of human resources.

Stratification on basis of class:

Class is an “open” system. Under this system vertical mobility is absolutely free. Movement from one status to another has no barrier. Status is based on achievement. It is determined by the talents, wealth, money, intelligence, power, education, income, etc. of a person. There is no inheritance of parental status.

Impact of stratification due to class : divides society into haves and have nots, could lead to crime, poor health, illiteracy, class struggle, benefits of progress limited to few, low GDP

Stratification on basis of gender:

Gender, perhaps is the oldest and permanent source of social differentiation. Within the broad hierarchy of caste and class, gender cuts across caste and class. Gender goes beyond biological differences between male and female. Gender is a socio-cultural construction and provides a deeper analysis of inequalities existing between male and female. It refers to the social institutionalization of sexual difference.

Impact of stratification due to gender: stereotyped roles, secondary status to women, limits national and social progress, sex ratio is skewed, problems of the third gender, crimes against women.

Regional disparity also stratifies society. One finds urban rural disparity in the Indian society. We may find affluent villages with modern amenities and we may also find pockets of extreme poverty in urban areas. Thus rural urban disparity is not always with respect to wealth. In general we find disparity in educational opportunities, job opportunities, amenities available, health facilities. Many in rural India lack access to education, nutrition, health care, sanitation, land and other assets and they are trapped into poverty. In rural India there is high number of Infant Mortality with low Life Expectancy at Birth Rate. According to 2011 census rural literacy stands at 68.9% and urban literacy is at 85% . The national levels of literacy are at 74% . Where amenities are concerned in case of availability of electricity, toilet facilities, availability of improved source of drinking water and such other indicators of human development, the urban areas are way ahead of the rural areas.

Such type of stratification leads to marginalization and inequality. It is not easy to remove all inequality. What is necessary is to ensure equitable distribution of societal resources.

Subunit b) Role of Education in addressing the needs of Marginalized groups in Indian society : SC/ST/OBC/EBC/NT, Women , Rural and remote region

The Encyclopedia of Public Health defines marginalized groups as, ‘To be marginalized is to be placed in the margins, and thus excluded from the privilege and power found at the center’.

The following extract from the 12th Five Year Plan chapter 21 elucidates the role of education as a transforming power.

Education is the most important lever for social, economic and political transformation. A well educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socioeconomic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity.

(Note: Please expand each of these functions with relevant examples)

The specific role of education in addressing the needs of the marginalized groups is as follows:

- To empower the marginalised : education is a societal resource and a means to achieve egalitarianism
- Given equal opportunity for general, vocational, technical and professional education most citizens have equal status in the society. Education is often considered as an equalizer.
- Education brings about awareness of legal provisions that the marginalised can resort to in case of infringement of their rights.
- To create awareness about various schemes that help to combat stratification eg: schemes for girl child
- To sensitize society towards the impact of stratification
- To create egalitarian minds by instilling human values
- Education nurtures critical thinking, decision making and such vital life skills that will help to fight the ill effects of stratification
- Education seeks to integrate the marginalised into the mainstream through common education system, compensatory education, Laws such as Right to Education Act
- Role of Non formal education in providing equalization of educational opportunities.

One finds several provisions made for the marginalized. These schemes and programmes aim at uplifting the marginalized and improving their condition so that they are able to integrate with the mainstream of society.

(Note: please elaborate the schemes and their role)

Provisions And Schemes For Education Of The Marginalised

- Eklavya Model residential schools (EMRS) : The objective of EMRS is to provide quality middle and high level education to Scheduled Tribe (ST) students in remote areas, not only to enable them to avail of reservation in high and professional educational courses and as jobs in government and public and private sectors but also to have access to the best opportunities in education at par with the non ST population.
- hostel facilities, educational loans, midday meals, reservations , scholarships
- Ashram School...residential schools for ST (over 1600 ashram schools exist) Teachers from ST community. Sensitization programs for non ST teachers. Schools teach socially useful crafts
- financial assistance to NGOs providing vocational training where 90% expenditure is reimbursed by government,
- Scheme under National Backward Classes Finance and Development Corporation to upgrade entrepreneurial and technological skills of OBC
- Reimbursement of fees for SC/ST students
- Rajiv Gandhi National Fellowship scheme for those pursuing M.Phil and Ph.D, National overseas scholarship scheme ..25 awards per yr to those pursuing specific fields of study.
- National Backward Classes Finance & Devpt Corporation under Ministry of Social Justice & Empowerment--educational loan for those living below double poverty line(p.a Rs. 40,000 rural areas and Rs. 55,000 urban areas).
- Shilp Sampada Scheme for upgrading technical and entrepreneurial skills give loans to artisans
- EBC (income upto Rs one lakh a yr) Dr. Ambedkar Central Sector Scheme of Interest Subsidy on Educational Loan for Overseas Studies for Economically Backward Classes (EBCs) effective from 2014 thro Ministry of Social Justice and Empowerment

(source: Ref note on welfare schemes for OBCs released by Lok Sabha secretariat Nov 2014, Central Govt financial schemes published by Loksabha secretariat Aug 2013)

- Women... 3600 Kasturba Gandhi Balika vidyalayas (residential schools for upper primary girls from SC, ST, OBC communities set up where schools are far from habitation. 75% seats for SC/ST/OBC and 25% for those BPL.) , National programme for education of girls at elementary level for girls in educationally backward blocks , Kishori Shakti Yojana (vocational training for BPL girls between 15 to 18 yrs) Balika Smariddhi Yojana (scholarship for girls)

- People in rural areas...Navodaya Vidyalayas, Dist Primary Education Programme(DPEP), RTE provision primary schools within 1 km .
- People in remote areas.... Residential schools, ODL, use of technology, Digital India project launched in Aug 2014 plans to increase connectivity with villages.
- In 2014 the Hemanand Biswal committee recommended developing local language textbooks and teaching children in their local language with a gradual shift to Hindi or English to address issue of high dropouts.

It is not enough to just have programmes to educate the marginalized. There must be adequate efforts to ensure that the marginalized do not drop out during their course of education. According to 12th Five Year Plan, dropout rates at elementary stage for SC= 51.25% ST=57.58% non SC/ST= 37.22% The focus should not be just on reducing the gap in enrolment between advantaged and disadvantaged groups, the focus must be on reducing the gaps found in their learning levels. These gaps exist at the point of entry into the school system and continue to grow over time. Large and growing learning gaps threaten the equity gains achieved on the enrolment front because children with lower levels of learning are more likely to drop out.

Where reducing marginalization is concerned, India has achieved commendable results in the past few decades. Consider the statistics for literacy rates

Category	Literacy as per 2001 census	Literacy as per 2011 census
Male	75.26	82.14
Female	53.67	65.46
SC Male	66.6	75.2
SC Female	42	56.5
ST Male	59.2	68.5
ST Female	34.8	50
Urban Rural comparison		Urban = 84.1 Rural = 67.8 gap 16.3 %

One can see that while the male-female gap in 2001 was 21.59 % in 2011 it has come down to 16.68% . This indicates that there is better enrolment of females and can be considered a positive step towards reducing marginalization based on gender. Similar trends are noticed in education of SC and ST groups. Thus efforts being made towards reducing marginalization are surely making a positive impact.

Subunit c: Constitutional provisions to promote equity through education

(Please note that discussion given for each article should be elaborated further and connected to how the article can promote equity.)

The Fundamental Rights of the Indian Constitution has also adopted the fourfold ideal of justice, Liberty, Equality and Fraternity. Our Constitution has laid down that in the eyes of law, everyone should have an equal status, justice not be denied to anyone and everyone should have liberty of thought, expression.

Following articles make provision to protect the rights of the vulnerable and assure that they are provided with education and protected by the law.

✓ **Article 45: Provision for early childhood care and education to children below the age of six years.**

This article is considered as a directive principle of state policy. It states ‘The State shall endeavour to provide, within 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 fourteen years. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.’ Amended Text as per the 86th Amendment of December, 2002 and passed by Parliament in July 2009.

Discussion: Primary Education is a basic need for every child, no matter what caste or creed. Programmes as Sarva Shiksha Abhiyan are efforts to achieve universalisation of education.

✓ **Article 21A: Right to Education:** The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine. (RTE followed from this article)

Discussion: Education is free upto school level. Girls have free education upto Class XII. Education is now considered a right. The salient features of the Right of Children for Free and Compulsory Education are :Free and compulsory education to all children of India in the six to 14 age group; No child shall be held back, expelled, or required to pass a board examination until completion of elementary education; A child who completes elementary education (upto class shall be awarded a certificate; Calls for a fixed student-teacher ratio; Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools; Mandates improvement in quality of education; School teachers will need adequate professional degree within five years or else lose job; School infrastructure (where there is problem) to be improved in three years, else recognition cancelled; Financial burden will be shared between state and central government

✓ **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.

Discussion: This is a fundamental right and cannot be easily taken away from an individual. The State does not recognize differences based on caste, religion, gender, social status, place of birth etc. This ensures equality to all citizens. Equality ensures that all citizens have the same opportunities to progress.

✓ **Article 15: Prohibition of discrimination on grounds of religion, race, caste, sex and 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.

(2) No citizen shall be subject to any 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, children, socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.

Discussion: The article supports fundamental rights. It provides special provisions for uplift of the marginalized. In 2006 this article was amended according to the 93rd amendment to include special provisions with respect to admission of the socially and educationally backward classes. Women's education has seen a lot of development. Special facilities are made for education of women.

✓ **Article 46: Promotion of the economic and educational interests of the 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 the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation. It is laid down in Article 46 as a directive principle of State policy that the State should promote with special care the educational and economic interests of the weaker sections of the people and protect them from social injustice. Any special provision that the State may make for the educational, economic or social advancement of any backward class of citizens may not be challenged on the ground of being discriminatory.

Discussion: Special efforts are being made for education of the backward classes. Scholarships, hostel facilities, ashram residential schools, relaxed norms for admission, reservation of seats are efforts to achieve universal education in case of backward classes.

✓ **Article 29(2)** states "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." (This should be understood in connection with 29(1) which is in connection with interests of minorities)

All the above articles of the Constitution provide adequate protection to the vulnerable groups of society. If there is any instance of marginalization, the affected person can approach the court of law and seek justice.

Activities suggested to transact the content: Use of case studies and news reports to deliberate on the problems of marginalization and stratification. Discussion of various programmes to address the needs of the marginalized. Details of these programmes can be accessed on the web. Visits to NGOs dealing with education of the marginalized or interaction with such personnel can be arranged.

Read the Human Rights Watch Report ‘They say we are dirty’
http://www.hrw.org/sites/default/files/reports/india0414_ForUpload_1.pdf

Encourage students to read **the 12th Five Year Plan** especially with respect to education and social justice.

Seminars and paper presentations can be encouraged. Exhibitions and displays can be organized to present various schemes and programmes for the education of marginalised.

Questions:

1. Elucidate how Indian society is stratified on basis of caste and class. How does this stratification impact society?
2. ‘Stratification of society leads to loss of human resources’. Justify with reference to stratification in Indian society.
3. Explain the concept ‘marginalization in society’. How can education help to reduce marginalization?
4. Elaborate the role of education in addressing the needs of the following marginalized groups in Indian society : Scheduled Castes , Women, people living in remote regions.
5. ‘Integration of marginalized groups into mainstream society is promoted through education’. Justify
6. Explain any four constitutional provisions that promote equity in education.
7. ‘Education acts as an integrative force in society’. Elucidate with respect to role of education in addressing the needs of marginalized groups .
8. **Short notes:**
 - a) Stratification with respect to gender
 - b) Stratification based on caste
 - c) Role of education in addressing the needs of Economically Backward Class
 - d) Role of education in addressing the needs of women
 - e) Significance of Articles 45 and 21A of the Indian Constitution
 - f) Significance of Articles 15 and 46 of the Indian Constitution

References:

Books:

1. Dr. S.P. Chaube. (2013). Problems of Indian Education. Shri Vinod Pustak Mandir : Agra
2. Women, Social Exclusion And Inclusion: Sangeeta Krishna Publisher: Kalpaz Publications Publication Year: 2015 ISBN-13: 9789351280729
3. Mapping Social Exclusion in India:Caste, Religion and BorderlandsEditor: Paramjit S. Judge, Published: March 2014 isbn: 9781107056091
4. Poverty and Social Exclusion in India issues and challenges Aparajita Chattopadhyay ISBN 978-81-316-0561-5 edition 2013
5. Sociology Of Education In India: Changing Contours and Emerging Concerns
Author(s): Geetha B. Nambissan & S. Srinivasa Rao

Reports:

1. Public report on basic Education in India: The Probe team in association with centre for development economics, October 1998
http://www.undp.org/content/dam/india/docs/public_report_basic_education_india.pdf
f (see <http://www.ashanet.org/stats/PROBE.html>) (Review of the report
http://www.manushi-india.org/pdfs_issues/PDF%20ISSUE%20111%2828.03%29%29%20Book%20Review.pdf)
2. “They Say We’re Dirty”---Denying an Education to India’s Marginalized
Copyright © 2014 Human Rights Watch All rights reserved. Printed in the United States of America ISBN: 978-1-62313-1203

Videos:Marginalization in education (<https://www.youtube.com/watch?v=B5G2Md2SSw>)

Women education in India (<https://www.youtube.com/watch?v=7Gh3P194HAY>)

Satyameva jayate on untouchability (<https://www.youtube.com/watch?v=5QdakWYbcSM>)

Websites:

Agenda Against Social Exclusion: Democracy Development and Citizenship:
<http://www.academia.edu/298897>

Stratification: <http://www.yourarticlelibrary.com/sociology/social-stratification-meaning-types-and-characteristics-sociology-2446-words/6199/>

Rural urban divide: <http://www.ijoart.org/docs/The-Growing-Rural-Urban-Disparity-in-India-Some-Issues.pdf>

Provisions for education of marginalized:
<http://www.publishyourarticles.net/eng/articles2/education-for-scheduled-castes-and-scheduled-tribes-india/1894/>

Constitutional provisions for education: <http://www.yourarticlelibrary.com/constitution/12-major-constitutional-provisions-on-education-in-india/45230/>

UNIT: 3 Constitutional Values & Aims of education

- a) Preamble of the constitution**
- b) Fundamental Rights and Duties**
- c) Directive principles of State Policy
(Implications of the above with respect to aims of education- Justice, Liberty, Equality & Fraternity)**

CONSTITUTION OF INDIA

India, also known as Bharat, is a Union of States. It is a Sovereign Socialist Secular Democratic Republic with a parliamentary system of government. The Republic is governed in terms of the Constitution of India which was adopted by the Constituent Assembly on 26th November, 1949 and came into force on 26th January, 1950. The Constitution provides for a Parliamentary form of government which is federal in structure with certain unitary features. The constitutional head of the Executive of the Union is the President. As per Article 79 of the Constitution of India, the council of the Parliament of the Union consists of the President and two Houses known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). Article 74(1) of the Constitution provides that there shall be a Council of Ministers with the Prime Minister as its head to aid and advise the President, who shall exercise his/her functions in accordance to the advice. The real executive power is thus vested in the Council of Ministers with the Prime Minister as its head.

Main Features of Indian Constitution

The constitution of India has many distinctive features of its own. The main features of Indian Constitution are discussed in this article.

The key person behind the Constitution of India was Dr. B.R. Ambedkar. He was a learned person had good vision of future India.

One of repeated criticism of the Indian constitution is that it is very little original and mostly borrowed from other constitutions. Even Dr. Ambedkar admitted in the Constituent Assembly that many elements were borrowed from foreign constitutions but they were not “slavish imitations” but adoption of time-tested constitutional principles like the “Rule of Law” or “Equality before Law” to serve the interests of the people.

The first feature of Indian constitution is the most voluminous constitution ever created by men. In its original shape the constitution had 395 articles and 12 schedules. Our constitution have been amended from time to time. The 99 odd amendments (as on Dec’ 2014) since 1950 only add to the bulk of the constitution. When contrasted with the six effective articles and 27 ratified amendments of the U. S. constitution, one appreciates how bulky our constitution is.

The Constituent Assembly was pre-dominated by lawyers. The constitution is drafted in legalistic terms making it a ‘lawyer’s paradise’. This stands in sharp contrast with the U. S. constitution which is acclaimed as specimen of lucid constitutional drafting. However, the fact that our constitution has endured for over sixty years and during periods of acute crisis, shows its inherent strength and resilience. When constitutions of neighboring countries like Pakistan, Burma or Bangladesh were crumbling like houses of cards, our constitution stood steady like a rock.

The great bulk of the Indian constitution is due to several factors.

- Our founding fathers borrowed great constitutional principles from the foreign constitutions while avoiding their loopholes to ensure healthy political life to the citizens. Thus, the fundamental rights were borrowed from the U. S. constitution, Parliamentary system of government from British, the Directive principles from the Irish constitution and the idea of emergency from the German Constitution and the Government of India Act of 1935.
- Unlike other constitutions, the Indian constitution provides not only the basic law. It also provides very detailed and minute administrative provisions. This was to prevent subversion of the constitution through legislative process.
- The vastness of the country and its population size and diversity, compelled the framers of the constitution to make provisions for the protection and promotion of the interests of different regions and groups in the country. Thus, the constitution contains elaborate provisions for the minorities, scheduled castes and tribes etc.
- Finally, the Indian constitution is an omnibus constitution. It is at the same time a constitution for the whole nation as well as for the component states of the Union.

Second main feature of the Indian constitution is that it is a federal constitution. The term federal has not been used in the constitution. Instead India has been described as a “Union of States.” However all the characteristics of a federation viz. two sets of government—national government and a number of governments of the component units, division of powers between the national government and the governments of the units and a federal judiciary to act as the guardian of the constitution and to settle disputes between the centre and the units—are all present in the Indian constitution. However, the nature of the Indian federation is different from the nature of older federations like the U.S.A.

Third feature of the Indian constitution is that it provides for parliamentary form of government both at the centre and in the states. This is borrowed from the Westminster model. The adoption of this model is partly due to India’s long familiarity with it during the British rule. However, in the face of existence of multiplicity of parties in India, some political scientists question the wisdom of this step.

Fourth feature of Indian Constitution is that though India has a written constitution which is a federal necessity, India’s constitution is far less rigid than a normal federal constitution. Truly, it is more flexible than rigid. Because of this flexibility, it has been possible to amend the constitution 99 times in less than sixty-five years. By contrast the U. S. constitution could be amended only 27 times in about 200 years.

Fifth important feature of Indian Constitution is that the constitution like any modern written constitution has a preamble before it. The preamble is very lucid exposition of the philosophy of the constitution. The original preamble declared India to be a Sovereign Democratic Republic. The 42nd amendment makes India “a Sovereign, Secular Socialist Democratic Republic”.

Justice, liberty, equality and fraternity are set as the ideas to be achieved by India as a nation. The preamble to the Indian constitution is praised by all critics for its lucid exposition of lofty political ideals.

Sixth important feature of Indian Constitution is that the constitution guarantees fundamental rights of the citizens. Rights to equality, freedom, religion and constitutional remedies are the enumerated fundamental rights of Indian citizens..

Seventhly, taking cue from the Irish constitution, our constitution also provides a number of Directive Principles. Such principles do not constitute any constitutional obligation for the government to fulfill; rather they are guide-lines to the government.

Upholding secularism is another lofty aspect of our constitution. India is a secular nation and does not have any state religion. In a country inhabited by people of all faiths, it is essential that the state remains neutral between religions. Acceptance of secularism as a political ideal was an act of wisdom and boldness particularly after the traumatic experience of India’s partition on religious lines.

Finally, Indian constitution does not sanction double citizenship as in federations like the U.S.A. There is only one uniform Indian citizenship.

Our constitution was carefully tailored to suit the needs of the Indian people. It is a tribute to the founding fathers that their work has endured in spite of strains and stresses.

PREAMBLE OF INDIA

These are the opening words of the preamble to the Indian Constitution

“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 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 and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.”

Forty-second Amendment

The preamble has been amended only once so far. On 18 December 1976, during the Emergency in India, the Indira Gandhi government pushed through several changes in the Forty-second Amendment of the constitution. A committee under the chairmanship of Sardar Swaran Singh recommended that this amendment be enacted after being constituted to study the question of amending the constitution in the light of past experience. Through this amendment the words "socialist" and "secular" were added between the words "sovereign" and "democratic" and the words "unity of the Nation" were changed to "unity and integrity of the Nation".

Meaning

The Preamble reflects the philosophy as well as fundamental values of Indian Constitution. It clarifies four important aspects. **The preamble reflects the aspirations of the Indians and is often referred to as the soul of the Constitution.**

It mentions that the Constitution derives its Authority from the people of India
It declares India to be Sovereign, Socialist, secular, Democratic and Republican country.

Sovereign means India is internally and externally sovereign - externally free from the control of any foreign power and internally, it has a free government which is directly elected by the people and makes laws that govern the people. No external power can dictate the government of India.

The term socialist means democratic socialism i.e. achievement of socialistic goals through democratic, evolutionary and non-violent means. A mixed economy in which both Public sector and Private sector run together economic development.

The term secular means We the people of India, respect all religions. It does not uplift or degrade any particular religion. "A state which does not recognise any religion as the state religion, it treats all religions equally". Positively, Indian secularism guarantees equal freedom to all religion. it stands for the right to freedom of religion for all citizens.

The term democratic means The people of India elect their governments at all levels (Union, State and local) by a system of universal adult franchise popularly known as "one man one vote". Every citizen of India, who is 18years of age and above and not otherwise debarred by law, is entitled to vote. Every citizen enjoys this right without any discrimination on the basis of caste, creed, colour, sex, Religious intolerance or education. The word 'democratic' not only refer to political but also to social & economic democracy.

Republic means that the head of the state is the President.

The Constitution clarifies the objectives of the Constitution are Justice, Liberty, Equality and Fraternity. It states the date of Adoption i.e., 26 November 1949

**The Preamble to our Constitution serves two purposes: -
A) It indicates the source from which the Constitution derives its authority;
B) It also states the objects, which the Constitution seeks to establish and promote.**

To conclude one may say that the Preamble of the Constitution of India assures the dignity of every individual. It puts people at the centre of the democratic setup and thus denotes that the nation is committed to uplift of the people. In the context of education, this commitment is extremely significant as education is meant to bring out the best in people.

Education has individual as well as social significance. The Preamble encapsulates the hopes and aspirations of the people which in turn can be realized through the medium of education.

FUNDAMENTAL RIGHTS

The Indian fundamental rights, contrasted with such rights contained in the U. S. bill of rights, present several peculiarities. First, the fundamental rights in India are far more elaborate than in the U. S. A. Thus, for example, the U. S. bill of rights (first ten amendments) only names some rights. The Supreme Court, through the process of judicial review decides the limitations on these rights. In India, determination of limitations on fundamental rights is not left to judicial interpretation. The constitution itself contains (clauses 2-6 in Art. 19) such limitations. The limitations contemplated by the constitution are-

- a. public order,
- b. security of the state and
- c. sovereignty and integrity of India.

Kinds of fundamental rights

The Indian constitution originally provided 7 categories of fundamental rights. But one fundamental right, that to property was removed from the list of fundamental rights by 44th amendment. Right to property now is an ordinary legal right. Thus there are now 6 categories of fundamental rights. These are:

(1) Right to equality (Arts. 14-18).

In this category there are five rights

- i. equality before law,
- ii. abolition of discrimination on grounds of caste, race, sex or religion,
- iii. equality in public employment,
- iv. abolition of untouchability, and
- v. abolition of titles.

(2) Rights to freedom.

(Arts. 19-22) these now include six freedoms-

- freedoms of speech and expression,
- freedom of assembly without arms of association,

- freedom of movement,
- freedom of residence and
- freedom of profession or occupation.

These freedoms are however not without limitations.

(3) Rights against exploitation (Arts. 24 and 25)

Include prohibition of traffic in human beings and prohibition of child labour.

(4) Rights to freedom of religion (Arts. 25-28)

Include freedom of conscience and freedom of religion. Citizens are free to profess and practice any religion. These provisions make India a secular state.

(5) Cultural and Educational rights (Arts. 29-30)

Include right to protection of language, script and culture given to the minorities. The minorities are also given the right to establish and administer educational institutions of their own.

(6) Right to constitutional remedies (Arts. 32-35)

Provides for enforcement of fundamental rights through the judicial process.

Thus the constitution contains an elaborate scheme of fundamental rights. But the fundamental rights in India are not absolute. They are hedged by many limitations. Indeed, fundamental rights cannot be absolute anywhere in the world. Countries differ only in their degree of limitations on fundamental rights.

(7) Right to Education (Arts. 21-A) The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

- ▶ **Importance of fundamental rights: Rights mean those freedoms which are essential for personal good as well as the good of the community. Fundamental rights are guaranteed by the part III of the Indian constitution as these basic rights are needed by every citizen for the development of the citizens.**
- ▶ **Fundamental right guarantees civil liberties such that all Indians can lead their lives in peace and harmony as citizens of India.**

- ▶ **The fundamental rights are defined as basic human freedoms which every Indian citizen has the right to enjoy for a proper and harmonious development of personality. These rights universally apply to all citizens, irrespective of race, place of birth, religion, caste, creed, color or gender.**
- ▶ **Fundamental rights for Indians have also been aimed at overturning the inequalities of pre-independence social practices. Specifically, they have also been used to abolish untouchability and hence prohibit discrimination on the grounds of religion, race, caste, sex, or place of birth. They also forbid trafficking of human beings and forced labor.**
- ▶ **Fundamental rights also protect cultural and educational rights of ethnic and religious minorities by allowing them to preserve their languages and also establish and administer their own education institutions.**
- ▶ **Fundamental rights are indeed very essential for the well being of every citizen. We also know that people have always struggled against injustice, exploitation and inequality for the creation of better surroundings, better living conditions and preservation of the human dignity. Efforts to avail such rights to all human beings have been made at the international level also by recognizing various rights which are popularly known as human rights**

Rights assure dignity to an individual. An individual can truly achieve only when he is in a free atmosphere. Rights accord this free atmosphere to an individual. Education is related to emancipation...emancipation from traditional shackles imposed by the caste system or by stratification due to gender, class and other such barriers. By assuring every individual of the same rights the Constitution offers a level ground for every one irrespective of differences as sex, caste and class. Any individual who feels that his/her rights are encroached upon can always approach the court of law. The right to seek constitutional remedies will ensure that justice is done in such a case. Cultural and educational rights are significant because they help to propagate one's culture even if one is in a minority. One of the important functions of education is cultural functions. Thus Cultural rights help to preserve and transmit one's culture which includes language, script and traditions. The milestone in the history of rights was the Right to Education. Flagship programmes like Sarva shiksha abhiyan, RMSA have helped to make this right a reality and one sees a sharp drop in the number of 'out of school children'. This is clear proof that rights in India are not made but they are translated to reality through our endeavors. India prohibits the employment of children below 14 years. While we may not have eliminated child labour completely, the right against exploitation ensures that no individual be exploited. It is heartening to note that along with the Government, NGOs too work in this direction. In 2013 Kailash Satyarthi's work in this area was acknowledged by conferring on him the 2014 Nobel Peace Prize. His Bachpan Bachao Andolan has acted to protect the rights of more than 83,000 children from 144 countries. All this discussion goes to prove that our fundamental rights are not restricted to just being on paper but every effort is being made to translate them to reality.

List of Fundamental Duties in Indian Constitution

Introduction: Originally, the constitution of India did not contain any list of fundamental duties. In other words, enjoyment of fundamental rights was not conditional on the performance of fundamental duties.

Democratic rights are based on the theory that rights are not created by the state. Individuals are born with right. It is on this theory that the Indians before independence raised the slogan that “**freedom is our birth right.**” It is in this sense again that Prof. Laski asserts that the “**state does not create rights, it only recognizes rights.**”

The socialists on the other hand, make enjoyment or rights conditional on the fulfillment of duties. They claim that “*he who does not work, neither shall he eat.*” The constitution of the world’s first socialist country, that of Soviet Union contains a list of fundamental rights immediately followed by a list of fundamental duties. It is clearly asserted that the enjoyment of fundamental rights is conditional on the satisfactory performance of fundamental duties.

It was on this Soviet model that fundamental duties were added to the Indian Constitution by 42nd amendment of the constitution in 1976. The fundamental duties are contained in **Art. 51A**.

List of Fundamental Duties: **Art. 51A, Part IVA** of the Indian Constitution, specifies the list of fundamental duties of the citizens. It says “it shall be the duty of every citizen of India:

1. to abide by the constitution and respect its ideal and institutions;
2. to cherish and follow the noble ideals which inspired our national struggle for freedom;
3. to uphold and protect the sovereignty, unity and integrity of India;
4. to defend the country and render national service when called upon to do so;
5. to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional diversities, to renounce practices derogatory to the dignity of women;
6. to value and preserve the rich heritage of our composite culture;
7. to protect and improve the natural environment including forests, lakes, rivers, and wild-life and to have compassion for living creatures;
8. to develop the scientific temper, humanism and the spirit of inquiry and reform;
9. to safeguard public property and to abjure violence;
10. to strive towards excellence in all spheres of individual and collective activity, so that the nation constantly rises to higher levels of endeavor and achievement.

Further, one more Fundamental duty has been added to the Indian Constitution by 86th Amendment of the constitution in 2002.

11. 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 and fourteen years.

Why fundamental duties are important? We should all acknowledge our responsibility to perform our fundamental duties. The importance of fundamental duties are highlighted below:

- o The fundamental duties enumerated in Article 51A constitute a constant reminder to the citizens that they have duties in building up a free, egalitarian, healthy and responsible society. These are expected to act as damper to reckless and anti-social activities on the part of some individuals.

- India is a multi-racial and multi-religious country. Such a vast democratic country like India can prosper only when the citizens of this country respect its integrity and promote cultural harmony.
- Environmental pollution has become a great cause of concern, not only for Indians, but for the entire humanity. Unless, we all take the pledge to keep our environment free from pollutants, there remains the threat of undesirable consequences.
- The inclusion of providing opportunity for education for children as a Fundamental duty is a big step forward towards safeguard of human-rights and abolition of social injustices

Non-enforceable and Non-justiciable: The fundamental duties however are non-enforceable and non-justiciable in character. This means that no citizen can be punished by a court for violation of a fundamental duty. In this respect the fundamental duties are like the directive principles of the constitution in part IV. The directive principles lay down some high ideals to be followed by the state. Similarly, the fundamental duties in Art 51A, lay down some high ideals to be followed by the citizens. In both cases, violation does not invite any punishment. It is significant that the fundamental duties are placed at the end of part IV rather than at the end of part III of the constitution. While part III containing fundamental rights is justiciable, part IV containing the directive principles is not.

Conclusion: These fundamental duties are not mere expressions of pious platitudes. Courts will certainly take cognizance of laws seeking to give effect to fundamental duties.

Finally, the very fact that these duties figure in the constitution, keeps the door open for the duties to be given higher constitutional status in future through constitutional amendments.

Directive Principles of State Policy in The Indian Constitution

The Directive Principles of State Policy contained in Part IV, Articles 36-51 of the Indian constitution constitute the most interesting and enchanting part of the constitution.

The Directive Principles may be said to contain the philosophy of the constitution. The idea of directives being included in the constitution was borrowed from the constitution of Ireland. As the very term “Directives” indicate, the Directive principles are broad directives given to the state in accordance with which the legislative and executive powers of the state are to be exercised.

As Nehru observed, the governments will ignore the directives “Only at their own peril.” As India seeks to secure an egalitarian society, the founding fathers were not satisfied with only political justice. They sought to combine political justice with economic and social justice.

The Directive Principles may be classified into 3 broad categories—

1. Socialistic
2. Gandhian and
3. Liberal-intellectual.

(1) Socialistic Directives

Principal among this category of directives are (a) securing welfare of the people (Art. 38) (b) securing proper distribution of material resources of the community as to best sub serve the common-good, equal pay for equal work, protection of childhood and youth against exploitation. etc. (Art.39), (c) curing right to work, education etc. Art. (41), (d) securing just and humane conditions of work and maternity relief (Art. 42) etc.

(2) Gandhian Directives

Such directives are spread over several Arts. Principal among such directives are (a) to organize village panchayats (Art. 40), (b) to secure living wage, decent standard of life, and to promote cottage industries (Art.43), (c) to provide free and compulsory education to all children up to 14 years of age (Art. 45), (d) to promote economic and educational interests of the weaker sections of the people, particularly, the scheduled castes and scheduled tribes, (e) to enforce prohibition of intoxicating drinks and cow-slaughter and to organize agriculture and animal husbandry on scientific lines (Arts. 46-48).

(3) Liberal intellectual directives

Principal among such directives are (a) to secure uniform civil code throughout the country (Art.44), (b) to separate the judiciary from the executive (Art.50), (c) to protect monuments of historic and national importance and (d) to promote international peace and security.

On the whole, Part IV contains a formidable list of directives given to the executive and the legislatures to follow in issuing orders or making laws. These directives make India a “plastic state.” The directives may be used by any party with any ideology. In fact, the Directive Principles are codified versions of democratic socialist order as conceived by Nehru with an admixture of Gandhian thought.

Significance of Directional Principles of state Policy: It highlights the Constitutional objectives of building an egalitarian social order and establishing a welfare state, by bringing about a social revolution assisted by the State, and have been used to support the nationalisation of mineral resources as well as public utilities. Further, several legislations pertaining to agrarian reform and land tenure have been enacted by the federal and state governments, in order to ensure equitable distribution of land resources. As Dr. B. R. Ambedkar pointed out “ The Directive Principles do not merely represent temporary will of a majority in the constituent assembly but they represent deliberate wisdom of country

expressed through constituent assembly”. The significance of directive principles is summarized as follows:

- Since the Government is answerable to the people, the Directive Principles act as a sign post to all succeeding Governments.
- The Directive Principles provide the yardstick for assessing the successes or failures of these Governments.
- Help in deciding constitutional validity of some of the enactments made by legislature.
- Directive Principles help to create proper policies for the development of the masses
- They remind about the social and economic order that constitution aims at building.
- Act as “beacon-lights” to courts & help in determining the constitutional validity of any law.
- They form the dominating background to all State action, legislative or executive.
- They amplify the Preamble, which solemnly resolves to secure to all citizens of India justice, liberty, equality and fraternity.
- Directive principles are supplementary to fundamental rights of the citizens (Fundamental Rights + Directive Principles = justiciable nature + non justiciable nature.)
- Their implementation helps the citizens of India to enjoy the fundamental rights.
- It helps the opposition parties to keep check on the movements of the ruling party.
- It acts as a testing mechanism to judge the effectiveness of any program or policy of the government.
- It acts as a common political manifesto.

Our Constitution aims at bringing a synthesis between fundamental rights and directive principles of state by giving the former a pride of place and the latter a place of permanence. Very aptly these directive principles are described as the ‘conscience of constitution’.

PART IV

DIRECTIVE PRINCIPLES OF STATE POLICY

ARTICLE 39 to 47 directly deals with the importance of equalization for poor and marginalized section, the rest is necessary for poor and marginalized section

ART 39. Certain principles of policy to be followed by the State.-

The State shall, in particular, direct its policy towards securing-

(a) that the citizens, men and women equally, have the right to an adequate means of livelihood;

(b) that the ownership and control of the 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 of children are not abused and that citizens are not forced by economic necessity to enter avocations 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.

ART 39A. Equal justice and free legal aid.-

The State shall secure that the operation of the legal system promotes justice, on a basis of equal opportunity, and shall, in particular, provide free legal aid, by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.]

ART 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

ART 41. Right to work, to education and to public assistance in certain cases.-

The State shall, within the limits 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.

ART 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

ART 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, agricultural, 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 on an individual or co-operative basis in rural areas.

ART 43A. Participation of workers in management of industries.-

The State shall take steps, by suitable legislation or in any other way, to secure the participation of workers in the management of undertakings, establishments or other organisations engaged in any industry.

ART 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.

ART 45. Provision for free and compulsory education for children.-

The State shall endeavour to provide, within 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 fourteen years.

ART 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 the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

ART 47. Duty of the State to raise the level of nutrition and the standard of living and to improve public health.-

The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties and, in particular, the State shall endeavour to bring about prohibition of the consumption except for medicinal purposes of intoxicating drinks and of drugs which are injurious to health.

ART 48. Organisation of agriculture and animal husbandry.-

The State shall endeavour to organise agriculture and animal husbandry on modern and scientific lines and shall, in particular, take steps for preserving and improving the breeds, and prohibiting the slaughter, of cows and calves and other milch and draught cattle.

ART 48A. Protection and improvement of environment and safeguarding of forests and wild life.-

The State shall endeavour to protect and improve the environment and to safeguard the forests and wild life of the country.

ART 49. Protection of monuments and places and objects of national importance.-

It shall be the obligation of the State to protect every monument or place or object of artistic or historic interest, [declared by or under law made by Parliament] to be of national importance, from spoliation, disfigurement, destruction, removal, disposal or export, as the case may be.

ART 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.

ART 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 peoples with one another; and (d) encourage settlement of international disputes by arbitration.

Question Bank:

1. 'The Preamble of the Indian Constitution gives direction to our educational endeavours'. Explain with suitable examples.
2. Elucidate any five fundamental rights and explain their significance.
3. 'The fundamental rights included in the Indian Constitution help an individual to life with dignity'. Elaborate the statement.
4. Explain any five duties of Indian citizens.
5. 'The directive Principles of State Policy have a close relationship with education'. Justify
6. Explain how the directive principles of state policy help to bring an equitable and just society.
7. Explain the educational significance of articles 45 and 46.
8. Elucidate any four directive principles of state policy.

Short notes:

1. Importance of Directive Principles of state policy
2. Any three fundamental duties of Indians
3. Any three fundamental rights of Indian citizens
4. Right to Education as a fundamental right
5. The significance of the Preamble of the Indian constitution
6. Any two directive principles of state policy

References:

<http://www.importantindia.com/1990/importance-of-preamble-in-indian-constitution/>

https://www.academia.edu/7746544/Directive_Principle_of_State_policy

<http://www.importantindia.com/2032/directive-principles-of-state-policy-in-the-indian-constitution/>

<http://www.importantindia.com/1998/list-of-fundamental-duties-in-indian-constitution/>

<http://rti.india.gov.in/>

<http://importanceofrtiact.blogspot.in/2011/08/importance-right-to-information-act.html>

Unit 4- Policy Frame work for Public Education

(a) Right to Education, Tracing origin from Naiee Talim

(b) Sarva Shiksha Abhiyan

(c) Rashtriya Madhyamik Shiksha Abhiyan

(With respect to enrolling & retaining hitherto marginalized children; the role and agency of teachers in the context of universal & inclusive education)

FOLLOWING FEATURES PROVIDE THE BASIS OF IMPLEMENTATION OF THE RTE ACT, 2009.

Every child in the age group of 6-14 has the right to free and compulsory education in a neighborhood school, till the completion of elementary education

Private schools will have to take 25% of their class strength from the weaker section and the disadvantaged group of the society through a random selection process. Government will fund education of these children.

No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years.

No donation and capitation fee is allowed.

No admission test or interview either for child or parents.

No child can be held back, expelled and required to pass the board examination till the completion of elementary education.

There is provision for establishment of commissions to supervise the implementation of the act.

A fixed student and teacher ratio is to be maintained.

All schools have to adhere to rules and regulations laid down in this act, failing which the school will not be allowed to function. Three years moratorium period has been provided to school to implement all that is required of them.

Norms for teachers training and qualifications are also clearly mentioned in the act.

All schools except private unaided schools are to be managed by School management Committees with 75% of parents and guardians as members.

Children Benefited

Approx 22 crore children fall under the age group 6-14. Out of which 4.1% i.e. 92 lakhs children either dropped out from school or never attend any educational institution. These children will get elementary education. Local and state government will ensure it.

Monitoring

The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right. A special Division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints will be set up by NCPCR for this purpose. NCPCR welcomes the formal notification of this Act and looks forward to playing an active role in ensuring its successful implementation.

NCPCR also invites all civil society groups, students, teachers, administrators, artists, writers, government personnel, legislators, members of the judiciary and all other stakeholders to join hands and work together to build a movement to ensure that every child of this country is in school and enabled to get at least 8 years of quality education.

Right To Education

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act 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. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.

It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion

of elementary education to every child in the six to fourteen age group. 'Free' means that no child 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.

It makes provisions for a non-admitted child to be admitted to an age appropriate class.

It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

NAYEE TALIM

Historical Background

Mahatma Gandhi visualised a need for Nai Talim (New Education also known as Basic Education) for a new social order 10 years before independence in 1937. For Gandhiji, the goals of education and society were not separate, nor could they be separated.

His basic views were :

- Use the real world as your classroom and learn through life.
- This real world was the closest environment in which children are growing.
- This real world is the world of adults, their relationships and occupations.

- He visualised a just world order directed towards the cooperative, self-reliant neighbourhood societies - self-reliant in most basic needs.
- He experienced an urgent need to integrate the physical labour and intellectual work for a new social order. Gandhiji pinpointed the advantages of such a learning model.
- Learning by doing is the best method of learning ever known. (It is important to note that most modern neuroscience research supports this contention now).
- Learning inputs are spread over the entire surrounding environment and the society which can easily be harnessed.
- To students, this should be "learning through earning" at later stage, as students have to get into earning through the acquired learning. This parameter was added mainly to ensure the quality, skills and intellectual abilities of learning.

For the purpose of discussing different aspects of the proposed new scheme of education, an All India Education Conference was held in Wardha on 22nd and 23rd October, 1937. The eminent educationists, congress leaders and workers alongwith the Education Ministers of the seven states had attended the conference. Gandhiji himself presided over it. After serious discussions the following four resolutions were passed.

That in the opinion of this conference, free and compulsory education be provided on a nation-wide scale.

That the medium of instruction be the mother tongue.

That the process of education through this period should centre round some form of manual productive work suitable for the local condition.

That the conference expects that the system of education will be gradually able to cover the remuneration of the teacher.

The conference then appointed a committee under the Chairmanship of Dr. Zakir Hussain to prepare a detailed education plan and syllabus on the lines of the above resolutions.

Besides Dr. Zakir Hussain, the Committee consisted of nine members. Among those who served in the committee, Prof. K. G. Saigidain's name is prominent. Other members included were Arya Nayakam, Vinova Bhave, Kaka Kalelkar, J. C. Kumarappa, Kishori Lal, Prof. K. T. Shah etc.

As mentioned before the committee was appointed to prepare a detailed education plan and syllabus. It submitted its reports, one in December, 1937 and the other in April, 1938. This report has since become the fundamental document of the basic scheme and the scheme has come to be known as the Wardha Scheme of Education. It was approved by Mahatma Gandhi and was placed before the Indian National Congress at its Haripura session held in March, 1938.

The first report included the basic principles of the Wardha Scheme of education, its aims, teachers and their training, organisation of schools, administration, inspection and inclusion of craft centred education regarding handicrafts like spinning, weaving etc. The second report dealt with Agriculture, Metal work, Wood craft and other basic handicraft. An elaborate curriculum of all those subjects and ways and means to establish their correlation with other subjects was also suggested.

In course of time more conferences were held, more committees were formed on this important subject. As a result more new features were added to this aspect of education which later on took the final shape. The conference of 1945 at Sebragram characterized Basic Education as “education for life”. The conference considered it as a radical and important revolution in social and economic structure of the Indian society, i.e., creating a new way of life.” Since then Basic education came to be known as ‘Nai Talim’. A conference of education ministers and educational workers was called by B.G. Kher in 1946, that took some important resolutions which affected the quality of Basic Education in different provinces. Basic Education has finally emerged after a decade of experimentation and discussion. The scheme of basic education formulates the following proposals—

- ❖ Free, universal and compulsory education should be provided for all boys and girls between the ages of 7—14.
- ❖ This education should be imparted in the mother-tongue of the child.
- ❖ All education should centre round some basic craft chosen with due regard to the capacity of children and the needs of the locality. The committee suggested spinning and weaving, card-board and wood work, leather work, kitchen-gardening, agriculture and fishery as obviously suitable crafts.
- ❖ The selected craft should be both taught and practised so that the children are able to produce articles which can be used and may be sold to meet part of the expenditure on the school.
- ❖ This craft must not be taught mechanically but its social and scientific implications were to be studied side by side.

- ❖ In this craft-centered education all the subjects to be taught were to be integrally related to the selected craft or the child's physical and social environment.

The various subjects as suggested are given below—

1. Basic Craft.

- (i) Spinning and Weaving,
- (ii) Carpentry,
- (iii) Agriculture,
- (iv) Fruit and Flower Cultivation,
- (v) Leather work,
- (vi) Culturing Fish,
- (vii) Pottery,
- (viii) Any handicraft according to the local need,
- (iv) Home Science for girls.

2. Mother tongue.

3. Mathematics.

4. Geography, History and Civics to be combined as Social Studies.

5. Painting and Music.

6. P.T., Drill and Sports etc.

7. General Science comprising Physics Chemistry, Botany, Zoology ,Hygiene and Nature Study etc.

8. Hindi for that area in which it is not the mother tongue.

If you observe minutely the above curriculum you will find the following characteristics—

- i)English has not been included as a subject of study.
- ii)Although the medium of instruction is mother tongue, all students must learn Hindi language.
- iii)There is no place for religious and moral education in the curriculum
- iv) The craft chosen must not be taught mechanically, but systematically and scientifically keeping in view the social significance.

MERITS OF THE SYSTEM

The scheme is financially sound and acceptable in a poor country like India, where about half of the total illiterate people of the world reside. It is helpful for rapid expansion of elementary education with less burden on public exchequer.

It is also economically productive as it is based on the principle of work. Work occupies the central place in basic education. The system is production oriented and helps in the programme of national economic reconstruction.

The system was able to remove class and caste distinction. It helps to bring social solidarity and national integration.

It also removes the barriers between the educated and the non-educated, between manual work and intellectual work, between the rich and the poor and village and the town.

Basic education is activity-centred education. The child is not a passive learner but an active participant in the learning process. It fosters learning by doing. Thus, instruction is not passive, and the child learns through a productive and useful craft.

Basic education is child-centric. The child is the centre of activity. It primarily considered the constructive and creative instincts of children.

Basic education is based on sound educational principle of correlation, where all educational activities are correlated to a basic craft. Correlation also takes place between physical environment, social environment and craft work.

The system is based upon the cultural and social heritage of the land. As such, it inculcates social and moral values in the minds of the students.

It is truly an education for the whole man. It aims at a harmonious development of the body, mind and soul.

Basic education system recognises the dignity of labour.

It recognises the importance of mother-tongue as the medium of instruction at the elementary stage.

It inculcates democratic values like co-operation, responsibility, fellow-feeling in the minds of the students, which are essential for proper functioning of a democratic social order.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is the comprehensive and integrated flagship programme of Government of India, to attain Universal Elementary Education (UEE) in the country in a mission mode. Launched in partnership with the State Governments and Local Self-Governments, SSA aims to provide useful and relevant education to all children in the 6-14 age groups by 2010. SSA was launched in 2000-01 with the objectives of (a) all children in school,

Education Guarantee Centre, Alternative School, 'Back-to-School' camp by 2003 (later amended to 2005); (b) all children complete five years of primary schooling by 2007; (c) all children complete eight years of elementary schooling by 2010; (d) focus on elementary education of satisfactory quality with emphasis on education for life; (e) bridge all gender and social category gaps at the primary and upper primary stage by 2007; and (f) universal retention by 2010.

The components of SSA include: (a) preparatory activities for micro-planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels. (b) appointment of teachers, (c) opening of new primary and alternative schooling facility like EGS/AIE centers, (d) opening of upper primary schools (e) constructing additional classrooms, schools and other facilities (f) free textbooks to all children, (g) maintenance and repair of school buildings (h) Teaching Learning Equipment for primary schools on up-gradation of EGS to regular schools or setting up of a new primary school and for new upper primary schools, (i) school grant, (j) teacher grant, (k) teachers' training, (l) opening of SIEMAT, (m) training of community leaders, (n) provision for children with special needs, (o) Research, Evaluation, Monitoring & Supervision, (p) management cost, (q) learning enhancement programme (LEP) (r) innovative activity for girl's education, early childhood care & education, interventions for children belonging to SC/ST, minority community, deprived children in urban areas and computer education specially for upper primary level (s) setting up of BRCs/CRCs, (t) interventions for out of school children

Teacher training 32.1 Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100/- per teacher per day. 25 32.2 Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ Rs.50/- per teacher per day at CRC level. 32.3 @ Rs.100/- per day for 30 days induction training of newly recruited teachers. 32.4 @ Rs.100/- per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in - service / distance programmes. 32.5 Training of BRC & CRC coordinators & resource persons for upto 10 days each year @ Rs.100/- per person per day. 32.6 These ceilings of unit cost should not be allowed automatically as a default costing norm. Actual unit costs would need to be budgeted.

The number of days of trainings would be decided by the State / UT. The unit costs for training inputs including training material, resource persons and other training norms would be based on the inter se norms for training as approved by the State SSA's Executive Committee. 32.7 Assessment of capacities for effective training during appraisal will determine extent of coverage.

32.8 Support for SCERT/DIET under existing Teacher Education Scheme 32.9 Teachers' training is provided to: - (i) Teachers of Government schools; (ii) Local body schools and, (iii) Teachers of Government aided schools and aided Madarsas, provided: - (a) The admission policy

in these schools should be similar to that of Government schools in the State; (b) These schools should not be collecting any fee from the students; (c) Government sanction should be obtained for appointment of teachers; (d) Salary of teachers and their service conditions should be similar to that of Government school teachers; (e) Syllabus followed should be the same as that of Government schools (in the case of Madarsas, they should be following the curriculum prescribed by the Madarsas Board).

Sarva Shiksha Abhiyan (SSA) is a comprehensive plan to provide free education to all children in the age group 6-14 years. It was launched in 2001 with an initial outlay of Rs.7,000 crore. This brief presents the salient features of the scheme and highlights its impact on elementary and primary education to date.

Background

Sarva Shiksha Abhiyan (SSA) is the government's flagship programme to provide universal access to elementary education for children 6-14 years old. The scheme aims to improve enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to eliminate gender differences and gaps between different social categories.

SSA was initiated in 2001 following recommendations from the state education ministers' conference in 1998. Although the 86th Amendment to the Constitution enacted in 2002 made elementary education a fundamental right, the Right of Children to Free and Compulsory Education Act that operationalised the provision of free and compulsory education was not passed by the Parliament until August 2009.

Funding The costs for SSA are shared by the centre and states in the ratio 85:15. In 2004-05, the central government imposed an education cess of 2 percent on all taxes to mobilise additional funds for SSA and the Mid Day Meal Scheme. In 2008-09, this surcharge was increased to 3 percent.

How does it work?

The National Mission for Sarva Shiksha Abhiyan under the chairmanship of the Prime Minister has overall responsibility of the programme. It comprises of a governing council, which is the apex policy planning body for elementary education and the executive committee, under the chairmanship of the Minister of Human Resource Development (MoHRD), which carries out all the functions of the Mission in accordance with the policies laid down by the governing council. The Mission coordinates with State Departments for Education and the Village Education

Committees (VECs), created by the State Education Departments to manage the educational affairs of villages. Implementation at the district is overseen by the District

Collector, Magistrate or the Chief Executive Officer of the zilla parishad. Social science institutes of national stature have been given the work of monitoring in states and union territories.

Ministry Ministry of Human Resource Development

Department Department of School Education and Literacy

Sector Education

Goal Universalise elementary education

Output/ Scheme Indicators Enrolment

Age-Level enrolment

Attendance and Retention

Funding Shared by centre and states

Year of Inception 2002

Expiration date 2010, extended to 2012

2009-2010 Budget outlay Rs.13,100 crore

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Overview

This scheme was launched in March, 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 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within 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, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Important Physical Facilities Provided Under The Scheme Are:

(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas.

Important Quality Interventions Provided Under The Scheme Are:

(i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

Important Equity Interventions Provided In The Scheme Are:

(i) special focus in micro planning (ii) preference to Ashram schools for upgradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

Implementation Mechanism Of The Scheme

The scheme is being implemented by the State government 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 Governments.

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/UT Governments to use State Schedule of Rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA.
- ❖ To increase the Management, Monitoring Evaluation and Research (MMER) 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 the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT.
- ❖ To subsume the other Centrally Sponsored Schemes of Secondary Education– Information and Communication Technology (ICT)@ School, Girls' 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 and Staff salary) for quality interventions as per RMSA umbrella schemes components for aided schools.
- ❖ To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim).
- ❖ To authorize the RMSA Project Approval Board (PAB) of the Ministry of Human Resource Development to consider for approval 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.

Implementation mechanism of the scheme:

MHRD is the nodal central government ministry to coordinate RMSA with the help of RMSA State Implementation Societies (SIS) in each state. However, there are a lot of support arrangements and institutions available for better implementation of RMSA. A National Resource Group (NRG) provides guidance for bringing about reforms in teaching learning processes, curriculum, teaching learning material, ICT education and mechanisms of monitoring and evaluation. The Technical Support Group (TSG) supported by MHRD, is a constituent of the NRG and has a direct reporting relationship with the ministry. TSG provides technical and operational support and expertise to national and state level teams.

Besides this, various sub-committees like Curriculum Reform Subcommittee, Teacher and Teacher Development Subcommittee, ICT Subcommittee and Planning and Management Subcommittee have been constituted under NRG. These subcommittees comprise members from the TSG and meet thrice a year to apprise themselves of the progress made on mutually set goals and commitments. In addition, NCERT and NUEPA support through dedicated RMSA units. RMSA-TCA has also been set-up for capacity building support with the assistance of DFID. In terms of financial inputs, the central share is released to the implementing agencies directly, whereas the applicable state share is also released to the agencies by the respective State Governments.

QUESTION BANK:

ESSAY TYPE

1. Explain the various intervention provided by the RMSA in detail. Write problems that might occur while implementing the scheme.
2. "The Nayee Taleem proposed in 1937 is still relevant in the present situation also." Justify.

3. Explain the various features of Nayee Talim in detail.
4. Explain the latest revision of the RMSA by the government.
5. Describe the various features of Right To Education, 2009 in detail.
6. Explain the features of Sarva Shiksha Abhiyaan with examples.

SHORT ANSWER TYPE

1. Implementation of RMSA and its effect.
 2. How does Sarva Shiksha Abhiyaan work?
 3. Provision for Teachers in Sarva Shiksha Abhiyaan.
 4. Merits of Nayee Taleem.
 5. Prohibition mentioned in Right to education.
 6. Efforts for Quality intervention suggested in RMSA.
-

Module 3- Trends in Education

Unit 5- Education Commission & Recommendations

Indian Education Commission -1964- 66

National Policy of Education - 1986

Rammurthy Review Committee1992

Indian Education Commission -1964- 66

The Commission further observed that the public demand for secondary and higher education had increased and would continue to increase in future. It was, therefore, necessary to adopt a policy of selective admissions to higher secondary and university education in order to bridge the

The Education Commission under the Chairmanship of **Dr.D.S. Kothari**, the then Chairman, University Grants Commission, began its task on October 2,1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known consultants in the educational as well as scientific field.

The main task of the Commission was to advise the Government on the national pattern of education and on the general policies for the development of education at all stages-ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context.

The Commission submitted its report to the Government on June 29,1966. It was laid on the Table of the House on August 29, 1966.The principal recommendations of the Commission are given in Appendix I. The main features of the Commission's report were as follows:

- (i) Introduction of work-experience which includes manual work, production experience, etc. and social service as integral part of general education at more or less all level of education.
- (ii) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- (iii) Vocationalization of secondary education.
- (iv) Strengthening of the centres of advance study and setting up of a small number of major universities which would aim at achieving highest international standards.
- (v) Special emphasis on the training and quality of teachers for schools
- (vi) Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advance study and research in agriculture science.
- (vii) Development of quality or pace-setting institutions at all stages and in all sectors.

The Commission observed that mother-tongue had a pre-eminent claim as the medium of education at the school and college stages. Moreover, the medium of education in school and higher education should generally be the same. The regional languages should, therefore, be adopted as the media of education in higher education.

gap between the public demand and available facilities.

The salient recommendations of the Committee are:

(i) The unhealthy social segregation that now takes place between the schools for the rich and those for the poor should be ended; and the primary schools should be made the common schools of the nation by making it obligatory on all children, irrespective of cast, creed, community, religion, economic condition or social status, to attend the primary school in their neighbourhood.

(ii) The development of a proper language policy can greatly assist in strengthening national unity. The key programme will be to develop all Indian languages and to adopt them as media of education at all stages.

(iii) At the secondary stage (classes I-X) the regional language should ordinarily be the medium of education. Adequate safeguards should be provided for linguistic minorities. In class XI_XII, a pupil should study at least one language of his choice in addition to the medium of education. While facilities to study languages, on an optional basis, should be adequately provided at the university-level, the study of no language should be made compulsory unless such study is an essential part of a prescribed course.

(iv) Hindi is already largely in use as a link language. The educational system should contribute to the acceleration of this progress in order to facilitate the movement of students and teachers and to strengthen national unity.

(v) Science education and research should be developed on priority basis. Great emphasis should be placed on the development of education for agriculture and industry. In technical education programmes of qualitative improvement should be stressed.

(vi) Work experience should be an integral part of general education at the school stage. Work with hands will help the young to develop insights into productive processes and use of science and inculcate in them respect for manual labour and habits of hard and responsible work.

(vii) There should be a broadly uniform educational structure in all parts of the country. The first step is to create the Ten Year School providing a common pattern of general education for all children. The national policy should be to ultimately make this period of ten years free and compulsory for all children. The next stage, the higher secondary should be uniformly raised to two years in all parts of the country under a phased programme. The duration of the course for the first degree in arts, commerce and science should be three years after the higher secondary stage.

(ix) Plans to accelerate the spread of literacy should be prepared and intensively implemented.

(x) Educational expansion should be accompanied by simultaneous efforts to raise substantially the standards of education and to keep them continuously rising.

(xi) There is an urgent need to upgrade and improve school curricula, to increase their knowledge content and to provide adequately for the development of skills, and the inculcation of right interests, attitudes and values. Similar steps are also needed at the university stage.

(xii) Regarding examination reform, attention should be concentrated on three major areas: reduction of the dominance of external examination; introduction of reforms which would make them more valid and realistic; and the adoption of a good system of internal evaluation.

(i) Free and compulsory Education: Free and Compulsory education for all children up to the age of 14

(ii) Status, Emoluments and Education of Teachers: Teacher education, particularly in service education, should receive high priority. Teachers must be accorded an honoured place in society, their emoluments, and other service conditions should be adequate, and their academic freedom should be guaranteed.

(iii) Development of Language: The energetic development of Indian Language and literature is a sine qua non for education and cultural development. Unless this is done, the creative energies of the people would not be released; standards of education will not improve; knowledge will not be spread to the people and the gulf between the intelligentsia and the masses will remain, if not widen further. The regional language already used as media of education at the primary and secondary stages, should be urgently adopted at the university state. At the secondary stage every child should learn three languages; the languages of his region, Hindi or another Indian language if the language of his region is Hindi and English. Hindi should become the link language, a medium of expression for all the elements of the composite culture of India. For its cultural value the study of Sanskrit should be specially encouraged. Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contributions to it.

(iv) Equalisation of Education Opportunity: Regional imbalances should be corrected and good educational facilities should be provided in rural and other backward areas. To promote social cohesion and national integration, a common school system should be adopted; this should not, however, affect the minority rights guaranteed by the Constitution. The education of girls should receive emphasis, as should education among the backward classes.

(v) Identification of Talent: For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible and every stimulus and opportunity given for its full development.

(vi) Work-experience and National Service: The school and the community should be brought closer through suitable programmes of mutual service and support. Work-experience and

national service including participation in meaningful and challenging programme of community service and national reconstruction should accordingly become an integral part of education.

(vii) Science Education and Research: These should receive high priority, and science and mathematics should be an integral part of general education till the end of the school stage.

(viii) Education for Agriculture and industry: This requires special emphasis. There should be at least one agricultural university in every State and the other universities selected departments may be strengthened for the study of one or more aspects of agriculture. Technical education and research should be related closely to industry. There should be continuous review of the agricultural, industrial, and other technical manpower need and a proper balance should be maintained between the output of the educational institutions and employment opportunities.

(ix) Production of Books: The quality of books should be improved and immediate steps should be taken for the production of high quality text-books for schools and universities. Efforts should be made to have a few basic text-books throughout the country. Special attention should be given to books for children and to university level books in Indian languages.

(x) Examination: A major goal of examination reform should be to improve the reliability and validity of examinations and to make evaluation a continuous process.

(xi) Secondary Education: Facilities for secondary education should be extended expeditiously to areas and classes which have been denied these in the past. Facilities for technical and vocational education needs to be increased, diversified and related closely to employment opportunities.

(xii) University Education: (a) The number of whole time students admitted to a college or university departments should be determined with reference to the laboratory, library and other facilities and to the strength of the staff. (b) New universities should be established only in case of proved necessity after adequate provisions of funds and with due care for ensuring proper standards. (c) The organisation of post-graduate courses and their standards of training and research need to be improved. (d) Centres of advanced study should be strengthened and a small number of clusters of centres aiming at the highest possible standards in research and training should be established. (e) Research in universities requires increased support, and the research institutions should, as far as possible, function within the fold of universities of in intimate association with them.

(xiii) Part-time education and Correspondence Courses: These should be developed on a large scale at the university stage and also be provided for secondary school students, teachers, and agricultural, industrial and other workers.

(xiv) Spread of Literacy and Adult Education: (a) The liquidation of mass illiteracy is necessary not only for promoting people's participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but also for quickening the

tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible.....Teachers and students should be actively involved in organising literacy campaigns, especially as part of the Social and national Service Programme. (b) The education of young farmers and the training of youth for self-employment should have high priority.

(xv) Games and Sports: Playing fields and other facilities for developing a nation wide programme of physical education should be provided on a priority basis.

(xvi) Education of minorities: Every effort should be made not only to protect the rights of minorities but actively to promote their educational interests.

(xvii) The Educational Structure: A broadly uniform educational structure of ten years' general education in schools, followed by two years of higher secondary stage

three years ' course for the first degree should be adopted in all parts of the country.

Education and National Objectives

Education and National Development: The most important and urgent reform needed in education is to related 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 realisation of the national goal. For this purpose the following five-fold programme has been suggested;

(a) **Relating education to productivity;**

(b) **Strengthening social and national integration through educational programmes;**

(c) **Consolidation of democracy through education;**

(d) **Modernisation of society through awakening of curiosity,development of attitudes and values and building up certain essential skills.**

(a) Education and productivity: The following programmes are needed to relate productivity to education:

(i) Science education should be an integral part of school education and ultimately become a part of all courses at University stage;

(ii) Work experience to become an integral part of all education;

(iii) Every effort should be made to orient work experience to technology and industrialisation and the application of science to productive processes, including agriculture; and

(iv) Vocationalisation of secondary education and agricultural and technical education to be emphasised.

(b) Social and national integration: The following steps have been suggested to strengthen national consciousness and unity:

(i) Adoption of a common school system of public education as the national goal and its effective implementation in a phased programme spread over 20 years.

(ii) Organisation of social and national service programmes concurrently with academic studies in schools and colleges and to make them obligatory for all students at all stages;

(iii) Participation in programmes of community development and national reconstruction should be an integral part of all education from the primary to the under-graduate stage;

(iv) Continuance of N.C.C. on its present basis till the end of the Fourth Five Year Plan;

(v) Development of an appropriate language policy for the education system;

(vi) Adoption of regional language as the medium of instructions;

(vii) Energetic action for production of books and literature, particularly scientific and technical, in regional languages. This should be the responsibility of universities assisted by U.G.C.

(viii) Continuance of the use of English as the medium of instructions in the All-India institutions. The eventual adoption of Hindi to be considered in due course subject to certain safeguards;

(ix) Regional languages to be made language of administration for the regions concerned at the earliest possible time .

(x) Continuation of the promotion of the teaching and study of English right from the stage. Special attention to be given to the study of Russian;

(xi) English language to serve as a link-language in higher education for academic work and intellectual inter-communication. Hindi to serve as the link language of the majority of our people and also adoption of all measures for the spread of Hindi in non-Hindi areas;

(xii) Combining two modern Indian languages at the B.A and M.A level; and

(xiii) Promotion of national consciousness through the promotion of understanding and re-valuation of our cultural heritage and the creation of a strong driving faith in the future towards which we aspire.

(c) Education for Democracy: The following Programme has been suggested for consolidation of democracy:

(i) Provision of free and compulsory education of good quality for all children up to the age of 14 years as envisaged in Art. 45 of the Constitution;

(ii) Promotion of programmes of adult education aiming not only at liquidation of illiteracy, but also at raising the civic and vocational efficiency and general cultural level of the citizens;

(iii) Training of efficient leadership at all levels by expanding secondary and higher education and providing equal opportunities for all children of merit and promise, irrespective of economic status, caste, religion, sex or place of residence;

(iv) Development of a scientific mind and outlook, tolerance, concern for public interest and public service, self-discipline, self-reliance, initiative and a positive attitude to work.

(d) Social Moral and Spiritual Values: The education system should emphasise the development of fundamental social, moral and spiritual values. From this point of view the Centre and State Governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their (or local authority) control on the lines recommended by the University Education Commission and the Committee on Religious and Moral Instruction.

(e) Education and Modernisation: The following has been suggested in this regard:

(i) Awakening of curiosity, the development of proper interest, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself; and

(ii) Creation of an intelligentsia of adequate size and competence.

B. The educational system: Structure and Standard

(1) Stages in Education and their Inter-relationship: In this regard the following has been suggested:

(i) The new educational system should consist of (a) one to three years of pre-school education; (b) a primary stage of 7 to 8 years divided into lower primary stage of 4 to 5 years and a higher primary stage of 3 or 2 years; (c) a lower secondary stage of 3 or 2 years; (d) a higher secondary stage of two years of vocational education (e) a higher education stage having a course of 3 years or more for the first degree and followed by course for the second or research degree of varying durations;

(ii) Age of admission to Class 1 ordinarily not to be less than 6

(iii) First public examination to come at the end of 10 years of schooling;

(iv) Secondary schools should be of two types -a high schools providing a ten-year course and higher secondary schools providing a course of 11 to 12 years.

(v) New Higher Secondary course beginning in Class XI and XII to provide specialised subjects; and

(vi) Transfer of the Pre-University course from the Universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86 . The University Grants Commission should be responsible for effecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.

(2) Reorganisation of the University stage: The following has been recommended in this respect:

(i) Duration of the first degree should not be less than three years and the duration of the second degree to be 2 to 3 years;

(ii) Some universities should start graduate schools with 3 years Master Degree courses in certain subjects; and

(iii) Three year special courses for the first degree which begin at the end of the first year of the present 3 year degree courses should be started in selected subjects and in selected institutions.

(3) Utilisation of Facilities: The following methods have been suggested to make full utilisation of available facilities:

(i) Instruction days in the year to be increased to about 39 weeks for schools and 35 weeks for colleges and pre-primary schools; and

(ii) Standard calendar to be worked out by the Ministry of Education and the University Grants Commission in consultation with State Governments and Universities respectively. Other holidays to be cut down to 10 in a year.

C. Teacher Status

The Commission has emphasised that the most urgent need was to upgrade the remuneration of teacher substantially, particularly at the school stages, and recommended that the Government of India should lay down for the school stage, minimum scales of pay for teachers and assist the States and Union Territories to adopt equivalent or higher scales to suit their conditions. Scales of pay of schools teachers belonging to the same category but working under different managements such as Government, Local bodies or private managements should be the same.

D. Teacher Education

The Professional preparedness of teachers being crucial for the qualitative improvement of education, the Commission has urged that this should be treated as a key-area in educational development and adequate financial provisions should be made for it. It further recommended:

(i) In order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the academic life of the Universities. On the one hand, and of the school life and educational development , on the other;

- (ii) The quality of the programme of teacher education should be improved;
- (iii) New professional courses should be developed to orientate headmasters, teachers, educators, and educational administrators to their special field of work;
- (iv) The post -graduate courses in education should be flexible and be planned to promote an academic and scientific study of education and to prepare personnel for special fields of education, requiring special knowledge and initiation, and
- (v) Improvement of teacher education institutions and expansion of training facilities should be undertaken.

E. Towards Equalisation of educational Opportunity

Observing that every attempt should be made to equalise educational opportunities or at least to reduce some of the most glaring inequalities which now exist, the Commission has stressed the need for the following programmes:

- (i) The development of a common school system of public education in which no fees would be charged, where access to good schools will be open to all children on the basis of merit, and where the standard maintained would be high enough to make the average parent feel no need to send his child to an independent institution;
- (ii) The development of adequate programmes of student-service at all stages which will include free supply of books and writing materials at the primary stage, the provision of book banks and textbooks, libraries in all institutions of secondary and higher education, the provision of transport, day study centres or hostels, and the institution of guidance facilities and health services;
- (iii) The development of a large programme of scholarships at all stages and in all sectors combined with a programme of placement and maintenance of quality institutions, to ensure that the brighter children at least will have access to good education and that their further education will not be handicapped on economic grounds.
- (iv) Special encouragement to the education of girls and the backward classes;
- (v) The reduction of imbalances in educational development between the different parts of the country -districts and States; and
- (vi) The development of a comparatively small but effective programme for the education of the handicapped children.

F. School Education Curriculum

(1) Essentials of Curricular Improvement: For the improvement and upgrading of school curricula. the following measures have been suggested.

(i) Essential of Curricular Improvement of school curricula research should be undertaken by University Departments of Education, Training Colleges, State Institutes of Education and Boards of School

Education ; Revision of curricula should be based on such research; (c) Basic to the success of any attempt at curriculum improvement is the preparation of text books and teaching-learning materials; and (d) the orientation of teachers to the revised curricula through in-service be achieved through seminars and refresher courses;

(ii) Schools should be given the freedom to devise and experiment with new curricula suited to their needs. A lead should be given in the matter of training colleges and universities through their experimental schools;

(iii) Advanced curricula should be prepared by State Board of School Education in all subjects and introduced in phased manner in schools which fulfil certain conditions of Staff and facilities;

(iv) The formation of Subject Teachers Associations for the different schools subjects will help to stimulate experimentation and in upgrading of curricula.

(2) Study of Languages: The following has been suggested for the study of languages at school stage:

(i) The language study at the school stage needs review and a new policy requires to be formulated particularly in view of the fact that English has been mostly used as an associated official language of the country for an indefinite period;

(ii) The modification of the language formula should be guided by the following principles:

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

(b) A workable knowledge of English will continue to be an asset to students.

(c) The proficiency gained in a language depends as much upon the types of teachers and facilities as upon the length of time in which it is learned.

(d) The most suitable stage for learning these languages is the lower secondary (Classes VIII-X)

(e) The introduction of the additional language should be staggered.

(f) Hindi or English should be introduced at a point where there is greatest motivation and need.

(g) At no stage should the learning of four languages be made compulsory.

(3) Three Languages Formula: The modified Three Language Formula should include the following:

(i) The mother tongue or the regional languages;

(ii) The official language of the Union or the associate official language of the Union so long as it exist; and

(iii) A modern Indian or Foreign Language not covered under (a) and (b) and other than that used as the medium of instruction.

NATIONAL POLICY ON EDUCATION - 1986,

Introductory

The Essence And Role Of Education

National System Of Education

Education For Equality

Reorganisation Of Education At Different Stages

Technical And Management Education

Making The System Work

Reorienting The Content And Process Of Education

The Teacher

The Management Of Education

Resources And Review

The Future

INTRODUCTORY

1.1 Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-

cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age- old process. That moment is today.

1.2 The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.

1.3 With this aim in view, the Government of India announced in January 1985 that a new Education Policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made, followed by a countrywide debate. The views and suggestions received from different quarters were carefully studied.

THE ESSENCE AND ROLE OF EDUCATION

In our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual.

2.2 Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit-- thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

2.3 Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

2.4 In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

3. NATIONAL SYSTEM OF EDUCATION

3.1 The Constitution embodies the principles on which the National System of Education is conceived of.

3.2 The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.

3.3 The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.

3.4 The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and

inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

3.5 India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, Education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected.

3.6 To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will 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 multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

3.8 In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. The universal character of universities and other institutions of higher education is to be underscored.

3.9 In the areas of research and development, and education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

3.10 The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy, scientific and technological research, etc.

3.11 Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.

3.12 The institutions which will be strengthened to play an important role in giving shape to the National System of Education are the University Grants Commission, the All India Council of Technical Education, the Indian Council of Agricultural Research and the Indian Medical Council. Integrated planning will be instituted among all these bodies so as to establish functional linkages and reinforce programmes of research and postgraduate education. These, together with the National Council of Educational Research and Training, the National Institute of Educational Planning and Administration and the International Institute of Science and Technology Education will be involved in implementing the Education Policy.

4. EDUCATION FOR EQUALITY

DISPARITIES

4.1 The new Policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far.

EDUCATION FOR WOMEN'S EQUALITY

4.2 Education will be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The 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, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

THE EDUCATION OF SCHEDULED CASTES

4.4 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 dimensions - rural male, rural female, urban male and urban female.

4.5 The measures contemplated for this purpose 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 onwards. All children of such families, regardless of incomes, will be covered by this scheme and time-bound programmes targetted on them will be undertaken;
- iii) 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.
- iv) Recruitment of teachers from Scheduled Castes;

- v) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme;
- vi) Location of school buildings, Balwadis and Adult Education, Centres in such a way as to facilitate full -participation of the Scheduled Castes;
- vii) The utilization of N.R.E.P. and R.L.E.G.P. resources so as to make substantial educational facilities available to the Scheduled Castes; and
- viii) Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process.

THE EDUCATION OF SCHEDULED TRIBES

4.6 The following measures will be taken urgently to bring the Scheduled Tribes on par with others:-

- i) Priority will be accorded to opening primary schools in tribal areas. The construction of school Buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the N.R.E.P, R.L.E.G.P, Tribal Welfare schemes, etc.
- ii) 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 materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- iv) Residential schools, including Ashram Schools, will be established on a large scale.
- v) 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 paraprofessional courses. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- vi) Anganwadis, Non-formal and Adult Education Centres will be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

REORGANISATION OF EDUCATION AT DIFFERENT STAGES

EARLY CHILDHOOD CARE & EDUCATION

5.1 The National Policy on Children specially emphasises investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate.

5.2 Recognising the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.

ELEMENTARY EDUCATION

5.5 The new thrust in elementary education will emphasise two aspects : (i) universal enrolment and universal retention of children up to 14 years of age, and (ii) a substantial improvement in the quality of education.

CHILD-CENTRED APPROACH

5.6 A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction

SCHOOL FACILITIES:

5.7 Provision will be made of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather, and the necessary toys, blackboards, maps, charts, and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible to one teacher per class. A phased drive, symbolically called- OPERATION BLACKBOARD will be undertaken with immediate effect to improve Primary Schools all over the country. Government, local bodies, voluntary agencies and individuals will be fully involved. Construction of school buildings will be the first charge on NREP and RLEGP funds.

SECONDARY EDUCATION

5.13 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. Conscious internalisation of a healthy work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education can, at this stage, provide valuable manpower for economic growth. Access to secondary education will be widened to cover areas unserved by it at present. In other areas, the main emphasis will be on consolidation.

PACE-SETTING SCHOOLS

5.14 It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

5.15 Pace-setting schools intended to serve this purpose will be established in various parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aims will be to serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs),

RURAL UNIVERSITY

5.42 The new pattern of the Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro-planning at grassroot levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported

INNOVATION, RESEARCH AND DEVELOPMENT:

6.13 Research as a means of renovation and renewal of educational processes will be undertaken by all higher technical institutions. It will primarily aim at producing quality manpower capable of taking up R & D functions. Research for development will focus on improving present technologies, developing new indigenous ones and enhancing production and productivity. A suitable system for watching and forecasting technology will be set up.

RECOMMENDATIONS BY RAMAMURTHY COMMITTEE

REVISED NEP 1992

EQUITY, SOCIAL JUSTICE AND EDUCATION

Section A: Education and Women's Equality

- The rate of illiteracy among women is 75% as compared to 53 % for men. Illiterate women predominate in villages and particularly among the under-privileged sections of society. The illiteracy rate is as high as 90.1% among SC women and 92% among ST women (Census, 1981).

The Status of Women in Indian Society - Implications for Education

Research available on the education of women in India points to a number of sociocultural and economic factors that influence the participation of women in the system of education and have a bearing on the above-mentioned trends. The prevailing cultural norms of gender behaviour and the perceived 'domestic' and Reproductive roles of women tend to adversely affect the education of girls. Negative attitudes towards sending girls to school, prejudices against retaining them in school, restrictions on mobility especially after puberty, early marriage, pressures to enter womanly' courses etc. are known to affect the nature of participation of women in education. These are reflections of the patriarchal values and attitudes

which are dominant in society. In the discussion that follows, the Committee reviews the NPE and POA in the context of women's education and makes recommendations with regards to the following dimensions* :

- Access to education and quality of learning,
- Content of education and gender bias,
- Vocational education,
- Training of teachers and other educational personnel
- Research and development of Women's Studies,
- Representation of women in the educational hierarchy,
- Empowerment of women,
- Adult education,
- Resources, and
- Management.

Access to Education and Quality of Learning

Recommendations

- i) There is a crucial link between the easy access to water, fuel and fodder and schooling of girls. This understanding needs to be explicitly reflected in the policy of Government and be concretised in operational designs.
- ii) 'Local Area Planning', as envisaged in the 'Approach to the Eighth Five Year Plan' document, must take into account the above linkage while planning for programmes relating to forestry, drinking water and greening of common lands.
- iii) The Department of Education should coordinate with the other concerned departments and secure adequate resource allocation for the above mentioned programmes based on parameters which indicate the status of girls' education in a given habitation/village. For instance, priority needs to be given to the habitations/villages having enrolment and retention rates for girls in schools below the average rates of the States.
- iv) To achieve the above purpose, planning for educational development of any given region would have to be necessarily conducted at the Block or sub-Block level. This task would be facilitated if it is undertaken through the proposed Educational Complexes in which there will be Block-level representatives of the various agencies/departments concerned with social welfare and development, along with teachers, Anganwadi workers, and representatives of poor women's groups and Panchayati Raj institutions.

v) Teachers, Anganwadi workers, village-level functionaries of other departments, and representatives of women's groups and community-level organisations should play an important role in making micro-level information available to the Educational Complex for prioritisation of action in this regard.

Recommendations

i) The policy framework on women's education must bring out the criticality of the link between ECCE and girls' accessibility to elementary education.

ii) Comprehensive and effective ECCE services should be provided in proximity to every primary and middle school and be programmatically linked with elementary education.

iii) Priority should be given to child-care programmes catering to the 0-3 age group, particularly among the underprivileged sections of society.

iv) The timings of the ECCE centres should include the school hours so that the girls in the 6-14 age group are relieved from the responsibility of sibling care.

v) While the Anganwadis (ICDS) should continue to be given importance, other models which are sensitive to local needs should also be encouraged.

vi) The management of Anganwadis and other ECCE programmes should be decentralised and be made participative, as recommended in the chapter on ECCE.

vii) In order that child-care facilities and pre- school and primary education of girls are prioritised in the village and the community, the Anganwadi workers and poor women's groups should be represented on the Village Education, Committees.

c) The Availability of Schooling

4.1.14 The POA states that there will be a shift in emphasis from enrolment to retention in elementary education (Chapter II, Para 13) While retention in schools needs to be emphasised, concerted drives aimed at increasing enrolment of girls, especially those from under- privileged social groups, must continue.

4.1.15 The availability of facilities for schooling within easy reach is crucial for access to and retention of girls in schools. At present, 48.6% of the habitations representing about one-fifth of the country's rural population do not have Primary Schools. These include habitations which have population of more than 300 persons and hence according to the official norms should have already been provided with primary schooling. Although almost 95% of the rural population according to official figures are served by a primary school either within or up to a walking distance' of 1 km., this should not give rise to grounds for complacency as far as girls' education is concerned

These factors become more important when it comes to middle schooling where access to education is poorer than at the primary stage. Only 13.3% of habitations have middle schools. The poor availability of middle schooling may be a major constraint in the retention of girls in schools. Parental fears at sending

girls outside the village particularly with the approach of puberty cannot be dismissed. Girls belonging to SC, ST and other discriminated social groups are particularly vulnerable. In other words the 'socio cultural threshold' beyond which girls have to venture to receive education makes easy availability of schooling of critical importance. The official target of providing a middle school within 3 kms of the habitation, hence, will not ensure accessibility of upper primary education to all girl children.

Content of Education and the Gender Bias

a) The Curriculum

4.1.17 Serious thought needs to be given to the restructuring of the curriculum so that the objective of women's equality in education is facilitated. While there can be a women's component in the curriculum to begin with, the larger goal should be to bring a gender perspective into the entire curriculum, whatever, be the latter's components. The POA however does not reflect such an approach. There is no reference to women or gender in the entire chapter on 'Content and Process of School Education', except for a mention that 'Equality of Sexes' is to be one among the ten core curriculum areas

4.1.18 The POA however, recommends that the NCERT Women's Cell will be 'given the responsibility for preparing the component of the core curriculum relating to women's equality' (Para 5g). The POA also mentions that this Cell should 'accelerate its work of eliminating sexist bias and sex stereo-types from school textbooks'. In the view of the Committee, a gender perspective in the content of education means more than the elimination of sexist bias and sex stereo-types' from text-books.

A study of NCERT textbooks commissioned by the Review Committee showed a distinct gender bias, a greater visibility of male as compared to female characters, portrayal of women as passive and mainly in domestic roles and men in positions of power and authority. The study also observes that Such textbook examples cannot be viewed in isolation of the larger context of social reality which gives rise to such stereotypes. Indeed, the mere creation of a Women's Cell in NCERT does not necessarily imply that gender bias will be removed.

4.1.19 The task of bringing a gender perspective into the curriculum is a complex one and requires research input, discussion and debate. Some suggestions made by CWDS in 1985, need to be deliberated upon. These recommendations are modified and given below:

Recommendation

The curriculum in schools should include :

- Increase in the visibility of women and projection of a positive image of the role of women in history, their contribution to society in general and the Indian context in particular. For instance, social history should project the contribution that women have made in the national movement. All such issues should be carefully incorporated in the training and orientation of teachers, educators and administrators.
- Special efforts should be made to strengthen mathematics and science education among girls. Girls' schools should give greater importance to mathematics and science than at present.
- Undifferentiated curriculum for boys and girls.

- Elimination of negative stereotypes and biological and social concepts which have a sexist bias. This has been dealt with in greater detail in the Section that follows.

- Outmoded traditions and myths that hinder positive development of women and their role in national life should be objectively discussed in the classroom in a gender perspective. Similarly, the portrayal of women in our epics and mythology needs to be critically examined in the classroom.

- Basic legal information including protective laws regarding women and children and extracts from the Constitution to make the children aware of the fundamental rights and other basic concepts therein.

- Specific measures to improve the participation of girls in physical training and sports should be undertaken.

b) Stereotypes in Textbooks and the 'Hidden Curriculum'

4.1.20 Given the everyday social reality in which children continuously imbibe gender biased messages, the school further reinforces these in terms of both the 'hidden curriculum, (teachers' attitudes, daily activities, peer influence, etc.) and the 'official curriculum'. Examples of the 'hidden curriculum' in a primary school

(a) "Boys, you must study, the girls will get, married anyway."

(b) "Chattan (a boy), if you continue to trouble, you will be made to sit with the girls". The above examples reflect a gender-bias rooted within the attitudes and behaviour of teachers (this will be dealt within the Section on the training of teachers).

4.1.21 Several examples of sex stereo-types' even in :recent NCERT textbooks have been reported. Reflecting on the image of women that the education system is projecting through textbooks, the Shramshakti Report observes that girls and women are rarely portrayed in roles associated with economic activity. By and large, even mere references to women are minimal, and poor women projected even less. Although the POA affirmatively states that the NCERT Women's Cell should 'take active help of all persons', the role of Women's Studies Centres and women activist groups in eliminating sexist bias in school textbooks is left vague and undefined. Many educational institutes are not even aware of their possible role.

4.1.22 It is important to introduce a note of caution regarding recommendations that give institutions a blanket 'responsibility for preparing the component of the core curriculum relating to women's equality (POA, Para 5 g). It would be useful to review the work done by such institutions in the area of elimination of gender bias in text-books. In 1982, for instance, NCERT designed Teacher's Handbooks entitled Status of Women Through Curriculum'. An example from one handbook given in Table III suggests that mere mechanical changes infact reinforce existing gender roles in 'sophiscated' ways.

Recommendations

i) It is recommended that all school text-books, both by NCERT/SCERTs and other publishers, be reviewed to eliminate the invisibility of women and gender stereotypes, and also for the proper incorporation of a women's perspective in the teaching of all subjects. This review should also cover all

the supplementary reading material and library books being recommended for schools, particularly those supplied by operation Blackboard.

ii) As an immediate step such an exercise should seek the active participation of different groups and individuals, such as Women's Studies experts, Women's Studies Centres of the universities and Research Institutes, and women's organisations working at grass- root level, rather than exclusive dependence on NCERT/SCERTs.

iii) A similar exercise should be undertaken for the university curriculum and text-books in all disciplines. This should be initiated by University-based Women's Studies Centres and individuals already working on these issues.

Training of Teachers and Other Educational Personnel

4.1.28 Teachers, themselves being products of society, bring with them gender-biased stereo-types and images which they communicate (often unconsciously) to students within and outside the classroom. An awareness of gender discrimination, stereotypes and biases, both in the 'official' and 'hidden' curriculum, can help the teacher to consciously attempt to practise gender equality within the constraints of the classroom situation.

In the context of gender, training implies a re-orientation of the content and practice of teaching towards a perspective of women's equality. This pertains not only to the 'official' curriculum but also includes an understanding of how gender bias is communicated and reinforced within the school through the 'hidden' curriculum, an aspect not mentioned by the POA.

Recommendations

i) Teacher training programmes in general require a critical evaluation and re-orientation within which the incorporation of the women's perspective should be a key dimension.

This would include sensitivity to women's issues and awareness of the problems in the education of girls. the Women's Cells, as well as representatives of women's organisations and development groups, and not just a handful of Central or State level agencies, should be involved in this process of evaluation and re-orientation of teacher training programmes.

iii) The 'core' elements of a restructured teachers' training programme should emerge from the above exercises. Subsequently at the level of the State (or region), the DIETs and Educational Complexes along with educational institutions, Women's Study Centres, educators and grass root-level organisations should participate in evolving the actual curriculum of the teacher's training programme. This kind of

decentralisation in curriculum planning, and later even in its implementation, allows for greater flexibility and meaningfulness.

iv) Teachers' training institutes should adopt the revised curriculum so that all teacher trainees, male and female, are exposed to the restructured training programme.

v) A separate training and sensitisation programme for the teacher educators would have to be undertaken on a priority basis.

vi) Simultaneously in-service training programmes should be conducted to sensitize teachers who are already in schools. The DIETs in consultation with the Education Complexes should take the initiative in organising these in-service programmes.

vii) The actual form that the in-service training programmes will take, should be left to the DIETs in consultation with the Education Complexes. For instance, one school can serve as the 'training school' where teachers' training will include practice teaching. The internship model' referred to elsewhere can be explored.

viii) Administrators and planners in education (including Heads of institutions) can be sensitised to women's issues through the diffusion of information, holding of workshops and frequent interaction with resource persons in the area of Women's Studies. This is particularly crucial when exercises involving decision making in education are undertaken.

Representation of Women in the Educational hierarchy

4.1.35 The available data show that there are fewer women teachers at all levels of education, compared to men. Also, the number of women teachers declines as the level of education increases.

The experience of Operation Blackboard shows that the emphasis on posting at least one woman teacher was only partially successful as the newly posted women teachers often sought transfer out of the rural areas due to lack of accommodation, security and creche facilities.

Recommendations

i) The proportion of women teachers in Primary, Middle and High Schools should be increased to at least 50 per cent. For the success of this measure it would be desirable if the woman teacher is selected from within or near the habitation where she is to teach. In case a local woman teacher cannot be found, it would then be necessary to

- a) provide living quarters with certain minimum amenities to women teachers on a priority basis,
- b) locate the living quarters within the habitation in order to ensure security, and
- c) wherever possible, provide living quarters to all women functionaries, apart from women teachers, in close proximity to each other.

ii) While an increasing number of women should be recruited at different levels of education, there should be promotional avenues also within the educational hierarchy. Special measures would have to be devised to ensure that woman are fairly represented in decision-making bodies in teaching and educational administration.

Empowerment of Women

4.1.37 The parameters for the empowerment of women, outlined in the POA (Para 4), acknowledge some of the factors that lie outside the education sector, and have a critical bearing on women's status

Recommendations

- i) Develop Mahila Samakhya in a decentralised and participative mode of management, with the decision-making powers devolved to the district or block-level, and ultimately to the poor women's groups themselves.
- ii) Implement Mahila Samakhya in such a way as to establish organic linkages with the ECCE programme and the efforts towards universalisation of girls' elementary education.

Section B: Education for the Scheduled Castes, Scheduled Tribes and other

educationally backward sections.

NPE/POA Stipulations

4.2.1 NPE has viewed education for equality in two dimensions, namely, removal of disparity and equalisation of educational opportunities'. The strategy advised in regard to the educational development of scheduled castes (para 4.4) is their equalisation with the non-scheduled caste 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. In the case of scheduled tribes, their equalisation with non-scheduled tribes has not been explicitly spelt out as a strategy. This is true of the other educationally backward sections also. In the case of minority groups, the policy does not speak of any strategy as such but generally of securing their constitutional guarantees and of their languages and culture. Irrespective of whether they are SCs/STs or those belonging to backward sections, the Policy speaks of a series of administrative measures in terms of incentives, scholarships, remedial coaching, recruitment of teachers, hostel facilities, residential schools etc.

4.2.2 The POA spells out in further detail, the various administrative measures. **Enrolment at different stages:** Although the enrolment figures at the primary stage, particularly in rural and tribal areas do not necessarily reflect the reality and are often inflated, these can be taken as some kind of rough indicators.

Status of access to education

4.2.6 The Fifth All India Education Survey shows that a large number of habitations predominantly populated by SC and ST are not served by schools within walking distance (1 km in the case of primary and 3 kms in the case of middle schools).

Recommendation:

There should be a programme for the coverage of these unserved habitations with schools as per norms before the end of the Eighth Five Year Plan.

Improvement of capability and educational environment

4.2.7 Remedial coaching is proposed by NPE/POA as a special measure to improve the prospects of SC/ST students for further education and employment. While the basic idea behind this proposal is welcome and needs full support, there are aspects which demand attention. In spite of a long experience in

organising remedial courses at +2 and even higher stages, the policy formulation does not seem to be based upon any evaluation of the outcome. There are limits to what remedial coaching can achieve.

Recommendation:

(i) The scheme of remedial coaching should be re-organised such that on a phased basis, majority of the schools introduce the same. Instead of coaching being confined to two or three months of pre-examination periods, the same should be offered in a sustained way throughout the academic session in the concerned classes.

(ii) A strategy to enrich learning environment and the socioeconomic conditions in the tribal regions as distinct from mere remedial coaching should be evolved and brought under implementation.

(iii) In the backward area including SC, ST habitats, a network of school linked libraries should be established. For reaching out to smaller habitations without schools, a dynamic programme of bicycle-borne mobile libraries or para-school-based libraries should be brought under implementation. These libraries need to be enriched with creative children's literature. While the children's literature would be primarily in the regional languages, efforts should be made to increase the availability of children's books in the local dialects or languages spoken in educationally backward areas.

(iv) In order to nurture all kinds of talents and aptitudes in children, ranging from academic subjects to co-curricular and socio-cultural spheres as may be identifiable. Educational Complexes should organise a wide-ranging programme of specific themebased workshops/work camps, using the best available resource persons in the area. This programme should encourage school drop-outs as well to join and contribute in this collective endeavour towards excellence.

(v) In the curriculum of the educationally backward the following should be emphasized at all stages of education:

a) Science and Mathematics;

b) Expression, both oral and written, and creative writing;

c) History and sociology of the Scheduled Castes, the Scheduled Tribes and other backward sections of society;

d) Contribution of these communities to national life and development, including the freedom struggle; and

e) Role played by women belonging to these communities in national life and development.

(In fact, matters covering under (c) , (d) and (e) should also be included in the National Core Curriculum)

(vi) Above all else, in order to bring about universalisation of Elementary education among girls in backward areas, including those belonging to SC/ST communities, a network of ECCE centres should be established on a priority basis, with linkage to primary schools. (This has also been dealt with in the Chapter on ECCE).

Recruitment of SC/ST teachers

Recommendation:

It should be ensured that in Government and Government aided schools teachers from SC/ST communities are, invariably in the order of 15% and 7.5% respectively.

Recruitment to reach these levels should also be closely monitored.

Core curriculum and tribal centre

Recommendation:

The rich diversity of the tribal cultural identities should be included in the common cultural heritage which is one of the elements of the Core Curriculum envisaged in NPE/POA.

- **Core curriculum and tribal centre** Every year, along with Annual Plan, the Department of Education submits to the Planning Commission Special Component Plan for Scheduled Castes (SCP) and Tribal Sub-Plan (TSP) for the Scheduled Tribes in respect of education programmes coming under the Central sector. Presented in the Table below is a statement of outlays for the years 1986-87 to 1989-90 presented' to the Planning Commission by the Department of Education concerning SCP and TSP.

Question Bank UNIT 5

Essay Type

1. Discuss the place of the Education Commission of 1964-66 in the educational reforms in India
2. Evaluate the recommendations of the Education Commission 1964-66 for improvement of education in the country.
3. How has the Education Commission of 1964-66 viewed education as a means of national development? Explain.
4. Describe the objectives of Indian Education Commission 1964-66
5. Discuss the efforts of NPE 1986 in addressing the unique socio- cultural diversity and challenges of the times.
6. Explain the salient features of NPE 1986.
7. Discuss the major revisions made by the Ramamurthy commission.

8. The Ramamurthy commission reflects a holistic treatment of women's education in all its aspects. Justify.
9. Discuss the recommendations made by the Ramamurthy commission for the education of SC and ST

Objective type

1. Objectives of Indian Education Commission 1964-66
 2. Significant features of NPE 1986(Any five)
 3. Ramamurthy commission's recommendations for tribal children's education.
 4. National system of education.
 5. The guiding factors of Ramamurthy review committee.
- **References:** Aggarwal, J.C., : Landmarks in the History of Modern Indian Education; Vikas Publishing House Pvt. Ltd., New Delhi; Reprint 1994.
 - Chaube, S.P., : History and Problems of Indian Education; Vindo Pustak Mandir, Agra 2 ; Fourth Edition 1992.
 - Nanda, S.K. : Indian Education and its problems today; Kabyani Publishers, New Delhi; second Edition 1982.
 - Rawat, P.L. : History of Indian Education; Ram Prasad and sons, Agra; Reprint 1991.
 - Sharma,R.N.,:History and Problems of Education in India ; Surjeet Publication, Delhi, fourth Edition 2004.
 - Aggarwal, J.C. : Development and planning of Modern education, Vikas Publishing House Pvt. Ltd., New Delhi, Reprint 2003
 - Report of the education commission 1964-66, www.dise.in/downloads/kothari commission
-

- **Unit 6- Emerging Trends**
- Tracing Colonial Education (1835- 1947)
- Globalization, Liberalization& Privatization - Implications for Education
- Open & Distance Learning – Concept & Characteristics

Tracing Colonial Education (1835- 1947)

- **Macaulay's Minute -1835**
- **Wood Despatch of 1854**
- **Hunter Commission – 1882**

Macaulay's Minute -1835

Macaulay wrote his famous minute on Feb. 2, 1835 in which he vehemently criticized almost everything Indian: astronomy, culture, history, philosophy, religion etc., and praised everything western. On this basis he advocated the national system of education for India which could best serve the interest of the British Empire. His minutes was accepted and Lord William Bentinck issued his proclamation in march 1935 which set at rest all the controversies and led to the formulation of a policy which became the corner stone of all educational programmes during the British period in India.

Points of controversy on the interpretation of charter act of 1813 and the national system of education and Macaulay's role:

At that time a major Orientalists and Anglicists controversy was going on in respect of the following issues

- 1. Aim of education of the British policy:** whether it should be to educate the classes in higher branches of learning or the masses in elementary education
- 2. Type of knowledge:** whether to preserve and promote oriental learning or to introduce western knowledge, culture and science
- 3. Medium of instruction:** whether English or Persian and Sanskrit in Bengal, English or Indian languages in Bombay and madras should become the medium of instruction
- 4. Agency of education:** whether the government should assume direct responsibility of educating the Indians or the indigenous system of the country to continue
- 5. Missionaries:** whether the shores of India to be thrown open to missionaries of all parts of the world to promote education or to a few missionaries or not at all.

There were important English officers of the east India Company who were the supporters of the oriental point of view.

Main Aim of Introducing English system of Education in India

Macaulay wrote in his minute “we must at present do our best to form a class of persons Indian in blood and colour and English in taste, opinions in morals and in intellect,”

Macaulay's arguments in favour of English: Macaulay rejected the claims of Arabic and Sanskrit as against English, because he considered that English was better than either of them. His arguments in favour of English were

1. It is the key to modern knowledge and is therefore more useful than Arabic or Sanskrit.

2. It stand pre eminent even among the language of the west in India, English is the language sponsored by the ruling class. It is likely to become the language of commerce throughout the seas of the east.
3. It would bring about renaissance in India, just as Greek or Latin's did in England or just as the languages of western Europe in civilized Russia.
4. The natives are desirous of being taught English and are not eager to learn Sanskrit or Arabic.
5. It is possible to make the natives of this country good English scholar, and to that end our efforts ought to be directed.
6. It was impossible to educate the body of people but it was possible through English education to bring about "a class of persons Indian in blood and colour and English in taste, opinions in morals and in intellect", and that education was to filter down from them to the masses.

Merits

1. A clear cut picture of the national system of education in India emerged
2. The system proved very helpful in promoting the objectives for which it was planned
- 3 English schools began to be established.
4. English became the medium of instruction.
5. Western arts and sciences became popular.
6. Filtration theory of education emerged.

Demerits

1. Indian culture and philosophy receded to the background
2. Vernacular languages began to be neglected
3. Mass education was neglected
- 4 Western culture made rapid strides.
5. Arabic and Sanskrit languages found very few takers
6. Arabic, maktabas and Sanskrit pathshalas saw gradual disappearance.

Downward Filtration Theory of Education

The British rulers thought that in order to run the administration peacefully and smoothly it was essential to make the higher classes' blind followers of the Britishers. This they wanted to

achieve through educating classes. 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 water desert of the society starved for water for along time and high class of people would be educated and common people would gain influence from them”

Reasons for the Adoption of Filtration Theory

1. The British rulers needed various types of employees to run the business and the government.
2. The government did not have sufficient funds for educating the masses.
3. The educated people educated on British lines through English medium would get higher posts in government services and then naturally they would use their influence in controlling the masses from going against the government rule.
4. Higher classes educated through the medium of English would adopt English ways and in turn influence the lower classes.
5. After educating some people, the responsibility of educating the masses could be left to them.

Evaluation of the Filtration Theory

The immediate aim of getting the people educated to run the various jobs in the administration was fully achieved. It also helped in creating a Faithfull class of people. The ultimate aim could not be fulfilled as the educated persons were cut off from the common masses. The common people began to look upon the educated classes as the favoured children of the British Government. The higher and richer classes began to copy British food, taste, behaviour and, manners. They become more and more self-centred and a great cleavage was created between the rich and poor.

Wood Despatch of 1854

Wood’s Despatch of 1854 Charles Wood was a British Liberal politician and Member of Parliament. He served as Chancellor of the Exchequer from 1846 to 1852. Later he became the President of the Board of Control of the East India Company. In 1854 he sent the “Wood’s despatch” to the Governor General Lord Dalhousie. As per this despatch:

1. An education department was to be set in every province.
2. Universities on the model of the London University be established in big cities such as Bombay, Calcutta and Madras.
3. At least one government school be opened in every district.
4. Affiliated private schools should be given grant in aid.
5. The Indian natives should be given training in their mother tongue also.

Wood’s Despatch is called Magna Carta of English Education in India. In accordance with Wood’s despatch, Education Departments were established in every province and universities were opened at Calcutta, Bombay and Madras in 1857 on the model of the London University. Later more universities were opened in Punjab in 1882 and at Allahabad 1887.

Aims and Objectives of Educational Policy: The Despatch first throws light on the aims and objectives of educational policy of the Company in India. It gave highest priority to the responsibility of Indian Education over all other responsibilities of the Company. The Despatch had the following objectives in view:

- a) To impart Western knowledge, information about the western culture to the Indians.
- b) To educate the natives of India so that a class of public servants could be created.
- c) To promote intellectual development and also raise the moral character of the young generation.
- d) To develop practical and vocational skills of the Indians people so that more and more articles could be produced and also to create a good market for consumption of those goods.

Major Recommendations

Department of Education: The Wood's Despatch, for the first time, recommended the creation of a Department of Public Instruction in each of the five provinces of Bengal, Bombay, Madras, the Punjab and the North Western provinces. The head of the Department would be called the Director and he was to be assisted by a number of inspectors. The D.P.T. had to submit an annual report to the government about the educational progress in his province.

Expansion of Mass Education: - Another major recommendation of the Despatch was expansion of mass education. It was observed that the common people were deprived of educational opportunities and therefore much emphasis was given on the increase of setting up primary, middle and high schools. The Downward Filtration Theory as proposed earlier was discarded and in its place importance to primary education was given. Elementary education was considered to be the foundation of the education system.

Establishment of Universities: - The Despatch recommended the establishment of universities in the three Presidency towns of Calcutta, Bombay and Madras. The universities were to be modelled after the London University and these were to have a senate comprising of a Chancellor, a Vice-Chancellor, and fellows who were nominated by the Government. The Universities would confer degrees to the successful candidates after passing the examinations, (of Science or Arts Streams) conducted by the Senate. The universities were to organize departments not only of English but also of Arabic, Sanskrit and Persian, as well as law and civil engineering.

Grant - in-aid system: - The Wood's Despatch recommended the sanction of a grant-in-aid system in the Indian educational system. To educate the large number of people of India was a difficult task and so the grant-in-aid system was adopted by the government. Grants were given to those schools and colleges which satisfied the conditions given below:-

- a) The schools must provide secular education.
- b) The school management should run the school well.
- c) The school should agree to state inspection from time to time.
- d) The schools should follow any rule prescribed by the government for the regulation of the grant.
- e) The school must charge fees from the students.

Grants were given to the schools for increasing the salaries teachers, construction of school buildings, granting scholarships to students, improving conditions of literaries, opening of science department etc.

Teaching of Language: - The Wood's Despatch gave importance to teaching of English, but at the same time, it also stressed on the teaching of Indian languages. The Despatch realised that any acquaintance of European knowledge could be communicated to the common people and that could be conveyed to them only through learning their own mother tongue. Therefore the Despatch clearly stated that Indian languages as well as English should be used as media of instruction.

Education of Women: - The Despatch recommended that the government should always support education for women. The wood's Despatch stated, "The importance of female education in India cannot be over rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men". The Despatch also encouraged the private enterprises to promote women education. The schools for girls were to be included among those to which grants-in-aid would be given.

Training of Teachers: - The Wood's Despatch recommended the establishment of teacher training schools in each of the provinces. There should be training schools for teachers of engineering, medicine and law. The qualified teachers should be given better pay scales. The Despatch further emphasized on the provision of scholarships to the teachers during their training period.

Professional Education: - The Wood's Despatch encouraged professional education. It recommended the establishment of medical, engineering law and other institutes of professional education. The Despatch stated that in order to develop vocational efficiency of people and also to make people realise that the British rule was progressive. Another reason for the encouragement of vocational education was to control the problem of unemployment.

Introduction of network of Graded Schools all over India: - The Wood's Despatch recommended the establishment of a network of graded schools all over the country. At one end were the universities and the colleges, then the high schools followed by the middle schools and the bottom of the middle schools and at the bottom of the network were the primary schools, both government and indigenous. Both the Anglo-vernacular and vernacular schools were to be included in the same class. This system was recommended in order to enable an individual to receive higher education after completing the different levels of schools education.

The merits of Wood's Despatch

- For the first time the government seriously realised the importance of a well planned education system.
- It recommended the creation of a Department of Public Instruction and appointed a Director to head the Department.
- It recommended the establishment of both government and indigenous schools to promote mass education.
- The Despatch also recommended the establishment of three universities to higher education.
- The Despatch encouraged vocational education and also training for teachers.
- The Wood's Despatch recommended the teaching of English and Indian regional languages as well as classical languages like Arabic, Persian and Sanskrit.

Failure of the government to implement many recommendations

- English continued to be the medium of instruction and the common people were deprived of education.
- The universities set up in 1857 imparted such education as to promote Western knowledge and culture in India.
- In reality, there was no vocational education in the country.
- Mainly because of the Sepoy Mutiny in 1857, most of the recommendations could not be implemented.

Hunter Commission – 1882

Hunter commission made a thorough enquiry on the present condition of primary and secondary education in India. Based on the findings of its enquiry the commission made valuable recommendations to improve the conditions of primary and secondary education in India. Lord Ripon appointed the Indian Education Commission on 3rd February 1882, with Sir William Hunter as its Chairman. It is known as Hunter Commission of 1882.

The commission was appointed with the following aims:

- To enquire into the manner in which effect had been given to the principles of the Despatch of 1854.
- To assess the position of primary education in India and to suggest measures for its reform.
- To enquire into the position of the State institutions and their importance.
- To evaluate the work of missionaries in the field of education.
- To enquire into Government attitude towards private enterprise.

The Commission also undertook an enquiry into the conditions of secondary education and to suggest measures for its improvement.

Accordingly the Commission made valuable recommendations for the development of primary education. The recommendations can be discussed under six heads:-

- (a) Policy**
- (b) Legislation and Administration**
- (c) Encouragement of indigenous schools**
- (d) School Administration**
- (e) Training of Teachers**
- (f) Finance**

(a) Policy:

- (i) Primary education should be regarded as the instruction of the masses. It should be closely related to the practical aspect of the life of the masses.
- (ii) Primary education should be imparted through the medium of mother tongue.
- (iii) The Government should extend more patronage to primary education than before.
- (iv) In selecting persons for appointment to the government post of a lower order, preference should be given to the candidates who can read and write.
- (v) Primary education in backward districts, especially in those areas inhabited by aboriginal races, to be extended by the Department of Education through liberal grant-in-aid.

(b) Legislation and Administration:

- (i) The control of primary education should be handed over to District and Municipal Boards.

(ii) The local boards should deal with the whole system for primary education as regards to finance, management, expansion and inspection of primary education of the particular local area.

(iii) Transfer of all government primary schools to the local boards was considered necessary.

(c) Encouragement of Indigenous Schools:

(i) Indigenous schools need encouragement for their improvement. Efforts should be made to encourage these schools.

(ii) The Commission held the view that the Districts and Municipal Boards consisting of Indians would be more sympathetic to the indigenous schools than the Education Department and recommended that the work of assisting indigenous schools should be assigned to them.

(iii) The Commission recommended that a system of “Payment by Results” should be adopted in dealing with indigenous schools.

(iv) The same standard of examination should not be maintained throughout the whole state.

(D) School Administration:

Regarding the management of the schools the Commission recommended.

(i) School houses and furniture should be simple.

(ii) The managers should be free to choose the text books for their schools.

(iii) School hours and holidays should be adjusted according to local needs.

(iv) Instruction in primary schools should be simplified. Practical subjects like native methods of arithmetic, accounts and menstruation, elements of natural and physical sciences, agriculture, health should be introduced.

(v) Various native games and exercises should be introduced for physical development of the students.

(vi) Night schools should be established wherever necessary.

(E) Training of Teachers:

(i) Normal schools should be established for the training of primary school teachers.

(ii) There should be at least one Normal School in each division.

(iii) The cost of Normal schools should be met from provincial fund.

(F) Finance:

- (i) Every District and Municipal Board should maintain a separate Fund for primary education.
- (ii) The Provincial Government should grant one third of the total expenditure to the local bodies.
- (iii) The cost of maintaining, aiding and repairing of primary schools should be met from local fund.

Major Recommendations of Hunter Commission of 1882 on Primary Education were.

- Primary education should be regarded as education of the masses.
- Education should be able to train the people for self-dependence.
- Medium of Instruction in primary education should be the mother tongue.
- Appointment of teachers should be made by the district authority and approved by the government.
- School houses and furniture's should be simple and economical.
- Normal Schools should be established for the training of teachers.
- Curriculum should include useful subjects like agriculture, elements of natural and physical science and the native method of arithmetic and measurement etc.
- School equipments should be economical and less expensive.
- Spread of primary education for the tribal and backward people should be the responsibility of the Government.
- Fees should be example to students on the basis of their financial difficulties

Recommendations on Secondary Education

Although the Hunter Commission recognized primary education as the prime concern of the state, it also made important recommendations on secondary education. These recommendations can be divided into two heads

(A) Administrative Reform, and

(B) Qualitative Improvement

A) Administrative Reform:

The Hunter Commission made some important recommendations to administrative reform of Secondary Education in India. The recommendations can be summed as given below:

- (i) Government should gradually withdraw itself from the field of secondary education.
- (ii) Expansion of secondary education should be entrusted to efficient private enterprise.
- (iii) Government should sanction great-in-aid to improve secondary education.

(iv) It was felt necessary that the government should maintain some secondary schools, at least one Model High School in those districts where they may be required in the interest of the people.

(v) To encourage the private enterprise, the commission suggested that the managers of Aided Schools might charge less fees in comparison to the neighbouring Government Schools.

B) Qualitative Improvement:

The Commission made many useful recommendations for the qualitative improvement of Secondary Education in India. Following are the major recommendations.

(i)The Commission recommended that the curriculum at the secondary stage should be bifurcated as “A course” and “B course”.

(ii)“A course” should be prepared for students to go for higher study in Universities.

(iii)“B course” should be of practical type meant for commercial and non-literary studies.

(iv)The commission did not refer to the use of mother tongue as medium of instruction at the high school stage. It favoured English as the medium of instruction

(v)The commission did not lay down any definite policy with regard to middle school so far as medium of Instruction is concerned.

Major Recommendations of Hunter Commission on secondary education were

- The administrative responsibility on Secondary education should be handed over to the efficient and educated people.
- English should remain as medium of instruction in the Secondary stage.
- The fees charged in aided secondary schools should be considerably lower than the fees charged in Government schools.

REFERENCES

<http://www.gktoday.in/woods-despatch/>

http://www.gktoday.in/quiz-questions/the-magna-carta-of-western-education-system-in-india-is___/

<http://mohitpuri.pbworks.com/w/page/11465812/MACAULAY'S%20MINUTE>

LIBERALISATION , PRIVATISATION AND GLOBALISATION: IMPACT ON EDUCATION

Introduction:

The Indian higher education is largest in the world, next to the US, with 320 university level institutions(single and dual mode university, that include central and state universities, deemed universities and open universities) 16,885 colleges. The higher education system in India has undergone massive expansion in the post-independence period, to fulfill the aim of giving quality education to masses . There was a national resolve to establish several universities, technical institutes, research institutions and professional and non-professional colleges across the country to disseminate knowledge that can reach to the common man.

As a part of The World Trade Organization, the General Agreement Trade in Services (GATS) initiated the liberalization of trade in services. GATS has classified services in different sectors, one of them is education . The Indian education system, especially, the higher education falls under the arena of GATS. The Indian Education institutions are following all four modes of trade, namely, cross border supply, consumption abroad, commercial presence and individual presence. The Indian higher Education is now globally accepted as quality education service, that is, consumption through presence of Indian students in foreign universities, cross- border supply through teachers working abroad, and through commercial presence through setting up of colleges and universities in other countries.

Thus, GATS open up India's education sector to foreign universities. India has to adopt an open and flexible structure by letting the students combine traditional, open and skill-oriented education and allowing private providers. We have to export education and government rules and regulations have to be more conducive for easy transport.

There is revolutionizing of higher education, originating from the economic reforms and WTO formulations such as withdrawal of subsidies, reduced control of state, larger privatization and designing the courses to meet the human resource needs of the markets. To export to foreign universities, India has to exploit the potentials of higher education.

Forms of Trade in Services

In terms of Article I, subsection 2 of GATS, the WTO has defined trade in services in the following four modes "as the supply of a service":

1. Cross Border Supply: “supply of a service from the territory of one Member into the territory of any other Member.” This service in education includes any type of course provided through distance education, or Internet, or any type of testing service and educational materials that can cross national boundaries. When the institution of a Member country A provides distance courses, etc. to another Member country B, then A is deemed to be exporting education service to B.

2. Consumption Abroad: “supply of a service in the territory of one Member to the service consumer of any other Member.” This refers to the education of foreign students. When the students of a Member country A move to another Member country B, then B is said to be exporting education service to A.

3. Commercial Presence: “supply of a service by a service supplier of one Member, through commercial presence in the territory of any other Member.” This refers to the actual presence of foreign supplier in a host country. This would include foreign universities or providers of a Member country A setting up courses through branches or franchisees or entire institutions in another Member country B. A would be deemed to be exporting education service to B. This mode is also known as Foreign Direct Investment (FDI).

4. Presence of Natural Persons: “supply of a service by a service supplier of one Member, through presence of natural persons of a Member in the territory of any other Member.” This refers to when foreign teachers of a Member country A move to teach in another Member country B. A would be deemed to be exporting education service to B.

Mode 1: Cross border delivery: i.e. Education via internet, distance education, tele – education

Mode 2 : Consumption abroad : movement of students from one country to another for higher education. STUDENT MOVES

Mode 3: Commercial presence : Establishment of local branch campuses or subsidiaries by foreign universities in other countries, course offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchising. INSTITUTION MOVES

Mode 4 : Movement of natural persons : temporary movement of teachers, lecturers, and education personnel to provide education services. TEACHER MOVES

All Education under GATS Umbrella

Article I.3 defines “services” to include “any service in any sector except services supplied in the exercise of government authority;” and “a service supplied in the exercise of government

authority” means “any service which is supplied neither on a commercial basis, nor in competition with one or more service suppliers.”

That is, only when the services are entirely provided by the government, they do not fall within the GATS rule. For a service to be out of the purview of the GATS rule it has to be entirely free. However, when the services have been provided either by the government partially or some prices are charged (as happens in education where some fees is charged) or provided by the private providers shall fall under the GATS rule.

The idea behind this is the creation of an open, global marketplace where services, like education, can be traded to the highest bidder. GATS covers the educational services of all countries whose educational systems are not exclusively provided by the public sector, or those educational systems that have commercial purposes. Since total public monopolies in education are extremely rare, almost all of the world’s educational systems fall under the GATS umbrella.

The informal WTO Classification List (W/120) divides educational services into five parts: (a) primary education services; (b) secondary education services; (c) higher education services; (d) adult education and (e) other education services.

LIBERALISATION, GLOBALISATION AND PRIVATISATION

The economy of India had undergone significant policy shifts in the beginning of the 1990s. This new model of economic reforms is commonly known as the LPG or Liberalisation, Privatisation and Globalisation model.

Liberalization: Liberalization refers to relaxation of government restrictions in areas of economic policies. Thus, when government liberalizes trade it means it has removed the tariff, subsidies and other restrictions on the flow of goods and service between countries.

Privatisation- It refers to the transfer of assets or service functions from public to private ownership or control and the opening of the closed areas to private sector entry.

Globalisation- Economic globalization is the increasing economic interdependence of national economies across the world through a rapid increase in crossborder movement of goods, service, technology and capital. It is a process which draws countries out of their insulation and makes them join rest of the world in its march towards a new world economic order.

Globalization transcends socio-economic and political barriers that the countries of the world are prone to build around themselves.

It is not only a process “integrating just economy, but culture, technology and governance. It is giving rise to new markets, foreign exchange and capital markets linked globally, new tools, internet links, cellular phones, media network, new actors;

The implications of LPG on education scenario is:

1. Disinvestment of government share from universities, colleges and schools.
2. Entry of Multi- National Corporations(MNCs) and Foreign Direct Investment (FDI) in the Universities, colleges and schools.
3. Privatisation of schools, colleges and universities.
4. Raising the quality of universities, colleges and schools to international standards.
5. Structural and functional changes in universities, colleges and schools.
6. Multi-national collaborated offering of courses / programmes.
7. Export and Import (Exim) of Higher Education.
8. Amendments to the legal framework governing universities, colleges and schools.
9. Continuous changes in the higher education sector in tune with WTO, WB, IMF policies.
10. Upward revision of fees on the basis of economic calculations.
11. Consideration of education as a non-merit good and discontinuation of government subsidies.
12. Incurring of capitation / donation for admissions in the form of enhanced (Self-financing) fees.
13. The problem of meritocracy vs. moneycracy.
14. Creation of intellectual properties and obtaining patents.
15. Marketing of courses / programmes / wisdom of the faculty members.
16. Generation of internal resources to meet the expenses.
17. Extensive use of information and communication technology.
18. Frequent exchange of teachers and students between countries.
19. Frequent changes in the curriculum in accordance with global trends.

Some Challenges:

1. Concern that “the socio-economic implications of opening the education system globally and making education service for profit needs to be carefully examined. Even making it a full cost paying service has caused social and cultural trauma in many countries including developed countries. Making open to world competition with high cost of education might cause further social-cultural problems. These may be un-manageable in the developing countries and particularly in India. Global competition, full or profit cost pricing of education has several socio-cultural implications and may adversely affect the Constitutional obligations of equity.”

National Seminar organized by NIEPA on Privatization and Commercialization of Higher Education held on May, 2, 2006, re-iterated that the “State is primarily responsible for ensuring quality education at all levels and in all regions. This would entail strengthening of public institutions as also their quantitative expansion. It is evidently the obligation of the state to find ways and means of raising public resources for higher education.”

Commercialization of higher education can have adverse implications, both in terms of access and equity. Commodification of education, research and knowledge will not serve the long range interests of the nation. It could lead to truncated growth and lop sided development of higher education. Therefore, the NIEPA seminar recommended that “commercialization needs to be controlled.”

On Foreign universities, NIEPA seminar stated that the universities “are promoting the process of privatization and fuelling commercialization. Issues like regulation by the various professional bodies to control fees, fine tune quality and suitable legislation for the entry of foreign universities would have to be immediately attended to.”

Conclusions

The phenomenon of globalization, which transformed world trade, communications and economic relations in the latter part of the 20th century, is having a profound impact on education, in general, and higher education, in particular. In respect to higher education, this means deregulating the sector and widespread privatization and advent of foreign investment in Education.

With the onset of neo- liberal regime, the higher Education sector in India is witnessing drastic changes. The share of government in the provision of higher Education is shrinking and consequently a move towards privatization and globalization of higher education is emerging. (policy measures aimed at reforming education financing was made aiming diversification of the

sources of funding by developing alternative arrangements to meet the costs of providing the education.

The notion for privatization of higher education also comes from the point that public sector cannot fund higher education, when mass education is deprived of the basic needs. The funding on higher education from public domain is low and in an era when demand is expected to increase, there is a need to explore the alternative source of financing higher education. In the changing circumstances of fiscal constraints owing to adoption of economic reforms, there is a move to keep only the elementary education under the public sector's domain and progressively increase the role of private sectors involvement in meeting the funding needs of secondary education and beyond. The higher education sector, in particular, was proposed to be treated as quasi public good and by this measure, the burden of financing higher education was to be shifted gradually to the private sector and the private individuals of the household sector.

References

<https://vijendersharma.wordpress.com/2008/12/06/gats-and-higher-education-in-india-implications-and-concerns/>

<http://www.ijstr.org/final-print/aug2013/Globalisation-And-School-Education-In-India-Some-Data-Gaps.pdf>

https://www.academia.edu/8121043/Privatization_and_Globalization_of_Higher_Education_in_India_in_the_era_of_Economic_Reforms

Higher Education in India by G. Karunakaran Pillai Chapter 27, The Indian Economy Since 1991: Economic Reforms and Performance Edited by B. A Prakash

International Conference - Globalisation and Challenges for Education – NIEPA

Concept of Open Learning System

- An approach to learning that gives students flexibility and choice over what, when, at what pace, where, and how they learn.
- First Open University was established in England in 1969, In India – Ambedkar Andhra Pradesh open university (1980), IGNOU – 1985, Kota open university, Rajasthan., Nalanda open university, Bihar

Characteristics Open Learning System

- Flexible learning

- Open access
- Bridges the gap between urban and rural
- Cost effective
- Eradication of adult literacy
- Catering to dropouts
- Lifelong learning
- Cater to individual needs

Distance/Correspondence Education

- There is no one meaning of the term distance education. it is known by a variety of names, viz. “Correspondence Education”, “Home Study”, “Independent study”, “External study”, “Off-campus Study”.
- The teacher and the learner are separated from each other and this is a central characteristic of this form of education

Characteristics Distance/Correspondence Education

- Explosion of knowledge
- Earning while Learning
- Desire to Improve Qualifications
- Self – Improvement
- Boon for In - Service Aspirants
- Easy Access

Synchronous Learning: Meaning

- The learning process that takes place by using computer that is connected to the internet.
- Computer-based learning,
- Distance education,
- Communication through internet.
- Synchronous Learning

- Synchronous learning occurs in real-time, with all participants interacting at the same time.
- Synchronous communications include online real-time live teacher instruction and feedback, chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time.

Characteristics of Synchronous Learning

- Cost effective and saves time
- Learning 24/7, anywhere
- Provides More Consistent Course Delivery
- Tackle the subject at their own pace
- Virtual Communication between two or more people
- Distance learning
- Real time or Concurrent learning
- Immediate feedback
- Scheduled learning

Asynchronous Learning: Meaning

- Asynchronous Learning: A type of two way on-line communication that occurs with a time delay to respond at convenience.
- A learner centered teaching-learning in which online learning resources are used to enable information sharing.
- Asynchronous Learning
- Asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time.
- Asynchronous learning may use technologies such as email, blogs, wikis, and discussion boards, as well as web-supported textbooks, hypertext documents, audio video courses, and social networking using web 2.0.

Characteristics of Asynchronous Learning

- Intermittent, on demand access
- Pre- produced
- Individual or poorly collaborative
- Independent learning

QUESTION BANK

- Mention the main recommendations of the Despatch of 1854. Do you agree to call the Despatch “the Magnacarta of Indian Education”?
 - What were the effects of the Despatch of 1854 on Indian Education? Can you trace its influence on any present system of education? Explain.
 - What are the main suggestions of Wood’s Despatch? How far did the suggestions help in the development of education in India?
 - “The Despatch of 1854 laid the foundation of a sound and effective system of educational administration in India”, examine the statement.
 - Discuss the recommendations of the Hunter Commission of 1882 to improve Primary education in India.
 - Discuss the effects of the recommendations of Hunter Commission of 1882 on Primary Education.
 - Discuss the contributions of Hunter Commission of 1882 for development of secondary education in India.
 - Critically evaluate the impact of Liberalisation, Privatisation and Globalisation on Education
 - Elaborate the challenges faced by higher education due to advent of Liberalisation, Privatisation and Globalisation
-